

# GRADUATE INSTITUTE IN LIBERAL EDUCATION



ST. JOHN'S COLLEGE    SANTA FE, NEW MEXICO    1972







**ST. JOHN'S COLLEGE**  
**OF ANNAPOLIS, MARYLAND AND SANTA FE, NEW MEXICO**  
***ANNOUNCES THE* SIXTH ANNUAL SESSION**  
***OF THE* GRADUATE**  
**INSTITUTE**  
**IN LIBERAL**  
**EDUCATION**

**AN EIGHT-WEEK SUMMER PROGRAM**  
**FROM JUNE 25 TO AUGUST 18, 1972**

**DESIGNED FOR TEACHERS AND OTHER COLLEGE GRADUATES**  
**CONDUCTED BY THE FACULTY OF**  
**ST. JOHN'S COLLEGE ON THE CAMPUS IN SANTA FE**

## ***The College***

The frustrations and accomplishments of western civilization and the problems and pleasures of living in it today are illuminated by reading and discussing some of the greatest books of the past as well as the present. St. John's College is a nonsectarian private school devoted wholly to providing occasions for cooperative and open-minded study of such books.

Originally founded in 1696, the College has campuses in Annapolis, Maryland, and in Santa Fe, New Mexico. The Santa Fe campus was opened in 1964.

## ***The Graduate Institute***

The Graduate Institute offers to members of the teaching profession and to others who are qualified a program of summer studies based on the philosophy and methods of St. John's College. The faculty is drawn principally from experienced members of the regular College faculty. The program is divided into four segments: Politics and Society, Philosophy and Theology, Literature, and Mathematics and Natural Science. By enrolling in one segment students earn nine hours of graduate credit in eight weeks. Those who complete successfully all four segments (four summers) are awarded the degree of Master of Arts. Students having nine hours of qualifying credits from another institution are eligible to graduate in three summers. The program is accredited by the North Central Association of Colleges and Secondary Schools and approved for teacher recertification by the New Mexico State Board of Education.

The Institute was founded in 1967 with the help of a grant from the Carnegie Corporation of New York. Students are drawn from all parts of the country and from Canada.

## ***The Books***

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

In different parts of the curriculum the principal subject matter differs correspondingly. But in each field the authors of the books are dealing as carefully as they can with fundamental issues. Consequently, within each field and between one field and another the books are related in many ways; they borrow from each other, they contradict each other—in a true manner of speaking, they converse with one another.

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

## ***The Faculty***

The kind of teaching and learning that goes on at St. John's presupposes a faculty different in many ways from the faculties of many other schools. There are no academic ranks; all teaching members of the faculty have the title of Tutor. Each Tutor has a specialized

competence in at least one field of knowledge, but he is willing to learn continuously in every field. He teaches in subjects other than his own specialty, and in every class his own learning goes along with his teaching. He is called a Tutor because, on the whole, he is expected to be the best student in each of his classes.

## ***The Program***

Full-time students at the Graduate Institute enroll in one segment of the curriculum each summer. The program in each segment consists of three different classes taken concurrently, a Seminar, a Tutorial and a Preceptorial.

The *Seminar* is the heart of the program. It is a class of about eighteen students and two Tutors which meets on Monday and Thursday evenings for at least two hours. Each meeting is based on the discussion of an assigned reading from one of the books of the program. A Tutor opens the meeting with a question proposed for inquiry; thereafter, students and Tutors converse together about the opening question or about related problems, endeavoring to express their best thoughts and their highest level of concern.

The course of the Seminar conversation is unpredictable. The meeting may end without a conclusive result generally agreed upon, or it may yield new discoveries and insights of value to all of the participants. It is in any case a cooperative enterprise.

Near the end of the eight-week session there is a thirty-minute oral examination for each student based on the Seminar assignments; this examination is an opportunity for the individual



student and his Tutors to pursue together questions that have emerged for them from any of the Seminar books.

The *Tutorial* is a class of ten to fourteen students and one Tutor which meets four mornings each week for at least one hour and a quarter. Assignments are shorter than in Seminar, and the emphasis is upon close reading and criticism. Students are usually asked to supplement their contributions to the discussion with two brief papers during the early weeks of the session.

The *Preceptorial* is a class of eight to twelve students and one Tutor studying a single book or problem, meeting usually for two or three hours per week. Each student chooses a topic pertinent to the book or problem under discussion and, with the help of several individual conferences with the Tutor, writes a long essay. This essay is the only lengthy paper that students are asked to write during the session; the Preceptorial essays written over the course of three or four summers replace the conventional master's thesis for Institute students.

