

CATALOGUE ISSUE

BULLETIN OF

**ST. JOHN'S COLLEGE  
IN ANNAPOLIS**

Volume III

MARCH, 1951

Number 1

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VOLUME III

No. 1

CATALOGUE ISSUE

BULLETIN OF

**ST. JOHN'S COLLEGE  
IN ANNAPOLIS**

OFFICIAL STATEMENT OF  
THE ST. JOHN'S PROGRAM

CATALOGUE

1951



ANNAPOLIS, MARYLAND

MARCH, 1951

Founded as King William's School, 1696  
Chartered as St. John's College, 1785

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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 basic 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.

# COLLEGE CALENDAR, 1950-51

Annual Examinations . . . . . September 18-23  
 Registration . . . . . September 21-23  
 Convocation . . . . . September 24  
 First Term begins 9 A.M. . . . . September 25  
 Thanksgiving Recess . . . . . November 23-26  
 First Term ends 5 P.M. . . . . December 15  
 Second Term begins 9 A.M. . . . . January 2  
 Second Term ends 5 P.M. . . . . March 16  
 Third Term begins 9 A.M. . . . . April 2  
 Third Term ends 5 P.M. . . . . June 8  
 Baccalaureate Sermon . . . . . June 10  
 Commencement . . . . . June 11

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# COLLEGE CALENDAR, 1951 - 1952

Annual Examinations . . . . . September 17-22  
 Registration . . . . . September 20-22  
 Convocation . . . . . September 23  
 First Term begins 9 A.M. . . . . September 24  
 Thanksgiving Recess . . . . . November 22-25  
 First Term ends 5 P.M. . . . . December 14  
 Second Term begins 9 A.M. . . . . January 3  
 Second Term ends 5 P.M. . . . . March 14  
 Third Term begins 9 A.M. . . . . March 31  
 Third Term ends 5 P.M. . . . . June 6  
 Baccalaureate Sermon . . . . . June 8  
 Commencement . . . . . June 9

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## THE ST. JOHN'S PROGRAM

### WHY A COLLEGE EDUCATION SHOULD BE LIBERAL

The College Charter says in effect that the wisest and best regulated States have promoted and encouraged institutions for the liberal education of youth in the principles of virtue, knowledge, and useful literature because such institutions are of the highest benefit to society. In an aristocratic society this statement might suggest an invidious distinction between the rulers who alone would exercise the highest functions and the ruled who alone would subserve the higher ends by exercising the lower functions. In a democratic republic there is no such division of labor. It is an integral part of the American dream that each man in our society may and must perform the highest functions. These functions consist in the intelligent free choice of the ends and means of both our common and individual life. This is a most glorious and most difficult proposition to which we are dedicated. Among other things it means that each man must have his measure of liberal education, since choices can be neither free nor intelligent without relevant training and understanding. These trainings and understandings are parts of the liberal arts and sciences. Professional and vocational schools study, or should study, their respective minimal amounts of theoretical science. But there are basic trainings and understandings common to all vocations and therefore common necessities of all free men. Thomas Jefferson persuaded the early revolutionary colonies of the need for the universal literacy of the citizenry. The major success in that minimal democratic education has made abundantly clear the need for the universal distribution of critical intelligence, a minimal intellectuality which can distinguish between fact and fiction, between principle and case, between insight and opinion, between instruction and propaganda, between truth and falsity. This degree of intellectual training is absolutely necessary for the highest activities of men in democratic society, namely for both individual and common deliberation and decision in practical affairs. That which fulfills this basic common necessity is of the "highest benefit" to democratic society.

A good economic, social, and political life will maintain these instruments of liberty, but one of its chief concerns will be to pass on to youth the germinal insights and habits the cultivation of which will make them free. These insights and habits are available in the traditional liberal arts, and they can

be transmitted and communicated if teachers have them and are allowed to provide conditions under which students can acquire them.

Institutions should be set up and maintained which devote themselves to this end in a single-minded fashion, and they should distinguish themselves from the schools of vocational training which minister directly to the special utilities. The liberal colleges, together with the public schools, could be the spiritual strongholds of a free state which watches and insures that men shall be able to do what they ought to do.

### THE CRISIS IN LIBERAL EDUCATION

By a series of historical accidents following the establishment of the elective system by Eliot of Harvard in the late nineteenth century, such single-minded institutions became unavailable for the training of youth. Eliot introduced the device of free election of studies in order to absorb and assimilate the natural sciences to the liberal arts tradition. It was a minor tactic to meet a larger problem than the liberal college had ever faced before. Far from accomplishing its major end, it allowed the free and irresponsible invasion of all branches of the liberal arts by the research specialist. The research teacher became the competitive salesman of a subject matter. Later by a system of majors and prerequisites each successful salesman was able to eliminate competition with other subject matters after the first choice by the student. Thus the elective system became an unorganized array of special required courses, and each of these in turn was sanctioned by its connection with professional and vocational graduate work as the pre-medical, pre-legal, pre-commercial, pre-educational, or pre-earning-a-living course. Needless to say, the liberal college forgot its function, redoubled its efforts and its courses, and became timidly and fanatically preparatory. In acceding to the professional and vocational pressures it transmitted their destructive energy to the whole public school system. The result was that the student had to make a vocational choice at some point in his secondary education and changed it later only at great educational risk. One thing he could not choose because it did not exist in our educational system: a balanced liberal education. This situation still prevails today.

In 1937 St. John's College, under the leadership of Stringfellow Barr and Scott Buchanan, chose to restore the liberal arts, not by going back to the old curriculum, but by establishing a modern equivalent.



## THE LIBERAL ARTS

The front cover of this catalogue carries the official seal of the College. The Latin proverb on it says: No Way Is Impassable to Courage. The College has courageously undertaken the larger task which the elective system failed to accomplish, namely to see that the liberal arts assimilate, transform, and pass on the modern subject matter on which they should be at work. The seal on the back cover of the catalogue points to the tradition from which we derive our courage. The Latin inscription says that we are making free men out of children by means of books and balances. By children we mean men who are capable of liberal learning. The figures on the seal represent the seven liberal arts as they were traditionally conceived for about two thousand years, up to the beginning of the nineteenth century. In ancient style they are grammar, rhetoric, dialectic, which form the trivium; and arithmetic, geometry, music, and astronomy, making the quadrivium. In the center and foreground stands a pair of chemical balances which represents the instruments of the modern scientific laboratory, where the liberal arts are being practised at their best and fullest in the modern world.

A great deal is said these days about teaching methods, and the professional and specialist bias has left its mark here as elsewhere. It is obvious to any teacher that there are different methods for different subject matters, and where experts and specialists disagree free men must decide. Free minds must be able to view concrete situations, to deliberate by formulating clear alternatives, and to arrive at a deciding choice. This involves a combination and organizing of all methods, and education should provide a training which would bring precision, facility, and independence into this most human of all human actions. The formulation of alternatives for such choice is the highest art of freedom, toward which all the liberal arts should be ordered. To this end truth and falsity have to be considered in all their ramifications and implications; the use of symbols in imagination as well as in reasoning must be explored; memory has to be fed and channeled to its proper function; manual dexterity, calculation and measurement must be cultivated as arts.

The child is potentially a free man, and this means that he has the capacities which these activities require. The exercise of these capacities can be observed in ordinary learning, which proceeds by trial and error. It becomes discipline under the guidance of teachers.

## THE CLASSICS AS TEACHERS

Although St. John's has no new fads in teaching methods, but rather uses all available methods and devices, still it has a special interpretation of the teacher's function. This can best be stated by saying that the real, original, and ultimate teachers at St. John's are the authors of some hundred of the greatest books of Western thought. The list of the great books and their authors who are now teaching at St. John's, subject to continual revision and criticism, will be found on page 45. These are the real teachers, but St. John's has also a secondary faculty of tutors who act as intermediaries between the books and the students. A great deal depends on their fulfilling this auxiliary role.

These books were chosen over a period of nearly twenty years by auxiliary teachers in various places, notably Columbia University, the University of Chicago, the University of Virginia, and St. John's College. The list was under criticism and testing by teaching and learning experience during that period, and the process has continued under conditions set by the single all-required curriculum which all students at St. John's take.

This experience of cooperative teaching with the authors of the great books has led to a new understanding of the classics and classical education at St. John's. The classics are not treated as objects in an art gallery collection or as the ornamental background of our own more weighty and seemingly more important daily routine. These books are taken directly into our contemporary life. They are read in English. In the process certain criteria emerge and provide a new understanding of the original motives in classical liberal arts education. The criteria divide themselves into two kinds, those that are exemplified in single books and make them great, and those that appear in the effects that one book has on another and on the reader and teacher.

## WHAT MAKES GREAT BOOKS

The first criterion is that a classic must be a masterpiece in the liberal arts. Its author must be a master of the liberal arts of his time, and his work must exemplify the direction of those arts of thought and imagination to their proper ends, the understanding and exposition of the truth as he sees it.

The second criterion follows from the first. A classical book must be a work of fine art. It must have that clarity and beauty on its surface which provides an immediate intelligibility and leads the mind of the reader to its interior depths of

illumination and understanding. This is of first importance in teaching, and its principle is almost universally violated in the textbooks that have developed in the ordinary elective system. A great many of the great books were written for the ordinary intelligent public, and they therefore have the seductive charm of works in the fine arts. They are intrinsically interesting and their disciplines are accepted with pleasure.

The third criterion concerns the internal structure of a classic. A great book has many possible interpretations. This does not mean that it is simply ambiguous, and thus leads to confusion. On the contrary it is possible to discover in a great work such as Dante's *Divine Comedy* or Newton's *Principia* several distinct, complete, and independent meanings, each allowing the others to stand by its side and each supporting and complementing the others. It is the business of a liberal artist to construct such works and also to analyze and understand them.

The fourth criterion demands that a great book shall raise the persistent and humanly unanswerable questions about the great themes in human experience. On the one hand this means that a great book shall be honest about the limits of its powers of exposition, admitting the uncertainties and paradoxes that surround the practice of the liberal arts. On the other hand it means that a liberal artist should not allow a false modesty or scepticism to excuse him from pushing reason and imagination to ultimate questions. The entertainment and exploration of ultimate questions concerning number and measurement, form and matter, causality, tragedy, and God, extend, moderate, and balance the use of our intellectual capacities.

All of these criteria apply as much to books on mathematics as to books of poetry, to books on practical individual and social problems as much as to books on metaphysics and theology.

The extrinsic criteria concern the relations of the books to each other and their teaching powers in relation to students and readers. It is generally true that these books have had the greatest number of readers throughout European history. Plato, Euclid, the Bible, and Shakespeare are all European best-sellers; there are a few exceptions but it would be almost safe to take this criterion as a working rule for the selection of books for any list of classics, particularly if the numbers are considered in conjunction with the time the book has endured.

Although each book must tell its own independent story, it is an important fact, which we regularly exploit, that one great book talks about the others, both those that came before, and, by anticipation of doctrine, those that come after. Each book

in a list of classics is introduced, supported, and criticized by all the other books in the list. It gains pedagogical power and critical correction from its context. Thus Newton's *Principia* and Galileo's *Two New Sciences* submit themselves gracefully to the learning processes of the student of the liberal arts who has read Euclid, Apollonius, and Ptolemy; thus Kant's *Critical Philosophy of Pure Reason* wins greater clarity and Dante's *Divine Comedy* becomes more luminous in the contrasting light of Plato and Aristotle. It is this abundantly confirmed collaborative teaching by the masters of the liberal arts that makes it possible and imperative to bring back to the modern youth his lost heritage of classical education.

The fact is that such a collection of the great books has in it the shining thread of the great liberal tradition in the Western World. It is this thread that the elective system has lost, and the lack of which we are feeling in the perplexities and fears of contemporary daily life. Its loss has made it necessary to construct synthetic cultures, and it is its ghost that frightens decadent liberals who would have us get along without traditions. They would have us as persons detach ourselves from the tradition without knowing what it is or has been. Like current textbooks which similarly detach themselves from tradition we would be saluting the tradition in our spiritual deaths.

## SCIENCE AND THE MODERN WORLD

The tradition moves on into the modern world, and it is transforming itself in most lively and important ways. This is happening in two ways primarily, one in mathematics, another in the laboratory. St. John's College has more required mathematics than any other liberal arts college in the country; it also has more required laboratory work than any other liberal arts college in the country.

Three hundred years ago algebra and the arts of analytic mathematics were introduced into European thought mainly by René Descartes. This is perhaps the greatest intellectual revolution in recorded history, paralleling the other great revolutions in religion, morals, politics, and industry. 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 we take 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 completely the changes in the liberal arts that flow from it, and these could not be appreciated without the first two

years which cover the historical period from the Greeks to Descartes.

Modern mathematics, by using and re-interpreting the knowledge of the Greeks, has made possible the mathematical exploration of natural phenomena on a scale undreamed-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, a list of which may be found on page 52. There is also the study of concrete materials and situations in living things and their surroundings; 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 the mathematical techniques as far as differential equations.

The mathematical and experimental investigation of Nature provides the background for all modern social sciences. The economist and political scientist, the sociologist and psychologist borrow their methods, to a large extent, from the natural sciences. Social studies, as practised today, do not provide an intelligible set of organizing principles of their own; until they do St. John's will confine its scientific work to the study of phenomena of Nature. We must not forget, however, that the proper study of mankind is man.

### THE CURRICULUM

The proper subject matter for the study of the liberal arts is man and the world, with all that these imply. The medium chosen to convey this knowledge and appreciation is the classical books arranged in both a chronological and pedagogical order; the methods of learning and teaching are the liberal arts; the end of the teaching and learning is insight, understanding, and good intellectual and moral habits, which provide the basis for human freedom. The following paragraphs will be a description of the scheduled arrangements for doing this in four thirty-three-week sessions of the college course.

