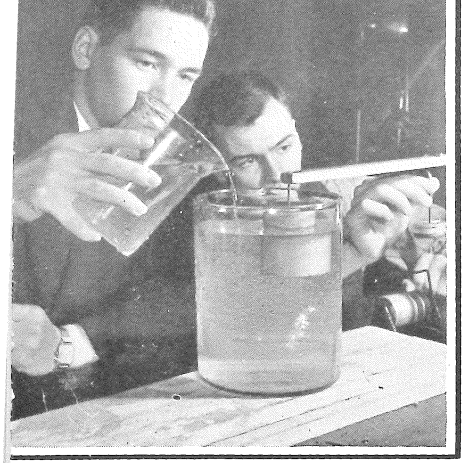
Volume I MARCH, 1949 Number 2

Published quarterly

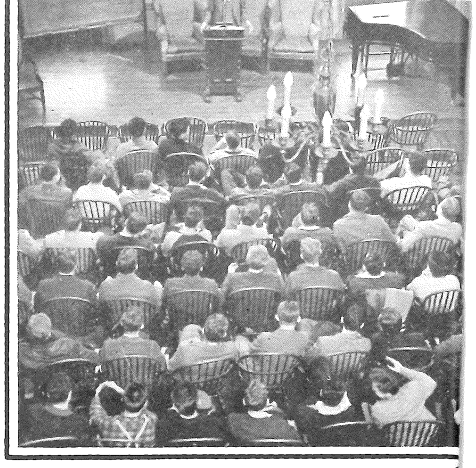
Entered as Second-class matter, February 18, 1949, at the Post Office, at Annapolis, Maryland, under the Act of August 24, 1912.

BULLETIN OF

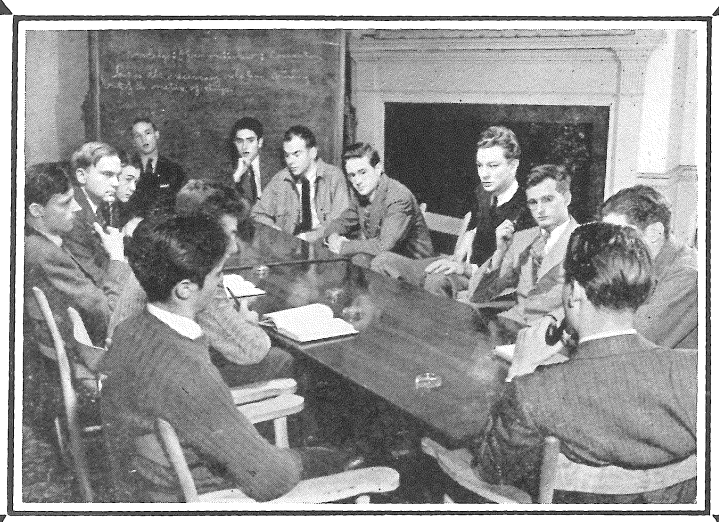
ST. JOHN'S COLLEGE
IN ANNAPOLIS



LABORATORY

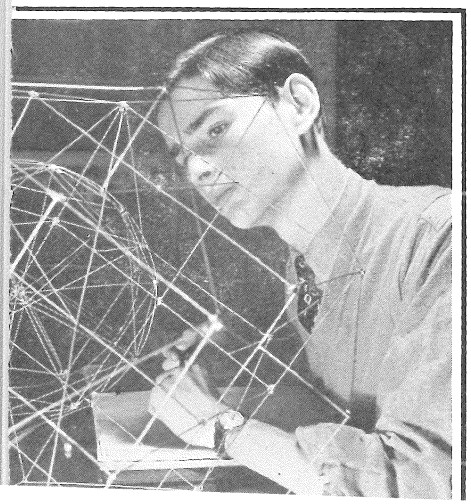


LECTURE

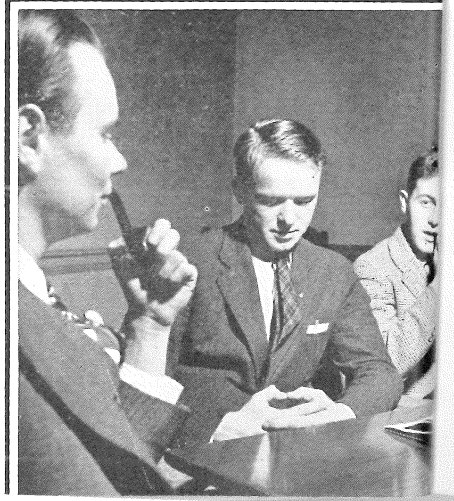


SEMINAR

MATHEMATICS TUTORIAL



LANGUAGE TUTORIAL



VOLUME I

No. 2

BULLETIN OF

ST. JOHN'S COLLEGE
IN ANNAPOLIS

OFFICIAL STATEMENT OF
THE ST. JOHN'S PROGRAM

CATALOGUE
1948-1949

CALENDAR
1949-1950

ANNAPOLIS, MARYLAND
MARCH, 1949

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

This catalogue contains the full official statement of the curriculum of St. John's College. In the following pages the curriculum is described as:

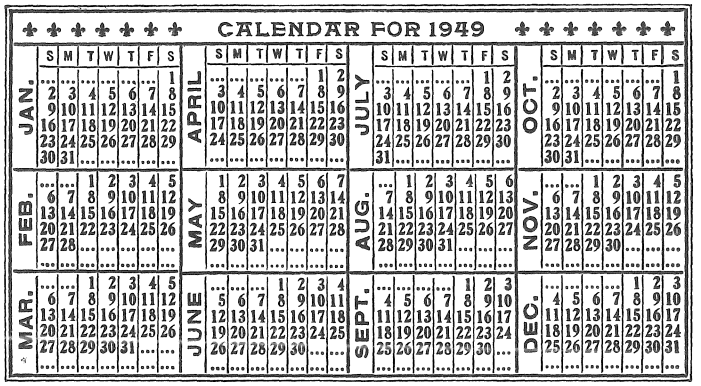
1. A four-year, all-required course containing no electives and leading to the degree of Bachelor of Arts;
2. Aimed at initiating in the student skills of learning in language, mathematics, and abstract thinking that are necessary in anything he may choose to do the rest of his life;
3. Available to applicants who are able and willing to undertake the responsibility of a substantial program in the Liberal Arts. See section on Admissions.

St. John's College has no graduate or professional schools.

TABLE OF CONTENTS

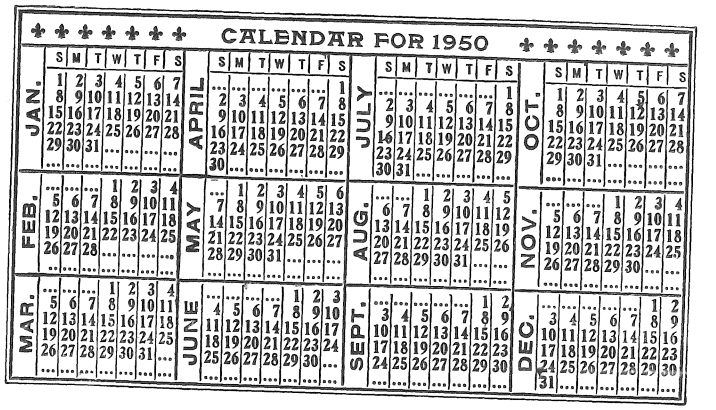
COLLEGE CALENDAR, 1948-49

Annual Examinations	September 20-25
Registration	September 23-25
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 3
Baccalaureate Sermon	June 5
Commencement	June 6



COLLEGE CALENDAR, 1949-50

Annual Examinations	September 19-24
Registration	September 22-24
Convocation	September 25
First Term begins 9 A.M.	September 26
Thanksgiving Recess	November 24-27
First Term ends 5 P.M.	December 16
Second Term begins 9 A.M.	January 2
Second Term ends 5 P.M.	March 17
Third Term begins 9 A.M.	April 3
Third Term ends 5 P.M.	June 9
Baccalaureate Sermon	June 11
Commencement	June 12



BOARD OF VISITORS AND GOVERNORS

Chairman, RICHARD F. CLEVELAND, Lawyer, Baltimore Trust Bldg., Baltimore, Maryland.

Vice Chairman, FRANCIS PICKENS MILLER, University Station, Charlottesville, Virginia.

Secretary, WILLIAM LENTZ, Lawyer, Equitable Bldg., Baltimore, Maryland.

DR. THOMAS PARRAN, JR., The School of Public Health, University of Pittsburgh, Pittsburgh, Pennsylvania.

DR. AMOS F. HUTCHINS, Surgeon, 1227 N. Calvert Street, Baltimore, Maryland.

EDWIN WARFIELD, JR., Editor, The Daily Record, 15 E. Saratoga Street, Baltimore, Maryland.

PAUL L. BANFIELD, Headmaster, The Landon School for Boys, Bethesda P. O., Washington, D. C.

CLARENCE W. STRYKER, Professor Emeritus of History, Box 63, Annapolis, Maryland.

HERVEY ALLEN, Author, Rippleton Road, Cazenovia, New York.

DR. WILLIAM J. FRENCH, Director, Anne Arundel County Health Department, Annapolis, Maryland.

MARK VAN DOREN, Professor, Columbia University, 393 Bleecker Street, New York City.

RICHARD SCOFIELD, Tutor, St. John's College, Annapolis, Maryland.

JOHN SPANGLER KIEFFER, President, St. John's College, Annapolis, Maryland.

BRIG. GENERAL WILLIAM C. PURNELL, Lawyer, Standard Oil Building, Baltimore, Maryland.

JUDGE LEVIN CLAUDE BAILEY, Salisbury, Maryland.

RAYMOND N. WILBURN, Tutor, St. John's College, Annapolis, Maryland.

JOHN T. HARRISON, Flynn, Harrison and Conroy, 99 John Street, New York City.

BROMWELL AULT, Interchemical Corporation, Empire State Bldg., New York City.

ROBERT OTIS JONES, Vice President, Mellon National Bank and Trust Company, Pittsburgh, Pennsylvania.

MEMBERS EX OFFICIO

President Ex Officio, His Excellency, WM. PRESTON LANE, JR., Governor of Maryland, Annapolis, Maryland.

JOSEPH R. BYRNES, President of the Senate, Baltimore, Maryland.

C. FERDINAND SYBERT, Speaker of the House of Delegates, Ellicott City, Maryland.

JUDGES OF THE COURT OF APPEALS

OGLE MARBURY, Chief Judge . . . . . Laurel, Md.

EDWARD S. DELAPLAINE, Associate Judge . . . . . Frederick, Md.

STEPHEN R. COLLINS, Associate Judge . . . . . Chestertown, Md.

C. GUS GRASON, Associate Judge . . . . . Towson, Md.

WILLIAM L. HENDERSON, Associate Judge . . . . . Baltimore, Md.

CHARLES MARKELL, Associate Judge . . . . . Baltimore, Md.

OFFICERS OF ADMINISTRATION

PRESIDENT

JOHN SPANGLER KIEFFER, A.B., A.M. . . . . 12 McDowell Hall

DEAN

RAYMOND NEIKIRK WILBURN, B.S., M.A. . . . . 22 McDowell Hall
(Until January 24, 1949)

ACTING DEAN

JACOB KLEIN, Ph.D. . . . . 22 McDowell Hall
(From February 1, 1949)

ASSISTANT DEAN

LUKE HARVEY POE, JR., B.S., LL.B. . . . . 14 McDowell Hall
(Until January 24, 1949)

ACTING ASSISTANT DEAN

LOUIS GRAFF, A.B. . . . . 14 McDowell Hall
(From February 1, 1949)

TREASURER

HARRISON FIDDESOF, A.B. . . . . 13 McDowell Hall
(Until March 1, 1949)

CAPT. WALTER SHARP (S.C.), U.S.N., Ret. . . 13 McDowell Hall
(From March 1, 1949)

REGISTRAR

MIRIAM STRANGE, B.A. . . . . 11 McDowell Hall

LIBRARIAN

CHARLOTTE FLETCHER, A.B., B.S. . . . . Woodward Hall

DIRECTOR OF THE ADULT PROGRAM

JOHN GARDNER GREENE, A.B., S.T.B., A.M. . . Reverdy Johnson House

DIRECTOR OF MUSIC

VICTOR ZUCKERKANDL, Ph.D.

DIRECTOR OF ATHLETICS

ALEXANDER LEONARD SLAFKOSKY, B.A., Ph.L. . . . Iglehart Hall

ALUMNI SECRETARY

EDWARD FLINT LATHROP, JR., B.A. . . . . Reverdy Johnson House

COLLEGE PHYSICIAN

J. OLIVER PURVIS, M.A., M.D. . . . . Infirmary

DIETITIAN

BELLA DISKIN, B.S. . . . . Randall Hall

SUPERINTENDENT OF BUILDINGS AND GROUNDS

ARCHIBALD MCCOURT . . . . . McDowell Annex

AUDITOR

JAMES A. COUNCILOR AND COMPANY . . . . . Washington, D. C.

FACULTY*

President

JOHN SPANGLER KIEFFER, A.B., A.M. . . . . 139 Market Street

Dean
(Until January 24, 1949)

RAYMOND NEIKIRK WILBURN, B.S., M.A. . . . . 27 College Avenue

Acting Dean
(From February 1, 1949)

JACOB KLEIN, Ph.D. . . . . 217 Hanover Street

Tutors

GEORGE ALTHOFF BINGLEY, B.A., M.A. . . . . Brice House

FORD KEELER BROWN, B.A., D.Phil. . . . . 243 King George Street

RICHARD SCOFIELD, B.A., M.A. . . . . 58 State Circle
(Leave of absence 1948-49)

EDWARD FLINT LATHROP, JR., B.A. . . 214 S. Cherry Grove Ave.

