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

College Calendar

1968-69

ANNAPOLIS

	Summer Session Begins	
	Summer Session Ends	
September 11	College Opens	
September 13	Freshman Registration	
September 14	Senior Registration	
September 15	Convocation	
September 16	Sophomore & Junior Registration	
November 27-December 1	Thanksgiving Recess	
December 13	Christmas Vacation Begins	
January 6	Christmas Vacation Ends	
February 2	First Semester Ends	
February 3	Second Semester Begins	
March 14	Spring Vacation Begins	
March 31	Spring Vacation Ends	
June 7	Second Semester Ends	
June 8	Commencement	
	Summer Session Begins	
	Summer Session Ends	

1969-70

September 10	College Opens	
September 12	Freshman Registration	
September 13	Senior Registration	
September 14	Convocation	
September 15	Sophomore & Junior Registration	

SANTA FE

	June 17	
	August 30	
September 4		September 4
September 6		September 6
September 7		September 7
September 8		September 8
September 9		September 9
November 27-December 1		November 27-December 1
December 13		December 13
January 6		January 6
February 2		February 2
February 3		February 3
March 14		March 14
March 31		March 31
May 31		May 31
June 1		June 1

	June 16	
	August 29	

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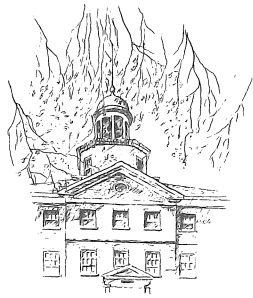
Introduction

Liberal education should seek to develop free and rational men and women, committed to the pursuit of knowledge in its fundamental unity, intelligently appreciative of their common cultural heritage, and conscious of their social and moral obligations. Such men and women are best equipped to master the specific skills of any calling and to become mature, competent, and responsible citizens of a free society.

St. John's College believes that the way to liberal education lies through the books in which the greatest minds of our civilization — the great teachers — have expressed themselves. These books are both timeless and timely; they not only illuminate the persisting questions of human existence, but also have great relevance to the contemporary problems with which we have to deal. They can therefore enter directly into our everyday lives. Their authors can speak to us almost as freshly as when they spoke for the first time. For what they have to tell us is not something of merely academic concern, remote from our real interests. They change our minds, move our hearts, and touch our spirits.

The books speak to us in more than one way. In raising the persisting human questions, they lend themselves to different interpretations that reveal a variety of independent and yet complementary meanings. And, while seeking the truth, they please us as works of art with a clarity and a beauty that reflect their intrinsic intelligibility. They are therefore properly called great, whether they are epic poems or political treatises, and whether their subject matter is scientific, historical, or philosophical. They are also linked together, for each of them is introduced, supported or criticized by the others. In a real sense they converse with each other; and they draw each reader to take part, within the limits of his ability, in their large and unending conversation.

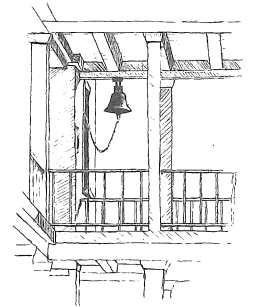
McDowell Hall, Annapolis, 1744



This conversation, however, is unavoidably one-sided. The great books can only repeat what they have to say, without furnishing the clarifications that we sometimes desire. To remedy this defect is the goal of the St. John's seminar. Here, a number of students of varied backgrounds, faced with a text that may present unfamiliar ideas, attempt to discuss it reasonably. It is presupposed that each student is willing to submit his opinions to the critical scrutiny of his fellow students. The demands of the individual and those of the group are in continuous interplay, setting limits within which the discussion moves with the utmost possible freedom. The discussion may concern itself primarily with trying to establish the meaning of a poem or the validity of an argument. On the other hand, it may concern itself with more general or with very contemporary questions that thrust themselves forward. The students bring to the seminar the assumptions—probably unexamined—that they have derived from their experience in the contemporary world. Through discussion they acquire a new perspective, which enables them to recognize both the sameness of a recurrent problem and the variety of its historical manifestations.

In the main, however, the aim is to ascertain not how things were, but how things are—to help the student make rational decisions as he lives his life. And it is the ultimate aim of the program that the habits of thought and discussion thus begun by the student should continue with him throughout his life.

Most of the teaching at St. John's takes the form of a discussion. The conversational methods of the seminar are carried over into the tutorials. As much as possible, the actual instruction in all classes and laboratories is made to depend on the activity and initiative of the students. The tutor 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.



In short, St. John's seeks to restore the true meaning of a liberal arts education. The primary function of the liberal arts has always been to mediate men's understanding, to give conscious form to knowledge through systems of signs accommodated to men's intellects—that is, words and numbers. Traditionally, the liberal arts were seven in number: grammar, rhetoric, logic—the arts of language; and arithmetic, geometry, music and astronomy—the arts of mathematics. In contemporary terms, man practices such liberal arts as analyzing, thinking, writing, speaking, and deciding as he uses verbal symbols; man practices such liberal arts as counting, measuring, deducing, and demonstrating as he uses mathematical symbols.

There are many ways to develop these arts. The curriculum emphasizes four of them: discussion, translation, demonstration, and experimentation. They are followed in all the branches of the program. 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. The acquisition of these intellectual skills indicates that the discipline of the liberal arts has taken hold of the learning mind.

Knowledge advances and the fundamental outlook of man may change over the centuries, but these arts of understanding remain in one form or another indispensable. They enable men to win knowledge of the world around them and knowledge of themselves in this world and to use that knowledge with wisdom. 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 these most far-reaching of all human goals.

The Curriculum

THE SEMINAR

The heart of the curriculum is the seminar. It is given over to discussion of assigned reading from the books of the program. In each seminar there are from fifteen to twenty students with two members of the faculty as leaders, all seated around a large table. The group meets twice a week, on Monday and Thursday evenings, from eight to ten — or till well beyond if the topic under discussion has aroused a sustained and lively argument. The assignment for each seminar amounts, on the average, to around a hundred pages of reading, but may be much shorter if the text happens to be particularly difficult.

The seminar begins with a question asked by one of the leaders, a question to which he may have no answer, and thereafter the leaders do more listening than talking. The seminar consists almost entirely of student discussion. Students talk with one another, not just to the leaders. They do not raise their hands for permission to be heard, but enter the discussion or withdraw from it at will. They call one another "Mr." and "Miss" — a formality that helps balance an otherwise informal situation.

Once under way, the seminar may take many forms. It may range from the most particular to the most general. The reading of Thucydides, for example, is almost certain to provoke a discussion of war and aggression and to bring to the surface the students' opinions and fears about the wisdom or error of national policies. Homer and Dante prompt reflections on the virtues and vices of men, on man's ultimate fate. Sometimes a seminar will devote all its time to an interpretation of the assigned reading, staying close to the text; at other times the talk may range widely — and even wildly — over topics suggested by the reading but having independent relevance in the minds of the participants. The same assignments may be handled in different ways by different groups; in the coffee shop after seminar, students from different groups compare the points made in their discussions.

Except for the requirements of common courtesy, there are only two rules: first, everyone's opinion must be heard and explored, however sharp the clash of opinions may be; second, every opinion must be supported by argument — an unsupported opinion does not count. In a freshman seminar the students tend to express their opinions with little regard for their relevance or their relation to the opinions of others. Gradually, under pressure of the group, the students learn to proceed with care, keeping to the topic and trying to uncover the meanings of the terms they use. The students learn,

gradually also, that to some extent the procedure of the seminar varies with the kind of reading under study: poetry is not philosophy and requires a different approach. Such progress in method may be crowned by sudden insights on the part of individuals, or by occasions when the seminar as a whole achieves illumination.

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 in 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 question; 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 the 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 arrive at intelligent opinions of his own.





THE PRECEPTORIAL

For about nine weeks in the middle of the year the seminars of the junior and senior classes are replaced by preceptorials. These are small groups of students engaged in intensive study of one book, or exploration of one subject in several books. Students choose their preceptorials from a variety of topics offered by the tutors. There are usually from sixteen to twenty such topics proposed by the tutors according to their own interest in a topic and the apparent interest of the students. Students may indeed suggest a topic and invite a tutor to study it with them.

Although many preceptorials study one of the books of the seminar list, or a theme suggested by the seminar reading, there are usually some preceptorials that deal with books and themes the students would not otherwise encounter in the program. There are generally six or seven students in a preceptorial. Guided by a tutor, they proceed at a pace more leisurely than that permitted by the seminar. Usually the student's work is completed by the writing of a paper. This often is read in draft to the preceptorial and criticized by the other members.

THE TUTORIALS

The seminar cannot suffice as the only means to the end of liberal education. By its very nature the seminar does not give the student an opportunity to cultivate the habits of methodical and careful study. Other instructional devices must therefore support it; these are the tutorials in language, mathematics, and music. For four years a student attends one language tutorial and one mathematics tutorial, usually four mornings a week. Three times a week sophomores also attend a music tutorial.

In tutorials, around a table, eight to fifteen students study and learn together under the direct guidance and instruction of a tutor. Each tutorial session lasts an hour. The tutorial provides conditions for collaborative study and for the manifold teaching and learning relations that hold in a company of good friends. As in the seminar, students talk freely with one another and the tutor, but the discussion focuses sharply on assigned tasks. There is opportunity for each student to contribute his measure of instruction to his fellows. Other tutors often attend, seeking to learn about a particular subject, which they may later teach.

THE LANGUAGE TUTORIAL

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 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 present-day restoration of the age-old studies of grammar, rhetoric, and logic. The tutorials seek to understand the relation between language and thought. To do this they must study the fundamental ways words can be put together, the modes of signifying things, the varied connotations and ambiguities of terms, the role of metaphors and analogies, and the logical relations between propositions.

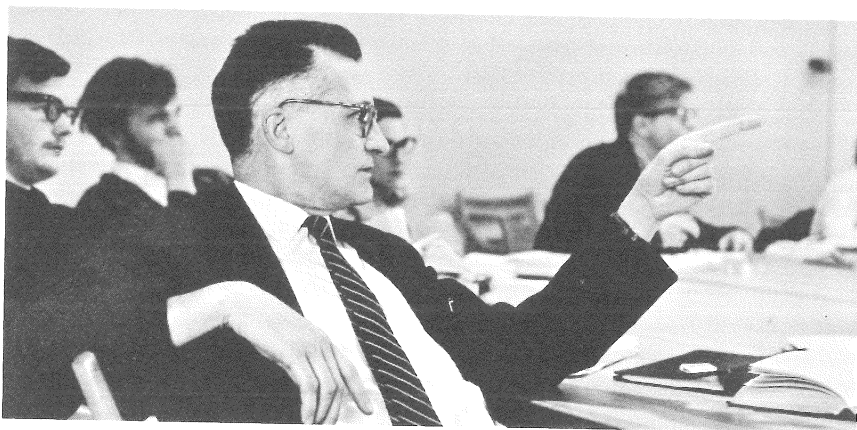
The primary purpose of the language tutorial is thus not the mastery of any foreign languages. By studying these, however, and by translating them into English, by comparing them with each other and with English, the student learns something of the nature of languages in general and of his own in particular. During the four years, then, he is studying language as the discourse of reason and, through the medium of foreign tongues, his 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 medium for accomplishing this is Greek in the first and second years and French in the third and fourth years.

In the beginning the emphasis is on the grammatical forms and construc-

tions and the vocabulary of the language being studied. Brief passages of prose and poetry are committed to memory. But after a short time the tutorial shifts to something more concrete: the slow and careful reading and discussion of works of poetic imagination or philosophical thought. Thus the rapid reading for the seminar, with its attention to the large outlines, the general trend, the development of the central idea, is supplemented and corrected by a more precise and analytical study, concerned with every detail and particular shade of meaning, and also with the abstract logical structure and rhetorical pattern of a given work. Those are matters that do not often come directly into seminar discussions. The student's concern with them in the language tutorial 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. The further the student advances, the more the language tutorial tends to influence the seminar discussion. It brings issues to the fore which might otherwise have been neglected and introduces more precision into the terms in which a problem is being discussed.

A third aim of the language tutorial is the learning of the two foreign languages themselves. In the time allotted to the study of each language, mastery of either of them is, of course, impossible. Ability to speak the language is not an aim of the tutorial. That ability may best be acquired by living abroad, or by an intensive course. What the student can reasonably expect to attain is a knowledge of the grammatical forms and a feeling for the peculiarities of the language, within limitations. To experience the individuality of another language is to extend the limits of one's sensibility.



The choice of the foreign languages is in part dictated by the seminar reading schedule and is in part arbitrary. Different languages might be used without changing the pattern and aims of the tutorial. The first year of Greek, however, goes well with the freshman seminar and mathematics tutorial, and the continuance of Greek into the second year advances the work of the first year.

The French of the third year begins with a brief, intensive study of French grammar followed by the reading of a French text. The aim here is economical progress toward facility in the reading and writing of simple French. Students already fluent in French may be exempted from these early stages. Then follows examination of the form and content of French prose selections. 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 passages from English writers are translated into French; discussion of students' versions is helped by comparison with expert translations of each text chosen. The principal activity of this year, however, is the reading of French poems, including a complete play in verse. The immediate subject is the understanding and enjoyment of each poem in its parts and as a whole. It also provides a substantial basis for discussion of the art of poetry and clarifies the relation of that art to the traditional liberal arts of language. Writing assignments include exercises in translation more ambitious than those attempted in the third year.

THE MATHEMATICS TUTORIAL

Next to their mother tongue the language of number and figure is the most important symbolic possession of men. In view of the scientific and industrial conditions of modern 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. But the language of number and figure is not a matter of special aptitude, though obviously the high aptitude of a great mathematician is rare. Even before reaching its explicit scientific formulation, mathematics is an integral part of our understanding of the world that surrounds us. St. John's tries to overcome this alleged mathematical disability and, through improved teaching techniques, to effect an understanding of the fundamental nature and intention of mathematics.

The student begins with the *Elements* of Euclid. Using Euclid's organization of the mathematical discoveries of his predecessors, he gains a notion of deductive science and of a mathematical system in general; he becomes acquainted with one view of mathematical objects — its central expression found in the theory of ratios — which is buried under the foundations of

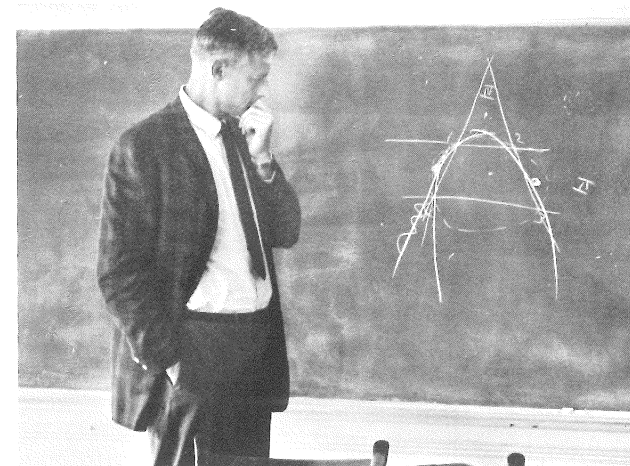
modern mathematics. After Euclid he begins the study of Ptolemy's *Almagest*, his treatise on astronomy, centering attention on the problem of "hypotheses" constructed to "save the appearances." That the tutorial reads Ptolemy indicates the difference between the mathematics tutorial at St. John's and the ordinary course in mathematics. Ptolemy presents a mathematical theory of the heavenly motions, but he gives more than that: his work is both an example of mathematics applied to phenomena and a companion to the philosophical, poetic, and religious readings that are taken up in the first and second year.

In the second year the student continues the study of Ptolemy, which gives him a background for the reading of Dante and emphasizes those difficulties and discrepancies of the geocentric system which point straight toward the Copernican revolution. He studies Copernicus's revision of Ptolemy in heliocentric form. He next takes up the *Conics* of Apollonius to learn a synthetic presentation of the very objects whose analytical treatment by Descartes marks the beginning of modern mathematics. After this he studies analytic geometry, which presents the conic sections in algebraic form. He thus gains an understanding of algebra as the "analytical art" in general.

In the third year, after a preparatory introduction to the calculus (or a review of it, as the case may be), the student discovers the roots of physics in Galileo's attempt to present mathematically a descriptive science of motion. This attempt and Kepler's theory of the elliptical orbits of the planets, the student sees combined in Newton's achievement. Newton brings heavenly and earthly motions under one law and supersedes a purely geometric astronomy with a "dynamic" theory in which the orbits are governed by laws of force. Here again the mathematics tutorial is more than a mathematics course. It is both an introduction to physics and a foundation for the study in seminar of the philosophical outlook of the modern world.

In the fourth year the reading of Lobachevski's approach to non-Euclidean geometry invites reflection on the postulates of geometry, as well as on the nature of the geometric art as a whole. Projective geometry is then taken up, and the enterprise which began with Euclid returns in a remarkable way, now generalized, to its starting point, and the student sees it as a daring and inclusive logical deduction. At the end of the fourth year the mathematics and laboratory come together in a study of the non-Euclidean geometrization of physics found in Einstein's theory of relativity.

Thus throughout the four years the students are in continuous contact not only with the pure science of mathematics but also with the foundations of mathematical physics and astronomy. All along, the mathematics tutorial supports the seminar discussions as they bear on the relation of man to nature, the criteria of intelligibility, the nature of knowledge, and the all-powerful role of symbols in imagination and thought.



In the mathematics tutorial the student engages actively in demonstration of propositions; the blackboard becomes the arena of intensive logical struggles. The student is made to see how the discovery of logical inconsistencies leads to a revision of the assumptions upon which mathematics builds. But it is not only logical rigor that is expected of the student; his imagination is constantly brought into play. Any devices that might help imaginative effort — geometrical models, mechanical linkages, astrolabes, etc. — are used, and often the student himself is asked to construct them. Whenever the occasion requires it, the student has to exercise his skill in the solution of problems. All this detailed preoccupation with mathematical objects and methods, however, is subservient to the more general consideration of the relation that mathematics has to problems raised in the seminar. On the other hand, the mathematics tutorials also refer directly to the work done in the laboratory.

