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VOLUME IV

No. 1

Catalogue Issue

BULLETIN OF

ST. JOHN'S COLLEGE IN ANNAPOLIS

OFFICIAL STATEMENT OF
THE ST. JOHN'S PROGRAM

CATALOGUE

1952



ANNAPOLIS, MARYLAND

MARCH, 1952

FOUNDED AS KING WILLIAM'S SCHOOL, 1696
CHARTERED AS ST. JOHN'S COLLEGE, 1784

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.

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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 SUNDAY	June 8
COMMENCEMENT	June 9

1952

JANUARY							FEBRUARY							MARCH							APRIL						
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COLLEGE CALENDAR

1952 - 1953

ANNUAL EXAMINATIONS	September 22-27
REGISTRATION	September 25-27
CONVOCATION	September 28
FIRST TERM BEGINS 9 A.M.	September 29
THANKSGIVING RECESS	November 27-30
FIRST TERM ENDS 5 P.M.	December 19
SECOND TERM BEGINS 9 A.M.	January 5
SECOND TERM ENDS 5 P.M.	March 20
THIRD TERM BEGINS 9 A.M.	April 6
THIRD TERM ENDS 5 P.M.	June 12
BACCALAUREATE SUNDAY	June 14
COMMENCEMENT	June 15

1953

JANUARY							FEBRUARY							MARCH							APRIL						
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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.

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 39. 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 Uni-

versity, 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 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 *Critique 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; 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 39 to 42 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 Valery, 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 almost twice as many authors in the last two years. The first year is devoted mostly to the Greeks and their special understanding of the liberal arts; the second year contains books 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 its 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 does not count.

The discussion begins with a question asked by one of the leaders. Once under way, it may take any one of many forms. It may concern itself primarily with what the author says, with trying to establish the course or structure of his argument; 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, nor is it to produce the right opinion or interpretation. It is to guide the discussion, to keep it moving, to raise objections, to help the 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: It is apparent that a free discussion of
The Contemporary Scene 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 student 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 Examinations 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 examination, however, is not a prerequisite for the Bachelor of Arts degree. The examinations in French and German are given several times during a year. 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 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 his thoughts 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 misunderstanding 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: they apprehend the idea of a deductive science and acquaint themselves with the intricacies of mathematical development. In the last term of their Freshman year they embark upon the study of Ptolemy, which also introduces them to the elements of trigonometry.

In the second year they continue the study of Ptolemy and pass immediately to Copernicus: they face 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. They also study the conic sections in Apollonius' *Conics* as well as algebra and analytical geometry, the latter 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 methods 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 Mathematics Tutorial thus supports the seminar discussions bearing on the relation of man to nature, the criteria of intelligibility, the nature of knowledge, and the all-powerful role of symbols.

Logical Rigor and Imagination The work done in the mathematics tutorials imposes upon the 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 students insight into the nature and practice of abstract thinking, of reasoning that proceeds systematically from definitions and principles to necessary conclusions. They see and become 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. Their intellectual imagination is freed and developed to the point where they 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 1951-52.

	1st Term	2nd Term	3rd Term	
1st Year	Biology		Physics	
2nd Year	Chemistry		Physics	
3rd Year	Biology		Physics	
4th Year	Physics		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 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 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, and construct star charts which relate to their work on astronomy.

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 and the properties of the electromagnetic field. 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 follows on pages 28 and 29. 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
Concert	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
Recital	Orfeo Hispanico (Choral Works)
<i>Scientific Social Science or The Distinction Between Facts and Values</i>	Leo Strauss
<i>Mathematics and Nature</i>	Edward Kasner
<i>Psychoanalysis</i>	Erwin Strauss
<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
Play	Thomas Cranmer of Canterbury
<i>The Moral Basis of Freedom</i>	Bertrand de Jouvenel
Recital	Frances James (Hindemith's <i>Marienleben</i>)
<i>Adam Smith</i>	Joseph Cropsey
Recital	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 Trans-Historical</i>	Alexander Sachs