JOSEPH WINFREE SMITH, JR., B.A., M.A., B.D., Ph.D.—
27 College Avenue

ERNST ABRAHAMSON, Ph.D. . . . . Brice House

WILLIAM KYLE SMITH, B.S., Th.B. . . . . 29 College Avenue

WILLIAM IRVING HARPER, B.A., M.A. . . . . Brice House

SIMON KAPLAN, Ph.D. . . . . 58 State Circle

LUKE HARVEY POE, JR., B.S., LL.B. . . . . 27 College Avenue
(Leave of absence from February 1, 1949, to August 31, 1949.)

CHARLES J. ALBA, B.S., M.S. . . . . Wild Rose Shores

ULRICH STEPHAN ALLERS, B.A., M.A., Ph.D. . . . . 4 Revell Street

ROBERT S. BART, B.A. . . . . 42 State Circle

* Cf. Pg. 31.

CHARLES F. FRAKER, A.B., B.Mus. . . . . 212A King George Street

WILLIAM HENRY HATFIELD, B.A. . . . . Weems Creek

CLAUDE SPENCER LEFFEL, JR., B.A. . . 176 Prince George Street

LAWRENCE TOWNSEND, B.A. . . . . 42 East Street

WILLIAM W. HAMMERSCHMIDT, B.A., M.A., Ph.D.—
248 Prince George Street

BLAIR KINSMAN, S.B. . . . . St. John's College

JOHN B. LOGAN, B.A., M.A. . . . . Brice House

EUGENE H. SLOANE, B.A., M.A., Ph.D. . . . . 58 State Circle

ROGERS GARLAND ALBRITTON, A.B. . . . . 63 Franklin Street

WILLIAM FREDERICK CARNES, A.B., A.M. . 36 Maryland Avenue

SYDNEY FAIRBANKS, A.B., LL.B., Ph.D. . . . . 58 State Circle

HARRISON FIDDESOF, A.B. . . . . 2 Shipwright Street

LOUIS GRAFF, A.B. . . . . 61 College Avenue

JOHN G. GREENE, A.B., S.T.B., A.M. . . . . 49 College Avenue

HUGH P. MCGRATH, B.A. . . . . Pinkney House

ALFRED W. SATTERTHWAITE, B.A., M.A.—
191 Prince George Street

A. LEONARD SLAFKOSKY, B.A., Ph.L. . . . . 36 East Street

CURTIS A. WILSON, A.B., M.A. . . . . 212 Prince George Street

VICTOR ZUCKERKANDL, Ph.D. . . . . 58 State Circle

President Emeritus

ENOCH BARTON GAREY, B.A., LL.D. . . . . Los Angeles, Calif.

Professor Emeritus of History

CLARENCE WILSON STRYKER, B.A., M.A. . . . . Annapolis, Md.

Professor Emeritus of French

JACOB BERNARD SEGALL, B.L., B.Sc., Ph.D. . . . . Baltimore, Md.

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. Each profession and vocation is partly liberal; therefore professional and vocational schools study their respective minimal amounts of theoretical science. But in addition 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 in addition for the universal distribution of critical intelligence, a minimal intellectuality which can distinguish between fact and fiction, between principle and case, between opinion and insight, between propaganda and instruction, 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 exercise students in their practice on the best materials.

Institutions should be set up and maintained which shall 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, are the spiritual strongholds of the liberal state which watches and insures that men shall be able to do what they ought to do.

THE CRISIS IN LIBERAL EDUCATION

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

did not exist in our educational system: a balanced liberal education. This situation still prevails today.

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

THE LIBERAL ARTS

The front cover of this catalogue carries the official seal of the College. The Latin proverb on it says: No Way is Impassable to Courage. The College has courageously undertaken the larger task which the elective system failed to accomplish, namely to see that the liberal arts assimilate, transform, and pass on the modern subject matter on which they should be at work. The seal on the back cover of the catalogue points to the tradition from which we derive our courage. The Latin inscription says that we are making free men out of children by means of books and balances. 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 practiced at their best and fullest in the modern world.

A great deal is said these days about the teaching of methods, but 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, but when experts and specialists disagree then free men must decide. Free minds must be able to view concrete situations, deliberate by formulating clear dilemmas, and 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 in 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. Considerations of various kinds of truth and falsity must be introduced, and even subtler distinctions involving the use of symbols in

imagination as well as reasoning must be made. Memory, manual dexterity, calculation and measurement must be cultivated as arts, if we are to make minds free.

The child is potentially a free man, and this means that he has the capacities which these arts require. The realization of these capacities comes about by their exercise under controlled conditions in which ordinary learning by trial and error becomes discipline under the guidance of teachers. By children then we mean men who are capable of liberal learning.

THE CLASSICS AS TEACHERS

Although we have no new fads in teaching methods, but rather use all available methods and devices, still we have 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 European and American 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 we also have a secondary faculty of tutors who act as auxiliary intermediaries between the books and the students.

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 co-operative teaching with the authors of the great books has led us to a new understanding of the classics and classical education. The pre-elective liberal arts colleges had come to understand and define the classics in terms of the symbolic mediums of transmission and communication; they taught Greek, Latin, and mathematics as an extension of primary education in reading, writing, and arithmetic. We are also emphasizing language and mathematics for reasons that will appear on later pages. On the other hand we are reading the classics in English. As we do that, 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 exem-

plified 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.

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. Most 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 impose their disciplines 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 paradoxes and mysteries 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, substance, 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 thus gains pedagogical power and critical correction from its context. Background and preparation are thus efficiently supplied by the chronological ordering of the classics, and difficult books surprise us by their intelligibility and eloquence as they come in their providential order. Thus Newton's *Principia* and Maxwell's *Electricity and Magnetism* as gracefully submit themselves to the learning processes of the student of the liberal arts who has read Euclid, Apollonius, and Ptolemy as Kant's *Critique of Pure Reason* and Dante's *Divine Comedy* do for one who has read 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 each 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 uncertainties 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 college in the country; it also has more required laboratory work than any other liberal college in the country. Together mathematics and natural science constitute more than one-half of the required work.

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. No liberal, and therefore no citizen of a democratic country, can afford to be ignorant of this change and its issues. 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.

Descartes, by using and reinterpreting the knowledge of the Greeks, made modern mathematics and the laboratory possible, so that now if we would follow the classical thread into the modern world we must know the constructions of the mathematicians and find our classical loci in the instruments of the laboratory as well as in the great books.

For this purpose we have 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 we need. There is the theme of measurement which involves the analytical study of the instruments of observation and measurement, the chemical balances, the meter stick, the thermometer, the barometer, the miscroscope, telescope, spectrometer, and interferometer, the use of scales, gauges, and graphic methods of recording observation. There is the study of concrete materials and situations in biology and medicine which demand the combination of

scientific findings, both in theory and in fact; and this in turn demands practice in crucial experiments in the history of science. All this is backed by a solid training in the mathematical techniques and symbolisms as far as differential equations.

This provides the material and intellectual background for the modern study of humanistic and social science. Without this it is empty and romantic. With it one may hope for a generation of competent economists, political scientists, and even sociologists. Social studies at present do not provide an intelligible set of organizing principles; until they do we shall aim the mathematical and scientific work at the point where the medical and humanistic traditions cross; they agree that the proper study of mankind is man.

THE CURRICULUM

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

Such arrangements call for two kinds of distribution of the materials and methods of instruction, one according to allotted times and the other according to teaching functions. On pages 39 to 42 the reader will find three listings of the books. The first shows the chronological order for books and authors, beginning with Homer and ending with Kierkegaard, James and Freud. This represents the required readings for the four years and implies further readings in secondary books as well as teaching in methods of reading and writing. The second list shows the division of books into four groups according to the four sessions of the college course. This list also divides the books into three columns according to the classification of the primary symbolic medium in which they are presented, languages and literature, mathematics and science, and those books fewer in number which deal explicitly with the liberal arts and sciences. The third list shows how these

books distribute themselves over the conventional array of subject matters as they are studied in the contemporary colleges which follow the elective system. This third list is presented for those who wish to compare and contrast the St. John's program with the ordinary college; they should be warned to assure themselves of a real comparison by using only the selections from the subject matters which a normal student would make in the elective system.

It should also be noted that many books actually fall in several divisions according to subject matter, as on the other hand many books in an elective system are read in almost complete isolation, therefore without background and aid from other books. There is also a general warning that such lists are only diagrams for emphasizing this or that special aspect of the curriculum; for instance there is nothing in any of these diagrams to show the weightings of time or emphasis on special books, nothing to show the weightings that individual students are encouraged to put upon them for their own individual benefit or interests. With these qualifications, which should suggest still others, the lists give a fairly accurate general impression of the curriculum.

The division into four years has an interesting significance. Something over two thousand years of intellectual history forms the background of the first two years; about three hundred years of history is studied in an equal or slightly greater number of books in the last two years. The first year is devoted mostly to the Greeks and their special understanding of the liberal arts; the second year contains books most of which were originally written in Latin, and covers the Roman and medieval periods; the third year has books originally written in modern languages; the fourth year concentrates on the nineteenth and the twentieth centuries. This four-year schedule was not made because of any underlying theory about recapitulations of history, but it happens to catch any genuine values that such a theory may point out in practice.

As to the fine arts, they contain the most imposing set of disciplines that have established themselves and survived in the modern world by claiming independence from the liberal arts. It is one of our aims to recover and reintegrate them with the liberal arts. We are therefore providing for them outside the curriculum and reassimilating them by stages, first by including music in the curriculum and studying harmony in the laboratory. We hope that by this and other stages to follow, intellectual light will be

transmitted to the fine arts and that they may make their reflected light available to all the classics.

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

The Tutorials

Every good student knows that his learning must be double. He must be acquiring the skills that go with the subject matter, but he must also get to know his teacher. The converse of this is even more important for good teaching: the good teacher knows that he must be in the learning process himself and he must also know his pupil. The tutorial class, which is composed of from ten to twenty students meeting five times a week, provides the ideal conditions for collaborative study and for the manifold teaching and learning relations that hold in a company of good friends. The tutor makes daily diagnostic observations of each student as he works and gives the proper prescriptive directions as they are needed. There is also an opportunity for each student to contribute his measure of instruction to his fellows.

The Language Tutorial

The aim here is to use some external device that will induce the strengthening and disciplining of the imagination. Foreign languages have often been praised for their mental discipline, but the vagueness of the statement mirrors the decay of a pedagogical technique. The imagination is the place where the intellect touches human experience, but it cannot do its work if the imagination is not prepared to receive intellectual light. It must be polished and adjusted. Normally it is our mother tongue that brings about such preparation as we have. Unfortunately American habits with the mother tongue are for various reasons abnormal and we have babbling minds as a consequence. Special attention must be given

to our linguistic habits if we are to improve matters. Liberal artists have always known the powerful effects of foreign language in getting this kind of attention.

We have, therefore, required the study of four foreign languages, one a year for the four years, Greek, Latin, French and German. Recently a change has been decided upon. It is obvious that we never expected to have these languages mastered in the time allotted. It was our aim to have the students learn not so much languages as the meaning and function of language in general. Ultimately our aim is the improvement of our own linguistic habits in using our mother tongue.

One year of Greek proved an insufficient introduction to a training of this kind. The amazing deterioration in our linguistic habits, and the almost total lack of grammatical training of a good part of our students when they enter college, made it particularly difficult to get acquainted with the subtlety of Greek grammar and syntax. On the other hand, the flexibility and expressiveness of Greek seemed to us still the best instrument for inculcating better habits of speaking, reading and writing in our students. We have, therefore, extended the study of Greek to a period of two years. In the last two years the students confront German and French.

A good deal of the first year of Greek and the first term of the third and fourth years are devoted to learning paradigms of declensions and conjugations. Passages of good prose and poetry from the books are committed to memory by rote. During the period of elective and progressive education, rote memory had been abhorred because it has its dangers. In our system, these dangers are avoided by devices that force memory to carry its proper load of imagination and thought. The lesser part of the first and the greater part of the second Greek year, as well as the greater parts of the German and French years are concerned with various kinds of translation from important texts and the grammar of the language in question is being used for purposes of full expression. These translations range from technical grammatical translations, through various stylistic variations, to abstract and concise formulation of logical context. The students are asked to write essays on grammatical, rhetorical and logical points of the texts to which they are exposed.

The language tutorials provide also a direct support to the seminar discussions. Thus, the discussion of Greek and medieval thinkers in the seminar is greatly helped by the close reading and

detailed interpretations of relevant texts in Plato and Aristotle in the language tutorial. In the same way, the discussion of Kantian philosophy in the third year seminar is being supported by close reading of texts in the tutorial. The French tutorial of the fourth year also tries to acquaint the students with the great wealth of French literature of the nineteenth century.

Language is man's most intimate external possession. The trained language sense extends man's imaginative powers. We therefore move on it with an organized strategy. The effects are in sustained powers of imagination and therefore in increased attention and powers of analytic thought.

These tutorials meet in small classes so that individual observation and instruction are the rule. Not a small part of the advantage of such instruction comes from the opportunity for tutors to diagnose individual difficulties.