The chief aim of the mathematics tutorial is to give the student insight into the nature and practices of thinking, of reasoning that proceeds systematically from definitions and principles to necessary conclusions. He sees and becomes familiar with the power of a method or methods that can gather into a single formula or law the most diverse phenomena and can thereby predict and even control their occurrence. His intellectual imagination is freed and developed to the point where he can investigate the structure of worlds that are possible — that is, consistent — beyond the powers of sense. It is in the various mathematical sciences that imagination and reason are seen at their most impressive and effective. Here all is distinct, orderly, and necessary. To see reason thus at work — building its structures as in pure mathematics, or making the world intelligible as in the mathematical sciences

of nature—is perhaps the most exciting and absorbing of all intellectual activities.

Insofar as the modern world is the creation of the age of reason, the St. John's handling of mathematics and science is an excellent and almost indispensable experience for anyone who wishes to know what modernity means. An education based on the popular view of the liberal arts and the humanities as meaning only literature, art, philosophy, and history does not prepare one to live in today's world. On the other hand, the teaching of sciences divorced from the humanities is equally destructive of a capacity to understand the modern world.

THE MUSIC TUTORIAL

One of the aims of the St. John's program has been to restore music as a liberal art to the curriculum. The study of music at St. John's is not directed towards technical skill but towards the acquisition of what may be called a linguistic capacity for understanding musical ideas. 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.

In particular, the music program at St. John's aims at the understanding of music through close study of musical theory and analysis of works of musical literature. In the freshman year, by way of introduction, all students sing in a chorus. In the sophomore year a tutorial, meeting three times a week, brings the study and analysis to an end. The music tutorial reflects two different but complementary aspects of music. On the one hand music is intimately related to language, rhetoric, and poetry. On the other it is a unique and self-sufficient art, which has its roots deep in nature.

The work of the tutorial includes an investigation of rhythm in words as well as in notes, a thorough investigation of the diatonic system, a study of the ratios of musical interludes, and a consideration of melody, counterpoint, and harmony. None of these is done apart from the sounding reality of good music. The inventions of Bach, the songs of Schubert, the masses of Palestrina, the operas of Mozart, the instrumental works of Beethoven, and, from this century, a major work of Stravinsky and one of Schoenberg, are the real textbooks. In the second semester at least one major work is analyzed closely.

Seminars on great works of music are included as part of the regular seminar schedule. Instead of reading a text, students listen to recordings of a composition and familiarize themselves with its score before the seminar meets. Group discussion of a work of music, as of a book, facilitates and enriches the understanding of it.

THE LABORATORY

The seal of the College, on the front cover of the catalogue, shows seven books surrounding a pair of scales. The balance, no less than the books, symbolizes the tradition of the liberal arts. It stands for the instruments of the scientific laboratory, where the liberal arts are practiced at their best and fullest in the modern world.

Three hundred years ago algebra and the arts of analytic geometry were introduced into European thought, mainly by René Descartes. This was one of the great intellectual revolutions in recorded history, paralleling and in part determining the other great revolutions, in industry, politics, morals, and religion. It has redefined and transformed our whole natural and cultural world. It is a focal point of the St. John's program and one which the College takes special care to emphasize. There is scarcely an item in the curriculum that does not bear upon it. The last two years of the program exhibit the far-reaching changes that flow from it, and these could not be appreciated without the first two years, which cover the period from the Greeks to Descartes.

Modern mathematics, by using and reinterpreting the knowledge of the Greek mathematicians, has made possible the exploration of natural phenomena on a scale not dreamed of by earlier thinkers, and has provided the basis for what is known to us as the laboratory. Following the classical thread into the modern world, one must therefore find one's classical loci not only in the books of the program but also in the instruments and practices of the laboratory.

For this purpose St. John's has set up a four-year laboratory in the natural sciences, with the main themes of physics, biology, and chemistry woven together to catch the understandings and insights that are needed. There is the art of measurement, which involves the analytical study of the instruments of observation and measurement; crucial experiments that mark the history of science have to be reproduced; the interplay of hypothesis, theory, and fact has to be carefully scrutinized. All of this is supported by the mathematics tutorials, which provide a clear understanding of mathematical techniques.

The task, however, is not to cover exhaustively the various scientific disciplines, to bring the student up to date in them, or to engage in specialized research. It is rather to make the student experience and understand the significance of science as a human enterprise involving fundamental assumptions and a variety of skills derived from the practice of the liberal arts. The College does not subscribe to the sharp separation of scientific studies from the humanities, as if they were distinct and autonomous domains of learning. There need not be "two cultures." Different fields of exploration require

different methods and techniques, but the integrity of scientific pursuits stems from sources common to all intellectual life.

THE ORGANIZATION OF THE LABORATORY WORK

The laboratory program is largely determined by three considerations relevant to the liberalization of the study of science: (1) The formally scheduled experimental work must be combined with a full and free discussion of the instruments and principles involved in it. (2) 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 matters are to be selected as problems in which the roles of theory and experimentation can be distinguished through critical study. (3) The schedule of laboratory work should give opportunity for leisurely but intensive experimentation. The student must have time to satisfy himself as to the degree of accuracy his instruments permit, to analyze procedures for sources of error, to consider alternative methods, and on occasion to repeat an entire experiment. Only thus can he come to a mature understanding of the sciences called "exact."



A laboratory section consists of fifteen to twenty students working under the guidance of a tutor, with the help of more advanced students serving as assistants. Sections meet twice a week. A laboratory session may be used for exposition and discussion of theory, for experimentation, or for both, as the progress of the work requires. 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 Aristotle, Galen, Harvey, Lavoisier, Huygens, Newton, Fresnel, Darwin, 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, the purpose is to achieve an intimate mixture of critical discussion and empirical inquiry.

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 as follows:

	First Semester	Second Semester
1st Year	Theory of measurement	Particle analysis of matter
2nd Year		Biology
3rd Year	Classical mechanics, optics, and electromagnetism	
4th Year	Atomic theory	Relativity theory

PHYSICAL SCIENCE

In the first semester, freshmen study the problem of measurement. The student learns the elementary processes of measuring length, area, volume, density, musical pitch, pressure, temperature, and heat, and becomes aware of the theoretical assumptions underlying these measurements. He also considers the problems of summarizing the data of measurement and of estimating the accuracy of the results.

In the second semester, the student confronts the phenomena and arguments, largely chemical, which lead to the development of a theory of matter in terms of discrete particles. The emphasis thus shifts from individual measurements of continuous magnitudes to the construction of a coherent physical theory that will embrace diverse phenomena. The exercises follow an order which 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 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 this process.

In the third year the laboratory deals with topics common to a number of the traditional divisions of physics, such as mechanics, optics, and electromagnetism. The mathematical tools of physics are put to work in the laboratory at the same time that their rigorous development is pursued in the mathematics tutorial. As the tools of the calculus become available, the emphasis shifts from a direct, qualitative description of force, acceleration, work, energy, and potential fields, to their reformulation in more appropriate terms; at the same time the physical concepts serve to illustrate the mathematical ideas. The concepts of mechanics are then used to formulate alternative theories of light—corpuscular and wave—and the appropriateness of either is considered. Electromagnetism is approached initially in terms of classical physics, and then developed beyond those terms to the general characterization of the electromagnetic field by Maxwell's equations. Finally, the principles of optics are reviewed as possible consequences of Maxwell's equations, and the appropriateness of a mechanical model for light is re-examined.

In the senior year the investigation of atomic theory is resumed from the point where the freshman year left it. The previous year's analysis of electrical phenomena has prepared the student for a closer study of matter. Through a sequence of historic scientific papers and related experiments this study focuses on the questions of atomic stability that led to the revolutionary quantum hypothesis of Bohr and the wave mechanics of de Broglie and Schrödinger. Ultimately the student must reconsider the problem of measurement in the light of the "new physics." The senior laboratory concludes with a study of Einstein's theory of relativity, whose general aspect provides an opportunity to discuss the relationship of space to the various geometries studied in the mathematics tutorial.

BIOLOGICAL SCIENCE

In the second year the laboratory takes up the study of living matter. Using the theory of evolution as a unifying idea, the laboratory studies animal life in four aspects or units of work. First the lower animals or invertebrates are considered. The student observes and dissects representatives of the major groupings of invertebrates. General topics such as the origin of life, the relation of part to whole and of form to function are discussed as the observations and dissections bring them to the fore.

From invertebrates the student moves to gross anatomy, with special emphasis on the circulatory system and the structure of a complex organ like the eye. Further light is thrown on the questions first raised by the study of invertebrates. The interaction of organ systems is explored.

After the study of animal forms the laboratory proceeds to the topics of embryology, development, regeneration, cell migration and cell differenti-

ation. Theories of growth and formal differentiation are elicited from the observations.

The fourth unit is concerned with genetics and the genetic study of populations. Mendel's theory of heredity, the molecular theory of the gene, and the results of laboratory studies of small fruit-fly populations are considered from the viewpoint of their evolutionary significance.

In general, the laboratory consists of close observation, through microscopes or with the naked eye, together with constant theoretical interpretation of the observations, in class discussion and through reports and papers. Important works by biological scientists are read in conjunction with the experiments and discussions. They include the seminal work of Harvey, Darwin, and Mendel and the modern extensions and criticisms of the work of the early masters. The purpose of the biology laboratory is thus to acquire an understanding of self-moving matter.

THE FORMAL LECTURE

The curriculum as described so far has been shown to use the medium of discussion, of recitation, of student participation at every stage of the work. On Friday evenings, however, a different pattern of instruction prevails. The formal lecture is the occasion when the student has an opportunity to listen steadily and attentively. The subject may be closely connected with seminar readings or it may open up a new field of interest and test the student's readiness to absorb new information and to follow arguments in unfamiliar fields: in anthropology or space science, painting or architecture. The lecturers are often visiting scholars, but not infrequently members of the St. John's faculty. The visitor may be from the academic world or from the arena of public affairs; he may be a poet or an artist. Sometimes a concert replaces a lecture.

The lecture is followed by a discussion. Here the lecturer submits himself to prolonged questioning by the students, with the faculty participating. Often the discussion turns into a seminar. Thus the formal lecture serves two purposes: it inculcates in the student the habit of listening and following the 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 skill in a setting very different from the classroom. 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 variety of subjects. Sometimes the student is confronted with opposing views on a given subject. Some of the lectures have immediate repercussion in the seminars and tutorials. Others may have a lasting effect on the direction that a student's work takes within the framework of the program.

The Liberal Arts

That young men and women are in need of education is a generally accepted proposition. But people do not always 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 literacy, expertness in certain fields — mechanical skill, for example, or trade experience, or some specialized knowledge.

Yet these two ideas of education do not define the goal sufficiently well. 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 that goal can never be dispensed with. For in deliberating about a course of action, in deciding what the welfare of the individual and 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.

The St. John's attempt, begun in 1937, 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 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 attitude and concerns. The heritage, however, can wither away. To prevent that, we must be ready to go back to the sources and to reflect on what they have to say. That is the way in which education can become a deliberate and planned undertaking.

The Academic Order

THE FACULTY

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 great teachers, the writers of the great books, who are talking in most cases at the high point of their learning. Next come the reading and talking teachers, the tutors, who are members of the faculty; in their stage of learning they are somewhere between the authors and the best students. There then follow the other students at distances proportional to the degree of their 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 poorest 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.

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 a 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 competence in the liberal arts. This may mean that he has to reeducate himself. He is expected to teach some classes in subjects other than his own. Ideally, the tutor will eventually have taught classes in every part of the program. He thus will, for the first years of his teaching at least, attend classes in the same way as a student: his own learning goes along with his teaching; just as the student does, he progresses from year to year in the curriculum; and that continuous learning and teaching bring him, in ever-increasing measure, into close 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 of one tutorial and a laboratory section. Each faculty member is constantly passing on the special skills he possesses to his colleagues who might require them in their classes.

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 staleness and the



ever-present danger of succumbing to routine performance, faculty study groups are set up, whenever possible. Members of such a group are relieved partially of their ordinary teaching duties. They engage in a thorough study and exploration of a subject chosen by the Instruction Committee of the faculty. Scholars from other institutions may join the group for certain periods. Although the subject under study may not be directly related to the St. John's curriculum, the work of the study group opens new perspectives for the teaching and learning at St. John's.

Another endeavor, fulfilling a special need of the program, has been the translation into English of books useful to the College either as texts for seminar or tutorial or as important background material. Among the books translated for the first time into English by members of the faculty are these: Apollonius, *Conics*, Books I-III; Ptolemy, *Mathematical Composition (Almagest)*; Galen, *Introduction to Logic*; Copernicus, *On the Revolution of the Spheres*; Kepler, *Epitome of Copernican Astronomy*, Books IV, V; Francois Viète, *Introduction to the Analytical Art*.

Books that have been retranslated by members of the faculty are these: Plato, *Meno*; Plotinus, *Fifth Ennead*; Aristotle, *Physics*, Books I-IV; Bonaventura, *On the Reduction of the Arts to Theology*; Cantor, *Transfinite Numbers*; Einstein, *Geometry and Experience*.

THE INSTRUCTION COMMITTEE

The Instruction Committee is a faculty committee responsible for advising the Dean and the Associate Dean on all matters of instruction, whether concerning curricular planning or the academic standing of students. It advises the President on appointments to the faculty. It consists of twelve tutors, with the Deans of the two divisions and the President as members *ex officio*. The Dean is Chairman of the Committee. The Committee meets annually, alternating between the two campuses. Six of the tutors are elected from each division of the College. The members of the Committee from each division constitute the Instruction Committee for the division and meet at frequent intervals throughout the year.

THE LIBRARY

The 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 and 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. Each year books in mathematics, science, philosophy, religion, fine arts, music, poetry, literature and history are purchased. Representative periodicals and newspapers are subscribed to. A committee of the faculty assists the Librarian in selecting books and periodicals. The library in Annapolis maintains a collection of about 50,000 volumes, supplemented by microfilmed books and periodicals. In Santa Fe the collection has been growing at the rate of 3,000 volumes each year and now numbers over 15,000 volumes.

SCHEDULES AND EXAMINATIONS

Perhaps the most 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 for liberty in Pericles's funeral oration. These are the educational realities that a common schedule marks and emphasizes.

A SAMPLE CLASS SCHEDULE FOR ONE WEEK

Hour*	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Mathematics Tutorial		Mathematics Tutorial	Mathematics Tutorial	Mathematics Tutorial
9:30		Music Tutorial**		Music Tutorial**	Music Tutorial**
10:30	Language Tutorial	Language Tutorial	Language Tutorial	Language Tutorial	
11:30				Chorus	
1:00 to 4:00		Laboratory			Laboratory
8:00 to 10:00	Seminar			Seminar	Formal Lecture

* In Santa Fe classes begin on the hour.

** In the second year only.

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 either three or four days a week they spend one hour in a language tutorial and one hour in a mathematics tutorial; sophomores also spend three hours a week in a music tutorial. Twice a week they spend up to three hours in the laboratory. Two evenings from eight to ten they attend a seminar. A formal lecture or concert is given once 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 tutorial and laboratory meetings are suspended. Special events are scheduled in this period, and don rags for upperclassmen are held. Since this week is not considered a holiday, but a welcome change in the instructional routine, students are required to remain in residence. Transfer students completing the program in three years, and members of the February freshman class spend a summer semester on the Santa Fe campus (see p. 47).

ORAL EXAMINATIONS

At the end of each semester, oral rather than written examinations are held. These are conducted by the seminar leaders, with the voluntary participation of other tutors. The student is questioned freely and informally on the texts he has read and on his critical and interpretative opinions. It is not the aim of the examiners to find out how much the student remembers. He is

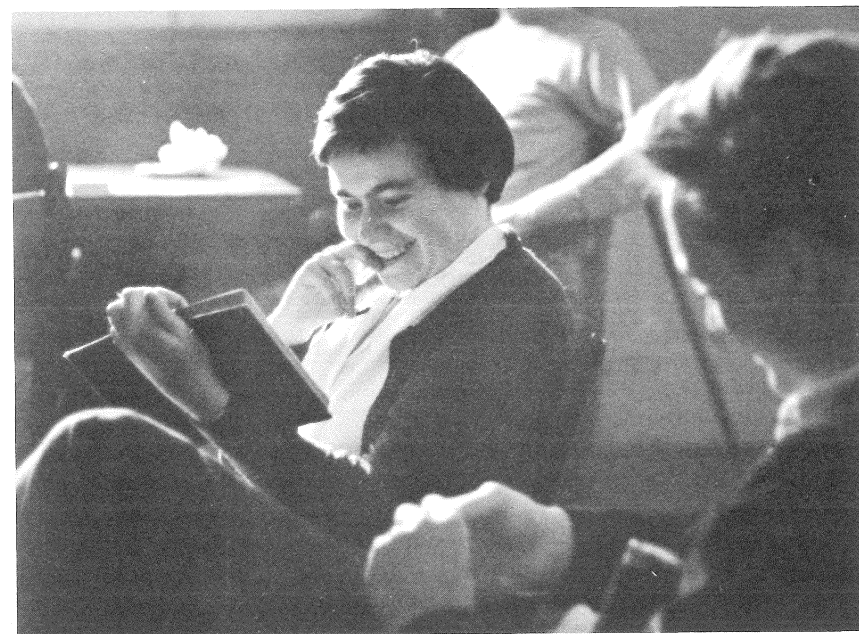
encouraged to consider different parts of his study in relation to each other and to problems that may not have been treated in any of his classes. For freshmen the first oral examination of the year is given before the Christmas vacation; and for juniors and seniors, just before preceptorials begin.

THE DON RAG

At the end of each semester the student meets all his tutors in the "don rag." The don rag is a consultation of student and tutors for the purpose of diagnosis and prescription rather than for reporting of marks. The tutors report to one of the seminar leaders on the student's work during the semester; the student is then invited to report on himself and to judge his own work; advice may be requested and given; difficulties may be aired; but no grades are reported. The first freshman don rags are held the week before the Christmas vacation rather than at the end of the semester.

ANNUAL ESSAYS

Before the end of the second semester, every freshman, sophomore, and junior submits an annual essay on some theme suggested by his seminar reading. The essay becomes the center of his final oral examination in the spring.