FORMAL LECTURES

1951 - 1952

<i>The Liberal Arts</i>	Jacob Klein
<i>On Freedom</i>	Alexander Meiklejohn
<i>The History of the Law of Gravitation</i>	Alexandre Koyré
<i>The Physical World and the World of Music</i>	Victor Zuckerkandl
<i>Martin Luther and the Reformation</i>	Roland Bainton
Concert	The Juilliard String Quartet
<i>The Internal Environment</i>	John O. Neustadt
<i>Abraham Lincoln</i>	Harry V. Jaffa
Play	<i>The Life and Death of King John</i>
<i>The Sonnet</i>	Mark Van Doren
<i>Sound and Meaning</i>	Roman Jakobson
Recital	Ralph Kirkpatrick
<i>Measurement of Mass</i>	Thornton Page
<i>Plato's Euthyphro</i>	Leo Strauss
<i>Measurement</i>	Anthony Standen
<i>The Wrath of Achilles</i>	Eric Voegelin
<i>The Responsibility of the Poet</i>	William Alfred
Concert	Schneider-Katims-Miller Trio
<i>Education and Fine Arts</i>	John W. Dixon, Jr.
<i>The Concept of Liberty</i>	Isaiah Berlin
<i>Babylonian Astronomy</i>	Otto Neugebauer
<i>Theology and the Liberal Arts</i>	Otto Bird
<i>Marsilius of Padua and the Struggle Between Religious and Temporal Power</i>	Edoardo Ruffini
Recital	Frances James
<i>Maimonides: The Eternal World and the Created World</i>	Simon Kaplan
<i>Physics and Metaphysics</i>	John Wilkinson
<i>Montaigne and Pascal</i>	William Gorman
<i>On Shame</i>	Robert Bart

MUSIC 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, sophomore seminars on great works of music, Choral Exercises, and concerts. The non-required part consists of the Music Seminar for advanced students.

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 sophomore seminars on great works of music are given three times a year and are part of the regularly scheduled Monday and Thursday evening seminars. The students are asked to listen to a recording of those particular pieces and to familiarize themselves with the scores before the seminar discussion.

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. They are obligatory for freshman and sophomores. The work of the chorus is focused on polyphonic,

a capella music. Occasionally the chorus joins with groups in the community to perform at informal concerts.

In the extra-curricular Music Seminar for advanced students, great scores are read and discussed. The music seminars meet once a week, for one and one-half to two hours.

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 instructor 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 them-

selves 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.

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
Political Science.....	5
History.....	5
Philosophy.....	13
Economics.....	4
Logic.....	4
Psychology.....	3
Mathematics.....	24
Sciences (Physics, Astronomy, Chemistry, Biology)...	33
Music.....	5
Total.....	145

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 to date St. John's College is certified only by the charter of the College and the Maryland Board of Education.

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 232 students who have graduated from St. John's since 1941, when the first class completed the New Program, 137, or about 59%, entered graduate schools. Forty-two 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
Architecture.....	1
Biology.....	3
Business Administration.....	5
Economics.....	3
Education.....	10
Engineering.....	4
Geology.....	2
History.....	6
Journalism.....	1
Languages.....	8
Law.....	19
Library Science.....	3
Literature and Writing.....	11
Mathematics.....	9
Medicine.....	10
Meteorology.....	1
Philosophy.....	14
Physics.....	8
Political Science.....	6
Psychology.....	2
Public Administration.....	1
Social Work.....	2
Theology.....	8
Total.....	137

This 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.

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 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.

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. A very specialized, very technical one would have little use. But—in addition to 9 newspapers—87 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 45,000 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 the library cannot or does 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.

THE ST. JOHN'S LIST OF GREAT BOOKS

Homer:	<i>Iliad, Odyssey</i>
Herodotus:	<i>History</i>
Aeschylus:	<i>Agamemnon, Choephoroe, Eumenides, Prometheus Bound</i>
Sophocles:	<i>Oedipus Rex, Oedipus at Colonus, Antigone</i>
Euripides:	<i>Hippolytus, Medea</i>
Aristophanes:	<i>Clouds, Birds</i>
Hippocrates:	<i>Airs, Waters, and Places, Ancient Medicine, Oath, Sacred Disease</i>
Plato:	<i>Ion, Gorgias, Meno, Republic, Apology, Crito, Phaedo, Symposium, Parmenides, Theaetetus, Sophist, Timaeus, Phaedrus, Cratylus</i>