Such arrangements call for two kinds of distribution of the materials and methods of instruction, one according to allotted times and the other according to teaching functions. On pages 45 to 47 the reader will find two listings of the books. The first lists the books in more or less chronological order, beginning with Homer and ending with Valéry, Whitehead and Dewey. This represents the required readings for the four years and implies further readings in secondary books as well as teaching in methods of reading and writing. The second list shows how these books distribute themselves over the four years and also over the conventional array of subject matters as they are studied in the contemporary colleges which follow the elective system. This second list is presented for those who wish to compare and contrast the St. John's program with the ordinary college; they should be warned to assure themselves of a real comparison by using only selections from the subject matters which a normal student would make in the elective system.

It should also be noted that many books actually fall in several divisions according to subject matter, as on the other hand many books in an elective system are read in almost complete isolation, therefore without background and aid from other books. There is also a general warning that such lists do not show the weightings of time or emphasis on special books; nor do they show the weight that individual students are encouraged to put upon them for their own individual benefit or interests. With these qualifications, which should suggest still others, the lists give a fairly accurate general impression of the curriculum.

The division into four years has an interesting significance. 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 is studied in twice as many books in the last two years. The first year is devoted mostly to the Greeks and their special understanding of the liberal arts; the second year contains books most of which were originally written in Latin, and covers the Roman and medieval periods; the third year has books most of which were originally written in modern languages; the fourth year concentrates on the nineteenth and the twentieth centuries; it also includes a small number of first-year books, the repetition having the effect of completing a cycle and confronting the student with his starting point.

It is perhaps necessary to emphasize that the chronological order in which the books are read has very little to do with the so-called historical approach. The decline of liberal

education manifests itself most clearly in the "historization" of all studies bearing on non-scientific subject matters. The underlying assumption in the actual teaching practice and research work at our universities is this: all serious scholarship - beyond the domain of pure logic, mathematics, and the natural sciences - is essentially historical. The reduction to history of all liberal arts characterizes, to an appalling degree, our contemporary thinking. The St. John's curriculum is seeking to restore an understanding of things based on their intrinsic intelligibility. In doing that, it might help the students to discover a new kind of historical perspective that will lend substance to the historical legend.

As to the fine arts, they contain the most imposing set of disciplines that have established themselves and survived in the modern world by claiming independence from the liberal arts. It is one of the aims of St. John's to recover and reintegrate them with the liberal arts. To achieve this, St. John's provides for the fine arts not only outside the curriculum; it has included music in the curriculum. It is to be hoped that by this, and other stages to follow, intellectual light may be transmitted to the fine arts, and that they may make their reflected light available to all the classics.

The main emphasis in teaching is on the reading, writing, and experimental disciplines, but the actual teaching falls into six sharply distinguished kinds of teaching techniques. None of these is newly discovered or invented, but some of them have been in disrepute for fairly long periods. They are called severally the Seminar, Formal Lecture, Language Tutorial, Mathematics Tutorial, Music Tutorial, and Laboratory. The seminar comes nearest to the immediate educational end at which we are aiming, while the tutorials, laboratories, and lectures support and supplement the learning in the seminar.

#### THE SEMINAR

A seminar consists of from fifteen to twenty-five students, with two or three 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 can continue 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 very 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: (1) politeness towards each other so that everybody's opinion can be heard and explored, however sharp the clash of opinions may be; (2) the supporting of every opinion by argument - an unsupported opinion doesn't 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; or it may concern itself with the interpretation of a difficult passage in the text, the definition of a term; or with prior or more general questions that insist on being considered first; or with a comparison with similar or opposed views discussed in earlier sessions of the seminar. It may range from the most particular to the most general. It may stay entirely with the book or leave it altogether.

In a freshman seminar the students tend to express their opinions with little regard for their relevance or relation to the opinion of others. Only gradually, under pressure of the group, does the student learn to proceed analytically, sticking 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 and illuminations on the part of individuals, or - an even rarer occurrence - by teamwork in which the seminar as a whole explores the interconnection of ideas.

#### 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, not 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 students in every way possible to understand the author, the issues, and themselves. The most useful instrument for this purpose is the asking of questions; perhaps the most useful device of all is the one 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 experience and determined by the contemporary scene familiar to them. Wars, national 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 students gradually acquire a new perspective which allows them to recognize both the sameness of a problem and the historical variety of its aspects. The so-called historical background of a book - the knowledge of which is, at least partly, founded on the reading and interpretation of the testimony contained in the Great Books themselves - is never given to the students as a basis for the discussion. It is, of course, inevitable that some information on difficult points related to some specific historical situation is

obtained by the students through collateral reading or from the seminar leaders who might have some special knowledge of the subject. In the main, the problems are not discussed with a view to ascertaining 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. That does entail, occasionally, a complete disregard of historically pertinent facts.

#### The Aims

The free discussion which we have outlined, 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 deeper meaning. And this in itself is one of the great goals of a liberal education. It is the ultimate aim of the seminar that the process of thought and discussion, thus commenced by the student at St. John's, should continue with him throughout life.

#### THE TUTORIALS

The seminar, although the heart of the St. John's program, cannot alone suffice as a means to the end of general education unless aided by more specialized and stricter disciplines. By its very nature the seminar does not give to the students an opportunity to cultivate the habits of methodical and rigorous study. It has to be supported, therefore, by other instructional devices, principally the language and mathematics 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. Here around a table eight to fifteen students study and learn together under the direct guidance and instruction of one of the tutors. Other tutors often attend, but in the guise of students seeking to learn about a particular subject. A tutorial class 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 is one hour in length and meets five days a week, except that one hour of each fortnight is relinquished to choral exercises, as will be seen later.

### 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 as a resurrection of the age-old liberal 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 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, German in the third year and French in the fourth.

During the early sessions of each year's language tutorial, the emphasis is of necessity on the primary grammatical forms and constructions and the basic vocabulary of the language in question. Passages of good prose and poetry from the books are committed to memory by rote. But after a relatively short period of time, which is longer in the first year, 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, German, 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 Greek, German and French 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 was included in addition to the three languages now studied. This resulted in a scattering of energies with no real and lasting profit to the student. Greek was retained in the curriculum in preference to Latin because its flexibility and expressiveness seem to make it the best instrument for inculcating in the student a better understanding of the nature of language in general. Moreover, the amazing deterioration in our linguistic habits and the almost total lack of grammatical training shown by many secondary school graduates make it particularly difficult for them to assimilate the subtlety of Greek grammar and syntax in a single year. During the second year of Greek, the student reviews the grammatical work of the first year and then resumes the reading and translating of important texts, with greater understanding and enjoyment. The texts are in the main taken from Platonic Dialogues, the works of Aristotle, a Greek tragedy, and the Gospels. While in the first year the grammatical analysis is supplemented at certain points by the study of formal logic, the emphasis in the second year is on the philosophical meaning of the texts. The close reading of Plato and Aristotle in the Language Tutorial throws decisive light on the problems discussed in the seminar.

The German tutorial in the third year is structurally a condensation of the pattern of the two-year Greek tutorial. Poetry and prose alternate in the reading schedule. Here again, the close reading of Kant provides an indispensable aid to the seminar discussions.

The French tutorial in the fourth year, although reproducing in general the pattern of the preceding tutorials, is devoted mainly to the studying of the great works of French literature. The fourth year seminar is strongly supported by the continuous analysis of the nature of the novel in the language tutorial. It is also supported by the study of language from the point of view of symbolic logic, which is taken up by the tutorial for a certain period of time. At this point the Language Tutorial and the Mathematics Tutorial converge.

The close reading in the language tutorials of the third and fourth years is done partly in German or French and partly in English. The original version is brought into play as often as possible whenever a work is read in English translation. The problem of translating, that is, the problem of articulating the same thoughts and delineating the same images in the various language media, never leaves the language tutorials throughout the four years.

### Third 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 their 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 three 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 be expected to attain is a knowledge of the basic 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 Exams and Essays

To implement this latter aim, the reading knowledge examinations were instituted. The St. John's requirements for the final degree of Bachelor of Arts include the passing of reading knowledge examinations in two of the three foreign languages. By the end of the second year each student has to take a reading knowledge examination in Greek. The passing of this examina-

tion, however, is not a prerequisite for the Bachelor of Arts degree. The examination in French and German may be taken at the student's convenience. In each case the student can use his dictionary freely during the examination. Failure the first time in any of these examinations does not preclude later attempts.

In each of the four years the students test their linguistic skills by writing essays on themes emerging from the discussion in the tutorials - or in seminars - and approved by their language tutors. These essays are subject to a thorough criticism on the part of the tutors who, if occasion requires it, arrange special meetings with the individual students for the diagnosis of particular difficulties. St. John's is concerned that each student acquire ability to express himself clearly and skillfully, not less in writing than in speaking. The Language Tutorial is one of the means that contribute to this end.

### The Mathematics Tutorial

Next to the mother tongue the language of numbers and figures is the most important symbolic possession of men. In fact it is a language within the mother tongue providing a most powerful practical and theoretical extension. In view of our present scientific and industrial conditions of life the decay and elimination of mathematics in education is most disturbing. This default has become so common now that many persons believe that they natively lack mathematical ability. Nothing could be more crippling to the individual nor more discouraging for the future of democratic societies, if it were true. The apparent disability is due to a decay in the techniques for teaching mathematics and this in turn is due to misunderstandings of the fundamental nature and intention of mathematics. St. John's is trying to change this state of affairs.

### Its Content

The students begin with plane and solid geometry, the elements of Euclid and the conic sections of Apollonius. They are thus confronted with rigorous, logical systems; they apprehend the idea of a deductive science and acquaint themselves with the intricacies of mathematical development.

In the second year they study Ptolemy and pass immediately to Copernicus: they face in these studies two conspicuous examples of a mathematical description of the universe; they learn the role and power of a scientific hypothesis and the meaning of applied mathematics. These astronomical investigations also introduce them to the elements of trigonometry. For the rest of the Sophomore year the students apply themselves

to algebra and analytical geometry, with due regard to the original Cartesian foundations. Not only do the students learn how to manipulate algebraic expressions, perform all the necessary operations, solve equations and correlate these analytical solutions with the exploration of geometrical patterns, but they are also made to grasp the very idea of a Universal Mathematics as conceived by the great thinkers of the seventeenth century.

In the beginning of the third year the students expand their skills in analytical geometry and tackle the elements of mechanics as laid down by Galileo. Concurrently, the students acquaint themselves with the principles of Keplerian astronomy. Most of the third year, however, is devoted to Newtonian physics: large parts of Newton's *Principia* are studied and discussed very carefully. The first elements of calculus are approached.

In the fourth year, differential and integral calculus (including elementary differential equations) is studied in its rigorous modern form. The students are finally introduced into non-Euclidean geometry (Lobachevski), the theory of numbers (Dedekind), and the theory of transfinite numbers (Cantor).

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 great weapon of man in his struggle with nature. Throughout the four years the Mathematics Tutorial supports therefore 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 students the duty of rigorous demonstration; the blackboard becomes the arena of intensive logical struggles. The students are 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 from the students; their imagination is constantly brought into play. Any device that might help their imaginative effort — geometrical models, mechanical linkages, astrolabes, etc. — are used, and often the students themselves are asked to construct them. Whenever the occasion requires it, the students have to exercise their 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 refer most of the time 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 abstract 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 abstract imagination and reason are seen at their most impressive and effective work. 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 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 that 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 student has to face the problems of the laboratory as they are faced in any genuine laboratory work. He has, at the same time, to learn not to succumb to the temptation of the merely factual. St. John's has not yet succeeded in overcoming this temptation. On a minute scale, the College is struggling with a problem that today confronts the entire world.

#### The Organization of the Laboratory work

The laboratory exercises take place twice a week, in the afternoons. Each session lasts three hours for the upperclassmen, while the freshmen have weekly one three-hour session and one one-hour meeting devoted to a preliminary exploration of the particular topic to be studied. The constituency of each group attending the laboratory exercises is, in general, the same as that of the seminar. It numbers from fifteen to twenty-five students. The same group of students, then, learn how to display their dialectical skill in the cooperative effort of the seminar and how to attack a laboratory problem both individually and as a working unit. The students work under the guidance of a tutor. Student assistants take care of the equipment and necessary arrangements. Other tutors often attend the laboratory exercises as students.

Before coming to the laboratory, each student has acquainted himself with the content of a laboratory sheet which describes the forthcoming exercise and its theoretical assumptions. In the case of upperclassmen the first half hour--or full hour, if the circumstances require it--is devoted to additional explanations on the part of the tutor and to answering of questions that the students may have. The students then proceed to work on the actual exercise, which may require from them the setting up and working out of an experiment or a sequence of experiments, or the making of a series of observations, or the

performing of prescribed dissections. In the case of the freshmen the preliminary discussion of the exercises fills the one-hour meeting. A report containing the answers to questions put to the students and summarizing the work done by them, is handed to the tutor at the beginning of the next exercise. The compilation of such a report takes, on the average, one hour. The tutor returns these reports to the students with remarks bearing on their accuracy and theoretical validity.

#### Its Content

The immediate concern of the laboratory exercises is with elementary and fundamental problems of physics, biology, and--to a lesser extent--chemistry. These exercises have been, and still are, subject to continuous revision. What follows is the work schedule for the year 1950-51.

