COLLEGE CALENDAR

1962-63

College Opens	September 10
Freshman Registration	September 13
Senior Registration	September 14
Convocation	September 16
Sophomore and Junior Registration	September 17
First Semester Begins 9 A.M.	September 17
Thanksgiving Recess	November 22-25
Christmas Vacation Begins 5 P.M.	December 14
Christmas Vacation Ends 9 A.M.	January 7
First Semester Ends	February 3
Second Semester Begins 9 A.M.	February 4
Spring Vacation Begins 5 P.M.	March 22
Spring Vacation Ends 9 A.M.	April 8
Second Semester Ends	June 7
Commencement	June 9

1963-64

College Opens	September 9
Freshman Registration	September 12
Senior Registration	September 13
Convocation	September 15
Sophomore and Junior Registration	September 16
First Semester Begins 9 A.M.	September 16
Thanksgiving Recess	November 28-December 1
Christmas Vacation Begins 5 P.M.	December 13
Christmas Vacation Ends 9 A.M.	January 6
First Semester Ends	February 2
Second Semester Begins 9 A.M.	February 3
Spring Vacation Begins 5 P.M.	March 20
Spring Vacation Ends 9 A.M.	April 6
Second Semester Ends	June 5
Commencement	June 7

1964-65

College Opens in Annapolis	September 14
Freshman Registration	September 17
Senior Registration	September 18
Convocation	September 20
Sophomore and Junior Registration	September 21
First Semester Begins 9 A.M.	September 21
College Opens in Santa Fe	September 21
Freshman Registration	September 24

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Volume XV No. 1

BULLETIN OF

ST. JOHN'S COLLEGE

IN ANNAPOLIS

AND

IN SANTA FE

OFFICIAL STATEMENT OF
THE ST. JOHN'S PROGRAM

CATALOGUE

1962-1964

ANNAPOLIS, MARYLAND
FEBRUARY, 1963

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

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

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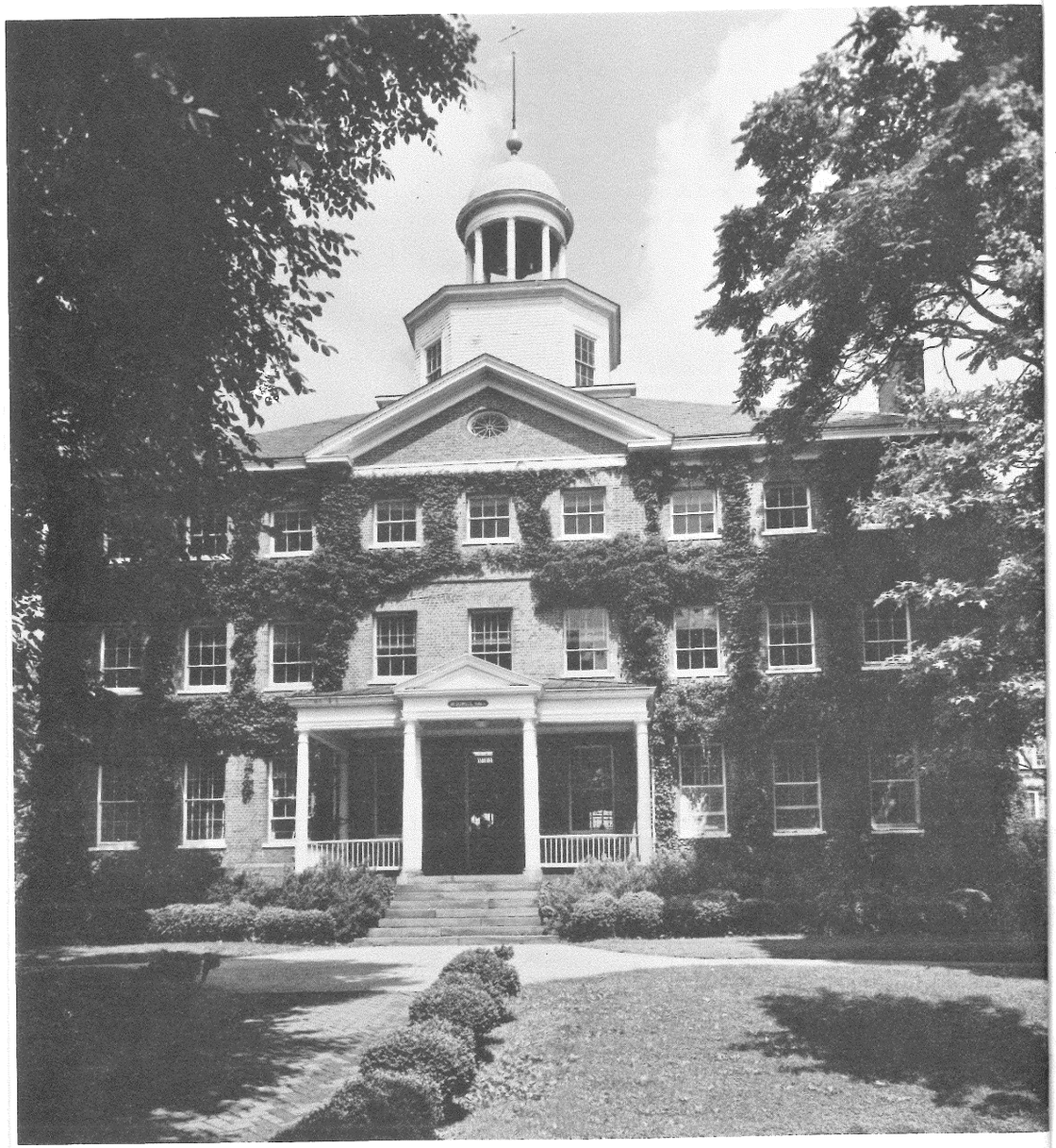


McDOWELL HALL—1744

The St. John's Program

The Goal of Liberal Education

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

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

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

Liberal Education and Scholarship

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

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

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

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

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

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

The Liberal Arts

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

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

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

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

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

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

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

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

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

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

The Great Books

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

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

The Curriculum

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

It is necessary to preface this description with a general remark about the sequence of books, the teaching function of which largely determines the structure of the curriculum. On pages 45 to 47 the reader will find two listings of the books. The first lists them in more or less chronological order, beginning with Homer and ending with authors of the twentieth century, and represents the required readings for the four years in the various divisions of the program. The second list shows how these books are distributed over the four years and also among the subject matters of the conventional elective system.

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

repetition having the effect of completing a cycle and confronting the students with their starting point.

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

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

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

The Seminar

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

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

HOW IT FUNCTIONS

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

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

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

FOLLOWING THE ARGUMENT

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

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

BACKGROUND: THE CONTEMPORARY SCENE

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

the historical variety of its aspects. The historical background of a book —the knowledge of which is, at least partly, founded on the reading and interpretation of the testimony contained in the great books themselves —is never given to the student as a basis for the discussion. It is of course inevitable that some information on difficult points related to a specific historical situation is obtained by the students through collateral reading or from the seminar leaders. In the main, however, the problems are discussed with the aim of ascertaining not how things were, but how things are; of ascertaining the position which the student might decide to take on rational grounds in the conduct of his own life. This does entail, occasionally, a complete disregard of historically pertinent facts.

THE AIMS

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

THE PRECEPTORIAL

In the academic year 1962-63 the College began, on an experimental basis, a program of preceptorials. For the junior and senior classes the seminars are interrupted for seven and a half weeks in the winter. These students are divided into smaller groups of five or six members each who meet weekly with one tutor to study intensively one book, or one subject treated in several of the great books. Some eighteen different subjects for preceptorials are offered by the seminar tutors. A major purpose of the preceptorial is to invite and to guide the student to a more thorough and responsible study of a text, or of a small group of texts concerned with a specific question, than is possible in the present scheme of seminar readings. The preceptorial period begins the second week of December and continues till the start of the thesis-writing period in late February.

The Tutorials

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

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

The Language Tutorial

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

PRIMARY AIMS

The primary purpose of the language tutorials is thus not the mastery of any foreign languages. By studying them, however, and by translating from them into English, by comparing them with each other and with English, the student learns something of the nature of language in general and of his own in particular. During the four years, then, he is studying language as such, the discourse of reason, and, through the medium of foreign tongues, his own native English. He is discovering the resources of articulate speech and learning the rules that must govern it if it is to be clear, consistent, and effective; if it is to be adequate and persuasive. The media for accomplishing this are Greek in the first and second years and French in the third and fourth years.

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

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

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

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

The French tutorial in the third year begins with a brief but intensive study of French grammar followed by a rapid reading of a simple and excellent French text. The aim here is economical progress towards fluency in the reading and writing of simple French. The rest of the year is given over to examining the form and discussing the content of outstanding examples of French prose ranging from single sentences to complete works. In the examination of form the simpler kinds of grammatical, logical and rhetorical analysis are used as foundations for the consideration of questions of purpose and problems of choice in speech and writing. Discussions of both form and content are related to appropriate writing assignments, including exercises in translation in which the student attempts to match in his own tongue the excellence of his models.

In the fourth year, after a period of grammar review, the chief interest of the third year is again taken up for a time, with different materials. Passages from standard English writers are translated into French: discussion of students' versions is helped by comparison with expert translations of the texts chosen. The principal activity of this year, however, is the reading of French poems, including a complete play in verse. This work has as its immediate object the understanding and enjoyment of each poem in its parts and as a whole. It also provides a substantial basis, when supplemented by some of the preceding work in language tutorial and in seminar, for discussion of the art of poetry and its relation to the traditional liberal arts of language. The writing assignments include exercises in translation more ambitious than those attempted in the third year.

SUBORDINATE AIM

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

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

READING KNOWLEDGE EXAMINATIONS AND ESSAYS

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

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

The Mathematics Tutorial

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

ITS CONTENT

The student begins with the *Elements* of Euclid, using this to gain a notion of deductive science and a mathematical system in general,

of music is not properly a separate department of intellectual activity. The ancients accorded music a place among the liberal arts because they understood it as one of the essential functions of the mind, associated with the mind's power to grasp number and measure. In short the liberal art of music is based on the existence of ratios among numbers. The study of music is valuable in training the mind to a sense of ratio and proportion. It is this value that the music tutorial exploits.

Most liberal arts curricula assign to music the function of preserving an otherwise disturbed balance. Music does preserve a balance, though not in the sense usually meant of that between intellect and emotion. The balance which the study of music should be charged to maintain in a liberal arts curriculum is that within the intellectual life itself. Music brings the mind up against problems of a type different from those encountered in mathematics, languages, and the sciences.

Music tutorials meet twice a week in the freshman year and in one semester of the sophomore year. The multifarious ways in which number, measure, and proportion appear in music, in melody, meter and rhythm and in polyphony, form the matter for study the first year; in the second year, this study advances to the fundamentals of harmony and the analysis of major compositions. During the first year, also, music plays a part in the laboratory exercises in measurement.