- 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, Poetics, 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*
Thomas Aquinas: *Summa Theologica*
Dante: *The Divine Comedy*
Chaucer: *Canterbury Tales*
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: *Richard II, Henry IV (Parts 1 and 2), As You Like It, Twelfth Night, 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 Arnould*
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, Micromegas*
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*
Freud: *Basic Writings*
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 MATTER

	Literature	Philosophy and Theology	History and Social Science	Mathematics	Natural Science
First Year	Homer Aeschylus Sophocles Euripides Aristophanes	Plato Aristotle Lucretius Epictetus	Herodotus Thucydides Plutarch	Euclid Nicomachus Ptolemy	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 Apollonius	Ptolemy Galen 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 Montesquieu 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 Moliere La Fontaine Prévost Goethe Jane Austen Balzac Stendhal Flaubert Melville Turgenev Tolstoi Dostoevski Baudelaire Proust	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—1951-52

Clock-hours of Classroom Work

	Assigned Exercises	First Year (Greek)	Second Year (Greek)	Third Year (German)	Fourth Year (French)
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	74 hours Lessing Herder Schiller Goethe Hoelderlin	70 hours Corneille Racine Molière La Fontaine 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	30 hours Kant	26 hours Pascal Rousseau	
Totals	144 hours	144 hours	144 hours	135 hours	

MATHEMATICS TUTORIALS—1951-52

Clock-hours of Classroom Work

	<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>	<i>Fourth Year</i>
Plane Geometry.....	50	...	...	...
Solid Geometry.....	25	...	...	...
General Theory of Ratio and Proportion.....	20	...	...	...
Introduction to Number Theory.....	3	...	...	...
Conic Sections.....	...	46	...	...
Trigonometry.....	1	8	...	...
Algebra.....	...	40	...	...
Astronomy and Celestial Mechanics.....	45	40	60	...
Analytic Geometry.....	...	10	34	...
Dynamics.....	...	...	50	...
Calculus with Introduction to Dif- ferential Equations.....	...	...	...	107
Non-Euclidean Geometry.....	...	...	...	14
Transfinite Numbers.....	...	...	...	9
Readings from Dedekind.....	...	...	...	5
Totals	144	144	144	135

LABORATORY—1951-52

Clock-Hours of Laboratory Work

	<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>	<i>Fourth Year</i>
BIOLOGY				
Anatomy and Physiology.....	52	...	...	...
Classification.....	8	...	...	...
Genetics.....	...	...	50	...
Embryology.....	...	...	36	...
Histology.....	...	...	34	...
CHEMISTRY				
General Inorganic.....	...	90	...	...
Physical.....	...	...	...	24
PHYSICS				
Electricity and Magnetism.....	...	...	...	136
Heat.....	8	...	6	...
Light.....	...	90	...	...
Mechanics.....	44	...	54	...
Sound.....	8	...	...	...

NOTE: In the above breakdown, all Graphics and Mathematical Drawing exercises are included under "Mechanics".

About one-fourth of the laboratory time is spent in lectures on assigned reading.

LABORATORY EXERCISES—1951-52

Freshman

Biology	Physics
The Dissection of the Frog (The Organism as a Whole)	Measurement of Length and Area: Construction of Straight Edge and Ruler
The Digestive System of the Cat (The Faculty of Digestion)	Measurement of Length and Area: Vernier, Micrometer, Spherometer
The Respiratory System of the Cat (The Faculty of Respiration)	Weight
The Urogenital System of the Cat (The Faculty of Excretion)	Volume and Density
The Arteries and Veins of the Cat	Errors and Significant Figures
The Sheep Pluck	Spirals and Calculating Machines
The Motion of the Heart and the Blood (The Faculty of Transportation)	Center of Gravity (Archimedes)
The Skeleton (The Faculty of Support)	The Law of the Lever
The Muscles (The Faculty of Movement)	The Analytical Balance
The Nervous System of the Frog (The Faculty of Coordination)	Hydrostatics (Archimedes)
The Sheep Eye (The Faculty of Sight) Classification	The Crown Problem (Archimedes)
	The Barometer (Torricelli)
	Musical Intervals and Scales
	Chromatic and Diatonic Scales
	The Thermometer (Fahrenheit)
	The Calorimeter (Joseph Black)