	1st Term	2nd Term	3rd Term	
1st Year	Biology		Physics	
2nd Year	Chemistry		Physics	
3rd Year	Biology		Physics	
4th Year	Physics	Physical Chemistry	Thesis writing period	Physical Chemistry

#### Physics

In the first year the students learn how to make the simplest measurements, and become aware of the theoretical assumptions underlying these measurements. They learn how to assess the role of errors, how to average their findings, and how to distinguish between significant and negligible figures. They verify the fundamental laws of statics and hydrostatics, and acquaint themselves with the elementary principles of thermodynamics. They learn to develop their drawing skills in applying themselves to problems of orthographic, perspective and stereographic projection, which tie in with their work

on conic sections in the mathematics tutorial. They also experiment with sonometers and construct musical scales related to their seminar reading and to the music tutorials.

In the second year the students deal mainly with optics; they study the phenomena of reflection, refraction, interference and diffraction of light, the structure and the use of microscopes and telescopes and the wave theory of light. Newton's and Huygen's classical texts are given to them as background for these studies. They also construct star charts, which tie in with the work on astronomy in the mathematics tutorial.

The third year laboratory exercises form throughout a direct extension of the mathematics tutorial, since they deal mainly with Newtonian mechanics. They also lead the students to the law of the conservation of energy.

In the fourth year the main emphasis is on electromagnetism. The students study electrostatics, magnetostatics, and the laws of direct-current and alternating-current circuits. The phenomena of electrolysis are dealt with. The methods of calculus up to differential equations, learned in the mathematics tutorial, come into direct play in the laboratory work of the seniors.

## BIOLOGY

The exercises for the freshman year may be regarded primarily as an inquiry into the nature of the vertebrate organism. The students are confronted with general problems such as the relation of the parts and the whole, the relation of form and function, the distinction between homology and analogy, the link between the external and internal environment. Specifically, they study the anatomy of the cat and the frog. A variety of animal types is presented to them for observation. The students have the opportunity to compare their external and internal structures. In all this the Aristotelian and Galenic interpretation of living phenomena is taken into consideration, although modern nomenclature and modern methods of investigation are used in the actual laboratory work. Special emphasis is given to the technique of dissection. The students also reproduce the experiments described in Harvey's *Disquisition on the Motion of the Heart and Blood in Animals*.

The third-year exercises attack problems of histology, embryology, and genetics. The first unit of these exercises is devoted to the microscopic study of the various kinds of tissues and their role in the formation of organs. Some of the slides are prepared by the students themselves.--The second unit of the exercises opens with a consideration of mitosis, meiosis, and fertilization. The early embryology of the starfish is used

to demonstrate development from the one-celled stage to the gastrula stage. Modern concepts, such as the "Organizer Theory", as well as the perennial antithesis of Preformation and Epigenesis are reviewed and evaluated.--The third unit is devoted to genetics. Mendel's Laws of Heredity are demonstrated by experimental breeding with the fruit fly. The discussion begins with a thorough consideration of Mendel's Experiments in Plant Hybridization, followed by the application of the principles discovered by Mendel to plants and animals in general. The development of the modern theory of the gene is traced and its possible role in evolution explored in terms of Darwin's Theory of Natural Selection.

## CHEMISTRY

The study of chemistry begins in the sophomore year. The students are first confronted with the gas laws and are then made to see and to understand the phenomena and the arguments that lead to the development of the atomic theory. Lavoisier's conception of the role of oxygen in chemical reactions, the laws of Proust and Dalton on the weight-combining proportions of elements and compounds, and Gay-Lussac's law of the volume-combining proportions of gases, are referred to in the original texts; and the laboratory work duplicates many of the original experiments used to verify these laws. Here the students are introduced to the technique of gravimetric and volumetric analysis; they learn the decisive importance of precision or lack of precision in the performance of weighing and titration. The principle of Avogadro is then introduced, and its role in the determination of a consistent set of atomic weights is carefully analysed. Finally, the periodic chart of the elements is presented as the culmination of the process of atomic weight determination.

The senior course in physical chemistry centers around the kinetic theory. Various concepts and consequences of this theory, such as the laws of specific heat and the velocity of sound in gases, are studied experimentally; here again the students make use of differential equations in the description of natural processes. Emphasis is placed on the unifying concept of energy in the domains of electromagnetism, thermodynamics, and mechanics.

## THE FORMAL LECTURE

Most of the teaching going on 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 basically of exercises in 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 functions, except for occasional lectures required in a given situation, as a guide, more intent to listen to the students 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 by a guest speaker: the latter might be a scholar or a poet or a man of public affairs whose work, although not directly connected with the activities at St. John's, ties in with them. 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 students the habit of listening and following the condensed exposition of a subject they might not be familiar with, and it also provides them an opportunity, in the discussion period, to exercise their dialectical skills in a setting very different from that of their class work. It is here that they can themselves test the degree of their understanding and the applicability of their training.

The lectures, given over a period of four years, range through a large variety of subjects. A list of these lectures can be found on page . 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 confronted with opposing views on a given subject, since many lectures, of necessity, bear on the same theme.

As will be seen in the following pages, concerts can take the place of these Friday night lectures. These concerts are an integral part of the St. John's music program.

## FORMAL LECTURES

1950 - 1951

<i>The Liberal Arts</i> .....	Jacob Klein
<i>Predication of Value</i> .....	Bert Thoms
<i>Music and Language</i> .....	Victor Zuckerkandl
<i>Imagination</i> .....	Mark Van Doren
<i>Plato's Ideal Commonwealth</i> .....	Robert L. Calhoun
<i>Concert</i> .....	The Juilliard String Quartet
<i>Rabelais</i> .....	Leo Spitzer
<i>Why the Great Issues Course at Dartmouth?</i> .....	Arthur E. Jensen
<i>Science and Politics</i> .....	Scott Buchanan
<i>Recital</i> .....	Orfeo Hispanico (Choral Works)
<i>Scientific Social Science or The Distinction</i>	
<i>Between Facts and Values</i> .....	Leo Strauss
<i>Mathematics and Nature</i> .....	Edward Kasner
<i>Psychoanalysis</i> .....	Erwin Straus
<i>Kierkegaard</i> .....	Paul Tillich
<i>Human Rights Under the Charter and the Constitution</i> .....	Brunson MacChesney
<i>The Magic Flute</i> .....	Victor Zuckerkandl
<i>The Reformation</i> .....	J. Winfree Smith
<i>Play</i> .....	Thomas Cranmer of Canterbury
<i>The Moral Basis of Freedom</i> .....	Bertrand de Jouvenel
<i>Recital</i> .....	Frances James (Hindemith's <i>Marientleben</i> )
<i>Adam Smith</i> .....	Joseph Cropsey
<i>Recital</i> .....	Ralph Kirkpatrick, Harpsichordist
<i>Liberal Education, Labor, and Leisure</i> .....	Mortimer J. Adler
<i>Mephistopheles</i> .....	Edda T. Hankamer
<i>Seventh Symphony</i> .....	Victor Zuckerkandl
<i>Chinese Thinking</i> .....	Hu Shih
<i>The French Revolution</i> .....	Page Smith
<i>On General Education</i> .....	William J. Bender
<i>The Cultural Heritage, the Historical and the</i>	
<i>Trans-Historical</i> .....	Alexander Sachs

In classical antiquity and all through the Middle Ages, music was one of the seven liberal arts: together with arithmetic, geometry, and astronomy, it formed the original quadrivium, the key to ancient cosmology. In modern times music has lost its position as a liberal art, mainly because of the misconception regarding its nature which crept in and became current during the romantic period when emotions and moods were over-emphasized. The St. John's program approaches music in a different perspective: it agrees with a modern mathematician who approaches the basic problems of mathematics by comparing with each other, and distinguishing from each other, Language, Music, and Mathematics as three modes of symbolic construction which lie in the power of the human mind. Seen that way, music is no longer an esoteric activity restricted in influence to a special type of persons. Our philosophic thinking and our science would not be what they are but for the presence of music in our tradition. An understanding of this tradition implies, therefore, some understanding of music.

To help develop this understanding, a new music program has been introduced at St. John's. It forms a connecting link between the curricular and extra-curricular activities, sharing in both. Its required part consists of a freshman tutorial, lectures on great works of music, and concerts. The non-required part consists of the Choral Exercises and the Music Seminar.

The Freshman Music Tutorial meets twice a week for an hour. It is devoted to the study of the tonal language as a counterpart to the symbolic media studied in the mathematics and language tutorials. Its immediate purpose is to give every student a minimum of musical literacy. The emphasis is on the structure and meaning of melody, rhythm, counterpoint, and harmony. Actual compositions only are used as material in these studies. No training in the conventional practices of music theory is intended.

The lectures on great works of music are given twice a year. The students are asked to listen to a recording of those particular pieces and to familiarize themselves with the scores before the lecture. The music lectures are Formal Friday Night Lectures, followed by the usual discussion period which, on this occasion, takes the form of music seminars.

Four times a year a concert replaces the Formal Lecture. Outstanding artists play carefully planned programs of old and modern music. Very often the artists spend a full weekend at the College, giving additional informal recitals and discussing with the students topics of music.

The Choral Exercises take place once a week. The schedule of instruction is so planned as to give every student the opportunity to take part in these exercises. The work of the chorus is focussed on polyphonic, a capella music. Occasionally the chorus joins with groups in the community to perform at informal concerts.

In the Music Seminar great scores are read and discussed, just as the great books are in the Seminar. The music seminars meet once a week, for one and one-half to two hours.

### THE LIBRARY

The objectives of the library in terms of the College are to furnish the books on which the teaching program is founded and to supplement these books with other good books of interest to students in the liberal arts in a manner agreeable to the people using its resources: students, faculty, and members of adult classes.

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 a carefully selected group of modern texts for the laboratory are the core of the library. In cases where these are too expensive for the students to purchase or are out-of-print the library lends copies for class use. These basic books are essential to the teaching of the program. A good general collection is a necessary supplement. The very specialized, very technical one would have little use. But - in addition to 9 newspapers -- 114 current periodicals, reference books and books in mathematics, science, philosophy, religion, art, music, poetry, literary criticism, history, and a few of the current novels and biographies are bought each year. The music section of the library takes care of the needs of the music course. The library catalogue analyzes both books and magazines for sections and articles pertinent to the teaching program. The library has now 43,500 volumes. A manual to explain the arrangement of the library and the use of the catalogue is issued to the students at the beginning of the year.

A small college library has both the advantages and disadvantages of its selective policy in book purchases. It possesses a workable collection, but is not altogether self-sufficient. Inter-library loans furnish books we either cannot buy or do not wish to buy.

The King William Room on the second floor of the library is used for the question periods following the Friday night lectures, and also for Sunday Evening Meetings on current problems of national and international policies. Easy chairs, tables, and many lamps create an atmosphere conducive to study and reading.

### SCHEDULE AND EXAMINATIONS

Perhaps the most obvious distinctive mark of St. John's College is the easily observable 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 that "all Greek to me" look is on all freshman faces because they are learning the Greek alphabet; or it may be the two weeks that they are meeting the highest type of Greek mathematics in the fifth book of Euclid's *Elements*; or it may be the first assignment in Thucydides when the seminar leaders are wondering if the students will get the implications of liberty in Pericles' funeral oration. These are the educational realities that a common schedule marks and emphasizes.

Each morning for five days of the week each student spends one hour in a language tutorial and one hour in a mathematics tutorial, of which one hour alternately is relinquished to the weekly choral exercises. Two afternoons a week each student spends from one to three hours in the Laboratory. Two evenings from eight to ten each student attends a seminar in organized conversation and discussion of the scheduled readings. A formal lecture or concert is given once - or occasionally twice - a week. Seventeen to nineteen hours per week are spent in regular classes. The rest of the time is spent in studying, eating, sleeping, talking, athletics, and other activities such as music and dramatics.

The three terms of the College year average eleven weeks in length. There are oral examinations at the end of each term (except for the third term of the junior year). 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. A few days after the examination and before

the end of a term the students meet their instructors again, in the so-called "don rags". The "don rags" are brief and recurrent consultations between teachers and student for the purpose of diagnosis and prescription rather than for report of marks. They usually last fifteen minutes for each student, but may be extended well beyond that. In them the tutors report to the seminar leader on the student's work for the term; the students are invited to report on themselves and to judge their 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 don rags are followed by vacations in which a fresh start is possible and new directions in study may be explored.

The end of each year, and in the case of the juniors the middle of the year, is marked by an essay written by each student on some theme which he has chosen in the books, with the approval of the seminar leaders, and on which he stands an examination. The annual written examinations for freshmen and sophomores are given in the following September after the long vacation period during which the salutary processes of forgetting, assimilating, and the maturing of insights have taken place. The close organization of subject matter and the intensive teaching which results make vacations and unscheduled ruminations functionally important. As one learns to skate in summer and swim in winter, so one acquires wisdom in vacation. The annual examinations are aimed at detecting and encouraging this process.

### A SAMPLE CLASS SCHEDULE FOR ONE WEEK

Hour	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
9	Mathematics Tutorial	Mathematics Tutorial		Mathematics Tutorial	Mathematics Tutorial	
10						
11	Language Tutorial	Language Tutorial	Language Tutorial	Language Tutorial	Language Tutorial	
12			Chorus			
2 to 5		Laboratory			Laboratory	
8 to 10	Seminar			Seminar	Formal Lecture	

At the end of the third year the juniors have to stand a set of comprehensive examinations, the so-called Enabling Examinations, which determine whether a student can become a candidate for the degree of Bachelor of Arts. These Enabling Examinations as well as the requirements for the degree of Bachelor of Arts are described fully in Appendix B.

