

"The object of a liberal training is not learning, but discipline and the enlightenment of the mind. The educated man is to be discovered by his point of view, by the temper of his mind, by his attitude towards life and his fair way of thinking. He can see, he can discriminate, he can combine ideas and perceive whither they lead; he has insight and comprehension. His mind is a practised instrument of appreciation. He is more apt to contribute light than heat to a discussion, and will oftener than another show the power of uniting the elements of a difficult subject in a whole view; he has the knowledge of the world which no one can have who knows only his own generation or only his own task."

Woodrow Wilson

### *The Cover Design*

The four inner structures of this geometrical complex represent the four elements as the ancients understood them, and as Plato described them in the *Timaeus*—fire, air, water, earth. They are shown here as the red tetrahedron, the white octahedron, the blue icosahedron and the yellow hexahedron.

Enclosing them all is a twelve-faced structure in black, the dodecahedron, one of the symbols of the universe. These structures thus represent in part the traditions and the concerns of St. John's College.

## *The Habitual Vision of Greatness*

St. John's College offers a liberal arts curriculum unlike any other in the United States.

For this reason the College has been hailed as a pioneer.

Yet the liberal arts as taught at St. John's are the arts with which men have disciplined their minds since the beginnings of Western civilization.

St. John's College has pioneered in reorganizing traditional materials to fit contemporary needs. The College has shaped its program to a fundamental but frequently forgotten truth about education—that its proper aim is to cultivate the student's intellectual powers.

The guiding purpose at St. John's is to develop reasoning men and women who have shared in our cultural heritage and who have gained an understanding of the basic unity of knowledge. The College believes that such men and women are best fitted to master the skills of any occupation and to become participating citizens in a free society.

St. John's College above all else seeks to disclose to its students what Alfred North Whitehead has called *the habitual vision of greatness*.





*How can a college best fit its students for life in the world today?*

*Should the college train only part of the man, the occupational man, at the expense of educating the whole man?*

Francis Scott Key, who graduated from St. John's exactly 100 years after the College was founded as King William's School in 1696, suggested an answer:

The function of a college is to "make the man master of himself through life."

How does St. John's College help the individual student to accomplish this aim?

St. John's offers him a curriculum in which, as Key said 150 years ago, "*the great and the good of every age and of every land are to be made his associates, his instructors, his examples.*"

St. John's College conceives Key's *every age* to include the present; St. John's College is a living part of the here and now. Its curriculum includes material as timeless as Homer and as timely as the United Nations Charter.

The St. John's Program leads to a bachelor of arts degree, for which it requires all students:

- (1) To study mathematics, languages and laboratory science for four years, and music for three semesters;
- (2) To read a four-year sequence of approximately 100 books which stand among the great sources of our intellectual traditions;
- (3) To discuss these works with tutors and fellow-students in semi-weekly seminars;
- (4) To attend weekly lectures by leaders in arts, letters, science and other fields; and concerts, three times a year, by outstanding artists.





## *Learning through Discussion . . . the Seminar*

A full notebook often betokens an empty mind.

St. John's College shuns the pedagogical method in which an instructor lectures from notes to students who take notes and then return them via examinations.

St. John's requires instead that students take an active and unceasing part in the process of reading, doing and discussing which constitutes education at this college.

The seminar exemplifies the way in which St. John's looks on learning as a cooperative venture. Neither in tutorials nor in seminars do students ever passively sit to be talked at.

In each seminar, some twenty classmates gather around a table twice a week with two or three of their tutors. For two hours, and often longer, they discuss:

—philosophical problems which arise from their reading of Plato, Aristotle, Spinoza, Kant or Kierkegaard;

—scientific problems in Copernicus, Kepler, Newton, Mendel, Darwin or Poincaré;

