



St. John's College

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STATEMENT OF THE ST. JOHN'S PROGRAM

1982-83

Founded as King William's School, 1696; chartered as St. John's College, 1784; accredited by the Maryland State Department of Education, by the Middle States Association of Colleges and Secondary Schools, and by the North Central Association of Colleges and Secondary Schools. The College is co-educational and has no religious affiliation. It does not discriminate on the basis of race, religion, color, sex, age, national or ethnic origin, or against the handicapped.

COLLEGE CALENDAR 1982-83

ANNAPOLIS

1982-83

September 7-8 Senior Oral Enabling Examinations
 September 8 Freshman and Senior Registration
 September 9 Convocation
 September 9 Sophomore and Junior Registration
 September 9 Classes Begin with Seminars
 October 15-18 Long Weekend
 November 25-28 Thanksgiving Recess
 December 17-January 9 Winter Vacation
 January 23 End of First Semester
 January 24 Second Semester Registration
 January 26 January Freshman Registration
 February 11-14 Long Weekend
 March 12-27 Spring Vacation
 April 29-30 Parents' Weekend
 May 26 Last Day of Classes
 May 27 End of Second Semester
 May 29 Commencement

SUMMER 1983

June 6 January Freshman Second Semester Begins
 June 20 Graduate Institute Begins
 August 12 January Freshman Second Semester Ends
 August 13 Graduate Institute Ends

SANTA FE

1982-83

August 25 Dormitories Open
 August 25 Senior Oral Enabling Examinations Begin
 August 26-27 Registration for All Classes
 August 27 Convocation
 August 27 Classes Begin with Seminars
 August 30 Graduate Institute Classes Begin
 October 8-11 Long Weekend
 November 25-28 Thanksgiving Recess
 December 16 End of First Semester
 December 17-January 14 Winter Vacation
 January 14 Registration for All Classes
 January 14 January Freshmen Classes Begin with Seminars
 January 17 Classes Begin
 March 12-27 Spring Vacation
 May 18 January Freshman Semester Ends
 May 20 End of Second Semester
 May 22 Commencement

SUMMER 1983

May 30 January Freshman Second Semester Begins
 June 20 Graduate Institute Classes Begin
 August 4 January Freshman Second Semester Ends
 August 12 Graduate Institute Classes End

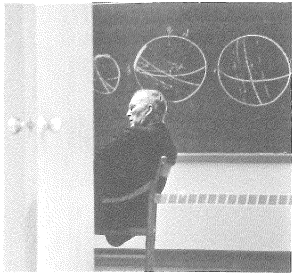


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Catalogue Consultant: Dale Appleman

INTRODUCTION



Liberal education should seek to develop free and rational men and women committed to the pursuit of knowledge in its fundamental unity, intelligently appreciative of their common cultural heritage, and conscious of their social and moral obligations. Such men and women are best equipped to master the specific skills of any calling and to become mature, competent and responsible citizens of a free society.

St. John's College believes that the way to liberal education lies through the books in which the greatest minds of our civilization—the great teachers—have expressed themselves. These books are both timeless and timely; they not only illuminate the persisting questions of human existence, but also have great relevance to the contemporary problems with which we have to deal. They can therefore enter directly into our everyday lives. Their authors can speak to us almost as freshly as when they spoke for the first time, for what they have to tell us is not something of merely academic concern, remote from our real interests. They change our minds, move our hearts and touch our spirits.

The books speak to us in more than one way. In raising the persisting human questions, they lend themselves to different interpretations that reveal a variety of independent and yet complementary meanings. And, while seeking the truth, they please us as works of art with a clarity and a beauty that reflect their intrinsic intelligibility. They are, therefore, properly called great, whether they are epic poems or political treatises, and whether their subject matter is scientific, historical or philosophical. They are also linked together, for each of them is introduced, supported or criticized by the others. In a real sense they converse with each other, and they draw each reader to take part, within the limits of his ability, in their large and unending conversation.

This conversation, however, is unavoidably one-sided. The great books can only repeat what they have to say, without furnishing the clarifications that we sometimes desire. To remedy this defect is the goal of the St. John's seminar. Here, a number of students of varied backgrounds, faced with a text that may present unfamiliar ideas, attempt to discuss it reasonably. It is presupposed that the students are willing to submit their opinions to one another's critical scrutiny. The demands of the individual and those of the group are in continuous interplay, setting limits within which the discussion moves with the utmost possible freedom. The discussion may concern itself primarily with trying to establish the meaning of a poem or the validity of an argument. On the other hand, it may concern itself with more general or with very contemporary questions that thrust themselves forward. The students bring to the seminar the assumptions they have derived from their experience in the contemporary world. Through discussion they acquire a new perspective, which enables them to recognize both the same-

ness of a recurrent problem and the variety of its historical manifestations.

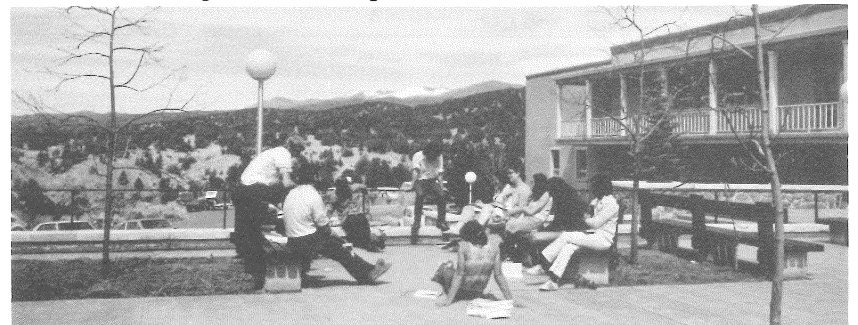
Principally, however, the aim is to ascertain not how things were, but how things are—to help the student make rational decisions as he lives his life. And it is the ultimate aim of the program that the habits of thought and discussion thus begun by the student should continue with him throughout life.

Most of the teaching at St. John's takes the form of a discussion. The conversational methods of the seminar are carried over into the tutorials. As much as possible, the actual instruction in all classes and laboratories is made to depend on the activity and initiative of the students. The tutor functions as a guide, more intent to listen to the students and to work with them than to impose upon them his own train of thought.

