

Graduate Institute In Liberal Education

ST. JOHN'S COLLEGE

Santa Fe, New Mexico

1975



ST. JOHN'S COLLEGE

of Annapolis, Maryland, and Santa Fe, New Mexico,

announces the Ninth Annual Session of the

Graduate Institute In Liberal Education

an eight-week summer program from June 22 to August 15, 1975

Designed for teachers and other college graduates

Leading to the degree of Master of Arts

Conducted by the faculty of St. John's College together with
visiting faculty on the campus in Santa Fe.

The College

Reading and discussion of great books of the past and present illuminate the accomplishments, frustrations and fundamental inquiries of western civilization. These books constitute a major fraction of meaningfully accessible human culture, history and thought. They stand as fresh and direct statements at the highest level of understanding, and at the same time serve as primary models of the liberal arts--the disciplines of freedom. St. John's College is exclusively devoted to providing occasions for cooperative and open-minded study of such books.

St. John's is an independent college with no religious affiliations. Founded as King William's School in Annapolis, Maryland, in 1696, and having adopted its present program in 1937, the College opened its second campus in Santa Fe, New Mexico, in 1964. The Graduate Institute was initiated in Santa Fe in 1967.

The Graduate Institute

The Graduate Institute offers to qualified members of the teaching profession and to other qualified persons a summer program of liberal arts studies based on the educational philosophy and teaching methods of St. John's College. The faculty is drawn principally from experienced members of the regular College faculty, together with a small number of visiting faculty members selected from other institutions. The program is divided into four segments: Politics and Society, Philosophy and Theology, Literature, and Mathematics and Natural Science. By enrolling in one segment students may earn nine hours of graduate credit in eight weeks. Those who complete successfully all four segments (four summers) are awarded the degree of Master of Arts. Students having nine hours of qualifying credits from another institution are eligible to graduate in three summers.

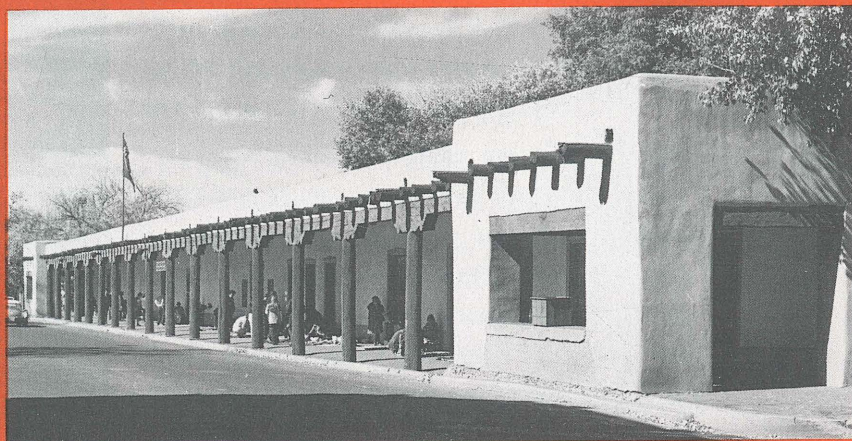
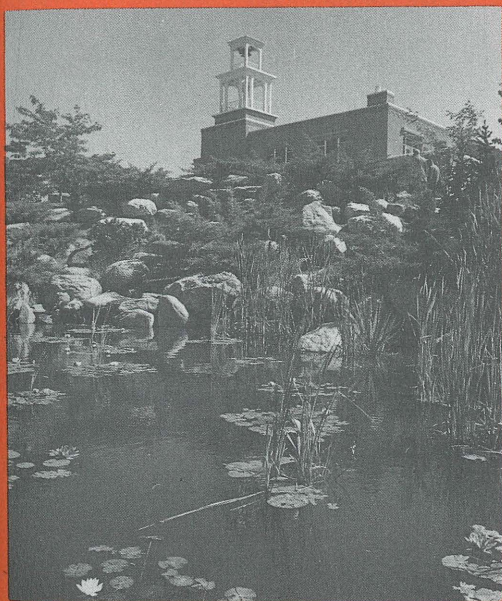
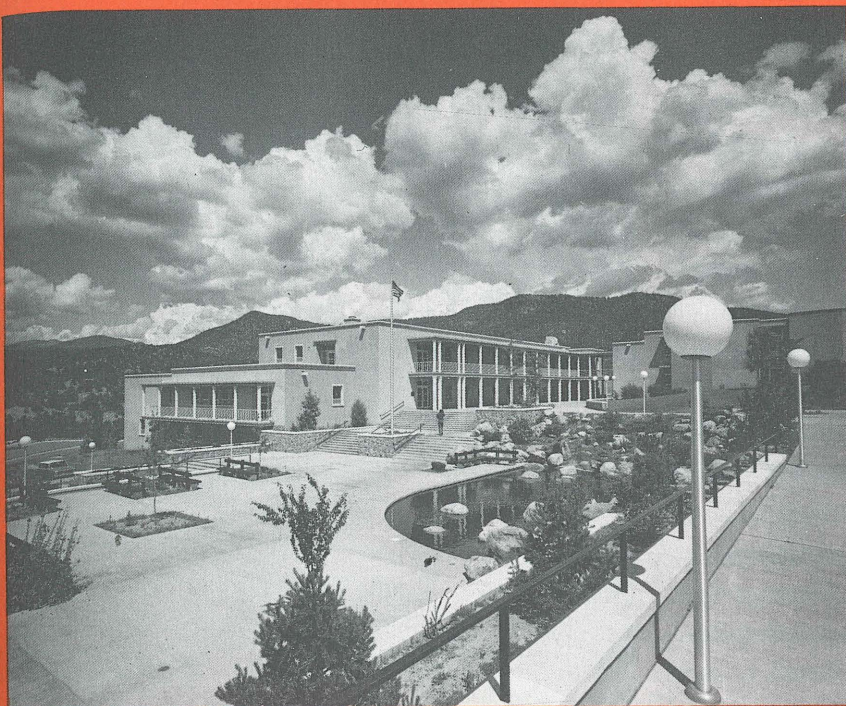
The program is accredited by the North Central Association of Colleges and Secondary Schools and approved for teacher recertification by the New Mexico State Board of Education. Approximately 130 students from all parts of the country are enrolled each summer.

