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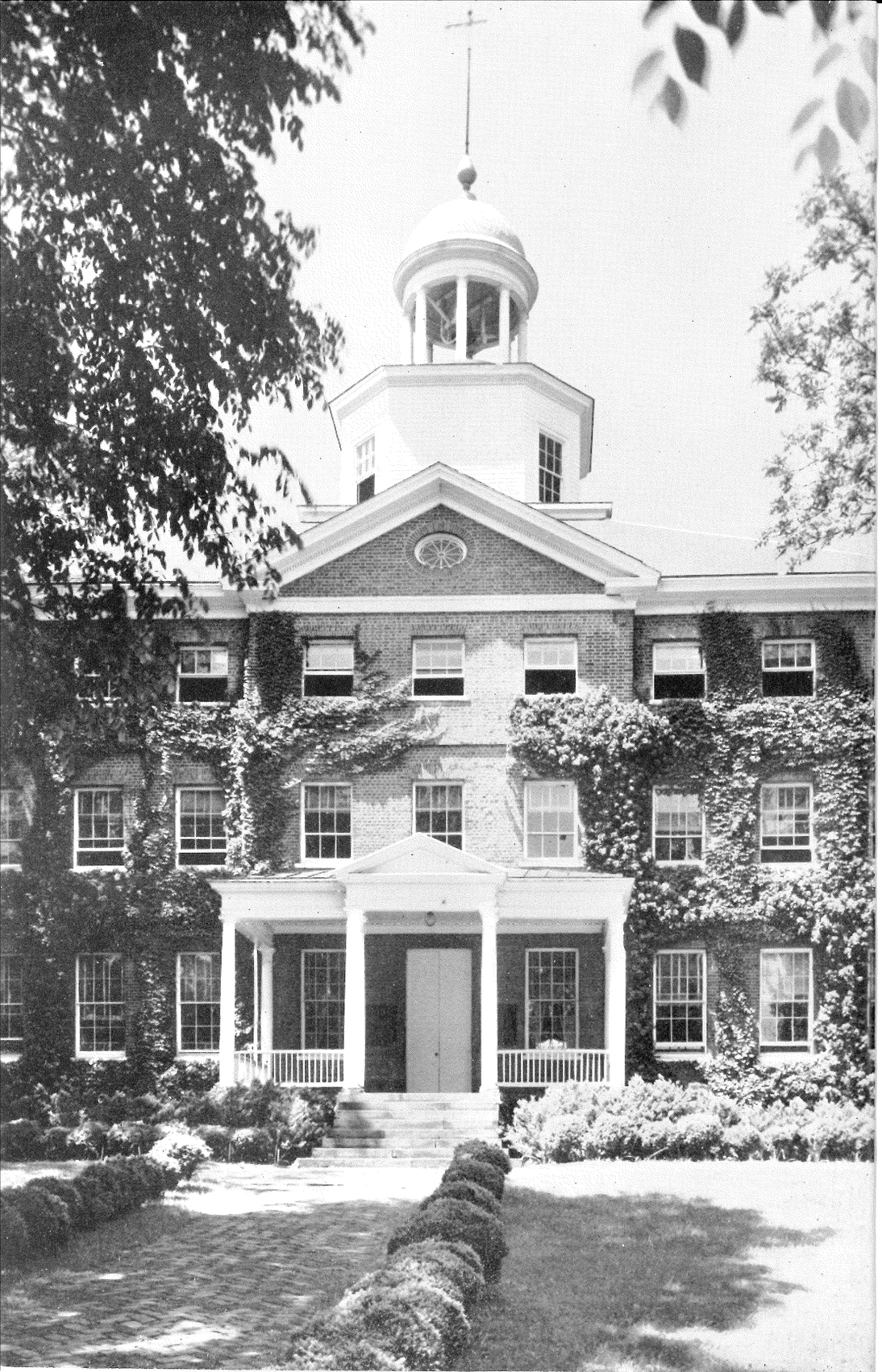

VOL. VI No. 1

BULLETIN OF

ST. JOHN'S COLLEGE
IN ANNAPOLIS

OFFICIAL STATEMENT OF
THE ST. JOHN'S PROGRAM

CATALOGUE

1954

ANNAPOLIS, MARYLAND
JANUARY, 1954

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

Through direct contact with the great minds of Western civilization and through rigorous exercise in language, mathematics and the sciences, St. John's College seeks to develop free and rational men with an understanding of the 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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Second Term Begins 9 A.M.	January 4
Second Term Ends 5 P.M.	March 20
Third Term Begins 9 A.M.	April 5
Third Term Ends 5 P.M.	June 12
Baccalaureate Sunday	June 13
Commencement	June 14

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COLLEGE CALENDAR

1954 - 1955

Registration	September 22-25
Convocation	September 26
First Term Begins 9 A.M.	September 27
Thanksgiving Recess	November 25-28
First Term Ends 5 P.M.	December 17
Second Term Begins 9 A.M.	January 3
Second Term Ends 5 P.M.	March 18
Third Term Begins 9 A.M.	April 4
Third Term Ends 5 P.M.	June 10
Baccalaureate Sunday	June 12
Commencement	June 13

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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 University, the University of Chicago, the University of Virginia, and

St. John's College. The list was under criticism and testing by teaching and learning experience during that period, and the process has continued under conditions set by the single all-required curriculum which all students at St. John's take.

This experience of cooperative teaching with the authors of the great books has led to a new understanding of the classics and classical education at St. John's. The classics are not treated as objects in an art gallery collection or as the ornamental background of our 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.