St. John's seeks to restore the true meaning of a liberal arts education. The primary function of the liberal arts has always been to bring about an awareness of the forms that are embodied in combinations of words and in numbers so that they become means of understanding. Traditionally, the liberal arts were seven in number: grammar, rhetoric, logic—the arts of language; and arithmetic, geometry, music and astronomy—the arts of mathematics. In more contemporary terms, the liberal arts bring to light what is involved in the use of words and numbers in all kinds of discursive thought, in analysing, speaking and writing, and also in measuring, deducing and demonstrating.

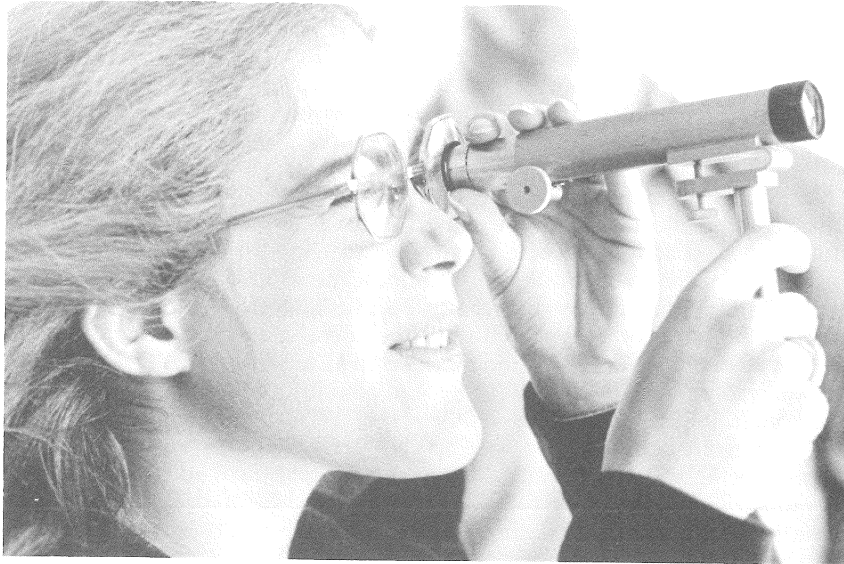
There are many ways to develop these arts. The curriculum emphasizes five of them: discussion, translation, writing, experiment and mathematical demonstration. They are followed in all branches of the program. But whatever the methods used, they all serve the same end: to invite the student to think for himself, to enable him to practice the arts of freedom. Free minds must be able to envisage concrete situations, to deliberate by formulating clear alternatives, and to arrive at a deciding choice. The acquisition of these intellectual skills indicates that the discipline of the liberal arts has taken hold of the learning mind.

Knowledge advances and the fundamental outlook of man may change over the centuries, but these arts of understanding remain in one form or another indispensable. They enable men to win knowledge of the world around them and knowledge of themselves in this world and to use that knowledge with wisdom. Under their guidance men can free themselves from the wantonness of prejudice and the narrowness of beaten paths. Under their discipline men can acquire the habit of listening to reason. A genuinely conceived liberal arts curriculum cannot avoid aiming at these most far reaching of all human goals.

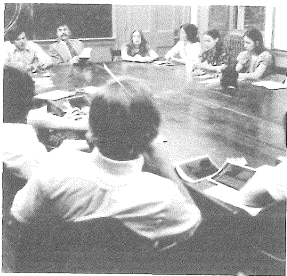


Evans Laboratory Building with Sangre de Cristo Mountains in background, Santa Fe

THE CURRICULUM



THE SEMINAR



The heart of the curriculum is the seminar—a discussion of assigned readings from the books of the program. In each seminar there are seventeen to twenty-one students with two members of the faculty as leaders. The group meets twice a week, on Monday and Thursday evenings, from eight until ten—or well beyond if the topic under discussion has aroused a sustained and lively conversation. The assignment for each seminar amounts, on the average, to around a

hundred pages of reading, but may be much shorter if the text happens to be particularly difficult.

The seminar begins with a question asked by one of the leaders. Thereafter the seminar consists almost entirely of student discussion. Students talk with one another, not just to the leaders. They do not raise their hands for permission to be heard, but enter the discussion or withdraw from it at will. The resulting informality is tempered by the use of formal modes of address.

Once under way, the seminar may take many forms. It may range from the most particular to the most general. The reading of Thucydides, for example, is almost certain to elicit a discussion of war and aggression and to bring to the surface the students' opinions and fears about the wisdom or error of national policies. Homer and Dante prompt reflections on human

virtues and vices, on man's ultimate fate. Sometimes a seminar will devote all its time to an interpretation of the assigned reading, staying close to the text; at other times the talk may range widely over topics suggested by the reading but bearing only indirectly on the text itself in the minds of the participants. In the coffee shop after seminar, students from different groups compare the points made in their discussions.

Except for the requirements of common courtesy, there are only two rules: first, all opinions must be heard and explored, however sharply they may clash; second, every opinion must be supported by argument—an unsupported opinion does not count. In a freshman seminar the students may tend to express their opinions with little regard for their relevance to the question or their relation to the opinions of others. Gradually, in their interplay with one another, the students learn to proceed with care, keeping to the topic and trying to uncover the meanings of the terms they use. They learn, gradually also, that to some extent the procedure of the seminar varies with the kind of reading under study; poetry is not philosophy and requires a different approach. Such progress in learning together may be crowned by sudden insights on the part of individuals, or by occasions when the seminar as a whole achieves illumination.

The course of the discussion cannot be fixed in advance; it is determined rather by the necessity of "following the argument," of facing the crucial issues, or of seeking foundations upon which a train of reasoning can be pursued. The argument does not necessarily lead to the answer to a question. More often than not the question remains open with certain alternatives clearly outlined. The progress of the seminar is not particularly smooth; the discussion may sometimes branch off and entangle itself in irrelevant difficulties. Only gradually can the logical rigor of an argument emerge within the sequence of analogies and other imaginative devices by which the discussion is kept alive. A seminar may also degenerate into rather empty talk, without being able for some time to extricate itself from such a course. Or it may climb to heights accessible to only a few of its members.