The City and The Campus

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

St. John's College is located within the city on a 280-acre site on the western slope of the Sangre de Cristo Mountains. It is a seven-minute drive to the downtown plaza. Frequent transportation to the plaza and to nearby points of interest is available to Institute students. Tennis courts and athletic fields are located on the campus.

Santa Fe lies at an altitude of 7,000 feet. Since summer temperatures sometimes reach 90 in mid-day while nights are invariably quite cool, sweaters and coats are recommended. Casual clothing is worn for classes but more formal dress is required on occasion.



Address all inquiries to:

David Jones, *Director*
Graduate Institute in Liberal Education
St. John's College
Santa Fe, New Mexico 87501
(Telephone: 505/982-3691 Ext. 26)

The Books

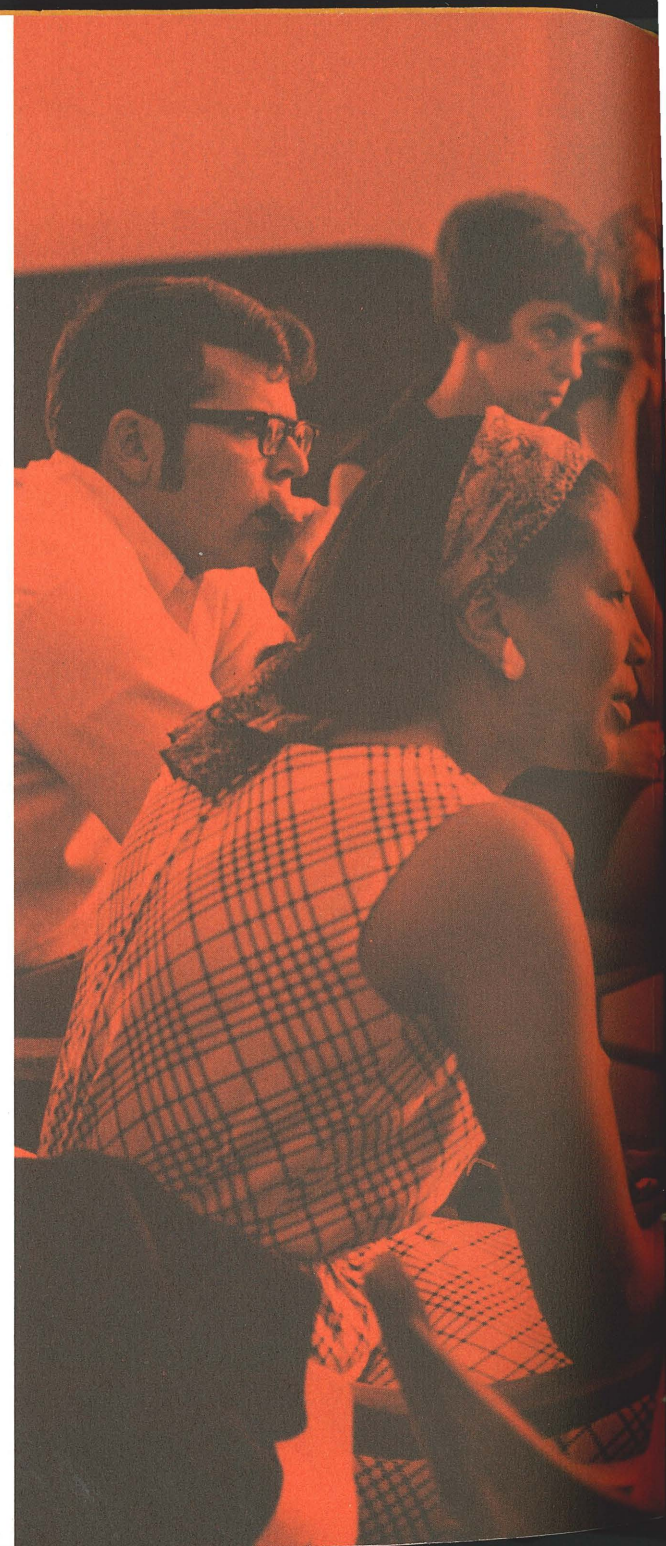
A great book is one in which a powerful and inquiring mind has expressed its concern with some of the persisting basic questions of human existence. The curriculum of the Graduate Institute is built upon a selection of such books.

The subject matter varies from one part of the curriculum to another, but in each field the authors of the books are dealing with fundamental issues. Consequently, within each field and between one field and another the books are related in many ways; they borrow from each other, they contradict each other — in a true manner of speaking, they converse with one another.

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

The Faculty

The kind of teaching and learning that goes on at St. John's presupposes a faculty different in many ways from the faculties of many other schools. There are no academic ranks or departments; all teaching members of the faculty have the title of Tutor. Each Tutor has a specialized competence in at least one field of knowledge, but he is willing to learn continually in every field. He teaches in subjects other than his own specialty, and in every class his own learning goes along with his teaching. He is called a Tutor because, on the whole, he is expected to be the best student in each of his classes.