The Mathematics Tutorial

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

Therefore we begin with almost a complete year spent in a thorough study of Euclid's *Elements* and Apollonius's *Conics*. These are the books that made European mathematics possible, and they can still be used to remedy our deficiencies. Given this year of study the other books in mathematics and natural science, now so formidable to both teacher and student, can be approached and conquered.

For this purpose the tutorial classes in mathematics meet five times a week throughout the four years. The teaching is conven-

tional and familiar for the most part, exposition, recitation, drill in calculation and proof. On the other hand intelligibility must be added to operational skills, and this is brought to light by discussion of the incidence of mathematics, not only on the sciences, but also on logic and metaphysics, and through this on the entire subject matter of the program. Mathematics belongs to the liberal arts and its development through symbolic procedures throws a great deal of light not only on speculation but upon the literary and scientific imagination. As in the case of the language tutorials, the small class of not over fifteen students allows individual diagnosis and instruction, and the student who has difficulties on the operational level may have special exercises prescribed for him. Hand-minded boys for their part may discover the liberal dimensions of their skills.

The Seminar

A book is one-half of a conversation, and good conversation, whether practical or theoretical in intention, is one of the highest performances in the liberal arts. Seminars of from ten to twenty students with at least two instructors or leaders, answer back the other half of the conversations that great books demand. Plato's *Dialogues,* most of which are read in the first year, set the models for seminar discussion, and first lessons in discussion are learned in reading Plato. Books of various kinds are discussed in various ways. Some books such as Aristotle's writings are read in the seminar with the method of *explication de texte* to insure understanding. It is assumed that other books have presented a subject, and discussion starts where they leave off, following the argument where it leads. Literary works demand literary criticism; scientific books demand a philosophy of nature.

Versatility in question and answer allows the exploitation of the work done in other parts of the program. Training in language facilitates formulation of opinion; mathematical imagination and insight open up new depths and subtleties in both literature and science. Dialectic starts on the levels of language and mathematics and with their aids reaches the fundamentals and ultimates, and in the process the book under discussion may be torn to pieces.

One immediate result is the improvement in actual reading. Seminar reading keeps a whole in view. Rapid reading illuminated by the play of ideas in seminar discussion lifts the imagination above the plodding chore of getting lessons done and away from the scholar's pitfall of taking the book as an object of study. Reading has become an almost lost art; it is certainly a difficult one. The beginner will find the development of a disciplined imagination frequently beset with frustration, but the reward is heightened insight and intellectual maturity and freedom. To accompany the reading of the books, seminars meet twice a week for two hours. Recovery from confusion and misunderstanding may result from the first meeting; on the other hand it may be only at the last meeting or later meetings that the text delivers up its meaning. The seminars are the substantial core of the whole program and the intellectual process prepared for by reading and writing is brought to realization most often under seminar conditions.

The Formal Lecture

Formal lectures are delivered to the entire student body at least once a week. Lecturing by instructors is discouraged elsewhere in the curriculum and concentrated in the formal lecture. These lectures are given in the evening with audience and platform set as for an outside lecturer. All the formal arts of the platform are used for the purpose of a sustained and artistic exposition of a subject matter that may have been studied in fragments in other ways. About half of the lectures are given by guest lecturers. Members of the resident College faculty give the rest, no single member giving more than three during the year.

Lecturing except on the popular platform is an almost lost art in this country. It is a very high art demanding artistic skill and sensitivity which are dulled and killed by the forced practice of the ordinary university classroom. Long preparation is needed to free it from sophistry and empty personal rhetoric. Our lectures are not always successful, but when they are successful they might be given and understood on any occasion. Students learn to listen to good talk, to talk that is often over their heads, but talk that is remembered and absorbed long after the immediate hearing. Each lecture is followed by a period of informal query and discussion, in which the students learn to talk back.

FORMAL LECTURES

1947-48

Tradition . . . . . John S. Kieffer

Religion Within the Limits of Reason Alone . . . . J. Winfree Smith

Concerning the Teacher . . . . . Scott Buchanan

What Do You Mean by That? . . . . . Joshua Whatmough

Mark Twain . . . . . Mark Van Doren

Free Speech: Mr. Holmes and Mr. Brandeis, Part I . . . . . Alexander Meiklejohn

Free Speech: Mr. Holmes and Mr. Brandeis, Part II . . . . . Alexander Meiklejohn

Poetry and Freedom . . . . . W. H. Auden

The Scientific Revolution of the 17th Century . . Alexandre Koyre

Recital . . . . . Alexander Schneider, Violinist; Ralph Kirkpatrick, Harpsichordist

Limit, Process and Nature . . . . . Charles DeKoninck

On Nature . . . . . Jacob Klein

Hamlet . . . . . Ford K. Brown

Cervantes . . . . . Mark Van Doren

Pascal . . . . . Ernest Abrahamson

Concert . . . . . Walden String Quartet

Poetry of T. S. Eliot . . . . . Rufus W. Rauch

The Liberal Arts and the Other Arts . . . . . Donald K. Marshall

The Modern Tower of Babel . . . . . James S. Martin

From the Dialectical Republic to the City of God . . . . . Stringfellow Barr

The Liberal Arts and the Fine Arts in the History of Western Civilization . . . . . Paul O. Kristeller

The Poet Prudentius and Dying Paganism . . . . Bernard Peebles

The Gods of Story . . . . . Mark Van Doren

Quid Est Homo? . . . . . Rudolf Allers

The Best Polity. Some Reflections on Plato and Aristotle . . . . . Leo Strauss

Chivalry as an Ethical System . . . . . Sidney Painter

Shakespeare and the Theatre . . . . . Robert Speaight

Concert . . . . . Budapest String Quartet

The Laboratory

The scientific laboratory is perhaps 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.

The strategy is to recruit specialists in the sciences as teachers, to re-educate them in the liberal arts, and to reorganize the laboratory as an instrument of liberal rather than pre-professional training. This is the research problem that is set for the faculty, and it will continue to attack the problem step by step.

The laboratory staff contains scientists whose interests can range beyond the special boundaries of each science. The mathematicians, the physicists, the chemists, and the biologists cooperate in planning and teaching the four-year course. Their field is the natural sciences in the context of the liberal arts and the classics in the program.

The present tactics are to take the best current pattern in ordering the sciences as it is found in the pre-medical course, to anchor it in the scientific classical books and experiments, and to find the liberal arts in current practices and insights. In general the main themes are mathematical constructions, the instruments and techniques of measurement, repetition of crucial experiments, and the combination of scientific findings in concrete problems.

The laboratory classes meet twice a week for three hours during the four years. This is more than is required by any other liberal college at present.

Music

A new music program has been introduced at St. John's. It consists of the Chorus which is a required exercise for the whole student body, the Music Course proper — tutorial and seminar — for those students who wish to take it, and the St. John's Concert Series.

It is the purpose of this program to restore music to its due place in a liberal arts curriculum. Music is one of the seven liberal arts; together with arithmetic, geometry, and astronomy it formed the original quadrivium, the key to ancient cosmology. Should we, after having witnessed the spectacular rise of music to the highest level of excellency and prominence in Western civilization, refuse to grant that powerfully constructive force the place in education analogous to that it held undisputedly 2000 years ago?

In fact, if it were not for the misconceptions regarding the nature of music which crept in and became current during the 19th century, nobody would think of questioning that claim. Music is not the loose outpouring of emotions, the incentive to day-dreaming and escape which the weaker souls of the romantic era saw in it. Rather it is the opposite; an arduous and exacting mental discipline, a strictly organized symbolism of concrete and definite meaning, a way of thought all its own. And it is not confined to scores: important sections of our philosophy, of our science would not be what they are if it were not for the presence of music in our cultural tradition. The full understanding of this tradition asks for some understanding of music. Our list of great books will not be complete unless it includes a number of musical scores.

Music is taught at St. John's for the exclusive purpose of acquainting the student with the symbolism and the great works of the tonal art. The chorus which meets once a week for an hour of practice aims at the minimum objective of making every student musically literate. In the music tutorial — two hours weekly — the tonal language is studied much as Greek, French, or German are in the language tutorial; in the music seminar — one evening every week — great compositions are presented and discussed much as great books are in the regular seminar. No professionalism whatever is intended; we want to educate the future audiences rather than the future performers or composers of music.

The concert series is an integral part of the music program. The concerts, too, are part of the required schedule, replacing the Friday night formal lecture twice in every term. Carefully planned programs of old and modern music are presented by first class artists. Usually the artists spend the afternoon preceding the concert on the campus, ready to discuss with students topical problems or to let them listen in during a rehearsal of the pieces to be played later.

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 the adult school.

The Great Books chosen for study at St. John's are collected in the library in the best editions and translations that can be obtained. These books plus a carefully selected group of modern texts for the laboratory are the core of the library. In cases where these are too expensive for the students to purchase or are out-of-print the library lends copies for class use. These basic books are essential to the teaching of the program. A good general collection is a necessary supplement. The very specialized, very technical one would have little use. But 99 current periodicals, 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 library catalogue analyzes both books and magazines for sections and articles pertinent to the teaching program. The library has 42,329 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 purchase. It has a workable collection, but is not altogether self-sufficient. Inter-library loans furnish books we either cannot buy or do not wish to buy.

The King William Room on the second floor of the library is used for Sunday Night Forums sponsored by the adult school and for the question periods following the Friday night lectures. On Monday and Thursday nights the senior seminars and two adult school classes use the library. Easy chairs, tables, and many lamps create an atmosphere conducive to study and reading.

THE SCHEDULE

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 imme-

diate 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 Greek algebra 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. Two afternoons a week each student spends 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. On one or two evenings there are formal lectures. Twice in every term the formal lecture is replaced by a concert. There is an hour of choral practice each week. Nineteen or twenty 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 week is the elementary unit of the schedule and shows one complete rotation through the varieties of work and play.

The three terms of the College year average ten weeks in length and mark pieces of work projected and accomplished. In recognition of this there are oral examinations at the end of each term. These are conducted by seminar leaders with the help of the tutors. Each student sits with his examiners for a half hour during which he is questioned freely and informally on the texts he has read, on his critical or interpretative opinions, and encouraged to consider parts of his study in relation to each other and in relation to fresh problems that may not have been treated in his classes.

A few days after the examination before the end of the term the student again sits with his instructors for fifteen minutes during which his tutors report to the seminar leader on his work for the term. These so-called "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 are followed by vacations in which a fresh start is possible and new directions in study may be explored. Grades are not reported in these don rags, and they are not the center of interest, as is shown by the fact that the student is invited to report on himself and to judge his own work.

The end of each year is marked by an essay written by each student on some theme which he has chosen in the books and on which he stands an examination. The annual written examinations are given in the following September after the long vacation period during which the salutary processes of forgetting, assimilation, and the maturing of insights have taken place. The close organization of subject matter and the intensive teaching which results make vacations and unscheduled ruminations functionally important. As one learns to skate in summer and swim in winter,

A STUDENT'S CLASS SCHEDULE FOR THE WEEK

Hour	*Mon.*	*Tues.*	*Wed.*	*Thurs.*	*Fri.*	*Sat.*
9	Language Tutorial	Language Tutorial	Language Tutorial	Language Tutorial	Language Tutorial	
10						
11	Mathematics Tutorial	Mathematics Tutorial	Mathematics Tutorial	Mathematics Tutorial	Mathematics Tutorial	
12						
2 to 5		Laboratory			Laboratory	
7					Chorus	
8 to 10	Seminar		(Lecture)	Seminar	Formal Lecture	

so one acquires wisdom in vacation. The annual examinations are aimed at detecting and encouraging this process. Reading parties in the summer vacation in which students may arrange the proper conditions for the maturing of knowledge gained during the session are encouraged.

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 co-operative enterprise and it is best carried out when persons at different stages of comprehension work together. The typical learning situation at St. John's involves ten or twelve 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 our policy 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, we count heavily on the normal social process of mutual understanding to catch and amplify the teaching. Our 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. Socrates and the slave-boy is not an unfamiliar spectacle in the St. John's classroom; we count on it to keep our teaching fresh and genuine.

The faculty member is then researching in the subject matter of the book with the guide and help of the author and any other special professional aids that he may be able to use. He may have beside him a colleague whose special knowledge complements his own. This is the situation in a seminar, where there are at least two auxiliary teachers, but it is best exemplified in the editorial work that is being carried on by many members of the faculty. 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*
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 Astronomy*
Pico: *On the Dignity of Man*

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*

This represents the first line of research.

The second line of research consists in the constant reinterpretation of the book list which occurs as an immediate by-product

of teaching the books in tutorial, in seminar, and in the laboratory. Criticism of the books takes place in two directions primarily, first in their historical order and background which continually change and enrich themselves by connections with other books; secondly in the bearing these books have on the immediate teaching problem and the progress of current thought in general.

Making the actual reading schedule for the seminars for each year is a result of much faculty and student deliberation, and the reading schedule registers teaching and learning experiences from year to year.

The products of this kind of research go first into teaching directly. Production for publication and learned societies is and should be a secondary result. The students thus have direct and contributing parts in research, and research has a direct and contributing rôle in instruction.

The faculty now represents a well-balanced distribution of special knowledge. Eventually the graduates from the four-year course itself will be the best teachers, and some of them have already been taken on as teaching assistants.

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 staff are based on more than recorded grades. Since this is the case, academic standing is not determined by numerical or literal grades, and judgments are made and reported for the purpose of advice and planning both for the teachers and the student. As soon as the performance of the student or other evidence of capacity persuades the staff that the learning process has stopped and cannot be revived, the student is warned that he will be dropped after a stated period of confirmation of the judgment.