Sophomore

Chemistry	Optics
Classification of Materials: Mixtures and Pure Substances	The Rectilinear Propagation of Light: Reflection from Plane Surfaces
Specific Properties: Solubility	Reflection from Cylindrical and Spherical Surfaces
Specific Properties: Boiling Point	Reflection from Ellipsoidal, Paraboloidal, and Hyperboloidal Surfaces
Specific Properties: Melting Point	Refraction
Classification of Pure Substances	Lenses
The Role of Oxygen	The Lens Formulae
Acids, Bases, and Salts	Magnifying Glass and Refracting Telescope
The Weight-Ratio Laws	Compound Microscope
The Law of Definite Proportions	Iceland Spar: Ordinary and Extraordinary Refraction
The Law of Reciprocal Proportions	The Wave Theory of Light (Huygens)
The Law of Multiple Proportions	Deviation and Dispersion
The Gas Laws	Color
Boyle's Law	Interference and Diffraction
Charles' Law	Perspective Projection
Volume-combining Ratios (Gay-Lussac)	Stereographic Projection
Molecular Weight by Vapor Density (Avogadro)	Astronomical Sights and Mountings
Molecular Weight by Depression of Freezing Point (Van't Hoff)	
The Periodic Law (Mendelejeff)	
Ionization (Arrhenius)	

Junior**Histology**

The Microscope and Its Use
 The Cell
 Cell Division
 Epithelial Tissues
 The so-called Soft Connective Tissues
 The so-called Hard Connective Tissues
 Muscular Tissues
 Blood Tissue
 Nervous Tissue
 Special Histology—Organs

Genetics

The Germ Cells
 Meiosis and Fertilization
 The Early Development of the Starfish
 The Development of the Frog
 Exercises on the Development of the Chick:

Primitive Streak Embryo
 Twenty-four Hour Embryo
 Thirty-six Hour Embryo
 Forty-eight Hour Embryo
 Seventy-two Hour Embryo
 Ninety-six Hour Embryo

Embryology

Two-thirds of the laboratory time is allowed for breeding experiments with the fruit fly. The other third is devoted to a tutorial in genetics in which following topics are considered:

Mendelian Inheritance: The Monohybrid Cross
 Mendelian Inheritance: The Dihybrid and Trihybrid Crosses
 The Chromosomes as the "Physical Basis" of Inheritance
 Sex-Related Inheritance
 Law of Probability
 Linkage and Crossing Over
 Chromosome Mapping
 Genes and Mutation
 Polyploidy and Related Phenomena
 Genetics and Development
 Genetics and Darwinism

Mechanics

Falling Bodies and Uniformly Accelerated Motion
 Newton's Second Law of Motion
 Rigid Body Equilibrium for Co-Planar Forces
 The Conservation of Momentum and Energy
 Hooke's Law
 Centripetal Force
 Rotation: The Circular Motion Analogy
 The Simple Pendulum
 Simple Harmonic Motion and the Spring Pendulum
 The Compound Pendulum
 The Torsion Pendulum
 The Mechanical Equivalent of Heat
 The Motion of a Rolling Body

Senior**First Term****Electromagnetism**

The laws of electrostatics
 Magnetostatics and the magnetic field
 Equipotential mapping of the electric field
 The magnetic field associated with moving charges; development of the theory of the magnetic pendulum and the galvanometer
 Establishment of Ohm's law
 The theory of the potentiometer
 The extension of the law of conservation of energy to electrical systems; the electro-colorimeter and Joule's law
 Faraday's laws of electrolysis
 Electromagnetic induction. The dynamo, motor and alternating currents

Second Term

The students consider *individually* problems of an advanced nature which require the whole term for solution. Examples are:

Particle theory versus wave theory of matter, specifically: electron diffraction
 Particle theory versus wave theory of the electromagnetic spectrum, specifically: diffraction and photoelectric effect studied quantitatively in various regions of the spectrum
 Rutherford's experiment on the scattering of helium ions by gold foil leading to the nuclear theory of the atom. Comparison with Thomson's model
 Determination of the charge and mass of the electron; comparison of the Millikan value of the electronic charge with the Faraday value

Third Term**Physical Chemistry**

Determination of molecular weights—Meyer's method
 Determination of specific heats—Clement and Desormes' method
 Determination of specific heats—Kundt's method

MUSIC PROGRAM—1951-52

Freshman Music Tutorial:

Fundamentals of Melody; Form; Meter and Rhythm; Polyphony; Harmony.