The Program

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

The SEMINAR is the heart of the program. Two Tutors and about eighteen students meet around a large table on Monday and Thursday evenings for at least two hours. A Tutor opens the session by proposing a question based on the assigned reading from one of the books of the program; thereafter, students and Tutors converse together about the opening question or about related problems. Students do not raise their hands for recognition, and Tutors do not moderate by calling on individuals for recitation.

When the Seminar functions as it ought, the conversation is characterized by openness, concern and clarity. Openness is visible in the willingness to express one's own opinions in a reasoned way and to entertain the opinions of others with the greatest seriousness; the conversation is destroyed if either students or Tutors try to occupy the table with prefixed ideas. Concern arises in the effort of each member to grasp the importance of both what is said in the book and around the table, and to understand what is said in

the best possible light; the seminar is not a debate. Clarity emerges when, often with the help of others, the participants are able to formulate what is thought or felt in such a way that it is accessible for all to consider.

Near the end of the eight-week session there is a thirty-minute oral examination for each student based on the Seminar assignments. This examination is not intended to test for rote memory of the texts; at its best it is an intimate seminar in which new problems and insights are generated.

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

The PRECEPTORIAL is a class of eight to twelve students and one Tutor studying a single book or problem, meeting usually for two or three hours per week; although laboratory Preceptorials may meet for longer periods. Each student chooses a topic pertinent to the book or problem under discussion and, with the help of several individual conferences with the Tutor, writes a long essay. This essay is the only lengthy paper that students are asked to write during the session; the Preceptorial essays written over the

course of three or four summers replace the conventional master's thesis for Institute students.

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

During the fourth week of the session each student has a scheduled conference with his Tutors. The conversation is devoted to the student's progress from his own point of view and from his Tutors', or to the student's constructive criticisms of his Tutors or of the program. The aim of the conference is to enable all of the participants to see the student's work as a whole.

The Curriculum

POLITICS AND SOCIETY

SEMINAR*	WEEK	TUTORIAL*	PRECEPTORIAL
1. Plutarch: <i>Lives</i> of Lycurgus and Solon	1	Aristotle: <i>Nicomachean Ethics</i> , I; II; VI; X, 6-9 and <i>Politics</i> , I; III	Preceptorial topics are selected and announced about May 1. Some typical Preceptorials offered in previous sessions to Politics and Society students follow. Aeschylus: <i>The Oresteia Trilogy</i> Aristotle: <i>Nicomachean Ethics</i> Aristotle: <i>Politics</i> Locke: <i>Of Civil Government</i> Plato: <i>Republic</i> Rousseau: <i>The Social Contract</i> Smith: <i>Wealth of Nations</i> Thucydides: <i>The Peloponnesian War</i> Tocqueville: <i>Democracy in America</i> Tolstoy: <i>War and Peace</i> Vergil: <i>Aeneid</i> Weber: <i>Politics and Philosophy</i>
2. Plato: <i>Republic</i> , I-II			
3. <i>Republic</i> , III-V			
4. <i>Republic</i> , VI-VII	2		
5. <i>Republic</i> , VIII-X	3		
6. Aquinas: <i>Treatise on Law</i>	4		
7. <i>Treatise on Law</i>	4	Hobbes: <i>Leviathan</i> , Introduction; I, 1-16; II, 17-21, 30	
8. Machiavelli: <i>The Prince</i>			
9. Locke: <i>Of Civil Government</i> , I-X			
10. <i>Of Civil Government</i> , XI-XIX	5		
11. Rousseau: <i>On the Origin of Inequality</i> , I	6		
12. <i>On the Origin of Inequality</i> , II	7		
13. Marx and Engels: <i>The German Ideology</i> , selections	7	Declaration of Independence; U.S. Constitution; <i>Federalist Papers</i> , 1, 10, 39, 49, 51, 71, 78, 84	
14. <i>The German Ideology</i> , selections			
15. Tocqueville: <i>Democracy in America</i> , selections			
16. <i>Democracy in America</i> , selections	8	Selected U.S. Supreme Court Decisions	

PHILOSOPHY AND THEOLOGY

The Curriculum

SEMINAR*	WEEK	TUTORIAL*	PRECEPTORIAL	
1. Plato: <i>Phaedo</i> , 58-89	1	Plato:	Preceptorial topics are selected and announced about May 1. Some typical Preceptorials offered in previous sessions to Philosophy and Theology students follow. Aristotle: <i>On the Soul</i> Aristotle: <i>Physics</i> , Book II Berkeley: <i>Three Dialogues</i> Edwards: <i>Freedom of the Will</i> <i>Genesis</i> and <i>Exodus</i> Kierkegaard: <i>Philosophical Fragments</i> Pascal: <i>Pensees</i> Plato: <i>Meno and Gorgias</i> Plato: <i>Republic</i> St. Augustine: <i>Confessions</i> Wittgenstein: <i>Philosophical Investigations</i>	
2. <i>Phaedo</i> , 89-118		<i>Meno</i>		
3. Aristotle: <i>Parts of Animals</i> , I, 1; <i>Physics</i> , I, 1, 7-9	2	Descartes:		
4. <i>Physics</i> , II		<i>Meditations</i>		
5. <i>Genesis</i>	3	Hume:		
6. <i>Genesis</i>				
7. <i>Exodus</i>	4	<i>Enquiry Concerning Human Understanding</i>		
8. <i>Job</i>				
9. <i>Matthew</i>	5	Plato:		
10. <i>John</i>				
11. <i>Romans</i>	6	Hume:		
12. Aquinas: <i>Summa Theologica</i> , I, I, 1-2				
13. <i>Summa Theologica</i> , I, I, 13	7	<i>Dialogues Concerning Natural Religion</i>		
14. Luther: <i>Christian Liberty</i>				
15. Aristotle: <i>Metaphysics</i> , XII	8	Kant:		
16. Pascal: <i>Pensees</i> , selections				
		<i>Fundamental Principles of the Metaphysics of Morals</i>		

*These lists record the reading assignments for the summer of 1974. There may be some changes for 1975; students will be notified accordingly about May 1.