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 regular 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.

Written and signed excuses from the following sources may be submitted for filing with the student's record:

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

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 the modern equivalent of these arts and sciences. This implies:

Knowledge of the contents of the required books in the list;
Competence in the laboratory arts;
Competence in the use of mathematical and linguistic symbols.

In semester hours as recorded in the regular elective system this amounts to:

	Semester Hours	
	One Year	*Four Years*
Language and Literature	10	40
Mathematics and Science	10	40
Lectures on the Liberal Arts	4	16
Chorus	2	8
Laboratory	6 (½ actual time)	24
Seminars	8	32
Total	40	160

A more detailed analysis of the content of these degree requirements will be gladly given by the Registrar on request.

---

* Cf. Appendix B, pg. 71.

The "rights and privileges appertaining" to the Bachelor of Arts degree have undergone serious scrutiny during the last part of the period in which the colleges have been under the domination of the elective system. There have been concerted attempts to maintain common standards under the rapidly changing conditions of expansion in student bodies, in subject matters, and in methods of instruction. Throughout the country there are regional boards which inspect the colleges in each region and rate their degrees. The Middle States Association of Colleges and Secondary Schools operates in this region. These Boards cannot put a college on the approved list until its educational product can be judged. Since there were no graduates of the new administration and program before June, 1941, and few until the end of the war, there will be an interim in which a rated B. A. degree cannot be guaranteed.

This means that the St. John's Bachelor of Arts degree is certified only by the charter of the College and the Maryland State Board of Education.

On the other hand there is no serious doubt that the curriculum which is now offered and the instruction that is now being given more than fulfill the common standards and that they will prepare students adequately to continue in graduate work the special interests they have developed.

The graduate and professional schools increasingly make their final decisions on candidates on the basis of individual records and merits and ignore the bare minimum certification of the ordinary degree. The rated B. A. is no guarantee of admission to a graduate or professional school. Where inquiry has been made these schools have given assurance of full consideration to St. John's graduates. The great variety of teaching methods, the common subject matter, and the intimate and continuous acquaintance between student and teacher that this program provides allow detailed and comprehensive recommendations of individual candidates both for graduate schools and for business positions. Such individual recommendations will always be our most effective communication with the academic and practical worlds into which our students graduate; we deal with other institutions on the basis of a common recognition of the realities of the learning process and the exigencies of the war and revolution through which the world is passing.

There is no question about the fitness of this program of studies to meet the explicit requirements of law schools, theological

schools, business schools, schools of politics, and economics, and schools of education. There may be some doubt in the minds of the small business man and the craftsman about the utility of a liberal education for earning a living. One who shares these doubts should read the Federalist Papers and follow their discussions of the fundamental conditions and principles of American society to get free of the prejudices which we inherit from societies that base themselves on invidious class distinctions. The worker and the tradesman in this country belong to a liberal society that demands a liberal education of all its members.

The professions that base themselves on specialization in the natural sciences have set up graduate departments that actually need more liberal education in their preparatory stages than is at present available in their elective system. In failing to get students who have that minimal general education, they have been forced to turn to a second best, a more intensive specialized preparatory training. In some cases they take the student into the graduate school before he has graduated from college, and give the extra specialization that is required. In other cases, as in some engineering schools, graduate physics, chemistry, biology, and medicine, they have imposed heavy pre-professional requirements on the liberal college. In effect, they ask the liberal college to anticipate professional work. We refuse to accept this imposition wherever it would force us to sacrifice understanding to professional rote and rule of thumb. In place of these we emphasize basic concepts, basic techniques of measurement and experimentation, and general skills of the laboratory, in short those starting-points which make the rapid acquisition and revision of scientific knowledge a matter of habit and second nature. In terms of this fundamental training, our work in natural science more than meets the genuine requirements of pre-professional education.

The medical schools, the sources of the heaviest pre-professional requirements, have expressed willingness, in some cases enthusiasm, to consider our graduates as candidates. Their faculties realize the importance of the liberal education of the physician, see that we require more hours in the laboratory than they ask for, and believe that this basic instruction will lay a good foundation for professional training. On the other hand, a warning should be given that the St. John's student is running the risk that radical innovation entails. The medical schools are subject to many increasing demands, which they are finding difficult to meet: rapidly growing

knowledge relevant to medical uses, the public need for more medical services, and the large number of applicants for admission. These pressures may force arbitrary consideration of candidates, and the literal application of rules of admission. In view of this problematic situation, students who come to St. John's with the intention of going on to medicine are advised to make special arrangements for fulfilling the literal requirements for admission to medical schools. Arrangements for extra work for this purpose can be made at St. John's or at other institutions. In view of the great scientific and social problems facing the medical profession it may be wise to plan a year of graduate work in natural sciences between graduation and entrance into medical school. Medical schools are not asking for such additional preparation, but the needs of medical wisdom are great beyond the power of liberal education alone to meet.

I. A LIST OF GREAT BOOKS

In Chronological Order

Homer: *Iliad* and *Odyssey*
Æschylus: *Oresteia*
Herodotus: *History*
Sophocles: *Œdipus Rex, Œdipus at Colonus, Antigone*
Hippocrates: *Ancient Medicine* and *Airs, Waters, and Places*
Euripides: *Medea, Hippolytus, The Trojan Women*
Thucydides: *History of the Peloponnesian War*
Aristophanes: *Frogs, Clouds, Birds*
Aristarchus: *On the Sizes and Distances of the Sun and Moon*
Plato: *Dialogues*
Aristotle: *Organon, Poetics, Physics, Politics, Ethics, Metaphysics, de Anima*
Archimedes: Selected Works
Euclid: *Elements*
Apollonius: *Conics*
Lucretius: *On the Nature of Things*
Virgil: *Æneid*
The Bible
Epictetus: *Moral Discourses*
Nicomachus: *Introduction to Arithmetic*
Plutarch: *Lives*
Tacitus: *The History, The Annals*
Ptolemy: *Mathematical Composition (Almagest)*
Galen: *On the Natural Faculties*
Plotinus: *Enneads*
Augustine: *Confessions, On Music, Concerning the Teacher*
Justinian: *Institutes*
Saga of Burnt Njal
Aquinas: *On Being and Essence, Treatise on God, Treatise on Man*
Dante: *Divine Comedy*
Chaucer: *Canterbury Tales*
Machiavelli: *The Prince*
Rabelais: *Gargantua*
Copernicus: *On the Revolutions of the Spheres*
Calvin: *Institutes*
Luther: *On Christian Liberty*
Montaigne: *Essays*
Gilbert: *On the Loadstone*
Cervantes: *Don Quixote*
Shakespeare: Plays
Francis Bacon: *Novum Organum*
Kepler: *Epitome of Astronomy*
Harvey: *On the Motion of the Heart*
Galileo: *Two New Sciences*
Descartes: *Geometry, Discourse on Method, Meditations*
Hobbes: *Leviathan*
Molière: *Tartuffe*

Pascal: *Pensées*
Milton: *Paradise Lost*
Racine: *Phèdre*
Spinoza: *Ethics, Theological-Political Treatise*
Newton: *Principia Mathematica*
Locke: *Second Treatise on Civil Government*
Huygens: *Treatise on Light*
Berkeley: *Principles of Human Knowledge*
Leibniz: *Essay on Dynamics, Discourse on Metaphysics Monadology*
Swift: *Gulliver's Travels*
Hume: *Treatise of Human Nature*
Montesquieu: *Spirit of Laws*
Fielding: *Tom Jones*
Voltaire: *Candide, Micromegas*
Rousseau: *Social Contract*
Gibbon: *Decline and Fall of the Roman Empire*
Smith: *Wealth of Nations*
Kant: *Critique of Pure Reason, Critique of Practical Reason*
Constitution of the United States
Federalist Papers
de Tocqueville: *Democracy in America*
Melville: *Moby Dick*
Lavoisier: *Treatise on Chemistry*
Hegel: *Philosophy of History*
Goethe: *Faust*
Lobachevski: *Theory of Parallels*
Faraday: *Experimental Researches in Electricity*
Boole: *Laws of Thought*
Darwin: *Origin of Species*
Bernard: *Introduction to Experimental Medicine*
Dostoevski: *The Brothers Karamazov, The Possessed*
Marx: *Capital*
Tolstoi: *War and Peace*
Dedekind: *Essays on Numbers*
Maxwell: *Electricity and Magnetism*
Flaubert: *Madame Bovary*
Ibsen: *Ghosts, Rosmersholm*
James: *Principles of Psychology, Essays in Pragmatism*
Freud: *Studies in Hysteria, The Interpretation of Dreams*
Cantor: *Transfinite Numbers*
Hilbert: *Foundations of Geometry*
Poincaré: *Science and Hypothesis*
Nietzsche: *Beyond Good and Evil*
Kierkegaard: *Philosophical Fragments*

II. SCHEDULE OF READINGS BY YEARS

	Languages and Literature	*Liberal Arts*	*Mathematics and Science*
First Year	Homer Herodotus Thucydides Æschylus Sophocles Euripides Aristophanes Plutarch	Plato Aristotle Lucretius	Euclid Hippocrates Nicomachus Archimedes Apollonius
Second Year	Tacitus Virgil The Bible Justinian Dante Saga of Burnt Njal Chaucer Shakespeare Cervantes	Epictetus Plotinus Augustine Thomas Aquinas Calvin Luther	Ptolemy Galen Copernicus Descartes Gilbert Kepler
Third Year	Milton Rabelais Racine Molière Erasmus Montaigne Machiavelli Pascal Montesquieu Fielding Gibbon Voltaire Swift Rousseau Adam Smith U.S. Constitution Federalist Papers de Tocqueville Melville	Spinoza Francis Bacon Hobbes Locke Berkeley Leibniz Hume Kant Boole	Galileo Harvey Newton Huygens Lavoisier
Fourth Year	Goethe Marx Flaubert Ibsen Dostoevski Tolstoi	Hegel Mill James Freud Poincaré Hilbert Kierkegaard Nietzsche	Faraday Maxwell Darwin Bernard Cantor Dedekind Lobachevski

III. CLASSIFICATION ACCORDING TO ELECTIVE SUBJECT MATTERS

Literature	*Philosophy*	*History and Social Science*	*Mathematics*	*Natural Science*	*Laboratory*
Homer	Plato	Herodotus	Euclid	Hippocrates	Graphical Construc-tions
Æschylus	Aristotle	Thucydides	Nicomachus	Aristarchus	
Sophocles	Lucretius	Plutarch	Apollonius	Archimedes	Crucial Experiments
Euripides	Epictetus	Tacitus	Archimedes	Ptolemy	Concrete Problems
Aristophanes	Plotinus	Justinian	Ptolemy	Galen	(Presented and
Virgil	Augustine	Machiavelli	Descartes	Copernicus	brought up-to-date
The Bible	Thomas Aquinas	Montesquieu	Newton	Galileo	in Laboratory
Dante	Luther	Spinoza	Leibniz	Kepler	Manuals)
Burnt Njal	Pascal	Calvin	Lobachevski	Harvey	
Chaucer	Spinoza	Hobbes	Boole	Gilbert	
Cervantes	F. Bacon	Gibbon	Cantor	Newton	
Shakespeare	Hobbes	Locke	Dedekind	Huygens	
Milton	Locke	Rousseau	Hilbert	Lavoisier	
Rabelais	Berkeley	Freud		Faraday	
Racine	Hume	Adam Smith		Darwin	
Molière	Leibniz	U. S. Constitution		Maxwell	
Montaigne	Kant	Federalist Papers		Bernard	
Voltaire	Hegel	de Tocqueville		Freud	
Swift	Poincaré	Marx		James	
Goethe	James				
Fielding	Kierkegaard				
Flaubert	Nietzsche				
Ibsen					
Dostoevski					
Tolstoi					
Melville					

The following schedules are taken from different years as indicated, but they are subject to continual revisions, corrections, and improvements as teaching experience indicates them.

LANGUAGE TUTORIALS DURING 1948-49

Clock-hours of Class-room Work

Assigned Exercises . .	*First Year Greek*	*Second Year Greek*	*Third Year German*	*Fourth Year French**
Memorizing Paradigms Selections	60 hours Grammar	20 hours Grammar	40 hours Grammar 18 hours Lessing	30 hours Grammar Racine Baudel-aire
Translation and Analysis of Texts	51 hours St. John's Gospel Plato's Republic, Bk. I	90 hours St. Mark's Gospel and St. Paul's Epistle to the Galatians; Aristotle's Metaphysics, Bk. XII; Aeschylus' Agamemnon, Stasimon 1	50 hours Faust Lessing	60 hours Rousseau Social Contract
Formal Logic Treatises	15 hours Aristotelian Logic, trans-lation from Aristotle's Categories, Prior Analytics			10 hours Boole Laws of Thought
Formal Logic Practice in Analytical Commentary	27 hours Enthymemic Analysis of Greek epi-grams Translations of selections from Aris-totle's Phy-sics, Meta-physics De Anima	43 hours Plato's Republic, Bks. VI, VII	45 hours Kant Poetry	40 hours Pascal Stendhal Flaubert
Total	153 hours	153 hours	153 hours	140 hours

599 hours (Four years)

* Owing to change of French to Fourth Year, no French tutorials are being given during 1948-49.