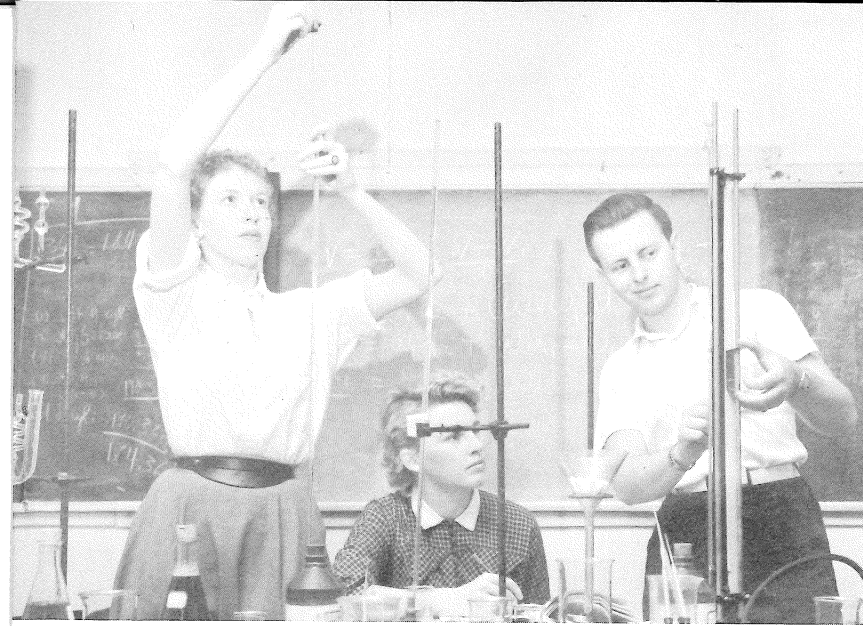
—historical and political problems in Herodotus, Thucydides, Tacitus, Machiavelli, Locke, Gibbon, the *Federalist Papers*, Hegel or de Tocqueville;

—literary problems in Euripides, Dante, Shakespeare, Goethe, Dostoevski or Thomas Mann;

—economic problems in Adam Smith or Marx;

—theological problems in the Bible, St. Thomas, Calvin or Luther.

Like all other parts of the St. John's Program, the seminar aims at developing the student's comprehension in reading, his powers of analysis, his breadth and balance of thought and his ability to express himself clearly, tolerantly and forcefully.



## *Learning through Doing . . .*

### *the Laboratory*

Because the scientific laboratory may well be the most characteristic institution of the modern world, St. John's includes four years of laboratory science in its Program. Students work in physics, chemistry and biology and meet six hours a week for laboratory exercises and discussion.

The task of the laboratory at St. John's is to provide a background of experiment and discussion from which a liberal understanding of science gradually emerges.

The inquiring student discovers the fundamental assumptions made in actual experiment. He carefully follows the transposition of those assumptions as well as of experimental findings into suitable mathematical symbols.

St. John's College believes that liberal learning is not primarily concerned with the factual data uncovered by science.

The College believes that liberal learning is concerned with the artifices of the human hand only to the extent that they enable the human mind to transcend the factual by relating it to universal principles.





## *Learning through Symbols . . .*

### *the Tutorials*

In all that a man thinks, says, reads or hears—he uses symbols.

The effectiveness of his thinking, speaking, reading or hearing depends on the skill with which he has learned to use the symbolic vocabulary of language, mathematics or music.

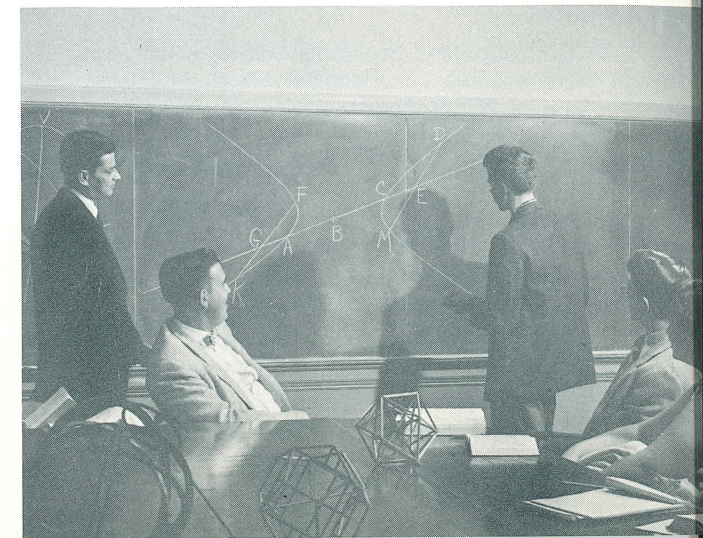
That skill contributes to the wisdom with which he makes the decisions he meets every day—decisions in politics, decisions in business, decisions in ethics, decisions in the arts, and the personal decisions that will shape his whole life.

That is why St. John's College requires four years of daily tutorial work in mathematics—not to train professional mathematicians, but to induce habits of rigorous thought.

That is why St. John's requires four years of daily tutorial work in languages—not to develop mastery of other tongues, but to disclose and examine the resources of systematically formulated speech in conveying thought.

And that is why the St. John's Program includes music—because the diatonic scale, the alphabet and mathematics together form an intelligent man's response to his encounter with himself and with the world.