#### Co-education

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

#### THE FACULTY

Part of the intention of the elective system since the time of its introduction at Harvard has been to encourage the combination of teaching and research in each member of the faculty. The principle is that the teaching mind must be a learning mind, and therefore good teaching 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 the learning 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 who is a member of the faculty: his stage of learning 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 image that we have in mind. 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 the students and the tutors. Since it is not the policy of the College to select only the best students for admission, but rather to aim at the normal distribution of ability that is found in the average American community, 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 of the faculty members has to be expertly competent in at least one field of knowledge. Beyond that he must be willing to acquire a certain expertness in other fields of knowledge, hitherto neglected by him, and a certain competence in the liberal arts. That means that he has to re-educate himself. 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 an ever increasing measure, into closer contact 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 the laboratory. 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.

Many members of the St. John's faculty do engage in editorial work. The majority of the great books are already in cheap and easily available English translations, but there are a considerable number of them that need new editions, and a smaller number which have not been translated or are badly translated. So far the following books have been reprinted:

- Plato: *Phaedrus*, in Greek and Latin
- Gospel according to St. John, in Greek and Latin
- Descartes: *Discourse on Method*, in French and Latin
- Hippocrates: *Selected Works*
- Archimedes: *Selected Works*
- Lucian: *True History*

Aristarchus: *Distances of Sun and Moon*  
 Nicomachus: *Introduction to Arithmetic*  
 Spinoza: *Theological-Political Treatise*  
 Gilbert: *On the Magnet*  
 Harvey: *The Works of*  
 Rousseau: *Du Contrat Social*  
 Lavoisier: *Elements of Chemistry*  
 Hegel: *Philosophy of History*  
 Dalton: *Chemical Philosophy*  
 Bernard: *Experimental Medicine*  
 Fourier: *Theory of Heat*  
 Virchow: *Cellular Pathology*  
 Euclid: *Elements* (Heath's edition)  
 Kant: *Kritik der Reinen Vernunft*

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)*  
 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 to the 12th Book of Aristotle's Metaphysics*

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*

This represents the first line of research carried out by the St. John's faculty. Another line of research consists in the constant reinterpretation of the book list which occurs as an immediate by-product of teaching the books in seminar, in tutorial, and in the laboratory. The products of this kind of research go first into teaching. Production for publication and learned societies is and should be a secondary result.

It is perhaps necessary to state that St. John's is as much a school for teachers as it is for students. Some of the graduates of St. John's are now teaching members of the College. 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 program and the actual instruction are under the supervision of the Instruction Committee, whose chairman is the Dean of the College.

#### ACADEMIC STANDING

The system of instruction allows for a close and varied acquaintance of instructors 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 term 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 following persons can excuse a student from class attendance:

- 1) Parent, guardian, or other responsible person outside the College;
- 2) Instructor in charge of class in which absence occurs;
- 3) The College Physician;
- 4) Practising physicians consulted by the student.

## 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, German, French) . . . . .	33
Literature . . . . .	10
Religion . . . . .	6
Government . . . . .	6
History . . . . .	6
Philosophy . . . . .	13
Economics . . . . .	4
Logic . . . . .	6
Mathematics . . . . .	28
Sciences (Physics, Astronomy, Chemistry, Biology) . . . . .	35
Music . . . . .	5
Total . . . . .	152

It should be noted that instruction in English is included in the above table. The writing of annual essays, the recurrent exercises in the tutorials, and above all the continuous reading and discussing of the books in the seminar provide the means by which the study of English is carried on in the program.

The four years at St. John's do not purport to prepare a student for any particular future career. Nor do they prepare for any vocational school or any special kind of graduate work. They do, however, give to a student planning to embark upon graduate work a background sufficiently broad to help him substantially in his specialized studies, whatever they might be. The question is sometimes asked as to whether the graduate 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 that St. John's College is certified only by the charter of the College and the Maryland Board of Education. The regional accrediting agency, the Middle States Association of Colleges and Secondary Schools, has seen fit not to put St. John's College on its approved list. St. John's College is, however, a charter member of the newly established National Commission on Accrediting.

The experience that the College has had with its graduates so far shows that there are no inherent difficulties for a St. John's graduate to continue his studies on the graduate level, if he chooses to do so. Of the 198 students who have graduated from St. John's since 1941, when the first class completed the New Program, 109, or about 55%, entered graduate schools. Thirty-three of these have already completed their graduate work. The following table shows the distribution to date, among the various fields of study:

Field of Study	Number of Students
Biology . . . . .	2
Business Administration . . . . .	4
Education . . . . .	5
Engineering . . . . .	3
Geology . . . . .	2
History . . . . .	6
Languages and Social Science . . . . .	6
Law . . . . .	19
Library Science . . . . .	3
Literature and Writing . . . . .	7
Mathematics . . . . .	9
Medicine . . . . .	12
Meteorology . . . . .	1
Philosophy . . . . .	11
Physics . . . . .	6
Political Science . . . . .	5
Psychology . . . . .	1
Public Administration . . . . .	1
Theology . . . . .	6
Total . . . . .	109

This rather impressive list shows clearly that the graduate and professional schools do not put too many obstacles in the way of St. John's graduates. As a matter of fact, these 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. The graduate and professional schools tend also to recognize more and more the necessity for a general education on the undergraduate level. They have begun to see the ravages that premature specialization leaves on the minds of our scientists and engineers, our doctors and lawyers.



In most cases, admission to graduate schools presents minimal difficulties for the St. John's graduate, especially if his academic record is a good one. — In the case of the sciences — physics, biology, and chemistry — it is usually necessary for him to take 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 engineering, advanced work presupposes the taking of additional courses on the undergraduate level.

Finally, in the case of medicine, a warning must be given to the student entering St. John's who plans to pursue a medical career. The medical schools maintain a policy of high selectivity and insist upon definite prerequisites. In view of this, students who come to St. John's with the intention of going on into medicine are advised to make special 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, on the undergraduate and graduate level, prior to formal entrance into a medical school. That this can be accomplished successfully is shown by the comparatively high number of St. John's graduates who have studied or are studying medicine. It is not unimportant to mention that many medical schools themselves, like the larger technological institutes, expect their students to be able to build on a broad foundation of humane knowledge.

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

## THE ST. JOHN'S LIST OF GREAT BOOKS

- Homer: *Iliad, Odyssey*  
 Herodotus: *History*  
 Aeschylus: *Agamemnon, Choephoroe, Eumenides, Prometheus Bound*  
 Sophocles: *Oedipus Rex, Oedipus at Colonus, Antigone*  
 Euripides: *Hippolytus, Medea*  
 Aristophanes: *Clouds, Birds*  
 Hippocrates: *Airs, Waters, and Places, Ancient Medicine, Oath, Sacred Disease*  
 Plato: *Ion, Gorgias, Meno, Republic, Apology, Crito, Phaedo, Symposium, Parmenides, Theaetetus, Sophist, Statesman, Timaeus, Phaedrus, Cratylus*  
 Thucydides: *History of the Peloponnesian War*  
 Aristotle: *Generation of Animals, On the Soul, Physics II, III, IV, VIII, Metaphysics I, V, VI, VII, XII, Nicomachean Ethics, Politics, Organon*  
 Euclid: *Elements*  
 Archimedes: *Selected Works*  
 Apollonius: *Conics*  
 Lucretius: *On the Nature of Things*  
 Virgil: *Aeneid*  
 The Bible  
 Epictetus: *Discourses, Manual*  
 Tacitus: *Annals*  
 Plutarch: *Lives*  
 Nicomachus: *Arithmetic*  
 Ptolemy: *Almagest*  
 Galen: *On the Natural Faculties*  
 Plotinus: *Fifth Ennead*  
 Justinian: *Institutes*  
 Augustine: *Confessions, The City of God, Concerning the Teacher, Enchiridion*  
 Thomas Aquinas: *Summa Theologica*  
 Dante: *The Divine Comedy*  
 Chaucer: *Canterbury Tales*  
 Nicholas Oresme: *On the Breadth of Forms*  
 Pico della Mirandola: *On the Dignity of Man*  
 Rabelais: *Gargantua and Pantagruel*  
 Machiavelli: *The Prince, Discourses*  
 Luther: *Theology*  
 Calvin: *Institutes*  
 Copernicus: *On the Revolution of the Spheres*  
 Montaigne: *Essays*  
 Bacon: *Novum Organum, First and Second Book of Aphorisms*  
 Gilbert: *On the Magnet*  
 Kepler: *Epitome of Copernican Astronomy*  
 Donne: *Poems*  
 Shakespeare: *King John, Richard II, Henry IV (Parts 1 and 2), Antony and Cleopatra, As You Like It, Hamlet, Macbeth, King Lear, Tempest*  
 Cervantes: *Don Quixote*  
 Harvey: *Motion of the Heart and Blood, Generation of Animals*  
 Galileo: *The Two New Sciences*  
 Descartes: *Rules for the Direction of the Mind, Discourse on Method, Geometry, Meditations*  
 Hobbes: *Leviathan*  
 Spinoza: *Theological - Political Treatise*  
 Milton: *Paradise Lost, Samson Agonistes*  
 Bunyan: *The Pilgrim's Progress*  
 Pascal: *Pensées*

Corneille: *Cinna*  
 Racine: *Phèdre*  
 Molière: *Tartuffe*  
 La Fontaine: *Fables*  
 Newton: *Principia, Optics*  
 Huygens: *Treatise on Light*  
 Locke: *Essay Concerning Human Understanding, Second Essay on Civil Government*  
 Berkeley: *Principles of Human Knowledge*  
 Leibniz: *Essay on Dynamics, Discourse on Metaphysics, Monadology, Correspondence with Arnauld*  
 Swift: *Gulliver's Travels, The Battle of the Books*  
 Vico: *The New Science*  
 Prévost: *Manon Lescaut*  
 Fielding: *Tom Jones*  
 Montesquieu: *The Spirit of the Laws*  
 Hume: *Enquiry Concerning Human Understanding*  
 Voltaire: *Candide, Micromégas*  
 Adam Smith: *Wealth of Nations*  
 Gibbon: *Decline and Fall of the Roman Empire*  
 Rousseau: *Essay on the Origin of Inequality, Social Contract*  
 Lessing: *Education of Mankind*  
 Herder: *History of Man*  
 Schiller: *Poems*  
 Kant: *Critique of Pure Reason, Critique of Practical Reason, Critique of Judgment, Metaphysics of Morals*  
 Lavoisier: *Treatise on Chemistry*  
*United States Constitution*  
*Federalist Papers*  
 Dalton: *New System of Chemical Philosophy*  
 Goethe: *Faust, Werther, Iphigenia in Tauris, Doctrine of Colors, Poems*  
 Hoelderlin: *Poems*  
 Jane Austen: *Pride and Prejudice*  
 Hegel: *Philosophy of History*  
 de Tocqueville: *Democracy in America*  
 Kierkegaard: *Philosophical Fragments*  
 Faraday: *Experimental Researches in Electricity*  
 Lobachevski: *Theory of Parallels*  
 Balzac: *Father Goriot*  
 Stendhal: *Red and Black*  
 Flaubert: *Madame Bovary*  
 Melville: *Moby Dick*  
 Boole: *Laws of Thought*  
 Virchow: *Cellular Pathology*  
 J.S. Mill: *On Liberty*  
 Darwin: *Origin of Species, Descent of Man*  
 Marx: *Capital*  
 Mendel: *Experiments in Plant Hybridization*  
 Turgenev: *Fathers and Sons*  
 Tolstoi: *War and Peace*  
 Nietzsche: *Beyond Good and Evil*  
 Dostoevski: *Crime and Punishment, The Possessed*  
 George Cantor: *Transfinite Numbers*  
 Dedekind: *Essays on Numbers*  
 Baudelaire: *Poems*  
 William James: *Psychology - Briefer Course*  
 Poincaré: *Science and Hypothesis*  
 Proust: *Remembrance of Things Past*  
 Valéry: *Poems*  
 Whitehead: *Adventures of Ideas*  
 Dewey: *Human Nature and Conduct*  
*Charter of the United Nations*

## CLASSIFICATION, BY YEARS, ACCORDING TO ELECTIVE SUBJECT MATTERS

	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 Apollonius Nicomachus	Hippocrates Archimedes
Second Year	Virgil The Bible Dante Chaucer Donne Shakespeare	Plotinus Augustine Thomas Aquinas Pico della Mirandola Luther Calvin Bacon	Tacitus Justinian Machiavelli	Ptolemy Nicholas Oresme	Ptolemy Galien Copernicus
Third Year	Rabelais Cervantes Milton Bunyan Swift Fielding Voltaire Schiller Goethe Hoelderlin	Montaigne Descartes Pascal Hobbes Spinoza Locke Berkeley Leibniz Hume Kant Lessing	Vico Montesquien Adam Smith Gibbon Rousseau Herder U. S. Constitution Federalist Papers de Tocqueville Charter of the United Nations	Kepler Descartes Newton	Gilbert Kepler Harvey Galileo Newton Leibniz Huygens Dalton Lavoisier Virchow Mendel
Fourth Year	Corneille Racine Molière La Fontaine Prévost Goethe Jane Austen Balzac Stendhal Flaubert Melville Turgenev Tolstoi Dostoevski Baudelaire Proust Valéry	Hegel Kierkegaard Nietzsche James Poincaré Whitehead Dewey Plato Aristotle	Hegel Marx J.S. Mill	Lobachevski Boole Cantor Dedekind	Faraday Darwin Poincaré Freud

Schedules for the instruction in the language tutorials, mathematics tutorials, and laboratories follow. It should be noted that they are subject to continual revision, correction, and improvement, as teaching experience indicates.