Materials:

Bach, *2 and 3 part Inventions; Preludes and Fugues from Well-Tempered Clavichord*

Handel, *Messiah*

Schubert, *Impromptus, Songs*

Mozart, *Magic Flute*

Beethoven, *Piano Sonatas*

Stravinsky, *Oedipus rex*

Sophomore Seminar:

Gregorian Chant

Palestrina, *Missa Papae Marcelli*

Bach, *St. Matthew Passion*

Bach, *B minor Mass*

Chorus:

Works by Bach, Byrd, Palestrina, Schuetz.

Concerts:

String Quartets by Schoenberg, Bartok, Beethoven (The Juilliard String Quartet)

Bach, Goldberg Variations; Scarlatti, Sonatas (Ralph Kirkpatrick)

String Trios by Mozart, Beethoven, Villa Lobos; Bach Sonata for Solo violin (Alex. Schneider and associates)

Hugo Wolf, Songs (Frances James)

EXTRA-CURRICULAR

Advanced Seminar: Study of major compositions

Class on Functional Harmony

Madrigal Group

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 arrangement 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, follows 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.

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 are 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.

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:

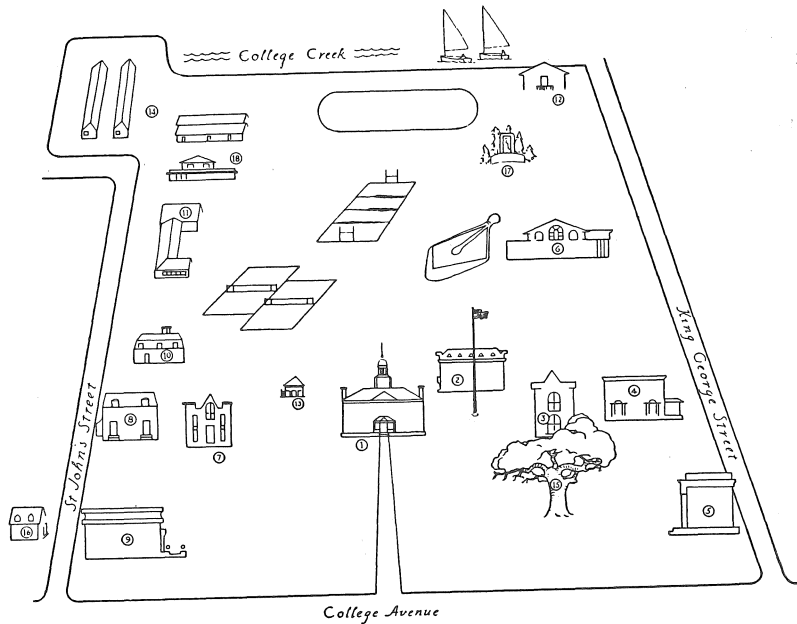
- 1) to promote a consciousness in the student body of political and communal responsibilities to both the College and the civic communities,
- 2) to discover and submit to the College administration student opinion on all problems common to both the students and the College administration,
- 3) to establish 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 Mr. John S. Kieffer. Adult seminars on the Great Books are held in Annapolis, Baltimore, Hagerstown, Frederick, St. Mary's County and Easton, Maryland, and in Washington, D. C. The seminar leaders are tutors and alumni of the College.

Summer School In the summer of 1952 the College is resuming the summer session begun in 1941. Information as to the course of study, living arrangements and fees are contained in a separate announcement available upon application to the Director of Adult Education.

THE ST. JOHN'S CAMPUS



- (1) McDowell Hall—Administration offices, classrooms, Book-store and Coffee Shop.
- (2) Randall Hall—Dining Hall and dormitory.
- (3) Pinkney Hall—Dormitory.
- (4) Stone-Chase House—Dormitory.
- (5) Woodward Hall—Library
- (6) Iglehart Hall—Gymnasium.
- (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 and women 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.