Tutorials meet in groups of a size which reflects the 1:8 ratio between faculty and students at St. John's. In mathematics, the work ranges from Euclid to transfinite numbers; in music, from the Gregorian chant to 20th-century atonality. Languages include two years of Greek and one year each of French and German. During the first two years, English receives special emphasis.







## *Learning through Listening . . .*

### *the Formal Lecture*

A Pulitzer Prize poet, a Los Alamos physicist, a Jesuit priest, a Socialist editor, a Hebrew scholar, a harpsichordist, a psychiatrist, an historian, a philosopher, a sculptor, a writer of fiction—these typify the leaders in varied fields who come to St. John's College throughout the academic year.

On Friday evenings the College assembles to hear a lecture or—three times a year—a concert or a recital. Only on such occasions does St. John's depart from its policy of student participation, and then not wholly: each lecture continues with question-and-answer and informal discussion.

During the lectures, students learn to listen and to remember without taking notes. In the discussion periods, they learn to be tolerant, curious and above all courteous and logical in attacking unpalatable views or in defending their own.

## *A Community of Learning*

The seminar, the tutorials, the laboratory and the formal lecture work together in the well-knit whole which is the St. John's Program. What the student learns in one branch bears always on his studies in the others.

A vital element in this homogeneity of learning is the fact that teachers at St. John's do not confine themselves to "specialties," although each tutor is outstanding in some field of scholarship. An expert in music may conduct a tutorial in mathematics; a man who teaches Greek may also have charge of a laboratory group in biology.

The St. John's Program enables tutors to develop versatility of this kind. The College believes it an indispensable condition of teaching that teachers be aware of all the facets of learning which confront the student.

Each tutor is constantly aware of what the students are doing in the various tutorials, seminars and laboratories. He links together the varied parts of the Program, and helps the students link themselves with the great heritage of ideas which forms the content of the St. John's College Program.

Students and tutors at St. John's together make the College an authentic community of learning.