All Seminars and Tutorials in a given segment of the curriculum study the same materials. There are usually two to five different Preceptorials among which the students may choose; topics are announced in April. Every effort is made to place students in the segment and in the Preceptorial which they elect as first choices, although the pressure of numbers makes this impossible on occasion.

There are no lecture-courses, but special lectures for the entire Institute are arranged during the summer.



"We ought not to listen to sophistical argument about the impossibility of inquiry . . . . That we shall be better and braver and less helpless if we think that we ought to inquire than we should have been if we indulged in the idle fancy that there was no knowing and no use in seeking to know what we do not know—that is a theme upon which I am ready to fight, in word and deed, to the utmost of my power."

—Socrates; in Plato's dialogue *Meno*



# Politics and Society

## The Curriculum

<i><b>Seminar*</b></i>	<i><b>Week</b></i>	<i><b>Tutorial*</b></i>	<i><b>Preceptorial</b></i>
1 Mill, On Liberty	<b>1</b>	Aristotle, <b>Politics</b> , Book I	<p>Preceptorial topics are selected and announced in April. The following is a list of Preceptorial topics <b>previously</b> offered to Politics and Society students in past sessions of the Institute.</p> <p>Aeschylus: The <b>Oresteia</b> Trilogy Aristotle: The <b>Nichomachean Ethics</b> Aristotle: The <b>Politics</b> Cervantes: <b>Don Quixote</b> Dante: <b>The Divine Comedy</b> De Tocqueville: <b>Democracy in America</b> Edwards: <b>Freedom of the Will</b> Federalist Papers Locke: <b>Of Civil Government</b> Moliere: <b>Tartuffe</b> and other plays Natural Rights and Legal Rights Plato: The <b>Meno</b> and the <b>Gorgias</b> Plato: <b>Republic</b> Rousseau: <b>The Social Contract</b> St. Augustine: <b>Confessions</b> and other selections Shakespeare: The <b>History Plays</b> The <b>Social Contract</b>: Hobbes, Locke and Rousseau Thucydides: <b>The Peloponnesian War</b> Tolstoy: <b>War and Peace</b> Vergil: <b>Aeneid</b></p>
2 Marx and Engels, selections			
3 Freud, <b>Civilization and its Discontents</b>	<b>2</b>	Arstotle, <b>Politics</b> , Book III	
4 Nietzsche, <b>The Geneaology of Morals</b> , Essays I and II			
5 Plato, <b>The Republic</b> Books I and II	<b>3</b>	Aquinas, <b>Treatise on Law</b>	
6 <b>The Republic</b> Books III and IV			
7 <b>The Republic</b> Books V, VI and VII	<b>4</b>		
8 <b>The Republic</b> Books VIII, IX and X			
9 Shakespeare, <b>Coriolanus</b>	<b>5</b>	Hobbes, <b>Body, Man and Citizen</b> , Part 4	
10 Machiavelli, <b>The Prince</b>			
11 Locke, <b>Of Civil Government</b> , Chapters I-X	<b>6</b>		
12 <b>Of Civil Government</b> , Chapters XI-XIX			
13 Rousseau, <b>On the Origin of Inequality</b> , I	<b>7</b>	Declaration of Independence U. S. Constitution Madison, Hamilton and Jay, <b>The Federalist</b> , selections Selected Lincoln Speeches U. N. Charter	
14 <b>On the Origin of Inequality</b> , II			
15 Kant, <b>Idea of a Universal History with Cosmopolitan Intent</b>	<b>8</b>		
16 Kant, <b>Perpetual Peace</b>			