MATHEMATICS TUTORIALS DURING 1948-49
Clock-hours of Class-room Work

	First Year	*Second Year*	*Third Year*	*Fourth Year*	
Mathematics					
Plane Geometry	35	...	...	...	
Solid Geometry	38	...	...	...	
General Theory of Ratio and Proportions	15	...	...	...	
Introduction to Number Theory	5	...	...	...	
Apollonius on Conic Sections	60	...	...	...	
Trigonometry	...	20	...	...	
Algebra	...	33	...	...	
Astronomy and Celestial Mechanics	...	100	10	...	
Analytic Geometry	...	...	43	...	
Calculus	...	...	50	...	
Dynamics	...	...	50	...	
Calculus with Introduction to Differential Equations	...	...	...	90	
Fourier Series	...	...	...	10	
Transfinite Numbers	...	...	...	15	
Non-Euclidean Geometry	...	...	...	15	
Readings from Dedekind	...	...	...	10	
Totals for the Year	153	153	153	140	
Total for four years of Mathematics in Mathematics Tutorials					599

CLOCK-HOURS OF LABORATORY WORK DURING 1948-49

	First Year	*Second Year*	*Third Year*	*Fourth Year*	
Biology					
Anatomy and Physiology	30	54	27	...	
Protozodogy and Cytology	18	...	9	...	
Embryology	6	...	...	24	
Hematology	...	18	...	...	
Histology	...	...	36	...	
Total for four years of Laboratory in Biology					222
Chemistry					
General Inorganic	60	54	...	...	
Organic	...	...	...	72	
Total for four years of Laboratory in Chemistry					186
Physics					
Electricity and Magnetism	...	...	54	72	
Heat	18	...	...	...	
Light	...	66	...	...	
Mechanics	45	...	66	...	
Sound	15	...	...	...	
Total for four years of Laboratory in Physics					336
Totals for the Year	192	192	192	168	

NOTE: One-fifth to one-fourth of the laboratory time is spent in lectures on assigned reading.

Because Qualitative Analysis was done by two classes during the year 1947-48, it was not given during the present year. It will be resumed during the year 1949-50.

The following is a list of laboratory exercises by years:

LABORATORY EXERCISES — 1948-1949

FRESHMAN YEAR

Construction of a Plane, Right Angle and Straight Edge: The Ruler
Ruler Measurement; Area
Accurate Measurement: Vernier, Micrometer, Spherometer
Weight
Volume and Density; Units, Fundamental and Derived
Errors and Significant Figures
Spirals, Calculating Machines
Archimedes' Law of the Lever
Introduction to Hydrostatics
The Composition of an Alloy
Musical Intervals and Scales
The Pythagorean Chromatic Scale
The Greek Diatonic Scale
The Barometer
The Thermometer
The Calorimeter
Coefficient of Linear Expansion
Boyle's Law
Charles' Law
Chemistry — Preliminary Operations
Changes in Matter
Oxygen
Factors Controlling the Speed of a Reaction
The Gas Laws
Weight Relations
General Properties and Classification of Matter
Solutions
Determination of the Molecular Weight of a Compound
Determination of the Atomic Weight of Tin
Ionization
Equilibrium in Solution
The Activities and External Structure of the Frog
The Skeletal System of the Frog
The Muscular System of the Frog
General Dissection of a Freshly Killed Frog
The Physiology of the Digestive System
The Circulatory System of the Frog
Uro-genital System of the Frog
Nervous System of Frog, Part I
Nervous System of Frog, Part II
Use and Care of the Microscope
The Cell and Its Divisions (Mitosis)
The Embryology of the Frog
The Amoeba and Paramecium
Euglena and Mixed Protozoa
Hydra
Earthworm
Crayfish

SOPHOMORE YEAR

Dogfish Shark and Aquatic Vertebrates, Part I
Dogfish Shark and Aquatic Vertebrates, Part II
Dogfish Shark and Aquatic Vertebrates, Part III
Sheep Heart
Motion of the Heart
Arteries and Veins of the Cat
Motion of the Blood
Dynamics of Circulation
Measure of the Pressure of the Blood
Composition of the Blood
Anatomy of the Cat
Alimentary Organs of the Cat
Generative Organs of the Cat
Nervous System of the Cat
Bones of the Pectoral Girdle and Extremities
Musculature of the Fore-Limbs of the Cat
Rectilinear Propagation of Light and Reflection from Plane Surfaces
Reflections from Cylindrical and Spherical Surfaces
Reflection from Ellipsoidal, Paraboloidal and Hyperboloidal Surfaces
Refraction
Lenses
The Lens Formulae

Magnifying Glass and Refracting Telescope
Compound Microscope
Wave Theory of Light
Iceland Spar
Ordinary Refraction in Iceland Spar
Huygens Wave Theory and Double Refraction in Iceland Spar
Extraordinary Refraction of Iceland Spar
The Law of Reciprocal Proportions
Equivalent Weights
The Law of Multiple Proportions
Gay Lussac's Law and Avogadro's Hypothesis
Molecular Weight by Vapor Density
The Atomic Weight of Tin
Molecular Weight of a Solute
The Periodic Table
Ionization
Equilibrium
The Internal Structure of Atoms

JUNIOR YEAR

Homogeneous Substances
Microscopic Structure
Units of Plant and Animal Structure
Minute Structure of Cells
Connective Tissues
Contractile Tissues
Blood
Nervous Tissue
Summary of Cellular Organization
Dogfish Shark & Aquatic Vertebrates, I
Dogfish Shark & Aquatic Vertebrates, II
Dogfish Shark & Aquatic Vertebrates, III
Phylum Protozoa — Amoeba and Paramecium
Phylum Protozoa — Euglena
Phylum Coelenterata — Hydra
Phylum Platyhelminthes — Planaria
Phylum Nemathelminthes — Parasitic Worms
Phylum Annelida — Lumbricus (Earthworm)
Phylum Arthropoda — Cainlarus (Crayfish)
Phylum Arthropoda — Romalea (Locust)
Phylum Mollusca — —Unio (Mussel)
Strength of Materials I
Strength of Materials II
Strength of Materials III
Falling Bodies and Uniformly Accelerated Motion
Newton's Second Law of Motion
Rigid Body Equilibrium for Co-Planar Forces
Ballistic Balance and Ballistic Pendulum
Centripetal Force
Rotation: The Circular Motion Analogy
The Simple Pendulum
Simple Harmonic Motion and the Spring Pendulum
Compound Pendulums I, II
Torsion Pendulum
Mechanical Equivalent of Heat
Motion of a Rolling Body
Electrostatics:
- Electrification by Rubbing Contact
- Electrification by Conduction
- Kinds of Electricity
- Simultaneous Development of Unlike Charges
- Electrification by Electrostatic Induction
- Study of Electroscope & Electrophorus
- Faraday's Ice Pail Experiment
- Distribution of a Charge Over a Conducting Surface
- Study of a Simple Electrostatic Generator
- Study of a Leyden Jar Condenser
- Study of Toepler-Holtz Induction Machine
- Measurement of Charges in Terms of a Unit Quantity of Electricity

Magnetostatics:
- Magnetization by Rubbing Contact
- Magnetization by Conduction and Induction
- Poles of a Magnet
- First Law of Magnetostatics
- Equality of Magnitude of Poles of a Magnet
- Local Intensity of the Earth's Magnetic Field

SENIOR YEAR

Organic Chemistry:
- Fractional Distillation
- Melting Point Determination
- Methane
- Ethylene
- Ethylene Dibromide
- Iodoform
- Ethyl Bromide
- Acetaldehyde
- Acetone
- Formic Acid
- Acetic Acid
- Sucrose
- Lactose
- Starch
- Synthesis of Optional Compound

Embryology of the Chick:
- Embryo of 18 Hours
- Embryo of 24 Hours
- Embryo of 33 Hours
- Embryo of 48 Hours
- Embryo of 72 Hourse
- Embryo of 96 Hours

Electricity:
- The Measurement of Charges in Terms of a Unit Quantity of Electricity
- Addendum to Experiments in Electrostatics:
  - Electric Intensity
  - Electric Potential
  - Capacitance
- Experiments in Electrodynamics:
  - Introduction
- Magnetic Field about a Wire Carrying a Current
- Magnetic Field Due to a Coil Carrying a Constant Current
- Faraday's Laws of Electrolysis
- Ohm's Law and Kirchoff's Laws
- The Slide Wire—Wheatstone Bridge —Shunts and Multipliers Apparatus
- Joule's Law
- Electromagnetic Induction
- D.C. Motors and Generators
- A.C. Circuit Theory:
  - Series & Parallel Circuits
  - Circuit Resonance
- Electronics:
  - Rectifiers
  - Amplifiers
  - Cathode Ray Tube

WORK SCHEDULE OF MUSIC PROGRAM

CHORUS

Old hymns, tunes by J. S. Bach, Schuetz, and others, English and American folk songs — sung in unison.
Old and new canons, 2 to 5 parts.

TUTORIAL

8 weeks: Melody
4 weeks: Meter and rhythm
8 weeks: Counterpoint (Bach's 2 and 3 part Inventions)
10 weeks: Harmony

SEMINAR

J. S. Bach: Prelude and Fugue for Organ in E minor and A minor
Chromatic Fantasy and Fugue
St. Matthew Passion
Gluck: Orpheus
Mozart: Piano Fantasy in C minor
Don Giovanni
Piano Concerto in G major
Requiem Mass
Beethoven: Fidelio
Overtures: Leonora No. 2 and No. 3
Piano Sonata op. 111

RESIDENCE AND ACTIVITIES

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

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 co-operates 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.

Activities

It is no paradox, in view of the above, to say that the main purpose of extracurricular activities is amusement and relaxation. Men 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 a student enjoys are the spontaneous fruit of his increasing knowledge and maturity. Work and play are not set over against each other, so that the work of the curriculum is looked upon as drudgery to be endured until it is possible to get away to the movies. If this should be the case, life would indeed become meaningless and dull; and the hard work of the curriculum would be wasted. Rather, the discovery and choice of certain activities as enjoyable, and the rejection of other forms of recreation as silly or dull, follow as a free and natural consequence of the student's expanding abilities, and must be proportionate to them. Recreational activities have to derive their vitality from these newly developed powers which support them, or else they cease to be enjoyable. Thus recreation and play become an integral part of the student's life in this community.

Athletics

The fruits of this maturing and developing process are found primarily in the keen, joyful moments of new discovery of ideas or unexpected insights and understandings. But this spontaneous play of the mind also extends to extracurricular activities and infuses them with their full measure of human enjoyment. This may take the form of a new light on the purposes and meaning of athletic games and sports; or it may find expression in a stimulated imagination which can produce creative writing for one of the College publications, or for significant interpretation of works of music.

Since 1939 athletics at St. John's have been organized on an intramural basis with active participation by more than eighty-five per cent of the student body. With the aid of student athletic assistants who are experts in sports, the St. John's Athletic Director carries on a series of individual and team sports throughout the entire year. The athletic facilities include a well-equipped gymnasium, two large playing fields, tennis courts surfaced for all-weather playing, and a College boathouse with five sixteen-foot sailboats. Excellence of performance in a wide variety of sports including sailing, tennis, handball, squash, badminton, boxing, swimming, baseball, basketball, fencing, lacrosse, and track is the instructional ideal and is recognized through a number of individual and team awards.

The Student Polity

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

1) to promote a consciousness in the student body of political and communal responsibilities to both the College and the civic communities,
2) to discover and submit to the College administration student opinion on all problems common to both the students and the College administration,
3) to establish minimal dormitory regulations,
4) to review annually the activities of all student organizations and to grant charters to those organizations whose activities are judged to be consistent with the aims of the College community,

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

Other Extracurricular Activities

Some student activities are really an extension of the curriculum: for example, the Bible Class, and Greek and Mathematics Clubs in which students and faculty pursue in greater detail problems raised by the seminar discussions of scientific, philosophical, and theological works. Other groups represent similar specialized pursuits in politics, law, medicine, language.

The St. John's Collegian is a student newspaper which reports and comments on the events in the community. *The St. John's Year Book* is a student-edited yearly publication which departs radically from the conventional year-book format. In its present form it is a magazine whose purpose is to recapitulate and summarize the past academic year. The King William Players serve as a center for the reading of drama and poetry in general, as well as for the activities of play production.

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

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

The Student Employment Cooperative was organized in 1943 for the purpose of obtaining employment for its members, and maintains an office to receive and stimulate employers' requests for student workers.

As supports for an active social life, the College provides a complete central social unit which consists of a Coffee Shop, a Book Shop supplied with magazines and newspapers, and a Junior Common Room for the use of the whole College. In addition, there are smaller social quarters in each dormitory unit, equipped with comfortable furniture. By providing these facilities the College authorities expect to foster in the students a recognition of the proper responsibility for their own human welfare.

Residence

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

The College has fifteen buildings on a tract of thirty-two acres. Five of these buildings are for student dormitory residence, two of them built as dormitories, and three originally used as residences for faculty and administrative officers of the College. These five buildings are now furnished as residence halls for students on a plan for small unit College communities.

An attempt is made to relate the grouping of students in the houses to their seminar groups and their athletic teams. These small integrated communities within the larger college community teach 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.

The College has 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.

Dormitories

All students not living at home are required to live in the College buildings and to take their meals in the College Dining Hall. The College is prepared to instruct more students than it can house. Consequently, some students are allowed, by special permission of the Dean, to room off-campus.