Choral exercises, held once a week, are required of freshmen and sophomores; but all students may attend them if they wish to do so. The work of the chorus is focused on polyphonic, *a capella* music.

Seminars on great works of music are included as part of the regular seminar schedule. Students listen to recordings of the composition and familiarize themselves with the score prior to the seminar, just as they read a dialogue of Plato or some other book. Group discussion of a work of music, as of a book, facilitates and enriches the understanding of it.

The Laboratory

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

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

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

THE ORGANIZATION OF THE LABORATORY WORK

The organization and content of the laboratory work is subject to constant study and revision. The present program has been dictated largely by three considerations relevant to the liberalization of the study of science: (a) The formally scheduled laboratory work must be com-

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

A laboratory section consists of fourteen to twenty students working under the guidance of a tutor, with the help of more advanced students serving as assistants. Sections normally meet twice a week. Freshmen have one three-hour meeting for doing experiments and one one-hour meeting for preliminary and retrospective discussion of the experiments. Sophomores and juniors have two three-hour meetings each week; as the progress of the work requires, a laboratory session may be used for exposition and discussion of theory, for experimentation, or for both. Occasionally a laboratory meeting is reserved for the discussion of a classic paper or other text directly related to the topic at hand; writings of Galen, Harvey, Lavoisier, Huygens, Newton, Fresnel, Darwin, Dobzhansky, Faraday, Maxwell, Thomson, Rutherford, and Bohr are among those regularly used in this way. In all the work of the laboratory, and in the laboratory manuals written at the College as texts, it is a steady purpose to achieve an intimate mixture of critical discussion and empirical inquiry.

The regular pattern of two meetings per week is suspended early in the senior year. Thereafter laboratory sections meet on half-schedule for discussion, demonstrations of experiments, and reports, while students undertake responsibility for laboratory projects to be conducted throughout the remainder of the year. Seniors work on a project either individually or in groups of two or three, in consultation with a faculty adviser. Projects may be theoretical or experimental in character. A theoretical project is directed to a critical analysis of a topic or problem in science, or to the close study of a crucial scientific text. An experimental project works further with a technique to which the student has been introduced in passing during the laboratory program. For the duration of the project, the student is given support in the form of equipment and technical assistance, a project room in which his work will be undisturbed, and freedom to carry through his problem as his own responsibility.

ITS CONTENT

The general topics of study have been chosen from elementary physical and biological science. In terms of traditional names for various branches of scientific endeavor, the work schedule may be outlined roughly as follows:

<table>
<tr><th></th><th>First Semester</th><th>Second Semester</th></tr>
<tr><td>1st Year</td><td>Biology</td><td>Theory of Measurement</td></tr>
<tr><td>2nd Year</td><td>Chemistry</td><td>Optics</td></tr>
<tr><td>3rd Year</td><td>Biology</td><td>Mechanics</td></tr>
<tr><td>4th Year</td><td>Electromagnetism
Laboratory Project</td><td>(Thesis writing period)</td><td>Atomic Theory
Project</td></tr>
</table>

BIOLOGICAL SCIENCE

The exercises for the freshman year may be regarded primarily as an inquiry into the nature of the vertebrate organism. The student is confronted with general problems such as the relation of the parts and the whole, the relation of form and function, the distinction between homology and analogy, the link between the external and internal environment. Specifically, he studies the anatomy of the cat and the frog. A variety of animal types is presented to him for observation. The student has the opportunity to compare their external and internal structures. Special emphasis is given to the technique of dissection. The student also reproduces the experiments described in Harvey's *Disquisition on the Motion of the Heart and Blood in Animals.*

The third-year exercises concern problems of histology, embryology, phylogeny and genetics. The first unit of these exercises acquaints the student with the cell as a level of biological organization and confronts

him with the cell theory and the theory of the unity of the organism as a whole. The second unit of the exercises combines embryology and invertebrate zoology. The student investigates the phenomena and weighs the inferences on which the theory of recapitulation is founded. Modern concepts, such as the organizer theory and the perennial antithesis of preformation and epigenesis, are also reviewed and evaluated.

The third unit is devoted to genetics; Mendel's law of heredity, linkage and chromosome mapping are demonstrated by experimental breeding with the fruit fly. The discussion begins with a thorough consideration of Mendel's experiments in plant hybridization, followed by the application of the principles discovered by Mendel to plants and animals in general. The development of the modern theory of the gene is traced and its possible role in evolution explored in terms of Darwin's theory of natural selection.

PHYSICAL SCIENCE

The first-year physics course deals with the problem of measurement. The student learns the elementary processes of measuring length, area, volume, weight, density, musical pitch, pressure, temperature, and heat, and becomes aware of the theoretical assumptions underlying these measurements. Statistical methods are introduced as a means of summarizing the data of measurement.

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

The second half of the sophomore year is again concerned with the construction of physical theories, but the phenomena to be dealt with are optical rather than chemical. Mechanical models of light are of two kinds, wave and corpuscular. Confronted with the phenomena of rectilinear propagation, reflection, refraction, polarization, and color, the student attempts to assess the relative advantages and disadvantages of the two types of theory. Finally, interference and the photoelectric effect are presented as phenomena which appear to require, respectively, a wave and a corpuscular theory. Faced with this apparent contradiction, the student becomes aware of the inadequacy of mechanical models, and at the same time of their utility in the invention and discovery of precise relations which are independent of any specific mechanical theory.

It is the task of the third-year physics laboratory to draw together the student's experience with the calculus, and his introduction to the theory of motion through Galileo's *Treatise* and Newton's *Principia*. To achieve this, the laboratory begins with a reformation of Galileo's theory of free fall in terms of the calculus as the mathematics appropriate to the problem, and sets the simple pendulum as a kinematic experiment for investigation by the student. The physicist's definition of time, and the clock as a laboratory instrument become a constant problem. In the same spirit, the laws and certain theorems of the *Principia* are next related, through analytic mathematics and vector notation, and are then reconsidered in terms of the concept of energy. The simple pendulum remains the experimental problem, successively in terms of the interactions of colliding pendulum bobs, the orbital motions of the spherical pendulum, and the deflection of the Foucault pendulum on the rotating earth.

The senior laboratory takes up a new science, electromagnetism, and then carries further some topics explored earlier in the program. During the first part of the year, fundamental phenomena of electricity and magnetism are investigated, and the field theory is developed to its culmination in Maxwell's set of equations. Laboratory work consists largely in justifying the instruments and measurements of this new science through a series of "absolute" calibrations. Optics is then reexamined as a possible consequence of Maxwell's equations, and as a branch of electromagnetism.

In the spring, investigation of atomic theory is resumed with the study of ionization, the point at which the student as a sophomore had to leave

it for want of a theory of electricity. The photoelectric effect, inadequately treated in the sophomore laboratory, is likewise carefully reexamined. The year culminates in a study of Bohr's paradoxical resolution of the problem of the stability of the nuclear atom in terms of the "quantum" hypothesis, leaving atomic theory, optics and Newtonian mechanics in an uncomfortable juxtaposition. Individual senior laboratory projects often, though not necessarily, bear a close relation to these topics. Typical experimental projects have included measurement of the charge and mass of the electron, studies in electrochemistry, microwave optics, the photoelectric and Frank-Hertz experiments, and optical and electrical measurement of the velocity of light. The results of the projects are presented in written form, and are analyzed and criticized in class discussion.

