

COLLEGE CALENDAR

ANNAPOLIS

September 14
September 17
September 18
September 20
September 21
November 26-29
December 11
January 4
February 7
February 8
March 19
April 5
June 11
June 13

1964-65

College Opens
Freshman Registration
Senior Registration
Convocation
Sophomore & Junior Registration
Thanksgiving Recess
Christmas Vacation Begins—5 p.m.
Christmas Vacation Ends—9 a.m.
First Semester Ends
Second Semester Begins—9 a.m.
Spring Vacation Begins—5 p.m.
Spring Vacation Ends—9 a.m.
Second Semester Ends
Commencement

SANTA FE

October 1
October 1
.....
October 4
.....
November 26-29
December 18
January 4
February 7
February 8
March 19
March 29
June 11
.....

1965-66

September 15
September 17
September 18
September 19
September 20
November 25-28
December 10
January 3
January 28
February 7
March 25
April 11
June 10
June 12

College Opens
Freshman Registration
Senior Registration
Convocation
Sophomore & Junior Registration
Thanksgiving Recess
Christmas Vacation Begins—5 p.m.
Christmas Vacation Ends—9 a.m.
First Semester Ends
Second Semester Begins—9 a.m.
Spring Vacation Begins—5 p.m.
Spring Vacation Ends—9 a.m.
Second Semester Ends
Commencement

September 10
September 10
.....
September 12
September 13
November 25-29
December 17
January 10
January 21
January 31
March 18
April 4
June 3
.....

1966-67

September 14
September 16
September 18

College Opens
Freshman Registration
Convocation

September 9
September 9
September 11

VOLUME XVI

No. 4

BULLETIN OF

ST. JOHN'S COLLEGE

IN ANNAPOLIS

AND

IN SANTA FE

OFFICIAL STATEMENT OF
THE ST. JOHN'S PROGRAM

CATALOGUE

1964-1966



VOLUME XVI

DECEMBER 1964

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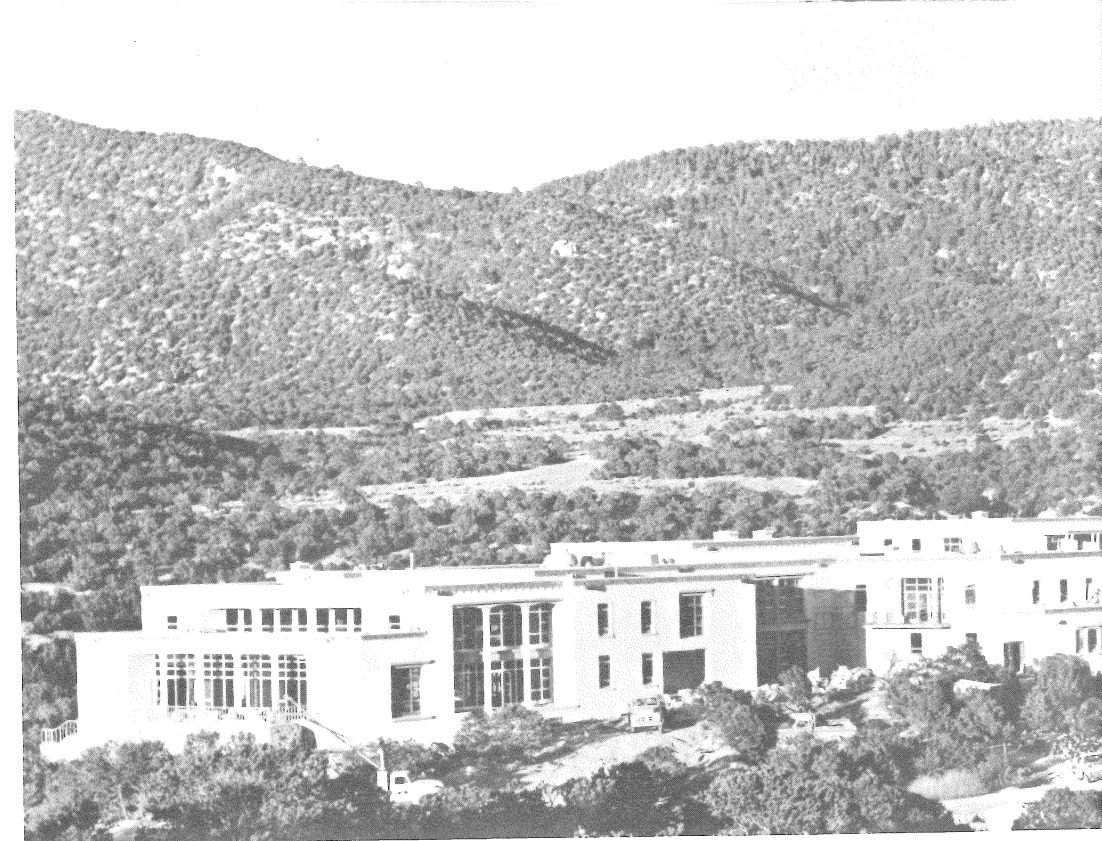
DECEMBER, 1964

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

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

TABLE OF CONTENTS

	PAGE
THE ST. JOHN'S PROGRAM	
The Goal of Liberal Education	7
Liberal Education and Scholarship	8
The Liberal Arts	9
The Great Books	11
The Role of Science	12
THE CURRICULUM	
The Seminar	16
The Tutorials	21
The Language Tutorial	21
The Mathematics Tutorial	24
The Music Tutorial	26
The Laboratory	27
The Formal Lecture	32
THE ACADEMIC ORDER	
The Faculty	35
The Instruction Committee	37
The Library	39
Schedule and Examinations	39
Academic Standing	42
The St. John's Degree of Bachelor of Arts	43
The St. John's Degree of Master of Arts	45
INSTRUCTION CHARTS	
The St. John's List of Great Books	47
By Years and Subject Matter	49
Language Tutorial	50
Mathematics Tutorial	51
Laboratory	51
Music Program	54
EXTRACURRICULAR ACTIVITIES	
RESIDENCE	56
ADMISSIONS	61
FEES	66
FINANCIAL AID	69
.	71
A BRIEF HISTORY OF THE COLLEGE	78
BIBLIOGRAPHY	83
BOARD OF VISITORS AND GOVERNORS	86
OFFICERS OF ADMINISTRATION	88
FACULTY	90
REGISTER OF STUDENTS 1963-65	98
INDEX	107
ALUMNI REPRESENTATIVES	Inside Back Cover



In this issue of the St. John's College catalogue, St. John's presents its program in operation on two campuses—the parent campus in Annapolis, Maryland, and the western campus, dedicated on October 10, 1964, in Santa Fe, New Mexico.

St. John's College believes that education proceeds best in a small and intimate learning community. The present expansion of the college population of the country was, of course, widely foreseen. It was obvious that St. John's would feel the effect of this projected increase. Thus, five years ago St. John's faced the prospect of either increasing its enrollment or turning away many who desired its unique program. The Board of Visitors and Governors decided to meet the need by duplicating the Annapolis college on another campus, likewise designed for three hundred students.

Santa Fe was chosen as the place for the new campus after consideration of many other proposed sites. This city offered the College a location in the fast-growing Southwest, where a college like St. John's fills a real need. It afforded advantages of climate, and a warm interest from the local citizens. As a city with a long colonial history it was comparable to Annapolis. With its Spanish background and its surrounding mountains it differed interestingly from the old home of the College.



Ground was broken in the spring of 1963 for the classroom building, the laboratory, and the student center. Within eighteen months these three buildings and nine dormitory units were completed. Meanwhile, a Faculty was selected, mainly from among the tutors then teaching at Annapolis. The new campus opened on October 1, 1964.

The new campus is an integral part of a single institution. There is one Board, one President, and one Faculty, whose members teach at one or the other of the campuses. The educational program is guided by the Dean of the College and the Instruction Committee. In Santa Fe there is a Dean in charge who is also Associate Dean of the College.

The two campuses comprise one legal entity, functioning under the original Maryland Charter of St. John's College. Both are accredited by the Middle States Association of Colleges and Secondary Schools. Admission of students to either campus is granted on the same terms to qualified applicants without limitation by race, creed, or sex. The same curriculum is taught in Santa Fe as in Annapolis. The Faculty, however, anticipate the possibility of an interesting educational dialogue between the two in the years ahead as the tutors on both campuses continue to seek the best means of achieving the ends of liberal education.



The St. John's Program

The Goal of Liberal Education

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

Yet these two ideas of education do not define the goal of education 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 this goal can never be dispensed with. For in deliberating about a course of action, in deciding what the welfare of an individual and what the common good require, one has to distinguish between the expedient and the just, the apparent and the true, the contingent and the essential; one has to have acquired, in other words, the rudiments of a critical intelligence and an awareness of principles that govern our behavior and our understanding.

Liberal Education and Scholarship

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

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

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

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

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

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

The Liberal Arts

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

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

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

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

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

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

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

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

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

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

The Great Books

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

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

are read in English. In the process a new understanding of the classics and of classical education emerges. The books begin to speak, and what they have to say is not an academic lesson to be learned; it is of immediate concern to the students and can, therefore, touch and move their minds.

This is so because these books raise the persistent and humanly unanswerable questions of human existence; because they lend themselves to different interpretations that bring to light a variety of independent and yet complementary meanings; because they are works of fine art, the clarity and beauty of which reflect their intrinsic intelligibility; and finally because they are masterpieces in the liberal arts, seeking truth with adequate means. All this justifies their being called great, be they books on mathematics or books of poetry, be their subject matter scientific, ethical, metaphysical or theological. All the great books are linked together: each one of them is introduced, supported and criticized by all the others. They converse with each other, and the students find themselves taking part, within the limits of their ability, in this great and never-ending conversation.

The Role of Science

The great books, however, are not the only manifestation of the power of the liberal arts. One of the official seals of the College shows seven books surrounding a pair of scales. The balance symbolizes, no less than the books, the tradition of the liberal arts. It stands for the instruments of the scientific laboratory, where the liberal arts are being practiced at their best and fullest in the modern world.

Three hundred years ago algebra and the arts of analytic mathematics 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. Although it is not the only focal point around which the St. John's curriculum may be organized, it is one which the College takes special care to emphasize. There is scarcely an item in the course which does not bear upon it. The last two years of the course 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 Greeks, has made possible the mathematical exploration of natural phenomena on a scale not dreamed of by the Greeks, 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 great books but also in the instruments and practices of the laboratory, however difficult that may be.

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 this must be supported by solid training in mathematical techniques. St. John's has, therefore, more required mathematics and laboratory work than any other liberal arts college in the country.

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



The Curriculum

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

It is necessary to preface this description with a general remark about the sequence of books, the teaching function of which largely determines the structure of the curriculum. On pages 47 to 49 the reader will find two listings of the books. The first lists them in more or less chronological order, beginning with Homer and ending with authors of the twentieth century, and represents the required readings for the four years in the various divisions of the program. The second list shows how these books are distributed over the four years and also among the subject matters of the conventional elective system.

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



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

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

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

The Seminar

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

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

HOW IT FUNCTIONS

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

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

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

FOLLOWING THE ARGUMENT

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

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

BACKGROUND: THE CONTEMPORARY SCENE

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

the historical variety of its aspects. The historical background of a book—the knowledge of which is, at least partly, founded on the reading and interpretation of the testimony contained in the great books themselves—is not used as a basis for the discussion. It is of course inevitable that some information on difficult points related to a specific historical situation is obtained by the students through collateral reading or from the seminar leaders. In the main, however, the problems are discussed with the aim of ascertaining not how things were, but how things are; of ascertaining the position which the student might decide to take on rational grounds in the conduct of his own life. This does entail, occasionally, a complete disregard of historically pertinent facts.