The Curriculum

LITERATURE

SEMINAR*	WEEK	TUTORIAL*	PRECEPTORIAL
1. Homer: <i>Iliad</i> , I-VI	1	Analysis of selected poetry and prose.	Preceptorial topics are selected and announced about May 1. Some typical Preceptorials offered in previous sessions to Literature students follow. Aeschylus: <i>The Oresteia Trilogy</i> Cervantes: <i>Don Quixote</i> Dante: <i>The Divine Comedy</i> Dostoevski: <i>The Brothers Karamazov</i> Joyce: <i>Ulysses</i> Montaigne: <i>Essays</i> Plato: <i>Symposium</i> Shakespeare: <i>Hamlet</i> Tolstoy: <i>War and Peace</i> Vergil: <i>Aeneid</i> Yeats: Selected Poetry
2. <i>Iliad</i> , VII-XII			
3. <i>Iliad</i> , XIII-XVIII			
4. <i>Iliad</i> , XIX-XXIV	2		
5. <i>Odyssey</i> , I-VIII			
6. <i>Odyssey</i> , IX-XVI	3		
7. <i>Odyssey</i> , XVII-XXIV			
8. Plato: <i>Ion</i>	4	Hume: <i>Of the Standard of Taste</i>	
9. Aeschylus: <i>Agamemnon</i>			
10. <i>Choephoroe</i> ; <i>Eumenides</i>	5	Chaucer: <i>Canterbury Tales</i> in Middle English, selections	
11. Sophocles: <i>Oedipus Rex</i>			
12. <i>Philoctetes</i>	6		
13. Euripides: <i>Hippolytus</i>			
14. <i>Bacchae</i>	7	Shakespeare: <i>King Lear</i>	
15. Aristotle: <i>Poetics</i>			
16. Aristophanes: <i>Frogs</i>	8		

MATHEMATICS AND NATURAL SCIENCE

The Curriculum

SEMINAR*	WEEK	TUTORIAL*	PRECEPTORIAL
1. Plato: <i>Timaeus</i> , 17-47	1	Euclid: <i>Elements</i> , Book I and Aristotle: <i>Posterior Analytics</i> , selections	Preceptorial topics are selected and announced about May 1. Preceptorials in this segment of the curriculum include experimental or observational work in the laboratory or in the field; in some cases reports on original projects may replace the Preceptorial essay. Some typical Preceptorials previously offered to Mathematics and Natural Science students follow.
2. <i>Timaeus</i> , 47-92			
3. Lucretius: <i>On the Nature of Things</i> , I-III	2		
4. <i>On the Nature of Things</i> , IV-VI			
5. Aristotle: <i>Parts of Animals</i> , I, 1; <i>Physics</i> , I, 1, 7-9	3		
6. <i>Physics</i> , II			
7. <i>Physics</i> , III, 1-3; VIII, 1-5	4	Lobachevski: <i>The Theory of Parallels</i> , selections	<i>The Atomic Theory in Chemistry</i> <i>The Copernican Revolution</i>
8. <i>Physics</i> , VIII, 6-10			
9. Bacon: <i>The New Organon</i> , Preface; I	5	and	<i>Genetics and Evolution</i> <i>The Ecology of Evolution</i>
10. Descartes: <i>Rules for the Direction of the Mind</i> , 1-12			
11. <i>Rules for the Direction of the Mind</i> , 13-17, <i>Principles of Philosophy</i> , selections	6	Wolfe: <i>Introduction to Non-Euclidean Geometry</i> , selections	
12. Hume: <i>Enquiry Concerning Human Understanding</i> , 2, 4-7			
13. Darwin: <i>Origin of Species</i> , 1st Edition, Intro, I-V	7		
14. <i>Origin of Species</i> , 1st Edition, VI-X			
15. <i>Origin of Species</i> , 1st Edition, XI-XIV	8		
16. Freud: <i>On Dreams</i>			

*These lists record the reading assignments for the summer of 1974. There may be some changes for 1975; students will be notified accordingly about May 1.

Degree Requirements

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

Students may offer up to nine hours of acceptable graduate credits from another institution, thus reducing the number of required summers to three. The subject matter of the transferred credits need not be identical with the subject matter of the curriculum segment that they replace, but the Graduate Institute is the final arbiter concerning the appropriateness and acceptability of transferred credits. All transfer credits offered for the degree must be completed prior to the student's last summer at the Institute.



Post-M.A. Studies

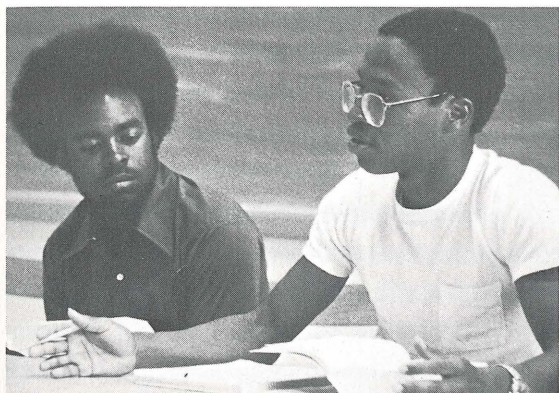
Graduates of the Institute who have pursued just three of the four curriculum segments may enroll for a fourth summer in the segment that they missed. Graduates who have pursued three or four curriculum segments may enroll for one or two Preceptorials on fresh topics. In both cases, the credit hours earned are acknowledged as post-M.A. credits by the New Mexico State Board of Education.