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 inter-connection 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: The Contemporary Scene It is apparent that a free discussion of this kind cannot be carried on in a so-called academic or scholarly vein. The students approach the problems raised by the books with assumptions taken from their own experience and determined by the contemporary scene familiar to them. Wars, national politics, movie stars, and big-league baseball may all crop up in a seminar. In continuing the discussion of a particular problem through the four years, the students gradually acquire a new perspective which allows them to recognize both the sameness of a problem and the historical variety of its aspects. The so-called historical background of a book—the knowledge of which is, at least partly, founded on the reading and interpretation of the testimony contained in the Great Books themselves—is never given to the 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, German, and French; English itself is used in the second year.

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, English, 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 the foreign languages is in part dictated by the exigencies of the seminar reading schedule and is in part arbitrary. A different set of languages might well be used without changing the basic patterns and aims of the language tutorial. At one time Latin 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 made it imperative that the student learn the structure of English. The second year was chosen for the study of English to take advantage of the previous experience of translating from Greek. This experience compelled the student for the first time to reflect about his own speech, the very spontaneity of which hid from him his obligation to examine it. He is now ready for the study of articulation, of rhetoric, logic and argumentation in the medium of his own language. One of the devices used is the comparison of different translations of the same Greek text. The student has to write a great deal. And the close reading of great poets such as Shakespeare and Donne helps him to develop fullness of understanding and expression.

The German tutorial in the third year repeats the pattern of the Greek tutorial. Grammar is studied intensively. 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. Each student is required to keep a record of his observations and to summarize his conclusions in writing. The tutor regularly examines these laboratory reports or notebooks and returns them to the students with comments bearing on their accuracy and theoretical validity.

Its Content The immediate concern of the laboratory exercises is with elementary and fundamental problems of physical and biological science. In terms of traditional names for the various branches of scientific endeavor, the work schedule may be outlined roughly as follows:

	1st Term	2nd Term	3rd Term	
1st Year	Biology		Theory of Measurement	
2nd Year	Chemistry		Optics	
3rd Year	Biology		Mechanics	
4th Year	Electromagnetism		*Thesis writing period*	Electro-magnetism

Physical Science The first year physics course deals with the problem of measurement. Students learn the elementary processes of measuring length, area, volume, weight, density, musical pitch, pressure, temperature, and heat, and become aware of the theoretical assumptions underlying these measurements.

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

The second half of the sophomore year is again concerned with the construction of physical theories, but the phenomena to be dealt with are optical rather than chemical. Mechanical models of light are of two kinds, wave and corpuscular. Confronted with the phenomena of rectilinear propagation, reflection, refraction, polarization, and color, the students attempt to assess the relative advantages and disadvantages of the two types of theory. Special attention is given to Huygens' account of double refraction in Iceland spar on the basis of the wave theory, and to Newton's criticism of this account. Finally, interference and the photoelectric effect are presented as phenomena which appear to require, respectively,

a wave and a corpuscular theory. Faced with this apparent contradiction, the students become aware of the inadequacy of mechanical models, and at the same time of their utility in the invention and discovery of precise relations which are independent of any specific mechanical theory.

The third year physics exercises deal with the Newtonian mechanics of translational motion, and with the construction of an analogous mechanics of rotation. The exercises are closely tied up with the concurrent study in the mathematics tutorial of Newton's *Principia*. Here the students first become aware of the power of mathematical analysis (algebra and the calculus) as a tool in the physical sciences.

The fourth year physics course deals primarily with electromagnetism. During the first term the students study the elementary phenomena of magnetostatics, electrostatics, direct current, electromagnetic induction, and alternating current. Emphasis is placed on the unifying role of the concepts of field and energy, as well as on the formulation of an idealized set of laws in terms of differential equations. During the remainder of the senior year the students work in teams of two to four members, attacking problems of a more advanced character; for example, the measurement of the charge on the electron, the photoelectric effect, mutation of genes produced by radiation, etc. The solution of these problems requires both experimental ingenuity and theoretical inventiveness.

Biological Science 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. 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, phylogeny and genetics. The first unit of these exercises acquaints the student with the cell as a level of biological organization and confronts him with Cell Theory and Theory of the Unity of the Organism as a whole. The second unit of the exercises combines embryology and invertebrate zoology. The students investigate the phenomena and weigh the inferences on which the Theory of Recapitulation is founded. Modern concepts, such as the "Organizer Theory," as well as the perennial antithesis of Preformation and Epigenesis are also 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.

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 situtation, 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

1952 - 1953

The Great Mother and the Liberal Arts . . . . . Jacob Klein
Homer . . . . . Mark Van Doren
Inference in Biology . . . . . Kenneth Zierler
Concert. . . . . The Juilliard String Quartet
The Tragedy of Hamlet, Prince of Denmark . William A. Darkey
Satire, Its Purpose and Methods . . . . . Gilbert Highet
The American Revolution . . . . . O. Meredith Wilson
Thucydides . . . . . Leo Strauss
Recital . . . . . Hugues Cuenod and Doda Conrad
Don Quixote . . . . . Leo Spitzer
On Genesis . . . . . A. T. Mollegen
Play. . . . . *The Winter's Tale*
The Anatomy of Foreign Policy . . . . . Dean Rusk
The Medieval University . . . . . Gerhard Ritter
The Pharisees . . . . . Arthur Hyman
On Psychiatry . . . . . Dr. Thomas F. French
On Inspiration . . . . . Burgess Johnson
What is the Dramatic? . . . . . C. L. Barber
Recital. . . . . Ralph Kirkpatrick
The Nature and Scope of Intellectual History . Arthur E. Bestor
Basic Conditions of Education . . . . . Robert Ulich
Imagination . . . . . Ford K. Brown
Art, Artists and Artifacts . . . . . Douglas Allanbrook
On the Heroic . . . . . Moses Hadas
Catholicism . . . . . Dom Aelred Graham
Euler's Partition of Numbers . . . . . Hans Rademacher
Concert. . . . . Societa Corelli
History and the Liberal Arts. . . . . Jacob Klein