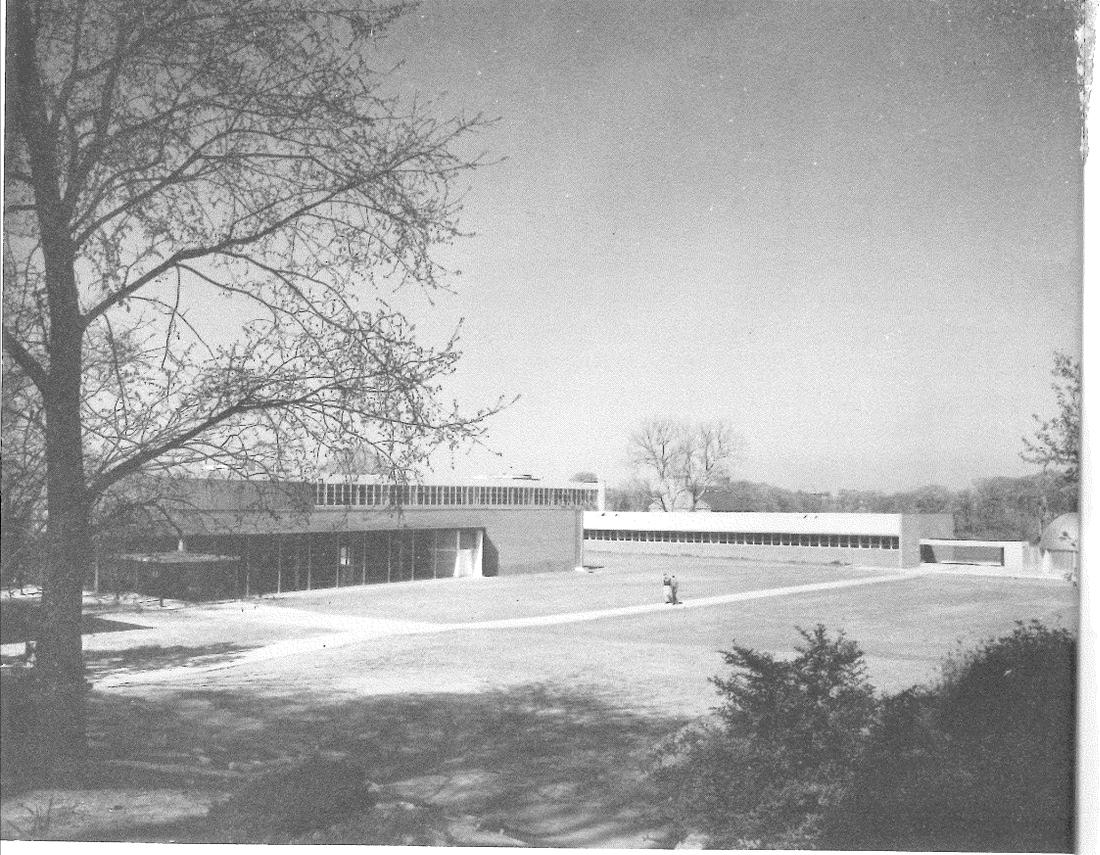
The Formal Lecture

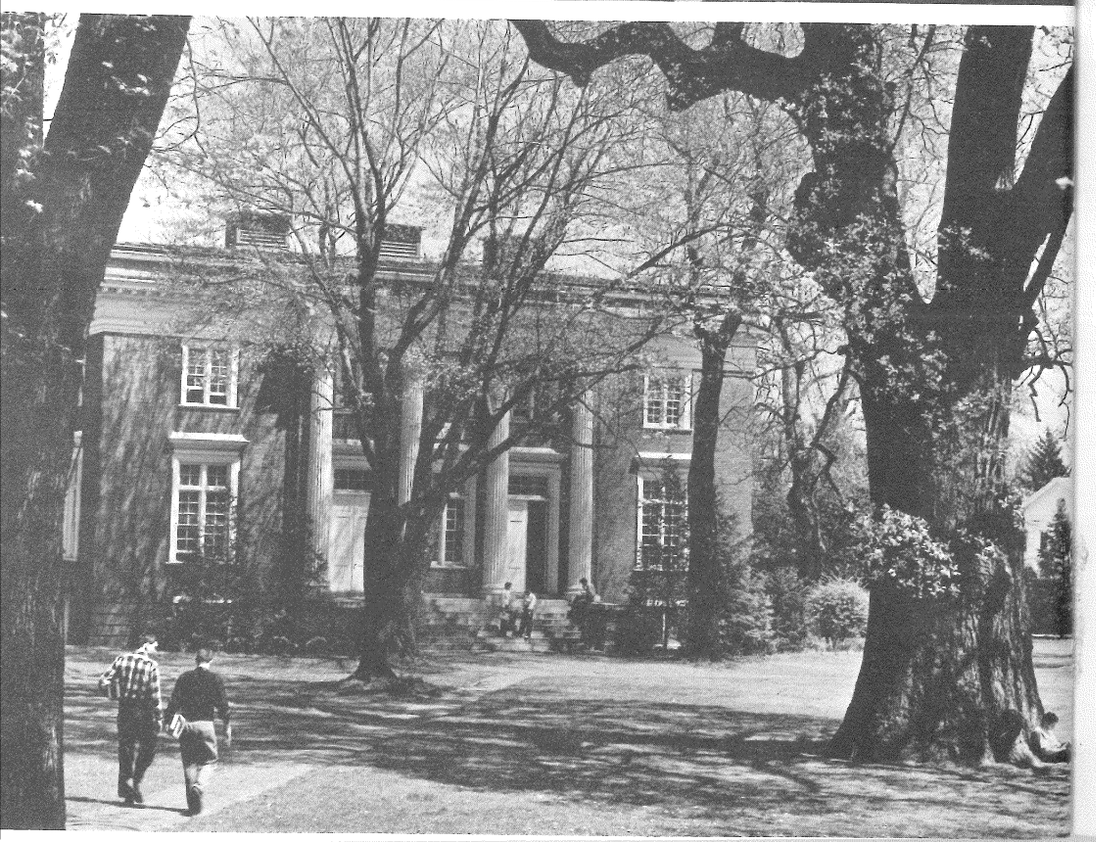
Most of the teaching at St. John's takes the form of a discussion: the dialectical methods of the seminar are carried over into the tutorials, although the tutorial work itself consists mainly of recitation of paradigms, translation and interpretation of texts, demonstration of theorems, and solution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

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

The formal lecture may last an hour and a half. It is followed by an extensive discussion period that very often takes the form of a seminar. Here the content of the lecture is subjected to a prolonged and intensive scrutiny on the part of the students. The faculty has a share in the discussion. Thus, the formal lecture serves two purposes: it inculcates in the student the habit of listening and following the condensed exposition of a subject he may not be familiar with, and it also provides him an opportunity, in the discussion period, to exercise his dialectical skills in a setting very different from that of the class room. It is here that he can himself test the degree of his understanding and the applicability of what he has learned.

The lectures range through a large variety of subjects. Some of the lectures have immediate repercussions in the seminars and tutorials. Others may have a lasting effect on the direction that a student's work takes within the frame of the program. The student is often confronted with opposing views on a given subject, since many lectures, of necessity, bear on the same theme.





The Academic Order

The Faculty

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

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

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

The kind of teaching and learning that goes on at St. John's presupposes, then, a faculty differing in many ways from the faculties of more conventional colleges. Each tutor normally has specialized competence in at least one field of knowledge. Beyond that he must be willing to acquire a certain expertness in other fields of knowledge and a certain competence in the liberal arts. That means that he has to reeducate himself. He is expected to teach some classes in fields other than his field of competence. Ideally, the tutor will after some time have taught classes in every part of the program. He has the opportunity to do so by the very nature of the St. John's program. He attends classes in the same way as a student: his own learning goes along with his teaching; just as the students do, he progresses from year to year in the curriculum; and this continuous learning and teaching brings him, in ever increasing measure, into closer familiarity with the entire program. Thus a member of the St. John's faculty is never confined in his scholastic activities to a single division of the program. He is, and has to be, a teaching member of a seminar and of either two tutorials or one tutorial and a laboratory section. Each faculty member is constantly passing on the special skills that he possesses to his colleagues who might require them in their respective classes. The collaborative effort at St. John's is especially evident in the cooperative teaching of the faculty.

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

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

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

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

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

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

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

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

The Instruction Committee

The program and the actual instruction are under the supervision of the Instruction Committee of the faculty, whose chairman is the Dean of the College. The eight members of the committee are the President, the Dean and six tutors elected for three-year terms on a rotating basis.

The Library

The great books chosen for study at St. John's are collected in the library in the best editions and translations that can be obtained. These books plus carefully selected modern texts for the laboratory are the core

of the library, essential to the teaching of the program. A good general collection is a necessary supplement. A specialized, highly technical one would have little use. Reference books in mathematics, science, philosophy, religion, fine arts, music, poetry, literary criticism, history, and some recent novels and biographies, as well as periodicals and newspapers, are bought each year. A committee of the faculty assists the Librarian in selecting the books and periodicals to be purchased. The library maintains a collection of about 50,000 volumes, supplemented by microfilmed books and periodicals.

Schedule and Examinations

Perhaps the most obvious distinctive mark of St. John's College is the fact that all the students of the same year are reading the same books at the same time with the same immediate preparation. This may be the week when all freshmen are learning the Greek alphabet; or it may be the weeks that they are meeting the highest type of Greek mathematics in the fifth book of Euclid's *Elements;* or it may be the time of the first assignment in Thucydides, when the seminar leaders are wondering if the students will see the implications of liberty in Pericles' funeral oration. These are the educational realities that a common schedule marks and emphasizes.

A Sample Class Schedule for One Week

Hour	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
9	Mathematics Tutorial		Mathematics Tutorial	Mathematics Tutorial	Mathematics Tutorial	
10						
11	Language Tutorial	Language Tutorial	Language Tutorial	Chorus	Language Tutorial	
12						
1 to 4	Music Tutorial* One hour	Laboratory	Music Tutorial* One hour		Laboratory	
8 to 10	Seminar			Seminar	Formal Lecture	

* In the freshman year and the one semester of the sophomore year.

Except for the preceptorials in the junior and senior years and certain periods of laboratory work for which the upperclassmen may choose their own time, the schedule is the same for all students. Each morning for four days of the week they spend one hour in a language tutorial and one hour in a mathematics tutorial. Two afternoons a week they spend from one to three hours in the laboratory. Two evenings from eight to ten they attend a seminar for organized discussion of the assigned readings. A formal lecture or concert is given once—or occasionally twice—a week. Nineteen to twenty-one hours per week are spent in regular classes.

The year is divided into two semesters of sixteen weeks each, separated by a week during which the seminars meet as usual but the tutorials and laboratory sessions are suspended. Special events may be scheduled for this period, which is not considered a vacation but a welcome change in the instructional routine. All students are required to remain in residence.

ORAL EXAMINATIONS

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

THE DON RAG

A few days after the examination at the end of a semester the student meets all his tutors in the so-called "don rag." The don rag is a brief consultation between tutors and student for the purpose of diagnosis and prescription rather than for report of marks. It usually lasts fifteen minutes for each student, but may be extended well beyond that. In it the tutors report to one of the seminar leaders on the student's work during the semester; the student is invited to report on himself and to judge his own work; advice may be requested and given; difficulties may be aired; but grades are not reported, nor are they the center of interest. The first freshman don rags are held the week before the Christmas vacation rather than at the end of the first semester.

ANNUAL ESSAYS

At some time near the end of the second semester each student writes an annual essay on some theme suggested by the books. He must have the seminar leaders' approval of his choice and he has to stand an oral examination on the essay.

PRELIMINARY ENABLING EXAMINATIONS

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

THE ENABLING ORAL EXAMINATION

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

THE FINAL THESIS AND ORAL EXAMINATION

During the first semester of the senior year the student makes his final choice of a thesis. As a candidate for the degree of Bachelor of Arts he must present a dissertation on a thesis related to some aspect of the work done in seminar or laboratory. This is not a piece of specialized research, but a sustained performance in the liberal arts. The student submits his dissertation for the approval of the faculty, and must defend it satisfactorily in an hour-long public oral examination given toward the end of the second semester. The last three weeks before the spring vacation are reserved for the writing of the thesis; during this period the student attends no classes except seminars. Under some

circumstances the student may request more time to prepare and submit his thesis.

THE READING KNOWLEDGE EXAMINATION

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

Academic Standing

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

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

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

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

The St. John's Degree of Bachelor of Arts

The St. John's degree of Bachelor of Arts signifies the successful completion of four years of studies as described in the preceding pages.

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

Languages (Greek, English, French)	28
Literature	10
Political Science	4.5
History	2.5
Philosophy	16.5
Economics	1.5
Psychology	1
Logic	2
Mathematics	22
Sciences (Physics, Astronomy, Chemistry, Biology)	35
Music	6
Total	129

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

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

The question is sometimes asked whether the graduate and professional schools acknowledge the St. John's degree of Bachelor of Arts, in view of the highly unconventional program under which St. John's operates. It must be noted first of all that St. John's College is accredited by the Maryland State Department of Education and the Middle States Association of Colleges and Secondary Schools. The experience that the College has had with its graduates so far shows, moreover, that a St. John's graduate experiences no difficulties inherent in his degree if he chooses to continue his studies on the graduate level or in preparation for a profession. Of the 465 students who have graduated from St. John's since 1941, when the first class completed the New Program, 290, or about 62%, entered graduate or professional schools. The following table shows the distribution of these 290 students to date, among the various fields of study:

Architecture	3
Biology	7
Bio-Physics	1
Business Administration	5
City Planning	1
Dentistry	1
Drama and Playwriting	8
Economics	1
Education	22
Engineering	8
Geology	2
History	9
History of Art	1
History of Science	2
International Relations	1
Journalism	2
Languages	15
Law	44
Library Science	8
Literature and Writing	18
Mathematics	25
Medicine	15
Meteorology	2
Music	3
Oceanography	1
Philosophy	24
Physics	10
Political Science	16
Psychology	6
Public Administration	1
Social Anthropology	1
Social Work	7
Sociology	1
Theology	19
Total	290

In most cases, admission to graduate schools presents no difficulties for the St. John's graduate, especially if his academic record is a good one. Graduate schools tend increasingly to admit candidates on the basis of individual record and merit, and to ignore the bare minimum certification of the ordinary degree. They also tend to recognize more and more the necessity for a general education on the undergraduate level. They have begun to see the ravages that premature specialization leaves on the minds of our scientists and engineers, our doctors and lawyers.