Under these circumstances the role of the leaders is not to give information, nor is it to produce the "right" opinion or interpretation. It is to guide the discussion, to keep it moving, to raise objections, to help the student in every way possible to understand the author, the issues and himself. The most useful instrument for this purpose is the question; perhaps the most useful device of all is the question "Why?" But a leader may also take a definite and positive stand and enter directly into the argument. If he does so, however, he can expect no special consideration. Reason is the only recognized authority; all opinions must be rationally defended and any single opinion can prevail only by general consent. The aim is always to develop the student's powers of reason and understanding and to help him arrive at intelligent opinions of his own.

Every freshman, sophomore and junior submits an essay on some theme suggested by the seminar readings. In Santa Fe, an essay is submitted each semester; in Annapolis, each year. The essay is not a research paper with extensive footnotes and a bibliography, but rather an attempt on the part of the student to set out in writing, as clearly as he can, his own thoughts on some aspect of the liberal arts. The essay in the second semester becomes the center of his final oral examination. For sophomores the annual essay holds a position of special importance: it becomes the major part of the process called enabling. (See page 34).

THE PRECEPTORIAL



For about nine weeks in the middle of the year the seminars of the junior and senior classes are replaced by preceptorials. These are small groups of students engaged in the study of one book, or in exploration of one subject through several books. Students are usually given a choice of sixteen to twenty preceptorials on books or subjects of particular interest to the tutors who offer them. Students may suggest a topic and invite a tutor to study it with them.

Although many preceptorials study one of the books of the seminar list, or a theme suggested by the program, some preceptorials may deal with books and themes the students would not otherwise encounter. There are generally seven or eight students in a preceptorial. Guided by a tutor, they proceed at a pace more leisurely than that permitted by the seminar. Usually the student's work is completed by the writing of a paper, which may be read in draft to the preceptorial and criticized by the other members.

Listed below are some of the preceptorial subjects offered on the two campuses in recent years.

Tolstoy: *Anna Karenina*
 Adams: *The Education of Henry Adams*
 Adams
 Common Law Adjudication and Philosophical Justice
 Freud: Selected Papers on Neurosis and Related Topics
 Kierkegaard: *Fear and Trembling*
 Aristophanes: *The Birds* (in Greek)
 Burke, Paine and Toqueville: Selected Works
 Force and Energy in Descartes, Newton and Leibniz
 Goethe's Novels
 Plato: *Phaedrus*
 Whitehead: Selected Works
 Wallace Stevens
 Arendt: *The Human Condition*
 Joyce: Early Works
 Aristotle's Theory of Motion
 Kepler: *Astronomia Nova*
 Sartre: *Being and Nothingness*
 Plotinus: *Third Ennead*
 Ibsen and Chekov
 Design and Expression in the Visual Arts
 William Blake: Selected Works



THE TUTORIALS



The seminar cannot suffice as the only setting for liberal education. By its very nature the seminar does not give the student an opportunity to cultivate the habits of methodical and careful study and of persistently precise discussion and writing. Other learning devices must therefore support it; these are the tutorials in language, mathematics and music. For each of four years, a student attends one language and one mathematics tutorial three or four times a week. Sophomores also attend a music tutorial.

In the tutorials, around a table, about thirteen to fifteen students study and learn together under the direct guidance and instruction of a tutor. The tutorial provides conditions for collaborative study and for the manifold teaching and learning relations that hold in a company of people learning together. As in the seminar, students talk freely with one another and with the tutor, but the discussion focuses sharply on assigned tasks. There are opportunities for each student to contribute his measure of instruction and insight to his fellows. Other tutors often attend, seeking to learn about a particular subject which they may later teach.

Writing assignments are normally made in all classes: mathematics, music and laboratory sections as well as in language tutorials. The student is thus called upon continually to articulate and organize his thinking in both the written and spoken forms.

THE LANGUAGE TUTORIAL

Specialization in higher education has led to a profound neglect of language skills. As country is separated from country by the barrier of language, so profession is separated from profession by technical jargon. Primarily, the language tutorial attempts to remedy this condition by a training in the means of precise communication and effective persuasion. In a broad sense, it may be thought of as a present-day restoration of the traditional studies of grammar, rhetoric and logic. The tutorial seeks to foster an intelligent and active grasp of the relations between language on the one hand and thought and imagination on the other. To do this it must direct attention to the fundamental ways in which words can be put together; to the modes of signifying things; the varied connotations and ambiguities of terms; the role of metaphors, analogies and images; and the logical relations between propositions.

The study of foreign languages (Greek in the first and second years, and French in the third and fourth years) provides an effective means to these ends. By studying these languages, by translating from them into English, and by comparing them with each other and with English, the student learns something of the nature of languages in general and of his own in particular. During the four years, then, he studies language as the discourse of reason, as the articulation of experience, and as the medium of the art of poetry; and both directly and indirectly, through the intermediary of foreign tongues, he studies his own language. He discovers the resources of articulate speech and learns the rules that must govern it if it is to be clear, consistent and effective—if it is to be adequate and persuasive.

In the beginning the emphasis is on the forms of words, the grammatical constructions, and the vocabulary of each language being studied. Thus the rapid reading for the seminar, with its attention to the large outlines and to the general trend and development of the central idea, is supplemented and corrected by a more precise and analytical study, one which is concerned with particular details and shades of meaning and with the abstract logical structure and rhetorical pattern of a given work. Those are matters that do not often come directly into seminar discussions. The student's concern with them in the language tutorial improves all his reading, for whatever immediate end, deepens and enriches his understanding, and increases his ability to think clearly and to speak well.

A secondary purpose of the language tutorial is support of the seminar. Some of the works read for seminar are also studied in the tutorial, free from the veil of ready-made translation. Issues are brought to the fore which might otherwise have been neglected, and they can be discussed with greater precision than the seminar usually permits. This habit of precision, in its turn, becomes more common in the seminar.