<i><b>Seminar*</b></i>	<i><b>Week</b></i>	<i><b>Tutorial*</b></i>	<i><b>Preceptorial</b></i>
1 Plato, Phaedo	<i><b>1</b></i>	Plato, Meno	<p>Preceptorial topics are selected and announced in April. The following is a list of Preceptorial topics previously offered to Philosophy and Theology students in past sessions of the Institute.</p> <p>Aeschylus; The <b>Oresteia</b> Trilogy Aristotle: The <b>Nichomachean Ethics</b> Aristotle: <b>Physics</b>, Book II Aristotle: The <b>Politics</b> Dante: <b>The Divine Comedy</b> Dostoevski: <b>The Brothers Karamazov</b> Edwards: <b>Freedom of the Will</b> <b>Genesis</b> <b>Genesis and Exodus</b> Kierkegaard: <b>Philosophical Fragments</b> Locke: <b>Of Civil Government</b> Milton: <b>Paradise Lost</b> Pascal: <b>Pensées</b> Plato: The <b>Meno</b> and the <b>Epinomis</b> Plato: The <b>Meno</b> and the <b>Gorgias</b> Plato: <b>Republic</b> Rousseau: <b>The Social Contract</b> St. Augustine: <b>Confessions</b> and other selections The Social Contract: Hobbes, Locke, and Rousseau</p>
2 Phaedo			
3 Aristotle, <b>Parts of Animals</b> , I, 1; <b>Physics</b> , I, 1, 7-9	<i><b>2</b></i>	Descartes, <b>Meditations</b>	
4 <b>Physics</b> , II			
5 <b>Genesis</b>	<i><b>3</b></i>	Hume, <b>Enquiry Concerning Human Understanding</b>	
6 <b>Genesis</b>			
7 <b>Exodus</b>	<i><b>4</b></i>		
8 <b>Job</b>			
9 <b>Matthew</b>	<i><b>5</b></i>	Plato, <b>Theaetetus</b>	
10 <b>John</b>			
11 <b>Romans</b>	<i><b>6</b></i>	Hume, <b>Dialogues Concerning Natural Religion</b>	
12 Aquinas, <b>Summa Theologica</b> , I, I, 1-2			
13 <b>Summa Theologica</b> , I, I, 13	<i><b>7</b></i>	Kant, <b>Fundamental Principles of the Metaphysics of Morals</b>	
14 Calvin, <b>Institutes of the Christian Religion</b> , III, 11			
15 Aristotle, <b>Metaphysics</b> , XII	<i><b>8</b></i>		
16 Pascal, <b>Pensées</b> , selections			

\*These lists record the reading assignments for the summer of 1971. There may be some changes for 1972; students will be notified accordingly about April 1.



# Literature

## The Curriculum

<i><b>Seminar*</b></i>	<i><b>Week</b></i>	<i><b>Tutorial*</b></i>	<i><b>Preceptorial</b></i>
1 Homer Iliad, I-VI	<b>1</b>	Hume, <i>Of the Standard of Taste</i>	Preceptorial topics are selected and announced in April. The following is a list of Preceptorial topics <b>previously</b> offered to Literature students in past sessions of the Institute.
2 Iliad, VII-XII			
3 Iliad, XIII-XVIII	<b>2</b>	Close analysis of selected poems (Wyatt, Shakespeare, Donne, Marvell, Wordsworth, Blake, Keats, Hopkins and Yeats)	Aeschylus: <i>The Oresteia</i> Trilogy Aristophanes: <i>The Clouds</i> Blake: selected works Cervantes: <i>Don Quixote</i> Dante: <i>The Divine Comedy</i> Dostoevski: <i>The Brothers Karamazov</i> Dostoevski: <i>The Possessed</i> Genesis Joyce: <i>Ulysses</i> Moliere: <i>Tartuffe</i> and other plays Pascal: <i>Pensées</i> Plato: <i>The Meno</i> and the <i>Gorgias</i> Plato: <i>The Symposium</i> Shakespeare: <i>The History Plays</i> Theory of Comedy Thucydides: <i>The Peloponnesian War</i> Tolstoy: <i>War and Peace</i> Vergil: <i>Aeneid</i> Yeats: selected poetry
4 Iliad, XIX-XXIV			
5 Plato, <i>Ion</i>	<b>3</b>	and  selected prose (Hobbes, Swift, Jane Austen, Lincoln, Dickens, and Henry James)	
6 Homer, <i>Odyssey</i> , I-VIII			
7 <i>Odyssey</i> , IX-XVI	<b>4</b>		
8 <i>Odyssey</i> , XVII-XXIV			
9 Aeschylus, <i>Agamemnon</i>	<b>5</b>	Chaucer, <i>Canterbury Tales</i> Selected Tales	
10 <i>Choephoroe</i> <i>Eumenides</i>			
11 Sophocles, <i>Oedipus Rex</i>	<b>6</b>		
12 Aristotle, <i>Poetics</i>			
13 Euripides, <i>Hippolytus</i>	<b>7</b>	Shakespeare, <i>King Lear</i>	
14 Aristophanes, <i>The Frogs</i>			
15 Plato, <i>Phaedrus</i>	<b>8</b>		
16 <i>Phaedrus</i>			