A St. John's graduate planning graduate work in physics or biology usually needs additional courses before embarking upon advanced work. This generally means that in his first year of graduate study he has to work harder than students from other institutions who have undergone special training; after that, however, he advances at least as well as the others, and begins to reap the benefits of his broad intellectual experience at St. John's. In the case of chemistry and of engineering, advanced work presupposes the taking of additional courses on the undergraduate level.

Finally, special advice must be given to students entering St. John's who plan to study medicine. The medical schools maintain a policy of high selectivity and insist upon definite prerequisites. Most of them require of St. John's graduates only one to three additional undergraduate courses. In view of this, students who come to St. John's with the intention of going on into medicine are advised to make arrangements for fulfilling these requirements. They may take pre-medical courses at summer schools, or they may plan a year of work in the sciences prior to formal entrance into a medical school. That this can be accomplished successfully is shown by the comparatively large number

of St. John's graduates who have studied or are studying medicine. It is not unimportant to mention that many medical schools themselves, like the larger technological institutes, expect their students to be able to build on a broad foundation of humane knowledge.

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

The St. John's Degree of Master of Arts

St. John's College awards the degree of Master of Arts. The requirements for this degree are determined by the general task the College has set for itself. They are directly related to the teaching of the liberal arts. They comprise (a) teaching experience at St. John's; (b) the submission of a thesis.

Any one who has completed two years of teaching at St. John's College may petition the Instruction Committee of the College to present himself as a candidate for the St. John's degree of Master of Arts.

If permission is granted, the candidate shall submit a thesis to the faculty and stand an oral examination on it.

Before submitting his thesis, the candidate must have the thesis topic approved by the Instruction Committee. The topic must have some bearing on the understanding and practice of the liberal arts.

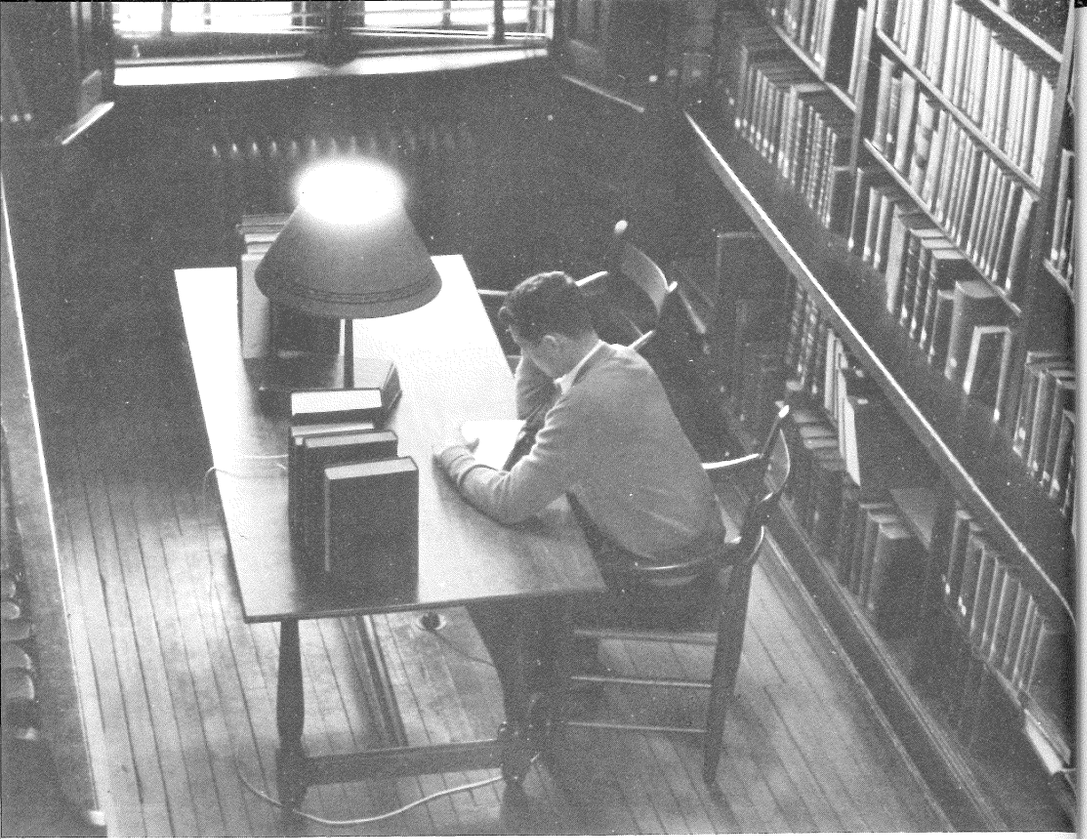
Co-Education

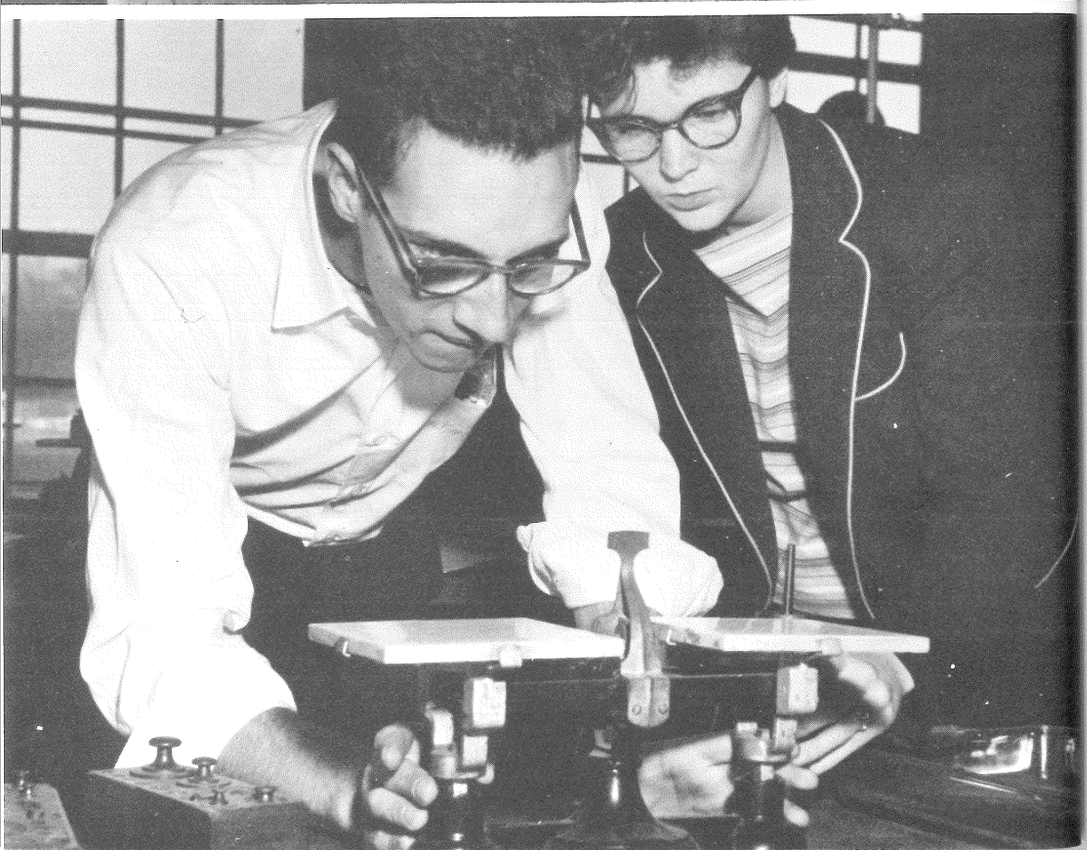
Believing that the education being offered at St. John's could and should be equally available to women and that their participation in the program would make it even more effective, the Board of Visitors and Governors voted to admit women to the College commencing in the fall of 1951.

Branch of the College

As the decade of the sixties opened, St. John's began to experience the predicted upsurge of enrollment. In order to provide a St. John's

education for the increasing numbers of young men and women who expressed their desire for it, while not expanding the size of the Annapolis campus, the Board of Visitors and Governors in late 1960 decided to open a branch of the College in the western part of the country. After study of many proposed locations the Board on February 22, 1961, accepted an invitation to open a branch in Santa Fe, New Mexico. Santa Fe was chosen because of its excellent climate, the cultural orientation of the city, the opportunity for cooperation with nearby Los Alamos, and the active interest of the people in the city itself and throughout the Southwest. It is planned to admit the first freshman class on the new campus in September of 1964.





Instruction Charts

The St. John's List of Great Books

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

First Year

Homer:	*Iliad, Odyssey*
Herodotus:	*History**
Aeschylus:	*Agamemnon, Choephoroe, Eumenides, Prometheus Bound*
Sophocles:	*Oedipus Rex, Oedipus at Colonus, Antigone*
Euripides:	*Hippolytus, Medea*
Aristophanes:	*Clouds, Birds*
Hippocrates:	*Airs, Waters, and Places, Ancient Medicine, Oath, Sacred Disease*
Plato:	*Ion, Gorgias, Meno, Republic, Apology, Crito, Phaedo, Symposium, Parmenides,* Theaetetus, Sophist, Timaeus, Phaedrus*
Thucydides:	*History of the Peloponnesian War*
Aristotle:	*Generation of Animals,* On the Soul,* Physics II, III, IV, VIII, Metaphysics I,* V,* VI, VII,* XII, Nicomachean Ethics,* Politics,* Organon**
Euclid:	*Elements*
Epictetus:	*Discourses,* Manual*
Archimedes:	*Selected Works**
Apollonius:	*Conics I-III*
Lucretius:	*On the Nature of Things*