SOPHOMORE ENABLING

The annual essay of sophomores holds a position of special importance. It becomes a major part of the process called "enabling." This is a review by the Instruction Committee, with the advice of all the sophomore tutors, of the student's academic record for the two years he has spent in the College. As an indication of his proficiency in the liberal arts, the annual essay carries great weight. A student is enabled, or allowed to enter the junior class, only if he has submitted a satisfactory essay and only if his record indicates that he is sufficiently prepared for the work of the last two years. In particular, the enabling judgment looks to the possibility of the student's writing an acceptable senior thesis.

THE ENABLING ORAL EXAMINATION

The enabling oral examination is given to the student in the fall at the beginning of his fourth year. It is focused on a number of books re-studied during the preceding summer. They correspond in quantity to about twelve seminar readings and are chosen by the Instruction Committee from the seminar lists, with a view to covering key themes of the four years. The passing of this examination confirms a student's status as a candidate for the degree of Bachelor of Arts.

THE FINAL THESIS AND ORAL EXAMINATION

In his senior year the student is required to present to the faculty a thesis related to some aspect of his four years' work. It is not a piece of specialized research, but a sustained performance in the liberal arts. Four weeks at the start of the second semester are reserved for thesis writing; during this period the students attend no classes. If the thesis is approved by the faculty committee to which it has been assigned for reading, the student is permitted to defend it before the committee in an hour-long public oral examination. No degree is awarded until a satisfactory thesis has been submitted and successfully defended. The thesis is the fruition of the student's learning.

THE READING KNOWLEDGE EXAMINATION

Before being granted the degree each student must pass an examination to show a reading knowledge of French.

ACADEMIC STANDING

Because St. John's classes are small and intimate and consist largely of the active participation of the students, every tutor is aware of his students' progress from day to day. The tutors' appraisals of a student, which are pooled

at the end of the semester in the don rag, are based therefore not alone on quizzes and tests, which are rare, but on the student's total performance as a member of the group.

The tutor's comprehensive judgment of a student is reported to the Dean periodically as a conventional letter grade, but not to the student. The don rag takes the place of a report card. Students will be told their grades if they insist. They are encouraged, however, not to work for grades, but rather to try to develop their powers of understanding. If 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 the College. A decision of this kind is usually reached in agreement with the student.

Ideally there is no reason for dropping any normal student from this course of study. It is assumed that each student has the required capacities until there is clear evidence to the contrary. The curriculum is varied and rich enough for great diversity of interest, performance, and achievement, and there is ample room within it for a wide range of ability and for individual choice and guidance. Moreover, St. John's is free from the pressures of conventional examinations and competition for grades.

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

THE ST. JOHN'S DEGREE OF BACHELOR OF ARTS

The student who completes the four-year curriculum is awarded the degree of Bachelor of Arts. For transcript purposes, St. John's seminars, tutorials, and laboratories can be translated into terms of conventional subjects. The curriculum is the equivalent of approximately one hundred twenty-eight semester hours.

GRADUATE STUDIES AFTER ST. JOHN'S

Each year many St. John's seniors elect to do advanced work in a wide range of graduate and professional schools. Experience shows that leading universities admit St. John's graduates with creditable records. Since St. John's offers no majors in specific subjects, however, they may find it necessary to take some undergraduate courses during their first year of graduate study.

Certain of the best medical schools admit St. John's graduates without further pre-medical study. Most, however, insist upon definite prerequisites, one to three additional undergraduate science courses. They may be taken elsewhere in summer school. Increasingly, medical schools, like the larger technological institutes, expect their students to be able to build on a broad

foundation of humane knowledge. Schools of law and theology require no additional work of St. John's graduates.

The following table shows the professions or fields of advanced study entered by one or more St. John's graduates; education, mathematics, law, medicine, philosophy, and theology have attracted the greatest numbers.

Archeology	History	Meteorology
Architecture	History of art	Music
Art	History of science	Nursing
Biology	International relations	Oceanography
Bio-physics	Journalism	Philosophy
Business administration	Languages	Physics
City planning	Law	Political science
Dentistry	Library science	Psychology
Drama & playwriting	Literature & writing	Public administration
Economics	Logistics management	Social anthropology
Education	Mathematics	Social work
Engineering	Medicine	Sociology
Geology		Theology

Whatever the attitude of the graduate schools, St. John's refuses to accept the imposition of 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 is required 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.

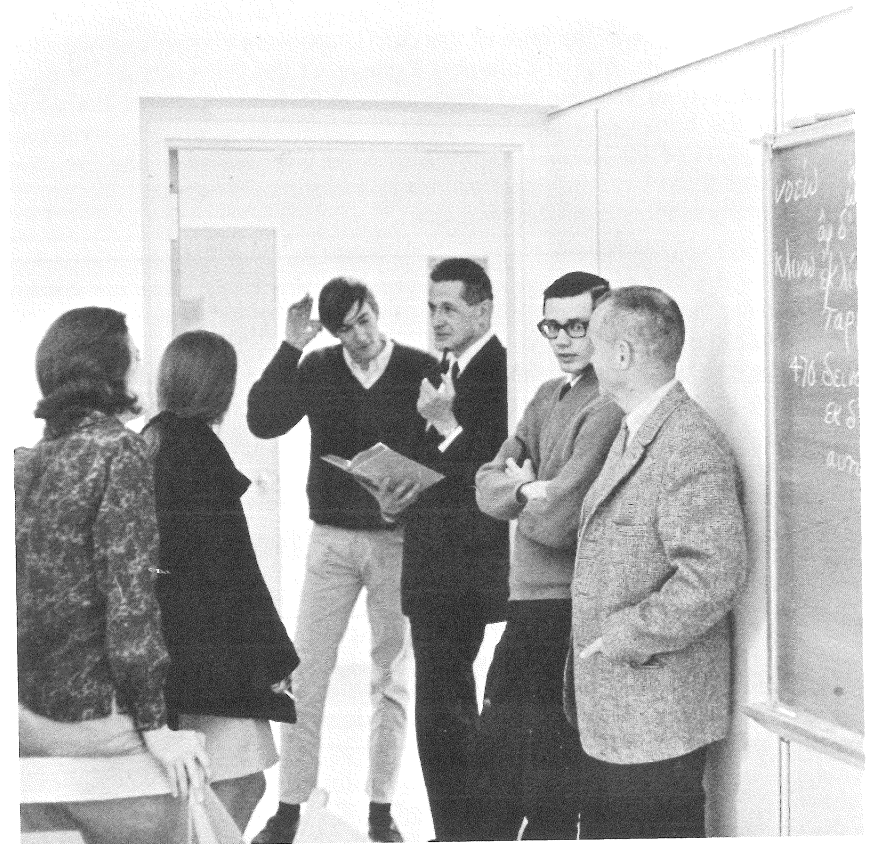
A Master's degree may be awarded to a tutor who has completed two years of teaching at St. John's. He must petition the Instruction Committee for permission to present himself as a candidate for the degree. He must then submit a thesis on a topic approved by the Instruction Committee and stand an oral examination upon it. The topic must have some bearing on the understanding and practice of the liberal arts.

THE GRADUATE INSTITUTE IN LIBERAL EDUCATION

A new graduate program, leading to the M.A. degree in the liberal arts, is conducted during the summer on the Santa Fe campus. It is designed for graduates of other colleges and is particularly well suited to the needs of high school teachers.

The program, which is based on the St. John's list of readings, is divided into four subject areas: Politics and Society, Literature and Poetry, Philosophy

and Theology, and Mathematics and Natural Science. Each summer session lasts eight weeks and consists of seminars, tutorials, and preceptorials. The seminars are modeled on those of the undergraduate college; they are limited to about twenty students. The tutorials are smaller classes devoted to the close reading of texts. In the preceptorial the student chooses a topic pertaining to one of the books studied and, under faculty guidance, writes a long essay. For each section of the program nine credits are granted. All four sections are required for the degree, though students who have previous graduate credit may be eligible for the degree after three summers. The sections may be taken in any order. For more detailed information, write to the Graduate Institute in Liberal Education, St. John's College, Santa Fe, New Mexico 87501.



Instruction Charts

The books that serve as the core of the curriculum were chosen over a period of nearly forty years, first at Columbia College, at the University of Chicago, at the University of Virginia, and, since 1937, at St. John's College. The distribution of the books over the four years is significant. Something over two thousand years of intellectual history forms the background 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 to Greek authors and their pioneering understanding of the liberal arts; the second year contains books from the Roman and medieval periods; the third year has books of the seventeenth and eighteenth centuries, most of which were written originally in modern languages; the fourth year brings the reading into the nineteenth and twentieth centuries.

The chronological order in which the books are read is primarily a matter of convenience and intelligibility; it does not imply an historical approach to the subject matter. The St. John's curriculum seeks to convey to the student an understanding of fundamental problems that man has to face today and at all times. In doing that it may help the student to discover a new kind of historical perspective and perceive through all the historical shifts and changes the permanence and everpresent gravity of human issues.

St. John's builds its curriculum on the expressions of the great minds of Western civilization because liberal education at the college level is an assimilation of the student to his native culture, and of the culture to the student. The College believes that Eastern books can best be encountered when one has acquired the liberal arts in their familiar western form, and can read with some critical acumen and sophisticated sympathy the works of other cultures. Otherwise, there is the danger that they might become disrupting elements in the student's intellectual journey.

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.

Homer:	<i>Iliad, Odyssey</i>
Herodotus:	<i>History*</i>
Aeschylus:	<i>Agamemnon, Choephoroe, Eumenides, Prometheus Bound</i>
Sophocles:	<i>Oedipus Rex, Oedipus at Colonus, Antigone</i>
Euripides:	<i>Hippolytus, Medea</i>
Aristophanes:	<i>Clouds, Birds</i>
Plato:	<i>Ion, Gorgias, Meno, Republic, Apology, Crito, Phaedo, Symposium, Parmenides,* Theaetetus, Sophist, Timaeus, Phaedrus</i>
Thucydides:	<i>History of the Peloponnesian War</i>
Aristotle:	<i>Generation of Animals,* On the Soul,* Physics II, III, IV, VIII, Metaphysics I,* V,* VI, VII,* XII, Nicomachean Ethics,* Politics,* Organon*</i>
Euclid:	<i>Elements</i>
Epictetus:	<i>Discourses,* Manual</i>
Archimedes:	<i>Selected Works*</i>
Apollonius:	<i>Conics I-III</i>
Lucretius:	<i>On the Nature of Things</i>
Virgil:	<i>Aeneid</i>
<i>The Bible*</i>	
Tacitus:	<i>Annals*</i>
Plutarch:	<i>Lives*</i>
Nicomachus:	<i>Arithmetic*</i>
Ptolemy:	<i>Almagest*</i>
Galen:	<i>On the Natural Faculties*</i>
Plotinus:	<i>Fifth Ennead</i>
Augustine:	<i>Confessions</i>
Anselm:	<i>Proslogium</i>
Thomas Aquinas:	<i>Summa Theologica*</i>
Dante:	<i>The Divine Comedy</i>
Chaucer:	<i>The Canterbury Tales*</i>
Rabelais:	<i>Gargantua and Pantagruel*</i>
Machiavelli:	<i>The Prince, Discourses*</i>
Calvin:	<i>Institutes*</i>
Copernicus:	<i>On the Revolution of the Spheres*</i>
Montaigne:	<i>Essays*</i>
Bacon:	<i>Novum Organum</i>
Gilbert:	<i>On the Magnet*</i>
Kepler:	<i>Epitome of Copernican Astronomy IV, V</i>
Donne:	<i>Poems*</i>
Shakespeare:	<i>Richard II, Henry IV, Parts 1 and 2, As You Like It, Twelfth Night, Othello, Hamlet, Macbeth, King Lear, Tempest</i>
Cervantes:	<i>Don Quixote</i>
Harvey:	<i>On The Motion of the Heart and Blood</i>
Galileo:	<i>Two New Sciences*</i>
Descartes:	<i>Rules for the Direction of the Mind,* Discourse on Method, Geometry,* Meditations</i>
Hobbes:	<i>Leviathan*</i>

THE ST. JOHN'S LIST OF GREAT BOOKS — Continued

Spinoza:	<i>Theological-Political Treatise</i>
Milton:	<i>Paradise Lost*</i>
Pascal:	<i>Pensées*</i>
Racine:	<i>Phèdre</i>
La Fontaine:	<i>Fables*</i>
Newton:	<i>Principia,* Optics*</i>
Huygens:	<i>Treatise on Light*</i>
Locke:	<i>Essay Concerning Human Understanding,* Second Essay on Civil Government</i>
Berkeley:	<i>Principles of Human Knowledge</i>
Leibniz:	<i>Discourse on Metaphysics, Monadology</i>
Swift:	<i>Gulliver's Travels</i>
Fielding:	<i>Tom Jones</i>
Hume:	<i>Enquiry Concerning Human Understanding, Dialogues Concerning Natural Religion</i>
Gibbon:	<i>The Decline and Fall of the Roman Empire*</i>
Rousseau:	<i>The Social Contract</i>
Adam Smith:	<i>The Wealth of Nations*</i>
Kant:	<i>Critique of Pure Reason,* Critique of Practical Reason*</i>
Lavoisier:	<i>Treatise on Chemistry*</i>
	<i>United States Constitution</i>
	<i>Federalist Papers*</i>
De Tocqueville:	<i>Democracy in America</i>
Goethe:	<i>Faust*</i>
Hegel:	<i>Philosophy of History, Lordship and Bondage, Preface to the Phenomenology</i>
Kierkegaard:	<i>Fear and Trembling</i>
Lobachevski:	<i>Theory of Parallels</i>
Stendhal:	<i>The Red and the Black</i>
Flaubert:	<i>Madame Bovary</i>
Darwin:	<i>Origin of Species*</i>
Marx:	<i>Capital,* Communist Manifesto, Preface to Critique of Political Economy*</i>
Mendel:	<i>Experiments in Plant Hybridization*</i>
Tolstoi:	<i>War and Peace</i>
Nietzsche:	<i>Birth of Tragedy, Beyond Good and Evil</i>
Austen:	<i>Emma</i>
Dostoevski:	<i>The Possessed</i>
Baudelaire:	<i>Poems*</i>
William James:	<i>Psychology — Briefer Course*</i>
Freud:	<i>A General Introduction to Psychoanalysis</i>
Whitehead:	<i>Modes of Thought</i>
Peirce:	<i>Philosophical Papers*</i>
Valéry:	<i>Poems*</i>
Einstein:	<i>Relativity: the Special and General Theory</i>
	<i>Documents from American History</i>
	<i>Charter of the United Nations</i>
Mark Twain:	<i>Huckleberry Finn</i>
Melville:	<i>Billy Budd</i>

CLASSIFICATION, BY YEARS, ACCORDING TO ELECTIVE SUBJECT MATTER

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

PRECEPTORIALS — 1967

ANNAPOLIS

Plato, *Republic*.
 Plato, *Statesman*.
 Aristotle, *Ethics*.
The Guide for the Perplexed.
 The Unity of Descartes's *Meditations*.
 Kant, *The Critique of Pure Reason*.
 Homer, *The Odyssey*.
 Dante, *Purgatorio*.
 Montaigne and Pascal.
 Shakespeare, *King Lear*.
 Are There Any Natural Rights?
 The Theory of the City.
 Modern Theology.

FORMAL LECTURES 1966-67

ANNAPOLIS

The Idea of the Good
 John S. Kieffer

W. B. Yeats: "What Rough Beast"
 Charles Bell

Marxian Concepts and Community Politics:
 the Importance of Theory
 Carl Linden

Concert: Handel's *Acis and Galatea*
 The American Chamber Orchestra of
 Washington, D. C.

Henry Adams and the Response of
 Imagination to American Power
 Alfred Kazin

Second Thoughts in Greek Tragedy
 Bernard Knox

Concert by the Mozart Orchestra of
 New York

Tradition and the Biblical (Hebrew) Poet
 Stanley Gevirtz

God, Religion and Modern Man
 Mortimer Adler

Shakespeare's *Twelfth Night*
 King William Players

More's *Utopia*
 Bernard Fleischmann

Discussion of a Single Painting —
 The Laocoon of El Greco
 James Gilbert

The Coming World Civilization
 Huston Smith

SANTA FE

Early Writings of Alfred N. Whitehead.
 Darwin, Teilhard, and Evolution:
 Problem of Orthogenesis.
 Joyce, *Ulysses*.
 Metaphilosophy: What Are Philosophic
 Questions?
 Selected Topics in Plato's Metaphysics.
 Prejudice.
 Kant, *Perpetual Peace*; Charter of the
 United Nations.
 Homer, *The Iliad*.
 Modern Theology.
 William Blake.
 Problem of Nihilism.

Piano Concert
 Douglas Allanbrook

In the Shadow of the Glen, The Typists,
The Tiger
 Modern Theatre Group

Hell: Paolo and Francesca
 Robert Bart

Euripides' *Herakles*
 Christian Wolff

India Today
 Dr. Purnendu Kumar Banerjee

Plato Disapproves of the Slave-Boy's
 Answer
 Malcolm Brown

Reason and Imagination in the
 Development of Science
 Dudley Shapere

Origins of Islamic Political Philosophy
 Muhsin Mahdi

Leibniz
 Richard Kennington

Jewish Christians in the Early Centuries
 of Christianity
 Shlomo Pines

Galaxies and Mankind
 Harlow Shapley

The Involution of Philosophy
 Bert Thoms

Concert: Flore Wend, Soprano, and
 Reynaldo Reyes, Piano

Kepler's Discovery of the Elliptical
 Orbit of Mars
 Curtis Wilson

SANTA FE

Corporate Initiatives
 W. H. Ferry

A Reading of His Poems, with Commentary
 Mark Van Doren

The Bible as Human Literature
 Father Passelecq

Poets and Thinkers:
 Their Changing Relation in Existentialism
 Glenn Gray

The Musical Experience
 William A. Darkey

Concert
 Sisters Augustine and Mark

The Changing Concept of Truth
 Stephan Korner

Medea
 William Arrowsmith

W. B. Yeats: "What Rough Beast"
 Charles G. Bell

Adventures in Inner Space
 Andreas B. Rechnitzer

A Model for the Study of Synaptic Function
 George Austin

Concert
 Nicanor Zabaleta

An Appreciation of Kant's *Critique of
 Pure Reason*
 Eva Brann

The Teaching about Jesus the Messiah
 J. Winfree Smith

Civilization and Force
 Stringfellow Barr

Irrational Numbers in Greek Mathematics
 Paul Schmidt

Concert
 Helen Vanni

Changing Concepts in Psychotherapy
 Stuart Boyd

The Socratic Paradox
 David C. Jones

Status and Voluntary Responsibility
 John R. Silber

Concert
 Beaux Arts Quartet

Dante and the *Poetics* of Aristotle:
Inferno 26
 Francis Fergusson

Moral and Mechanical Clockwork in Kant
 Malcolm Brown

Difference of Man and the Difference it
 Makes
 Mortimer J. Adler

Consensus and Diversity in Democracy
 Marvin Zetterbaum



Extracurricular Activities

It is the policy of the College to encourage any spontaneous group activity that shows promise of becoming a constructive contribution to the life of the community. Generally, such activities in Annapolis are under the sponsorship of the Student Polity. In Santa Fe, for the most part, they are sponsored informally by the students themselves. 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.