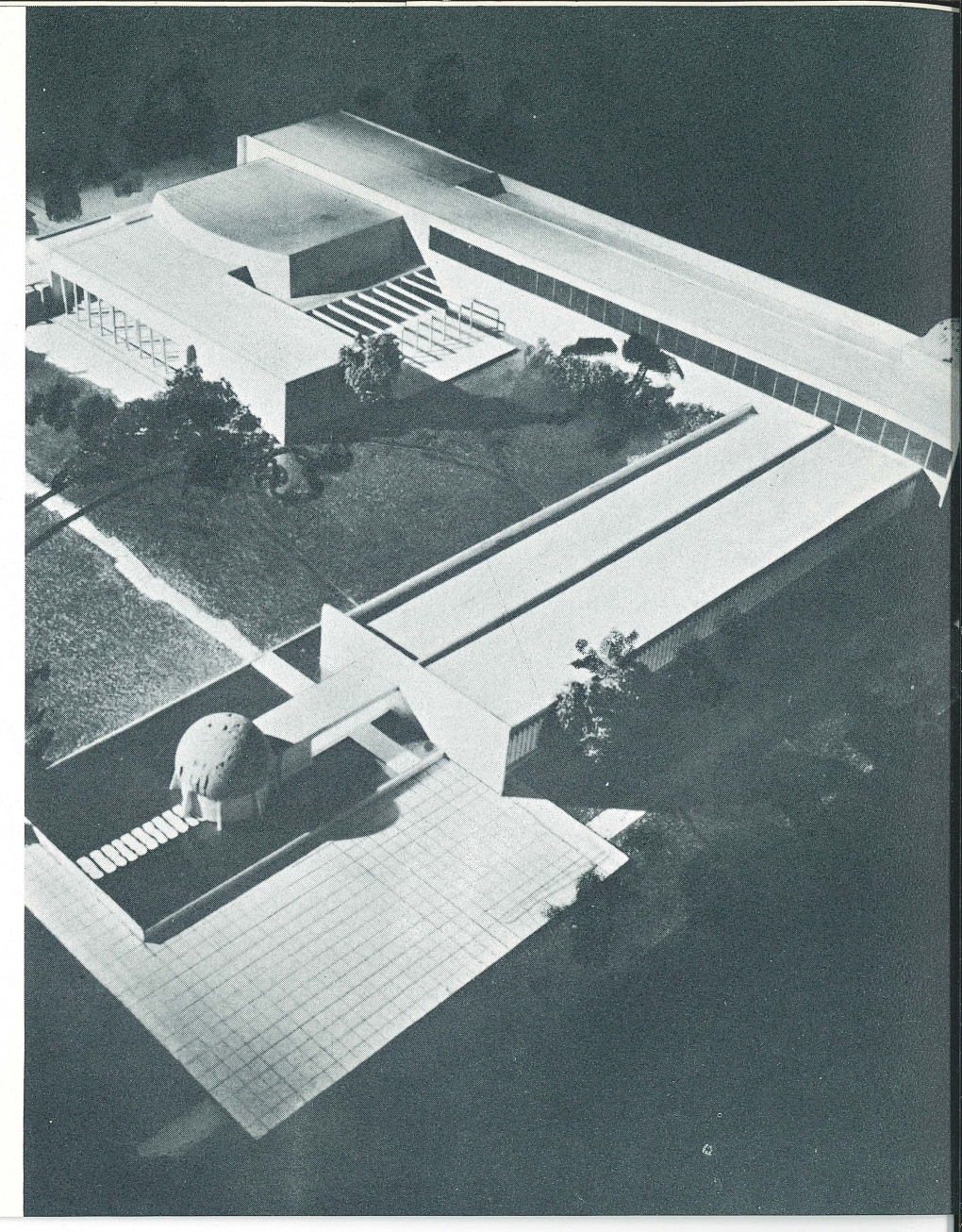


## *The Old and . . .*

McDowell Hall was begun in 1744 as a mansion for the Royal Governor, Thomas Bladen. After a period of neglect the building was completed in 1784 and given to St. John's College by the State of Maryland. A striking example of colonial Georgian architecture, McDowell is the oldest of seventeen buildings on the St. John's campus. It houses classrooms, administrative offices, the bookstore and the coffee shop.

## *. . . The New*

Now under construction, the Francis Scott Key Memorial Auditorium (at upper left) will seat 600. Adjacent to the Auditorium will be a discussion room, fine arts studios and music practice rooms. In the L-shaped building will be laboratories for physics, chemistry and biology. Domes are for a planetarium (foreground) and a Foucault pendulum. The buildings are scheduled for occupancy in September of 1958 and will cost over \$2,000,000.







## *Learning and Playing*

Perhaps because St. John's College does not require participation in athletics, most of the students—over 75 per cent—take an active part in sports. They play tennis, softball, baseball, basketball and touch football. Some attend weekly fencing lessons which the College offers, and meet for informal matches with groups from nearby colleges. In a similarly spontaneous manner, others play basketball games with teams from elsewhere. In spring and early fall, students sail the College fleet of small boats in College Creek.

Other extra-curricular activities include dramatics, publications, modern foreign language clubs, the showing of movie classics by the Film Club, and classes in painting, poetry, and the Bible.





## *What St. John's Students Do After They Graduate*

*"We generally share one further conviction about civilized men; that a well- and broadly-trained product of a general education is better equipped than the product of any other kind of education to master the specific skills of any calling he may undertake. We believe, and I think observation supports our belief, that good liberal education is better vocational training than vocational education."*

Eugene V. Rostow  
Dean  
The Yale Law School

Teaching led the occupational choices in a summary which St. John's compiled for a recent study of alumni of the present Program, which began in 1937. The next largest number of graduates had entered business.

The diversity between these two leading choices reflects the breadth of interest which the College nourishes in its students.

Other Program alumni chose a wide range of careers—in accounting, acting, editing, engineering, preaching, writing. Still others are lawyers, librarians, physicians, surgeons, social workers. One is a movie producer, one a musician and one a curator in an art museum.

Although it is not a primary aim of the College to prepare its students for graduate work, more than 50 per cent have gone from St. John's to graduate or professional schools in the various universities.

## *St. John's College: Essential Information*

*Founded:* 1696 as King William's School. Re-chartered as St. John's College in 1784.

*Accreditation:* Middle States Association of Colleges and Secondary Schools; Maryland State Department of Education.

*Location:* Thirty-four acre campus in Annapolis, Md. Thirty miles east of Washington, D. C., twenty-seven miles south of Baltimore.

*Faculty-Student Ratio:* One tutor to every eight students. Enrollment limited to three hundred.

*Cost:* Inclusive fee of \$1750 for room, board and tuition.

*Scholarships:* Flexible program of scholarships, grants, loans and student employment. All awards based on financial need.

*Policy:* Nonsectarian, coeducational; no racial or religious bars.

*Admission:* Entrance requirements are outlined in the College catalogue, a copy of which may be obtained from—

The Director of Admissions  
St. John's College  
Annapolis, Maryland