Though the language tutorial cannot and should not aim at a mastery of the foreign languages, the student can reasonably expect to attain a knowledge of their grammatical forms and a grasp of their peculiar qualities. To experience the individuality of another language is to extend the boundaries of one's sensibility.

The choice of foreign languages is in part dictated by the seminar reading schedule and is in part arbitrary. Latin and German might be used without changing the pattern and aims of the tutorial. The first year of Greek, however, goes well with the freshman seminar and mathematics tutorial, and the continuance of Greek into the second year advances the work of the first. The second year ends with analysis and discussion of works by Shakespeare, Donne and other English poets.

The French of the third year begins with a brief, intensive study of French grammar followed by the reading of a French text. The aim here is economical progress toward facility in the reading and writing of simple French. Students already fluent in French may be exempted from these early stages. Then follows examination of the form and content of French prose selections. Discussions of both form and content are related to appropriate writing assignments, including exercises in translation in which the student attempts to match in his own tongue the excellence of his models. In the second semester a play is read—Racine's *Phedre*.

The principal activity of the fourth year is the reading of French poems, including a considerable number from Baudelaire's *Fleurs du Mal*. Its immediate object is the understanding and enjoyment of each poem in its parts and as a whole. It also provides a substantial basis for discussion of the art of poetry and clarification of the relation of that art to the traditional liberal arts of language. Writing assignments include exercises in translation more ambitious than those attempted in the third year. One of Moliere's comedies is read—either *Tartuffe* or *Le Misanthrope*. The year ends with analysis and discussion of modern British and American poets, such as T.S. Eliot, Dylan Thomas, W.B. Yeats and Wallace Stevens.

THE MATHEMATICS TUTORIAL

Mathematics is a vital part of education; that this is true or ought to be is suggested by the word itself, for it is derived from a Greek word meaning "to learn." It is regrettable, then, that students should come to dislike mathematics or to think of themselves as unmathematical. It is equally regrettable that competent mathematicians are often unaware of the philosophical assumptions upon which mathematical equations and formulas are based. Mathematics at St. John's is studied as a liberal art, not artificially separated from what have come to be called the humanities. When mathematics is taught at an unhurried pace, in an atmosphere of reflective inquiry and from treatises chosen not only for their matter but also for their elegance and imagination, as it is at St. John's, mathematics becomes not only the most readily learnable liberal art but also one which provides ready access to others and significant analogies with them.



There are two main reasons for studying mathematics. First, it pervades our modern world, perhaps even defines it. Therefore anyone who means to criticize or reform, to resist or cooperate with this world not only must have some familiarity with the mathematical methods by which it is managed, but also must have thought about the assumptions that underlie their application. It is the task of the mathematics tutorial and the laboratory together to help students to think about what it means to count and measure the things in the universe.

The second main reason for studying mathematics concerns the mathematics tutorial more specifically. Since mathematics has, as its name implies, a particularly close connection with the human capacity for learning, its study is especially useful in helping students to think about what it means to come to know something.

To prepare themselves for such reflection students study artfully composed mathematical treatises, demonstrate propositions at the blackboard and solve problems. By doing this over four years they learn a good deal of mathematics, and they gain noticeably in rigor of thought, nimbleness of imagination and elegance of expression. But while they are practicing the art of mathematics in all its rigor, they are continually encouraged to reflect on their own activity. Scores of questions, of which the following are exam-

ples, are raised during the four years:

Why and how do mathematical proofs carry such conviction? What is a mathematical system and what are its proper beginnings and ends? What is the relation of logic to mathematics? Are there "better" and "worse," "ugly" and "beautiful" in mathematics? Do mathematical symbols constitute a language? Are there "mathematical objects"? How might the discoverer of a particular theorem have come to see it?

By means of such questions, which grow out of the daily work and which excite the intellect and the imagination at the same time, a discussion is initiated in the mathematics tutorial which is easily and often carried over into the larger sphere of the seminar.

The student begins with the *Elements* of Euclid. Using Euclid's organization of the mathematical discoveries of his predecessors, the student gains a notion of deductive science and of a mathematical system in general; he becomes acquainted with one view of mathematical objects—its central expression found in the theory of ratios—which is buried under the foundations of modern mathematics. After Euclid he begins the study of Ptolemy's *Almagest*, centering his attention on the problem of "hypotheses" constructed to "save the appearances" in the heavens. That the tutorial reads Ptolemy indicates the difference between the mathematics tutorial at St. John's and the ordinary course in mathematics. Ptolemy presents a mathematical theory of the heavenly motions, but he gives more than that: his work is both an example of mathematics applied to phenomena and a companion to the philosophical, poetic and religious readings that are taken up in the first and second years.

In the second year the student continues the study of Ptolemy, with emphasis upon those difficulties and complexities of the geocentric system which are brilliantly resolved by the Copernican revolution. He studies Copernicus's transformation of the Ptolemaic theory into heliocentric form. He next takes up the *Conics* of Apollonius to learn a synthetic presentation of the very objects whose analytical treatment by Descartes marks the beginning of modern mathematics. After this he studies analytic geometry, which presents the conic sections in algebraic form. He thus gains an understanding of algebra as the "analytic art" in general.

In the third year calculus is studied both analytically in its modern form and geometrically as Newton presented it in his *Principia Mathematica*. This is followed by an examination of Dedekind's theory of real numbers, the endeavor to provide a rigorous arithmetical foundation for the calculus. The student then returns to Newton's *Principia* to take up its treatment of astronomy, in which Newton brings heavenly and earthly motions under one law and replaces a purely geometric astronomy with a "dynamic" theory in which orbits are determined by laws of force. The mathematics tutorial is both an introduction to physics and a foundation for the study of the philosophical outlook of the modern world.

In the fourth year the reading of Lobachevski's approach to non-Euclidean geometry invites reflection on the postulates of geometry, as well as on the nature of the geometric art as a whole. This is followed by the study of Einstein's special theory of relativity, which challenges our conventional understanding of the nature of time and space.