Second Year

Virgil:	*Aeneid*
*The Bible**	
Tacitus:	*Annals**
Plutarch:	*Lives**
Nicomachus:	*Arithmetic**
Ptolemy:	*Almagest**
Galen:	*On the Natural Faculties*
Plotinus:	*Fifth Ennead*
Augustine:	*Confessions*
Anselm:	*Proslogium*
Thomas Aquinas:	*Summa Theologica**
Dante:	*The Divine Comedy*
Chaucer:	*The Canterbury Tales**
Rabelais:	*Gargantua and Pantagruel**
Machiavelli:	*The Prince, Discourses**
Luther:	*Commentary on the Epistle to the Galatians**
Calvin:	*Institutes**
Copernicus:	*On the Revolution of the Spheres**
Montaigne:	*Essays**
Bacon:	*Novum Organum*
Gilbert:	*On the Magnet**
Kepler:	*Epitome of Copernican Astronomy IV, V*
Donne:	*Poems**
Shakespeare:	*Richard II, Henry IV, Parts 1 and 2, As You Like It, Twelfth Night, Othello, Hamlet, Macbeth, King Lear, Tempest*

Third Year

Cervantes: *Don Quixote*
Harvey: *On The Motion of the Heart and Blood*
Galileo: *Two New Sciences**
Descartes: *Rules for the Direction of the Mind,** *Discourse on Method, Geometry,** *Meditations*
Hobbes: *Leviathan**
Spinoza: *Theological-Political Treatise*
Milton: *Paradise Lost,** *Samson Agonistes*
Pascal: *Pensées**
Racine: *Phèdre*
La Fontaine: *Fables**
Newton: *Principia,** *Optics**
Huygens: *Treatise on Light**
Locke: *Essay Concerning Human Understanding,** *Second Essay on Civil Government*
Berkeley: *Principles of Human Knowledge*
Leibniz: *Discourse on Metaphysics, Monadology, Correspondence with Arnauld*
Swift: *Gulliver's Travels*
Fielding: *Tom Jones*
Hume: *Enquiry Concerning Human Understanding, Dialogues Concerning Natural Religion*
Voltaire: *Candide, Micromégas*
Gibbon: *The Decline and Fall of the Roman Empire**
Rousseau: *The Social Contract*
Schiller: *Poems**
Adam Smith: *The Wealth of Nations**
Kant: *Critique of Pure Reason,** *Critique of Practical Reason,** *Critique of Judgment**
Lavoisier: *Treatise on Chemistry**
United States Constitution
*Federalist Papers**

Fourth Year

Goethe: *Faust**
Hegel: *Philosophy of History, Lordship and Bondage, Preface to the Logic of Phenomenology*
De Tocqueville: *Democracy in America* (abridged)
Kierkegaard: *Philosophical Fragments*
Lobachevski: *Theory of Parallels*
Stendhal: *The Red and the Black*
Flaubert: *Madame Bovary*
Darwin: *Origin of Species**
Marx: *Capital,** *Communist Manifesto, Preface to Critique of Political Economy**
Mendel: *Experiments in Plant Hybridization**
Tolstoi: *War and Peace*
Nietzsche: *Birth of Tragedy, Beyond Good and Evil*
Austen: *Emma*
Dostoievski: *The Possessed*
Baudelaire: *Poems**
William James: *Psychology—Briefer Course**
Freud: *A General Introduction to Psychoanalysis*
Jung: *Two Essays*
Whitehead: *Modes of Thought*
Peirce *Philosophical Papers**
Valéry: *Poems**
Einstein: *Relativity: the Special and General Theory*
Documents from American History
Charter of the United Nations

Classification, By Years, According to Elective Subject Matter

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

Preceptorials—1962-63

1. Dante, *Purgatorio*
2. Shakespeare, The Roman Plays: *Julius Caesar, Antony and Cleopatra, Coriolanus*
3. *King Lear*
4. Seventeenth Century Comedy: Ben Johnson, Molière, Congreve
5. *The Brothers Karamazov*
6. Mozart's Operas
7. The Federalist Papers and Modern Democratic Theory
8. The Common Law
9. Goethe as Scientist: on Color and on Plant Morphology
10. For and Against the Actual Infinite
11. Hume's treatment of Cause
12. Lucretius, with some reference to Aristotle's *Physics*
13. On the Will (Augustine, Aquinas, Calvin, William James)
14. Wittgenstein, *Philosophical Investigations*
15. Kant, *Critique of Pure Reason*
16. Descartes, *Meditations*
17. Aquinas, *Treatise on God* (Part Ia, Qu. 2-26)
18. Plato, *Theaetetus*

Language Tutorials 1962-63—*Classroom Hours*

Assigned Exercises	*First Year (Greek, English)*	*Second Year (Greek, English)*	*Third Year (French)*	*Fourth Year (French)*
Memorizing paradigms, selections	64 hours Grammar	40 hours Comparative Grammar	32 hours Grammar	14 hours Grammar Review
Translation and analysis of texts	52 hours Plato's *Meno*	32 hours New Testament Poetry	12 hours Voltaire	20 hours Translation (English into French) Jane Austen, W. Hazlitt, etc.
Logic		20 hours Formal Logic 8 hours Enthymemic analysis of Greek epigrams	24 hours Pascal La Roche-foucauld	22 hours Selected Poems: Malherbe to Valéry
Practice in analytical commentary	12 hours Translation of selections from Aristotle's *Physics*	28 hours Donne Shakespeare	60 hours Descartes Corneille	11 hours Baudelaire 20 hours Racine
Totals	128 hours	128 hours	128 hours	87 hours

Mathematics Tutorial—Classroom Hours

	First Year	*Second Year*	*Third Year*	*Fourth Year*
Plane geometry	44	...	...	...
Solid geometry	24	...	...	...
General theory of ratio and proportion	16	...	...	...
Introduction to number theory	3	...	...	...
Conic sections	...	44	...	...
Trigonometry	1	4	...	...
Astronomy and celestial mechanics	40	40	44	...
Analytic geometry	...	40	...	...
Dynamics	...	...	42	...
Calculus with introduction to differential equations	...	...	42	...
Introduction to the complex variable and modern algebra	...	...	...	57
Non-Euclidean geometry	...	...	...	10
Mathematics of relativity	...	...	...	20
Totals	128	128	128	87

Laboratory—Classroom Hours

	First Year	*Second Year*	*Third Year*	*Fourth Year*
BIOLOGY				
Anatomy and physiology (vertebrate)	56	...	...	...
Classification	8	...	...	...
Invertebrate zoology	...	...	21	...
Histology	...	...	9	...
Embryology	...	...	42	...
Genetics	...	...	60	...
CHEMISTRY	...	96	...	...
PHYSICS				
Measurement	28	...	...	...
Heat	8	...	3	...
Sound	8	...	...	...
Mechanics	20	...	57	...
Optics	...	96	...	...
Electricity and magnetism	...	...	...	120
Introduction to atomic physics	...	...	...	54
Totals	128	192	192	174

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

Laboratory Exercises 1962-63

First Year

Biology

The dissection of the frog (the organism as a whole)
The digestive system of the cat (digestion)
The lungs and air passages of the cat (breathing)
The excretory system of the cat (excretion)
The heart and lungs of the sheep
The arteries and veins of the cat
The motion of the heart and blood (transportation)
The skeleton and muscles of the frog (locomotion)
The sense organs (sensation)
The nervous system of the frog
The physiology of the nervous system (coordination)
Classification

Theory of Measurement

Construction of plane, straight edge, right angle, and ruler
Area and volume; fineness of measurement (vernier calipers, micrometer, spherometer)
Weight
Density and derived measurement
Musical intervals
Chromatic and diatonic scales
Errors and significant figures
Spirals and calculating machines
The law of the lever (Archimedes)
Hydrostatics (Archimedes)
The barometer (Torricelli)
The thermometer (Fahrenheit)
The calorimeter (Joseph Black)

Second Year

Chemistry

The beginnings of chemistry
  Specific properties: solubility
Change of state and the caloric and kinetic theories of heat
  Specific properties: boiling point
  Specific properties: melting point
A classification of compounds
  Oxygen
  Acids, bases, and salts
The three laws of chemical combination and the atomic hypothesis
  The law of definite proportions
  The law of reciprocal proportions
  The law of multiple proportions
The kinetic-molecular theory and molecular structure
  Boyle's law
  Charles's law
  Volume-combining ratios
  Molecular weight by vapor density
The molecular properties of solutions
  The molecular weight of a solute
The periodic chart of the elements
The theory of ionization

Optics

The velocity and rectilinear propagation of light
Reflection from plane mirrors
Refraction
Double refraction in iceland spar
Polarization
Color
Interference
The photoelectric effect
Mirrors and lenses
Theory of perspective

Third Year

Histology

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

Embryology

The germ cells
The early development of the starfish
The development of the frog:
  Cleavage
  Blastulation
  Gastrulation
  Neurulation
The development of the chick:
  Primitive streak embryo
  Twenty-four-hour embryo
  Thirty-six-hour embryo
  Forty-eight-hour embryo
  Seventy-two-hour embryo
  Ninety-six-hour embryo

Invertebrate Zoology

Phylum protozoa: amoeba and euglena
Phylum protozoa: paramoecium
Phylum protozoa: volvox series
Phylum coelenterata: hydra and obelia
Phylum platyhelminthes: planaria and phenomenon of regeneration
Phylum annelida: earthworm and clamworm
Ontology and phylogeny

Genetics

Statistics
Breeding experiments with the fruit fly:
  Dihybrid cross
  Linkage cross
  Chromosome mapping
  Problem crosses
The gene theory of inheritance:
  Mendelian heredity
  Meiosis and fertilization
  Modified mendelian ratios
  Sex-related inheritance
  Linkage and crossing over
  Chromosome mapping
  Multiple alleles
  Multiple factors
  Chromosome aberrations
  Genes and mutations
  Genes and development
  Genetics and Darwin's theory of natural selection

Mechanics

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

Fourth Year

Electromagnetism
  Magnetostatics: the magnetic field, Coulomb's law, the intensity of the earth's field
  Electrostatics: the notion of charge, Coulomb's law, electric potential
  Electric current: the absolute calibration of the ammeter and voltmeter
  Ohm's and Kirchhoff's laws
  Capacitance and the ratio of the esu to emu of charge
  Electromagnetic induction: Faraday's law of induction: the generation of alternating current
  Alternating currents: circuits with resistance, capacitance, and inductance
  Electromagnetic waves

Laboratory Projects
  Verification of Einstein's photoelectric equation
  Determination of the charge and mass of the electron
  Investigation of the spectrum of hydrogen in relation to the Bohr model of the atom
  Alpha-particle scattering and the nuclear atom
  The statistics of radioactive decay
  Fourier analysis of periodic phenomena
  Isomerism of organic compounds
  Chromatographic studies of amino-acid metabolism
  Electromechanical analogies
  Interference of radio and light waves

Music Program

Tutorials

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

Chorus

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

Seminars

Sophomores:
Bach, St. Matthew Passion; Gregorian Chant; Verdi, Otello

Juniors:
Mozart, Don Giovanni

Seniors:
Mozart, Cosi Fan Tutte; Wagner, Tristan and Isolde; Stravinsky, Oedipus Rex