### LANGUAGE TUTORIALS DURING 1950-51

#### Clock-hours of Classroom Work

<i>Assigned Exercises</i>	<i>First Year (Greek)</i>	<i>Second Year (Greek)</i>	<i>Third Year (German)</i>	<i>Fourth Year (French)</i>
Memorizing Paradigms Selections	60 hours Grammar	24 hours Grammar	40 hours Grammar	30 hours Grammar
Translation and Analysis of Texts	62 hours St. John's Gospel Plato's Meno	80 hours St. Mark's Gospel Epistle to the Galatians First Epistle to the Corinthians, Chaps. I-XIII Aristotle's Metaphysics, Bk. XII Plato's Republic, Bks. I, VII	64 hours Lessing Herder Schiller Goethe Hoelderlin	70 hours Corneille Racine Molière LaFontaine Prévost Balzac Stendhal Flaubert Proust Baudelaire Valéry
Formal Logic Treatises	14 hours Logic, translation from Aristotle's Categories and Analytics			9 hours Boole's Laws of Thought
Practice in Analytical Commentary	8 hours Enthymemic analysis of Greek epigrams Translation from selections of Aristotle's Physics	40 hours Plato's Cratylus Euripides' Hippolytus	40 hours Kant	26 hours Pascal Rousseau
<b>Totals</b>	<b>144 hours</b>	<b>144 hours</b>	<b>144 hours</b>	<b>135 hours</b>

### MATHEMATICS TUTORIALS DURING 1950-51

#### Clock-hours of Classroom Work

	<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>	<i>Fourth Year</i>
Plane Geometry	42	...	...	...
Solid Geometry	26	...	...	...
General Theory of Ratio and Proportion	20	...	...	...
Introduction to Number Theory	4	...	...	...
Conic Sections	52	...	...	...
Trigonometry	...	9	...	...
Algebra	...	40	...	...
Astronomy and Celestial Mechanics	...	85	60	...
Analytic Geometry	...	10	34	...
Dynamics	...	...	50	...
Calculus with Introduction to Differential Equations	...	...	...	107
Non-Euclidean Geometry	...	...	...	14
Transfinite Numbers	...	...	...	9
Readings from Dedekind	...	...	...	5
<b>Totals</b>	<b>144</b>	<b>144</b>	<b>144</b>	<b>135</b>

### CLOCK-HOURS OF LABORATORY WORK

#### ACADEMIC YEAR 1950-51

	<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>	<i>Fourth Year</i>
<i>BIOLOGY</i>				
Anatomy and Physiology	52	...	...	...
Classification	8	...	...	...
Genetics	...	...	39	...
Embryology	...	...	30	...
Histology	...	...	33	...
<i>CHEMISTRY</i>				
General Inorganic	...	90	...	...
Physical	...	...	...	48
<i>PHYSICS</i>				
Electricity and Magnetism	...	...	12	100
Heat	8	...	6	...
Light	...	90	...	...
Mechanics	44	...	54	...
Sound	8	...	...	...

NOTE: In the above breakdown, all Graphics and Mathematical Drawing labs are included under "Mechanics". About one-fourth of the laboratory time is spent in lectures on assigned reading.

## FRESHMAN

The Anatomy of the Frog	The Sheep Eye -- The Faculty of Sensation
The Digestive Organs of the Cat -- The Faculty of Digestion	The Diversity of Animals -- Classification
The Mouth, Neck and Thorax of the Cat -- The Faculty of Respiration	The Diversity of Parts in Animals
The Generative and Reproductive Organs of the Cat -- The Faculties of Excretion and Reproduction	Measurement of Length and Area
The Circulatory System: The Arteries and Veins of the Cat	Weight, Volume, and Density
The Circulatory System: The Sheep Heart	Errors and Significant Figures
The Circulatory System: The Motion of the Heart and Blood	Spirals and Calculating Machines
The Circulatory System: The Faculty of Transportation	Center of Gravity and the Law of the Lever
The Skeletal System -- The Faculty of Support	Introduction to Hydrostatics: The Barometer
The Muscular System -- The Faculty of Movement	Musical Intervals and Scales
The Nervous System -- The Faculty of Coordination	Chromatic and Diatonic Scales
	Orthographic Projections
	Perspective Projections
	Stereographic Projections
	The Thermometer and Linear Expansion
	The Calorimeter and Change of State

## SOPHOMORE

Boyle's Law	Gram Molecular Volume of a Vapor
Charles' Law or Gay-Lussac's Law	The Mass Combining Ratio of Copper and Sulfur: The Law of DuLong and Petit
Laboratory Glass	
The Analytic Balance	Rectilinear Propagation of Light; Reflection from Plane Surfaces
The Law of Definite Proportions	Reflection from Cylindrical and Spherical Surfaces
The Law of Reciprocal Proportions	Reflection from Conical Surfaces
The Mass Combining Ratio of Zinc and Oxygen	Refraction
The Law of Multiple Proportions: The Atomic Hypothesis	Refraction by Spherical Surfaces
Mass Combining Ratio of Hydrogen and Oxygen to form Water	Magnification
Vapor Density of Oxygen: Dalton's Law of Partial Pressure	Thin Lenses
The Volumetric Equivalent of Hydrogen and Oxygen: The Electromotive Series	Huygens' Wave Theory
The Law of Gay-Lussac & Avogadro's Hypothesis: The Chemical Equation	Color
	Deviation and Dispersion -- Chromatic Aberration
	Interference and Diffraction
	Iceland Spar

## JUNIOR

The Use of the Microscope and the Cell	Sex-Linked Inheritance
General Histology -- Epithelial Tissues	The Linkage and Crossing-over of Hereditary Factors (Genes)
Connective Tissues (Soft)	The Mapping or Location of Gene Loci
Connective Tissues (Hard)	The Gene and Its Ability to Mutate
Contractile Tissues	Chromosomal Aberrations: Non-Disjunction, Deletion, Translocation, Inversion and Polypoidy
Blood-vascular Tissues	The Genes and Embryonic Development
Nervous Tissue	Genetics and the Theory of Natural Selection
Special Histology -- Skin, Intestine, Lymph Glands, Arteries and Veins	Falling Bodies and Uniformly Accelerated Motion
The Germ Cells and the Development of the Starfish Ovum	Newton's Second Law of Motion
Mitosis in the Whitefish Blastula and the Onion Root Tip	Rigid Body Equilibrium for Co-Planar Forces
Meiosis in Fertilization in Ascaris	The Conservation of Momentum and Energy
The 18 Hour Chick. Whole Mount	Hooke's Law
The 24 Hour Chick. Whole Mount and Transverse Sections	Centripetal Force
The 33 Hour Chick. Whole Mount	Rotation and the Circular Motion Analogy
The 48 Hour Chick. Whole Mount	The Simple Pendulum
The 48 Hour Chick. Transverse Sections	Simple Harmonic Motion and the Spring Pendulum
The 72 Hour Chick. Whole Mount	Compound Pendulums
The 72 Hour Chick. Transverse Sections	Torsion Pendulum
The 96 Hour Chick. Whole Mount	The Mechanical Equivalent of Heat
The Morphology of the Fruit Fly and Its Laboratory Breeding Procedure	Introduction to Electrostatics
Mendelian Heredity	
The Behavior of the Chromosomes in Meiosis and Fertilization (The Chromosomes as the Physical Basis of Heredity)	

## SENIOR

Review of Electrostatic Principles	Introduction to Alternating-Current Theory
Coulomb's Law and the Measurement of Charge	A.C. Circuits: Resistance Only
Electrical Intensity and Gauss' Law	A.C. Circuits: Resistance and Inductance
Electrical Potential: Electrostatic Generators	A.C. Circuits: Resistance and Capacitance
Capacitance: Conductors and Condensers	A.C. Circuits: Series Resonance
Experiments in Magnetostatics	Transient Currents in RL and RC Circuits
Local Intensity of the Earth's Magnetic Field	Millikan Oil Drop Experiment
Electric Current	Charge to Mass Ratio of the Electron
Magnetic Field of a Coil Carrying Constant Current	Introduction to Kinetic Theory
	Molecular Weights of Gases

Faraday's Laws of Electrolysis  
 Joule's Law & the Absolute Cali-  
 bration of a Voltmeter  
 Ohm's Law and Kirchhoff's Laws  
 The Wheatstone Bridge  
 Electromagnetic Induction  
 Direct-Current Motors and  
 Generators

Specific Heats of Gases  
 Heats of Hydration  
 Heats of Chemical Reactions  
 E.M.F. and Temperature Coefficient  
 of Daniell Cell  
 Measurement of Electrical  
 Conductivity  
 Ion Reactions

### Work Schedule of Music Program--1950/51

#### Tutorial

8 weeks: Melody  
 4 weeks: Meter and Rhythm  
 8 weeks: Counterpoint  
 10 weeks: Harmony

#### Materials:

Bach, *Twelve Little Preludes*  
*Two and Three Part Inventions*  
*Chromatic Fantasy and Fugue*  
*Italian Concerto*

Mozart, *Piano Fantasy*  
*String Quintet*  
*Piano Concerto*

Beethoven, *Bagatelles*  
*Piano Sonatas*  
*Leonora Overtures*

Schubert, Songs  
 Bartok, *Microcosmos*

#### Lectures

1. Mozart, *The Magic Flute*
2. Beethoven, *7th Symphony*

#### Concerts

Spanish Vocal Music, old and new  
 Compositions for Harpsichord (Scarlatti, Bach, and others)  
 String Quartets by Bartok, Schoenberg, Beethoven Op. 127  
 Hindemith, Song Cycle "Das Marienleben" (Words by Rilke)

#### Chorus

Works by Byrd, Palestrina, Lasso, Schuetz, and others

#### Seminar I

J. S. Bach's Cantatas  
 Mozart's Chamber Music

#### Seminar II

Study of C. P. E. Bach's "True Art of Keyboard Playing"

## EXTRACURRICULAR ACTIVITIES

A college should be a community in which the students can discipline and develop their native powers, and at the same time learn how to associate with other people in such a way as to continue this development throughout life. Not only the curriculum at St. John's, but the arrangements for residence and extracurricular activities as well, are means to this end.

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. The College cooperates in the financing of those activities that require expenditures, and advice is given where it can be helpful to the smooth functioning of the activity. The kind of *laissez-faire* attitude which generally characterizes the curricular aspect of American college life is in this College transferred to the field of extracurricular activities.

It is no paradox, in view of the above, to say that the main purpose of extracurricular activities is amusement and relaxation. 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 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 a free and natural consequence of the student's expanding abilities, and must be proportionate to them. Recreational activities have to derive their vitality from these newly developed powers which support them, or else they cease to be enjoyable. Thus recreation and play become an integral part of the student's life in this community.

## Organization of Activities

Some student activities are really an extension of the curriculum: for example the Bible classes, the Astronomy Club, the Play-Reading Group, and the advanced music-study groups.

The *St. John's Collegian* is a student newspaper which reports and comments on the events in the community. The *St. John's Yearbook* is a student-edited yearly publication which

in its present form is a magazine whose purpose is to recapitulate, to summarize, and to criticize the past academic year.

The King William Players serve as a center for the activities of play production. There is also a Variety Club.

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

The Cotillion Board is the student organization which arranges all college dances. A Folk Dance group has been organized recently in which not only the students but also other members of the college community and townspeople participate.

An artist-in-residence, F. Townsend Morgan, conducts a weekly class for those interested in drawing and painting. He maintains a studio on the campus and is available for consultation and advice. He assists in the preparation of posters for College activities and in illustrations for College publications. A Graphic Arts Committee arranges occasional art exhibits.

As a member of the Intercollegiate Yacht Racing Association, the Boat Club engages principally in Tempest class sailing. In addition to operating and maintaining its facilities the Boat Club provides instruction in sailing and boat building.

In order to provide to the students an opportunity to exercise their manual skills, the College has established workshops. Here every student wishing to work on some project of his own, small or large, ranging from bookcases to boats, finds all necessary equipment. A trained advisor with the help of student assistants gives him the guidance that he might require.

The Student Employment Cooperative was organized in 1943 for the purpose of obtaining employment for its members.

As supports for an active social life, the College provides a Coffee Shop, a Bookstore, and a Junior Common Room, for the use of the whole college. In addition, there are smaller social rooms in each dormitory unit, equipped with comfortable furniture.

## Athletics

Since 1939 athletics at St. John's have been organized on an intramural basis with active participation by more than seventy-five percent of the student body. With the aid of student athletic assistants, the St. John's Athletic Director carries on a series of individual and team sports throughout the entire year. The athletic facilities, which will be open equally to men and women include a well equipped gymnasium, large playing fields, tennis courts, and a College boathouse with a number of sailboats.

Excellence of performance in a wide variety of sports including sailing, tennis, handball, squash, badminton, boxing, swimming, baseball, basketball, fencing, archery, field hockey, lacrosse, 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. At the present time intercollegiate athletic competition extends only to the Boat Club, which is a member of the Intercollegiate Yacht Racing Association. No participation in major sports is envisioned. Future intercollegiate activity in such fields as tennis, basketball, 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.

#### The Sunday Evening Meetings

The Sunday Evening Meetings consist of informal talks by competent outside speakers on current public issues of importance. They take place in the King William Room of the Library. Invitation to attend the lecture, and to take part in the question period which follows it, is extended to students and townspeople alike. Speakers for the academic year 1950-51 were as follows:

- Oct. 22 - Nicholas Nabokov, Composer, Writer, and Member of the Teaching Staff of Peabody Institute, on *The Terror Peace*.
- Nov. 19 - Mrs. Margaret R. T. Carter, Chief of the Division of Public Liaison, Department of State, on *Foreign Policy and the American People*.
- Jan. 14 - Dr. Franklin L. Ho, formerly Professor of Economics at Nankai University, Tientsin, China, and now Chinese Member of the Population Commission of the United Nations, on *The Economic Capabilities of Communist China*.
- Jan. 28 - Film - *Pattern for Survival*. Discussion Period - Conducted by Professor Earl W. Thomson, Department of Electrical Engineering, U. S. Naval Academy.
- Feb. 4 - Mrs. Franklin D. Roosevelt, Chairman of the Commission on Human Rights of the United Nations, on *Human Rights*.
- Mar. 11 - Maj. General Lewis B. Hershey, U.S.A., Director of Selective Service on *Selective Service and the Colleges*.