STUDENT ORGANIZATIONS

ANNAPOLIS

Some student activities are really an extension of the curriculum; for example, the Bible classes, the Astronomy Club, and classes in European and Asiatic languages. Others are carried on by organizations chartered by the Student Polity. Among these are the following:

The *St. John's Collegian* is a periodical that publishes 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 plays of the twentieth century.

The Film Club presents a weekly series of foreign and domestic films — the "classics" of cinematic art.

The Artist-in-Residence conducts classes in the art studio in drawing, painting, and modeling, and arranges art exhibits.

The Cotillion Board arranges College dances.

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.

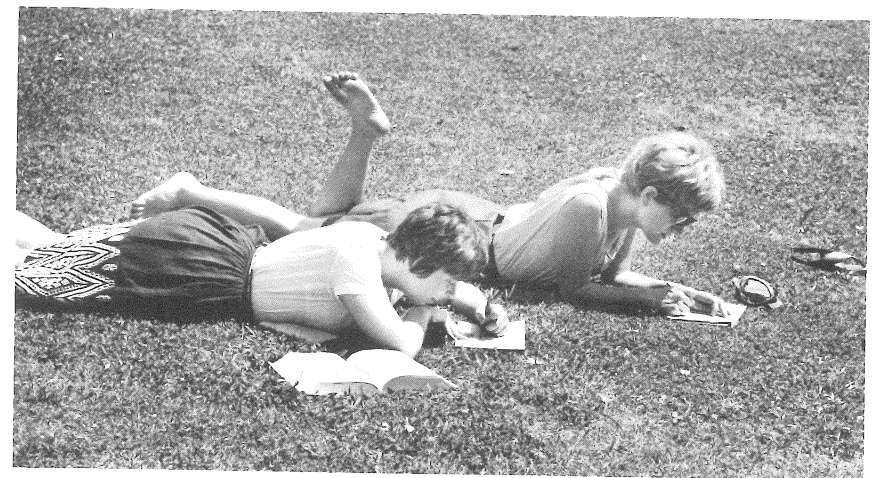
The Small Chorus, composed of faculty and students, meets weekly under the direction of a tutor and gives public concerts.

Other organizations include the Osler Club, for students who plan to study medicine; the Forum, which brings public figures from Washington and elsewhere for discussion of current events; the Photography Club, which uses a specially constructed darkroom; and the Rifle Club.

SANTA FE

When students want them, there are classes for the study of Russian, Spanish, German, conversational French, Italian, Hebrew, Chinese, and Navajo.

Informal seminars of students and faculty meet regularly to discuss contemporary literature and theology.



The Film Society presents films, foreign and domestic, for students and townspeople. The film showing is occasionally followed by an informal discussion. Requests for films for the following year are taken from the College community during the spring.

The Fine Arts Group meets in the art studio under the direction of a Santa Fe artist. Besides instruction in drawing and painting, there are classes in pottery-making, and potter's wheels and a kiln are available.

The periodical *Seven* publishes original contributions relevant to the life of the community.

Madrigal singers, both students and faculty, meet weekly under the direction of a tutor.

An orchestra formed of students and faculty plays chamber music. Bluegrass and jug bands come and go.

A darkroom is open to College photographers.

The College has organized other activities such as drama and poetry reading, modern dance and folk dancing, and voluntary service work with some of the social, religious, and educational institutions in the vicinity. The College arranges field trips to local archeological sites, Indian pueblos, museums, the Los Alamos Scientific Laboratory, and other places of interest.

FACILITIES FOR STUDENTS

The College Bookstore on each campus has all the books and supplies the student needs for his classes. It also maintains a stock of books related to all phases of the program, and books of more general interest. It is operated without profit.

As supports for an active social life, the College provides on each campus a coffee shop and a junior common room for the use of all students. In addition, there are smaller social rooms, comfortably furnished.

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

RELIGIOUS ACTIVITIES

The Charter of 1784 established St. John's College as a nondenominational 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 en-

couraged to attend the churches of their choice in town. It is customary, however, for extracurricular Bible classes to be conducted by tutors of the College.

ATHLETICS

ANNAPOLIS

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.



SANTA FE

Until the College Athletic Center is built, the athletic program at St. John's College in Santa Fe will be confined largely to outdoor activities, although an exercise room has been reserved for classes in fencing, judo, and weight-lifting, and has been equipped with wrestling mats and barbells. There are tennis courts and a playing field, and an intramural program of soccer, volleyball, and softball is conducted. A number of riding horses for the use of the College community are kept in a corral built by students. There is a toboggan run on the slope of Monte Sol behind the men's dormitories.

The recreational facilities provided by the city and county of Santa Fe are available to students and form an integral part of the College's athletic program. Students have ample opportunity for hiking and camping. The municipal indoor swimming pool is open for student use during certain week-day evenings and weekends throughout the college year. A local school gymnasium is used for basketball. The Santa Fe Ski Basin, located just north of the campus in the Sangre de Cristo Mountains, is in operation from November to May. Special rates are in effect for students each Thursday afternoon during the skiing season.

COMMUNITY GOVERNMENT

ANNAPOLIS — 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.

SANTA FE

Problems of general concern to the College community are discussed and resolved in a variety of ways. Currently the Student Coordinating Committee serves as liaison with the College faculty and administration. This group of students meets when necessary with administrative officers and faculty members.

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 four completely modern buildings erected within the last decade. There are seven student dormitories, five for men and two for women.

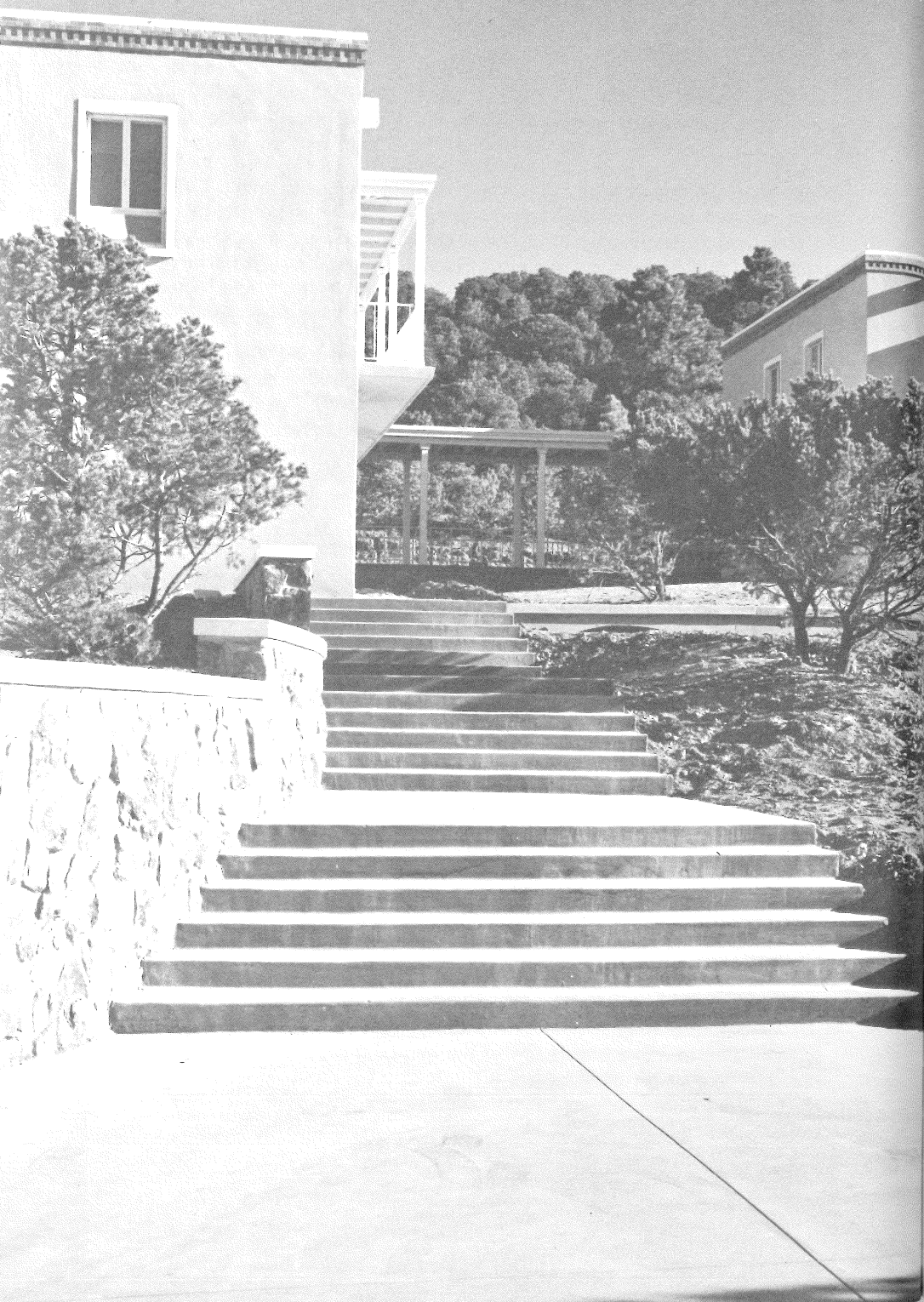
SANTA FE

In the early 1960's the College decided to expand without sacrificing the virtues of smallness. Since the fall of 1964, St. John's College has had 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 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. Twelve initial buildings have been constructed: a classroom building, a laboratory, the student center and dining hall, an infirmary, and dormitories. Subsequent construction will include an administration building, an auditorium, a library, a gymnasium and swimming pool.

DORMITORIES

The dormitories form small communities within the larger college communities, helping the incoming student to accept and enforce restraints 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.



Room assignment is the responsibility of the Assistant Deans. 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 on either campus. In Annapolis, students may be granted permission to reside on campus for academic or financial reasons during spring vacation.

RULES OF RESIDENCE

Social order and the well-being of each student make necessary certain rules of residence governing the use of dormitories. These rules have been decided upon by the Dean in consultation with the Faculty and approved by the Board of Visitors and Governors. Every entering student is informed of them the summer before he enters, and returning upperclassmen are reminded of them each fall. Common rooms are provided in which, during specified hours, students of both sexes may gather. Furthermore, a curfew is in effect in the women's dormitories. The rules differ in certain details on the two campuses, though in general following the same pattern.

The academic and intellectual life of the community is inseparable from the communal life. The building of a good community requires the faculty and College officers to show respect for the individuality of each student. There is a limit, however, to toleration. The education of students stands to benefit from the proper blending of tolerance for youthful experiment with a clear announcement and enforcement of rules that articulate social standards. St. John's College assumes that the students will respect not only the enacted rules but the community-accepted canons of decent behavior. In extreme cases, where these canons are flouted, the College may require the withdrawal of the offending student.

PROPERTY DAMAGE

The College provides a housekeeping staff to care for the dormitories. The College reserves the right to inspect the rooms periodically and to repair, at the expense of the occupant or occupants, any dormitory room and furniture which have been damaged beyond normal wear and tear. Any damage to

college property is charged to the caution fee of the student or students responsible for the damage. The College is not responsible for the loss or damage to any student property resulting from fire, theft, or any other cause.

DINING HALL

The dining hall on each campus is operated by a catering service. 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

Well-equipped infirmaries are maintained at both campuses, each under the supervision of a College Physician and a College Nurse. Medical reports are made daily to the Dean.



Admissions

The College is co-educational. It does not discriminate on the basis of race, religion, or color.

The College admits freshmen in September and February. Those entering in February on both campuses complete the second freshman semester the following summer on the Santa Fe campus; there is no summer session in Annapolis.

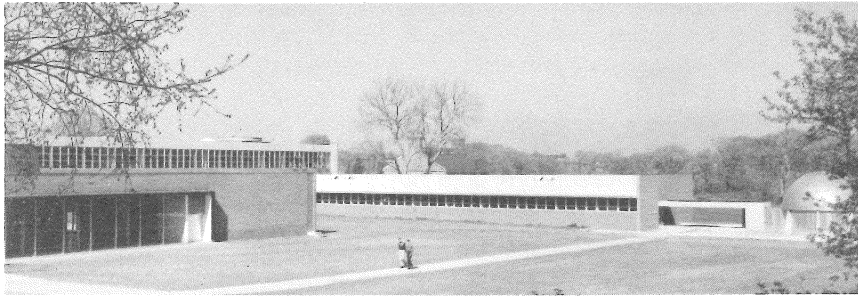
Students who have completed at other colleges a year or more of work that the College judges appropriate in subject and quality may enroll as transfer students in September and complete the St. John's program in three years and one summer, the summer work to be done on the Santa Fe campus.

The purpose of the admissions procedure is to determine whether an applicant has the necessary preparation and ability to do satisfactorily all parts of the 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, the desire to do intellectual work, and the initiative and diligence to do it.

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 page 92), or by a member of the Board of Visitors and Governors. Office hours of the Director of Admissions are 9 a.m. to 5 p.m. Monday through Friday. Interviews are by appointment.

REQUIREMENTS FOR ADMISSION

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 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 by his school. The interview is especially important for such an applicant.

The Admissions Committee is much interested in the student's written application, a lengthy piece of work. In his application the student answers questions about his physical and emotional health, family situation, education, extracurricular activities, special interests, summer experiences, jobs, religious life (an optional question), postcollege plans, reading habits and experience, and reasons for choosing St. John's. The application form is designed to enable a student to give a full account of himself. It can tell the Committee more about many applicants than the other documents tell.

PROCEDURE

On request a student receives a catalogue, an application form, and forms to be used by his school and his references. As soon as the application and the supporting documents, with the Scholastic Aptitude Test scores, are assembled, the application is reviewed by the Admissions Committee, and the applicant is notified at once of the Committee's decision. There are no deadlines, but the freshman class is usually expected to be filled in April. Candidates are not measured against one another but are considered on their own merits as students and as persons. Applications may be submitted and acted on as early as the second semester of the eleventh grade.

An accepted applicant is required to submit a non-refundable deposit of \$100, which is credited to his first year's fees. St. John's observes the College Board Candidate's Reply Date—about May 1—and thus does not require submission of the deposit before that date.

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 (see page 50). This statement constitutes an application for financial aid, no other form being required. It should reach the Director of Admissions at about the time of the application for admission. An application for aid can be acted on by the College as soon as admission has been approved.

A physical examination is required of each student before registration. A medical-report form is sent to the applicant on receipt of the \$100 deposit.

CAMPUS VISITS

A student considering enrolling at St. John's should make every effort to visit the College for an extended period. He may have a room in a dormitory and take his meals in the College dining hall, without charge. He may attend tutorials, a seminar, laboratories, and all other activities of the College, curricular and extracurricular. During the visit he is interviewed by a member of the Admissions Committee. Since the seminar, the most important part of the program, meets on Monday and Thursday evenings, student visitors are normally on campus from Sunday to Tuesday and from Thursday to Saturday.

SCHOLASTIC APTITUDE TEST

The Scholastic Aptitude Test of the College Entrance Examination Board is 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 1025, Berkeley, California 94701: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, Alberta, British Columbia, Manitoba, Saskatchewan, Australia, and all Pacific islands including Formosa and Japan. For testing elsewhere the address is P.O. Box 592, Princeton, New Jersey 08540. The Board will supply each applicant all the information he needs.

Address Inquiries to:

Director of Admissions
St. John's College
Annapolis, Maryland 21404
Telephone: 301-263-2371

Director of Admissions
St. John's College
Santa Fe, New Mexico 87501
Telephone: 505-982-3691

Fees and Financial Aid

Serious and qualified students should be able to attend St. John's even if unable to pay the full fees. The College tries to meet the demonstrated financial need of such students, with a program of jobs, grants, and loans.

Actually no student pays the full cost of a St. John's education: the College relies on endowment income and gifts from individuals and foundations to close the gap between the income from fees and the full cost. The annual fees total \$3000: \$1950 for tuition, \$500 for room, and \$550 for board. (For the eleven-week summer session in Santa Fe, the fees total \$1100.) The total may be paid at registration in September, or in equal parts at registration in September and in February, or in monthly installments that may be spread over as much as seven years. Those who wish to use the monthly-installment plan should inquire of the Treasurer.

Students who need help from the College to pay these fees should ask for it. St. John's is a member of the College Scholarship Service, an organization with more than eight hundred member colleges and universities, which seeks to rationalize and standardize programs of financial aid. The Service issues a form called the Parents' Confidential Statement, with which parents can present a detailed account of the family's financial position. The filing of this form constitutes the student's application for aid from the College. The form may be obtained from secondary schools or The College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540; or P.O. Box 1025, Berkeley, California 94701; or P.O. Box 881, Evanston, Illinois 60204. This statement helps insure that the amount of each award will be based on need, which is the only criterion at St. John's.

A student receiving financial aid must work at a campus job ten hours per week, thereby reducing his fees by \$200 per semester. When additional aid is indicated, the College makes a grant. If the job and grant are not enough, the student may be asked to borrow funds, with College endorsement, through the federally guaranteed loan program conducted by his state, or under the loan program of the National Defense Education Act, or from the United Student Aid Fund, Inc. A limited amount of federal Educational Opportunity Grant money is available.