Each dormitory room is provided with the necessary furniture, including a single bed with mattress, pillow, pillow cover and bedspread, a chest of drawers, book shelves, Venetian blinds or window shades, a study table, chairs, lamp, and a waste basket. 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. The student should consult his prospective roommate, if any, and his own good taste in planning

room decoration. Freshmen are frequently assigned to single occupancy rooms.

Old students should apply for rooms before they leave for the summer vacation. Application blanks may be obtained from the Manager of the Dining Hall and Dormitories. Students who wish to room together should file joint applications.

New students have rooms assigned to them tentatively from the Assistant Dean's office as soon as their applications for admission have been accepted.

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

For upperclassmen taking Annual Written Examinations from noon of the day before the Examination days.

For freshmen from noon of the day before registration day.

For definite dates in 1949-50 see the College Calendar.

The College maintains the care of the dormitories. There are student dormitory committees 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 the withdrawal or graduation of the student from the College. This deposit is called Caution Money.

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

Intentional damage to College property is a serious offense, and it will be dealt with summarily.

The Dining Hall

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

Infirmary Service

A fully equipped Infirmary is maintained at the College. It is in the charge of the College Physician, two trained nurses, and student assistants.

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 athletic injuries, are not paid for by the College.

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

The College Physician makes a daily report to the Dean.

HOW TO APPLY FOR ADMISSION

Requirements

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

Credits for

One and one-half years of algebra

One year of plane geometry

Two years of one foreign language

Together with two of the three following requirements:

1. Graduation from a high or preparatory school
2. Passing *either*
   i. The St. John's Entrance Examinations in arithmetic, algebra, plane geometry, English, and one foreign language, *or*
   ii. The Psychological Examination published by the American Council on Education
3. A recommendation for work at St. John's College from the principal or a teacher in the high or preparatory school last attended.

Procedure

1. Request a blank of Application for Admission from the Assistant Dean, who is Director of Admissions.
2. Fill out the Admission blank as completely as possible, paying special attention to the third page where you are asked to give full information concerning your formal preparation for college, names and addresses of the high or preparatory schools you have attended, with the dates of your attendance. You should be careful to give the name of your principal or other teacher who will be able to give a substantial recommendation of your character and ability. If you think you need or want to enter by examination, pay special attention to the fourth (back) page of the application blank.

3. Return the Application for Admission to the Director of Admissions who will then collect your scholastic records and recommendations, and arrange Entrance Examinations if they are requested. A non-refundable application fee of ten dollars should accompany the application.
4. If you need or want to take the Entrance Examinations, give us the name and address of a teacher or college graduate who will be willing to accept the responsibility for administering the examinations to you. We pay such persons the sum of five dollars which you pay us as examination fee. We shall then arrange for the rest of the examination.
5. As soon as the Director of Admissions has collected your scholastic record, recommendations, and the results of the Entrance Examinations, we shall promptly report the decision of the Admissions Committee. No assurance of admission can be made before the above data are provided.
6. Upon admission the applicant is requested to remit within three weeks the sum of $50 as a non-refundable advance payment to be credited to the first year's tuition charges.
7. If you are not able to pay the full College fees, ask us to send you a blank of Application for Student Financial Aid. Fill this out with special attention to your Tentative Budget, send it to the Director of Admissions, and as soon as your admission application has been acted on, we shall let you know whether we can help and also how much.
   See section on Financial Aid, p. 61.

Requests for further information may be directed to the Director of Admissions. You are urgently invited to visit the College and to discuss further any problems that may need extra consideration.

No Admission with Advanced Standing from Other Colleges

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

Admission before Graduation from High School

The College still considers the application of students who have not completed their formal four-year preparatory training,

provided the student and his parents are persuaded that he is able and ready to undertake the responsibilities of a substantial program in the liberal arts. The presence of a large number of veterans will, for the next few years, make the decision of a student to apply for entrance before finishing his high school course more hazardous. He should not make this decision without consultation with the Dean.

Veterans' Educational Benefits

St. John's College is approved and accredited by the Maryland State Board of Education and the Veterans Administration for the training of Veterans of World War II who are eligible to receive educational benefits under Public Law 346 (the Servicemen's Readjustment Act of 1944, or the "G.I. Bill") and Public Law 16 (the Vocational Rehabilitation Act). Under Public Law 346, the Veterans Administration pays to the College $500.00 for an academic session towards the tuition fee of the veteran student and to the veteran during the academic session $75.00 per month subsistence for single veterans and $105.00 per month for those with one dependent, $120.00 for those with more than one dependent. Under Public Law 16, veterans who qualify by reason of disability incurred in service are provided tuition fees and supplies with a minimum subsistence of $105.00 per month, hospitalization, and additional allowances for dependents.

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

The College cannot register a veteran who does not present a Certificate of Eligibility and Entitlement.

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

FEES

College Finance

It is the aim of St. John's College to establish its fees for tuition and residence at a figure which will approximate as closely as possible the actual cost of furnishing tuition, board and room, and meeting the administrative and other operating expenses of the College.

Rising costs of operation for the College have prevented it from realizing this aim or principle. In order to meet in part these rising costs, St. John's College has established the fee for tuition and residence at $1,250 for all students enrolling in the College in the fall of 1949 or thereafter.

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

Annual Fees

Beginning with the fall term of 1949, the fixed annual fees for all students for each year are as follows:

Tuition	$650.00
Board	450.00
Room	150.00
Total	$1,250.00

These fees are payable in full on registration in September or, if preferred, in three installments: one-half on registration, one-fourth on January 2, and the remaining fourth on April 3.

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

In figuring the 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.

Entrance Examination Fee

If a candidate for admission finds it necessary to take the College entrance examinations in order to complete the requirements for admission, he will be charged a fee of $5.00, 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.

Payment of Bills

Bills for College fees are presented directly to the student, and the student assumes responsibility for their payment on the dates due.

Refunds on Fees

If a student has paid any installment on his fees beyond the dates on which installments are due (September registration, January 2, April 3), and withdraws from College for any cause whatever, such advance payment shall be refunded. But no installment already due shall be refunded, regardless of the cause of withdrawal.

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 Money

Each student must make a deposit of $10.00 with the Treasurer on registration, subject to charges for laboratory breakage and damage to College property. The 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 or after withdrawal or graduation from College. Except for the caution money deposit, which is refundable after the close of the college year, the College has no extra fees.

Deferred Payment of Fees

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

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 $500.00 for the academic session towards the tuition fee of $650.00. The balance of this fee, amounting to $150.00, and the residence fee of $600.00, or a total of $750.00, 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 a single veteran who receives $75.00 per month subsistence, or approximately $650.00 for the academic session of 9 months, the monthly payments to the College will be slightly in excess of his subsistence payments since his total balance due on fees to be paid to the College by him is $750.00 for the academic session.

For the veteran qualified to receive educational benefits under Public Law 16, the Veterans Administration will pay to the College the tuition fee of the veteran student and charges for books and supplies. The veteran will be directly responsible for payment to the College of the fee for residence, which can also be paid

in monthly installments timed to coincide with his monthly subsistence checks.

The veteran qualified under Public Law 346 may elect to have the Veterans Administration pay the excess of tuition over $500.00 or $150.00, by surrendering entitlement at the rate of one day for each $2.10 of such excess costs. Such an election by the veteran would mean that his period of entitlement would be reduced by approximately 71 days for one academic session. The veteran may also elect to have the Veterans Administration pay for the required books and supplies for each year under the same plan. A form to take advantage of this plan is available at the Treasurer's Office upon registration.

FINANCIAL AID

College Aid

Students unable to pay the full cost of their education may get assistance from the College. Because it is an essential purpose of the College that as far as possible no serious student should be kept from admission by inability to pay the full amount of his fees, the College maintains a Student Aid Fund. Therefore, no young man should withhold his application solely for financial reasons. If the total assistance which a student needs for three terms amounts to not more than $250, the College will undertake to advance him a loan of the amount required and to find him employment at the College that will yield him sufficient wages to repay his loan during the period for which the money is needed. These loans do not bear interest.

Since the available amounts of both work and money are limited, only students who could not otherwise meet their College expenses should apply for assistance.

The procedure for obtaining a loan from the Student Aid Fund of the College is to sign a loan agreement by which the student engages himself to repay his loan as fast as his capacity to earn money will permit. The privilege of borrowing from the Student Aid Fund is reserved to those who perform satisfactorily for the College the work for which they receive wages and for those who curtail their loan promptly to the limit which their wages will permit.

If the total assistance needed for the academic year amounts to more than $250, the College will either make up the excess by an outright grant from the Student Aid Fund or else reject the application altogether. This practice is based on the experience that in most cases $250 is all the student can earn without endangering his studies and on the College's belief that it is undesirable that its members should graduate with a burden of debt to the College. Outright grants are made only where aid is so clearly needed and merited that the College can successfully appeal for donations to persons who are strangers to the applicant.

The Committee on Aid will reject all applications, whether for loans and employment or for outright grants, which do not

clearly demonstrate that all local sources have been thoroughly canvassed. The Committee 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.

All students hold aid, whether loan and employment or money grant, only on condition that they maintain good academic standing. Application for aid should be made at the time the formal application for admission is forwarded to the Director of Admissions.

Maryland State Scholarships

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

In all counties and legislative districts the competitive examinations are administered by the respective county or city School Board, under the auspices of the Maryland State Department of Education, and reports are rendered to the respective Senators who make the formal appointments. The College grades the papers in all except two counties, Montgomery and Prince George's, where the School Boards examine candidates and report directly to each Senator.

All appointments are conditional upon admission of the candidate to the College.

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

1. Candidates, who must be residents of the county or district that has an open scholarship, should watch the newspapers for the announcement of the time and place of the examination and apply to the local School Board for examination.

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

Scholarships Awarded by the College

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 $30.00 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.

Scholarships Awarded by Patriotic Societies

The Matthew Fontaine Maury Scholarship

Awarded by the United Daughters of the Confederacy to a student of exceptional character and scholarship and of established Confederate lineage. This scholarship is applied to tuition and residence fees, in accordance with the needs of the student selected, and is awarded at present for four years unless the appointee fails to maintain the required standard in his academic record. Applications should be addressed directly to Mrs. Sidney Cox, Smithfield, Virginia.

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 forbears. Application should be made to the Chairman of the Scholarship Committee of the Colonial Dames of America: Mrs. Henry O. Milliken, 421 East 61st Street, New York City.

Scholarships at Other Institutions for St. John's Students

SCHOLARSHIPS IN ENGINEERING

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

These scholarships are awarded by the Faculty Committee on Scholarships and Student Aid.

SCHOLARSHIPS IN MARINE BIOLOGY

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

This scholarship is awarded by the Faculty Committee on Scholarships and Student Aid.

APPENDIX A

A SHORT EDUCATIONAL HISTORY OF ST. JOHN'S COLLEGE

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

1696

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

> A Petitionary act for free-schools. Lib. LL. No. 2, fol. 115
>
> Dread Sovereign . . . .
>
> Being excited by his present Excellency, *Francis Nicholson, Esq.;* your Majesty's Governor of this your Province, his Zeal for your Majesty's Service, pious Endeavors and generous Offers for the Propagation of Christianity and good Learning, herein we become humble Suitors to your most sacred Majesty, to extend your Royal Grace and Favour to us your Majesty's Subjects of this Province, represented in this your Majesty's General Assembly thereof, THAT IT MAY BE ENACTED.
>
> II. AND MAY IT BE ENACTED, *by the King's most excellent majesty, by and with the advice, prayer and consent of this present General Assembly, and the authority of the same,* That for the propagation of the gospel, and the education of the youth of this province in good letters and manners, that a certain place or places, for a free-school, or place of study of Latin, Greek, writing, and the like, consisting on one master, one usher, and one writing-master, or scribe, to a school, and one hundred scholars, more or less, according to the ability of the said free-school, may be made, erected, founded, propagated and established under your royal patronage. And that the most reverend father

in God, Thomas, by Divine Providence lord-archbishop of Canterbury, primate and metropolitan of all England, may be chancellor of the said school; and that, to perpetuate the memory of your majesty, it may be called King William's School, and managed by certain trustees, nominated, and appointed by your sacred majesty.

Laws of Maryland, Session of July 1-9, 1696.

1776

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

1785

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

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

Be it enacted, by the General Assembly of Maryland, That a college or general seminary of learning, by the name of Saint John's, be established on the said Western Shore, upon the following fundamental and inviolable principles, namely: first, said college shall be founded and maintained forever, upon a most liberal plan, for the benefit of youth of every religious denomination, who shall be freely admitted to equal privileges and advantages of education, and to all the literary honors of the college, according to their merit, without requiring or enforcing any religious or civil test, or without their attendance upon any particular religious worship or service, other than what they have been educated in, or have the consent and approbation of their parents or guardians to attend; nor shall preference be given

in the choice of a principal, vice-principal, or other professor, master, or tutor, in the said college, on account of his particular religious profession, having regard solely to his moral character and literary abilities, and other necessary qualifications to fill the place for which he shall be chosen.

. . . .

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

The original Board of Visitors and Governors was as follows:

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

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

1786

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

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

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

---

* Signers of the Declaration of Independence.

1791

George Washington visits St. John's College.

To the Faculty of St. John's College:

Gentlemen:

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

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

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

GEORGE WASHINGTON.

ANNAPOLIS, April 17, 1791.

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
- Æschylus
- 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 Classics and Liberal Arts unique in American colleges of today.