#### The Student Polity

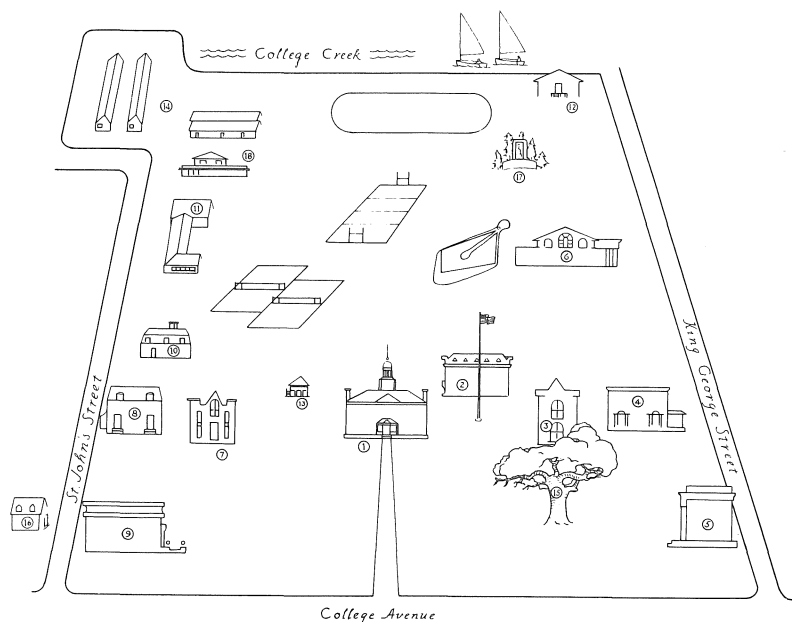
The Student Polity, organized in 1945, of which all students are members, was instituted for the following purposes, as outlined in its constitution:

- 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 College administration student opinion on all problems common to both the students and the College administration,
  - 3) to establish minimal dormitory regulations,
  - 4) 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,
  - 5) to determine further, jointly with the College administration, the proper delegation of authority in the community.
- A Student Court functions to preserve good order.

#### Adult Education

St. John's College has a program of adult education directed by the Assistant to the President, Mr. A. Chesley Wilson. Adult seminars on the Great Books are held in Annapolis, Baltimore, Hagerstown and Easton, Maryland, and in Washington, D. C. The seminar leaders are tutors and alumni of the College.

## The St. John's Campus.



- (1) McDowell Hall - Administration offices, classrooms, Bookstore and Coffee Shop.
- (2) Randall Hall - Dining Hall and dormitory.
- (3) Pinkney Hall - Dormitory.
- (4) Stone-Chase House - Dormitory.
- (5) Woodward Hall - Library.
- (7) Humphreys Hall - Laboratories.
- (8) Paca-Carroll House - Dormitory.
- (9) State Hall of Records.
- (10) Reverdy Johnson House - Music Rooms.
- (11) Shop Buildings - Studio and shops.
- (12) Boathouse.
- (13) McDowell Annex - Old Heating plant.
- (14) Veteran's Housing.
- (15) Liberty Tree.
- (16) Infirmary
- (17) French Monument.
- (18) New Heating plant.

## RESIDENCE

St. John's College is situated in the seventeenth-century seaport town of Annapolis. Annapolis has a population of about thirty thousand people, who are occupied with fishing and shipping in the harbor, with the training of midshipmen in the Naval Academy, with governing the State of Maryland from the state government offices, and with the liberal education of young men at St. John's College.

The College has twelve buildings on a tract of thirty-two acres. Four of these buildings are for student dormitory residence, one being reserved for women. The College has also four temporary buildings on the campus, provided by the Federal Public Housing Authority, which contain twelve family dwelling units. These units were provided in an effort to take care of married veteran students and their families.

The dormitories form small integrated communities within the larger college community, helping the incoming student to accept and enforce restraints upon himself and also to make proper use of the help and support that other students can give him in his college life. All unmarried students not living at home are required to live in the College dormitories and to take their meals in the College Dining Hall.

Each dormitory room is provided with the necessary furniture, including one or two beds, each with mattress, pillow, pillow cover and bedspread. The rooms usually also contain chests of drawers, book shelves, Venetian blinds or window shades, study tables, chairs, and lamps. Towels, bed linen, and blankets are to be supplied by the student, as are also such decorations as window draperies, rugs, and runners for chests of drawers and tables. Students should consult their prospective roommates, if any, and their own good taste in planning room decoration. Any major change requires special permission from the college administration.

Room assignment is the responsibility of the two Assistant Deans. New students have rooms assigned to them tentatively as soon as their applications for admission have been accepted. Returning students should apply for rooms before they leave for the summer vacation. Students who wish to room together should file joint applications.

Rooms in dormitories may not be occupied during vacations except by special permission. The dormitories will be open for occupancy at the beginning of each term as follows:

For upperclassmen taking annual written examinations, from noon of the day before the examination day.



For freshmen from noon of the day before registration day. See the college calendar for definite dates in 1950-51.

The College provides housekeeping staff to care for the dormitories. There are student dormitory representatives whose duty it is to report complaints of violations of good order to the student court. The following are the regulations concerning breakage and damage to College property:

Any damage to College property will be charged to the occupant or occupants of the room, or to the occupants of dormitory, in which the damage occurs.

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

The College reserves the right to restore completely, at the expense of the occupant or occupants, any dormitory room and furniture which have been seriously damaged.

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

In the interest of safety, students may not keep fire arms in their rooms.

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

#### The Dining Hall

The Dining Hall is managed by the Dietitian. The Dining Hall is closed when the College is not in session, except for single holidays; it will open for supper on the day just preceding the beginning of each term, and dinner will not be served on the last day of each term.

#### Infirmary Service

A well equipped infirmary is maintained at the College, under the supervision of the College Physician and two trained nurses.

The College Physician holds office hours each day at the infirmary. During these hours his services are free to those who have paid their regular College fees. Medical services rendered by others than members of the College infirmary staff, whether for sickness or for injuries, are not paid for by the College.

Any illness must be reported promptly by the student. Students suffering from contagious or infectious diseases must reside in the infirmary until discharged by the College Physician.

The College Physician makes a daily report to the Dean.

## HOW TO APPLY FOR ADMISSION

A student is eligible for admission if he can provide evidence of his ability and preparation to pursue the St. John's program in terms of the following achievements:

## Credits for

- One and one-half years of algebra
- One year of plane geometry
- Two years of one foreign language

together with two of the three following requirements:

1. Graduation from a high or preparatory school
2. Passing the Psychological Examination published by the American Council on Education
3. A recommendation for work at St. John's College from the principal or a teacher in the high or preparatory school last attended.

Since the College is concerned to provide prospective students with some direct impression of its operations, an applicant is expected to appear for an interview with the Director of Admissions, whenever the circumstances permit.

## Procedure

1. Request a blank of Application for Admission from the Director of Admissions.
2. Fill out the Admission blank as completely as possible.
3. Return the Application for Admission to the Director of Admissions. A non-refundable application fee of ten dollars should accompany the application.
4. If you need or want to take the Psychological Examination, forward to the Director of Admissions the name and address of a teacher or college graduate willing to accept the responsibility for administering the examination to you. The College pays such persons the sum of five dollars which you pay to the College as examination fee. The College will then make necessary arrangements.
5. As soon as the Director of Admissions has collected your scholastic record, recommendations, and the result of the Psychological Examination, he will submit them to the Admissions Committee for action, and you will be notified promptly of their decision.
6. Upon admission you are requested to remit the sum of \$50 as a non-refundable advance payment to be credited to the first year's tuition charges.
7. If you are not able to pay the full College fees, ask the Director of Admissions to send you an application blank for

Student Financial Aid. Fill this out with special attention to your Tentative Budget, send it to the Director of Admissions, and as soon as your admission application has been acted on, you will receive advice as to what aid can be extended to you. See section on Financial Aid, p. 69.

Requests for further information may be directed to the Director of Admissions.

Married applicants should apply for residence in the housing units mentioned on p. 59, through the office of the Director of Admissions, in order to assure priority with regard to future vacancies.

## No Admission with Advanced Standing from Other Colleges

Students who wish to transfer to the St. John's program must register as freshmen for the four-year course; no advanced standing in the program is granted for other college credits.

## Veterans' Educational Benefits

St. John's College is approved and accredited by the Maryland State Board of Education and the Veterans Administration for the training of Veterans of World War II who are eligible to receive educational benefits under Public Law 346 (the Servicemen's Readjustment Act of 1944, or the "G.I. Bill") and Public Law 16 (the Vocational Rehabilitation Act). Under Public Law 346, the Veterans Administration pays to the College \$500 each academic session toward the tuition fee of the veteran student; and to the veteran, \$75 per month subsistence in the case of an unmarried veteran, \$105 per month to those with one dependent, and \$120 to those with more than one dependent. Under Public Law 16, veterans who qualify by reason of disability incurred in service are provided tuition fees and supplies with a minimum subsistence of \$105 per month, hospitalization, and additional allowances for dependents.

Veterans who contemplate registering at St. John's College are urged to file their applications under Public Law 346 accompanied by certified copies of service record and discharge with their local Veterans Administration Regional Office before coming to College, so that their programs may be approved and benefits begin as of the day they register at the College. The Regional Office will issue a Certificate of Eligibility and Entitlement which the veteran will sign and turn over to the Treasurer for certification of his admission and enrollment.

Recent Veterans Administration rulings have set July 25, 1951, as the deadline for entering new courses under the provisions of the G.I. Bill. After that date no veteran may enter a new course, although he may continue one already begun.

Veterans desiring benefits under Public Law 16 *must* apply directly to the Veterans Administration, and because of the time required for consideration and approval, should do so as early as possible.

*The College will not register a veteran who does not present a Certificate of Eligibility and Entitlement, unless he is prepared to pay his fees in advance.*

## FEES

### College Finance

Theoretically a college should establish its fees for tuition and residence at a figure which will approximate the actual cost of furnishing tuition, board and room, and meeting the administrative and other operating expenses of the College. The limited enrollment at St. John's College and the rising costs of operation have precluded the realization of this aim or principle.

The College still relies upon other sources of income, principally support by private individuals, and by the public through State appropriations for four purposes: closing the gap between operating expense and operating income, financial aid to students who are not able to pay the full costs, additions to College buildings and equipment, and increasing of the small College endowment.

### Annual Fees

The fixed annual fees for all students for each year are as follows:

Tuition . . . .	\$650.00
Board . . . . .	500.00*
Room . . . . .	150.00

Total \$1,300.00

These fees are payable in full on registration in September or, if preferred, in three installments: one-half on registration, one-fourth on January 2, and the remaining fourth on April 2.

On registering, the student must procure a Treasurer's Card showing that fees have been paid or that suitable financial arrangements have been made, in order to be admitted to classes, dormitories, the dining hall, the library, gymnasium or infirmary.

In figuring his budget for the academic year, each student should include additional amounts for books, clothes, stationery, laundry, and other incidentals. The cost of books will in general average about \$75 per year.

(\* This represents an increase of \$50.00 over previous years which is necessary as a result of the rising food prices.

### Application Fee

Applications for admission must be accompanied by payment of \$10, which is not refundable.

### Examination Fee

A candidate for admission who finds it necessary to take the Psychological Examination in order to complete the requirements for admission will be charged a fee of \$5, if this examination is given outside the College, payable to the College upon his request for examination. This fee is charged to cover the expense of giving the examination; it will not be refunded, nor will it be deducted from other fees. (See p. 62.)

### Admission Fee

Applicants, when accepted, are required to make a non-refundable advance payment of \$50, which will be credited in full to the tuition fee. This does not apply, however, to recipients of full scholarships.

### Payment of Bills

Unless otherwise requested, the College presents its bills directly to the student, who assumed responsibility for their payment when due. Exception is made in the case of minors, whose parents or guardians must assume such responsibility.

### Refunds on Fees

Current tuition installments are not refundable, unless a student is drafted or called up in the reserves of the Armed Forces. If a student has paid any installment on his tuition fees beyond the dates on which installments are due (September registration, January 3, March 31), and withdraws from College for any cause whatever, such advance payment shall be refunded, regardless of the cause of withdrawal.

This also applies to the fees for board and room, except if the student withdraws within the first two weeks of the academic year. In this case the unused portion of these fees is refunded. (Veterans are subject to the regulations of the Veterans Administration.)

The college is not in business and does not regard itself as selling instruction or food or lodging to students. Its fees can best be understood by the student if he regards them as membership dues. These dues help the College to provide, not only

instruction, food, and lodging, but also proper medical supervision, athletic facilities, and whatever other conditions it finds best adapted to forward the common learning enterprise.

### Caution Fee

When registering, each student is required to make a deposit of \$10, which is subject to charges for laboratory breakage, damage to College property, or other obligations of a minor nature. It also includes a deposit for room key. The full amount of this deposit must be maintained at all times during the session. A refund check for this deposit will be sent to the student upon request after the end of any session, and after withdrawal or graduation from College.

### Deferred Payment of Fees

There is available to those students, veterans and non-veterans, and their parents who are unable to meet the College fees in accordance with the regular schedule a deferred tuition plan, which provides for payment in equal installments during the College year, in most instances, nine installments. This method of deferred tuition payment is handled through "Tuition Plan, Inc.," a corporation which offers this service to many schools and colleges throughout the country. The plan is put into effect by a contract signed by the parent or guardian of the student and by the College and handled entirely by "Tuition Plan, Inc." The additional cost is four per cent of the amount financed. Inquiries should be addressed to the Treasurer.