Formal Lectures 1960-61

Logos and the Underground ..... Curtis Wilson
Ancient Gnosticism and Its Counterpart in Existentialism ..... Hans Jonas
The Sensory Basis of Consciousness and Its Interpretation ..... George Austin
Consonant Form in Nature and in Art ..... Donald Hatch Andrews
The Musical Experience ..... William Darkey
Foundations of Painting and Sculpture ..... George L. K. Morris
Newton: The Triangle of Cause ..... Charles Bell
The Logic of Morality ..... Allen Clark
Concert ..... John Langstaff
The Philosophical and Esthetic Bases of Electronic Musical Composition ..... Robert Crane
Spinoza on Philosophy and Religion ..... Arthur Hyman
Aristotle's *Politics,* Book I ..... Joseph Cropsey
Aristotle's *Poetics* ..... Laurence Berns
Aristotle's *Poetics* ..... Jacques Cartier
A Presentation of Menander's *Dyscolus* ..... L. A. Post
On Remembering an *Odyssey* ..... Seth Benardete
Piano and Violin Duo ..... Noel Lee and Paul Makanowitzky
Thought, Image, Abstraction ..... Jacob Klein
Homer ..... Gerald F. Else
Poetry of William Blake ..... Northrup Frye
Ibn Khaldun's *Introduction to History* ..... Muhsin Mahdi
John Calvin ..... J. Winfree Smith
Legal Reasoning ..... Edward H. Levi

The American Constitution ..... George Anastaplo
On Love ..... Robert Hazo
Concert ..... Claremont String Quartet
Concert ..... Handel Chorus of Baltimore
What Are Essences? ..... Thomas Slakey

Formal Lectures 1961-62

Reflections on the Idea of Science ..... Curtis Wilson
Double-Talk: The Problem of the Second Person ..... Robert Bart
The Trivium ..... Vincent Miller
Gutenberg, Ramus and the Transit to Technology ..... The Rev. Walter J. Ong, S.J.
Humor and the World ..... Walt Kelly
National Posture in a Nuclear Age ..... Kenneth E. Boulding
English Translations of the Bible ..... The Rev. Luther A. Weigle
Harpsichord Recital ..... Ralph Kirkpatrick
The Creative Process in a Work of Picasso ..... Rudolph Arnheim
The Morality of Descartes ..... Richard Kennington
Demonstration Painting ..... Harold Haydon
The Brothers Karamazov ..... Hugh McGrath
Psychological Challenges of the Nuclear Age ..... Jerome Frank
Piano and Violin Duo ..... Noel Lee and Paul Makanowitzky
A Fallacy in Plato's *Republic* ..... David Sachs
Living in Prague ..... Milton Mayer
The Civil War as Shakespearian Tragedy ..... Harry V. Jaffa
Dante ..... Charles Bell
The Evolution of Size ..... John Bonner
On Plato's *Republic* ..... Leo Strauss
Negative Numbers ..... Malcolm Wyatt
Logic and Reason ..... Edward Sparrow
The Mind-Body Problem ..... Norman Malcolm
Aristotle ..... Jacob Klein
Concert ..... Juilliard String Quartet
History's Dimensions and Modes ..... Alexander Sachs
Theodore Parker and New England Transcendentalism ..... John Wallace Laws
Perception and Relativity ..... Mortimer Taube
Thought of Confucius ..... Y. C. Wang
The Spanish Civil War ..... Douglas Allanbrook
The Merchant of Venice ..... Allan Bloom

Extracurricular Activities

THE STUDENT POLITY

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

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

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

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

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

In June 1960 a new constitution for the Student Polity was adopted, in accordance with which the responsibility for the maintenance of order and for the enforcement of polity laws, including the rules governing dormitory residence, was assumed by the Student Polity. These rules of residence are enacted with the advice and consent of the administration.

ORGANIZATION OF ACTIVITIES

It is the policy of the College to encourage any spontaneous group activity that shows promise of a contribution to the life of the community. For the most part, such activities are under the general sponsorship of the Student Polity. The administration cooperates in the financing of those activities that require expenditures, and gives advice when it can be helpful.

It is no paradox, in view of the above, to say that the main purpose of extracurricular activities is relaxation and recreation. Students can work in order to play, or they can regard play as a natural component of a graceful, reasonable, and well-rounded human life. Since the things a person enjoys are accurately correlated with that person's character and stage of development, the recreational activities that students enjoy are the spontaneous fruit of their increasing knowledge and maturity. Work and play are not set over against each other so that the work of the curriculum is looked upon as drudgery to be endured until it is possible to

get away to the movies. If this should be the case, life would indeed become meaningless and dull, and the hard work of the curriculum would be wasted. Rather, the discovery and choice of certain activities as enjoyable, and the rejection of other forms of recreation as silly or dull, follow as free and natural consequences of the student's expanding abilities, and must be proportionate to them. Recreational activities have to derive their vitality from these newly developed powers which support them, or else they cease to be enjoyable. Thus recreation and play become an integral part of the student's life in this community.

STUDENT ORGANIZATIONS

Some student activities are really an extension of the curriculum; for example, the Bible classes, the Astronomy Club, and the Play-Reading Group.

The *St. John's Collegian* is an occasional student publication comprised of original contributions from the community relevant to its academic life.

The King William Players serve as a center for a variety of dramatic activities such as play readings, classical drama and original works. The Modern Theatre Group concentrates on full-length productions of the twentieth century.

The Film Club presents annually a series of about thirty foreign and domestic film productions—the "classics" of cinematic art.

The Cotillion Board arranges College dances.

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

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

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

FACILITIES FOR STUDENTS

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

The College Bookstore stocks the great books and all texts the student requires for his classes. It also maintains a general stock of books related to all phases of the program, fiction, poetry, science, philosophy, religion. It is operated by the College as a non-profit business to provide for the student's needs at the lowest possible cost.

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

RELIGIOUS ACTIVITIES

The Charter of 1784 established St. John's College as a non-denominational institution. In its early years, however, there were some ties with the Protestant Episcopal Church. Except for the annual baccalaureate service, the College participates in no formal religious services. Instead, students are encouraged to attend the churches of their choice in town. There are, however, extracurricular Bible classes conducted weekly by tutors of the College, one in the Old Testament and one in the New Testament.

ATHLETICS

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

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

Residence

ANNAPOLIS

Since its founding as King William's School in 1696, St. John's College has been situated in the colonial seaport town of Annapolis, capital of the State of Maryland. Its population of 25,000 people are occupied principally with the training of midshipmen at the United States Naval Academy, with the government of the State and of Anne Arundel County, with the fishing industry and recreational activities of Chesapeake Bay, and with the liberal education of young men and women at St. John's College.

The campus of thirty-six acres lies one block from the State House and across the street from the Naval Academy yard. Seventeen buildings provide the physical plant of the College, including four historic eighteenth-century structures and five completely modern buildings erected within the last decade. There are seven student dormitories, five for men and two for women.

SANTA FE

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

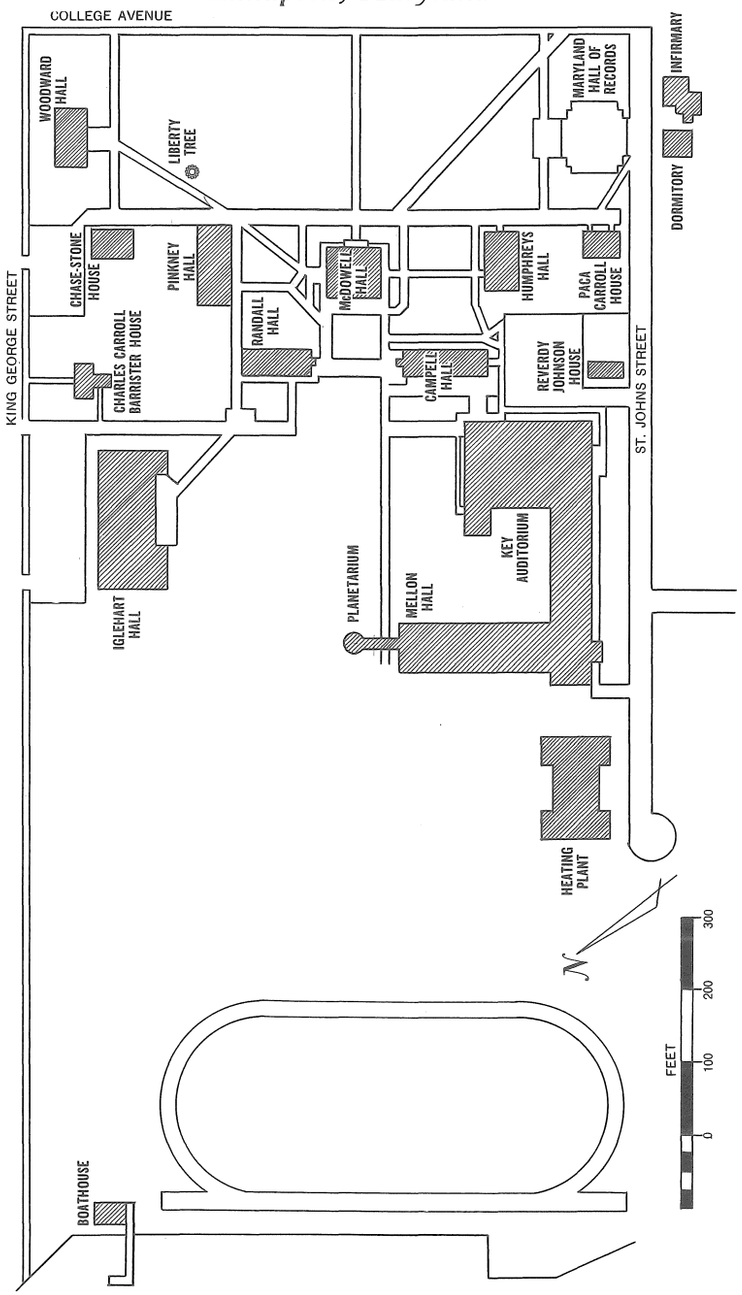
The campus of 260 acres lies in the southeast corner of the city, two miles from the historic Plaza and Governor's Palace. At an elevation of 7,300 feet it commands views of three mountain ranges. Five initial buildings are being constructed: a classroom building, a laboratory, the student center and dining hall, and men's and women's dormitories. Subsequent construction will include an administration building, an auditorium, a library, an infirmary, a gymnasium and swimming pool, and additional dormitories.