THE AIMS

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

THE PRECEPTORIAL

For the junior and senior classes the seminars are interrupted for nine and a half weeks in the winter to be replaced by preceptorials. The students are divided into smaller groups of five or six members each who meet weekly with one tutor to study intensively one book, or one subject treated in several of the great books. Some eighteen different subjects for preceptorials are offered by the seminar tutors. A major purpose of the preceptorial is to invite and to guide the student to a thorough and responsible study of a text, or of a small group of texts concerned with a specific question. The preceptorial period begins the last week of November and continues till the start of the thesis-writing period in late February.



The Tutorials

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

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

THE LANGUAGE TUTORIAL

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

PRIMARY AIMS

The primary purpose of the language tutorials is thus not the mastery of any foreign languages. By studying them, however, and by

translating from them into English, by comparing them with each other and with English, the student learns something of the nature of language in general and of his own in particular. During the four years, then, he is studying language as such, the discourse of reason, and, through the medium of foreign tongues, his own native English. He is discovering the resources of articulate speech and learning the rules that must govern it if it is to be clear, consistent, and effective; if it is to be adequate and persuasive. The media for accomplishing this are Greek in the first and second years and French in the third and fourth years.

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

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

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

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

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

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

SUBORDINATE AIM

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

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

READING KNOWLEDGE EXAMINATIONS AND ESSAYS

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

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

THE MATHEMATICS TUTORIAL

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

ITS CONTENT

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

and to become acquainted with one view of mathematical objects—this view finds its central expression in the theory of ratios—which is buried in the foundations of modern mathematics. After Euclid he begins the study of Ptolemy's *Almagest*, centering attention on the problem of mathematical "hypotheses" constructed to "save the phenomena."

In the second year he continues the study of Ptolemy, emphasizing those difficulties and discrepancies of his geocentric system which point straight toward the "Copernican revolution." He studies Copernicus's—purely theoretical—revision of Ptolemy. He next takes up the *Conics* of Apollonius to investigate a synthetic presentation of the very objects whose analytic treatment by Descartes marks the beginning of modern mathematics. After this a study of analytic geometry gives rise to a discussion of the meaning of the treatment of conics in algebraic form and of algebra as the "analytic art" in general.

The third year continues this introduction to modern analysis with a study of the calculus, preparatory to a consideration of the roots of mathematical physics. These are discovered in Galileo's attempt in his *Two New Sciences* to present mathematically a descriptive science of motion. Kepler's work is then studied as an intermediary and Newton's *Principia* as a successful attempt to bring heavenly and earthly motions under one law, and to supersede a purely geometric astronomy with a "dynamic" theory in which the orbits are governed by force laws.

In the fourth year the reading of Lobachevski's approach to a non-Euclidean geometry invites reflection on the starting point, the postulates of geometry, as well as on the nature of the geometric art as a whole. An alternative to Euclidean geometry—in fact, alternatives—having been given, a study of axiomatic systems begins. This study leads to a consideration of the theory of sets, the foundation of modern mathematics. The mathematics program concludes by extending the study of astronomy that began with Ptolemy, Copernicus, Galileo, Kepler, and Newton to the geometrization of physics proposed by Einstein in the theory of relativity.

Throughout the four years the students are in continuous contact not only with the pure science of mathematics but also with the very foundations of mathematical physics. The mathematics tutorial thus supports the seminar discussions, bearing on the relation of man to nature, the criteria of intelligibility, the nature of knowledge, and the all-powerful role of symbols.

LOGICAL RIGOR AND IMAGINATION

The work done in the mathematics tutorials imposes upon the student the duty of rigorous demonstration; 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 skills 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 often refer directly to the work done in the laboratory.

THE CHIEF AIM

The chief aim of the mathematics tutorial is to give the student insight into the nature and practice 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 power 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.

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 a linguistic capacity, as it were, for understanding musical ideas. The study of music is not properly a separate department of intellectual activity. The ancients accorded music a place among the liberal arts because they

understood it as one of the essential functions of the mind, associated with the mind's power to grasp number and measure. In short the liberal art of music is based on the existence of ratios among numbers. The study of music is valuable in training the mind to a sense of ratio and proportion. It is this value that the music tutorial exploits.

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 regular tutorial, meeting three times a week, brings the study and analysis to completion.

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 hand it is a unique and self-sufficient art which has its roots deep in nature.

The work includes an investigation of rhythm in words as well as notes; a thorough investigation of the diatonic system; a study of the ratios of the musical intervals; 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, and the instrumental works of Beethoven are the real text-books. 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. Students listen to recordings of the composition and familiarize themselves with the score prior to the seminar, just as they read a dialogue of Plato or some other book. Group discussion of a work of music, as of a book, facilitates and enriches the understanding of it.

The Laboratory

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

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

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

THE ORGANIZATION OF THE LABORATORY WORK

The organization and content of the laboratory work is subject to constant study and revision. The present program has been dictated largely by three considerations relevant to the liberalization of the study of science: (a) The formally scheduled laboratory work must be combined with a full and free discussion of the instruments and principles involved. (b) The content of the work should be so chosen as to enable the student to trace a scientific discipline to its roots in principle, as-

sumption, and observation. Thus certain integrated wholes of subject matter are to be selected as problems in which the roles of theory and experimentation can be distinguished through critical study. (c) The schedule of laboratory work should give opportunity for a leisurely but intensive study of experiments. The student must have time to satisfy himself as to the degree of accuracy which his instruments permit, to analyze procedures for sources of error, to consider alternate methods, and on occasion to repeat an entire experiment. Only thus can he come to a mature understanding of the sciences which are called "exact."

A laboratory section consists of fourteen to twenty students working under the guidance of a tutor, with the help of more advanced students serving as assistants. Sections 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 Galen, Harvey, Lavoisier, Huygens, Newton, Fresnel, Darwin, Dobzhansky, Faraday, Maxwell, Thomson, Rutherford, and Bohr are among those regularly used in this way. In all the work of the laboratory, and in the laboratory manuals written at the college as texts, 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 roughly as follows:

	First Semester		Second Semester
1st Year	Theory of measurement		Chemistry
2nd Year	Biology		
3rd Year	Topics from mechanics, optics, magnetism and electricity		
4th Year	Atomic theory	Relativity theory	Projects

PHYSICAL SCIENCE

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

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

The entire laboratory program has undergone reexamination and partial revision in the last two years. The junior and senior years of the laboratory are still in the process of revision. The senior program which will go into effect on the Annapolis campus in the academic year 1966-67 is largely undetermined, but some indications of its general character can be given.

In the third year the laboratory will deal with topics common to a number of the traditional divisions of physics such as mechanics, optics, magnetism, and electricity. Since the third year mathematics tutorial begins the calculus, the topics first confronted will include such questions as the representation of forces by algebraic formulae and vector methods. The description of motion, acceleration, work, energy, and potential will have to be direct, qualitative, Galilean. As the tools of the calculus become more available, these ideas can be reformulated in more appropriate terms; at the same time the physical concepts serve to illustrate the mathematical ideas. Later the concepts of mechanics can be

used to formulate notions of optics. The appropriateness of the alternative mechanical models of light—corpuscular and wave—will be considered. Electromagnetism will be developed beyond these other branches of “classical” physics to the general characterization of the electromagnetic field by Maxwell's equations. Optics will then be reexamined as a possible consequence of Maxwell's equations, and as a branch of electromagnetism.

In the senior year the investigation of atomic theory can be resumed from the point where the freshman year left it. Now the student has a theory of electricity in terms of which ionization can be discussed. Through a number of classical papers the development of the notion of atomic structure is pursued until it reaches Bohr's paradoxical resolution of the problem of the stability of the nuclear atom. This leaves atomic theory, optics, and Newtonian mechanics in an uncomfortable juxtaposition. The student may now turn to Einstein's Special Theory of Relativity to see another set of difficulties in the grand structure of that traditional physics. At this time individual senior laboratory projects may begin. These would continue full-time after the work on relativity theory is finished and often, though not necessarily, would bear a close relation to the atomic theory. The projects may be either theoretical or experimental. They may be projects in biology, chemistry, or physics.

BIOLOGICAL SCIENCE

The second year of the laboratory is devoted to biology. The exercises in biology are presented in three units. Unit One may be regarded primarily as an inquiry into the nature of the vertebrate organism. The student confronts such general problems as parts and whole, individual and class, form and function, homologous and analogous structures, the external and the internal environment. Specifically, he investigates the anatomy of the frog and the cat, with special emphasis on observation and the technique of dissection. Experiments are performed in connection with anatomical studies where feasible. The student also reproduces the experiments described in Harvey's *Disquisition on the Motion of the Heart and Blood in Animals*.

Unit Two deals with histology, embryology, and phylogeny. The student first becomes acquainted with the cell as a level of biological organization, and then seeks to interpret the organism in terms of the elemental and organismal theories. The exercises then combine em-

bryology and invertebrate zoology; the student investigates the phenomena and weighs the inferences on which the theory of recapitulation is founded. Modern embryological concepts, such as the organizer theory and the perennial antithesis of preformation and epigenesis, are reviewed and evaluated. An exercise on classification, in which the concepts of Aristotle are applied to the phenomena, ends the unit.

Unit Three is devoted to genetics; using the fruit fly the student conducts breeding experiments to demonstrate Mendel's principles of heredity, modified Mendelian ratios, linkage and crossing over, and chromosome-mapping. The related discussions begin with a careful reading of Mendel's experiments in plant hybridization, after which the development of the gene theory of heredity is investigated. These discussions culminate in a brief consideration of the Watson-Crick model of the structure of hereditary material and its usefulness as a tool in the interpretation of cellular activity and development.

The Formal Lecture

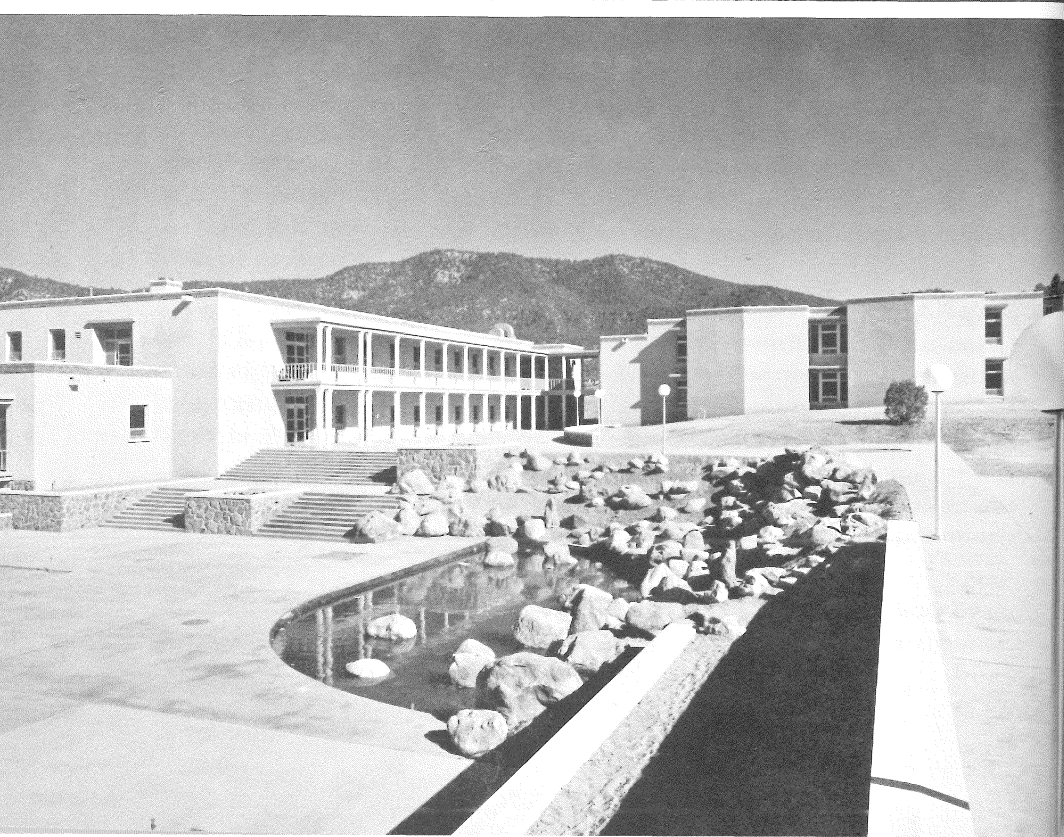
Most of the teaching at St. John's takes the form of a discussion: the dialectical methods of the seminar are carried over into the tutorials, although the tutorial work itself consists mainly of recitation of paradigms, translation and interpretation of texts, demonstration of theorems, and solution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

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

The formal lecture may last an hour and a half. It is followed by an extensive discussion period that very often takes the form of a seminar.