### Payment of Fees by Veteran Students

For the veterans who have qualified to receive educational benefits under Public Law 346, the Veterans Administration pays to the College \$500 for the academic session towards the tuition fee of \$650. The balance of this fee, amounting to \$150, and the residence fee of \$600, or a total of \$750, is the direct responsibility of the veteran and must be paid by him to the College. However, the College has arranged a schedule of monthly payments of this balance, whereby the Veteran is enabled to use his monthly subsistence payment from the Veterans Administration to meet in part his monthly payment to the College. In the case of an unmarried veteran who receives \$75 per month subsistence, or approximately \$650 for the academic session of 9 months, the monthly payments to the College will be slightly in excess of his subsistence payments

since his total balance due on fees to be paid to the College by him is \$750 for the academic session.

For the veteran qualified to receive educational benefits under Public Law 16, the Veterans Administration will pay to the College the tuition fee of the veteran student 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.

The veteran qualified under Public Law 346 may elect to have the Veterans Administration pay the excess of tuition over \$500, or \$150, by surrendering entitlement at the rate of one day for each \$2.10 of such excess costs. Such an election by the veteran would mean that his period of entitlement would be reduced by approximately 71 days for one academic session. The veteran may also elect to have the Veterans Administration pay for the required books and supplies for each year under the same plan. A form to take advantage of this plan is available at the Treasurer's Office upon registration.

## FINANCIAL AID

### College Aid

Students unable to pay the full cost of their education at St. John's may apply to the College for assistance. Because it is an essential purpose of the College that within the limits of the funds available no serious student should be kept from admission by inability to pay the full amount of his fees, the College maintains a Student Aid Fund.

There are two kinds of aid, one refundable, the other non-refundable. If the need amounts to not more than \$300, the student may receive employment from the College. What the student receives as salary is refunded to the College and is credited to his fees.

However, if the need amounts to more than \$300, the student may apply for additional help. If this additional help is granted by the College, it is considered an outright grant, equivalent to a reduction of the student's fees.

Any cash aid given needy students is necessarily limited by the availability of College jobs. In granting aid, consideration is given only to the student's essential needs.

It is hoped that in the years following his graduation the student will endeavor to refund that amount which he received during his education as a reduction in his fees.

The College will reject all applications, whether for employment or for outright grants, 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 which the applicant seeks to join. It therefore subjects each case to a thorough investigation and it cannot initiate this investigation until the student aid blank has been filled out clearly, accurately, and with sufficient detail to enable a judgment to be made.

Entering students should apply for aid at the time the Application for Admission is forwarded to the Director of Admissions. Continued aid presupposes the maintenance of good academic standing.

### Scholarships Awarded by the College

A part of the financial aid given to the students is provided by the following scholarships:

### THE PHILIP A. MYERS, II, SCHOLARSHIP

To be awarded annually, the income from \$10,000, the gift of Philip A. Myers, II, Class of 1938.

### 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 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 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 GEORGE WASHINGTON PARKE CUSTIS TUITION SCHOLARSHIP

To be awarded in 1951 to a resident secondary school graduate of the State of Virginia, or the District of Columbia, a four-year tuition scholarship in the amount of \$2,600. The scholarship is named for George Washington's step-grandson, who was a member of the Class of 1799. To qualify, the applicant must meet the usual requirements for admission and submit the best essay on the subject "The Meaning of Education."

### Maryland State 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-nine 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 respective 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 formal appointments. The College grades the papers in all except two counties, Montgomery and Prince George's, where the School Boards examine candidates and report directly to each Senator.

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 watch the newspapers for the announcement of the time and place of the examination and apply to the local School Board for examination.
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.

### Scholarships Awarded by Patriotic Societies

#### THE MATTHEW FONTAINE MAURY SCHOLARSHIP

Awarded by the United Daughters of the Confederacy to a student of exceptional character and scholarship and of established Confederate lineage. This scholarship is applied to tuition and residence fees, in accordance with the needs of the student selected, and is awarded at present for four years unless the appointee fails to maintain the required standard in his academic record. Applications should be addressed directly to Mrs. Robert J. Abbott, 2035 E. Lakeshore Drive, Baton Rouge, Louisiana.

#### SCHOLARSHIP OF THE COLONIAL DAMES OF AMERICA

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

## Scholarships at Other Institutions for St. John's Students

## SCHOLARSHIPS IN ENGINEERING

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

## SCHOLARSHIPS IN MARINE BIOLOGY

A tuition scholarship applicable to an approved course either at the Biological Laboratory at Cold Spring Harbor, New York, or at the Marine Biological Laboratory, Woods Hole, Massachusetts, is offered annually to graduates of St. John's.

## APPENDIX A

A SHORT EDUCATIONAL HISTORY OF  
ST. JOHN'S COLLEGE

St. John's College is a small liberal arts college for men. It is non-denominational, and has been so since its founding. It has never been co-educational. It maintains no graduate or professional schools. It is the third oldest college in the United States. It admits women for the first time in 1951.

1696

King William's School, first public school 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 on 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 1-9, 1696.*

### 1776

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

### 1785

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

WHEREAS, Institutions for the liberal education of youth in the principles of virtue, knowledge and useful literature are of the highest benefit to society, in order to train up and perpetuate a succession of able and honest men for discharging the various offices and duties of life, both civil and religious, with usefulness and reputation, and such institutions of learning have accordingly been promoted and encouraged by the wisest and best regulated States:

Be it enacted, by the General Assembly of Maryland, That a college or general seminary of learning, by the name of Saint John's, be established on the said Western Shore, upon the following fundamental and inviolable principles, namely: first, said College shall be founded and maintained forever, upon a most liberal plan, for the benefit of youth of every religious denomination, who shall be freely admitted to equal privileges and advantages of education, and to all the literary honors of the college, according to their merit, without requiring or enforcing any religious or civil test, or without their attendance upon any particular religious worship or service, other than what they have been educated in, or have the consent and approbation of their parents or guardians to attend; nor shall preference be given in the choice of a principal, vice-principal, or other professor, master, or tutor, in the said college, on account of his particular religious profession, having regard solely to his moral character and literary abilities, and other necessary qualifications to fill the place for which he shall be chosen. . . .

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

The original Board of Visitors and Governors was as follows:

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

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

### 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.

George Washington.

ANNAPOLIS, April 17, 1791.

\* Signers of the Declaration of Independence.



1796

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

1799

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

1835

Curriculum during the Principalship of the Reverend Hector Humphreys.

*First Year*

Greek  
Xenophon  
Herodotus  
Thucydides  
Lysias  
Demosthenes  
Isocrates

Plato  
Latin  
Livy  
Horace  
Virgil  
Mathematics  
Algebra

*Second Year*

Greek  
Homer  
Hesiod  
Tragedies  
Latin  
Juvenal  
Cicero

Mathematics  
Plane Geometry  
Solid Geometry  
Logarithms  
Trigonometry

*Third Year*

Greek  
Minor Poets  
Latin  
Tacitus  
Mathematics  
Applications of Trigonometry  
Conic Sections  
Chemistry  
Natural Philosophy  
Elements of Criticism

*Fourth Year*

Latin  
Horace  
Natural Philosophy  
Logic  
Astronomy  
Geology  
Civil Engineering  
American History  
Political Economy  
Natural Theology

English Composition and Declamation in all four years.

Modern Languages by special arrangement in addition.

1868

Curriculum during Principalship of James C. Welling.

*First Year*

Greek  
Homer  
Herodotus  
Latin  
Virgil  
Cicero  
Livy  
Horace  
Mathematics  
Algebra  
Geometry  
English  
19th Century Literature

*Second Year*

Greek  
Xenophon  
Plato  
Euripides  
Lucian  
Latin  
Horace  
Cicero  
Terence  
Mathematics  
Logarithms  
Trigonometry  
Solid Geometry  
English  
Shakespeare  
18th Century Literature

*Third Year*

Greek  
Plato  
Aeschylus  
Thucydides  
Sophocles

Greek  
Plato  
Aristotle  
Aristophanes  
Demosthenes

Latin  
Cicero  
Juvenal  
Plautus

Latin  
Tacitus  
Lucretius  
Persius  
Quintilian

English  
Shakespeare  
Spencer  
Taylor  
Hooker  
Milton  
Mathematics

English  
Authors of 13th, 14th  
and 15th Centuries  
Mathematics  
Analytic Geometry  
Calculus  
Mechanics

Theory of Equations  
Analytic Geometry  
Descriptive  
Geometry  
Use of Instruments  
Natural Philosophy  
Chemistry  
Historical Methods

Natural Philosophy  
Astronomy  
Logic  
Evidence of Christianity

*Fourth Year*

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

1886-1923

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

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

1923-1937

Period of Progressive Studies under the Open Elective System.

1937

Restoration of the traditional program of Classics and Liberal Arts unique in American colleges of today.

1951

Introduction of co-education.

## APPENDIX B

THE ENABLING EXAMINATIONS AND THE DEGREE OF  
BACHELOR OF ARTS AT ST. JOHN'S COLLEGE

The original title of Bachelor of Arts signified the first officially recognized stage of competence in the seven liberal arts and sciences: grammar, rhetoric, logic, arithmetic, geometry, music, and astronomy. The St. John's degree of Bachelor of Arts signifies competence in the modern equivalent of these arts and sciences as required through the satisfactory completion of the St. John's program.

The College grants the B.A. degree rite, cum laude, and magna cum laude.

At the end of his third year, each student has to take the Enabling Examinations: three written examinations, one in language, one in mathematics, one bearing on the theoretical aspect of the laboratory; one examination in laboratory operations; and one oral examination on seminar reading. The first four of these examinations are given immediately at the end of the junior year; the oral examination is given in the following September.

The books of the first three years, on which the Enabling Examinations are to be focused, are the following:

Iliad	Hamlet
Oresteia	King Lear
Republic	The Tempest
Timaeus	Galileo
Oedipus	Hobbes
Poetics	Harvey
Physics - Books II, III, IV	Descartes
Metaphysics - Book XII	Newton
Euclid	Huygens
Apollonius	Lavoisier
Ptolemy	Rousseau
Bible	Kant
Augustine, Confessions	Adam Smith
Divine Comedy	Federalist Papers
Don Quixote	

The examination in language consists in the writing of an essay on a theme chosen among six or seven given topics. The mathematics examination covers the most important material of the mathematics tutorial in the first three years. In the

operational laboratory examination, the student will be asked to make certain observations and measurements with some of the instruments he has used; and in the theoretical laboratory examination he will answer questions on the theory and application of some of those observations and measurements. The references for this examination are the laboratory sheets and the student's written reports of the first three years, as well as the scientific books among the texts named above.

The Instruction Committee examines the student's record, including his performance on the Enabling Examinations. If the student is enabled, he becomes a candidate for the degree of Bachelor of Arts. If he is not enabled, he is required to leave the College. In exceptional cases the Instruction Committee may permit a student who has not been enabled either to repeat his junior year or to continue his studies at the College through the fourth year without being a candidate for the degree of Bachelor of Arts.

A student accepted as a candidate for a degree must indicate a subject for a dissertation, to be written during his fourth year, and to be satisfactorily defended in a public oral examination. Usually the month of April is reserved for the writing of the thesis: during that period, the student attends no classes. The student may request more time to prepare and submit his dissertation for the approval of the faculty.

The student will choose, and the faculty will accept, a subject for dissertation related to some aspect of the four years' work. The dissertation is not to be a piece of specialized research.

Before being granted a degree, each candidate must have passed an examination on his reading knowledge in two of the three languages he studied during the four years.

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- AMERICAN LIBRARY ASSOCIATION: *Classics of the Western World*, with forewords by John Erskine and Everett Dean Martin. One of the book lists out of which the St. John's program grew, this pamphlet contains valuable secondary bibliographical material. It was first published in 1927 by the American Library Association for the use of adult classes. 1944.
- ERSKINE, JOHN: *My Life as a Teacher*, J.B. Lippincott Co., 1948.
- HUTCHINS, ROBERT M.: *Education for Freedom*, Louisiana State University Press, 1943.
- MARITAIN, JACQUES: *Education at the Crossroads*, Yale University Press, 1943.
- MEIKLEJOHN, ALEXANDER: *Education between Two Worlds*, Harper & Brothers, 1942.
- MERCIER, LOUIS J.A.: *American Humanism and the New Age*, Bruce Publishing Co., 1948.
- RICHARDS, I.A.: *How to Read a Page*, W.W. Norton, 1942. Still more detailed techniques of reading.
- VAN DOREN, MARK: *Liberal Education*, Henry Holt & Co., 1943.