DORMITORIES

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

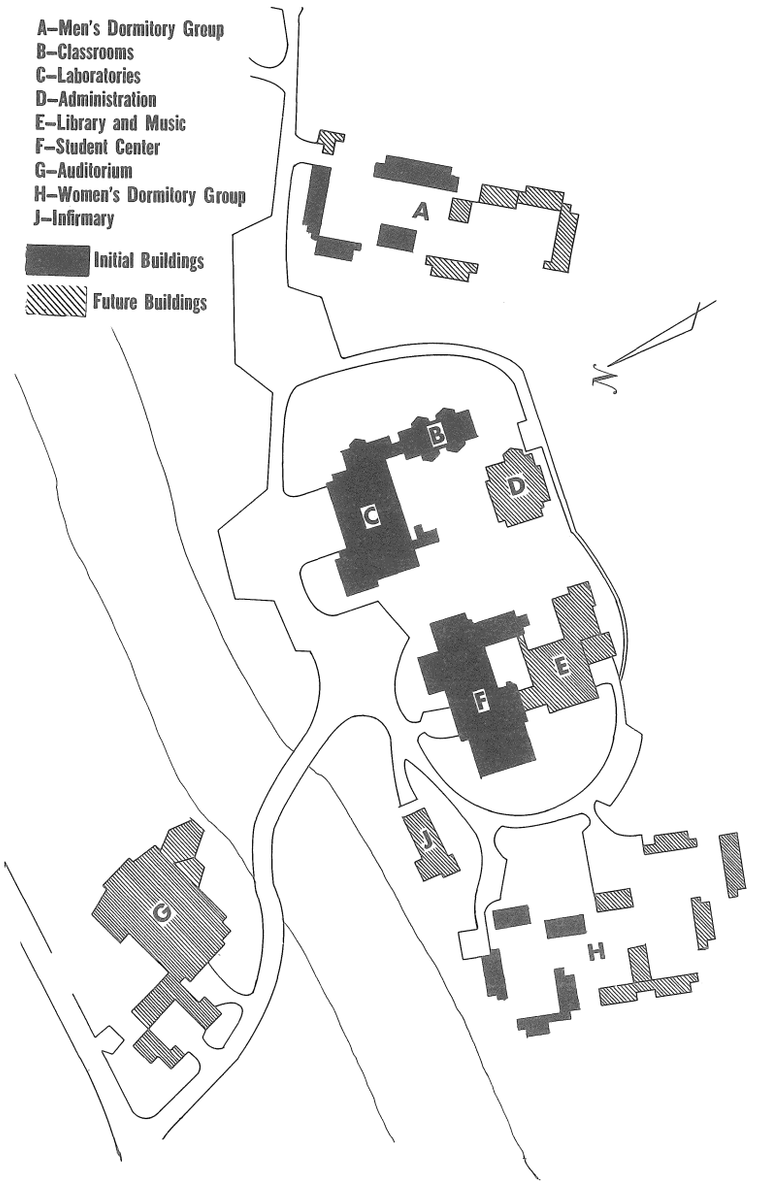
SITE PLAN OF ST. JOHN'S COLLEGE

Annapolis, Maryland



SITE PLAN OF ST. JOHN'S COLLEGE

Santa Fe, New Mexico



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

Each dormitory room is provided with the necessary furniture, including one or two beds, each with mattress, pillow, and mattress cover. The rooms also contain chests of drawers, book cases, Venetian blinds or window shades, study tables, chairs, and lamps. Towels, bed linen, and blankets are supplied by the student, as are also such decorations as window draperies, rugs, and runners for chests of drawers and tables. For a modest fee, a private company supplies fresh bed linen and towels each week to students who choose this service; full particulars are sent to new students during the summer. In planning room decoration, students should consult their prospective roommates, if any, and their own good taste. Any major change requires special permission from the Superintendent of Buildings and Grounds.

Room assignment is the responsibility of the Assistant Deans. New students are informed of their room assignments upon arrival on the campus. Returning students have the privilege of drawing for rooms before they leave for the summer vacation.

Students are not permitted to remain in residence during Christmas vacation. For the spring vacation, students may be granted permission to reside on campus for academic or financial reasons.

RULES OF RESIDENCE

The rules governing dormitory residence are laws of the Student Polity, having been enacted in accordance with the Student Polity Constitution and with the advice and consent of the administration. Responsibility for the enforcement of these laws has been delegated by the administration to the Student Polity. A copy of the constitution and laws of the Polity is given to each student upon his entrance into the College; and agreement to abide by the laws is a condition of admission to the College community. The laws now in force are as follows:

All women are required to be in their dormitories by 1:00 a.m. from Monday to Friday morning and by 2:00 a.m. on Saturday and Sunday morning, except freshman women, who must be in by midnight from Sunday to Thursday and by 2:00 a.m. on Saturday and Sunday mornings.

The Resident Head has the authority to extend the curfew in individual cases. She reports infractions to the dormitory delegate, who then takes proper action. When any student leaves the campus overnight, he is required to inform one of the Assistant Deans that he is doing so, and he must leave an address at which he can be reached in case of emergency.

With the exception of the common rooms, no man may be in women's dormitories and no woman may be in men's dormitories unless a member of the faculty or the administration is present. However, between 11:00 p.m. and 1:30 a.m. on Saturday, parties of two or more couples may be held in a student's room without a member of the faculty or administration being present.

Men and women are permitted to use the common rooms together in Campbell, Humphreys, and Pinkney Halls between 10:00 a.m. and curfew, and in the other dormitories between 12:30 p.m. and curfew.

Students' guests are expected to abide by the Polity laws. All students are legally responsible for the conduct of their guests while the guests are on campus.

No student is permitted to bring or keep firearms, air guns or fireworks on College property.

The College assesses students for any damage to College property. An Assistant Dean presents a bill of charges to the Polity for any such damage, and the Polity is responsible for collection.

It is unlawful for any student to interfere knowingly with the studies or the sleep of any other student.

PROPERTY DAMAGE

The College provides a housekeeping staff to care for the dormitories. The following are the regulations concerning breakage and damage to College property:

Any damage to College property is charged to the student or students responsible for the damage.

Each student must make a deposit of twenty dollars with the Treasurer of the College at registration. Damage to College property is charged against this deposit according to the student's share of responsibility for the damage. It is returned at the end of any session, or upon withdrawal or graduation of the student from the College. This deposit is called the caution fee.

The College reserves the right to inspect the rooms periodically, and to restore, at the expense of the occupant or occupants, any dormitory room and furniture which have been damaged beyond normal wear and tear.

The College is not responsible for loss of or damage to any student property resulting from fire, theft, or any other cause.

In the interest of general health and the well-being of the community, pets are not permitted in the dormitories or on the campus.

DINING HALL

The College dining hall is operated by contract with the Slater System, Inc., of Philadelphia, Pennsylvania. It opens for supper on the Thursday preceding the beginning of the first semester and on the Sunday evenings at the end of each vacation period. The evening meal is not served on the day on which a vacation period begins. (See the college calendar.)

Resident students are required to eat in the dining hall unless excused by one of the Assistant Deans. Exemptions for medical reasons are granted only upon examination and recommendation by the College Physician.

INFIRMARY SERVICE

A well-equipped infirmary is maintained at the College, under the supervision of the College Physician and the College Nurse. The infirmary makes a daily report to the Dean.

Sick call is held for a half-hour each day from Monday through Saturday, with the College Physician and the College Nurse in charge. Students reporting for sick call and those confined to the infirmary are under the care of the College Physician without charge. Medical services rendered by others than members of the College infirmary staff, whether for sickness or for injuries, are not paid for by the College. The cost of x-rays, prescriptions, and special examinations and treatments must be borne by the student.

HEALTH INSURANCE

Student accident-and-sickness insurance is available at low rates. Information on available policies may be obtained from the College Treasurer.

Admissions

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

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

The College admits only one freshman class each year: in the fall.

REQUIREMENTS

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

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

PROCEDURE

1. The applicant fills out and sends to the Director of Admissions the preliminary application form on the last page of this catalogue. A non-refundable fee of $10 must accompany this application.

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

3. When the formal application is received, the Director of Admissions gathers the applicant's scholastic records and letters of reference. As soon as these documents and the Scholastic Aptitude Test scores are assembled, the application is reviewed by the Admissions Committee, and the applicant is notified at once of his acceptance or rejection. The process normally takes three to five weeks after the formal application is received.

4. When accepted, the applicant is required to submit a non-refundable deposit of $100, which is credited to his first year's fees. (Recipients of *full* Maryland senatorial scholarships are required to submit a deposit of only $50, which is refunded at registration in September.)

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

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

CAMPUS VISITS

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

TRANSFER STUDENTS

Students who wish to transfer to St. John's must register as freshmen for the four-year course; no advanced standing is granted for other college credits. This requirement is implicit in the nature of the program. Every freshman class includes a large number of persons who have had one or more years of study at other colleges.

SCHOLASTIC APTITUDE TEST

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

Fees

The actual cost to St. John's College for the education of each student is approximately $3,300 per year. Ideally, perhaps, a student's fee should equal this figure. St. John's, however, like most other independent colleges, recognizes that such fees would be beyond the means of many students. The College relies on endowment income and gifts from individuals and foundations to close the gap between the income from fees and the actual cost of education.

ANNUAL FEES

The annual fees are as follows:

Tuition	$1600
Room	400
Board	500
	$2500

The College reserves the right to adjust these fees upon at least six months' notice. The annual fees are payable in three ways:

1. They may be paid in full at registration in September.

2. They may be paid in installments as follows: $1400 in September at registration, and the remaining $1100 at the beginning of the second semester.

3. The fees may be paid in monthly installments over a one- to seven-year period. The College makes this plan available through a commercial lending institution. Student and parents or guardians who wish to use this method of payment should address inquiries to the Treasurer of the College.

CAUTION FEE

At registration in September, each student is required to make a deposit of $20, which is subject to charges for laboratory breakage, damage to College property, and other minor mishaps. If unused it is refunded on request at the end of an academic year or when a student withdraws from the College.

REFUNDS ON FEES

Current installments of fees for tuition, room and board are not refundable unless a student is drafted for military service or forced to

withdraw for medical reasons. If a student has paid his fees in advance for either semester and withdraws from the College before the semester begins, such advance payment is refunded, regardless of the cause of withdrawal.

PAYMENT OF BILLS

Unless otherwise requested, the College presents its bills directly to the student, who assumes responsibility for their prompt payment.

OTHER EXPENSES

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

PAYMENT OF FEES BY VETERAN STUDENTS

For the veteran qualified to receive educational benefits under Public Law 16 (as amended by Public Law 294), the Veterans Administration will pay to the College the tuition fee and charges for books and supplies. The veteran will be directly responsible for payment to the College of the fee for residence, which can also be paid in monthly installments timed to coincide with his monthly subsistence checks.