FORMAL LECTURES

1953 - 1954

On Tradition . . . . . Jacob Klein
What is Operations Research? . . . . . Gerard Hinrichs
Induction and Abstraction in Greek Philosophy Lewis M. Hammond
Philosophy and Politics . . . . . William T. Jones
Concert . . . . . Pro Musica Antiqua
On Virgil . . . . . William A. Darkey
History, Handmaid or Mistress? . . . . . Roland W. Boyden
On Phenomenology . . . . . Dorion Cairns
On Machiavelli . . . . . Leo Strauss
Play . . . . . Ibsen: *Emperor and Galilean*
Sculpture and Thought . . . . . Peter H. von Blankenhagen
Concert . . . . . The Juilliard String Quartet
History, Logic and Sin . . . . . Bert Thoms
Gestalt Theory . . . . . Aron Gurwitsch
Statistics . . . . . L. Paul Bolgiano
On Entropy . . . . . Vernon E. Derr
Recital. . . . . Ralph Kirkpatrick
Music and the Intellectual Tradition . . . Victor Zuckerkandl

MUSIC The St. John's program approaches music very much as it does language and mathematics, that is, as one of the principal systems of symbols which the human mind has developed to satisfy its desire for cognition and communication. There is a definite relationship between the alphabet, the whole number series, and the diatonic scale: the study of man and the world could not be complete if it did not include music.

In classical antiquity and through the Middle Ages music ranked among the seven liberal arts; together with arithmetic, geometry, and astronomy, it formed the original quadrivium, the key to cosmology. As late as in the Renaissance a great composer—Palestrina—could be praised by his contemporaries as an "ocean of *knowledge.*" It was only during the eighteenth and nineteenth centuries that the questionable doctrine of music as the language of emotion gained ground, separating the musical from the cognitive faculties altogether, drawing a fence around music and setting it up as a self-contained little world of its own.

The fallacy of this view has become increasingly clear. The interdependence of all mental capacities and activities is so close that not one of them can be fully understood, nor fully developed, without taking into account all of them. It seems therefore desirable to restore music to its due place in liberal arts education.

The St. John's music program consists of curricular and extracurricular parts. Required are: the Freshman Music Tutorial, the Choral Exercises (for Freshmen), the Seminars on great works of music, and the Concerts. Extracurricular are the Choral Exercises for the upper classes and advanced courses in theory, analysis, and composition.

The Music Tutorial meets twice a week for one hour. Like the language and mathematics tutorials, it aims not at the development of technical or professional skills. Its aim is the understanding of the nature and the meanings of tonal symbols. Topics of study are: melody, form, rhythm, polyphony, harmony. Actual compositions only are used as materials.

The Seminars on great compositions are part of the regularly scheduled Monday and Thursday evening seminars. Before the seminar, the students listen to recordings to familiarize themselves with the scores. The discussion ranges from specific problems of the work under consideration to general questions such as the relation between tone, word and number, between music and the other fine arts, between the fine arts and the liberal arts, and so on.

Four times a year a concert replaces the Formal Lecture. Outstanding artists play carefully selected programs of old and modern music. Usually the artists spend a full weekend at the College, giving additional recitals and meeting informally with the students.

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 them. The work of the chorus is focussed on polyphonic a cappella music. Occasionally the chorus joins with groups in the community to perform at informal concerts.

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. Usually there are oral examinations at the end of each term. 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 sophomores 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.

At the end of the second year the sophomores have to stand a set of comprehensive examinations, the so-called Enabling Examinations, which determine whether a student continues as a candidate for the degree of Bachelor of Arts. At the end of the third year the juniors take a written examination which gives them an opportunity to check on their work in that year.

The Enabling Examinations as well as the requirements for the degree of Bachelor of Arts are described fully in Appendix B.

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	

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, English, 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)	38
Music	5
Total	150

It should be noted that instruction in English is not confined to the sophomore language tutorial. 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 through the entire program.

The four years at St. John's do not purport to prepare a student for any particular future career. Nor do they prepare for any vocational school or any special kind of graduate work. They do, however, give to a student planning to embark upon graduate work a background sufficiently broad to help him substantially in his specialized studies, whatever they might be. The question is sometimes asked as to whether the graduate schools acknowledge the St. John's degree of Bachelor of Arts, in view of the highly unconventional program under which St. John's operates. It must be noted that St. John's College is certified by the Maryland Board of Education and the Middle States Association of Colleges and Secondary Schools.

The experience that the College has had with its graduates so far shows 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 268 students who have graduated from St. John's since 1941, when the first class completed the New Program, 156, or about 57%, entered graduate schools. The following table shows the distribution of these 156 students to date, among the various fields of study:

Architecture	2	Mathematics	11
Biology	3	Medicine	11
Business Administration	5	Meteorology	1
Economics	3	Philosophy	14
Education	13	Physics	10
Engineering	6	Political Science	9
Geology	2	Psychology	2
History	6	Public Administration	1
Journalism	1	Social Work	2
Languages	10	Theology	9
Law	20		
Library Science	4	Total	156
Literature and Writing	11		

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 physics and biology, 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 chemistry as well as of engineering, advanced work presupposes the taking of additional courses on the undergraduate level.