The High School Workshop

Since 1972, the Graduate Institute has held a special program for high school students during the regular Institute session. Eighteen high school sophomores or juniors are selected from inner-city schools in major cities, and they constitute a seminar and two tutorials on the Santa Fe campus for four weeks. The program is taught by Graduate Institute alumni; the curriculum is drawn from Graduate Institute readings which bear directly and indirectly on political questions.

Workshop students also engage in plan-

ned social and educational extra-curricular activities in the Northern New Mexico area; all fees are covered by scholarships for each student.



Grades

The Institute employs the conventional A-B-C-D-F system of grading. In general, grades are assigned on the basis of the stu-

dent's progress in each course and his contributions to the class in accordance with the philosophy of the program. The *Seminar* grade is based partly on the oral examination but principally on the quality of the student's contribution to class discussions. In both contexts, the student is expected not merely to demonstrate that he has read or even understood the books, but to use his knowledge and understanding to help other participants in the discussion discover problems and insights that might not emerge from solitary reading. The *Tutorial* grade is likewise based on class participation, although the emphasis is on close reading of shorter assignments; the brief Tutorial papers are also considered. In the *Preceptorial* the student's long essay is a major factor in determining his grade, although participation in class discussions is again taken into account.

It is expected that the grades earned by graduate students will be predominantly B or better. Students who earn any substantial number of grades below B may be declared ineligible to receive the degree or asked not to continue in the program. Such decisions are made by a faculty committee after careful consideration of all relevant information; they are not made on the basis of a required grade point average.

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

Admissions

The program of the Graduate Institute is open to any qualified person holding an acceptable B.A. or B.S. degree. An application form is bound into the back of this Bulletin; additional forms may be obtained by writing to the Director.

Applications will be considered at any time, but it is advantageous to the applicants and helpful to the Institute if applications for the 1975 session are submitted by April 14. Enrollment may be closed when admissions reach a predetermined level; applications are considered in the order in which they are received. Applicants will be notified of a decision within three weeks after receipt of a completed application and supporting documents. There is no application fee, but almost all admitted students are required to remit an advance deposit (see *Fees*, below).

Fees

The tuition fee is \$50 per credit hour, or \$450 for a full-time student. A matriculation fee of \$25 is charged to new students.

Room rent for the eight-week session is \$150. On-campus students also purchase a meal ticket for 21 meals per week in the Col-

lege dining hall; the cost is \$195. The total fee for a new student, full-time and on-campus, is \$820; for a continuing student, \$795.

The total fee for a new student, full-time and off-campus, is \$475; for a continuing student, \$450. Off-campus students may purchase a meal ticket for five lunches (Monday through Friday) and two dinners (Monday through Thursday) weekly; the cost is \$90.

An advance deposit of \$100 is required of each student unless he holds a fellowship award that covers all of his fees. Continuing students remit the deposit by April 15. New students admitted prior to March 31 remit the deposit by April 15; those admitted after March 31 remit the deposit within fourteen days of receiving notice of admission.

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

Financial Aid

Two kinds of fellowships are available to Graduate Institute students.

General fellowships are awarded by the Institute to promising students who have demonstrable financial needs. Because requests exceed available funds, preference is given to active members of the education profession and to continuing Institute students. Part-time students are not eligible. The average amount awarded is \$350 for one summer session; reapplication is permitted.

Application or reapplication for a general fellowship is made by submitting a special form obtainable on request. New students wishing to apply for a general fellowship must first be admitted to the Institute. All qualified applications received by March 15 are considered together and answered by April 1; those received after March 15 are answered within three weeks.

Designated fellowships are open only to the professional personnel of certain colleges, schools, or school systems stipulated by the fellowship donors. They provide tuition, room and board; many provide a travel allowance and stipend in addition. If the recipient's academic work is satisfactory, these fellowships are normally renewable without

reapplication for consecutive summers until graduation. Notice of the availability of designated fellowships is usually distributed to eligible candidates from the office of their dean, principal, or school board.

A very limited number of opportunities for part-time employment with the College are open to Institute students each summer; application should be made in advance.

Refunds

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

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



Dormitory Accommodations

Dormitory rooms are of four kinds:

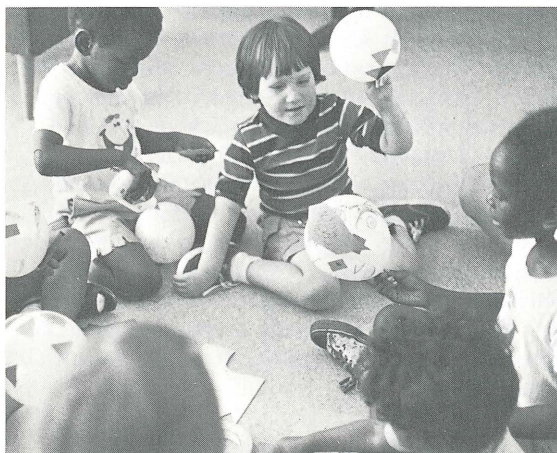
- Single rooms;
- Three-room suites;
- Two-room suites;
- One-room doubles.

So far as possible, students without families are assigned to singles, three-room suites (with two occupants), or two-room suites (with two occupants), in that order, and beginning with those who have been with the Institute longest. Married couples without children are usually assigned to large one-room doubles; family groups of three to three-room suites; family groups of four or more to two separate but adjacent rooms or suites. Although the Institute endeavors to accommodate the convenience and desires of students in matters of dormitory assignment, it cannot guarantee the satisfaction of specific requests.