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

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



The Academic Order

The Faculty

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

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

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

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

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

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

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

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

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

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

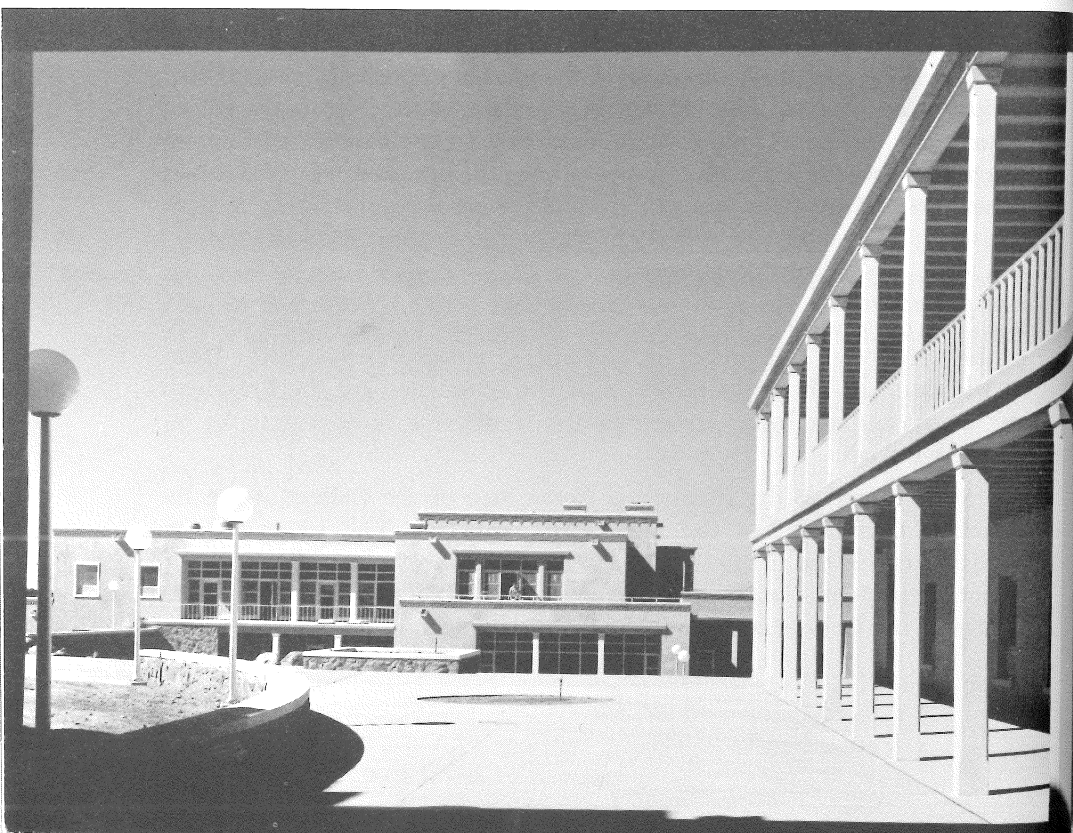
The work of the study group, the translation of texts, and the constant reinterpretation of the book list which occurs as an immediate by-product of the discussions in seminars, tutorials, and the laboratory, represent research for the sake of teaching. Production for publication and learned societies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

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

The Instruction Committee

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

Subordinate to the Instruction Committee of the College is the Instruction Committee of the faculty in Santa Fe. The latter has responsibility for the inauguration and supervision of the program of instruction in Santa Fe. It convenes annually with the Instruction Committee of the College to coordinate the instruction on the two campuses.



The Library

The great books chosen for study at St. John's are collected in the library in the best editions and translations that can be obtained. These books plus carefully selected modern texts for the laboratory are the core of the library, essential to the teaching of the program. A good general collection is a necessary supplement. A specialized, highly technical one would have little use. Reference books in mathematics, science, philosophy, religion, fine arts, music, poetry, literary criticism, history, and some recent novels and biographies, as well as periodicals and newspapers, are bought each year. A committee of the faculty assists the Librarian in selecting the books and periodicals to be purchased. The library in Annapolis maintains a collection of about 50,000 volumes, supplemented by microfilmed books and periodicals. In Santa Fe, a collection of over 12,000 volumes has been assembled.

Schedule and Examinations

Perhaps the most obvious distinctive mark of St. John's College is the fact that all the students of the same year are reading the same books at the same time with the same immediate preparation. This may be the week when all freshmen are learning the Greek alphabet; or it may be

A SAMPLE CLASS SCHEDULE FOR ONE WEEK

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

* In the sophomore year only.

the weeks that they are meeting the highest type of Greek mathematics in the fifth book of Euclid's *Elements*; or it may be the time of the first assignment in Thucydides, when the seminar leaders are wondering if the students will see the implications of liberty in Pericles' funeral oration. These are the educational realities that a common schedule marks and emphasizes.

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 of the week they spend one hour in a language tutorial and one hour in a mathematics tutorial.* Twice a week they spend three hours in the laboratory. Two evenings from eight to ten they attend a seminar for organized discussion of the assigned readings. A formal lecture or concert is given once—or occasionally twice—a week. Nineteen to twenty-one hours per week are spent in regular classes.

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

ORAL EXAMINATIONS

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

THE DON RAG

A few days after the examination at the end of a semester the student meets all his tutors in the so-called "don rag." The don rag is a brief consultation between tutors and student for the purpose of diagnosis and prescription rather than for report of marks. It usually

* Sophomores also spend three hours a week in music tutorial.

lasts fifteen minutes for each student, but may be extended well beyond that. In it the tutors report to one of the seminar leaders on the student's work during the semester; the student is invited to report on himself and to judge his own work; advice may be requested and given; difficulties may be aired; but grades are not reported, nor are they the center of interest. The first freshman don rags are held the week before the Christmas vacation rather than at the end of the first semester.

ANNUAL ESSAYS

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

PRELIMINARY ENABLING EXAMINATIONS

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

THE ENABLING ORAL EXAMINATION

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

THE FINAL THESIS AND ORAL EXAMINATION

During the first semester of the senior year the student makes his final choice of a thesis. As a candidate for the degree of Bachelor of

Arts he must present a dissertation on a thesis related to some aspect of the work done in seminar or laboratory. This is not a piece of specialized research, but a sustained performance in the liberal arts. The student submits his dissertation for the approval of the faculty, and must defend it satisfactorily in an hour-long public oral examination given toward the end of the second semester. Three weeks before the spring vacation are reserved for the writing of the thesis; during this period the student attends no classes. Under some circumstances the student may request more time to prepare and submit his thesis.

THE READING KNOWLEDGE EXAMINATION

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

Academic Standing

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

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

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

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

The St. John's Degree of Bachelor of Arts

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

Languages (Greek, English, French).....	26.5
Literature	10
Political Science	4.5
History	2.5
Philosophy	16.5
Economics	1.5
Psychology	1
Logic	2
Mathematics	22
Sciences (Physics, Astronomy, Chemistry, Biology).....	37
Music	6
Total	129.5

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

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

The question is sometimes asked whether the graduate and professional schools acknowledge the St. John's degree of Bachelor of Arts, in view of the highly unconventional program under which St. John's operates. It must be noted first of all that St. John's College is accredited by the Maryland State Department of Education and the Middle States Association of Colleges and Secondary Schools. The experience that the

College has had with its graduates so far shows, moreover, that a St. John's graduate experiences no difficulties inherent in his degree if he chooses to continue his studies on the graduate level or in preparation for a profession. Of the 540 students who have graduated from St. John's since 1941, when the first class completed the New Program, 326, or 60%, entered graduate or professional schools. The following table shows the distribution of these 326 students to date, among the various fields of study:

Architecture	4	Library Science	9
Art	1	Literature and Writing	23
Biology	9	Mathematics	26
Bio-Physics	1	Medicine	16
Business Administration	7	Meteorology	2
City Planning	1	Music	3
Dentistry	1	Nursing	1
Drama and Playwriting	8	Oceanography	1
Economics	1	Philosophy	28
Education	23	Physics	10
Engineering	8	Political Science	17
Geology	2	Psychology	7
History	9	Public Administration	1
History of Art	1	Social Anthropology	1
History of Science	2	Social Work	7
International Relations	3	Sociology	1
Journalism	2	Theology	20
Languages	18		
Law	52	Total	326

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

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

Finally, special advice must be given to students entering St. John's who plan to study medicine. The medical schools maintain a policy of high selectivity and insist upon definite prerequisites. Most of them require of St. John's graduates only one to three additional undergraduate courses. In view of this, students who come to St. John's with the intention of going on into medicine are advised to make arrangements for fulfilling these requirements. They may take pre-medical courses at summer schools, or they may plan a year of work in the sciences prior to formal entrance into a medical school. That this can be accomplished successfully is shown by the comparatively large number of St. John's graduates who have studied or are studying medicine. It is not unimportant to mention that many medical schools themselves, like the larger technological institutes, expect their students to be able to build on a broad foundation of humane knowledge.