THE MUSIC TUTORIAL

One of the aims of St. John's program has been to restore music as a liberal art to the curriculum. The study of music at St. John's is not directed towards performance but towards an understanding of the phenomena of music. The ancients accorded music a place among the liberal arts because they understood it as one of the essential functions of the mind, associated with the mind's power to grasp number and measure. The liberal art of music was based for them on the ratios among whole numbers.

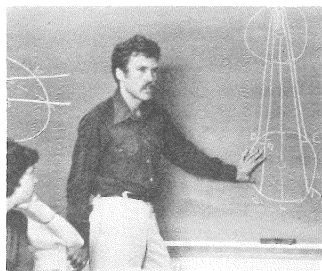
In particular, the music program at St. John's aims at the understanding of music through close study of musical theory and analysis of works of musical literature. In the freshman year students meet once a week to study the fundamentals of melody and its notation. Demonstration takes place primarily by singing, and by the second semester the students perform some of the great choral works. In the sophomore year a tutorial meets three times a week. The music tutorial reflects two different but complementary aspects of music. On the one hand music is intimately related to language, rhetoric and poetry. On the other it is a unique and self-sufficient art, which has its roots deep in nature.

The work of the tutorial includes an investigation of rhythm in words as well as in notes, a thorough investigation of the diatonic system, a study of the ratios of musical intervals, and a consideration of melody, counterpoint and harmony. None of these is done apart from the sounding reality of good music. The inventions of Bach, the songs of Schubert, the masses of Palestrina, the operas of Mozart and the instrumental works of Beethoven are the real textbooks. In the second semester at least one major work is analyzed closely.

Seminars on great works of music are included as part of the regular seminar schedule. Instead of reading a text students listen to recordings of a composition and familiarize themselves with its score before the seminar meets. Group discussion of a work of music, as of a book, facilitates and enriches the understanding of it.



THE LABORATORY



The emblem of the St. John's program on the back cover shows seven books surrounding a pair of scales. The balance, no less than the books, symbolizes the tradition of the liberal arts. It stands for the instruments of the scientific laboratory, which may well be the most characteristic institution of the modern world.

Three hundred years ago algebra and the arts of analytic geometry were introduced into European thought, mainly by Rene Descartes.

This was one of the great intellectual revolutions in recorded history, paralleling and in part determining the other great revolutions in industry, politics, morals and religion. It has redefined and transformed our whole natural and cultural world. It is a focal point of the St. John's program and one which the College takes special care to emphasize. There is scarcely an item in the curriculum that does not bear upon it. The last two years of the program exhibit the far-reaching changes that flow from it, and these could not be appreciated without the first two years, which cover the period from Homer to Descartes.

Modern mathematics has made possible the exploration of natural phenomena on an immense scale and has provided the basis for what is known to us as the laboratory. The intellectual tools of the laboratory are the consequence of the vast project of study conceived by the great thinkers of the seventeenth century. They are based on a mathematical interpretation of the universe, which transforms the universe into a great book written in mathematical characters.

Liberal learning is concerned with the artifices of the human mind and hand that help us to relate our experiences to our understanding. For this purpose St. John's has set up a three-year laboratory in the natural sciences, wherein characteristic and related topics of physics, biology and chemistry are pursued. There is the art of measurement, which involves the analytical study of the instruments of observation and measurement; crucial experiments are reproduced; the interplay of hypothesis, theory and fact has to be carefully scrutinized. All of this is supported by the mathematics tutorials, which provide a clear understanding of mathematical techniques.

The task, however, is not to cover exhaustively the various scientific disciplines, to bring the student up to date in them, or to engage in specialized research. It is rather to make the student experience and understand the significance of science as a human enterprise involving fundamental assumptions and a variety of skills derived from the practice of the liberal arts. The College does not subscribe to the sharp separation of scientific studies from the humanities, as if they were distinct and autonomous domains of learning. There need not be "two cultures." Different fields of exploration require different methods and techniques, but the integrity of scientific pursuits stems from sources common to all intellectual life.

THE ORGANIZATION OF THE LABORATORY WORK

The laboratory program is largely determined by three considerations relevant to the liberalization of the study of science: (1) The formally scheduled experimental work must be combined with a full and free discussion of the



instruments and principles involved in it. (2) The content of the work should be so chosen as to enable the student to trace a scientific discipline to its roots in principle, assumption and observation. Thus certain integrated wholes of subject matters are to be selected as problems in which the roles of theory and experimentation can be distinguished through critical study. (3) The schedule of laboratory work should give opportunity for leisurely but intensive experimentation. The student must have time to satisfy himself as to the degree of accuracy his instruments permit, to analyze procedures for sources of error, to consider alternative methods, and on occasion to repeat an entire experiment. Only thus can he come to a mature understanding of the sciences called "exact."

A laboratory section consists of seventeen to twenty-one students working under the guidance of a tutor, with the help of more advanced students serving as assistants. Sections meet two or three times a week. A laboratory session may be used for exposition and discussion of theory, for experimentation, or for both, as the progress of the work requires. Occasionally a laboratory meeting is reserved for the discussion of a classic paper or other text directly related to the topic at hand; writings of Aristotle, Galen, Harvey, Huygens, Newton, Lavoisier, Maxwell, Thomson, Rutherford and Bohr are among those regularly used in this way. In all the work of the laboratory and in the laboratory manuals written at the College the purpose is to achieve an intimate mixture of critical discussion and empirical inquiry.