Rooms are furnished with a bed, desk, chair, lamp, closet and chest of drawers for each occupant. There are no private bathrooms. *Occupants must provide their own blankets and pillows.* Linen service is available, providing fresh sheets, pillow case, towels and washcloth weekly; the cost in 1974 was \$8 for the session. Occupants may

furnish their own linen and use the coin-operated laundry facilities on campus. College regulations prohibit pets, firearms and drugs on campus.

The College cannot take responsibility for providing off-campus housing for students; those who desire to live in town are advised that housing is both expensive and difficult to obtain during the summer months.



Students' Families

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

Adult	\$150
First child over 11	\$150
Other children over 2	\$ 75

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

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

Adult or child over 11	\$195
Child 6-11	\$150
Child 2-5	\$ 95

The Institute provides supervised activities for children between the hours of 9 a.m. and 4 p.m., Monday through Friday. Parents of children age 3-12 living in the dormitories are required to enroll these children in this program. The fee for the session is \$120 for each of the first two children in one family; \$60 for each additional child. This fee, which is not refundable, covers supervision, transportation, snacks and incidental supplies.

Medical Services

The College maintains a well-equipped modern infirmary. A physician and registered nurse hold sick call each weekday, and referrals to Santa Fe physicians are made when necessary.

The Faculty (in 1974)

RICHARD D. WEIGLE, President

St. John's College

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

DAVID CLIFFORD JONES, Director Graduate Institute in Liberal Education

B.A., St. John's College, 1959; M.A., The University of Melbourne, 1962; Ph.D., The University of Texas, 1974; University Fellow, the University of Melbourne, 1961-62; University Fellow and Bess Helfin Fellow, The University of Texas, 1962-64; Tutor, St. John's College, 1964-, Santa Fe, 1965-; Director of the Graduate Institute, 1973-.

GEOFFREY COMBER, Assistant Director Graduate Institute in Liberal Education

Diploma in Education, University of London, 1953; A.R.C.M., Royal College of Music, 1954; M.A., Ohio State University, 1957; Fulbright Scholar, 1955; Instructor in Music and Graduate Studies in Philosophy, Ohio State University, 1958-61; Assistant Professor of Philosophy, Huron College, Ontario, 1962-65; Visiting Professor, University of Waterloo, Ontario, 1964; Tutor, 1965-, and Assistant Dean, 1970-, St. John's College in Annapolis; Assistant Director of the Graduate Institute, 1970-74.

ROBERT LOUIS SPAETH, Assistant Director Graduate Institute in Liberal Education

B.S., St. John's University (Minnesota), 1959; U.S. Army Signal Corps, 1954-1956; graduate study in physics, University of Illinois, 1959-60; graduate study in mathematics, University of Wisconsin,

1961-62; Teacher, Cathedral High School, St. Cloud, Minnesota, 1960-61; Mathematics Writer, Educational Research Council of Greater Cleveland, 1962-63; Tutor, St. John's College, 1963-, Assistant Dean, 1966-71, Director of the Summer Program, 1969, 1970; Alderman of the City of Annapolis, 1969-73; Member of the Anne Arundel County Democratic State Central Committee, 1970-73; Fellow of the Institute for Ecumenical and Cultural Research, Collegeville, Minnesota, 1973-74; Assistant Director, Graduate Institute, 1974-.

STUART BOYD

M.A., Aberdeen University, Scotland, 1948; Ph.D., Aberdeen University Medical School, 1952; Military Service, 1941-45; Assistant Lecturer, Clinical Psychology, Department of Psychiatry, Aberdeen University, 1948-52; Instructor, Medical Psychology, University of Colorado Medical School, 1952-53; Director, Doctoral Training in Clinical Psychology, Denver University, 1954-57; Professor of Psychology and Chairman, Department of Behavioral Sciences, New Mexico Highlands University, 1957-64; Lecturer, Department of Psychiatry, Edinburgh University, Scotland, 1964-65; Professor of Psychiatry (Psychology), University of Missouri Medical School, Kansas City, 1965-66; Tutor, St. John's College, 1966-.

EVA T.H. BRANN

B.A., Brooklyn College, 1950; M.A., 1951, Ph.D., 1956, Yale University; Fellow of the American Numismatic Society, Summer, 1952; Fellow of the American School of Classical Studies at Athens, 1952-53; member of the staff of the American Agora Excavations at Athens as Sibley Fellow of Phi Beta Kappa; Instructor in Archeology, Stanford University, 1956-57; Member, Institute for Advanced Study, Princeton, 1958-59; Tutor, St. John's College, 1957-, Addison E. Mullikin Tutorship, 1971-.

E. RAY DAVIS

University of Wisconsin, 1953-55; B.A., St. John's College, 1962; NDEA Fellowship, University of Indiana, 1962-65, M.A., 1965, History and Philosophy of Science; Tutor, St. John's College, 1966-.

ROBERT FAULHABER

B.A., Catholic University of America, 1948; M.A., University of Chicago, 1950; Lecturer in Economics, Loyola University, Chicago, 1949-50; Doctorat de l'Université de Paris, 1952; Professor of Economics, DePaul University, 1965; Chairman of Department, 1972-; Visiting Tutor, Graduate Institute, 1973-1974.

HARRY L. GOLDING

B.A., University of Omaha, 1954; M.S., Northwestern University, 1958; National Science Foundation Fellow, 1954-55; Instructor in Chemistry, DePauw University, 1958-63; National Science Foundation Science Faculty Fellow, Purdue University, 1963-64; Member of the Faculty, Shimer College, 1964-68, Chairman, Natural Science Area, 1967, Director of Simer College in Oxford, 1967-68; Tutor, St. John's College, 1968-.