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

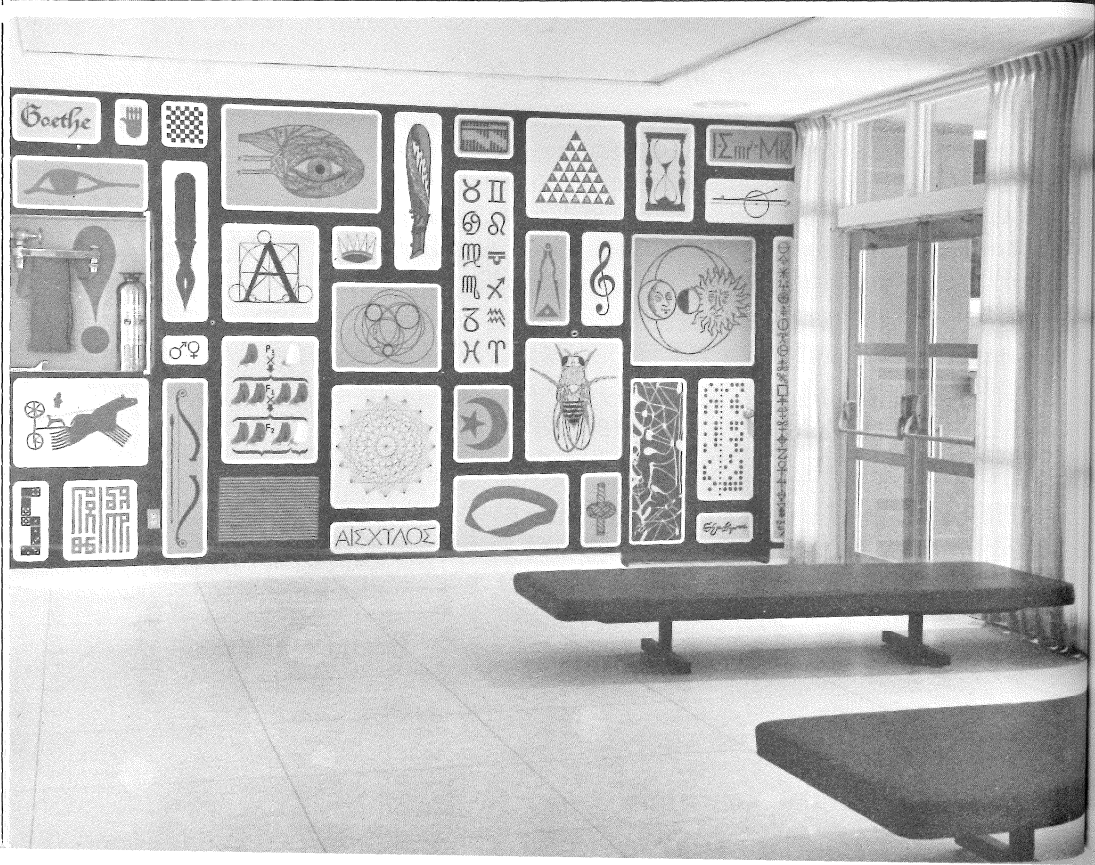
The St. John's Degree of Master of Arts

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. They are directly related to the teaching of the liberal arts. They comprise (a) teaching experience at St. John's; (b) the submission of a thesis.

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

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

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



Instruction Charts

The St. John's List of Great Books

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

First Year

Homer:	<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>

Second Year

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>

Third Year

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>
	<i>Leviathan*</i>
Hobbes:	<i>Theological-Political Treatise</i>
Spinoza:	<i>Paradise Lost*</i>
Milton:	<i>Pensées*</i>
Pascal:	<i>Phèdre</i>
Racine:	<i>Fables*</i>
La Fontaine:	<i>Principia,* Optics*</i>
Newton:	<i>Treatise on Light*</i>
Huygens:	<i>Essay Concerning Human Understanding,* Second Essay on Civil Government</i>
Locke:	<i>Principles of Human Knowledge</i>
Berkeley:	<i>Discourse on Metaphysics, Monadology</i>
Leibniz:	<i>Gulliver's Travels</i>
Swift:	<i>Tom Jones</i>
Fielding:	<i>Enquiry Concerning Human Understanding, Dialogues Concerning Natural Religion</i>
Hume:	<i>The Decline and Fall of the Roman Empire*</i>
Gibbon:	<i>The Social Contract</i>
Rousseau:	<i>The Wealth of Nations*</i>
Adam Smith:	<i>Critique of Pure Reason,* Critique of Practical Reason*</i>
Kant:	<i>Treatise on Chemistry*</i>
Lavoisier:	<i>United States Constitution</i>
	<i>Federalist Papers*</i>
De Tocqueville:	<i>Democracy in America</i>

Fourth Year

Goethe:	<i>Faust*</i>
Hegel:	<i>Philosophy of History, Lordship and Bondage, Preface to the Phenomenology</i>
	<i>Fear and Trembling</i>
Kierkegaard:	<i>Theory of Parallels</i>
Lobachevski:	<i>The Red and the Black</i>
Stendhal:	<i>Madame Bovary</i>
Flaubert:	<i>Origin of Species*</i>
Darwin:	<i>Capital,* Communist Manifesto, Preface to Critique of Political Economy*</i>
Marx:	<i>Experiments in Plant Hybridization*</i>
Mendel:	<i>War and Peace</i>
Tolstoi:	<i>Birth of Tragedy, Beyond Good and Evil</i>
Nietzsche:	<i>Emma</i>
Austen:	<i>The Possessed</i>
Dostoevski:	<i>Poems*</i>
Baudelaire:	<i>Psychology—Briefer Course*</i>
William James:	<i>A General Introduction to Psychoanalysis</i>
Freud:	<i>Modes of Thought</i>
Whitehead:	<i>Philosophical Papers*</i>
Peirce:	<i>Poems*</i>
Valéry:	<i>Relativity: the Special and General Theory</i>
Einstein:	<i>Documents from American History</i>
	<i>Charter of the United Nations</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 Harvey
Second Year	Virgil The Bible Dante Chaucer Donne Rabelais Shakespeare	Plotinus Augustine Anselm Thomas Aquinas Calvin Bacon	Tacitus Dante Machiavelli	Ptolemy Apollonius Descartes	Ptolemy Galen Copernicus Gilbert Kepler Lavoisier Huygens
Third Year	Cervantes Milton Swift Fielding Voltaire Schiller Goethe	Montaigne 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 Newton Leibniz Mendel
Fourth Year	Racine La Fontaine Jane Austen Goethe Balzac Stendhal Flaubert Tolstoi Dostoevski Baudelaire Valéry	Hegel Kierkegaard Nietzsche W. James Peirce Jung	Hegel Marx Documents from American History	Lobachevski	Darwin Freud Einstein

Preceptorials—1964-65

1. A Sequence of Americans: readings from Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain. (Sequence here implies themes to be followed.)
2. Aristotle's *Politics*: close reading of the text, with an attempt to assess the value of the book for understanding contemporary political life.
3. Bach's *St. Matthew Passion*.
4. Kant, *Critique of Pure Reason*.
5. Kant, *Critique of Judgment*. (Will focus on relationship of this to the other two critiques.) Note: The two Kant preceptorials require previous extensive reading in Kant.
6. Sophocles, as artist and tragedian.
7. Analytic Philosophy: Ethics.
8. Dostoevski, *The Possessed*.
9. Two accounts of the Beginning: Genesis and Hesiod.
10. Aristotle's *Metaphysics*.
11. Theology in the Twentieth Century.
12. Foundations of Mathematics: "Formalism" and "Formal Systems" as an answer to the crises in the foundations of mathematics at the turn of the century.
13. Shakespeare's *Hamlet*.
14. Plato's *Theaetetus*.
15. Shakespeare, 3 plays.
16. The Watson-Crick Model of DNA Structure. (Evidence for this model will be reviewed in reference to three points: transmission, mutation, control.)
17. Homer.

Language Tutorials—Classroom Hours

Assigned Exercises	First Year (Greek, English)	Second Year (Greek, English)	Third Year (French)	Fourth Year (French)
Memorizing paradigms, selections	64 hours Grammar	30 hours Comparative Grammar	32 hours Grammar	14 hours Grammar Review
Translation and analysis of texts	52 hours Plato's <i>Meno</i>	20 hours New Testament Greek Poetry	12 hours Voltaire	20 hours Translation (English into French)
Practice in analytical commentary	12 hours Aristotle's <i>Physics</i>	18 hours Donne Shakespeare	60 hours Descartes Corneille	11 hours Baudelaire 20 hours Racine
Logic		28 hours Formal Logic		
Totals	128 hours	96 hours	128 hours	87 hours

Mathematics Tutorial—Classroom Hours

	First Year	Second Year	Third Year	Fourth Year
Plane geometry	44	...	...	...
Solid geometry	24	...	...	...
General theory of ratio and proportion.....	16	...	...	...
Introduction to number theory.....	3	...	...	...
Conic sections .....	...	44	...	...
Trigonometry	1	4	...	...
Astronomy and celestial mechanics.....	40	40	44	...
Analytic geometry .....	...	40	...	...
Dynamics .....	...	...	42	...
Calculus with introduction to differential equations	...	...	42	...
Non-Euclidean geometry .....	...	...	...	29
Foundations of mathematics.....	...	...	...	38
Mathematics of relativity.....	...	...	...	20
Totals	128	128	128	87

Laboratory—Classroom Hours

	First Year	Second Year	Third Year	Fourth Year
BIOLOGY				
Anatomy and physiology (vertebrate).....	...	50	...	...
Classification .....	...	8	...	...
Invertebrate zoology .....	...	20	21	...
Histology .....	...	8	9	...
Embryology .....	...	40	42	...
Genetics .....	...	60	60	...
CHEMISTRY	92	...	...	...
PHYSICS				
Measurement	28	...	...	...
Heat	8	...	3	...
Sound	8	...	...	...
Mechanics	20	...	57	...
Electricity and magnetism .....	...	...	...	120
Introduction to atomic physics.....	...	...	...	54
Totals	156	186	192	174

NOTES: About one-fourth of the laboratory time is spent in lectures and discussions of assigned reading.
This schedule represents the transitional period 1963-66.

Laboratory Exercises 1964-65

FIRST YEAR

Theory of Measurement

Measurement of length: construction of plane, straight-edge, right angle, and scale of length
 Area and volume; precision and accuracy; indirect methods of measurement
 Weight: extensive and intensive magnitudes; ratio scales and ordinal scales
 Significant figures and estimates of probable error
 Density: derivative measurement of an intensive characteristic on a ratio scale
 Spirals and calculating machines: the logarithmic spiral
 Spirals and calculating machines: construction and use of the slide rule
 Musical intervals and logarithmic scales of measurement
 The chromatic and diatonic scales
 The law of moments: derivative measurement of an extensive magnitude (Archimedes)
 Hydrostatics: the crown problem (Archimedes)
 Measurement of pressure: the barometer (Archimedes)
 Measurement of temperature on an interval scale: the mercury thermometer (Fahrenheit)

SECOND YEAR

Anatomy and Physiology

Chemistry of protoplasm
 Physical nature of protoplasm
 Dissection of leopard frog (the organism as a whole)
 Morphology of the digestive organs of the cat
 Physiology of digestion
 Lungs and air passages of the cat
 Analysis of inspired air
 Analysis of expired air
 Dissection of the heart and lungs of the sheep
 Dissection of the arteries and veins of the cat
 Motion of the heart and blood
 Anatomy of the skeleton and muscles (locomotion)

Measurement of heat: the calorimeter (Joseph Black)
 The laws of Boyle and Charles; measurement of temperature on an absolute scale: the gas thermometer

Foundations of the Classical Atomic Theory

Study of homoeomeric stuffs
 Changes of state and the nature of heat
 A classification of compounds
 The three laws of chemical combination and the atomic hypothesis
 The kinetic-molecular theory and molecular structure
 Volume-combining ratios of gases
 Molecular weight by vapor density
 Molecular properties of solutions: osmosis and Raoult's law
 Molecular weight of a solute by freezing-point
 Valence: ionization and molecular structure
 Valence
 Ionization and ionic valence
 Covalence and molecular structure
 The periodic table of the elements

Histology

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

Embryology

Germ cells
 Early development of the starfish
 Development of the frog
 Development of the chick

Invertebrate Zoology

Phylum Protozoa: amoeba and euglena
 Phylum Protozoa: paramoecium
 Phylum Protozoa: volvox series
 Phylum Coelenterata: hydra and obelia
 Phylum Platyhelminthes: planaria and phenomenon of regeneration
 Phylum Annelida: earthworm and clam-worm
 Classification
 Ontology and phylogeny

Genetics

Breeding experiments with the fruit fly:
 Dihybrid cross
 Linkage cross

PHYSICS EXPERIMENTS, THIRD* AND FOURTH YEAR

Mechanics

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

Electromagnetism

Magnetostatics: the magnetic field, Coulomb's law, the intensity of the earth's field
 Electrostatics: the notion of charge, Coulomb's law, electrical potential
 Electric current: the absolute calibration of the ammeter and voltmeter
 Ohm's and Kirchhoff's laws

Chromosome mapping

Problem crosses
 Chromosome (gene) theory of inheritance: Mendelian heredity
 Meiosis and fertilization
 Mendelian ratios and modern genetical theory
 Modification of Mendelian ratios
 Probability
 Sex-related inheritance
 Linkage and crossing over
 Chromosome mapping
 Multiple alleles
 Multiple factors
 Chromosome aberrations
 Mutations
 Structure of the hereditary material; Watson-Crick model
 Biochemical genetics and the genetic code
 Genes and embryonic development
 Population genetics: the Hardy-Weinberg rule

Capacitance and the ratio of the esu to emu of charge
 Electromagnetic induction: Faraday's law of induction; the generation of alternating current
 Alternating currents: circuits with resistance, capacitance, and inductance
 Electromagnetic waves

Laboratory Projects

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

* In 1964-65, juniors, who worked under the previous program, performed the experiments which, beginning in that year, were transferred to second-year laboratory.