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

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

THE ST. JOHN'S DEGREE OF MASTER OF ARTS

St. John's College awards the degree of Master of Arts. The requirements for this degree are determined by the general task the College has set for itself. They are directly related to the teaching of the liberal arts. They comprise: (a) teaching experience at St. John's; (b) the submission of a thesis.

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

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

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

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 situtation at St. John's involves a small group of learners. First in the learning line come the author-teachers, the writers of the great books, who are talking in most cases at the high point of their own learning. Next comes the reading and talking teacher who is a member of

the faculty: his stage of learning is somewhere between the author and the best student. There then follow the other students at distances proportional to their degree of understanding. The old-fashioned ranking of classes in the little red schoolhouse is the image that we have in mind. At the head of the class is the author-teacher, at the foot of the class the worst student in relation to the subject matter. All the others are both teachers and pupils, each learning from those above and teaching those below.

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

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

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

Plato: *Phaedrus*, in Greek and Latin
Gospel according to St. John, in Greek and Latin
Descartes: *Discourse on Method*, in French and Latin

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

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

Apollonius: *Conics Books I-III*
Ptolemy: *Mathematical Composition* (*Almagest*)
Augustine: *On Music*
Scotus Erigena: *The Division of Nature*
Grosseteste: *On Light*
Oresme: *On the Breadths of Forms*
Copernicus: *On the Revolution of the Spheres*
Kepler: *Epitome of Copernican Astronomy, Books IV, V*
Pico: *On the Dignity of Man*
Alexander of Aphrodisias: *Commentary to the 12th Book of Aristotle's Metaphysics*

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

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

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

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

The program and the actual instruction are under the supervision of the Instruction Committee, whose chairman is the Dean of the College.

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. Interlibrary 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:	*Iliad, Odyssey*
Herodotus:	*History*
Aeschylus:	*Agamemnon, Choephoroe, Eumenides, Prometheus Bound*
Sophocles:	*Oedipus Rex, Oedipus at Colonus, Antigone*
Euripides:	*Hippolytus, Medea*
Aristophanes:	*Clouds, Birds*

Hippocrates:	*Airs, Waters, and Places, Ancient Medicine, Oath, Sacred Disease*
Plato:	*Ion, Gorgias, Meno, Republic, Apology, Crito, Phaedo, Symposium, Parmenides, Theaetetus, Sophist, Timaeus, Phaedrus, Cratylus*
Thucydides:	*History of the Peloponnesian War*
Aristotle:	*Generation of Animals, On the Soul, Physics II, III, IV, VIII, Metaphysics I, V, VI, VII, XII, Nicomachean Ethics, Politics, 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*
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:	*Three Treatises*
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*
Hooker:	*Ecclesiastical Polity*
Locke:	*Essay Concerning Human Understanding, Second Essay on Civil Government*
Berkeley:	*Principles of Human Knowledge*

Leibniz:	*Essay on Dynamics, Discourse on Metaphysics, Monadology, Correspondence with Arnauld*
Swift:	*Gulliver's Travels, The Battle of the Books*
Vico:	*The New Science*
Prévost:	*Manon Lescaut*
Fielding:	*Tom Jones*
Montesquieu:	*The Spirit of the Laws*
Hume:	*Enquiry Concerning Human Understanding, Dialogues Concerning Natural Religion*
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:	*Outlines of a Philosophy of the 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, Sorrows of Young Werther*
	Poems
Hoelderlin:	*Poems*
Jane Austen:	*Emma*
Hegel:	*Philosophy of History*
de Tocqueville:	*Democracy in America*
Kierkegaard:	*Philosophical Fragments, Fear and Trembling*
Faraday:	*Experimental Researches in Electricity*
Lobachevski:	*Theory of Parallels*
Balzac:	*Father Goriot*
Stendhal:	*Red and Black*
Flaubert:	*Madame Bovary*
Mark Twain:	*Huckleberry Finn*
Boole:	*Laws of Thought*
Virchow:	*Cellular Pathology*
J. S. Mill:	*On Liberty*
Darwin:	*Origin of Species, Descent of Man*
Marx:	*Capital, Communist Manifesto*
Mendel:	*Experiments in Plant Hybridization*
Tolstoi:	*War and Peace*
Nietzsche:	*Birth of Tragedy, 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:	*A General Introduction to Psychoanalysis*
Gide:	*Lafcadio's Adventures*
Proust:	*Remembrance of Things Past*
Th. Mann:	*Death in Venice*
Valéry:	*Poems*
Whitehead:	*Science in the Modern World*
Dewey:	*Logic*
Schumpeter:	*Capitalism, Socialism and Democracy*
Bridgman:	*The Logic of Modern Physics*
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 Machiavelli Hooker	Ptolemy Apollonius	Ptolemy Galen Copernicus Kepler
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 Locke 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 Mark Twain Tolstoi Dostoevski Baudelaire Th. Mann Proust Gide Valéry	Hegel Kierkegaard Nietzsche James Poincaré Whitehead Dewey Plato Aristotle	Hegel Marx J. S. Mill Schumpeter	Lobachevski Boole Cantor Dedekind	Faraday Darwin Poincaré Freud Bridgman

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—1953-1954

Clock-hours of Classroom Work

Assigned Exercises	*First Year (Greek)*	*Second Year (English)*	*Third Year (German)*	*Fourth Year (French)*
Memorizing Paradigms Selections	60 hours Grammar	40 hours Grammar	40 hours Grammar	30 hours Grammar
Translation and Analysis of Texts	62 hours St. John's Gospel Plato's Meno	54 hours Aristotle's Physics, Bk. VIII Metaphysics, Bk. XII Thomas Aquinas, Selections Hooker, Ecclesiastical Polity Donne	74 hours Lessing Herder Schiller Goethe Hoelderlin Th. Mann	70 hours Corneille Racine Molière La Fontaine Prévost Balzac Stendhal Flaubert Gide Proust Baudelaire Valéry
Formal Logic Treatises	14 hours Logic, translation from Aristotle's Categories and Analytics	20 hours Logical Analysis		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	30 hours Shakespeare	30 hours Kant	26 hours Pascal Rousseau
Totals	144 hours	144 hours	144 hours	135 hours