LABORATORY TOPICS

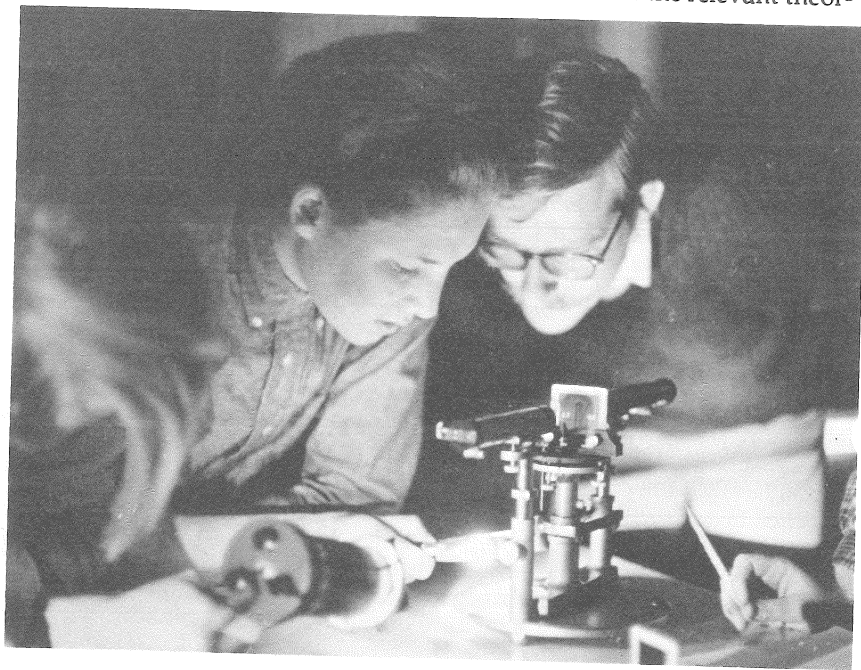
The general topics of study have been chosen from elementary physical and biological science. The sequence of study may be outlined as follows:

1st Year	12 weeks:	Observational biology
	20 weeks:	Studies of matter and measurement, leading to the atomic theory of chemistry
3rd Year		Topics in physics: mechanics, optics, heat, electricity, magnetism
4th Year	10 weeks:	Quantum physics
	18 weeks:	Genetics, evolution, molecular biology

THE FIRST YEAR

The laboratory begins with twelve weeks devoted to topics in observational biology: classification of types, anatomical structure, cells and their aggregation and differentiation, embryological development. Close observation by naked eye or with microscopes is accompanied by constant theoretical interpretation, based on reading important works of biological scientists. Here the student confronts organisms as self-moving entities with properties of wholeness, intimately dependent on, yet distinct from, the surrounding world.

The freshman laboratory next turns to the non-living, in a search for some of its fundamental laws. Archimedes on the lever and on hydrostatics is studied, then the laws of equilibrium of gases, temperature and calorimetry are taken up, experimentally and in discussion of the relevant theories.



ies. These topics lead into an examination of the phenomena, largely chemical, and the arguments that are involved in the theory that matter is composed of discrete particles. The student compares the views of Aristotle and Lavoisier on the nature of substance and substantial change, and goes on to study and discuss important original texts bearing on the development of the atomic-molecular theory. Experiments are performed to help with the understanding of the texts and the physical and chemical transformation of which they speak. The year's work culminates in the resolution of the problem of determining atomic weights and in an examination of some consequences of this determination.

THE THIRD YEAR

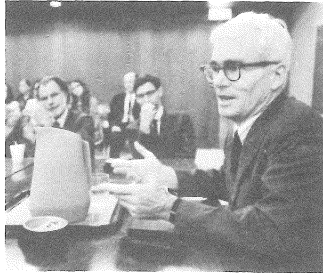
The third-year laboratory deals with topics common to a number of the traditional divisions of physics, such as mechanics, optics, thermodynamics and electromagnetism. Throughout the year, experimentation is accompanied by the reading of important original writings by Galileo, Descartes, Huygens, Newton, Leibniz, Carnot and Maxwell. The mathematical tools of physics are to be put to work in the laboratory at the same time that their rigorous development is pursued in the mathematics tutorials. As the tools of the calculus become available, the emphasis shifts from a direct, qualitative description of force, acceleration, work, energy and potential fields, to their reformulation in terms of derivative and integral; at the same time the physical concepts serve to illustrate the mathematical ideas. The concepts of mechanics are to be used to formulate alternative theories of light—corpuscular and wave—and the success of either theory in accounting for optical phenomena is examined. The phenomena and processes of thought leading to the first and second laws of thermodynamics are given careful consideration. The fundamental phenomena of electricity and magnetism are studied observationally and experimentally, and formulated in mathematical terms. The final and culminating topic of the year is Maxwell's derivation of an electromagnetic theory of light.

THE FOURTH YEAR

In many ways the work of the senior year is a return to questions the students first confronted as freshmen. During the first ten weeks, the senior laboratory takes up anew the theory of atomism—but the atom itself has become the object of study. Prepared by his work with electrical phenomena, the student can focus on the questions of atomic stability that lead to the revolutionary quantum hypothesis of Bohr and the wave mechanics of de Broglie and Schrodinger. Through a sequence of historic scientific papers and related experiments, the concepts of particle and wave, of discreteness and continuity, gain new meaning.

Following the course of thought in Schrodinger's *What is Life?*, the senior laboratory then turns or returns to biological topics, and first to genetics, to Mendel's theory of heredity and its development through the experimentation and interpretation by T.H. Morgan and his associates. The results of laboratory studies of bacteria populations are considered from the standpoint of their evolutionary significance, in the papers of Hardt and of Luria and Delbruck. Next, fundamental papers leading to present-day molecular biology—for instance by Beadle and Tatum, Watson and Crick, Jacob and Monod—are studied.