*Music Program**Tutorials*

Gregorian Chants

Old hymn tunes

Bach, Preludes and Fugues from *The Well-Tempered Clavichord*; two and three part Inventions; *B Minor Mass*; *St. Matthew Passion*Chopin, Mazurkas and Polonaises
Beethoven, Piano Sonatas; Bagatelles; 7th *Symphony*

Schubert, Piano Compositions; Songs

Haydn, String Quartets

Schuetz, *St. Matthew Passion*Palestrina, *Missa Papae Marcelli*Gluck, *Orpheus*Stravinsky, *Symphonie des Psaumes*
Mozart, *The Magic Flute**Chorus*Bach, Chorales; Canons from the 16th and 17th centuries; Byrd, *Mass for Three Voices**Seminars**Sophomores:*Bach, *St. Matthew Passion*; Verdi, *Otello**Juniors:*Mozart, *Don Giovanni**Seniors:*Wagner, *Tristan und Isolde**Formal Lectures 1962-63*

Captive Greece.....John S. Kieffer

Virgil.....George Duckworth

Progress and Chance in Greek Art.....Peter von Blanckenhagen

The Alienation of Modern Man.....Fritz Pappenheim

The Art of Governing.....William H. Brubeck

On the Nature of the Relationship between Human Beings

John W. R. Thompson

Concert.....Ralph Kirkpatrick

Old Testament Prophecy.....James Muilenburg

John Locke: America's Philosopher.....Robert Goldwin

Julius Caesar.....King William Players

The Universal Tongue.....Beate Ruhm von Oppen

The Reality of Elementary Particles.....Rev. W. A. Wallace, O.P.

Gulliver's Travels.....Allan Bloom

Time of Your Life.....Modern Theater Group

Concert.....Cuenod and Conrad

City of God.....John O'Meara

Tragic and Comic Images of the Individual in the Late

Fifth Century.....Cedric Whitman

The War of Utterance and Form.....Charles Bell

Mathematics and Reality.....Nathan Fine

The Circle of the Moon: a thermodynamic view of the

physics of Aristotle.....Richard T. Cox

Cezanne, an artist and his period.....James Gilbert

The Tragic Choice.....Robert Bart

Thucydides.....Leo Strauss

Leibniz.....Jacob Klein

Thought Control and Platonic Philosophy.....Paul Kecskemeti

Concert.....Juilliard String Quartet

Melody and the Myth of Creation.....Victor Zuckerkandl

Tiger at the Gates.....Modern Theater Group*Formal Lectures 1963-64*

The Liberal Arts.....John S. Kieffer

Symbol, Myth and Metaphor.....Charles Bell

Prudence and Passion.....Douglas Allanbrook

Homer.....Cedric Whitman

Karl Marx.....Otto Nathan

Against Pornography.....George P. Elliott

Justice in Hesiod.....Marc R. Gutwirth

Concert.....New York Woodwind Quintet

An Apology for Wonder.....Sam Keen

The Merchant of Venice.....King William Players

Goya, An Artist and His Techniques.....James Gilbert

Rights, Law and The Right.....Edward Sparrow

Concert.....Bruno Eisner

The Influence of Socrates on Philosophy.....Richard McKeon

Rhinoceros.....Modern Theater Group

Is God a Mathematician?.....Hans Jonas

Justification and Grace, Paul and Augustine.....Thomas Slakey

Concert.....Lee-Makanowitzky Duo

On the Nature of Nature.....Jacob Klein

Symmetry in Nature and Science.....M. A. Melvin

Thucydides.....Adam M. Parry

Nietzsche.....Werner Dannhauser

Concert.....Cuenod and Fuller

Julius Caesar.....Allan Bloom

The Philosophical Impact of Contemporary Physics.....Milic Capek

Nuclear Fusion as a Source of Energy for the Future—

the Motivations, the Problems, and the Outlook....James L. Tuck

Oedipus at Colonus.....Bernard Knox

Ideal Elements in Mathematics.....Nathan Fine

Caligula.....Modern Theatre Group

Extracurricular Activities

It is the policy of the College to encourage any spontaneous group activity that shows promise of a contribution to the life of the community. Generally, such activities are under the sponsorship of the Student Polity in Annapolis. 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 in the college communities.

STUDENT ORGANIZATIONS

Annapolis

Some student activities are really an extension of the curriculum; for example, the Bible classes, the Astronomy Club, and the Play-Reading Group. 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 series of foreign and domestic films—the "classics" of cinematic art.

The Cotillion Board arranges College dances.

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

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

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

Santa Fe

In the brief time since the opening of St. John's College in Santa Fe, a number of extracurricular groups have been formed.

Language classes in Russian, conversational French, and Hebrew meet each week.

The Film Society presents a series of films, both foreign and domestic, for the students and townspeople. The film showing is often followed by an informal discussion.

A Fine Arts Group meets regularly in the art studio under the direction of a local artist. At present restricted to drawings and painting, when facilities permit the art program will be expanded to include work with other media.

A Student Publications Committee has been organized to coordinate the occasional publication of original contributions from students and faculty.

The Small Chorus, made up of students and faculty, meets twice each week.

The Photography Club, for students interested in developing their skill in the photographic arts, is equipping the new dark room for the use of the college community.

A Riding Club enables students to take advantage of the facilities offered by a number of local riding stables.

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

FACILITIES FOR STUDENTS

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

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

In the woodwork shop in Annapolis every 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 non-denominational institution. In its early years, however, there were some ties with the Protestant Episcopal Church. Except for the annual baccalaureate service, the College participates in no formal religious services. Instead, students are encouraged to attend the churches of their choice in town. 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 Gymnasium 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 a Fencing Class, and has been equipped with wrestling mats and barbells. By the fall of 1965, tennis courts and playing fields will have been constructed, and an intramural program of touch football, soccer, field hockey, and softball will be organized. Currently, a small outdoor basketball court and a regulation-size outdoor volleyball court are being prepared. An archery range is scheduled for installation in the near future.

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 weekday evenings and weekends throughout the college year. Students will have playing privileges at the municipal golf course. 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. Delegates have been elected in each dormitory unit to serve as liaison with the Administration. Normally this group of students meets for lunch each week with the administrative officers of the College. Additional meetings with the delegate group, students resident in the dormitories, or other interest groups, may be scheduled when it is useful.

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

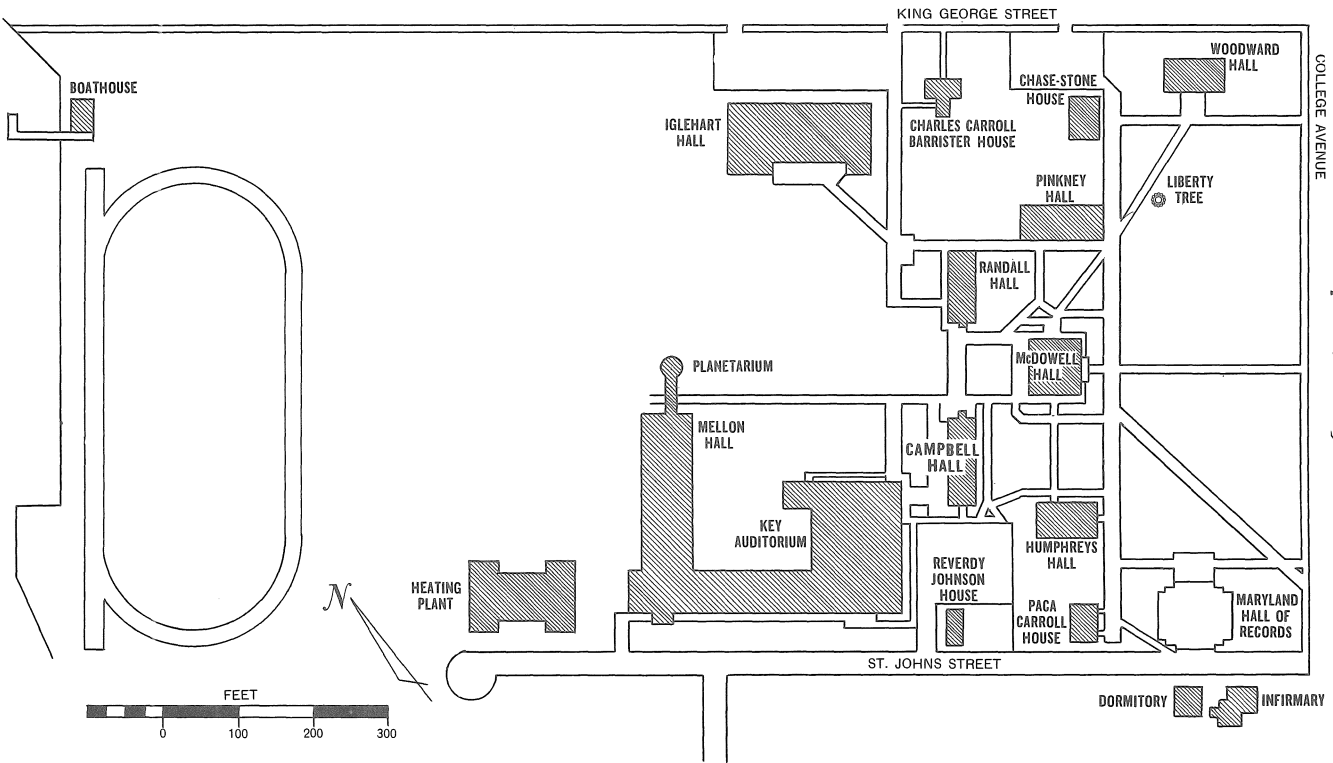
Since the fall of 1964, St. John's College has had a second campus in the seventeenth-century Spanish colonial city of Santa Fe, capital of the State of New Mexico. Its population of 35,000 people are occupied principally with the government of the State and of Santa Fe County, with cultural pursuits 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, and men's and women's dormitories. Subsequent construction will include an administration building, an auditorium, a library, an infirmary, a gymnasium and swimming pool, and additional dormitories.