NORMAN S. GRABO

B.A., Elmhurst College, 1952; M.A., 1955, Ph.D., 1958, University of California at Los Angeles; Folger Shakespeare Library Fellowship, 1959; English Department Research Professor Fellowship, Michigan State University, 1961; Frank L. Weil Institute for Research in the Humanities and Religion Fellowship, 1964; The Society for Religion in Higher Education Fellowship, 1967-; Humanities Research Professorship, University of California, 1966-67; Humanities Institute Fellowship, University of California, summer 1969, Guggenheim Fellowship, 1970-71; Instructor and Assistant Professor, English Department, Michigan State University, 1959-63; Associate Professor, Department of English, University of California at Berkeley, 1963-67; Professor, University of California at Berkeley, 1967-72; Tutor, St. John's College, Santa Fe, 1972-73.

R. THOMAS HARRIS, JR.

B.A., Reed College, 1955; M.A., 1956, Ph.D., Mathematics, 1959, University of Illinois; University Fellow, University of Illinois, 1955-58, Graduate Teaching Assistant and National Science Foundation Contract Fellow, 1958-59; Research Instructor, Duke University, 1959-60; Assistant Professor, 1960-65,

(continued on page sixteen)

Application for Admission

GRADUATE INSTITUTE IN LIBERAL EDUCATION
SANTA FE, NEW MEXICO 87501

Date _____

Full Name _____
(Last Name) (First Name) (Middle Name) (Maiden Name)

Home Address _____
(Street Address, City, State and Zip Code)

Home Telephone _____ Age _____

Person to Notify in Case of Emergency _____
(Name)

(Address)

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

1. This form, completely filled out.
2. An essay containing your answers to these questions:
 - A. What are the strengths and weaknesses of the formal education you have received?
 - B. Why do you wish to attend the St. John's College Graduate Institute? Include any other information that you consider relevant. Answer fully enough to permit us to judge your ability to express reasoned thoughts.
3. Official transcripts of your undergraduate and graduate (if any) records. You must arrange to have these sent directly to the Graduate Institute.
4. Two letters of recommendation from appropriate persons. You must ask them to send their letters directly to the Graduate Institute. There is no recommendation form.
5. A physician's statement concerning the general condition of your health.

In which curriculum segment would you prefer to enroll during your first summer? Please also indicate a second choice.

- | | |
|--|--|
| <input type="checkbox"/> Politics & Society | <input type="checkbox"/> Literature |
| <input type="checkbox"/> Philosophy & Theology | <input type="checkbox"/> Mathematics & Natural Science |

What housing arrangements would you desire?

- ☐ Dormitory accommodations for myself only.
- ☐ Dormitory accommodations for myself plus:
- ☐ Spouse
- ☐ Children. List children's ages on June 24, 1975: _____
- ☐ No dormitory accommodation; living off campus.

(see reverse side)

COLLEGES OR UNIVERSITIES ATTENDED AS UNDERGRADUATE STUDENT:

School	Address	Major Field	Dates	Degree

COLLEGES OR UNIVERSITIES ATTENDED AS A GRADUATE STUDENT:

School	Address	Major Field	Dates	Degree

EMPLOYMENT HISTORY (Present Position First):

Place of Employment	Address	Dates	Duties

ADDRESS ALL CORRESPONDENCE TO:
THE DIRECTOR, GRADUATE INSTITUTE IN LIBERAL EDUCATION, ST. JOHN'S COLLEGE
SANTA FE, NEW MEXICO 87501

University of California at Berkeley, Associate Professor, University of Maryland, 1965-68; National Science Foundation Consultant for India Project, Lucknow, India, summer, 1967; Visiting Associate Professor, New York University, 1967-68; Corporate Consultant, Management Science, IBM, Armonk, New York, summer, 1968; Tutor, St. John's College, Santa Fe, 1968-; Visiting Professor, New York University, summer, 1969.

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B.A., St. John's College, 1954; Assistant Mathematician, The Johns Hopkins University Applied Physics Laboratory, 1955, Associate Mathematician, 1957, Mathematician, 1961; Graduate Study, American University, 1955-61; Instructor, American University, 1960; Visiting Tutor, St. John's College, 1960, Tutor, 1961-.

PHILIP LeCUYER

B.A., The Colorado College, 1966; B.A., Merton College, Oxford University, 1969; Ph.D. Candidate in Biology, University of New Mexico, 1970-72; Boettcher Scholar, 1962-66; Perkins Scholar, 1963-66; Rhodes Scholar, 1966-69; Danforth Graduate Fellow, 1966-72; Woodrow Wilson Fellow (honorary), 1966; Tutor in English Literature, Summer Humanities Institute, The Colorado College, 1968; Tutor in Biology and Chemistry, Institute of Social Research and Development, University of New Mexico, 1971-72; Tutor, St. John's College, Santa Fe, 1972-.

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B.A., Oberlin College, 1937; M.S., 1941, Ph.D., 1948, The University of Rochester; Assistant in Zoology, Oberlin College, 1936-38; Oberlin College Scholar, Marine Biological Laboratory, Woods Hole, Massachusetts, 1937; Histological Technician, Department of Pathology, Yale Medical School, 1938-39; Graduate Scholar in Biology, The University of

Rochester, 1940-41, Graduate Teaching Assistant in Biology, 1941-44; Visiting Lecturer in Zoology, Oberlin College, 1944-45; Instructor in Zoology, Smith College, 1945-51; Smith College Scholar, Marine Biological Laboratory, Woods Hole, Massachusetts, 1949; Tutor and Assistant Dean, St. John's College, 1951-, Arthur de Talma Valk Tutorship, 1968-; Fulbright Lecturer and Honorary Professor of Zoology, Lady Doak College and American College, Madurai (South India), 1962-63.