MATHEMATICS TUTORIALS—1953-1954

Clock-hours of Classroom Work

	First Year	*Second Year*	*Third Year*	*Fourth Year*
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 Differential Equations	...	...	...	107
Non-Euclidean Geometry	...	...	...	14
Transfinite Numbers	...	...	...	9
Readings from Dedekind	...	...	...	5
Totals	144	144	144	135

LABORATORY—1953-1954

Clock-Hours of Laboratory Work

	First Year	*Second Year*	*Third Year*	*Fourth Year*
BIOLOGY				
Anatomy and Physiology (Vertebrate)	56	...	...	...
Classification	8	...	...	...
Invertebrate Zoology	...	...	21	...
Histology	...	...	9	...
Embryology	...	...	42	...
Genetics	...	...	60	...
CHEMISTRY	...	114	...	...
PHYSICS				
Measurement	28	...	...	...
Heat	8	...	3	...
Sound	8	...	...	...
Mechanics	20	...	51	...
Light	...	78	...	...
Electricity and Magnetism	...	...	...	168

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

LABORATORY EXERCISES—1953-1954

Freshman

Biology

The Dissection of the Frog (The Organism as a Whole)
The Digestive System of the Cat (The Faculty of Digestion)
The Respiratory System of the Cat (The Faculty of Respiration)
The Urogenital System of the Cat (The Faculty of Excretion)
The Arteries and Veins of the Cat
The Sheep Pluck
The Motion of the Heart and the Blood (The Faculty of Transportation)
The Skeleton (The Faculty of Support)
The Muscles (The Faculty of Movement)
The Nervous System of the Frog (The Faculty of Coordination)
The Sheep Eye (The Faculty of Sight)
Classification

Theory of Measurement

Construction of Plane, Straight Edge, Right Angle, and Ruler
Area and Volume; Fineness of Measurement (Vernier Calipers, Micrometer, Spherometer)
Weight
Density and Derived Measurement
Errors and Significant Figures
Spirals and Calculating Machines
Musical Intervals
Chromatic and Diatonic Scales
The Law of the Lever (Archimedes)
Hydrostatics (Archimedes)
The Barometer (Torricelli)
The Thermometer (Fahrenheit)
The Calorimeter (Joseph Black)

Sophomore

Chemistry

The Beginnings of Chemistry
Specific Properties: Solubility
Change of State and the Caloric and Kinetic Theories of Heat
Specific Properties: Boiling Point
Specific Properties: Melting Point
A Classification of Compounds
Oxygen
Acids, Bases, and Salts
The Three Laws of Chemical Combination and the Atomic Hypothesis
The Analytical Balance
The Law of Definite Proportions
The Law of Reciprocal Proportions
The Law of Multiple Proportions
The Kinetic-Molecular Theory and Molecular Structure
Boyle's Law
Charles' Law
Volume Combining Ratios
Molecular Weight by Vapor Density
The Molecular Properties of Solutions
The Molecular Weight of a Solute
The Periodic Chart of the Elements
The Theory of Ionization

Optics

The Velocity and Rectilinear Propagation of Light
Reflection from Plane Mirrors
Curved Mirrors
Refraction
Lenses and Lens Systems
Ordinary Refraction in Iceland Spar
Extraordinary Refraction in Iceland Spar
Polarization
Color
Interference
The Photoelectric Effect

Junior

Histology

The Microscope and Its Use
The Cell
Cell Division

Invertebrate Zoology

Phylum Protozoa; Amoeba and Euglena
Phylum Protozoa; Paramoecium
Phylum Protozoa; Volvox Series
Phylum Coelenterata; Hydra and Obelia
Phylum Platyhelminthes; Planaria
Phylum Annelida; Earthworm and Clamworm
Phylum Arthropoda; Crayfish

Embryology

The Germ Cells
Meiosis and Fertilization
Cleavage and Blastula
Gastrula
Neurula
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

The Circulatory System of the Dogfish Shark

Genetics

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
- Genes and Mutation
- Polypoidy and Related Phenomena
- Chromosomal Aberrations
- 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
- Magnetostatics: Coulomb's Law; the intensity of the earth's field
- Electrostatics: Coulomb's Law; electrostatic induction
- The magnetic effect of a current: the tangent galvanometer
- Faraday's Laws of electrolysis
- Joule's Law of heating and the calibration of a voltmeter
- Ohm's Law and Kirchhoff's Law
- The Wheatstone bridge
- Electromagnetic induction: motors and generators
- Alternating current: inductance and capacitance; phase relations as measured by the cathode ray oscilloscope

Second and Third Terms

The students consider problems of an advanced character, for example:

- The analogy between radio waves and light waves
- Verification of Einstein's equation for the photoelectric effect
- Determination of Avogadro's number by diverse methods
- Determination of the constant c (the speed of light) by measurement of the ratio between the electrostatic and electromagnetic units of charge
- Determination of the charge and mass of the electron
- Investigation of the spectrum of hydrogen in relation to the Bohr model of the hydrogen atom
- The characteristics of the vacuum tube
- Gene mutations produced by radioactivity

MUSIC PROGRAM—1953-1954

Freshman Music Tutorial:

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

Materials:

Old Hymn tunes

Bach, *Preludes and Fugues from the Well-Tempered Clavichord; two and three part Inventions*

Chopin, *Mazurkas and Polonaises*

Beethoven, *Piano Sonatas*

Schubert, *Piano Compositions; Songs*

Haydn, *String Quartets*

Schuetz, *St. Matthew Passion*

Palestrina, *Missa Papae Marcelli*

etc.