APPENDIX B

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

Just as institutions are necessary for the carrying on of learning, although these very institutions may become its greatest hindrance through unwise direction and time's dullness, so any institution of learning must require of its students certain marks and signs of their attainments and progress even though misuse of such requirements has often prevented true progress. Their use must entail care. Such requirements are inevitable if an institution is to pronounce public judgment upon its students, that is, to grant degrees.

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. This implies:

1. Knowledge of the contents of the required books in the list.
2. Competent understanding of mathematics through the elementary calculus.
3. Competent understanding of linguistic symbols.
4. Four years of laboratory exercises.

Now, since students are of different capacities, and since colleges of liberal arts, of all institutions of learning, are called upon to judge not only of the attainments of their students but also of their progress, it therefore seems wise that St. John's College offer three degrees: namely, Bachelor of Arts *magna cum laude,* Bachelor of Arts *cum laude,* Bachelor of Arts *rite.* The first to be awarded to those students who, in the opinion of the faculty, are judged satisfactory both in attainments and progress, and capable of pursuing their work in Law, Medicine and Theology or in the graduate schools of language and literature, mathematics, the natural sciences, and logic and metaphysics. The third to be awarded to those students who, in the opinion of the faculty, have made sufficient progress in the intellectual virtues to warrant recognition by the college, but on whose actual powers of operation in the several arts and sciences and therefore on whose actual capacity for advanc-

ing further in professional or graduate schools, the faculty declines to make a final judgment. The second degree represents a less eminent case of the first.

In awarding degrees, the faculty must set up ways and means of reaching decisions. To this end the following stipulations are made:

At the end of his third year, the student must stand four written enabling examinations, one in language, one in mathematics, two in laboratory, theoretical and operational, and one oral examination on seminar reading. These examinations are given normally in September after the third year, although the student has the right to demand them in June of the third year.

These examinations are largely technical in character. But the technique required must be at all times related to the whole body of the liberal arts and to appropriate subject matters. This relatedness is formally guaranteed by basing the enabling examinations on a list of books named in Appendix I. The examination in language covers general questions of grammar of all four languages, and logic. The mathematics examination covers specifically simple operations in geometry, conics, trigonometry, analytic geometry, and in the differential calculus. The examination in laboratory covers observations and measurements as indicated in Appendix I, p. 73.

After having taken his enabling examinations, the student may petition the faculty to accept him as a candidate for the degree of Bachelor of Arts, to be granted at the end of his fourth year. The faculty through a committee then examines the student's record up to the time of the petition together with his performance on the enabling examinations. It may make one of three judgments: either (1) the student is accepted as a candidate for the degree, or (2) he is not accepted but allowed to complete his fourth year of college work, or (3) he is dismissed from the college.

In examining a student's record the committee of the faculty especially named for this purpose is at liberty to question the tutors and seminar leaders of the student both past and present, and the student himself, as well as the formal judgment preserved in the way of term marks or examination grades, or any examination papers or yearly theses at hand. It would be a general principle that the faculty not accept as a candidate for the degree any student who had consistently neglected and ignored or had consistently failed in any of the essential divisions of the first three years' program; that

is, either language and literature, or the liberal arts, or mathematics and the natural sciences.

But the faculty committee, although refusing to accept a student as a candidate for the degree, may judge the student capable of benefiting from the fourth year's work without detriment to the college community.

Any student accepted as a candidate for a degree or allowed to remain the fourth year must then indicate a subject for a dissertation, to be agreed upon by the faculty, to be written during his fourth year, and to be publicly expounded, amplified, and interpreted satisfactorily by him prior to the granting of the degree. While the degree can not be granted before the end of the fourth year, the student may request more time to prepare and submit his dissertation for the approval of the faculty. He may even request permission to return to the college for a fifth year, attending what tutorials, laboratories, and seminars he pleases within the limits of college discipline.

The student will choose, and the faculty will accept, a subject for dissertation with an eye to all the first four years' work, and not as a piece of specialized research or contribution to knowledge.

Before being granted a degree each candidate must have passed an examination on his reading knowledge in two foreign languages.

The Instruction Committee acts as an Examining Board. The duties of the Examining Board are as follows:

1. To formulate and administer the Enabling Examinations which are to be given in September.

2. To accept and approve projects for the final dissertation. Such projects must be prepared and formulated by each candidate with the help of a faculty adviser.

3. To read and accept the final dissertation, to administer the final examination, and to recommend candidates for degrees.

APPENDIX I

The books of the first three years on which the Enabling Examination are to be focussed are the following:

Texts studied in Tutorial

Republic
Agamemnon
Organon
Metaphysics
New Testament
Kant
Faust
Euclid
Apollonius
Ptolemy
Galileo
Descartes
Newton

Texts studied in Seminar

Iliad
Republic
Timaeus
Œdipus
Poetics
Physics
Augustine, Confessions
Galen
Divine Comedy
Don Quixote
Hamlet
King Lear
The Tempest
Harvey
Lavoisier
Rousseau
Adam Smith
Federalist Papers

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

BIBLIOGRAPHY OF ARTICLES ON THE ST. JOHN'S PROGRAM

ADLER, MORTIMER J.: *The Crisis in Contemporary Education,* The Social Frontier, February, 1939.

BARR, STRINGFELLOW: *The Art of Liberation,* Free America, September and October, 1939. Reprints available.

————: *A College in Secession,* Atlantic Monthly, July, 1941. Reprints available.

————: *The College of the Future,* New York Times, May 9, 1943; Magazine Digest, November 1943.

————: *A College Rebels,* The Key Reporter, Phi Beta Kappa News Magazine, Autumn 1938.

————: *Back to Fundamentals in Education,* Talks, October 1937. Reported from an address given over the Columbia Broadcasting System.

————: *The Education of Freemen,* The New Republic, August 31, 1942.

————: *The Ends and Means of General Education,* Address, Proceedings of the Fifty-third Annual Convention of the Middle States Assoc. of Colleges and Secondary Schools, November 24-25, 1939. Reprints available.

————: *The Future of the American College,* London Economist, July 3, 1943, also American Survey, July 3, 1944.

————: *John Doe Goes to St. John's,* Progressive Education, January 1939. Reprints available.

————: *The St. John's Program,* Encyclopaedia of Modern Education, The Philosophical Library, Inc., 1943.

————: *The St. John's Program,* The Virginia Spectator, December 1938.

————: *Suspending Education,* Address, Columbia Broadcasting System, February 4, 1943.

————: *Towards a Disciplined Mind,* Address, Proceedings of the Head Mistresses Assoc. of the East, November 10-11, 1939.

————: *The War and the Colleges,* Two Radio Addresses, May 1942. Reprints available.

BUCHANAN, SCOTT: *Back to First Principles,* Survey Graphic, October 1939. Also in *How Can We Be Taught to Think,* Farrar & Rhinehart, 1940.

————: *A Crisis in Liberal Education,* The Amherst Graduates' Quarterly, February 1938. Reprints available.

BULL, GEORGE, S. J.: *St. John's Experiment to Reclaim a Lost Heritage,* America, April 23, 1938.

CAMP, LEO LEONARD: *St. John's, Annapolis*—After Five Years of Operation, The Commonweal, October 22, 1943.

————: *Liberal Arts for Catholics,* The Commonweal, April 14, 1944.

CLEVELAND, RICHARD F.: *The St. John's College Program,* The Daily Record, Baltimore, Md., March 23, 1938.

DEWEY, JOHN: *Challenge to Liberal Thought,* Fortune, August 1944.

HOOK, SIDNEY: *Ballyhoo at St. John's,* Part I, "Education in Retreat," and Part II, "The 'Great Books' and Progressive Teaching," The New Leader, May 27 and June 3, 1944.

KIEFFER, JOHN S.: *The Classical Revival at St. John's,* The Classical Journal, December 1939.

Journal of Educational Sociology, The: St. John's College: A Critical Appraisal, November 1944. Edited by Alonzo Myers.

LIFE MAGAZINE: *The Classics*—At St. John's They Come into Their Own Once More, February 5, 1940.

LIPPMANN, WALTER: *Crisis and Reform in Education,* The New York Herald Tribune, February 15, 1943.

————: *The St. John's Program,* The New York Herald Tribune, December 27, 1938. Reprints available.

LYND, HELEN MERRELL: *Conflict in Education,* New Republic, May 22, 1944.

MARTIN, W. A. P.: *The Revival of Learning,* The Commonweal, December 31, 1937.

MAYER, MILTON S.: *Socrates Crosses the Delaware*—St. John's College and the Great Books. Harpers Magazine, June 1939.

MEIKLEJOHN, ALEXANDER: *A Reply to Mr. Dewey,* Fortune Magazine, January 1945.

PRICE, JAMES HARRY: *Click and Pick vs. the Atlantic,* The Churchman, Christmas 1942.

PRINGLE, HENRY F.: *College With an Idea,* The Saturday Evening Post, October 14, 1944.

TALIAFERRO, R. CATESBY: *Concerning the New Program at St. John's,* The Maryland Club Woman, February 1938.

VAN DOREN, MARK: *Education by Books,* The Nation, December 6, 1933.

WARREN, CONSTANCE: *Liberal Education in the Post-War World,* Journal of the American Association of University Women, Spring 1944.

ST. JOHN'S COLLEGE BULLETINS

REPORT OF THE PRESIDENT, April 1939
REPORT OF THE PRESIDENT, April 1940
REPORT OF THE PRESIDENT, May 1941
REPORT OF THE PRESIDENT, June 1942
REPORT OF THE PRESIDENT, June 1943

BOOKS ABOUT LIBERAL EDUCATION

ADLER, MORTIMER J.: *How to Read a Book*—or the Art of Getting a Liberal Education, Simon & Schuster, 1940. A book expounding the techniques by which adult groups or individuals can come to terms with the great books.

AMERICAN LIBRARY ASSOCIATION: *Classics of the Western World,* with forewords by John Erskine and Everett Dean Martin. One of the book lists out of which the St. John's program grew, this pamphlet contains valuable secondary bibliographical material. It was first published in 1927 by the American Library Association for the use of adult classes. 1944.

ERSKINE, JOHN: *My Life as a Teacher,* J. B. Lippincott Co., 1948.

HUTCHINS, ROBERT M.: *Education for Freedom,* Louisiana State University Press, 1943.

MARITAIN, JACQUES: *Education at the Crossroads,* Yale University Press, 1943.

MEIKLEJOHN, ALEXANDER: *Education between Two Worlds,* Harper & Brothers, 1942.

MERCIER, LOUIS J. A.: *American Humanism and the New Age,* Bruce Publishing Co., 1948.

RICHARDS, I. A.: *How to Read a Page,* W. W. Norton, 1942. Still more detailed techniques of reading.

VAN DOREN, MARK: *Liberal Education,* Henry Holt & Co., 1943.

STUDENTS ENROLLED IN ST. JOHN'S COLLEGE
1948-49

FOURTH YEAR — CLASS OF 1949

Clarence Alfred Anderson, II	Randolph, New York
Herbert Joseph Baer, Jr	Hamburg, New York
Charles Crittendon Baldwin, Jr	New York, New York
Aaron Morris Bisberg	Mt. Vernon, New York
Eugene Bokras	Peekskill, New York
Harold Milbourne Boulden	Elkton
Jonathan Erskine Brooks	Rocky River, Ohio
Robert Whitehouse Burnet	New Rochelle, New York
Philip Albert Camponeschi	Annapolis
Jerome Herbert Cantor	Boston, Massachusetts
Ray Charles Cave	Washington, Dist. of Columbia
James Watson Conrad	Wilkinsburg, Pennsylvania
Clark Ralph Cridland, Jr	Michigan City, Indiana
George Howell Daffer	Arlington, Virginia
Peter John Davies	New York, New York
Frederick Parsons Davis	Hopkins, Minnesota
Andrew Dewing	Wellesley, Massachusetts
Rudolph Charles Ellsworth, II	Chicago, Illinois
Paul Carlyle Evans	Annapolis
Paul Albert Frasca	Flushing, New York
Richard Scott Harris	Saginaw, Michigan
John Phelan Hayden	Chevy Chase
William Crawford Hill	Annapolis
Allan Paul Hoffman	Lawrence, New York
Harold Julius Hyden	Tulsa, Oklahoma
Chester Arthur Johnson	Annapolis
Rowland Alfred Jones	Irwin, Pennsylvania
Ralph Hall Keeney	Providence, Rhode Island
Clarence Jay Kramer	Muskegon, Michigan
Ian Campbell Lea	Lake Bluff, Illinois
John James Lobell	Baltimore
Thomas Delmar Lyne	New York, New York
Vincent Wood McKay	Montgomery, West Virginia
Ellis Wooster Manning, Jr	Brinklow
Ira Wendell Marine	Washington, Dist. of Columbia
Edward Hector Mongeau	Fall River, Massachusetts
Reinardo Patrick Louis Mouré	LaPlata
James Wilson Ray	Worcester, Massachusetts
David Burke Rea	Three Rivers, Michigan
Lynn Homer Robinson	Morrisville, New York
Lawrence Holt Sherman	Garden City, New York
John Henry Thomas	Racine, Wisconsin
Richard Van der Voort	Pittsburgh, Pennsylvania
John Calvin Wallace	Chevy Chase
Guy Oliver Walser, Jr	Sayville, New York
Peter Weiss	New York, New York
George Patrick Welch, Jr	Providence, Rhode Island
John Scott Woodward	Coldwater, Michigan
Richard Weston Young	Winter Hill, Massachusetts