# The Curriculum **Mathematics and Natural Science**

<i><b>Seminar*</b></i>	<i><b>Week</b></i>	<i><b>Tutorial*</b></i>	<i><b>Preceptorial</b></i>
1 Plato, <i>Timaeus</i>	<i><b>1</b></i>	Euclid, <i>Elements</i> , Book I with readings from Aristotle, <i>Posterior Analytics</i>	<p>Preceptorial topics are selected and announced in April. Preceptorials in this part of the program include experimental or observational work in the laboratory or in the field. The following is a list of topics <b>previously</b> offered to Mathematics and Natural Science students in past sessions of the Institute.</p> <p>The Atomic Theory in Chemistry The Copernican Revolution Genetics and Evolution Geology Organic Evolution</p>
2 <i>Timaeus</i>			
3 Lucretius, <i>On the Nature of Things</i> , Books I-III	<i><b>2</b></i>		
4 <i>On the Nature of Things</i> Books IV-VI			
5 Aristotle, <i>Physics</i> , Book I, 1 Book II	<i><b>3</b></i>		
6 <i>Physics</i> , Book III			
7 <i>Physics</i> , Book IV	<i><b>4</b></i>		
8 <i>Physics</i> , Book VIII			
9 Bacon, <i>The New Organon</i> , Book I	<i><b>5</b></i>	Lobachevski, <i>The Theory of Parallels</i>  and Wolfe, <i>Introduction to Non-Euclidean Geometry</i>	
10 <i>The New Organon</i> , Book II, selections			
11 Descartes, <i>Discourse on Method</i>	<i><b>6</b></i>		
12 Newton and Descartes, <i>Definitions and Laws of Motion</i>			
13 Einstein, <i>Geometry and Experience</i>	<i><b>7</b></i>		
14 Poincare, <i>Science and Hypothesis</i>			
15 Darwin, <i>The Origin of Species</i> , selections	<i><b>8</b></i>		
16 <i>The Descent of Man</i> , selections			

\*These lists record the reading assignments for the summer of 1971. There may be some changes for 1972; students will be notified accordingly about April 1.



## ***Degree Requirements***

The basic requirement for the degree of Master of Arts from the Graduate Institute in Liberal Education is completion of all four segments, (36 credit hours) at a level of achievement appropriate to graduate students. Students may offer up to nine hours of acceptable graduate credits from another institution, thus reducing the number of required summers to three. The different segments may be taken in any order and need not be taken in consecutive summers. However, under normal circumstances all credits offered for the degree must have been taken within a period of eight years.

The Institute employs the conventional A-B-C-D-F system of grading. It is expected that the grades earned by graduate students will be predominantly B or better. Students who earn any substantial number of grades below B may be declared ineligible to receive the degree or asked not to continue in the program; decisions are made by a faculty committee after careful consideration of all relevant information.

In no case can a course be claimed for graduate credit if the student receives a grade below C-.

## ***Admissions***

Although most Graduate Institute students are members of the teaching profession, the program of the Institute is open to any qualified person holding an acceptable B.A. or B.S. degree. An application form is bound into this

Bulletin; additional forms may be obtained by writing to the Director.

The application and supporting documents should be submitted by April 14, 1972, to insure full consideration. It is advantageous to apply as early as possible. Applicants will be notified of a decision within three weeks after receipt of a completed application and supporting documents.

There is no application fee, but students admitted before March 31, 1972, are asked to remit a deposit of \$100 by April 14, 1972, to insure their places in the class; students admitted after March 31 are asked to remit the deposit within fourteen days of receiving notice of admission.

## ***Fees***

Tuition (\$35 per credit hour)	\$315
Room .....	120
Board .....	150
Total .....	\$585
Matriculation fee for new students .....	\$ 25

Students living in the dormitories will pay full board for 21 meals per week in the dining hall. Off-campus students will purchase meal tickets for five lunches and two dinners (on Seminar evenings) weekly.

Board for off-campus students . . \$60.

Continuing students who plan to re-enroll for the summer of 1972 are asked to remit a deposit of \$100 by April 14, 1972, in order to insure their places in the class.

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

## ***Refunds***

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

In the case of students holding fellowships, refunds are not paid to the student unless the fellowship fund has been completely reimbursed.

## ***Financial Aid***

The Graduate Institute usually has limited funds which it is permitted to distribute on its own initiative as financial aid to deserving students. Ordinarily these grants are restricted to active members of the teaching profession and do not exceed the cost of tuition. Decisions are made by a faculty committee on the basis of financial need and academic promise.