Music Seminars:

Sophomores: Gregorian Chant; Bach, *St. Matthew Passion,* The Goldberg Variations

Juniors: Mozart, *Don Giovanni;* Beethoven, *Fifth and Ninth Symphonies*

Seniors: Wagner, *Tristan and Isolde;* Stravinsky, *Rites of Spring, Oedipus rex;* Verdi, *Falstaff*

Chorus:

Works by Bach, Mozart, Palestrina, and others

Concerts:

Vocal and instrumental music of the 14th, 15th, and 16th century (Pro Musica Antiqua group from Belgium)

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

Harpsichord music by Bach and Scarlatti (Ralph Kirkpatrick)

Choral works by Byrd and Scarlatti (The Chamber Chorus of Washington)

EXTRACURRICULAR ACTIVITIES

It is the policy of the College to encourage any spontaneous group activity that shows promise of a contribution to the life of the community. 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.

An artist-in-residence, Josephine Thoms, is in charge of a studio on the campus available for students interested in drawing and painting. 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.

Religious Activities The Charter of 1784 established St. John's College as a non-denominational institution. In its early years, however, there were some ties with the Protestant Episcopal Church. Except for the annual baccalaureate service, the College participates in no formal religious services. Instead, students are encouraged to attend the churches of their choice in town. There are, however, extracurricular Bible classes conducted weekly by tutors of the College, one on the Old Testament and one on the New Testament.

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 Student Polity The Student Polity, organized in 1945, of which all students are members, is 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 review annually the activities of all student organizations and to grant charters and allocate funds to those organizations whose activities are judged to be consistent with the aims of the College community,

4) to determine further, jointly with the College administration, the proper delegation of authority in the community.

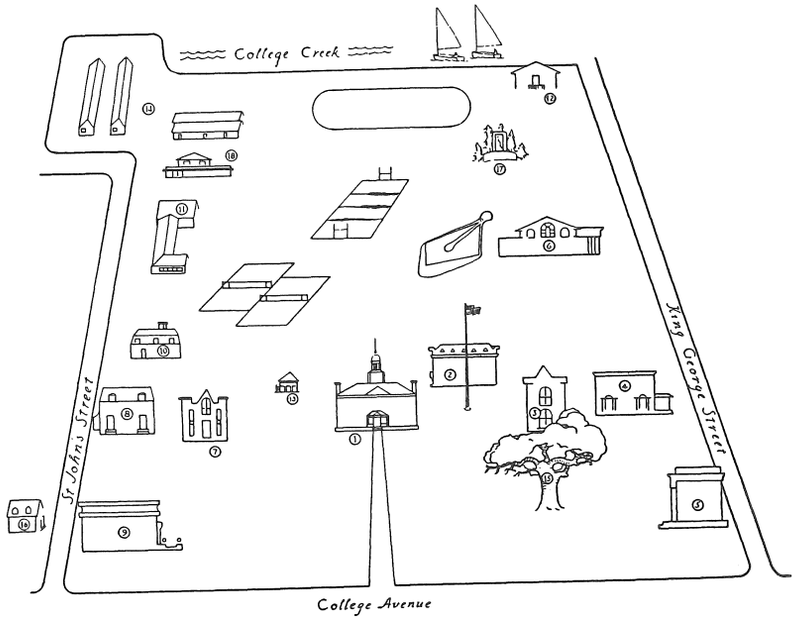
A Student Court functions to preserve good order.

Adult Education The Adult Education Program is for persons who have finished their formal education and are having the varied experience of living and working in society. In the seminars they explore the great books of the St. John's Program on a more mature level. Adult seminars are being held this year in Annapolis, Baltimore, Washington, D.C., Chestertown, Leonardtown and St. Mary's City. They are led by faculty members. In addition to the great books seminars there are seminars in music, the philosophy of war, and world politics.

In the summer of 1954 the College is offering again a Seminar-in-Europe, open to any interested adults from all parts of the country. The European seminar tour, first held in 1953, extends the exploration of the great books to this type of adult experience. The seminars, led by a St. John's faculty member, are held in the places of origin of the books discussed.

Application for any of the St. John's adult education activities may be made to Mr. John Spangler Kieffer, 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) Site of Women's Dormitory (under construction).
(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, two 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.

Rules of Residence Since a certain order is requisite to the proper functioning of the College as a community of learning, the administration has established minimal rules governing dormitory residence. Pending student acceptance of responsibility for this phase of campus life, the College administers these rules. Agreement to abide by them is a condition of admission to the College.

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.

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

Infirmary Service A well equipped Infirmary is maintained at the College, under the supervision of the College Physician and one trained nurse. The Infirmary makes a daily report to the Dean.

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

ADMISSIONS

The purpose of the admission procedure is to assure the College and the student of his or her ability and desire to pursue the St. John's Curriculum. This assurance can be strengthened if the prospective student gains some direct impression of the operations of the College, and the College therefore expects applicants to arrange for an interview with the Director of Admissions whenever they can possibly do so. Interviews can also be had with Alumni Representatives throughout the country (see p. 80). It should be noted that the College admits only one class each year: new students are enrolled in the fall.

Requirements Students will be eligible for admission if they can meet the following requirements.