Dormitories 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 1952-1953.

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 the 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 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.

Dining Hall The College Dining Hall is operated by contract with the Slater System, Inc. of Philadelphia, Pennsylvania. It opens for supper on the Thursday evening preceding the beginning of the first term and on the Sunday evenings preceding the beginning of the second and third terms. Dinner will not be served on the last day of each term.

Infirmiry Service A well equipped Infirmiry is maintained at the College, under the supervision of the College Physician and one trained nurse.

The College Physician holds office hours each day at the Infirmiry. 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 Infirmiry 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 Infirmiry until discharged by the College Physician.

The Infirmiry makes a daily report to the Dean.

ADMISSIONS

Requirements

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, 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. 60.

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. 53, through the office of the Director of Admissions, in order to assure priority with regard to future vacancies.

Transfer Students 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 St. John's College operates on an annual budget in excess of \$400,000, making the actual cost of educating a student approximately \$2,700 per year. Theoretically a college should establish fees for tuition and residence at a figure which will equal the cost of instruction as well as the other administrative and operating expenses. 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 relies upon an appropriation from the State of Maryland and upon gifts from individuals and foundations to close the gap between income and expense. The mounting inflationary trend is materially increasing the expenses of the College and enlarging this gap. In order that fees should cover a more equitable share of the cost of education at St. John's, the College decided to increase tuition by \$200.00, commencing in the fall of 1952.

Annual Fees The annual fees for all students are as follows:

Tuition	\$ 850.00
Room and Board	650.00
Total	\$1,500.00

The College reserves the right to adjust these fees at the beginning of any academic year upon at least six months notice.

These fees are payable in full on registration in September or, if preferred, in three installments: one-half on registration, one-fourth on January 5, and the remaining fourth on April 6.

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.

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. 55.)

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 5, April 6), 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. If, however, the student withdraws within the first two weeks of the academic year, 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 "The 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 "The 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 \$850. The balance of this fee, amounting to \$350, and the residence fee of \$650, or a total of \$1,000, 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 in excess of his subsistence payments since his total balance due on fees to be paid to the College by him is \$1,000 for the academic session. The veteran may elect to have the Veterans Administration pay part of the excess of tuition over \$500 by surrendering entitlement at the rate of one day for each \$2.10 of such excess costs. 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.

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.

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 \$400, 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 \$400, 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

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.

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, except in the cases of the Third Legislative District of Baltimore City and Baltimore County where the reports are rendered to the College whose Committee on Admissions makes the appointments.

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.

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.

APPENDIX A

A SHORT EDUCATIONAL HISTORY OF ST. JOHN'S COLLEGE

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

1696

King William's School, 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.

1784

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

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

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

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

The original Board of Visitors and Governors was as follows:

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

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

* Signers of the Declaration of Independence.

1786

The property, funds, masters, and students of King William's School conveyed by an Act of the General Assembly to St. John's College.

Reverend Ralph Higginbotham, Master of King William's School, became Vice Principal of St. John's College.

Two members of the Board of Visitors and Governors of King William's School became Visitors and Governors of St. John's College.

1791

George Washington visits St. John's College.

To the Faculty of St. John's College:

Gentlemen:

The satisfaction which I have derived from my visit to your infant seminary is expressed with much pleasure, and my wishes for its progress to perfection are proffered with sincere regard.

The very promising appearance of its infancy must flatter all its friends (with whom I entreat you to class me), with the hope of an early and at the same time mature manhood.

You will do justice to the sentiments which your kind regard toward me inspires, by believing that I reciprocate the good wishes contained in your address, and I sincerely hope the excellence of your seminary will be manifested in the morals and science of the youths who are favored with your care.

ANNAPOLIS, April 17, 1791.

George Washington.