Applications for financial aid are considered only from those who have already been admitted to the Institute; an application form is available on request. All qualified applications received by March 31 are considered together and answered by April 7; those received after March 31 are answered within three weeks. It is advantageous to apply before April.



## ***Dormitory Accommodations***

Dormitory rooms are of four kinds:

- Single rooms;
- Two-room suites for two persons;
- Three-room suites for three persons;
- One-room doubles.

So far as possible rooms are assigned in the order listed, beginning with those students who have been with the Institute longest.

Linen rental service is available, providing sheets, pillow case, towels and wash cloth; the cost for the session in 1971 was \$8. Students may furnish their own linen and use the coin-operated washers and dryers on the campus. Blankets and pillow must be supplied by the student.

The College cannot take responsibility for obtaining off-campus housing for students, and those students who plan to live in town are advised that housing is difficult to obtain during the summer months.

## ***Student's Families***

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

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

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

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

- Adult or child over 11 .....\$150
- Child 6-11 .....\$120
- Child 2-5 .....\$ 75

The Institute provides supervised activities for children between the hours of 9 a.m. and 4 p.m., Monday through Friday. Parents of children age 3-12 living in the dormitories are required to enroll those children in this program. The fee for the session is \$80 for each child; this fee, which is not refundable, covers supervision, transportation, snacks and incidental supplies. Opportunities for swimming and horseback riding will be made available at extra charge.

## ***Medical Services***

The College maintains a well-equipped modern infirmary located in the western dormitory complex, and provides the services of a resident Registered Nurse. Sick call is held daily, and referrals to Santa Fe physicians are made when necessary.

## ***The City and The Campus***

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

St. John's College is located on a 260-acre site on the western slope of the Sangre de Cristo mountains within the city, and a seven-minute drive from the downtown plaza. Transportation to the plaza, to nearby points of interest, and to riding stables and swimming facilities is available to Institute students at no charge. Tennis courts and athletic fields are located on the campus.

Santa Fe lies at an altitude of 7,000 feet. Inasmuch as the summer temperature rarely reaches 90 in mid-day and nights are invariably cool, sweaters and casual clothing are recommended.

Address all inquiries to: The Director  
Graduate Institute in Liberal Education  
St. John's College  
Santa Fe, New Mexico 87501



# The Faculty

(In 1971)

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

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

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

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

## Glenn Ballard

B.A., St. John's College, 1968; Instructor and Assistant Professor, Integrated Program at St. Mary's College of California, 1968-.

## Charles E. Butterworth

A.B., Michigan State University, 1959; A.M., and Ph.D., University of Chicago. Lecturer, University of Chicago, 1966; Lecturer, Foreign Service Institute, 1967-68; Lecturer, Defense Intelligence School, 1967-68; Assistant Professor of Political Science, City College in Washington, D. C., 1968-69; Assistant Professor of Government and Politics, University of Maryland, 1969-.

## James Collins

St. Mary's College, Calif., Instructor, Collegiate Seminar; B.A., St. Mary's College, 1963, Integrated Curriculum; M.A., San Francisco State College, 1965, English Literature; St. Mary's

College, Instructor since 1968. Coordinator, Collegiate Seminar Curriculum; Summer, 1969, Tutor, St. John's Graduate Institute.

## George Doskow

B.A., Columbia College, 1957; M.A., 1959, Ph.D., 1965, University of Connecticut; Part-time Instructor in English, University of Connecticut, 1957-1962; Instructor in English, Trinity College, 1963-1965; Tutor, St. John's College, 1965-.

## Toni K. Drew

B.A., St. John's College, Santa Fe, 1970; Teaching Intern, St. John's College, Santa Fe, 1970-.

## A. Lowell Edmunds

A.B., Harvard, 1960; M.A., Berkeley, 1965; Ph.D., Harvard, 1970; Teaching Fellow in Classics, Harvard, 1967-1969; Instructor in Classics, Wheaton College, 1969-1970; Tutor, The Graduate Institute, Santa Fe, 1970; Assistant Professor of Classics, Harvard, 1970-.

## Howard J. Fisher

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

## Glenn A. Freitas

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

## Norman Grabo

B.A., Elmhurst College in Illinois, 1952; M.A., University of California, 1955; Ph.D., University of California, 1958; Instructor and Assistant Professor of English, University of California, 1963-67; Professor of English, University of California, 1967-.