1. Graduation from a high or preparatory school with credit for:

   One and one-half years of algebra;
   One year of plane geometry;
   Two years of one foreign language.
2. A recommendation for work at St. John's College from the principal or a teacher in the high or preparatory school last attended.

In exceptional cases, certain of these requirements may be waived or, on the other hand, the College may request the applicant to take the Psychological Examination published by the American Council on Education.

Procedure 1. Fill out the preliminary application attached on the last page of this catalogue.

2. Return the application to the Director of Admissions. A non-refundable fee of $10 must accompany this application.

3. The Director of Admissions will begin to collect your scholastic records, and will send you a detailed application form to be returned as soon as possible.

4. The Director of Admissions will submit papers to the Admissions Committee and he will promptly notify you of their decision.

5. Upon admission you 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.

6. If you are not able to pay the full College fees, request an application blank for Student Financial Aid from the Director of

Admissions. Fill this out with special attention to your tentative budget and return it to him. As soon as your admission application has been acted on, he will let you know what aid you may receive. See section on financial aid.

7. A physical examination is required of each student before registration. A health certificate form will be sent to the applicant upon receipt of the Application for Admission.

Married applicants should apply for residence in the housing units, mentioned on page 53, through the office of the Director of Admissions.

Additional information may be obtained by writing to the Director of Admissions.

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"), Public Law 16 (the Vocational Rehabilitation Act), and Public Law 550 (theVeteran's Readjustment Assistance Act of 1952).

Placement Office St. John's College as an educational institution is in no way committed to finding or guaranteeing its students positions after they leave College. The function of the Placement Office is to act as a clearing house: on the one hand, informing students of opportunities that come to the attention of the College; and, on the other hand, helping particular students to find the channels leading to those positions in which they are especially interested. It is not inappropriate to note that an increasing number of business and industrial organizations are actively seeking the services of the St. John's graduates.

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.

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 at the beginning of the Second Term, and the remaining fourth at the beginning of the Third Term.

On registering, the student must procure a Treasurer's Card showing that fees have been paid or that suitable financial arrangements have been made. No student will be admitted to classes or to the dining hall unless this is done.

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 has 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 page 55.)

Admission Fee Applicants, when accepted, are required to make a non-refundable advance payment of $50. This sum will be credited in full to the tuition fee (except for recipients of full scholarships to whom it will be returned upon registration).

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

Refunds on Fees Current tuition installments are not refundable, unless a student is drafted or called up in the reserves of the Armed Forces. If a student has paid any installment on his tuition fees beyond the dates on which installments are due (September registration, January 3, April 4), 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.

Veterans qualified to receive educational benefits under Public Law 550 will have to make suitable arrangements with the Treasurer's office for the payment of that part of their fees which is not covered by their veterans' benefits. Under Public Law 550, the Veterans Administration makes payments directly to the veteran at the rate of $110 per month, if the veteran has no dependents; or at the rate of $135 per month, if he has one dependent; or at the rate of $160 per month, if he has more than one dependent. A veteran, who contemplates registering at St. John's College under Public Law 550, is urged to file his application with his local Veterans Administration Regional Office before coming to College, so that his program may be approved and benefits begin as of the day he registers at the College. The Regional Office will issue to him a Certificate for Education and Training which has to be presented to the College for the issuance of an Enrollment Certification.

FINANCIAL AID

COLLEGE AID

The College maintains a Student Aid Program in the conviction that serious students should not be kept from admission by inability to pay the full costs of their education. Funds are necessarily limited, but students who can demonstrate their need may be offered assistance by the College.

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

Waiter in Dining Hall	Assistant in Infirmary
Assistant in Library	Assistant in Gymnasium
Assistant in Laboratory	Assistant in Shops
Secretary or Typist	Assistant in Bookstore
Mimeograph Operator	

No position requires more than 12 hours work each week. The compensation which the student receives for this work is credited to his or her fees. It is not paid directly to the student.

The stipends for the jobs vary in amount, with the maximum being approximately $420 for the school year. Since, in certain cases, the need will be greater than the student's earnings, the College may make an outright grant in order to bring the total of employment plus grant to the necessary amount. This grant, too, is applied to the student's fees, not paid directly to the student.

To summarize, aid may be offered in one of two ways

1) By employment
2) By employment plus grant

It is hoped that in the years following their graduation students may be able to refund to the College the amounts that they received as grants.

It must be stressed that the College will reject all applications for aid unless it is clearly demonstrated that other sources are not available. The College has the grave responsibility of administering justly a common financial resource of the community of scholars 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 and satisfactory performance in the position held.

SCHOLARSHIPS

The George M. Austin Memorial Scholarships

To be awarded annually, to one or more students, memorial scholarships in the amount of from $500 to $1,500, depending upon individual need. These scholarships are offered through the gift of Mrs. George M. Austin and Dr. George M. Austin, Jr., in memory of George M. Austin, Class of 1908. They are awarded on the basis of character, scholarship and financial need, with preference being given to applicants from the State of Pennsylvania.

Oklahoma Regional Scholarships

To be awarded annually, to one or more students, scholarships in the amount of from $500 to $1,500, depending upon individual need. These scholarships are offered through the generous gift of an anonymous donor. Should there be no qualified applicants from Oklahoma, the scholarships may be awarded to students from the Southwest.

The Dr. Charles C. Cook Scholarship

To be awarded annually, at the discretion of the Committee on Student Aid, to one or more students presenting outstanding academic and personal qualifications, the sum of $1,300, under the provisions of the will of the late Dr. Charles C. Cook. A student receiving the award in any one year will be given preference as to renewal for subsequent academic years.