Aid may therefore consist of a job only, a job and a grant, or a job and a grant and a loan. Only when a student's family is prepared to make a maximum effort to assist the student will the College consider offering such aid. In determining the extent of a student's need, the College takes into

account the financial support which may be expected from income, assets, and other resources of the parents and the student.

The College reviews its aid awards annually and may adjust them in type and amount to reflect changes in need. The funds awarded are not credited to the student's account until he has completed the academic work of the semester. A student receiving aid who withdraws from the College is liable for that portion of his aid applied to the fees for the semester in which he withdraws, unless he is drafted for military service or is forced to withdraw for medical reasons.

Usually one student in four receives financial aid from the College.

Since determinations affecting students, faculty, and physical facilities must be made well in advance of the beginning of each academic year, the College must know in May which students will register in September. A deposit of \$100 on the fees for the following year is therefore due on or before the first Monday in May for prospective sophomores and seniors, and on or before the fourth Monday in May for prospective juniors. The deposit is refundable only in case of withdrawal due to ill health, military service, or academic dismissal.

At registration in September each student is required to make a deposit of \$20, called the caution fee, which is subject to charges for laboratory breakage, damage to College property, and other minor mishaps. This fee must be at the full amount at registration each semester. If unused it is refunded on request at the end of the academic year or when a student leaves the College.

Current installments of fees for tuition, room, and board are not refundable unless a student is drafted for military service or must 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, the advance payment is refunded, regardless of the cause of withdrawal.

Unless otherwise requested, the College presents its bills directly to the student, with a copy to the parents. There is a fee of \$5 for late registration.

The cost of books is about \$100 a year.

Veterans qualified to receive educational benefits through the Veterans Administration may arrange with the Treasurer's Office a schedule for the payment of fees. These arrangements must be made prior to the beginning of the academic year and after the veteran has received proper certification from the Veterans Administration.

Both in Annapolis and in Santa Fe the College is prepared to meet, to the fullest extent possible with the necessarily limited funds, the needs of students for financial aid. In Santa Fe provision is made for such funds in the College budget. In Annapolis, endowments have, over many years, come to the College for this specific purpose.

SCHOLARSHIPS

Santa Fe

THE SOUTHWEST SCHOLARS PROGRAM

Thirty \$1,500 scholarships are offered in 1968 and 1969 to residents of Arizona, Colorado, New Mexico, Oklahoma, and Texas. They are awarded on the basis of merit and ability. Applications should be filed by February 15. For application blanks and further information, write to the Director of Admissions at Santa Fe.

Annapolis

Income from the following endowed scholarships supplies a major portion of the funds available for financial aid to students in Annapolis:

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.

THE FACULTY SCHOLARSHIP

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

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.

THE HILLHOUSE CLASS OF 1927 SCHOLARSHIP FUND

The income from this endowed fund will be awarded each year to a deserving boy or girl. Preference will be given to the son or daughter, grandson or granddaughter of any member of the Hillhouse High School Class of 1927. Second priority will go to applications from the greater New Haven area.

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 RUTH AND ALFRED HOUSTON STUDENT AID FUND

To be awarded annually to a deserving student or students, the income from a fund established by the late Alfred Houston, Class of 1906, and his wife, Ruth Houston, of St. Augustine, Florida.

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.

THE ROBERT EDWARD JONES AND MARGARET LARSH JONES SCHOLARSHIPS

To be awarded annually to one or more students, scholarships in the amount of from \$200 to \$1,000 depending upon the individual need. Prefer-

ence is given first to properly qualified relatives or descendants of the donors, secondly to applicants from Kent County, Maryland, thirdly to other residents of Maryland, preferably of its Eastern Shore. These scholarships were established by Colonel Robert E. Jones, Class of 1909, and by his wife, Margaret Larsh Jones, of Palo Alto, California.

MARYLAND SENATORIAL SCHOLARSHIPS

Each Maryland state senator may award annually fifty-eight scholarship units of \$250 each to qualified residents of his district attending Maryland institutions of higher education. No more than six of these units may be awarded to one student. The award is for four years, provided the recipient maintains a satisfactory level of performance. A student may establish his academic eligibility for a scholarship by making a satisfactory score on the state scholarship examination, held usually in November. Financial need is also a criterion. The program is administered by the State Scholarship Board, State Office Building, 301 West Preston Street, Baltimore. Guidance counselors in the secondary schools will supply details of the program.

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 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 PRESSER FOUNDATION SCHOLARSHIPS

To be awarded each year to a student or students interested in music, preferably in teaching music, the sum of \$400. Only students of good character and satisfactory standing, who could not carry on their studies without this financial assistance, may be recipients of these scholarships.

THE READER'S DIGEST FOUNDATION SCHOLARSHIP FUND

To be awarded annually to deserving students who need financial

assistance, the income from a fund established by the Reader's Digest Foundation.

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.

FEDERAL PROGRAMS

The College has a limited allotment of federal funds for Educational Opportunity Grants to students whose families can provide no more than \$800 for their annual college expenses.

A few off-campus jobs are available under the federal work-study program; they pay \$1.25 to \$1.40 an hour for ten to fifteen hours a week.

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 Assistant Dean in charge of financial aid.

NATIONAL DEFENSE EDUCATION ACT LOANS

A limited sum is allotted to the College annually by the federal government for loans under the provisions of the National Defense Education Act. Upperclassmen have priority, and students who plan to become teachers have first priority. The maximum amount available in one year is \$1000. These loans have generous provisions for payment of interest and repayment of principal.

FEDERAL-STATE GUARANTEED LOAN PROGRAM

Most states participate in the federal-state guaranteed loan program. Under this program college freshmen may borrow up to \$750 a year (in some states \$1000), upperclassmen more. Information about these loans may be obtained from local banks, savings and loan associations, and credit unions; when these local institutions are not informed, the St. John's Director of Admissions or Financial Aid Officer can supply the addresses of state agencies.

A Brief History of St. John's College

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:

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
John H. Stone	Thomas Jennings	of Charrollton*
William Beanes	James Brice	Jeremiah T. Chase
Richard Ridgely	John Allen Thomas	Charles Wallace
Samuel Chase*	Gustavus R. Brown	John Carroll, D.D.
	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 Xenophon Herodotus Thucydides Lysias Demosthenes Isocrates Plato	GREEK Homer Hesiod Tragedies LATIN Juvenal Cicero MATHEMATICS Plane Geometry Solid Geometry Logarithms Trigonometry	GREEK Minor Poets LATIN Tacitus MATHEMATICS Applications of Trigonometry Conic Sections CHEMISTRY NATURAL PHILOSOPHY ELEMENTS OF CRITICISM	LATIN Horace NATURAL PHILOSOPHY LOGIC ASTRONOMY GEOLOGY CIVIL ENGINEERING AMERICAN HISTORY POLITICAL ECONOMY NATURAL THEOLOGY
LATIN Livy Horace Virgil MATHEMATICS Algebra			

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 Homer Herodotus LATIN Virgil Cicero Livy Horace MATHEMATICS Algebra Geometry ENGLISH 19th Century Literature	GREEK Xenophon Plato Euripides Lucian LATIN Horace Cicero Terence MATHEMATICS Logarithms Trigonometry Solid Geometry ENGLISH Shakespeare 18th Century Literature	GREEK Plato Aeschylus Thucydides Sophocles LATIN Cicero Juvenal Plautus ENGLISH Shakespeare Spenser Taylor Hooker Milton MATHEMATICS Theory of Equations Analytic Geometry Descriptive Geometry Use of Instruments NATURAL PHILOSOPHY CHEMISTRY HISTORICAL METHODS	GREEK Plato Aristotle Aristophanes Demosthenes LATIN Tacitus Lucretius Persius Quintilian ENGLISH Authors of 13th, 14th and 15th Centuries MATHEMATICS Analytic Geometry Calculus Mechanics NATURAL PHILOSOPHY ASTRONOMY LOGIC EVIDENCE OF CHRISTIANITY

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: The Classical Course (B.A. Degree); The Latin Scientific Course (B.L. Degree); The Scientific Course (B.S. Degree); and The Mechanical Engineering Course (M.E. Degree).

1923-1937

Conventional Liberal Arts program, with free electives and majors.

1937

Restoration of the traditional program of Liberal Arts.

1951

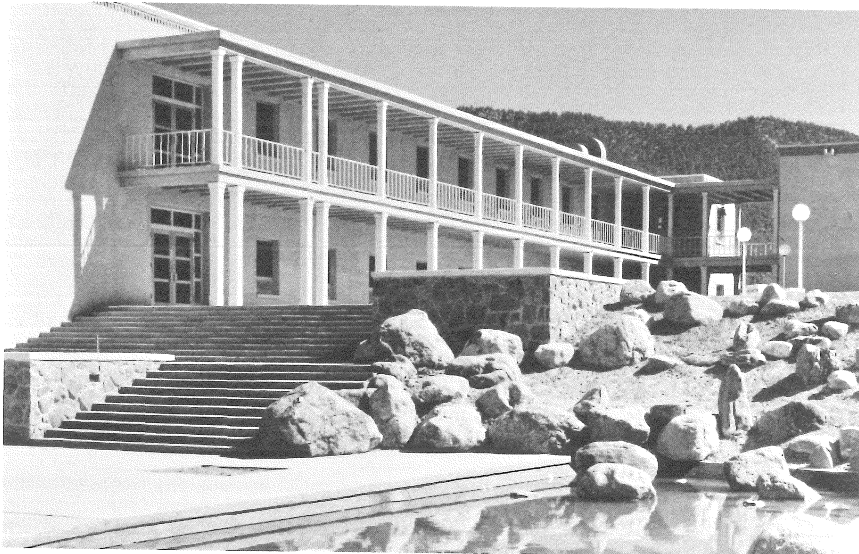
Introduction of co-education.

1964

Opening of St. John's College in Santa Fe, New Mexico.

1968

Graduation of first class in Santa Fe, New Mexico.



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Dean

John Spangler Kieffer, 2 Cumberland Court

B.A., Harvard College, 1927; M.A., Harvard University, 1929; Ph.D., The Johns Hopkins University, 1962; Master in French and English, Litchfield (Connecticut) School, 1927-28; Instructor in Classical Languages, 1929-34, Assistant Professor of Classical Languages, 1934-39; Board of Visitors and Governors, 1943-51; Acting President, 1947; President, 1947-49; Tutor, St. John's College, 1939-; Director of Adult Education, 1951-57; Addison E. Mullikin Tutorship, 1959-; Visiting Lecturer in Philosophy, The Johns Hopkins University, 1961; Dean, St. John's College, 1962-.

Associate Dean

Clarence J. Kramer, Old Santa Fe Trail

B.A., St. John's College, 1949; M.A., Marlboro College, 1950; Tutor, St. John's College, 1954-; Associate Dean of the College and Dean, Santa Fe, 1964-.

ANNAPOLIS

Tutors

Ford Keeler Brown, 235 King George Street

B.A., University of Washington, 1920; D. Phil., Oxford University, 1926; Assistant in English, 1919-20; Rhodes Scholar, Oxford University, 1920-23; Assistant Professor of English, 1923-25, University of Washington; Associate Professor of English, St. John's College, 1925-29; Professor of English, St. John's College, 1929-39; Active duty with the United States Navy, 1942-45; Tutor, St. John's College, 1939-; Addison E. Mullikin Tutorship, 1959-; Santa Fe, 1964-65.

Richard Scofield, 252 King George Street

B.A., 1919; M.A., 1920, University of California; B.A., 1924; M.A., 1949, Oxford University; Assistant in English, University of California, 1919-20; Commission for the Relief of Belgium Exchange Fellow, Université Libre de Bruxelles, 1920-21; Rhodes Scholar, Oxford University, 1921-24; Instructor in English, New York University, 1925-27; Associate Professor of Art and English, St. John's College, 1927-39; Board of Visitors and Governors, 1943-53; Visiting Associate Professor of History and Humanities, College, University of Chicago, 1948-49; Tutor, St. John's College, 1939-; Addison E. Mullikin Tutorship, 1959-.

Jacob Klein, 101 Market Street

Ph.D., University of Marburg-Lahn, 1922; Research Work, University of Berlin and University of Marburg, 1924-33; Visiting Lecturer, University of Prague, 1934-35; Fellow of the Mendels-

sohn Stiftung zur Foerderung der Geisteswissenschaften, 1935-37; Tutor, St. John's College, 1938-; Dean, St. John's College, 1949-58; Addison E. Mullikin Tutorship, 1959-.

Joseph Winfree Smith, Jr., 6 Cumberland Court

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

William Kyle Smith, 20 Murray Avenue

B.S., University of Virginia, 1921; Th.B., Princeton Theological Seminary, 1924; Instructor in Bible Literature, University of Virginia, 1933-42; Tutor and Assistant Dean, St. John's College, 1942-46; Tutor, St. John's College, 1946-51; Tutor and Assistant Dean, St. John's College, 1951-66; Addison E. Mullikin Tutorship, 1959-; Tutor, 1966-.

Simon Kaplan, 80 Conduit Street

Graduate, Real-School in Libau, Russia, 1912; Institute of Technology, Darmstadt, and University of Heidelberg, 1912-14; University of Leningrad, 1921-23; University of Jena, 1924-27, Ph.D., 1927; Fellow of the Hermann Cohen Foundation, Berlin, 1928-31; Research Studies, University of Paris, 1934-36; Visiting Scholar, 1942-43; Tutor, St. John's College, 1943-.

Robert S. Bart, 254 King George Street

B.A., Harvard College, 1940; M.A., St. John's College, 1957; Sheldon Travelling Fellow, Harvard University, 1940-41; Tutor, St. John's College, 1946-.

Hugh P. McGrath, 28 Wilson Road

B.A., University of Liverpool, 1934; Diploma in Education, University of Liverpool, 1935; Language Instructor, London County Council, and Language studies at Universities of Liverpool, London, Paris, Dijon, 1936-40; Armed Forces, 1940-46; Language Instructor, London County Council, 1946-47; Visiting Professor, University of Puerto Rico, 1960; Tutor, St. John's College, 1948-.

Barbara Hopkins Leonard, Campbell Hall

B.A., Oberlin College, 1937; M.S., 1941; Ph.D., 1948, The University of Rochester; Assistant in Zoology, Oberlin College, 1936-38; Oberlin College Scholar, Marine Biological Laboratory, Woods Hole, Mass., 1937; Histological Technician, Department of Pathology, Yale Medical School, 1938-39; Graduate Scholar in Biology, 1940-41; Graduate Teaching Assistant in Biology, 1941-44, The University of Rochester; Visiting Lecturer in Zoology, Oberlin College, 1944-45; Instructor in Zoology, Smith College, 1945-51; Smith College Scholar, Marine Biological Laboratory, Woods Hole, Mass., 1949; Fulbright Lecturer and Honorary Professor of Zoology, Lady Doak College and American College, Madurai, South India, 1962-63; Tutor and Assistant Dean, St. John's College, 1951-.

Douglas Allanbrook, 85 Shipwright Street

Boston University, 1938; Brown University, 1939-41; University of Florence, 1946; B.A., Harvard College, 1948; Active duty with the United States Army, 1942-45; Traveling Fellow, Harvard University, 1948-50; Pupil of Nadia Boulanger, Paris, 1948-50; Fulbright Fellow in Italy—Conservatorio San Pietro a Majella, Pupil of Ruggiero Gerlin in Harpsichord and Early Keyboard Music, 1950-52; Teacher of Composition and Theory, Peabody Conservatory, 1955-57; Tutor, St. John's College, 1952-.

Iola R. Scofield, 252 King George Street

B.A., 1917; M.A., 1919, University of California; Instructor in English, 1917-21; Assistant in Philosophy, 1921-24, University of California; Instructor in English, New York University, 1925-27; Tutor, Liberal Arts Program for Adults, University College, University of Chicago, 1947-51; Adult Education, St. John's College, Washington Public Library, Graduate School of the U. S. Department of Agriculture, 1941-47, 1951-54; Tutor, St. John's College, 1954-.

James M. Tolbert, 792 Fairview Avenue

B.A., 1935; M.A., 1937, Emory University; Ph.D., University of Texas, 1950; Teaching Fellow in English, Emory University, 1935-36; Teaching Fellow in English, University of Texas, 1938-42; Instructor in English, Tulane University, 1942; Military Service, 1942-46; Instructor in English, University of Texas, 1946-50; Teaching Intern, St. John's College, 1953-55; Tutor and Director of Admissions, St. John's College, 1955-.

Thomas King Simpson, Pleasant Plains Road, St. Margaret's

B.A., St. John's College, 1950; M.A. in Teaching, Wesleyan University, 1955; Instructor, American University at Cairo, Cairo, Egypt, 1950-53; Teaching Intern, St. John's College, 1955-56; Tutor, St. John's College, 1956-.

Eva T. H. Brann, 217 Hanover Street, Apartment 6

B.A., Brooklyn College, 1950; M.A., 1951; Ph.D., 1956, Yale University; Fellow of the American Numismatic Society, Summer, 1952; Fellow of the American School of Classical Studies at Athens, 1952-53; member of the staff of the American Agora Excavations at Athens as Sibley Fellow of Phi Beta Kappa; Instructor in Archaeology, Stanford University, 1956-57; Member Institute for Advanced Study, Princeton, 1958-59; Tutor, St. John's College, 1957-.

Edward Grant Sparrow, Jr., 53 College Avenue

B.A., Harvard College, 1951; LL.B., Harvard Law School, 1954; M.A., Teachers College, Columbia University, 1957; Tutor, St. John's College, 1957-; Acting Director, Integrated Liberal Arts Curriculum, St. Mary's College, California, 1964-66; Sabbatical leave, 1967-68.

Bryce DuVal Jacobsen, 220-B Hilltop Lane

B.A., St. John's College, 1942; farmer and carpenter, 1942-57; Tutor and Director of Athletics, St. John's College, 1958-.