1796

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

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
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
Latin
Cicero
Juvenal
Plautus
English
Shakespeare
Spencer
Taylor
Hooker
Milton
Mathematics
Theory of Equations
Analytic Geometry
Descriptive Geometry
Use of Instruments
Natural Philosophy
Chemistry
Historical Methods

Greek
Plato
Aristotle
Aristophanes
Demosthenes
Latin
Tacitus
Lucretius
Persius
Quintilian
English
Authors of 13th,
14th and 15th
Centuries
Mathematics
Analytic Geometry
Calculus
Mechanics
Natural Philosophy
Astronomy
Logic
Evidence of
Christianity

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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REGISTER OF STUDENTS

1951-52

SENIOR YEAR - CLASS OF 1952

Thomas Mason Carnes	Glenwood, New York
Larry Brownlow Childress	Annapolis
Richard Tower Congdon	Auburn, New York
Paul George Cree, Jr.	Silver Spring
Martin Appell Dyer	Baltimore
Laurence Stephen Elfenbein	Jersey City, New Jersey
John H. Franke, Jr.	Riva
Walter Lee Graham	Annapolis
Carl Christian Gregersen, Jr.	Annapolis
Pierre Grimes	Annapolis
William Dunnington Grimes	Oakland
Henry D. Jawish	Washington, D. C.
Charles Sherman Kluth	Mentor, Ohio
Lancaster Benjamin Knott	Arlington, Virginia
David William Lane	Arlington, Virginia
Edward Michael Lee	Shadyside, Ohio
Charles David Lewis, Jr.	Leesburg, Virginia
Joseph Manusov	Philadelphia, Pennsylvania
George Bertram Miller, Jr.	Watertown, New York
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
John Milton Twigg, Jr.	Middletown
Charles Francis Wade	Annapolis
Warren Paul Winiarski	Annapolis

JUNIOR 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
Cecil Eugene Dietrich	Annapolis
George Kenneth Gerlach	Cambridge
Stewart Harold Greenfield	Brooklyn, New York
Richard Lee Haberman	New York, New York
Richard Michael Hall	Washington, D. C.
Robert George Hazo	Annapolis

Paul Turner Heineman	Annapolis
George Dewey Hilding	Wardour
Charles Solomon Lerner	Baltimore
Philip H. Lyman	Blanding, Utah
Raymond Leon McKane	Hagerstown
Howard Kane Magee	Arlington, Virginia
Thomas Allen Montgomery	Norman, Oklahoma
Martin Moses	Los Angeles, California
Frank Felix Polk	Harrison, New York
Robert Sigmund Seelig	Lawrence, New York
Jeremy Philip Tarcher	Stamford, Connecticut
Bernard Harry Udel	Baltimore
Frank Warhurst, Jr.	Annapolis
Frederick Starr Wildman, Jr.	Colebrook, Connecticut
Addison Worthington	Baltimore

SOPHOMORE YEAR - CLASS OF 1954

George Graham Abernathy, Jr.	Copenhagen, Denmark
Edward Frank Bauer	Nashville, Tennessee
Howard Bromberg	Baltimore
Richard Burnett Carter, Jr.	Baltimore
William Harry Crawford	Havre de Grace
Charles Eric Crooke	East Orange, New Jersey
Harry West Danner, Jr.	Brunswick
Sinclair Gannon Gearing	Annapolis
Gerald Gediman	Boston, Massachusetts
Alfred Geier	New York, New York
Jerome Gilden	Baltimore
Bernard Edmund 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
Robert Fulton Lohr, Jr.	Salisbury
Virgil Stephen Mainella	Friday Harbor, Washington
Arnold Leonard Markowitz	Brooklyn, New York
Jesse Elbert Morgan	Cecilton
Gaylord Duncan Newell	Bolivar, New York
William James O'Hara	Annapolis
Max M. Pachino	Baltimore
Daniel Wilkes Parnell	Texarkana, Arkansas
Ernest Piron	New York, New York
William Dutton Pomeroy	Baltimore
Sydney Wynne Porter, Jr.	Baltimore
Arthur Sanford Richards, Jr.	Drexel Hill, Pennsylvania

Leonard Ripley	Paris, France
Robert D. Sacks	Akron, Ohio
Jerry Salan	Baltimore
Lawrence Sandek	New York, New York
Walter Schatzberg	Baltimore
Merle Shore	Annapolis
Richard Arlen Smith	Chevy Chase
George Athanasios Sperdakos	Port Washington, L. I., New York
Samuel Vernon Stiles, Jr.	Frankfort, Kentucky
Alfred R. Sugg, Jr.	Ada, Oklahoma
Glenn Robertson Yarbrough	Annapolis
Gerald Lee Zentz	Baltimore