The Faculty Scholarship

To be awarded annually to a senior, the income from a fund established by the St. John's faculty.

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
- Geology
- Civil Engineering
- American History
- Political Economy
- Natural Theology

English Composition and Declamation in all four years.

Modern Languages by special arrangement in addition.

1868

Curriculum during Principalship of James C. Welling.

First Year

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

Second Year

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

Third Year

- Greek
  - Plato
  - Aeschylus
  - Thucydides
  - Sophocles
- 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

Fourth Year

- 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

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 Liberal Arts.

1951

Introduction of co-education.

APPENDIX B

THE ENABLING EXAMINATIONS AND REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

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

Iliad
Oresteia
Republic
Timaeus
Lucretius
Oedipus
Poetics
Physics: Books II, III, IV
Metaphysics: Book XII
Euclid
Apollonius
Virgil
Bible
Ptolemy
Augustine, Confessions
Thomas Aquinas
Divine Comedy
Chaucer
Machiavelli
Calvin
Hamlet
King Lear
Henry IV
Huygens
Lavoisier

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 two 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 two 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 continues as 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 sophomore year or to continue his studies at the College without being a candidate for the degree of Bachelor of Arts.

At the beginning of the fourth year a candidate for the degree must indicate a thesis, to be written during the 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 thesis for the approval of the faculty.

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

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

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1953-1954

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Edward Frank Bauer ..... Nashville, Tennessee
Howard Bromberg ..... Baltimore
Richard Burnett Carter ..... Baltimore
Charles Eric Crooke ..... Annapolis
Sinclair Gearing ..... Annapolis
Alfred Geier ..... New York, New York
Jerome Gilden ..... Baltimore
Paul Turner Heineman ..... Annapolis
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Sydney Wynne Porter, Jr. ..... Baltimore
Arthur Sanford Richards, Jr. ..... Drexel Hill, Pennsylvania
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Walter Schatzberg ..... Baltimore
Merle Shore ..... Annapolis
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James Warren Stone ..... Silver Spring
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Joseph Phillip Cohen ..... Baltimore
Lillian Faye Councell ..... Ridgely
Dale Brooks Cummings ..... Pasadena, California
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J. E. Siemens, Jr. ..... Tulsa, Oklahoma
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Joan Meredith Steele ..... Bremerton, Washington
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Robley Marietta Timmins ..... Washington, D.C.
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Everett Henry Wilson ..... Delmar
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Marcia Del Plain ..... Massapequa, New York
Myron Manfred Edelman ..... Baltimore
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William Vernon Martin, Jr. ..... Catonsville
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Jack Aaron Nadol ..... Baltimore
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Betty Anne O'Ferrall ..... Barclay
Thomas Michael O'Mahony ..... Brooklyn, New York
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Janice Sue Shuck ..... Cumberland
James Burt Siemens ..... Tulsa, Oklahoma
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Hugh Allen Stafford ..... Cambridge
Judith Ruth Strand ..... Mexico City, Mexico
Mary Frances Sullivan ..... Savannah, Georgia
Walter Douglas Weir, Jr. ..... Silver Spring
Harvey William Wynn ..... Cleveland, Ohio

DEGREES CONFERRED JUNE 15, 1953

BACHELOR OF ARTS

AS OF THE CLASS OF 1952

Rite

Robert Sigmund Seelig ..... Lawrence, New York

AS OF THE CLASS OF 1953

Rite

Eugene Brady Adkins ..... Tulsa, Oklahoma
Duncan Brockway ..... Hebron, New Hampshire
Cecil Eugene Dietrich ..... Annapolis, Maryland
Stewart Greenfield ..... Brooklyn, New York
Charles S. Lerner ..... Baltimore, Maryland
Philip H. Lyman ..... Blanding, Utah
Frank Felix Polk ..... Harrison, New York
Jeremy Philip Tarcher ..... Stamford, Connecticut
Bernard Harry Udel ..... Baltimore, Maryland
Frank Warhurst, Jr. ..... Lyndhurst, New Jersey
Addison Worthington ..... Baltimore, Maryland

Cum Laude

John Jaquelin Ambler, V ..... Alexandria, Virginia
William Money Aston ..... Annapolis, Maryland
Robert George Hazo ..... Pittsburgh, Pennsylvania

HONORS AND PRIZES AWARDED JUNE 15, 1953

To the Senior who has the highest standing, a silver medal. Offered by the Board of Visitors and Governors ..... Robert G. Hazo

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

Sinclair Gearing and
Robert G. 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

William M. Aston

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

Addison Worthington

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

Paul A. Lowdenslager and
Hugh D. McKay

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 ..... Arthur C. Reisz and James Taylor, Jr.

ST. JOHN'S COLLEGE

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Annapolis, Maryland

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PRELIMINARY APPLICATION
ST. JOHN'S COLLEGE
ANNAPOLIS, MARYLAND

I hereby make preliminary application for admission to St. John's College as a student for the academic year beginning September, 1954
(*print*)

Name_____ Age_____

Street_____ Phone_____

City_____ Zone_____ State_____

Name of parent or guardian_____

Occupation of parent or guardian_____

Business address_____

School_____

School address_____

Name of Principal_____

Date of graduation from High School_____

Colleges or universities previously attended, if any_____

_____

_____ Years_____

_____ Years_____

Signature_____

Date_____

Return this form with application fee of ten dollars ($10) to the Director of Admissions, St. John's College, Annapolis, Maryland. This fee is not refundable.

A detailed form will then be sent to you in order to obtain more information for review by the Admissions Committee. This and other credentials, including the transcript of your record, will be used to determine your admission to St. John's College.

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.