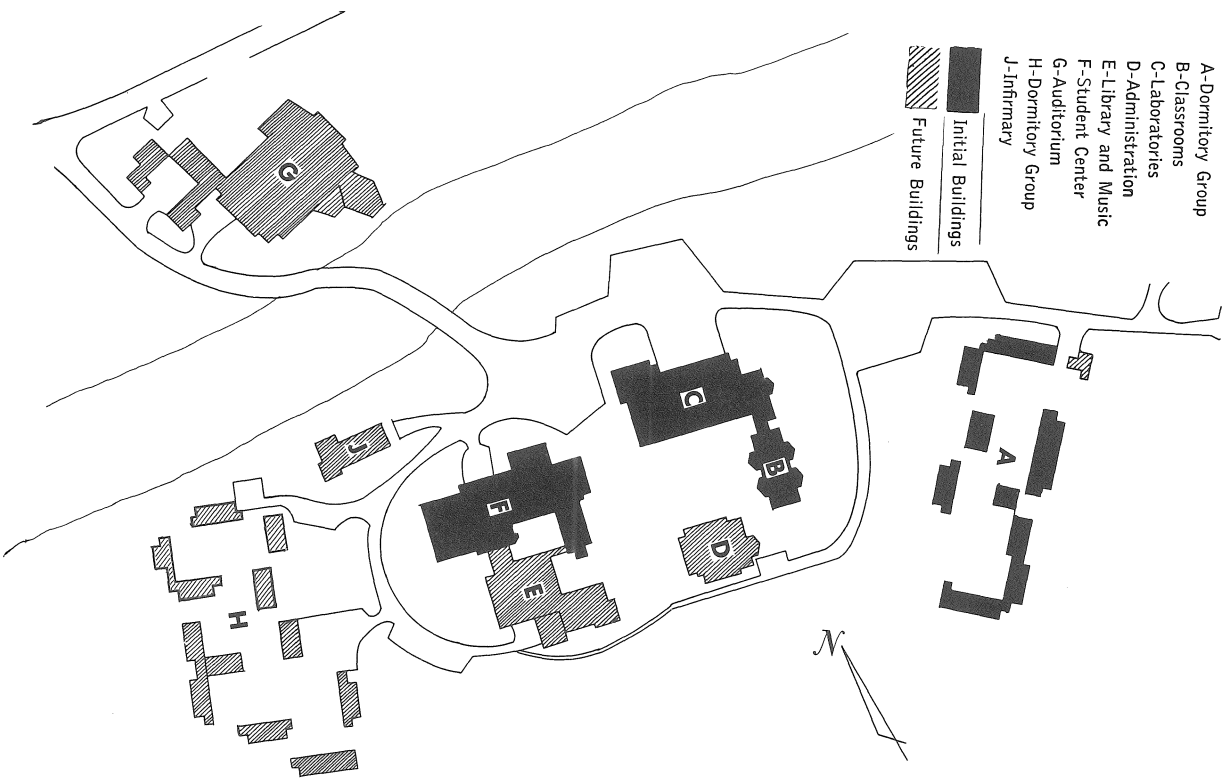
DORMITORIES

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

SITE PLAN OF ST. JOHN'S COLLEGE Annapolis, Maryland



SITE PLAN OF ST. JOHN'S COLLEGE Santa Fe, New Mexico



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

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

Students are not permitted to remain in residence during Christmas vacation 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 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. In general they forbid members of the opposite sex from visiting in each others' room, while providing common rooms 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.

At the basis of the college community is the recognition that 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 student 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

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

In Santa Fe there is a College Physician and a nurse available. The College maintains a dispensary, but as yet has no infirmary. It has an arrangement with St. Vincent Hospital in Santa Fe for students needing hospital care.

Admissions

The College admits one entering class each year, in the fall. It accepts new students only as freshmen, and every freshman class includes a large number of persons who have had one or more years of study at another college. The College is co-educational. It does not discriminate on the basis of race, religion, or color.

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

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

REQUIREMENTS

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

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

PROCEDURE

1. The applicant fills out and sends to the Director of Admissions

the preliminary application form on the last page of this catalogue. A non-refundable fee of \$10 must accompany this application.

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

3. The Director of Admissions sends the applicant forms to be used by his references and a transcript form to be used by his school. As soon as these documents and the Scholastic Aptitude Test scores are assembled, the application is reviewed by the Admissions Committee, and the applicant is notified at once of his acceptance or rejection. The process normally takes three to five weeks after the formal application is received.

4. 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 and thus does not require submission of the deposit before that date. (Recipients of *full* Maryland senatorial scholarships are required to submit a deposit of only \$50, which is refunded at registration in September.)

5. An applicant unable to pay the full College fees should submit a Parents' Confidential Statement to the College Scholarship Service; this form may be obtained from guidance counselors or other authorities at secondary schools (see page 71). The applicant should also request of the Director of Admissions the College's supplement to that form. An application for aid can be acted on by the College at the same time as the application for admission.

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

CAMPUS VISITS

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

SCHOLASTIC APTITUDE TEST

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

Fees

The actual cost to St. John's College for the education of each student is approximately \$3,600 per year. Ideally, perhaps, a student's fee should equal this figure. St. John's, however, like most other independent colleges, recognizes that such a fee would be beyond the means of many students. The College relies on endowment income and gifts from individuals and foundations to close the gap between the income from fees and the actual cost of education.

ANNUAL FEES

The annual fees are as follows:

Tuition	\$1750
Room	500
Board	500
	<u>\$2750</u>

The College reserves the right to raise fees after due notice. The annual fees are payable in three ways:

1. They may be paid in full at registration in September.
2. They may be paid in installments as follows: \$1,500 in September at registration, and the remaining \$1,250 at the beginning of the second semester.
3. The fees may be paid in monthly installments over a one- to seven-year period. The College makes this plan available through a commercial lending institution. Student and parents or guardians who wish to use this method of payment should address inquiries to the Treasurer of the College.

ADVANCE DEPOSIT

And advance deposit of \$100 on the next year's fees is due on May 3 for prospective sophomores and seniors, and on May 24 for prospective juniors. This payment is not required of holders of full Maryland scholarships. It is not refunded except for withdrawals due to ill health, military service, or academic dismissal.

CAUTION FEE

At registration in September, each student is required to make a deposit of \$20, which is subject to charges for laboratory breakage,

damage to College property, and other minor mishaps. 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 withdraws from the College.

REFUNDS ON FEES

Current installments of fees for tuition, room, and board are not refundable unless a student is drafted for military service or forced to withdraw for medical reasons. If a student has paid his fees in advance for either semester and withdraws from the College before the semester begins, such advance payment is refunded, regardless of the cause of withdrawal.

PAYMENT OF BILLS

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

OTHER EXPENSES

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

PAYMENT OF FEES BY VETERAN STUDENTS

For the veteran qualified to receive educational benefits under Public Law 16 (as amended by Public Law 894), the Veterans Administration will pay to the College the tuition fee and charges for books and supplies. The veteran will be directly responsible for payment to the College of the fee for residence, which can also be paid in monthly installments timed to coincide with his monthly subsistence checks.

Financial Aid

College Aid

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

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

Waiter in dining hall	Assistant in gymnasium
Assistant in library	Assistant in bookstore
Assistant in laboratory	Assistant in music library
Assistant in woodwork shop	Assistant in administrative offices
Secretary or typist	Movie projectionist
College mailman	Technical equipment repairman
Boat steward	

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

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

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

will be based on need. The form may be obtained from secondary schools or The College Scholarship Service, P.O. Box 176, Princeton, New Jersey, or P.O. Box 1025, Berkeley, California 94704.

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

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

Both in Annapolis and in Santa Fe the College is prepared to meet, to the fullest extent possible, 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

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.

Hodgson Scholarships

To be awarded annually to one or more students, scholarships in the amount of from \$500 to \$2,500, depending upon individual need. Selection is also based upon character, academic achievement and promise. Preference is given first to applicants from Wicomico County, Maryland, secondly to applicants from the Eastern Shore counties of Maryland, and thirdly to other Maryland applicants. These scholarships were established by Richard H. Hodgson, Class of 1906, and his wife, Catherine A. Hodgson, of Salisbury, Maryland.

The Jeremiah Hughes Scholarship

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

The Jesse H. Jones and Mary Gibbs Jones Scholarships

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

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. Preference is given first to properly qualified relatives or descendants of the donors, secondly to applicants from Kent County, Maryland. 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

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

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

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

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

1. Candidates, who must be residents of the county or district that

has an open scholarship, should learn from their guidance counselor the time and place of the examination and apply to the local school board for examination. The examination is given in February or March.

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

Massachusetts Regional Scholarship

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

The Philip A. Myers II Scholarship

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

Oklahoma Regional Scholarships

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

The Clifton C. Roehle Scholarship

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

The Friedrich Jonathan von Schwerdtner Scholarship

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

The Clarence Stryker Memorial Scholarship

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

Student Loans

The George Friedland Loan Fund

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

John David Pyle Memorial Loan Fund

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

United Student Aid Funds

U.S.A. Funds is a nation-wide private, non-profit service corporation that endorses loans to needy students. It serves as an intermediary between the student's bank and St. John's College, which has underwritten the loans by depositing funds in the U.S.A. Funds reserve. After a student completes his freshman year satisfactorily, he is eligible to borrow up to \$1,000 in each succeeding academic year from his hometown bank to a maximum of \$3,000. The student repays the loan in 36 monthly installments beginning four months after he leaves college. No note may bear

more than 6% simple interest. In the event of death, U.S.A. Funds will repay the outstanding amount of the loan to the bank.

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

National Defense Student Loan Program

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

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

Scholarships At Other Institutions for St. John's Graduates

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

A Brief History of St. John's College

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

1696

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

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

Dread Sovereign . . .

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

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

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

1776

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

1784

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

WHEREAS, Institutions for the liberal education of youth in the principles of virtue, knowledge and useful literature are of the highest benefit to society, in order to train up and perpetuate a succession of able and honest men for discharging the various offices and duties of life, both civil and religious, with

78

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 Carrollton*
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.

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

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

1868

Curriculum during the Principalship of James C. Welling.

<i>First Year</i>			
Greek	Latin	Mathematics	English
Homer	Virgil	Algebra	19th Century
Herodotus	Cicero	Geometry	Literature
	Livy		
	Horace		

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



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B.S., University of Virginia, 1936; Rhodes Scholar, Oxford University, B.A. (M.A.), 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; Assistant 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.

- MICHAEL OSSORGIN.....9 Mayo Avenue, Bay Ridge
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-.
- EVA T. H. BRANN.....217 Hanover Street, Apt. 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, 1964-65.
- SAMUEL EMMONS BROWN, JR.....702 Melrose Street
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; Graduate Assistant in Music History and Literature, Indiana University, 1953-55; Part-time Teacher, Indiana University, 1956-57; Tutor, St. John's College, 1958-.
- BRYCE DUVAL JACOBSEN.....220 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 MALCOLM WYATT.....265 Hanover Street
B.A., 1953; M.A., 1956, University of Virginia; Instructor in Mathematics, University of Virginia, 1955-58; Tutor, St. John's College, 1958-.
- THOMAS J. SLAKEY.....213 Las Mananitas
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-.
- LAURENCE BERNS.....3 Maryland Avenue
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-.
- MICHAEL S. LITTLETON.....14 Cathedral St.
B.S., 1954; B.A., 1955, University of Maryland; B.D., Hartford Seminary Foundation, 1960; United States Navy, 1955-57; Tutor, St. John's College, 1960-.
- 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-.