THE FORMAL LECTURE

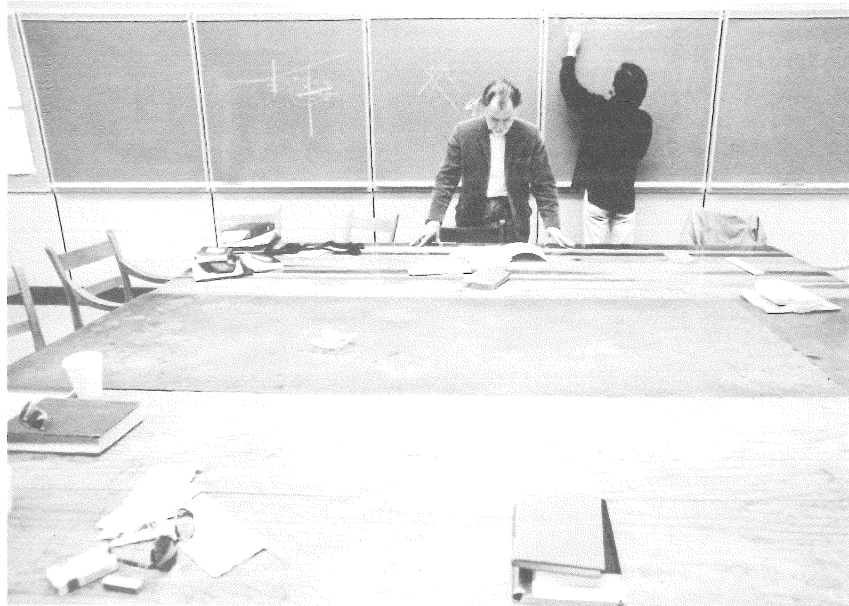


The curriculum as described so far calls for student participation at every active stage of the work. On Friday evenings, however, a different form of instruction occurs. The formal lecture is the occasion when the student has an opportunity to listen steadily and attentively. The subject may be closely connected with seminar readings or it may open up a new field of interest and test the student's readiness to absorb new information and to follow arguments in unfamiliar

fields: in anthropology or space science, in painting or architecture. The lecturers are often visiting scholars, but not infrequently they are members of the St. John's faculty. Visitors may be from the academic world or from the arena of public affairs; they may be poets or artists. Sometimes a concert replaces a lecture.

The lecture is followed by a discussion. Here the lecturer submits himself to prolonged questioning by the students, with the faculty participating. Often the discussion turns into a seminar. Thus the formal lecture serves two purposes: it inculcates in the student the habit of listening and following the exposition of a subject he may not be familiar with, and it also provides him an opportunity, in the discussion period, to exercise his dialectical skill in a setting very different from the classroom. It is here that he can himself test the degree of his understanding and the applicability of what he has learned.

The lectures range through a variety of subjects. Sometimes the student is confronted with opposing views on a given subject. Some of the lectures have immediate repercussions in the seminars and tutorials. Others may have a lasting effect on the direction that a student's work takes within the framework of the program.



LECTURES AND CONCERTS

The list below provides some examples of lectures and concerts given on one or the other campus in recent years:

"The Growth of Presidential Power"

William Goldsmith

"Genesis"

Robert D. Sacks

Aeolian Quintet

"Why Should Gloucester Attempt Suicide and Why Must Cordelia Die"

John Steadman

"Changing Trends in 20th Century Paintings and Sculpture"

Adelyn Breeskin

"The 18th Century Background to Gibbon"

Arnaldo Momigliano

Sequoia String Quartet

"Languages, Philosophy and Science"

Stillman Drake

"The Collapse of Democracy at Athens and the Trial of Socrates"

Leo Raditsa

"On the Translation of Rimbaud's Poetry"

Jonathan Griffin

"The Vapheio Cups"

Ellen Davis

"John Milton: The Solitary Way to Paradise"

Louis L. Martz

"The Geometrical Vision"

Howard Fisher

"Angels in Paradise Each with His Hand in a Jar of Spermacetti"

Galway Kinnell

"The Brothers Karamazov"

Michael Ossorgin

"The Question of Beauty: The Early Christian Arts"

Charles Bell

"Rousseau and Democracy: The Design of the *Social Contract*"

Hilail Gilden

"Watching Television"

Roger Rosenblatt

ST. JOHN'S LIST OF GREAT BOOKS

The books that serve as the core of the curriculum were chosen over a period of nearly forty years, first at Columbia College, at the University of Chicago, at the University of Virginia and, since 1937, at St. John's College. The distribution of the books over the four years is significant. Something over two thousand years of intellectual history form the background of the first two years; about three hundred years of history form the background for almost twice as many authors in the last two years.

The first year is devoted to Greek authors and their pioneering understanding of the liberal arts; the second year contains books from the Roman, medieval and Renaissance periods; the third year has books of the seventeenth and eighteenth centuries, most of which were written in modern languages; the fourth year brings the reading into the nineteenth and twentieth centuries.

The chronological order in which the books are read is primarily a matter of convenience and intelligibility; it does not imply an historical approach to the subject matter. The St. John's curriculum seeks to convey to the student an understanding of fundamental problems that man has to face today and at all times. In doing that it may help the student to discover a new kind of historical perspective and perceive through all the historical shifts and changes the permanence and ever present gravity of human issues.

The list of books which constitute the core of the St. John's program is subject to review and revision by the Instruction Committee of the faculty. Those listed here are read at one or both campuses. Books read only in part are indicated by an asterisk.



Bookstore, Annapolis

FRESHMAN YEAR

Homer:	<i>Iliad, Odyssey</i>
Aeschylus:	<i>Agamemnon, Choephoroe, Eumenides, Prometheus Bound</i>
Sophocles:	<i>Oedipus Rex, Oedipus at Colonus, Antigone, Philoctetes</i>
Thucydides:	<i>Peloponnesian War</i>
Euripides:	<i>Hippolytus, Medea, Bacchae</i>
Herodotus:	<i>Histories*</i>
Aristophanes:	<i>Clouds, Birds</i>
Plato:	<i>Ion, Meno, Gorgias, Republic, Apology, Crito, Phaedo, Symposium, Parmenides, Theaetetus, Sophist, Timaeus, Phaedrus</i>
Aristotle:	<i>Poetics, Physics*, Metaphysics*, Nicomachean Ethics*, On Generation and Corruption*, The Politics*, Parts of Animals*, Generation of Animals*</i>
Euclid:	<i>Elements</i>
Lucretius:	<i>On the Nature of Things</i>
Plutarch:	"Pericles," "Alcibiades"
Nicomachus:	<i>Arithmetic*</i>
Lavoisier:	<i>Elements of Chemistry*</i>
Essays by:	Archimedes, Torricelli, Pascal, Fahrenheit, Black, Avogadro, Cannizzaro
Harvey:	<i>Motion of the Heart and Blood</i>