## R. Thomas Harris

B.A., Reed College, 1955; M.A., 1956,

Ph.D., 1959, University of Illinois; Research Associate, Duke University, 1959-1960; Assistant Professor, Duke University, 1960-1964; Visiting Assistant Professor, University of California, Berkeley, 1962-1963; Associate Professor, University of Maryland, 1964-1968; Visiting Associate Professor, New York University, Washington Square Campus, 1967-1968; Consultant, India Project, Lucknow, India, summer 1967; Corporate Consultant in Management Science, IBM Armonk, New York, summer 1968; Visiting Professor, New York University, Washington Square Campus, summer 1969; Tutor, St. John's College, Santa Fe, 1968-.

## Timothy P. Miller

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

## Benjamin Milner

B.A., Emory University, 1949; U.S. Army Signal Corps, 1950-1952; B.D., Columbia Theological Seminary, 1955; Ph.D., Harvard University, 1965; Teaching Fellow, Harvard Divinity School, 1957-1959; Rockefeller Fellow, 1959-1960; Instructor in Biblical History, Literature and Exegesis, Wellesley College, 1959-1962; Assistant Professor, 1963-1965; Tutor, St. John's College, 1965-.

## Ralph J. Quintana

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

## John Sarkissian

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; The University of Chicago, 1948-54; Instructor, Biological and Physical Sciences, Pestalozzi-Froebel Teachers College, Chicago, 1948-53; Instructor, University of Indiana, 1948-50; Traveling Fellow and Research Associate, Institute of Human Heredity, University of Bologna, Italy, 1955-56; Instructor in Biological Sciences, Chicago City College, 1956-58; Instructor, Biological Science, University of Illinois, 1958-63; Tutor, St. John's College, 1963-.

## Thomas Simpson

B.A., St. John's College, 1950; M.A. in Teaching, Wesleyan University, 1955; Instructor, American University at Cairo, Cairo, Egypt, 1950-1953; Teaching Intern, St. John's College, 1955-1956; Tutor, St. John's College, 1956-.

## Brother S. Robert, F.S.C.

B.A., Saint Mary's College; Ph. L., Universite Laval (Quebec); Saint Mary's College, 1941-44, 1946 to the present. Special Studies in Rome, 1952-53; Leave of absence, 1964-65; Visiting Tutor, St. John's College, 1967-68.

## George N. Stanciu

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

## John S. Steadman

B.S., University of Wisconsin, 1959; Instructor in Radio Repair, U.S. Army, 1954-1956; Assistant in Philosophy, Cornell, Cornell University, 1961-1962; Tutor, St. John's College, 1962-; Santa Fe, 1967-; Assistant Dean, St. John's College, Santa Fe, 1970-.

## Edward Malcolm Wyatt

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



# Application for Admission

GRADUATE INSTITUTE IN LIBERAL EDUCATION  
SANTA FE, NEW MEXICO

Date \_\_\_\_\_

Full Name \_\_\_\_\_  
(Last Name) (First Name) (Middle Name) (Maiden Name)

Home Address \_\_\_\_\_  
(Street Address, City, State, and Zip Code)

Home Telephone \_\_\_\_\_ Age \_\_\_\_\_

There is no application fee. Your application is complete when the Institute has received the following materials:

- (1) This form, completely filled out.
- (2) An essay containing your answers to these questions:

What are the strengths and weaknesses of the formal education you have received?

Why do you wish to attend the St. John's College Graduate Institute? Include any other information that you consider relevant, and answer fully enough to permit us to judge your ability to express reasoned thoughts.

- (3) Transcripts of your undergraduate and graduate (if any) records. You must ask that these be mailed directly to us.
- (4) Two letters of recommendation from appropriate persons. You must ask them to send their letters directly to us. There is no recommendation form.

You will be notified of a decision within three weeks after our receipt of a complete application.

In which subject-area would you prefer to enroll during your first summer? Please indicate a second choice as well.

☐ Politics & Society

☐ Literature

☐ Philosophy & Theology

☐ Mathematics & Natural Science

What housing arrangements would you desire?

☐ Living in own home, no dormitory room needed.

☐ Single student or married student without family, living in dormitory.

☐ Married student without husband or wife, with children, living in dormitory. List children's ages on June 25, 1972 \_\_\_\_\_

☐ Married student with husband or wife, and children, living in dormitory. List children's ages on June 25, 1972 \_\_\_\_\_