PAUL D. MANNICK

B.A., California State College at Long Beach, 1970; Teaching Intern, St. John's College, 1970-.

BENJAMIN CHARLES MILNER, JR.

B.A., Emory University, 1949; B.D., Columbia Theological Seminary, 1955; Ph.D., Harvard University, 1965; Military service, 1950-52; Teaching Fellow, Harvard Divinity School, 1957-59; Rockefeller Fellow, 1959-60; Instructor in Biblical History, Literature, and Interpretation, Wellesley College, 1959-62, Assistant Professor, 1963-65; Tutor, St. John's College, 1965-; Sabbatical Leave, 1974-75.

GERALD LEE MYERS

B.A., University of Colorado, 1964; Ph.D., University of Colorado Medical Center, 1969, USPHS Fellow, University of Colorado Medical Center, 1964-69; American Cancer Society Post-Doctoral Fellow, Yale University, 1969-71; Member, New York Academic of Sciences, 1970-; Seessel Research Fellow, Yale University, 1971; Tutor, St. John's College, Santa Fe, 1974-.

THOMAS KING SIMPSON

B.A., St. John's College, 1950; M.A. in Teaching, Wesleyan University, 1955; Ph.D., The Johns Hopkins University, 1968; Instructor, American University at Cairo (Egypt), 1950-53; Teaching Intern, St. John's College, 1955-56, Tutor, 1956-; Curriculum Counsellor and member of the faculty, The Key School, 1970-, Santa Fe, 1973-.

JONATHAN B. SKINNER

B.A., Carleton College, 1963; M.A., University of Michigan, 1964; Ph.D., University of Massachusetts,

1970; Woodrow Wilson Fellow, University of Michigan, 1963-64; Instructor in Mathematics, Hope College, 1964-66; Teaching Assistant, University of Massachusetts, 1966-67, Instructor in Mathematics, 1967-68, Lecturer, 1968-70; Tutor, St. John's College, 1970-.

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B.A. Philosophy, University of Wisconsin, 1959; Instructor in Radio Repair, U.S. Army, 1954-56; Assistant in Philosophy, Cornell University, 1959-61; Teaching Fellow, Cornell University, 1961-62; Tutor, St. John's College, 1962-, Santa Fe, 1967-, Assistant Dean, 1970-72.

THEODORE WALDMAN

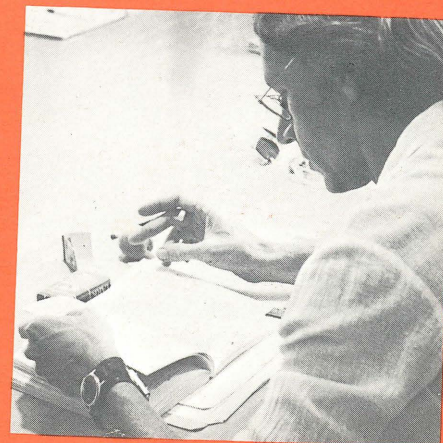
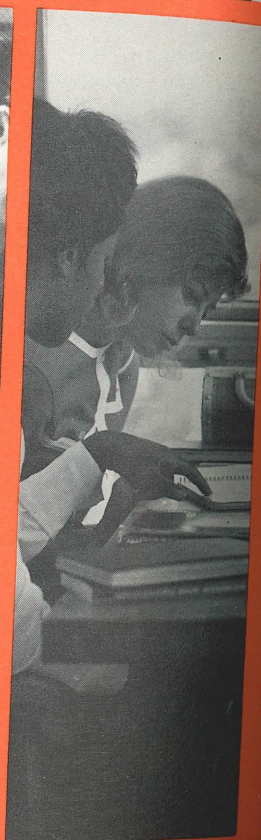
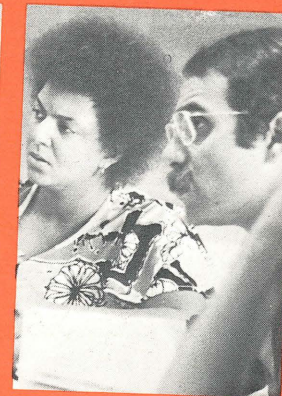
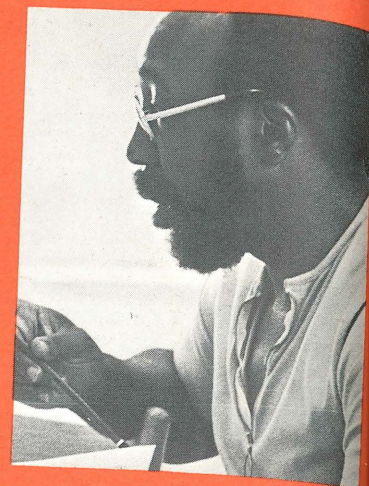
A.B., 1947, M.A. Philosophy, 1948, Washington University; M.A. Sociology, 1951, Ph.D. Philosophy, 1956, University of California; Instructor, University of Michigan, 1954-55; Instructor, Assistant Professor, State University of Iowa, 1955-61; Associate Professor, Arizona State University, 1961-63; Professor, Harvey Mudd College, 1963-, Willard Keith Fellow in the Humanities, 1974-; Visiting Associate Professor, University of California (Berkeley), 1967-69; Visiting Tutor, Graduate Institute, 1974.

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A.B., University of Denver, 1949; M.A., 1954, Ph.D., 1964, Indiana University; Instructor in Philosophy, University of Connecticut, 1956-57; Resident Lecturer in Philosophy, Indiana University, Ft. Wayne Campus, 1957-64; Assistant, Associate and Professor, Grand Valley State Colleges, 1964-; Visiting Tutor, Graduate Institute, 1973, 1974.



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