THIRD YEAR — CLASS OF 1950

Frederick James Beardsley	Baltimore
Donald Lewis Breen	Baltimore

Jack Ladd Carr	Philadelphia, Pennsylvania
Milton Stearns Clifton	Bellingham, Washington
Bernard Smith Clorety	Los Angeles, California
George Harris Collingwood, Jr	Washington, Dist. of Columbia
Richard Tower Congdon	Auburn, New York
Joseph William Cooper	New York, New York
Patrick Darrell Davis	Washington, Dist. of Columbia
Edmond Everett diTullio	Little Neck, New York
Matson Glenn Ewell	Annapolis
Herbert Selig Feinberg	Miami Beach, Florida
Wolfgang Bernard Fleischmann	Baltimore
Robert Dixon Fox	Bowling Green, Kentucky
James Hartwell Frame	Fort Worth, Texas
Thomas George Fromme	Bellevue, Kentucky
John Robinson Garland	Maplewood, New Jersey
Charles Francis Gentile	Barrington, New Jersey
Robert Lawrence Goldberg	Chicago, Illinois
Robert Allen Goldwin	Annapolis
Theodore William Hendricks, Jr	Baltimore
Ralph Jefferson Herrod	Annapolis
Henry Booth Higman	Millington
George Hofrichter	Suffern, New York
Irwin Thomas Hunt	New York, New York
Percival Cleveland Keith, Jr	Peapack, New Jersey
Francis William Kelso	Linthicum Heights
Jack Konigsberg	Brooklyn, New York
Jerome G. Lansner	New York, New York
Charles David Lewis, Jr	Leesburg, Virginia
Charles Ranlet Lincoln	Annapolis
Thomas John Meyers	Bridgeton, New Jersey
Joseph Louis Nadler	Santa Barbara, California
Thomas King Simpson	Glens Falls, New York
Philip Hartley Smith	Woodstock, Ohio
John Sterrett	Annapolis
David Corbin Streett, II	Baltimore
Eric Albert Teel	Lansing, Michigan
Ralph Edward Tompkins	Niagara Falls, New York
George Usdansky	Springfield, Massachusetts
Peter Anthony Whipple	Catonsville
Erwin Herman Widder	Kew Gardens, New York
John Letcher Williams	Sacramento, California
Myron Lee Wolbarsht	Baltimore
Edward John York	Cleveland, Ohio
Marvin Zetterbaum	New York, New York

SECOND YEAR — CLASS OF 1951

James Ballard	Piney River, Virginia
Richard John Batt, Jr	New Orleans, Louisiana
Joseph Lloyd Berkman	Mount Vernon, New York
Carl Bertolino	Detroit, Michigan
Teddy Franklyn Betts	Newport News, Virginia
Humphrey Richard Bixby	Annapolis
Douglas Grant Boyle	Salt Lake City, Utah
Donald Acker Brown	Landover Hills
William Allen Brown	Salt Lake City, Utah
John Busa	Auburn, New York
George Barton Case	Cumberland
Larry Brownlow Childress	Greenbelt
John Summerfield Clark	Albany, Georgia
John Joseph Coffey	Brookfield, Connecticut

George Ira Cowell	Grand Rapids, Michigan
Richard Toby Edelman	Brooklyn, New York
Einar Flugum	Evanston, Illinois
John Henry Franke, Jr	Riva
Alfred Philip Franklin	New York, New York
Norman Edward Garigliano	Bayonne, New Jersey
James Andrew Grinder	New York, New York
Thomas Jefferson Hamilton	Azusa, California
Ernest Wolfram Hankamer	Greensburg, Pennsylvania
Anton Gysberti Hardy, Jr	Manchester, Vermont
Howard Vernon Herman	Berlin
Robert Sherman Hill	Worthington, Ohio
Theodore Lambert Hopkins	Wilkinsburg, Pennsylvania
John Francis Horne, Jr	Brookdale
Joseph Thomas King	Mt. Vernon, Illinois
Harry Kislevitz	New York, New York
Louis Donald Koontz	Colby, Kansas
Alastair Boyd Kyle	New York, New York
David William Lane	Arlington, Virginia
Ross Edward Lilly	Hannibal, Missouri
Lloyd Stuart Linton, Jr	Birmingham, Michigan
John Kenneth Lucas	Annapolis
Charles Edwin Lynch, Jr	Fallston
Stewart Barwick McRaney	Collins, Mississippi
Eugene Francis Martin, Jr	Kew Gardens, New York
Harry Joseph Martin	Rosedale, New York
Michel Mok, II	New York, New York
Chester Gilbert Moore, Jr	Chicago, Illinois
Lawrence George Myers	Forest Hills, New York
Charles Hugh O'Donnell, Jr	Ellicott City
Robert Laverne Parslow	Annapolis
Albert Fitz-Randolph Peters, Jr	Washington, Dist. of Columbia
Marvin Leon Raeburn	New York, New York
Thomas Herald Rea, Jr	Three Rivers, Michigan
James Michael Reilly	West Chester, Pennsylvania
Robert Norman Richman	Columbus, Ohio
Michael Lee Rourke	Los Angeles, California
Gordon Marshall Shephard	Los Angeles, California
Robert Dale Shewbridge	Brunswick
Ronald Lee Simmons	Havre de Grace
Herman Small	Brooklyn, New York
Raymond Peter Starke	Shenandoah, Pennsylvania
George Charles Thrasher, Jr	Roanoke, Virginia
James Edward Walls	Wilmington, Delaware
Roger Conant Warren	Saginaw, Michigan
Stewart Alexander Washburn	Middleboro, Massachusetts
André Jean Weierich	Lima, Ohio
George Wend	No. Sandwich, New Hampshire
Paul Nelson Westerbeke, Jr	Sayville, New York
Thomas Joseph Williams	Georgetown, Delaware

FIRST YEAR — CLASS OF 1952

Howard Burton Andrew	Federalsburg
Alvin Abraham Aronson	Roxbury, Massachusetts
Henry Arrighi, Jr	San Francisco, California
Howard Bernard	New York, New York
Robert Allyn Berry	Scarsdale, New York
David Edward Brennan	Buffalo, New York
Thomas Mason Carnes	Glenwood, New York
Richard Tallant Carruthers, Jr	Astoria, Oregon

William Russell Clow . . . . . Baltimore
Raymond Henry Coleman . . . . . Short Hills, New Jersey
George Robert Contos . . . . . Baltimore
Joseph Marion Couch . . . . . Rogersville, Tennessee
Paul George Cree, Jr . . . . . Takoma Park
Joshua William Davies, Jr . . . . . Bronxville, New York
Edwin Wayne Devine . . . . . Los Angeles, California
James Oswald Dunn . . . . . Baltimore
Martin Appell Dyer . . . . . Baltimore
William Leonard Engelhard . . . . . North Arlington, New Jersey
Oscar George Erion . . . . . Wauwatosa, Wisconsin
Charles Edward Fleetwood . . . . . Brunswick
Carl Friedman . . . . . Brooklyn, New York
John Laurence Fuller . . . . . Erie, Pennsylvania
Peter Dougall Gordon . . . . . Clewiston, Florida
Walter Lee Graham . . . . . Hartford, Connecticut
Stewart Harold Greenfield . . . . . Brooklyn, New York
Carl Christian Gregersen, Jr . . . . . Annapolis
Pierre Grimes . . . . . New York, New York
William Dunnington Grimes . . . . . Oakland
Richard Lee Haberman . . . . . New York, New York
Robert George Hazo . . . . . Pittsburgh, Pennsylvania
Thomas Landon Hederman . . . . . Washington, Dist. of Columbia
Philip Heilig . . . . . Salisbury
Kenneth Rowe Henneberger . . . . . Baltimore
Jacob Easton Holzman, Jr . . . . . New York, New York
Jacob William Hughes . . . . . Baltimore
Henry DeMuth Jawish . . . . . Washington, Dist. of Columbia
Charles Sherman Kluth . . . . . New York, New York
Lancaster Benjamin Knott . . . . . West Beach
Edward Michael Lee . . . . . Shadyside, Ohio
Van Alfon McAuley . . . . . Greenville, South Carolina
Clare Joseph Maguire, Jr . . . . . Cumberland
Joseph Manusov . . . . . Philadelphia, Pennsylvania
John Joseph Mattingly . . . . . Cumberland
John Andrew Meehan, Jr . . . . . Philadelphia, Pennsylvania
Denison Wentworth Minor . . . . . Pelham Manor, New York
Thomas Allen Montgomery . . . . . Oklahoma City, Oklahoma
Martin Moses . . . . . Los Angeles, California
David Emrys Napper . . . . . Silver Spring
Harry Morris Neumann . . . . . Baltimore
Warren Alfred Nielsen . . . . . Chicago, Illinois
Hisashi H. Ogushi . . . . . Los Angeles, California
Philip Roman Ortt . . . . . St. Michaels
Theodore Joseph Otteson . . . . . Pikeville, Kentucky
Lawrence Gerald Peters . . . . . New Hope, Pennsylvania
Adam August Pinsker . . . . . New York, New York
Andrew Clement Ramsay . . . . . Arlington, Virginia
Paul Nevel Rickolt . . . . . Muncy, Pennsylvania
Lynford Outter Russell, Jr . . . . . Lewes, Delaware
Joseph Thomas Ryan . . . . . Rosedale, New York
James Douglas Sage . . . . . Charleston, West Virginia
Harold Joseph Saunders . . . . . West Palm Beach, Florida
Walter Schatzberg . . . . . Baltimore
Robert Seelig . . . . . Lawrence, New York
Edward Collins Senseney . . . . . Stevensville
Emory Junius Stafford, Jr . . . . . Cambridge
Ernest Townshend Tibbetts . . . . . Oakland
John Hawkes Traband . . . . . Pikesville
John Milton Twigg, Jr . . . . . Cumberland

George Udel . . . . . Baltimore
Charles Francis Wade . . . . . Hollywood, California
Wilmarth Bradford Walker, Jr . . . . . Cornwall, Connecticut
Warren Paul Winiarski . . . . . Chicago, Illinois
Henry Wise . . . . . Chicago Heights, Illinois
Joel Andrew Zunser . . . . . Suffern, New York

SUMMARY OF ENROLLMENT

Fourth Year	49
Third Year	46
Second Year	64
First Year	74
Total in College	233

DEGREES CONFERRED JUNE 7, 1948

Bachelor of Arts

AS OF THE CLASS OF 1941

Rite

Christian Hebble McGarry . . . . . East Orange, New Jersey

AS OF THE CLASS OF 1944

Rite

David Dobreer . . . . . Los Angeles, California
Henry Raymond Freeman, III . . . . . Sewickley, Pennsylvania
John Calvin Smedley . . . . . Annapolis

Cum Laude

William Hurst Brubeck . . . . . Annapolis
Vernon Ellsworth Derr . . . . . Annapolis

Magna Cum Laude

James Rodney Whetstone . . . . . Denver, Colorado

AS OF THE CLASS OF 1945

Rite

Theodore Willes Clark . . . . . Wellfleet, Massachusetts
Robert Orval Davis . . . . . Scottdale, Pennsylvania
William Michael Goldsmith . . . . . Forest Hills, New York
Christian Arneson Hovde . . . . . New York, New York
Donald Stanley Kaplan . . . . . Brooklyn, New York
Michael Christopher Keane . . . . . Brooklyn, New York
John Duncan Mack . . . . . New York, New York
Robert Julian Scolnik . . . . . Annapolis
Stephen Wayne Terry, Jr . . . . . Indianapolis, Indiana
Robert Treat Thompson . . . . . Oakland, California
Gene Perkins Thornton . . . . . Greensboro, North Carolina

Cum Laude

Rogers Garland Albritton . . . . . Chevy Chase
Morris Albert Parslow . . . . . Muskegon, Michigan

AS OF THE CLASS OF 1946

Rite

Alvin Fross ..... Bayonne, New Jersey
John Parker Gilbert ..... Vineyard Haven, Massachusetts
Allen Z. Harvey ..... Frostburg

AS OF THE CLASS OF 1947

Rite

Ch'ao-li Chi ..... New York, New York
Peter Clogher ..... Englewood, New Jersey
Harry Bowden Gerald Hoxby ..... Mariemont, Ohio
William Warfield Ross ..... Bethesda
William Kyle Smith, Jr ..... Annapolis
George Montgomery VanSant ..... Annapolis

THE CLASS OF 1948

Rite

Donald Semadeni Elliott ..... Monkton
David Barrington Lowdenslager ..... Baltimore
Alan Schutz Maremont ..... Chicago, Illinois
Jack Lancaster Mason ..... Havre de Grace
Clarence Robert Morris, Jr ..... Austin, Texas
Oswald Nagler ..... Perry Point
William Westerman Simmons ..... Cedar Rapids, Iowa
Langford Wheaton Smith, Jr ..... Berkeley, California
George Robert Trimble, Jr ..... North East
Robert Charles Wilson ..... New York, New York

HONORS AND PRIZES AWARDED JUNE 7, 1948

To the senior who has the highest standing, a gold medal. Offered by the Board of Visitors and Governors ..... James Rodney Whetstone

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 ..... Gene Perkins Thornton

Honorable Mention ..... James Rodney Whetstone

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 ..... Edmond Everett di Tullio

Honorable Mention ..... Clarence Jay Kramer

To the student who has written the best original sonnet, a prize of $10.00 ..... James Ballard

To the student who has prepared the most elegant solution of a mathematical problem (the problem for the year being: Given the medians of a triangle, to construct the triangle), a prize of $10.00 ..... Marvin Leon Raeburn

INDEX