Edward Malcom Wyatt, 7 Franklin Street

B.A., 1953; M.A., 1956, University of Virginia; Instructor in Mathematics, University of Virginia, 1955-58; Tutor, St. John's College, 1958-; Sabbatical leave, 1968-69.

Laurence Berns, 201 Dreams Landing

B.A., 1950; Ph.D., 1957, University of Chicago; Lecturer in the Liberal Arts, Basic Program of Liberal Education for Adults, University of Chicago, 1956-59; Tutor, St. John's College, 1960-; Leave of Absence, Professor of Philosophy, Rosary College, River Forest, Illinois, 1966-67.

Michael S. Littleton, 14 Cathedral Street

B.S., 1954; B.A., 1955, University of Maryland, B.D., Hartford Seminary Foundation, 1960; S.T.M., Union Theological Seminary, 1967; United States Navy, 1955-57; Tutor, St. John's College, 1960- (Leave of Absence, 1966-67.)

Alvin N. Main, Route 2, Box 124, Arnold

B.A., University of California at Santa Barbara, 1954; United States Navy, 1940-52; Teaching Assistant, University of California at Los Angeles, 1955-56; Instructor, University of California at Santa Barbara, 1957-58, 1959-60; Tutor, St. John's College, 1960-.

Robert B. Williamson, Indian Lane, Hillsmere Shores

B.A., 1954; M.A., 1957; Ph.D., 1967, University of Virginia; Instructor in Philosophy, University of Virginia, 1959-60; Tutor, St. John's College, 1960-.

Samuel S. Kutler, 91 Market Street

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

Robert D. Sacks, 214 Prince George Street

B.A., St. John's College, 1954; Ph.D., The Johns Hopkins University, 1963; Hebrew University, Jerusalem, 1954-56; Ecole des Langues Orientales Vivantes, 1956-57; University of Chicago, 1957-59; Tutor, St. John's College, 1961-.

Elliott Zuckerman, 11 Shipwright Street

B.A., Columbia University, 1952; Kellett Fellow in the Humanities, Clare College, Cambridge, 1952-54; B.A., Cambridge University, 1954; Duryea Fellow in Modern European History, Columbia University, 1954-55; M.A., Columbia University, 1955; M.A., Cambridge University, 1959; Ph.D., Columbia University, 1962; Lecturer in History, Columbia University, 1956-61; Lecturer in History and Music, The New School for Social Research, 1960-61; Tutor, St. John's College, 1961-; Director, Graduate Institute of Liberal Education, 1968-.

Joseph P. Cohen, 3 Gladden Road

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

George M. Berry, Jr., 239 Prince George Street

Johns Hopkins University, 1956-57; University of Munich, 1958; B.A., Johns Hopkins University, 1961; M.A., University of Maryland, 1963; Tutor, St. John's College, 1963-.

Thomas A. McDonald, 214 Prince George Street

St. John's College, 1944; Military Service, 1945-46; University of Virginia, The New School, New York, 1947-50; Graduate study in Philosophy, the Graduate Faculty, The New School, 1950-52, 1955-58; Teaching Fellow, 1956-58; Lecturer, University College, University of Chicago, 1958-62; Lecturer, Overseas-extension, University of Maryland (Heidelberg, Germany), 1962-63; Tutor, St. John's College, 1963-.

John L. Sarkissian, 650 Americana Drive

University of Chicago, 1939-41; U. S. Army, 1942-46 (Princeton University, 1943 A.S.T.P.); B.S., M.S., University of Illinois, 1946-48; University of Chicago, 1948-54; Instructor, Biological and Physical Sciences, Pestalozzi-Froebel Teachers College, Chicago, 1948-54; Instructor, University of Indiana, 1948-50; Traveling Fellow and Research Associate, Institute of Human Heredity, University of Bologna, Italy, 1955-56; Instructor, Biological Science, University of Illinois, 1958-63; Tutor, St. John's College, 1963-.

Robert Louis Spaeth, 23 Madison Place

B.S., St. John's University, Minnesota, 1959; U. S. Army Signal Corps, 1954-56; Graduate study, University of Illinois, 1959-60; Graduate study, University of Wisconsin, 1961-62; Teacher, Cathedral High School, St. Cloud, Minnesota, 1960-61; Mathematics writer, Educational Research Council of Greater Cleveland, 1962-63; Tutor, St. John's College, 1963-; Assistant Dean, 1966-.

David H. Stephenson, 58 Cornhill Street

B.A., Columbia College, 1958; New York State Teaching Fellowship, 1958-60; M.A., Columbia University, 1960; Director of Men's Chorus, New York Association for the Blind, 1959-62; Music Instructor, Riverdale Country Day School, 1960-61; Chorus Director, Bellevue School of Nursing, 1961-63; Free lance writer and editor, Thomas Y. Crowell Company, 1961-63; Tutor, St. John's College, 1963-. (Leave of Absence, 2nd term 1966-67.)

John Robert Gump, 1135 Madison Street

B.A., College of Wooster, 1952; Instructor in English and Psychology, Ewing Christian College, Allahabad, India; B.D., Union Theological Seminary, New York, 1957; Coordinator, John Knox Larger Parish, Redwood County, Minnesota, 1957-60; Campus Pastor, First Presbyterian Church and Westminster Foundation, Annapolis, Maryland, 1960-64; Tutor and Assistant Dean, St. John's College, 1964-.

Louis N. Kurs, 11 German Street

Colorado School of Mines, 1942-43, 1946; Columbia University, 1943-45; M. S., University of Chicago, 1948; Teaching Assistant in the College and Department of Geology, University of Chicago, 1948-49; Instructor in Physical Science and Geology, Wright Junior College, 1949-51; Supervisor, Steel Production Division, South Works, United States Steel Corporation, 1951-54; Instructor in Geology, University of Illinois (Chicago), 1954-64; National Science Foundation Science Faculty Fellowship, University of Chicago, 1961-62; Tutor, St. John's College, 1964-.

Deborah Mary Traynor, 6 Bricin Court

B.A., Mount Holyoke College, 1956; M.A., University of Chicago, 1958; Chicago Educational Television Association, 1959-63; College Humanities Staff, University of Chicago, 1963-64; Tutor, St. John's College, 1964-.

Peter G. Brown, 10 Cheston Avenue

B.A., Haverford College, 1961; M.A., Columbia University, 1964; Tutor and Class Assistant, Union Theological Seminary, 1963-64; Tutor, St. John's College, 1965-.

Geoffrey Comber, Route 3, Box 132, Annapolis Roads

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

George Duskow, 3 Thompson Street

B.A., Columbia College, 1957; M.A., 1959, Ph.D., 1965, University of Connecticut; Part-time Instructor in English, University of Connecticut, 1957-62; Instructor in English, Trinity College, 1963-65; Tutor, St. John's College, 1965-.

Charles E. Finch, 700 Americana Drive

B.S.; in Education, Temple University, 1942; B.D., Princeton Theological Seminary, 1945; M.A., University of Pennsylvania, 1949; Th.D., Philadelphia Divinity School, 1953; Instructor in New Testament, Bloomfield Seminary, 1945-47; Rector, Church of the Redeemer, Andalusia, Pennsylvania, 1949-52; Assistant Professor of Bible, Philadelphia Divinity School, 1951-55; Instructor, Valley Forge Military Academy, 1956-57; English Teacher, Conestoga Senior High School, Berwyn, Pennsylvania, 1957-65; Tutor, St. John's College, 1965-.

Howard J. Fisher, 2 Thompson Street

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

Carl A. Linden, 408 Hillsmere Drive

B.A., Syracuse University, 1951; M.A., Harvard University, 1956; Ph.D., George Washington University, 1966; United States Air Force, 1951-53; Analyst in Soviet and Sino-Soviet Politics with the U. S. Government, 1955-56; Chief of Analysis Branch, 1963-65; Lecturer at the Foreign Service Institute, 1963-65; Instructor in Political Theory, George Washington University, 1964-65; Group Leader in the Great Books Program, 1958-66; Tutor, St. John's College, 1965-.

Benjamin Charles Milner, Jr., 129 Conduit Street

B.A., Emory University, 1949; U. S. Army Signal Corps, 1950-52; B.D., Columbia Theological Seminary, 1955; Ph.D., Harvard University, 1965; Teaching Fellow, Harvard Divinity School, 1957-59; Rockefeller Fellow, 1959-60; Instructor in Biblical History, Literature and Exegesis, Wellesley College, 1959-62; Assistant Professor, 1963-65; Tutor, St. John's College, 1965-.

William Bruce Pitt, 167 Duke of Gloucester

B.A., University of Rochester, 1955; M.S., 1959; Theological Study, Colgate Rochester Divinity School, 1955-56; Graduate Study, University of Rochester, 1956-59, Graduate Study,

University of California, Berkeley, 1959; Research Assistant in Sociology of Religion, Colgate Rochester Divinity School, 1955-56; Student Assistant Minister, Phelps Presbyterian Church, 1955-56; Teaching Assistant in Mathematics, University of Rochester, 1957-59; Research, IBM Applied Science, 1957; Programmer, University of Rochester Computing Center, 1958-59; Section Assistant in Mathematics, University of California, Berkeley, 1959-60; Research Assistant in Mathematics (NSF), 1960-64; Research Assistant, ONR Self-Organizing Systems Project, 1961-62; Assistant in the Summer Session, 1960; Associate, 1964; Extension Division, 1962-64; Assistant Professor of Mathematics, Monmouth College, 1964-66; Tutor, St. John's College, 1966-.

Gisela Berns, 201 Dreams Landing

Abitur, Hoelderlin Gymnasium, Stuttgart, 1959; Classics and Philosophy, Universities of Heidelberg, Frankfurt, Munich, Tuebingen, 1959-63; Staatsexamen I, University of Heidelberg, 1963; Fellow of Deutscher Akademischer Austauschdienst, University of Florence, 1963-64; Ph.D., University of Heidelberg, 1964; Instructor in Classics and Philosophy, Bismarck Gymnasium, Karlsruhe, 1964-65; Staatsexamen II, University of Heidelberg, 1965; Instructor in Classics and Philosophy, Rosary College, 1966-67; Tutor, St. John's College, 1967-.

Gerald E. Bunker, 61 College Avenue

B.A., Harvard College, 1959; Columbia University, 1960-61; Yale Institute of Far Eastern Languages, 1961-62; M.A., Harvard University, 1964; Candidate for Ph.D. in History and Far Eastern Languages, Harvard University, 1964-; Tutor, St. John's College, 1967-.

Rosemary Z. Lauer, P.O. 1448

B.A., University of Dayton, 1950; M.A., St. Louis University, 1952; Ph.D., 1958; Instructor in Philosophy, Rosary College, River Forest, Illinois, 1952-55; Assistant Professor, 1955-58; Assistant Professor of Philosophy, Manhattanville College, Purchase, New York, 1958-59; Associate Professor of Philosophy, The Graduate School, St. John's University, New York, 1959-66; Resident Counselor, Bryn Mawr College, 1966-67; Tutor, St. John's College, 1967-.

Nicholas Maistrellis, R.F.D. #1, Box 57

B.S., Bates College, 1962; Department of History of Science, University of Wisconsin, 1962-67; Teaching Assistant in the Department of History of Science, 1962-66; University Fellow, 1966-67; Tutor, St. John's College, 1967-.

Errol Pomerance, 259 Hanover Street

B.S., Polytechnic Institute of Brooklyn, 1962; M.A., Harvard University, 1963; National Science Foundation Fellow, 1962-64; Honorary Woodrow Wilson Fellow, 1962-63; Instructor in Mathematics, Polytechnic Institute of Brooklyn, 1964-65; Teaching Fellow in Mathematics, Harvard University, 1965-67; Teaching Intern, St. John's College, 1967-.

James I. Gilbert, 78 Conduit Street

Visiting Tutor and Artist-in-Residence, 1962-63; Artist-in-Residence, St. John's College, 1964-.

SANTA FE

Tutors

William A. Darkey, Old Santa Fe Trail

B.A., St. John's College, 1942; M.A., Columbia University, 1949; Tutor, St. John's College, 1949; Santa Fe, 1964-.

Charles G. Bell, Route 3, Box 29

B.S., University of Virginia, 1936; Rhodes Scholar, Oxford University, B.A. (M.A., 1966), 1938, B. Litt., 1939; Instructor and Assistant Professor of English, 1940-45, Wartime Assistant in Physics, 1945, Iowa State College; Research Assistant in Physics, Princeton University, 1945; Assistant Professor of English, Princeton University, 1945-49; Rockefeller Grant for study in Europe, 1948; American Professor of Humanities, University of Chicago (College), 1949-56; Guest Professor, University of Frankfurt, 1952; Ford Fellow, 1952-53; Guest Professor and Director of the Honors Program, University of Puerto Rico (at Mayaguez), 1955-56; Guest Professor (Fulbright Program), Technische Hochschule, Munich, Germany, 1958-59; Tutor, St. John's College, 1956-; Director of Adult Education, 1957-58; Poet in Residence and Guest Professor, University of Rochester, Spring 1967; Santa Fe, 1967-.

Michael Ossorgin, 855 El Caminito

Lycée Russe, Paris, 1938; Conservatoire Russe à Paris, 1932-35, 1942-44; L.Th., Institut de Théologie Orthodoxe, Paris, 1942; Instructor in Music, Institut de Théologie Orthodoxe, Paris, 1944-46; Instructor in Theology, St. Tikhon's Seminary, Pennsylvania, 1947; Secretary of the Orthodox Diocese in Alaska, 1948-49; Teacher of Music, Bureau of Indian Affairs, Department of the Interior, 1950-56; Associate Professor, Consultant St. John's Program, St. Mary's College, California, 1961-62; Tutor, St. John's College, 1956-; Santa Fe, 1966-.

Samuel Emmons Brown, 1040 Bishop's Lodge Road

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

Thomas J. Slakey, 213 Las Mañanitas

B.A., St. Mary's College, California, 1952; M.A., Université Laval, Quebec, 1953; Ph.D., Cornell University, 1960; United States Army, 1953-55; Assistant in Philosophy, Cornell University, 1955-58; Tutor, St. John's College, 1959-; Santa Fe, 1964-.

Robert Eugene Skeele, 518 Camino Rancheros

B.A., Ohio State University, 1949; B.D., Yale Divinity School, 1953; Assistant Minister at the Colonial Church of Edina, Minneapolis, Minnesota, 1953-56; Minister, First Congregational Church of Alexandria, Minnesota, 1956-60; Tutor 1960, Assistant Dean, 1961-, St. John's College; Tutor and Assistant Dean, Santa Fe, 1964-.

Dean R. Haggard, 1021 Camino Santander

B.A., Reed College, 1955; Instructor in Mathematics, Loyola College, 1957-60; Fels Fund Fellow in Philosophy, The Johns Hopkins University, 1960-61; Tutor, St. John's College, 1961-; Santa Fe, 1966-.

John S. Steadman, 1520 Cerro Gordo Road

B.S., University of Wisconsin, 1959; Instructor in Radio Repair, U. S. Army, 1954-56; Assistant in Philosophy, Cornell University, 1959-61; Teaching Fellow, Cornell University, 1961-62; Tutor, St. John's College, 1962-, Santa Fe, 1967-.

Robert A. Neidorf, 907 Canyon Road

B.A., Ohio State University, 1949; B.D., Yale Divinity School, 1953; Assistant Minister and

Assistant Professor of Philosophy, Bucknell University, 1959-62; Tutor, St. John's College, Annapolis, 1962-64; Assistant and Associate Professor of Philosophy, State University of New York at Binghamton, 1964-67; Tutor, St. John's College, Santa Fe, 1967-.

David Clifford Jones, 9 Camino Pequeño

B.A., St. John's College, 1959; M.A., 1962; University Fellow, The University of Melbourne, 1961-62; University Fellow and Bess Hefflin Fellow, The University of Texas, 1962-64; Tutor, St. John's College, 1964-, Santa Fe, 1965-.

Ingeborg Lorenz Lang, South Dormitory Apartment

B.A., Smith College, 1932; Head, English Department, St. Katharine's School, Davenport, Iowa, 1932-34; Greenwood School, Ruxton, Maryland, 1934-35; Lecturer, Marlboro College, 1949-56; English teacher, Brearley School, New York, 1956-64; Tutor, St. John's College, Santa Fe, 1964-65; Tutor and Assistant Dean, Santa Fe, 1965-.

Robert Bunker, 408 Hillside Avenue

A.B., Harvard, 1939; A.M., 1954, Ph.D., 1955, University of New Mexico; United Pueblos Agency, Bureau of Indian Affairs, 1940-51; United States Navy, 1942-46; Executive Secretary, Bernalillo City-County Consolidation Committee, 1952-56; Instructor, University of New Mexico, 1955-56; Professor of English and Philosophy, Head of both Departments, New Mexico Highlands University, 1956-65; Tutor, St. John's College, Santa Fe, 1965-.

Don B. Cook, 123 Calle Golondrina

A.B., Occidental College, 1958; Ph.D., University of California at Davis, 1965; Woodrow Wilson Honorary Fellow, 1959; National Science Foundation Fellow, 1959-61; Tutor, St. John's College, Santa Fe, 1965-.

Thomas H. Jameson, 513 Canyon Road

B.A., Harvard, 1934; Ph.D., Yale, 1938; Instructor, Latin, Prospect Hill School, New Haven, 1936-37; Instructor, English, University of Buffalo, 1937-42; Instructor, Latin, Dalton School, New York, 1944-45; Assistant Professor, English, New York University, 1945-65; Tutor, St. John's College, Santa Fe, 1965-.

Elliott Skinner, 1038 Camino Santander

B.A., University of Colorado, 1961; Assistant and Preceptor, Princeton, 1964; holder of various fellowships, including Woodrow Wilson Fellowship; Tutor, St. John's College, Santa Fe, 1965-.

Richard Bowen Stark, 437 Calle de Paz

The Colorado College 1941-42, 1945-46; A.B., Colorado State College of Education, 1948; U. S. Air Force, 1942-45; M.M., Yale University School of Music, 1948-52; Associate Professor of Piano (and Director of the Choir, 1958), Fisk University, Nashville, Tenn., 1952-58; Visiting Professor of Music, Wesleyan University, Middletown, Conn., 1959-60; Curator of Collections and researcher in music of the Spanish Colonial Period, Museum of International Folk Art, Santa Fe, New Mexico, 1962; Tutor, St. John's College, 1965-.