- HENRY NATHAN.....5 Maryland Avenue
B.A., Columbia University, 1955; M.A., Harvard University, 1957; Instructor, San Francisco State College, 1956-57; Instructor, Tufts University, 1958-60; Tutor, St. John's College, 1960-. (Leave of Absence, 1964-65.)
- ROBERT EUGENE SKEELE.....587 Camino Del Monte Sol
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-.
- BEATE RUHM VON OPPEN.....23 State Circle
B.A., 1939, Birmingham University; Librarian, Barber Institute of Fine Art, University of Birmingham, 1939-43; British Foreign Office, 1943-51; Royal Institute of International Affairs, 1952-56; Research Staff, Nuffield College, Oxford, 1956-58; Microfilming Project of the Committee for the Study of War Documents of the American Historical Association, 1959-60; Tutor, St. John's College, 1960-. (Leave of Absence, 1963-65.)
- ROBERT B. WILLIAMSON.....113 Conduit Street
B.A., 1954; M.A., 1957, University of Virginia; Instructor in Philosophy, University of Virginia, 1959-60; Tutor, St. John's College, 1960-.
- DEAN R. HAGGARD.....315 Severn Avenue
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-.
- 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 (Mathematics), American University, 1955-; Instructor, American University, 1960; Visiting Tutor, St. John's College, 1960; Tutor, St. John's College, 1961-.
- ROBERT D. SACKS.....Pinkney Hall
B.A., St. John's College, 1954; Ph.D., The Johns Hopkins University, 1963; Hebrew University, Jerusalem, 1954-56; École de Langues Orientales Vivantes, 1956-57; University of Chicago, 1957-59; Tutor, St. John's College, 1961-.
- ELLIOTT ZUCKERMAN.....11 Shipwright Street
A.B., Columbia University, 1952; Kellett Fellow in the Humanities, Clare College, Cambridge, 1952-54; B.A., Cambridge University (English Literature), 1954; Duryea Fellow in Modern European History, Columbia University, 1954-55; A.M., Columbia University (European History), 1955; M.A., Cambridge University, 1959; Ph.D., Columbia University (European History), 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-.
- 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 College, University of Chicago, 1960-62; Tutor, St. John's College, 1962-.

- MOLLY GUSTIN.....P.O. Box 495
University of California at Los Angeles, 1939-41; Bachelor of Music, 1956; Master of Music, 1957; Ph.D., 1961, Indiana University; Graduate Teaching Assistantship in Music Theory, 1956-58, Indiana University; Tutor, St. John's College, 1962-; Santa Fe, 1964-.
- DANIEL MARC LARNER.....East Winchester Road
A.B., Harvard College, 1960; M.S., University of Wisconsin, 1962; Social Worker in Boston, 1958-59; University of Wisconsin Fellow, 1960-61; Teaching Assistant in the History of Science, University of Wisconsin, 1961-62; Tutor, St. John's College, 1962-.
- JOHN S. STEADMAN.....RFD 1, Box 57
B.S., University of Wisconsin, 1959; Instructor in Radio Repair, The Infantry School, 1954-56; Assistant in Philosophy, Cornell University, 1959-61; Teaching Fellow, Cornell University, 1961-62; Tutor, St. John's College, 1962-.
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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-.
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B.S., Cornell University, 1951; M.A., Haverford College, 1953; Ph.D., Cornell University, 1957; Research Assistant in Plant Pathology, Cornell University, 1952-55; Allied Chemical & Dye Corp. Fellowship in Plant Pathology, Cornell University, 1955-56; Research Fellow, Instructor, Assistant Professor in Plant Pathology, University of Minnesota, St. Paul Campus, 1956-62; Assistant Professor in Biology, University of Minnesota, Morris Campus, 1962-63; 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.....630 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; 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
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- DAVID H. STEPHENSON.....53 College Avenue
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-.

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B.A., Harvard University, 1954; University of Pennsylvania School of Medicine, 1954-57; M.A., Columbia University, 1959; University of Paris, 1960-62; Tutor, St. John's College, 1963-.

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B.A., University of New Mexico, 1958; M.A., University of California at Berkeley, 1960; Teaching Assistant, University of California at Berkeley, 1959-62; Instructor, University of New Mexico, 1962-64; Tutor, St. John's College, Santa Fe, 1964-.

IDA DORAISWAMY

B.A., Madras University, 1951; M.A., Madras University, 1955; Lecturer, Lady Doak College, 1957-60; Oberlin College, 1960-61, (Oberlin Shansi Faculty Fellow-ship); M.S., University of Wisconsin, 1962; Professor, Lady Doak College, 1962-64; Tutor, St. John's College, 1964-.

MICKEY GIBSON.....8 Maryland Avenue

B.A., 1957; M.A., 1958, University of Oklahoma; Ph.D. candidate, 1960, University of North Carolina; Research assistant, Institute for Research in the Social Sciences, University of North Carolina, 1958-9; Teaching assistant in Anthropology, University of North Carolina, 1959-60; Anthropological research in Mexico, 1959 and 1963 (grants from Pan American Union and Goucher College; Instructor of and Sociology, University of West Virginia, 1960-61; Instructor of Anthropology, San Fernando Valley State College, 1961-62; Instructor of Anthropology, Goucher College, 1962-64; Instructor in the First National Science Foundation Summer Institute in the Social Sciences for High School Students, Goucher College, 1963; Tutor, St. John's College, 1964-.

JOHN ROBERT GUMP.....86 Conduit 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, Md., 1960-64; Tutor and Assistant Dean, St. John's College, 1964-.

DAVID CLIFFORD JONES.....720 Glenwood Street

B.A., St. John's College, 1959; M.A., Department of Philosophy, The University of Melbourne, Australia, 1962; University Fellow, The University of Melbourne, 1961-62; University Fellow and Bess Heflin Fellow, The University of Texas 1962-64; Tutor, St. John's College, 1964-.

JOURNET G. KAHN.....1664 Cerro Gordo

B.A., St. John's College, 1942; Tutor, St. John's College, 1942-43; Georgetown University, 1945; Laval University, Quebec, 1944-46; Ph.D., University of Notre Dame, 1949; Illinois Institute of Technology and Michigan State University, 1957-58; Scientific Assistant, National Bureau of Standards, 1943-44; Instructor, Xavier University, Ohio, 1946-47; Instructor, Marquette University, 1949-53; Lecturer, Institutum Divi Thomae, 1956; Associate Professor, University of Notre Dame, 1953-60; Practicing Psychologist, 1958-59; Professor of Psychology, St. Xavier College, Chicago, 1960-64; Tutor, St. John's College, Santa Fe, 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-.

INGEBORG L. LORENZ.....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-.

DONALD F. RAUBER.....550 Camino Del Monte Sol

B.A., St. Mary's College, 1950; M.A., 1954; Ph.D., 1958, University of Oregon; Technical Writer, Sandia Corporation, 1958-61; Instructor, University of Portland, 1961-62; Technical Writer, Sandia Corporation, 1962-64; Tutor, St. John's College, Santa Fe, 1964-.

ROGER SCHMEECKLE.....36 Murray Avenue

University of Colorado, 1946-48; Regis College, Colorado, 1948-50; A.B., St. Thomas College, 1951; Programmer, IBM; Tutor, St. John's College, 1964-.

EARL C. SCOTT.....257 Burley Drive

U. S. Navy, Stanford University, 1945-46; B.S., Rice University, 1948; Chemical Engineer, E. I. Du Pont Company, 1948-51; University of Texas, 1951-52; B.D., Austin Presbyterian Seminary, 1954; Harvard University, 1955-59, 1961-62; Assistant Professor in Biblical Theology, Austin Presbyterian Seminary, 1959-64; 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-.

ARTHUR C. REISZ.....Pinkney Hall

A.B., St. John's College, 1955; Woodrow Wilson Fellow, 1955-56; Harvard University, 1955-57; The Johns Hopkins University, 1960-63; Master in Latin and French, Friends Academy, Long Island, 1959-60; Instructor in Greek, The Johns Hopkins University, 1962-63; Visiting Tutor, St. John's College, 1964-65.

JAMES I. GILBERT.....235 King George Street

Visiting Tutor and Artist-in-Residence, 1962-63; Artist-in-Residence, St. John's College, 1964-65.

Honorary Fellows

PAUL MELLON

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

MARK VAN DOREN

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

RICHARD F. CLEVELAND

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

Tutor Emeritus

GEORGE ALTHOFF BINGLEY, B.A., M.A.....Baltimore, Maryland

Register of Students

Annapolis 1963-1965

A

Judith Linda Abrams, '65	Jenkintown, Pennsylvania
Charles Philip Ackermann, '66	Washington, D. C.
John Henry Adcock, '64	Bronx, New York
William Randall Albury, '68	Severna Park, Maryland
Dana Densmore Allen, '65	Washington, D. C.
Lorraine Eleanor Anderson, '64	Hamden, Connecticut
Stephen Scott Anderton, '68	Norfolk, Virginia
Arlene Pearl Andrew, '65	Boston, Massachusetts
Lewis Edgar Archibald, '65	Coraopolis, Pennsylvania
Lawrence Vincent Arnold, Jr., '68	Lancaster, Pennsylvania
Andrea Lynn Asti, '68	Severna Park, Maryland
Jonathan Brock Aurthur, '68	New York, New York
Anne-Marie Austin, '67	Binghamton, New York
Robert Bruce Axtman, '66	Baltimore, Maryland

B

Stephen Eduard Bach, '68	Cincinnati, Ohio
Eric Gunnar Back, '66	Annapolis, Maryland
Kay Randolph Back, '66	Annapolis, Maryland
Linnea Eleanor Back, '67	Paoli, Pennsylvania
Harry Ritchie Bailey, '66	Brentwood, Maryland
Cheryl Sue Baird, '67	Shaker Heights, Ohio
Richard Michael Ballen, '67	Philadelphia, Pennsylvania
William Preas Banks, '64	Clifton, Virginia
Mildred Louise Barber, '67	Glendale, California
Constance Roberta Baring-Gould, '66	Princeton, New Jersey
Margaret Maria Anna Baroniak, '66	Dameron, Maryland
Ellin Adair Barrett, '68	Haworth, New Jersey
Tomi Ann Barwicke, '67	Dover, New Jersey
Kathleen Fraser Beaton, '68	Tucson, Arizona
Karen Keith Beckvold, '66	Poughkeepsie, New York
Peter Franklin Behrstock, '68	Brooklyn, New York
Constance Jane Bell, '66	Cleveland Heights, Ohio
Sarah Johanna Bell, '67	Cleveland Heights, Ohio
Katherine Jean Bemis, '67	Bryn Mawr, Pennsylvania
Carol Janice Benjamin, '65	North East, Maryland
Sheryl Lee Benton, '67	Oakland, California
John Leonard Bergman, '68	Jamestown, New York
William Jesse Berkowitz, '64	Great Neck, New York
Josef Bernard, '65	Spring Valley, New York
Gabrielle Harris Bershen, '68	New York, New York
Walter James Bienemann, '67	Riderwood, Maryland
Mary Louise Biggar, '65	Philadelphia, Pennsylvania
William Wayne Bigler, '67	Grand Rapids, Michigan
Sharon Louise Bishop, '66	North Wales, Pennsylvania
Frederick James Blachly, '66	Chevy Chase, Maryland
Luther Gibson Blackiston, Jr., '68	Crumpton, Maryland
Jan Harold Blits, '65	Lawrence, New York
Frances Elizabeth Borst, '66	Buffalo, New York
Pamela Crawford Boston, '67	Louisville, Kentucky
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Wayne Russell Brandow, '66	Laguna Beach, California
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Diana Lee Brodtkin, '67	Teaneck, New Jersey
Mark Boyd Bromberg, '66	Bedford Hills, New York
Vicki Sue Brown, '68	Weston, Connecticut
Judith Ellery Brownstone, '67	Wheaton, Maryland
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Sarah Elaine Burnett, '65	Williamsport, Pennsylvania
Julia Elisabeth Busser, '66	Bedford Village, New York
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C