# STUDENTS ENROLLED IN ST. JOHN'S COLLEGE -- 1950-51

## SENIOR YEAR - CLASS OF 1951

Richard John Batt, Jr.....New Orleans, Louisiana  
 Humphrey Richard Bixby.....Annapolis  
 Douglas Grant Boyle.....Salt Lake City, Utah  
 Donald Acker Brown.....Landover Hills  
 William Allen Brown.....Salt Lake City, Utah  
 George Barton Case.....Cumberland  
 John Joseph Coffey.....Brookfield, Connecticut  
 William Curwen Davis.....Scranton, Pennsylvania  
 Richard Tobi Edelman.....Brooklyn, New York  
 James Hartwell Frame.....Annapolis  
 Alfred Philip Franklin.....New York, New York  
 Thomas Jefferson Hamilton.....Azusa, California  
 Ernest Wolfram Hankamer.....Greensburg, Pennsylvania  
 Anton Gysberti Hardy, Jr.....Manchester, Vermont  
 Howard Vernon Herman.....Berlin  
 Robert Sherman Hill.....Worthington, Ohio  
 John Francis Horne, Jr.....Brookdale  
 Louis Donald Koontz.....Colby, Kansas  
 Jerome G. Lansner.....New York, New York  
 John Kenneth Lucas.....Annapolis  
 Stewart Barwick McRaney.....Collins, Mississippi  
 Harry Joseph Martin.....Rosedale, New York  
 Robert Laverne Parslow.....Annapolis  
 Milton Perlman.....Memphis, Tennessee  
 James Michael Reilly.....West Chester, Pennsylvania  
 Robert Norman Richman.....Columbus, Ohio  
 Michael Lee Rourke.....Beverly Hills, California  
 Ronald Lee Simmons.....Havre de Grace  
 Herman Small.....Brooklyn, New York  
 Raymond Peter Starke.....Bethesda  
 David Corbin Streett, II.....Baltimore  
 George Charles Thrasher, Jr.....Roanoke, Virginia  
 Stewart Alexander Washburn.....Middleboro, Massachusetts  
 George Wend.....North Sandwich, New Hampshire  
 Peter Anthony Whipple.....Catonsville  
 Thomas Joseph Williams.....Georgetown, Delaware

## JUNIOR YEAR - CLASS OF 1952

Thomas Mason Carnes.....Glenwood, New York  
 Richard Tallant Carruthers, Jr.....Annapolis  
 Larry Brownlow Childress.....Annapolis  
 Richard T. Congdon.....Auburn, New York  
 George Robert Contos.....Baltimore

Paul George Cree, Jr.....Takoma Park  
 Martin Appell Dyer.....Baltimore  
 Laurence Stephen Elfenbein.....Jersey City, New Jersey  
 William Leonard Engelhard.....North Arlington, New Jersey  
 John Henry Franke, Jr.....Riva  
 Walter Lee Graham.....Annapolis  
 Carl Christian Gregersen, Jr.....Annapolis  
 Pierre Grimes.....New York, New York  
 William Dunnington Grimes.....Oakland  
 Richard Lee Haberman.....New York, New York  
 Jacob Easton Holzman, Jr.....New York, New York  
 Henry DeMuth Jawish.....Washington, D. C.  
 Charles Sherman Kluth.....Mentor, Ohio  
 Lancaster Benjamin Knott.....Arlington, Virginia  
 David William Lane.....Arlington, Virginia  
 Edward Michael Lee.....Annapolis  
 Charles David Lewis, Jr.....Leesburg, Virginia  
 Joseph Manusov.....Philadelphia, Pennsylvania  
 George Bertram Miller, Jr.....Watertown, New York  
 Martin Moses.....Los Angeles, California  
 David Emrys Napper.....Washington, D. C.  
 Harry Morris Neumann.....Baltimore  
 Hisashi H. Ogushi.....Los Angeles, California  
 John Dirk Oosterhout.....Port Arthur, Texas  
 Adam August Pinsker.....New York, New York  
 Paul Nevel Rickolt.....Muncy, Pennsylvania  
 Walter Schatzberg.....Baltimore  
 Robert Sigmond Seelig.....Lawrence, New York  
 John Hawkes Traband.....Pikesville  
 John Milton Twigg, Jr.....Cumberland  
 Charles Francis Wade.....Green Island, New York  
 Warren Paul Winiarski.....Chicago, Illinois  
 Henry Wise.....Chicago Heights, Illinois

## SOPHOMORE YEAR - CLASS OF 1953

Eugene Brady Adkins.....Tulsa, Oklahoma  
 John Davis Alexander, Jr.....Baltimore  
 John Jaquelin Ambler, Jr.....Alexandria, Virginia  
 William Money Aston.....Miami, Florida  
 Franklin Robert Atwell.....Baltimore  
 Duncan Brockway.....Hebron, New Hampshire  
 George Carlisle Davis.....Atlanta, Georgia  
 Cecil Eugene Dietrich.....Inkster, Michigan  
 Gerald Norton Doline.....Baltimore  
 Kenneth George Gerlach.....Cambridge  
 Stewart Harold Greenfield.....Brooklyn, New York  
 Richard Michael Hall.....Washington, D. C.  
 Robert George Hazo.....Annapolis  
 Paul Turner Heineman.....Annapolis  
 George Dewey Hilding.....Annapolis

Joseph Julius Kaufman.....Baltimore  
 Charles Solomon Lerner.....Baltimore  
 James Walter Linsner.....Highland Park, Michigan  
 Paul Maury Logue.....Webster Groves, Missouri  
 Philip H. Lyman.....Blanding, Utah  
 Raymond Leon McKane.....Hagerstown  
 Howard Kane Magee.....Arlington, Virginia  
 Thomas Allen Montgomery.....Oklahoma City, Oklahoma  
 Philip Roman Ortt.....St. Michaels  
 Robert J. Pierot.....New York, New York  
 Frank Felix Polk.....Harrison, New York  
 Charles Robert Powleske.....Mingo, Iowa  
 Edward Joseph Stresino.....Forest Hills, New York  
 Jeremy Philip Tarcher.....Stamford, Connecticut  
 Bernard Harry Udel.....Baltimore  
 Frank Warhurst, Jr.....Annapolis  
 Rodgers Wheeler.....South Nyack, New York  
 Martin Jay Wiener.....New York, New York  
 Frederick Starr Wildman, Jr.....Colebrook, Connecticut  
 Addison Worthington.....Baltimore  
 Glenn Robertson Yarbrough.....Baltimore

#### FRESHMAN YEAR - CLASS OF 1954

George Graham Abernathy, Jr.....Copenhagen, Denmark  
 Leslie Milton Abrams.....Los Angeles, California  
 David Jeremy Allen.....Bennington, Vermont  
 Larry Atkins.....Baltimore  
 Eric Matthew Bercovici.....Los Angeles, California  
 Howard Bromberg.....Baltimore  
 George James Bunting.....Denton  
 Richard Burnett Carter.....Baltimore  
 Jesse Monroe Clark, Jr.....Seattle, Washington  
 William Harry Crawford.....Havre de Grace  
 Charles Eric Crooke.....East Orange, New Jersey  
 Harry West Danner, Jr.....Brunswick  
 James Ulrich Dernehl.....Riverside, Illinois  
 Sinclair Gannon Gearing.....Annapolis  
 Gerald Gediman.....Boston, Massachusetts  
 Alfred Geier.....New York, New York  
 Donald Francis Geraci.....Annapolis  
 Jerome Gilden.....Baltimore  
 John Morgan Greer.....Annapolis  
 Bernard Edmond Jacob.....Baltimore  
 Edward Jacobs.....Baltimore  
 David Lionel Kaplan.....Los Angeles, California  
 Joseph Martin Kavanaugh.....Annapolis  
 Harley Kilborn.....Annapolis  
 Samuel Saul Kutler.....Shenandoah, Pennsylvania  
 John Lawrence Leeth.....Arlington, Virginia  
 Norman L. Levin.....Baltimore

Robert Fulton Lohr, Jr.....Salisbury  
 Virgil Stephen Mainella.....Friday Harbor, Washington  
 Arnold Leonard Markowitz.....Brooklyn, New York  
 John Andrew Meehan, Jr.....Philadelphia, Pennsylvania  
 William Paul Melang, Jr.....Baltimore  
 Philip Jerome Oliver-Minos.....Denton  
 Jesse Elbert Morgan.....Cecilton  
 William Harry Morris.....Tecumseh, Michigan  
 Gaylord Duncan Newell.....Bolivar, New York  
 William James O'Hara.....Council Bluffs, Iowa  
 Max Mordecai Pachino.....Baltimore  
 Ernest Piron.....New York, New York  
 William Dutton Pomeroy.....Baltimore  
 Sydney Wynne Porter, Jr.....Baltimore  
 Andrew Clement Ramsay.....Arlington, Virginia  
 Arthur Sanford Richards, Jr.....Drexel Hill, Pennsylvania  
 Leonard Ripley.....Paris, France  
 Samuel Sergius Rizzo.....Princeton, New Jersey  
 John-David Robinson.....San Francisco, California  
 Robert Garner Rockwell.....Annapolis  
 Robert Donald Sacks.....Akron, Ohio  
 Jerry Salan.....Baltimore  
 Lawrence Sandek.....New York, New York  
 Jayson Schlossberg.....Baltimore  
 Gi-ming Shien.....Chungking, China  
 Merle Shore.....Hollywood, California  
 Gordon Scott Shrigley.....Kirkwood, New York  
 Donald Clarke Slavin.....Richmond Heights, Missouri  
 Richard Arlen Smith.....High Point, North Carolina  
 George Athanasios Sperdakos.....Port Washington, L. I., New York  
 Samuel Vernon Stiles, Jr.....Frankfort, Kentucky  
 Peter Grafton Streett.....Baltimore  
 Alfred R. Sugg, Jr.....Ada, Oklahoma  
 Ivan Schaffer Waxman.....Baltimore  
 Wallace Edwards Webb.....Lakeland, Florida  
 Gerald Lee Zentz.....Baltimore

## SUMMARY OF ENROLLMENT

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## DEGREES CONFERRED JUNE 12, 1950

## Bachelor Of Arts

## AS OF THE CLASS OF 1945

*Rite*

Solomon Kadis ..... Baltimore

## AS OF THE CLASS OF 1947

*Rite*

Irving V. M. Abb ..... Annapolis  
 Joseph Igantius Killorin, Jr. .... Savannah, Georgia

## AS OF THE CLASS OF 1948

*Rite*

George Harris Collingwood, Jr. .... Washington, D. C.

*Cum Laude*

Henry Booth Higman ..... Millington

## AS OF THE CLASS OF 1949

*Rite*

Robert Dixon Fox ..... Annapolis  
 Jack Konigsberg ..... Brooklyn, New York  
 Eric Albert Teel ..... Lansing, Michigan

## AS OF THE CLASS OF 1950

*Rite*

Frederick James Beardsley ..... Baltimore  
 Jack Ladd Carr ..... Philadelphia, Pennsylvania  
 Milton Stearns Clifton. .... Annapolis  
 Bernard Smith Clorety ..... Los Angeles, California

Matson Glenn Ewell . . . . .	Annapolis
Herbert Selig Feinberg . . . . .	Miami, Florida
Wolfgang Bernard Fleischmann . . . . .	Baltimore
Thomas George Fromme . . . . .	Bellevue, Kentucky
John Robinson Garland . . . . .	Maplewood, New Jersey
Robert Lawrence Goldberg . . . . .	Annapolis
Theodore William Hendricks . . . . .	Baltimore
Ralph Jefferson Herrod . . . . .	Annapolis
George Hofrichter . . . . .	Suffern, New York
Francis William Kelso . . . . .	Linthicum Heights
Charles Ranlet Lincoln . . . . .	Annapolis
Thomas John Meyers . . . . .	Bridgeton, New Jersey
Joseph Louis Nadler . . . . .	Annapolis
John Sterrett . . . . .	Annapolis
John Letcher Williams . . . . .	Harwood
Myron Lee Wolbarsht . . . . .	Baltimore

*Cum Laude*

Robert Allen Goldwin . . . . .	Annapolis
George Usdansky . . . . .	Springfield, Massachusetts
Marvin Zetterbaum . . . . .	New York, New York

*Magna Cum Laude*

Thomas King Simpson . . . . .	Glens Falls, New York
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## HONORS AND PRIZES

### AWARDED JUNE 12, 1950

To the Senior who has the highest standing, a gold medal. Offered by the Board of Visitors and Governors . . . . . Thomas King Simpson

To the student who during the current session has given most evidence of leadership in the service of the College community, a prize of \$25.00 in books . . . . Robert Lawrence Goldberg

To the member of the Senior Class who has written the best final essay, a prize of \$27.50. Offered under the will of the late Judge Walter I. Dawkins . . . . . Thomas King Simpson

To the member of the Junior or Senior Class who has prepared the most elegant solution of a mathematical problem, a prize of \$25.00. Offered by Brig. Gen. A. W. W. Woodcock, A.U.S., Retired . . . . . George Wend

To the member of the Freshman or Sophomore Class who has prepared the most elegant solution of a mathematical problem, a prize of \$25.00 . . . . . Robert Jacobus Pierot

To the member of the Freshman, Sophomore, or Junior Class who has written the best annual essay, the John Martin Green prize of \$10.00 . . . . . Stewart Barwick McRaney

Honorable Mention . . . . . Richard Tobi Edelman

To the student who has written the best original sonnet, a prize of \$10.00 . . . Wolfgang Bernard Fleischmann



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### Gifts and Bequests

St. John's College is a non-governmental, non-sectarian college deriving its income from student fees, from a limited appropriation by the Maryland General Assembly, and from the gifts of its friends and alumni. The type of education for which St. John's stands is exceedingly expensive and it is impossible to establish student fees commensurate with the overall cost. The gap between income and expenses exceeds \$150,000, which the College hopes some day to provide for through a substantial permanent endowment.

All planning for the future has been based upon the conviction that the College enrollment should not exceed 300 students. To provide an adequate physical plant for this student body, there will be required certain new buildings and certain renovations to existing structures.

The College invites gifts and bequests to its current budget, its building program, and its permanent endowment funds. Inquiries may be addressed to the President or the Treasurer. Bequests may be made in a form similar to the following:

"I hereby give and bequeath to the Visitors and Governors of St. John's College in the State of Maryland, an educational corporation existing by Charter of the General Assembly of the State of Maryland and situated in Annapolis, Anne Arundel County, in said State, the sum of \_\_\_\_\_ dollars."

If bequests are made for specific purposes, such can be fully stated. Attention is invited to the fact that Federal and State income tax deductions resulting from such gifts may mean a cost to the donor of only a fraction of the value of the gift to the College.