Julius Lane Wilson, 924 Canyon Road

B.S., Princeton University, 1918; Active duty, U. S. Navy, 1918-19; M.D., The Johns Hopkins University, 1923; Assistant Professor of Medicine, Yale University, and Assistant, University Health Department, 1930-38; Associate Professor of Medicine, Tulane University, 1938-45, and Clinical Professor of Medicine, 1945-52; Medical Director, Ochsner Clinic, 1948-52; Professor of Preventive Medicine and Director of the Henry Phipps Institute, University of Pennsylvania, 1952-60; Director of Medical Education, American Thoracic Society, 1953-63; College Physician, St. John's College, Santa Fe, 1964-; Tutor, 1965-.

Stuart Boyd, 800 Gildersleeve

M.A. (Hons. Psychology-Philosophy), Aberdeen University, Scotland, 1948; Ph.D., Aberdeen University Medical School, 1952; Assistant Lecturer, Clinical Psychology, Department of

Psychiatry, Aberdeen University, 1948-1952; Instructor; Medical Psychology, University of Colorado Medical School, 1952-1953; Director, Doctoral Training in Clinical Psychology, Denver University, 1954-57; Professor of Psychology and Chairman, Department of Behavioral Sciences, New Mexico Highlands University, 1957-1964; Lecturer, Department of Psychiatry, Edinburgh University, Scotland, 1964-65; Professor of Psychiatry (Psychology), University of Missouri Medical School (Kansas City), 1965-1966; Tutor, St. John's College, Santa Fe, 1966-.

Elton Ray Davis, 141 East Lupita Road

B.A., St. John's College, 1962; M.A., University of Indiana, 1965; Tutor, St. John's College, Santa Fe, 1966-.

Robert J. Kovacs, 114 East Valencia

B.A., 1959, M.A., 1960, University of Michigan; Instructor, English, College of St. Benedict, 1960-61, University of Minnesota, 1961-62, and Northern Illinois University, 1963-66; Tutor, St. John's College, Santa Fe, 1966-.

Bill Ralph Mathews, Jr., 636 Garcia

Reed College, 1955-56; B.A., Baylor University, 1959; B.D., Duke University, 1963; candidate for Ph.D. in Philosophy, University of Texas; University Fellow for three years; Tutor, St. John's College, Santa Fe, 1966-.

Harvey L. Mead III, 433 Calle La Paz

B.A., St. Mary's College, 1961; Ph.L., Université Laval (Quebec), 1963; University of Chicago, 1964-66; Lecturer, Saint Xavier College, 1964-66; Candidate for Ph.D., Université Laval, 1968; St. John's College, Santa Fe, 1966-.

George B. Miller, Jr., 600 Canyon Road

B.A., St. John's College, 1952; M.S., Columbia University, 1954; Cornell University, 1944; Worcester Polytechnic Institute, 1945; Graduate Studies, Harvard, Columbia and The New School, 1954-61; Tamara Daykarhanova School for the Stage, New York, 1957-60; Reference Librarian, The New York Public Library, Reference Department, 1952-60; Professional Actor, The Living Theatre Repertory Company, New York, 1952-55, 1957-62; European Tour, 1961; Theatre des Nations, Paris, International Theatre Festival (Grand Prix: Ensemble Acting, Best Production, University Students' Prize), 1961; Supervisor, Technical Information Center, Research and Development Laboratories, Riegel Paper Corporation, 1960-66; Tutor and Librarian, St. John's College, Santa Fe, 1966-.

Roger S. Peterson, 1750 Camino Corrales

A.B., Harvard, 1953; A.M., 1957; Ph.D. in Botany, 1959, University of Michigan; United States Navy 1953-56; Forest Service research, Colorado State University, 1959-62; Research Project Leader, Utah State University, 1962-66; Tutor, St. John's College, Santa Fe, 1966-.

Ralph Swentzell, 104 Sicomoro Drive

B.S., New Mexico Highlands University, 1963; Instructor, Computer Programming, New Mexico Highlands University, 1965-66; Tutor, St. John's College, Santa Fe, 1966-.

Donald J. Brady, Route 3, Box 5

B.E.E., Manhattan College, 1957; B.A., University of Washington, 1958; M.A., Indiana University, 1961; Ph.D., University of Washington, 1967; Woodrow Wilson Fellow; Assistant Professor of English, California State College at Los Angeles, 1964-66; Tutor, St. John's College, Santa Fe, 1967-.

Dennis V. Higgins, 902 Acequia Madre

B.A., Le Moyne College, 1957; M.A., Fordham University, 1959; Ph.D., English and American Literature, Claremont Graduate School, 1963; Intercollegiate Program of Graduate Studies Fellow, Ford Foundation, 1959-62; Teaching Assistant, Pomona College, 1962; In-

structor, Northwestern University, 1963-64; post-doctoral study, British Museum Library, summer, 1963 and Henry E. Huntington Library, summer, 1964; Assistant Professor, Tufts University, 1964-67; Tutor, St. John's College, Santa Fe, 1967-.

Henry N. Larom, 515 Calle Corvo

B.A., University of Montana, 1961; Columbia University Teaching Fellow, Kenya, 1963-65; M.A., Idaho State University, 1967; Tutor, St. John's College, Santa Fe, 1967-.

Timothy P. Miller, 542 Camino del Monte Sol

A.B., Harvard University, 1948; B. Mus., 1949; M. Mus., Yale University, 1951; Ph.D. Mus., Indiana University, 1957; Instructor in Music and Freshman Studies Lawrence College, 1951-53; Fulbright Scholar, Hamburg, Germany, 1955-56; Assistant and Associate Professor of Music, Agnes Scott College, 1957-61; Director of Music, University of Richmond, 1961-65; Piano Chairman and Member of Graduate Faculty, College-Conservatory of Music, University of Cincinnati, 1965-67; Tutor, St. John's College, 1967-.

Elizabeth F. Gilbert

B.A., Wellesley, 1951; M.A., 1955; Ph.D., 1959, University of Michigan; Teacher of Biology, The Northfield School, 1951-54; Assistant Professor of Biology, Oberlin College, 1959-65; Associate Professor of Botany, Haile Selassie I University, and Director of the National Herbarium of Ethiopia, 1965-68; Tutor, St. John's College, Santa Fe, 1968-.

R. Thomas Harris, Jr.

B.A., Reed College, 1955; M.A., 1956; Ph.D., 1959, University of Illinois; University Fellow, 1955-58, Graduate Teaching Assistant and National Science Foundation Contract Fellow, 1958-59, University of Illinois; Research Instructor, 1959-60, Assistant Professor, 1960-65, Duke University; with Leave of Absence as Assistant Professor, University of California at Berkeley, 1962-63; Associate Professor, University of Maryland, 1965-68; Tutor, St. John's College, Santa Fe, 1968-.

Tutor Emeritus

Wiley W. Crawford

B.A., 1925; M.A., University of Missouri, 1928; Ph.D., University of Minnesota, 1934.

Honorary Fellows

Paul Mellon

B.A., Yale University, 1929; B.A., 1931; M.A., Cambridge University, 1938.

Mark Van Doren

B.A., 1914; M.A., 1915; Litt.D., University of Illinois, 1958; Ph.D., Columbia University, 1920; Litt.D., Bowdoin College, 1944; L.H.D., Adelphi College, 1957.

Richard F. Cleveland

B.A., 1920; M.A., Princeton University, 1921; LL.B., Harvard University, 1924.

Register of Students 1967-1968

ANNAPOLIS

A

Catherine Jean Allen '69
Shoreham, New York

Robert Glenn Allen '70
Skysville, Maryland

Lorna Bon Altemus '70
Fairfield, Connecticut

Ronald William Altengarten '68
Maplewood, New Jersey

Helen Margaret Anastaplo '71
Chicago, Illinois

George Michael Anthony '69
Bandon, Oregon

Meredith Artis Anthony '69
Washington, Pennsylvania

Lawrence Vincent Arnold, Jr. '68
Lancaster, Pennsylvania

Jennifer Foster-Pratt Atherton '69
Wellesley Farms, Massachusetts

Frances Emily Austin '71
Binghamton, New York

Philip Joseph Avila, Jr. '70
Yeadon, Pennsylvania

B

Stephen Eduard Bach '68
Cincinnati, Ohio

Stephen Parker Bailey '70
Lebanon, New Hampshire

Maureen Barden '70
Yonkers, New York

Joseph Preston Baratta '69
Sylmar, California

Barbera Anne Bass '71
Cleveland, Ohio

Gretchen Louise Baugh '70
Severna Park, Maryland

Suzanne Mary Bayer '70
Rehoboth Beach, Delaware

Kathleen Fraser Beaton '68
Tucson, Arizona

Katharine Woods Beckman '70
Chevy Chase, Maryland

Linda Ann Belgrade '71
Chicago, Illinois

Samuel Allerton Bell '71
Andover, Massachusetts

John Stark Bellamy '71
Cleveland Heights, Ohio

Jon David Bellstrom '70
Cincinnati, Ohio

Vance Michot Benguiat '70
New York, New York

William Carl Benesh '71
Pierre, South Dakota

Louis Paul Benezet '70
Pasadena, California

Douglas Hathorn Bennett '71
Naperville, Illinois

Robert Jerome Benton '69
Raleigh, North Carolina

Dennis Dean Berg '71
Starkweather, North Dakota

Benjamin Clemens Berliner, Jr. '71
Hewlett, New York

Bronwen Stickney Berliner '70
Arlington, Virginia

Charles Everett Berliner '70
Hewlett, New York

David Palmer Birnbaum '70
Annandale, Virginia

Jessica Beth Bernard '70
Spring Valley, New York

Peter Macdonald Blachly '71
Chevy Chase, Maryland

Luther Gibson Blackiston, Jr. '68
Crumpton, Maryland

Donald Alfred Booth, Jr. '68
Sewickley, Pennsylvania

Theda Braddock '70
Haddonfield, New Jersey

Anne LeSourd Bradley '70
Brookline, Massachusetts

Perry Jack Braunstein '71
New York, New York

Brian Michael Bridge '70
Baltimore, Maryland

Dorothy Louise Brodie '69
Brooklyn, New York

Duncan MacRae Brown '70
McLean, Virginia

Michael Wardell Brown '71
Chicago, Illinois

Vicki Sue Brown '69
New York, New York

Michele Elen Budny '70
Parma Heights, Ohio

William Heaney Buell III '71
Orange, Connecticut

Michael Joseph Burke '70
New York, New York

Frances Anne Burns '69
Wayland, Massachusetts

Thomas Michael Byrnes '71
Newton, Massachusetts

C

Catherine Ann Caffrey '70
Grand Island, Nebraska

Jenny Frances Calm '71
Hamden, Connecticut

Lynne Canchester '71
Detroit, Michigan

Patricia Ann Carey '70
LaVale, Maryland

Holly Ann Carroll '71
Indianapolis, Indiana

Jonathan Gale Cartland '70
Lima, Peru

David Wade Caruthers '68
Cheshire, Connecticut

Shire Joseph Chafkin '71
Bethesda, Maryland

Thomas Anthony Chambliss '70
Chattanooga, Tennessee

Cheryl Sue Christie '71
Portland, Oregon

David Domenic Cicia '70
Northampton, Massachusetts

Louise Woodman Cleaves '71
Clarksburg, Maryland

Daniel Lee Cleavinger '69
Albuquerque, New Mexico

James Arthur Cockey '71
Queenstown, Maryland

Jeremiah Andrew Collins '71
Branford, Connecticut

Marvin Lee Colvin '71
Glendale, Arizona

Henry Clay Constantine '70
Baltimore, Maryland

Eleanor Ruth Coombs '70
San Rafael, California

Marvin Brent Cooper '70
Baltimore, Maryland

Michael Sean Costello '71
Edinburgh, Scotland

Ben Jeffries Cothran, Jr. '69
Travelers Rest, South Carolina

Keith Collins Covington '68
Sharptown, Maryland

Mariam Alice Cunningham '69
Edmond, Oklahoma

D

Patrick Joseph D'Addario '71
Buffalo, New York

Mark Charles Daniels '70
Muskego, Wisconsin

Linda Davenport '69
New Hope, Pennsylvania

Bernard Mark Davidoff '69
Philadelphia, Pennsylvania

Robert Bowne Davis '69
Carmel, California

Vicki Eileen Davis '68
Bel Air, Maryland

Thomas Nelson Day '71
Annapolis, Maryland

John Richard Dean '70
Boston, Massachusetts

Stuart Roy Deaner '71
Roslyn Heights, New York

Dimitri Alexander Devyatkin '70
New York, New York

Elizabeth Ann Dobbs '68
Coral Gables, Florida

Henry Hoffman Dolan III '70
Bryn Mawr, Pennsylvania

Dennis John Dort '71
Heidelberg, Germany

Steven Marriott dos Remedios '70
Piedmont, California

Rachel Marie Dubose '70
Hillsboro, Oregon

Margaret Piele Duncan '71
Waynesboro, Virginia

E

William Don Edwards '70
Potomac, Maryland

George Henry Elias, Jr. '71
Santa Ana, California

Michael Vallette Elliott '71
Kennebunkport, Maine

Richard Warren Elwood '71
Taft, Texas

Margaret Ann Escher '69
New York, New York

F

Juanita Lynne Fairall '70
Odenton, Maryland

John Julius Falencki '68
New York, New York

Thomas Hudson Farrell '68
Wilmette, Illinois

Michael Solon Feinberg '69
Bethesda, Maryland

David Stephen Feldman '71
Pittsburgh, Pennsylvania

Ronald Herbert Fielding '70
Cohasset, Massachusetts

Ellen Barbara Fink '70
Cleveland, Ohio

Joanna May Fitzick '71
Cape May Court House, New Jersey

Stephen Joel Forman '70
Houston, Texas

Regina Clare Forsyth '69
Houston, Texas

Benjamin Spencer Franklin, Jr. '69
Bala-Cynwyd, Pennsylvania

Nancy Jeanne Franklin '69
Ridgewood, New Jersey

Jacob Frank Freeze '71
Henderson, North Carolina

Jeffrey David Friedman '70
Cleveland, Ohio

Anne Louise Fringer '71
Westminster, Maryland

Dion Frischer '70
Shawnee Mission, Kansas

G

Gary Marvin Gallun '69
Silver Spring, Maryland

Ann Blaine Garson '68
Villanova, Pennsylvania

Christopher Jan Garten '71
Morristown, New Jersey

Robert Fenton Gary '70
New York, New York

Sarah Jane Gay '71
McLean, Virginia

Cara Emily Gendel '70,
New York, New York

Michael Mark Gessner '68
Edgewater, Maryland

Dorothea Wend Gillelan '68
Edgartown, Massachusetts

Joshua Thomas Gillelan II '68
Baltimore, Maryland

Daniel Wallace Gladstone '69
Teaneck, New Jersey

Janet Anne Gleason '69
Hampton, Virginia

Jay Alexander Gold '71
Flushing, New York

Jane Sarah Goldwin '71
Gambier, Ohio

Nancy Jean Goldwin '68
Gambier, Ohio

William James Gowen '68
Redlands, California

Mitchel Arthur Green '70
New York, New York

Joseph Isaiah Gresser '71
Hackensack, New Jersey

James Kent Guida '71
Silver Spring, Maryland

H

Rachel Louise Hallford '69
Missoula, Montana

Marielle Mikah Hammett '70
Pottstown, Pennsylvania

Cynthia Cohen Hancoff '71
San Francisco, California

Steve Alex Hancoff '70
Baltimore, Maryland

Steven Frederick Hanft '70
Roslyn Heights, New York

Charles Francis Harkins '71
Brooklyn, New York

Constance Anne Harper '71
Annandale, Virginia

Ezra Harris '69
Baltimore, Maryland

Sarah Catherine Harrison '70
Washington, D.C.