Veterans qualified to receive educational benefits under Public Law 550 will have to make suitable arrangements with the Treasurer's office for the payment of that part of their fees which is not covered by their veterans' benefits. Under Public Law 550, the Veterans Administration makes payment directly to the veteran at the rate of $110 per month if the veteran has no dependents; or at the rate of $135 per month if he has one dependent; or at the rate of $160 per month if he has more than one dependent. A veteran who contemplates registering at St. John's College under Public Law 550 should file his application with his local Veterans Administration Regional Office before coming to College, so that his program may be approved and benefits begin as of the day he registers at the College. The Regional Office will issue to him a Certificate for Education and Training which has to be presented to the College for the issuance of an Enrollment Certification.

Financial Aid

College Aid

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

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

Waiter in dining hall	Assistant in infirmary
Assistant in library	Assistant in gymnasium
Assistant in laboratory	Assistant in bookstore
Assistant in woodwork shop	Assistant in music library
Secretary or typist	Assistant in administrative offices
College mailman	Mimeograph operator
Boat steward	Movie projectionist

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

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

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

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

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

Scholarships

Annapolis Self-Help Scholarships

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

The George M. Austin Memorial Scholarships

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

The Class of 1898 Scholarships

To be awarded annually to deserving students who need financial assistance. Stipends range in amount from $250 to $1,000 each, depending upon the need of the applicant. Awards are on a yearly basis, with special consideration given to previous holders. Priority is given to students from Harford County, Maryland. The Class of 1898 Scholarship

Fund was established by bequest of Charles H. MacNabb, Class of 1898, and his wife, V. Catherine MacNabb, of Cardiff, Maryland.

Scholarship of the Colonial Dames of America

Applicants for this scholarship are expected to submit evidence that they are of colonial descent and that they themselves revere the ideals and standards of their forebears. Application should be made to the Chairman of the Scholarship Committee of the Colonial Dames of America, 421 E. 61st Street, New York 21, N. Y.

The Faculty Scholarship

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

Food Fair Stores Foundation Scholarships

To be awarded annually a scholarship of $500 offered by the Food Fair Stores Foundation. Preference is given to sons and daughters of employees of Food Fair Stores. If no qualified candidates have presented themselves by June 1 of each year, the scholarship is made available to a young man or woman with an outstanding high school record who has also been active in extracurricular and community activities. This scholarship is renewable over the four years of a student's course if a satisfactory record is maintained.

Harrison Scholarship Aid

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

Hodgson Scholarships

To be awarded annually to one or more students, scholarships in the amount of from $500 to $2,500, depending upon individual need. Selection is also based upon character, academic achievement and promise. Preference is given first to applicants from Wicomico County, Maryland, secondly to applicants from the Eastern Shore counties of

Maryland, and thirdly to other Maryland applicants. These scholarships were established by Richard H. Hodgson, Class of 1906, and his wife, Catherine A. Hodgson, of Salisbury, Maryland.

The Jeremiah Hughes Scholarship

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

The Jesse H. Jones and Mary Gibbs Jones Scholarships

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

Maryland Senatorial Scholarships

Residents of the several counties of Maryland and the six legislative districts of Baltimore are eligible to take the competitive examinations for scholarships at St. John's College. Twenty-nine of these scholarships pay full fees, including tuition, board, and room; twenty-six pay tuition fees only. They are granted for four years or, in the case of a student already at the College, for the remainder of his course to graduation.

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

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

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

1. Candidates, who must be residents of the county or district that has an open scholarship, should learn from their guidance coun-

selor the time and place of the examination and apply to the local school board for examination. The examination is given in February or March.

2. Candidates should supply to their respective Senators evidence of their good character and financial need.
3. Appointees will be notified of their appointments by the Senator and by the College.

Massachusetts Regional Scholarship

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

The Matthew Fontaine Maury Scholarship

Awarded by the United Daughters of the Confederacy to a student of exceptional character and scholarship and of established Confederate lineage. This scholarship is applied to tuition and residence fees, in accordance with the needs of the student selected, and is awarded for four years unless the appointee fails to maintain the required standard in his academic record.

The Philip A. Myers II Scholarship

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

Oklahoma Regional Scholarships

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

The Clifton C. Roehle Scholarship

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

The Friedrich Jonathan von Schwerdtner Scholarship

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

The Clarence Stryker Memorial Scholarship

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

Student Loans

The George Friedland Loan Fund

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

John David Pyle Memorial Loan Fund

The family and friends of John David Pyle, Class of 1962, established the John David Pyle Memorial Loan Fund in 1960. Students may borrow up to $250 in any one academic year as far as funds may be available. Preference is given to seniors and juniors. Repayment of loans is made according to a schedule commencing with the first salaried position held by the individual after leaving St. John's College or a graduate or professional school.

United Student Aid Funds

U.S.A. Funds is a nation-wide private, non-profit service corporation that endorses loans to needy students. It serves as an intermediary between the student's bank and St. John's College, which has underwritten the loans by depositing funds in the U.S.A. Funds reserve. After a student

completes his freshman year satisfactorily, he is eligible to borrow up to $1,000 in each succeeding academic year from his hometown bank to a maximum of $3,000. The student repays the loan in 36 monthly installments beginning four months after he leaves college. No note may bear more than 6% simple interest. In the event of death, U.S.A. Funds will repay the outstanding amount of the loan to the bank.

The college reviews and approves the loan application. Upperclassmen may obtain information and loan applications from the office of the Assistant Deans.

National Defense Student Loan Program

The National Defense Student Loan Program provides low-interest, long-term loans to freshmen and upperclassmen. A student may borrow for college expenses up to $1,000 a year and up to $5,000 for all his undergraduate and graduate years. He must sign a note for his loan. The repayment period begins one year after he completes his full-time course work and extends over a 10-year period. Interest at 3% begins to accrue at the beginning of the repayment period. During periods of service in the armed forces or the Peace Corps (up to a total of 3 years) no interest will accrue and no repayment is required. Death or permanent and total disability cancels the repayment obligation. If a borrower becomes a full-time teacher in a public elementary or secondary school, a maximum of 50% of the loan may be cancelled at the rate of 10% for each year of teaching.

The College receives and reviews applications for loans, determines eligibility, including financial need, and decides on the amount of the loan. Prospective students may obtain information and loan applications from the Director of Admissions; upperclassmen from the office of the Assistant Deans.

Scholarships At Other Institutions for St. John's Graduates

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

A Brief History of St. John's College

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

1696

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

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

Dread Sovereign . . .

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

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

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

1776

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

1784

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

> WHEREAS, Institutions for the liberal education of youth in the principles of virtue, knowledge and useful literature are of the highest benefit to society, in order to train up and perpetuate a succession of able and honest men for discharging the various offices and duties of life, both civil and religious, with usefulness and reputation, and such institutions of learning have accordingly been promoted and encouraged by the wisest and best regulated States:
>
> Be it enacted, by the General Assembly of Maryland, That a college or general seminary of learning, by the name of Saint John's, be established on the said Western Shore, upon the following fundamental and inviolable principles, namely; first, said College shall be founded and maintained forever, upon a most liberal plan, for the benefit of youth of every religious denomination, who shall be freely admitted to equal privileges and advantages of education, and to all the literary honors of the college, according to their merit, without requiring or enforcing any religious or civil test, or without their attendance upon any particular religious worship or service, other than what they have been educated in, or have the consent and approbation of their parents or guardians to attend; nor shall preference be given in the choice of a principal, vice-principal, or other professor, master, or tutor, in the said college, on account of his particular religious profession, having regard solely to his moral character and literary abilities, and other necessary qualifications to fill the place for which he shall be chosen. . . .

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

The original Board of Visitors and Governors was as follows:

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

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

* Signers of the Declaration of Independence.

1786

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

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

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

1791

George Washington visits St. John's College.

To the Faculty of St. John's College:

Gentlemen:

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

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

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

Annapolis, April 17, 1791. George Washington.

1796

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

1798

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

1835

Curriculum during the Principalship of the Reverend Hector Humphreys.

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

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

1868

Curriculum during the Principalship of James C. Welling.

First Year	*Second Year*	*Third Year*	*Fourth Year*
Greek	Greek	Greek	Greek
Homer	Xenophon	Plato	Plato
Herodotus	Plato	Aeschylus	Aristotle
Latin	Euripides	Thucydides	Aristophanes
Virgil	Lucian	Sophocles	Demosthenes
Cicero	Latin	Latin	Latin
Livy	Horace	Cicero	Tacitus
Horace	Cicero	Juvenal	Lucretius
Mathematics	Terence	Plautus	Persius
Algebra	Mathematics	English	Quintilian
Geometry	Logarithms	Shakespeare	English
English	Trigonometry	Spenser	Authors of 13th,
19th Century	Solid Geometry	Taylor	14th and 15th
Literature	English	Hooker	Centuries
	Shakespeare	Milton	Mathematics
	18th Century	Mathematics	Analytic
	Literature	Theory of	Geometry
		Equations	Calculus
		Analytic	Mechanics
		Geometry	Natural
		Descriptive	Philosophy
		Geometry	Astronomy
		Use of	Logic
		Instruments	Evidence of
		Natural	Christianity
		Philosophy	
		Chemistry	
		Historical	
		Methods	

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

1886-1923

Presidency of Thomas Fell. A curriculum of Block Electives and Military Training.

1. Classical Course leading to the B.A. Degree.
2. Latin Scientific Course leading to the B.L. Degree.
3. Scientific Course leading to the B.S. Degree.
4. Mechanical Engineering Course leading to the M.E. Degree.

1923-1937

Period of Progressive Studies under the Open Elective System.

1937

Restoration of the traditional program of Liberal Arts.

1951

Introduction of co-education.

1961

Decision to open a branch of St. John's in Santa Fe, New Mexico.

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** Deceased, Mrs. Peterson elected to serve out his term.

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

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University of Chicago, 1916-18; Art Institute of Chicago, 1918-20; Private study, Madrid and Paris, 1920-23, 1926-29; Art Students' League, New York City, 1923-25; Instructor in Art, Washburn College, 1929-38; Instructor in Art, Edgartown (Mass.) Public School, 1938-42; Editor, Art articles for second edition of Columbia Encyclopedia, 1938-42; Spanish Press Analyst, Department of Justice, Washington, D.C., 1942-43; Art Director, The Putney School, 1943-45; University of Chicago, Associate Professor in the Humanities, 1945 to date—joint appointment with Art Department 1960 to date; Visiting Tutor and Artist-in-Residence, St. John's College, 1962-63.

MOLLY GUSTIN.....1065 Norman Drive

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

Annapolis_____ Santa Fe_____

If you are applying for admission in September 1964 or later, please check your choice of campus.

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

Name_____ Age_____

Street_____ Phone_____

City_____ Zone_____ State_____

Name of parent or guardian_____

Occupation of parent or guardian_____

Business address_____

School from which you have graduated or will graduate, with date of graduation_____

_____

School address_____

Colleges or universities previously attended, if any_____

_____ Years_____

_____ Years_____

Signature_____

Date_____

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

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

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