Judith Anne Schultz Cannon, '67	Berlin, Maryland
Anthony James Carey, Jr., '67	Kinston, North Carolina
Theodora Stowe Carlile, '66	Collegeville, Pennsylvania
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Thomas Gridley Casey II, '65	Rockville, Maryland
Brian Casiday, '65	Carmel, California
Lincoln Edward Castricone, '65	Columbus, Ohio
Alice Gordon Chalmers, '67	Atlanta, Georgia
Joan Fay Chernock, '66	Clifton, Virginia
Kirk Dana Cheyfitz, '68	Washington, D. C.
William Franklin Church III, '67	Baltimore, Maryland
John McMahon Clapp, '68	Annapolis, Maryland
Peter Coen, '68	Passaic, New Jersey
Arden Duffy Cogar, '67	Annapolis, Maryland
William Cohen, '67	Philadelphia, Pennsylvania
Bruce Collier, '65	Chicago, Illinois
Thomas A. Colman, Jr., '64	San Francisco, California
William Faxton Cone, '67	Salem, New Jersey
Gregory Curtis Congleton, '68	Port St. Joe, Florida
Margaret John Corasick, '64	Drexel Hill, Pennsylvania
Keith Collins Covington, '68	Sharptown, Maryland
Michael Metcalfe Crawford, '67	Washington, D. C.
Peter Hall Crippen, '64	Northfield, Illinois
Thomas Seton Crosbie, '67	Southbridge, Massachusetts
Sheila Jean Curtis, '68	Denver, Colorado

D

Arabelle Coryelle Davies, '67	Pittsburgh, Pennsylvania
Ellsworth Bingham Davis, '66	Philadelphia, Pennsylvania
Vicki Eileen Davis, '68	Bel Air, Maryland
William Merritt Davis, '64	Holden, Massachusetts
Richard Redington Dewees, '66	Pittsburgh, Pennsylvania
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Elizabeth Ann Dobbs, '68	Coral Gables, Florida
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William Washington Dunkum III, '64	Richmond, Virginia

E

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Thomas George Eaton, '65	Annapolis, Maryland
James Forrester Eddy, '68	Annapolis, Maryland
John Paul Eddy, '67	Annapolis, Maryland
Jethro Mark Eisenstein, '65	New York, New York
Robert Lewis Emory, '67	New York, New York
Ralph Eldon Englesby, '64	Penticton, B. C., Canada
Joan Stephanie Ennes, '66	New York, New York
Jeffrey Paul Escoffier, '64	Staten Island, New York

F

John Julius Falencki, '68	New York, New York
John Edgar Farmer, '68	Lancaster, Pennsylvania
Thomas Hudson Farrell, '67	Wilmette, Illinois
Eva Edith Fass, '68	New York, New York
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Michael Solon Feinberg, '67	Bethesda, Maryland
Sanford Neil Feman, '64	Jamaica, New York
John Robert Ferguson III, '66	Sewickley, Pennsylvania
Richard Franklin Fielding, '66	Cohasset, Massachusetts
Robert Albin Fielding, '68	Cohasset, Massachusetts
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Martha Finkelstein, '67	New York, New York
Lee Lawrence Fischler, '68	Philadelphia, Pennsylvania

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 Regina Clare Forsyth, '68.....Houston, Texas
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 Scheherazade Friestedt, '65.....Bloomingdale, New Jersey

G

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 Ann Blaine Garson, '68.....Bryn Mawr, Pennsylvania
 Michael Mark Gessner, '68.....Hyattsville, Maryland
 Thomas Powick Geyer, '68.....Pottstown, Pennsylvania
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 Milo Hoffman Gibbons, '65.....Wilmington, Delaware
 Britt Rodd Gilbert, '65.....Chevy Chase, Maryland
 David Clay Gilbert, '68.....Fort Hamilton, Brooklyn, New York
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 Nancy Jean Goldwin, '67.....Chicago, Illinois
 Joseph Peter Gonda, '65.....Forest Heights, Maryland
 Leonard Charles Gore, '65.....Baltimore, Maryland
 John David Gottlieb, '66.....New York, New York
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 Marajean Lizanne Graham, '68.....Devine, Texas
 Ross Lee Graham, '67.....Oahu, Hawaii
 Susan Graves, '67.....Hempstead, New York
 Susan Maxwell Gray, '66.....Mt. Kisco, New York
 Joel Ben Greenberg, '65.....Baltimore, Maryland
 Neal Richard Gross, '65.....Chevy Chase, Maryland

H

Ian Haim, '65.....Yonkers, New York
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 Robert Allen Heiniger, '67.....Morton, Illinois
 Maurine Ann Hellner, '68.....Alexandria, Virginia
 John Kenneth Hemphill, '67.....Forest Heights, Maryland
 John Philip Hetland, '65.....Park Ridge, Illinois
 Sondra Hiller, '64.....Bellerose, Long Island, New York
 Nancy Grace Hillis, '66.....Albany, New York
 Harold Alexander Himwich, '68.....Galesburg, Illinois
 Sue Ann Hinsch, '68.....Dayton, Ohio
 Frank Hoback III, '64.....South Bend, Indiana
 Helen Deming Hobart, '67.....Chico, California
 Sara Catherine Hobart, '64.....St. Louis Park, Minnesota
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 Christopher Henry Hodgkin, '66.....Southampton, Pennsylvania
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 Mary Mitchell Jones, '67.....Adelphi, Maryland
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 Jack Kapner, '66.....Hillside, New Jersey
 Toni Katz, '66.....Westport, Connecticut
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Index

Absence, from class.....	43
Academic order.....	35ff
Academic standing.....	42
Accreditation.....	43
Activities, extracurricular.....	56ff
Astronomy Club.....	56
Athletics.....	58f
Bible Classes.....	58
Bookstore.....	58
Dances.....	57
Dramatics.....	56f
Film Club.....	57
Fine Arts.....	57
Photography.....	57
Publications, student.....	56f
Religion.....	58
Riding.....	57
Sailing.....	57
Skiing.....	59
Workshop.....	58
Administration, officers of.....	88f
Admissions.....	66ff
Application.....	66f
Procedure.....	66f
Requirements.....	66
Aid, student.....	71ff
Alumni Representatives.....	Inside Back Cover
Application for.....	
Admission.....	66f
Grants.....	71f
Rooms.....	64
Scholarships.....	72ff
Student Aid.....	71ff
Articles on St. John's.....	83f
Arts—	
Fine.....	16, 57
Liberal.....	9ff
Astronomy.....	25, 43, 51, 56
Athletics.....	58f
Attendance, class.....	43
Bachelor of Arts.....	43ff
Bible Classes.....	58f
Bibliography.....	83ff
Biology.....	13, 29, 31, 43, 51ff
Board of Visitors and Governors.....	86f
Boat Club.....	57
Books, list of Great.....	47f
By subject matter.....	49
By years.....	49
Books about liberal & illiberal education.....	85
Bookstore.....	58
Calendar, College.....	Inside Front Cover
Campus, Annapolis.....	62
Campus, Santa Fe.....	63
Caution Fee.....	65, 69f
Charter of the College.....	78f
of King William's School.....	78
Chemistry.....	13, 29f, 43, 51
Classics.....	11f
Co-education.....	66, 78, 81
Coffee Shop.....	58
Collegian.....	56
Concerts.....	32, 54f
Credits—	
For entrance to graduate schools.....	43ff
Semester hours.....	43
Curriculum.....	15ff
St. John's 1835.....	80
St. John's 1868.....	80f
St. John's 1886-1923.....	81
St. John's 1923-1937.....	81
Degree—	
Of Bachelor of Arts.....	43ff
Of Master of Arts.....	45
Requirements.....	24, 43ff
Dining Hall.....	64f
"Don Rags".....	40f
Dormitories.....	61ff
Dramatics.....	56f
Enabling Examinations.....	41
Oral.....	41
Preliminary.....	41
Engineering Scholarships.....	77
English.....	21ff, 43, 50
Entrance Examinations.....	66ff
Essays.....	24, 41
Examinations—	
Enabling Oral.....	40
Entrance.....	66ff
Preliminary Enabling.....	41
Physical.....	67
Reading Knowledge.....	24, 42
State Scholarship.....	74f
Expenses.....	69f
Extracurricular activities.....	56ff
Faculty.....	35ff
Author-teachers.....	10f, 35
List.....	90ff
Research.....	35ff
Study group.....	36
Fees—	
Admission.....	67
Annual.....	69
Application.....	67
Caution.....	65, 69f
Deferred payment of.....	69
Payments of.....	69
Refunds on.....	70
Residence.....	69
Tuition.....	69
Financial Aid.....	71ff
Fine Arts.....	16, 57
Foreign language—	
Admission requirements.....	66
See, Greek, French.....	22ff, 42, 43, 50
French.....	22ff, 42, 43, 50
Grades.....	42ff
Graduates.....	43f
Graduate Schools, preparation for.....	43ff
Great Books.....	11f, 15ff, 47f
Greek.....	22ff, 43, 50
History—	
In the St. John's program.....	16, 18f
Of College.....	78ff
Housing.....	61ff
Infirmity Service.....	65
Instruction Committees.....	37
Instruction.....	15ff
King William's School.....	78
Laboratory.....	27ff
Classroom Hours.....	51
Exercises.....	52f
Languages—	
Admission requirements.....	66
Classroom hours in.....	50
Tutorials.....	21f
Lectures, formal.....	32f, 54f
Liberal Arts.....	9ff
Liberal Education.....	7ff, 85
Library.....	39
List of Great Books.....	47f

List of Laboratory Exercises.....	52f	Research	35ff
List of Lectures and Concerts.....	54f	Residence	61ff
Loans, student	76f	Rules of	64
Locations of the College.....	4f, 61	Riding	57
Marks	42f	Rooms—	
Master of Arts.....	45	Caution fee	65, 69f
Mathematics	12, 24ff	Assignment	64
Admission requirements	66	Schedules—	
Classroom hours in.....	51	Payment of fees.....	69
Tutorials	21, 24ff	Weekly	39
Medical schools, preparation for.....	45	Scholarship	8f, 11
Music	21, 26f, 43, 54	Scholarships—	
Natural Science	13, 27ff, 51ff	At other institutions.....	77
Occupancy of Dormitory Rooms.....	61ff	College	72ff
Officers of Administration.....	86f	State	74f
Physicians, College	65, 88f	Scholastic Aptitude Tests.....	68
Physics	13, 27ff, 43, 51ff	Science—	
Polity, Student	56f	In St. John's program.....	12f, 27ff, 51ff
Preceptorials	19, 50	Laboratory	27ff, 51ff
Preparation—		Role of	12f
For admission	66	Semester-Hour Credits Equivalent.....	43
For graduate school	43ff	Seminars	16ff
Procedure for Admission.....	66ff	Skiing	59
Publications, St. John's.....	85	Site Plan—	
Reading Knowledge Examinations.....	24, 42	Annapolis	62
Register of Students.....	98ff	Santa Fe	63
Registration	69	Staff—	
Regulations—		Administration	88f
Academic standing	42	Faculty	90ff
Admission	66ff	Medical	88f
Attendance	43	Standing, academic	42
Degree requirements	24, 43ff	Students, register of.....	98ff
Residence	61ff	Student Aid	71ff
Religion—		Student Loans	76f
Bible Classes	58	Student Polity	59f
Non-denominational	58	Student Publications	56f
Requirements—		Thesis	41f
Admission	66f	Tuition Fee	69
Attendance	43	Tutorials	21ff
Degree	24, 43ff	Language	21ff
Languages, for admission	66	Mathematics	24ff
Languages, for degree	24, 42	Music	26f
Mathematics, for admission.....	66	Tutors	35ff, 90ff
Residence	61ff	Veteran's Educational Benefits.....	70
		Women	64, 66

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(Signed) THOMAS PARRAN, JR., *Managing Editor*

PRELIMINARY APPLICATION

ST. JOHN'S COLLEGE

Annapolis, Maryland

Santa Fe, New Mexico

Annapolis _____ Santa Fe _____

Please check your choice of campus.

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

Name _____ Age _____

Street _____ Phone _____

City _____ Zone _____ State _____

Name of parent or guardian _____

Secondary school from which you expect to graduate, or have graduated, with date. _____

School address (city and state) _____

Colleges or universities previously attended, if any _____

_____ Years _____

_____ Years _____

Signature _____

Date _____

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

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