FRESHMAN YEAR - CLASS OF 1955

Lydia Somnavilla Aston	Annapolis
James Theodore Bailey	Frederick
Carolyn Elizabeth Banks	Reisterstown
Ruth Story Barron	Cumberstone
Harold Gene Bauer	Nashville, Tennessee
Joseph Francis Belair	Rochester, New Hampshire
George Gaitley Boyce	Baltimore
Barbara Ann Brunner	Hagerstown
Elisabeth Morton Chiera	Salisbury, Connecticut
James Phillips Chrestensen	Franklinville, New York
Sarah Catherine Covington	Centreville
Sondra Jeanne Culbertson	Stockton, California
Barbara Jane Dale	Berlin
Eva Jane Duvall	Annapolis
Barbara Ann Dvorak	Baltimore
George Eagler	Baltimore
Joan Lockwood Eisner	Uxbridge, Massachusetts
Hilyer Gearing	Annapolis
Edward Lee Gelblum	Baltimore
Anita Jane Gerber	Baltimore
Joan Ross Gilbert	New York, New York
John Marshall Gordon	Frederick
Edward Willis Gorrell	North East
Isaias Jesus Grandes Del Mazo	Junin, Peru
Sue Griffith	Green Tree, New Mexico
Linda M. Grimes	Annapolis
Rolf Eric Hansen	Port Washington, New York
Richard Dodd Haywood	Worcester, Massachusetts
Priscilla Alden Husted	Washington, D. C.
Janet Gardner Jenkins	Bethesda
John Joanou	Newark, New Jersey
Hudson Monroe Keithley	Bel Air
James August Kibler	Greensboro

Mary Joyce Kittel	Brooklyn Park
Richard Montgomery Levering	La Plata
Paul Albert Lowdenslager	Baltimore
Peter Straith McGhee	New York, New York
Hugh Deane McKay, Jr.	New York, New York
Emily Jean Martin	Mountain Lake Park
Philip Jerome Minos	Denton
Ann Dunsepaugh New	Nacoochee, Georgia
Robert Bordeaux Nicholson	Ontario, California
Dorothy Olim	Elizabeth, New Jersey
Donald Astor Phillips	Baltimore
Arthur Charles Reisz	Baltimore
Samuel Serge Rizzo	Princeton, New Jersey
Robert Garner Rockwell	Annapolis
John Harding Schott	Berlin
Priscilla Shore	Annapolis
James Warren Stone	Silver Spring
James Taylor, Jr.	Baltimore
Richard Walker Taylor	Sharon Hill, Pennsylvania
Regina Mary Wesolowski	Baltimore

SUMMARY OF ENROLLMENT

Senior Year	28
Junior Year	27
Sophomore Year	42
Freshman Year	53
Total	150

DEGREES CONFERRED JUNE 11, 1951

BACHELOR OF ARTS

AS OF THE CLASS OF 1943

Rite

Milton Perlman Memphis, Tennessee

AS OF THE CLASS OF 1945

Rite

Laurence Leslie Levin New York, New York

AS OF THE CLASS OF 1949

Cum Laude

Anton Gysberti Hardy, Jr. Manchester, Vermont

AS OF THE CLASS OF 1951

Rite

Richard John Batt, Jr. New Orleans, Louisiana

Humphrey Richard Bixby Annapolis

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

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

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

Stewart Alexander Washburn Middleboro, Massachusetts

Peter Anthony Whipple Catonsville

Thomas Joseph Williams Georgetown, Delaware

Cum Laude

George Charles Thrasher, Jr. Roanoke, Virginia

HONORS AND PRIZES AWARDED JUNE 11, 1951

To the Senior who has the highest standing, a silver medal. Offered by the Board of Visitors and Governors.....George Charles Thrasher, Jr.

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 George Hazo

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.....Humphrey Richard Bixby

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.....Hisashi H. Ogushi

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.....Charles Eric Crooke

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.....Harry Morris Neumann

To the student who has written the best original sonnet, a prize of \$10.00.....Bert Morgan

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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.