Susan Faye Hartman '71
Evanston, Illinois

Ives Wallace Harvey '70
St. Marys, Pennsylvania

Steven Harvey '70
Harrison, New York

Nancy Mary Haskett '70
Washington Grove, Maryland

Marie Kathryn Hayes '71
Baton Rouge, Louisiana

Lynne Marie Hektor '71
Massapequa Park, New York

Maurine Ann Hellner '68
Alexandria, Virginia

Sarah Curtis Henderson '69
New York, New York

Andrea Patrice Hepburn '70
Alexandria, Virginia

Roy Alan Hepner '70
Huntington, West Virginia

James Ross Hill '71
York, Pennsylvania

Harold Alexander Himwich '68
Galesburg, Illinois

Sue Ann Hinsch '68
Dayton, Ohio

Samuel Merritt Hitt '70
Mt. Lakes, New Jersey

Sandra Jane Hoben '68
Naugatuck, Connecticut

Maureen Linda Hollander '69
Hamden, Connecticut

Philip Gordon Holt '69
Bethesda, Maryland

Lynn Marie Horner '70
Annandale, Virginia

Mary Chilton Howard '68
Jersey City, New Jersey

David Harding Humphreys '70
New York, New York

I

Juan Blaise Ianni '70
Fairfax Station, Virginia

J

Katherine Elisabeth Jackson '71
York, Pennsylvania

Steven Alan Jackson '69
Westfield, New Jersey

P. Jane Jacobs '71
Valley Stream, New York

Bren Pick Jacobson '68
Amsterdam, New York

Deborah Joan Jenkins '71
Newark, New Jersey

Alice Adams Jones '71
Cincinnati, Ohio

Duane Scott Jones '71
Baltimore, Maryland

Kenneth DeSola Joseph '70
Pittsburgh, Pennsylvania

Karen Lee Jurgensen '69
Albuquerque, New Mexico

Eric Vance Jung '69
Hyattsville, Maryland

K

Martin Kalmar '69
Flint, Michigan

Deborah Warren Kalmar '70
Flint, Michigan

Bart Lee Kaplan '68
Philadelphia, Pennsylvania

Martha Jo Kaufman '71
Cleveland Heights, Ohio

Judy Gail Kepner '71
Cleveland, Ohio

David Alexander Kerr, Jr. '71
Havertown, Pennsylvania

Tracey Rae Kimball '71
Branford, Connecticut

Jeffrey Coleman Kitchen, Jr. '70
Potomac, Maryland

Dikran Kizilyan '70
Istanbul, Turkey

Kenneth Theodore Kleinberg '70
New York, New York

Joan Leslie Kramer '70
South Orange, New Jersey

Keith David Krokyn '71
Cambridge, Massachusetts

Cynthia Kurtz '71
Clayton, Missouri

L

Blake Landor '69
Highland Park, Illinois

William Francis Anthony Lang '70
Bethlehem, Pennsylvania

Susan Vincent Lawrence '71
Bethesda, Maryland

Bartholomew Joseph Lee '68
Garden Grove, California

Christopher Lee '71
New Britain, Connecticut

Susan Leubuscher '68
Brooklyn, New York

David Lee Levin '71
Northbrook, Illinois

Lenore E. Levine '70
Bethesda, Maryland

Mark Alan Lindley '68
Silver Spring, Maryland

Warren Chase Litsinger III '71
Linthicum, Maryland

Peter Van Teeckelenburgh Lobell '71
Glen Burnie, Maryland

Jane-Ellen Elizabeth Long '69
East Orange, New Jersey

John Joseph Loughlin II '70
Wilton, Connecticut

Diana Jean Love '71
Malden, Massachusetts

Arthur Harold Luse III '70
Mahopac, New York

Anne Barbara Lyons '69
Westport, Connecticut

Nicholas Claude Lyons '70
Watsonville, California

M

John Patrick MacDonald '70
Detroit, Michigan

Edward Michael Macierowski '70
Springfield, Massachusetts

Susan Jalland Mackey '71
Lafayette, California

Jinna Pegeen MacLaurin '68
Hanover, Maryland

Michael Wilson Maddex '70
Pittsburgh, Pennsylvania

Robert Irving Main, Jr. '71
Milford, Connecticut

Patricia Ellen Malamphy '70
Annapolis, Maryland

Vicky Manchester '71
Westport, Connecticut

Mark Alan Mandel '69
New York, New York

Daniel Vincent Manfredi '68
Middletown, Connecticut

Sarah Helen Manire '68
Chapel Hill, North Carolina

Lois Renee Martin '70
Massapequa, New York

Leslie Norman Margulis '70
Philadelphia, Pennsylvania

Sharon Louise Marselas '68
Friendship, Maryland

Clifford Alan Martin '71
Dawson, Pennsylvania

Susanne Elizabeth Martin '70
Detroit, Michigan

Donald Eugene Massell '70
Red Bank, New Jersey

Charles Edward Maurer '70
Bala-Cynwyd, Pennsylvania

Pamela Jane McAfee '70
Bethesda, Maryland

Ronnie Dale McDaniel '71
Oakland, Maryland

Madeline Grace McDonald '69
Palo Alto, California

Ronny Stephen Millen '71
Bethesda, Maryland

Anne Miller '70
La Grange, Illinois

Wendy Miller '70
Englewood, Colorado

Herbert Charles Moffitt III '70
San Francisco, California

Herbert Kurt Mohn, Jr. '68
Waukegan, Illinois

Deborah Adelaide Moll '69
Oxford, Maryland

Joan Jacqueline Mooring '69
Braddock Heights, Maryland

Barbara Rosalie Mordes '70
Baltimore, Maryland

Jocelyn Lloyd Moroney '71
Chevy Chase, Maryland

Henry Stephen Morse '68
Washington, D.C.

John Edward Munoz '69
West Trenton, New Jersey

Joanne Linda Murray '70
Arlington, Virginia

N

Carol Anne Neitzey '68
College Park, Maryland

Christopher Bruce Nelson '70
White Plains, New York

Chester Kerry Nemovicher '68
Roslyn Heights, New York

Michael Jonathan Newman '70
Washington, D.C.

Frank Joseph Novak '69
Baltimore, Maryland

P

Diana Eleanor Palley '71
Margate, New Jersey

George Walter Partlow '68
Saginaw, Michigan

R. Mark Paulson '71
San Jose, California

Gerald Paul Pavao '70
Providence, Rhode Island

David Edward Peck '71
East Haven, Connecticut

Alexandra Perkins '71
Marion, Massachusetts

Mary Elizabeth Perry '70
Glastonbury, Connecticut

Deborah Sara Pess '71
Syosset, New York

Roberta Hawkins Petty '70
Pearl River, New York

Thomas Anthony Pink '69
Chicago, Illinois

James Larry Pipes '69
Dayton, Texas

Dwight Sage Platt '71
Peoria, Illinois

Alan Roth Plutzik '71
Pittsford, New York

Adrian Edward Pols '70
Brunswick, Maine

Patricia Anne Posey '70
Harrisburg, Pennsylvania

Travis Lee Price III '71
Heidelberg, Germany

R

Everett Lee Reed '71
Ellicott City, Maryland

Lee Christine Reichelderfer '68
Annapolis, Maryland

Gilbert Thornton Renaut '68
Baltimore, Maryland

Thomas Rie '70
West Chester, Pennsylvania

David Eugene Riggs '69
Evansville, Indiana

David Alan Roberts '68
Rhodesdale, Maryland

Helen Vennette Roberts '71
Ft. Hood, Texas

Rosemary Petke Roberts '68
Bristol, Connecticut

Judith Mary Rose '70
Michigan City, Indiana

Martin Albert Rosenthal '70
North Miami, Florida

Peter Franklin Rosenthal '68
New York, New York

Lana Rosko '70
El Cajon, California

George Alan Rowbottom '71
Maple Shade, New Jersey

Penelope Richardson Rowe '71
Cincinnati, Ohio

Van-Martin Rowe '71
Pasadena, California

Susan Gail Rumore '70
Glendale, New York

Diana Browning Runyon '70
Maysville, Kentucky

Randolph Paul Runyon '71
Maysville, Kentucky

Sally Rutzky '68
Huntington Woods, Michigan

Michael Sean Ryan '68
Timonium, Maryland

S

Joe Sachs '68
Houston, Texas

Charles Daniel Earl Samek '70
Arcadia, California

Larry Steven Salzman '71
New York, New York

Craig Sanchez '70
Cicero, Illinois

Mary Beth Sanders '71
Whitehall, Michigan

Parke Carroll Schaefer '69
Elmhurst, Illinois

Ross Abby Schauben '71
Baltimore, Maryland

Larry McNeill Schlueter '68
Metairie, Louisiana

Anne Robin Schmidt '70
Baltimore, Maryland

Yehudith Nachama Schneider '70
Mamaroneck, New York

Susan Una Schnurr '70
New York, New York

Deborah Schwartz '68
Arlington, Virginia

Gregory Richard Scott '68
Southport, Connecticut

Nancy Zimmerman Scott '68
York, Pennsylvania

Susan Ellen Seaman '70
Chicago, Illinois

George Herrick Sellers '70
Newport News, Virginia

Thomas Daniel Seward '71
Parkton, Maryland

Worku Sharew '70
Begemidir, Ethiopia

Connie Lee Shaw '70
West Hartford, Connecticut

Laurence David Shaw '70
New York, New York

Cody Carson Sheppard '71
St. Thomas, Virgin Islands

Barbara Lynn Sherman '71
Memphis, Tennessee

William Mason Short '71
Petersburg, Virginia

Madelyn Jane Siegel '70
Baltimore, Maryland

David Leonard Simon '69
New York, New York

Jonathan Halsby Sinnreich '68
Munich, Germany

Cheryl Elizabeth Sirofchuck '69
Sutersville, Pennsylvania

Mark Leo Sittler '70
Siegsdorf, West Germany

Katharine Lewis Smith '71
Hickory, North Carolina

Lynn Carol Smith '70
Chicago, Illinois

Susan Beatrice Smith '70
Aberdeen, Maryland

Anthony Jay Snively III '69
Washington, D. C.

Richard Edward Sohmer '69
Dallas, Texas

Virginia Hinds Sohmer '70
San Antonio, Texas

Daniel Sohn '71
Washington, D. C.

Melanie Hannah Sollog '70
Franklin Square, New York

Jeffrey Sonheim '71
Skokie, Illinois

Michael Loving Spiller '71
Colorado Springs, Colorado

James Stewart Spirer '70
Lawrence, New York

Frank Julian Sprague III '71
Fairfax, Virginia

Mark Daniel Springer '70
Berkeley, California

Karen Jane Stagg '69
Valley Stream, New York

Jean Lenore Stephens '70
Berkley, Michigan

Merrill Richard Stevens '69
University Park, Maryland

Shirley Margaret Stickney '69
Arlington, Virginia

Harold Samuel Stone '71
Scotia, New York

Leila Adams Straw '71
Baltimore, Maryland

Dolores Ann Strickland '71
Springfield, Pennsylvania

Daniel James Sullivan '71
Norwalk, Ohio

Howard Edward Sutherland '70
Kensington, Maryland

T

Perry Elias Templeman '70
Liberty, New York

Rebecca Jane Tendler '68
Washington, D. C.

Lee Tepper '69
North Beach, Maryland

Linda Margaret Torcaso '69
Wheaton, Maryland

Laura Blackmer Trayser '71
Colorado Springs, Colorado

V

Victor Michael Victoroff '71
Cleveland Heights, Ohio

James Francis Villere '70
Chatham, New Jersey

Anthony Vitto, Jr. '70
Rockville, Maryland

W

Stanley James Wagner '70
Watertown, South Dakota

Sidney Lewis Walker '71
Lincoln Center, Massachusetts

Hugh Wallace Walthall '70
Oakland, Maryland

Charles Barnes Watson '68
Annapolis, Maryland

Jean Pennington Watson '69
Street, Maryland

Thomas Remson Webb '68
Woodbridge, New Jersey

Bonnie Gage Welch '71
Alexandria, Virginia

Edward Louis Welch '71
Cambridge, Massachusetts

Sonia Werner '71
Baltimore, Maryland

Eric Leif Westly '71
Hillsborough, California

Patricia Jean White '70
Seattle, Washington

Michael Conrad Whitehill '71
Chestertown, Maryland

Michael Antony Wiener '69
Sausalito, California

David Hugo Wigutoff '68
Annandale, Virginia

Charles Robert Williams '70
Silver Spring, Maryland

Nancy Lillian Williams '69
South Windsor, Connecticut

Jaquelynn Constance Wilson '71
Palo Alto, California

H. John Witman III '69
Yardley, Pennsylvania

Martin Ronald Wolkstein '70
South Orange, New Jersey

Sheryl Lynn Worthington '71
Bowie, Maryland

Y

Kean Ooi Yeoh '71
Perak, Malaysia

Z

Masha Judith Zager '70
London, England

Michael Alan Zakroff '71
Glencoe, Illinois

Suzanne Early Zakroff '71
Glencoe, Illinois

Jonathan Zavin '68
New York, New York

SANTA FE

A

Frank Hudson Adams '69
Chestnut Hill, Massachusetts

Sarah Louise Agan '71
Colorado Springs, Colorado

Sharon Ann Ahern '71
Albuquerque, New Mexico

Lynn Archer '68
Arkon, Ohio

Marilyn Joyce Avery '69
Tulsa, Oklahoma

B

William Clinton Bahan, Jr. '71
Fort Worth, Texas

Bruce Robert Baldwin '68
Fort Wayne, Indiana

Ellin Adair Barret Ballard '68
Tustin, California

Herman Glenn Ballard '68
Sabine Pass, Texas

Benjamin Barney '70
Lukachukai, Arizona

Mark Bernstein '69
Brooklyn, New York

Margaret Louise Blum '69
Washington, D. C.

Sheila Bobbs '70
Santa Fe, New Mexico

Nancy Elaine Bodine '71
Austin, Texas

Leslie Susan Bornstein '68
Paramus, New Jersey

Ronald Boroson '71
Santa Fe, New Mexico

Chester Carl Bostek '68
Santa Fe, New Mexico

Virgil James Bramlet '71
Houston, Texas

Jonathan Lippitt Brewer '71
Pasadena, California

Eleanore Elizabeth Zitani '70
Glen Gardner, New Jersey

Gary Lee Zweibel '71
Glen Ridge, New Jersey

Bettina Ann Briggs '68
Westport Point, Massachusetts

George Franklin Brown, Jr. '71
Colorado Springs, Colorado

James Christopher Brown '71
Bellevue, Washington

Katherine Ford Bunker '71
Stanford, California

Paul Fleitmann Bunker '69
Santa Fe, New Mexico

Paul Futrall Bustion '71
Evansville, Indiana

Emily Margaret Butler '71
Los Angeles, California

William Roderick Butler '69
Lancaster, Texas

C

Henry Hunsden Carey '70
New York, New York

Philip Prescott Chandler II '68
Santa Fe, New Mexico

Anne Christy Chapin '70
Denver, Colorado

Marcia Anne Clasgens '71
Cincinnati, Ohio

Diana Coleman '68
San Francisco, California

Cristina Wyss Collins '70
Balboa, Canal Zone

Kenneth James Collins '71
La Canada, California

Donald Paul Conroy '70
Alhambra, California

Maya Narayan Contractor '71
Bombay, India

Holly Gail Crampton '71
Wichita Falls, Texas

William James Cromartie '69
Chapel Hill, North Carolina

Ted Eugene Crook '70
Rifle, Colorado
Pamela Jo Curtis '70
Houston, Texas
Shirley Jean Cushing '69
San Jose, California

D

Alexandra Mary Morrill Dane '70
Brookline, Massachusetts
James Dale Danneskiold '70
Whittier, California
Michael Neil Dayton '70
Santa Fe, New Mexico
Michelle DiGiacomo '68
San Antonio, Texas
William Henry Doleman '70
Fort Shafter, Hawaii
Raymond Jay Drolet '69
Farmington, New Mexico
Roger Nelson Dunaway '71
Oklahoma City, Oklahoma
Sally Lee Dunn '71
Torrance, California
Johanna Veronica Durning '71
Larchmont, New York

E

Paul Gordon Eitner '71
Los Angeles, California
Patrick Bruce Elwart '71
Grosse Pointe, Michigan
Ralph David Esdale '71
Yarmouth, Massachusetts

F

Craig Elmore Fansler '69
Salome, Arizona
Alana Robin Fireshaker '71
Ojai, California
Richard William Flint II '68
Overland Park, Kansas
Linda Ann Forsyth '70
Houston, Texas
Amanda Skouras Fowler '71
Sharon, Connecticut

G

Nora Garrigue Gallagher '70
Albuquerque, New Mexico
Sarah May Gancher '71
Burbank, California
Roger Brooks Garis '71
Washington, D. C.
Thomas Powick Geyer '69
Pottstown, Pennsylvania
Sansi Needham Girard '68
Santa Fe, New Mexico
David Leonard Gleicher '71
Maplewood, New Jersey
Augusta Alcy Goldstein '68
La Verne, California
Jan Goodman '71
Los Angeles, California
John David Goodwin '69
Lexington, Massachusetts
Ross Lee Graham '69
Santa Fe, New Mexico
Shelley Depp Greenwood '71
Hugoton, Kansas
George Hogin Griffin, Jr. '71
Santa Fe, New Mexico

H

James Morrow Hall '69
Albuquerque, New Mexico
Earl Francis Hamby '70
Montebello, California
Hugo Bengt Donaldsson Hamilton '69
Santa Fe, New Mexico
Anne Cynthia Harlan '68
Chicago, Illinois
Donald Grae Hassig '69
Charleston, West Virginia
Hugh Anders Hazelrigg '69
Bloomington, Indiana
Jeffrey Alan Hockersmith '69
Oakland, California
Michael John Hodgett '69
Wink, Texas
Susheila Louise Horwitz '70
Gambier, Ohio

J

Margaret Edith Jacobs '71
Los Angeles, California

Martha Bancroft Johnson '71
Chillicothe, Illinois
Marcia Pamille Jones '71
Idaho Falls, Idaho

K

Melissa Ann Nettleship Kane '69
Fayetteville, Arkansas
Allison Grace Karslake '68
East Lansing, Michigan
Vida Kazemi '68
Tehran, Iran
Thomas George Keens '68
San Pedro, California
Laura Joyce Kelly '71
Berkeley, California
Robert Beckwith Kelly '70
Phoenix, Arizona
George Forest Kramer '68
Santa Fe, New Mexico
Jim Stuart Krause '71
Torrance, California
Kenneth Lewis Kronberg '68
Bronx, New York

L

Michael Joseph Landry '70
Franklin, Louisiana
Samuel Howard Larcombe, Jr. '68
Santa Fe, New Mexico
Carol Ann Lightner '69
Albuquerque, New Mexico
James Donald Liljenwall '68
Pasadena, California
Christine Lincoln '70
Lexington, Massachusetts
Ann Sherman Long '71
Midland, Texas
Cynthia Jane Loos '70
Carlsbad, New Mexico
Nicholas Claude Lyons '70
Watsonville, California

M

Kieran Daniel Manjarrez '68
Mexico City, Mexico
Robert Scott Massey '70
Albuquerque, New Mexico

Kyle Van McCard '69
Corning, Iowa
Lynn Ellen McClive '69
Buffalo, New York
Richard Dean McFarlane '71
Elko, Nevada

Lee Bower McKusick '69
Pasadena, California
Regan Mensch '71
Kansas City, Missouri
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*If you are thinking
about Applying for Admission to
St. John's . . .*

You are cordially invited to spend several days on either campus.

It is probably wise to get first-hand advance knowledge of any college you may be thinking of, but it is especially wise in the case of St. John's, because of its unique curriculum and methods and atmosphere.

You will be welcome at any time, but you should try to come when the College is in session.

If you can come, you may —

- room in a dormitory
- take your meals in the dining hall
- attend seminars, tutorials, laboratories, and all other activities of the College
- and talk with faculty members as well as students.

All seminars meet on Monday and Thursday evenings, and since the seminar is the core of the St. John's curriculum you should include a Monday or Thursday evening in your stay. A Sunday-to-Tuesday or Thursday-to-Saturday visit is best, and these are the periods chosen by the hundreds of students who visit each year.

For further details, write to the Director of Admissions.

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