SOPHOMORE YEAR

Aristotle:	<i>The Bible*</i> <i>De Anima, On Interpretation*, Posterior Analytics*, Categories*</i>
Apollonius:	<i>Conics*</i>
Marcus Aurelius:	<i>Meditations*</i>
Virgil:	<i>Aeneid</i>
Plutarch:	<i>Lives*</i>
Epictetus:	<i>Discourses, Manual</i>
Tacitus:	<i>Annals</i>
Ptolemy:	<i>Almagest*</i>
Plotinus:	<i>The Enneads*</i>
Augustine:	<i>Confessions, On the Teacher*</i>
Anselm:	<i>Proslogium</i>
Aquinas:	<i>Summa Theologica*, Summa Contra Gentiles*</i>
Dante:	<i>Divine Comedy</i>
Chaucer:	<i>Canterbury Tales*</i>
Des Prez:	<i>Mass</i>
Machiavelli:	<i>The Prince, Discourses*</i>
Copernicus:	<i>On the Revolutions of the Spheres*</i>
Luther:	<i>The Freedom of a Christian, Secular Authority</i>
Rabelais:	<i>Gargantua*</i>
Palestrina:	<i>Missa Papae Marcelli</i>
Montaigne:	<i>Essays*</i>
Viete:	"Introduction to the Analytical Art"
Bacon:	<i>Novum Organum*</i>
Shakespeare:	<i>Richard II, Henry IV, Henry V, The Tempest, As You Like It, Twelfth Night, Hamlet, Othello, Macbeth, King Lear, Sonnets*</i>
Poems by:	Marvell, Donne, and other 16th and 17th century poets
Descartes:	<i>Rules for the Direction of the Mind, Geometry*</i>
Pascal:	<i>Generation of Conic Sections</i>
Bach:	<i>St. Matthew Passion, Inventions</i>
Haydn:	<i>Selected Works</i>
Mozart:	<i>Selected Operas</i>
Beethoven:	<i>Selected Sonatas</i>
Schubert:	<i>Selected Songs</i>

Stravinsky: *Symphony of Psalms*
 Webern: *Selected Works*

JUNIOR YEAR

Cervantes: *Don Quixote*
 Galileo: *Two New Sciences**
 Hobbes: *Leviathan**
 Descartes: *Discourse on Method, Meditations, Rules for the Direction of the Mind*, The World**
 Milton: *Paradise Lost*, Samson Agonistes*
 La Rochefoucauld: *Maximes**
 La Fontaine: *Fables**
 Pascal: *Pensees**
 Huygens: *Treatise on Light*, On the Movement of Bodies by Impact*
 Spinoza: *Theologico-Political Treatise*
 Locke: *Second Treatise of Government, Essay Concerning Human Understanding**
 Racine: *Phedre*
 Newton: *Principia Mathematica**
 Kepler: *Epitome IV*
 Leibniz: *Monadology, Discourse on Metaphysics, What is Nature?, Essay on Dynamics*
 Swift: *Gulliver's Travels*
 Berkeley: *Principles of Human Knowledge*
 Hume: *Treatise of Human Nature*, Dialogues Concerning Natural Religion, Enquiry Concerning Human Understanding*
 Rousseau: *Social Contract, The Origin of Inequality*
 Adam Smith: *Wealth of Nations**
 Kant: *Critique of Pure Reason*, Fundamental Principles of Metaphysics of Morals, Critique of Practical Reason**
 Mozart: *Don Giovanni*
 Jane Austen: *Pride and Prejudice, Emma*
 Wordsworth: *"Ode on Intimations of Immortality"*
 Hamilton, Jay and Madison: *The Federalist*
 Melville: *Billy Budd, Benito Cereno*
 Dedekind: *Essay on the Theory of Numbers*
 Tocqueville: *Democracy in America**
 Essays by: Young, Maxwell, S. Carnot, L. Carnot, Mayer, Kelvin, Taylor, Euler, D. Bernoulli

SENIOR YEAR

Articles of Confederation
"Declaration of Independence"
Constitution of the United States of America
*Supreme Court Opinions**
 Moliere: *The Misanthrope, Tartuffe*
 Goethe: *Faust**
 Mendel: *Experiments in Plant Hybridization*
 Darwin: *Origin of Species, Descent of Man*
 Hegel: *"Introduction" to the History of Philosophy, "Preface" to the Phenomenology, Logic (from the Encyclopedia), Philosophy of History*, Philosophy of Right**
 Lobachevsky: *Theory of Parellels**
 Tocqueville: *Democracy in America**
 Lincoln: *Selected Speeches*
 Kierkegaard: *Philosophical Fragments, Fear and Trembling*
 Wagner: *Tristan and Isolde*
 Marx: *Communist Manifesto, Capital*, Political and Economic Manuscripts of 1844**



Dostoevski: *Brothers Karamazov, The Possessed*
 Tolstoy: *War and Peace*
 Mark Twain: *The Adventures of Huckleberry Finn*
 William James: *Psychology, Briefer Course*
 Nietzsche: *Birth of Tragedy, Thus Spake Zarathustra*, Beyond Good and Evil**
 Freud: *General Introduction to Psychoanalysis, Civilization and Its Discontents, Beyond the Pleasure Principle*
 Valéry: *Selected Poems*
 Kafka: *The Trial*
 Heisenberg: *The Physical Principles of the Quantum Theory**
 Millikan: *The Electron**
 Wittgenstein: *Philosophical Investigations**
 Keynes: *General Theory*
 Joyce: *The Dead*
 Poems by: Yeats, T.S. Elliot, Wallace Stevens, Baudelaire, Rimbaud, and others
 Essays by: Faraday, Lorenz, J.J. Thomson, Whitehead, Minkowski, Rutherford, Einstein, Davisson, Bohr, Schrödinger, Maxwell, Bernard, Weismann, Millikan, de Broglie, Hiesenberg, John Maynard Smith, Dreisch, Boveri, Mendel, Teilhard de Chardin

CLASSIFICATION OF AUTHORS ACCORDING TO CONVENTIONAL
SUBJECT MATTER, THROUGH THE FOUR YEARS

	Literature	Philosophy and Theology	History and Social Science	Mathematics and Natural Science	Music	
First Year	Homer Aeschylus Sophocles Euripides Aristophanes	Plato Aristotle Lucretius	Herodotus Thucydides Plutarch	Euclid Nicomachus Ptolemy Lavoisier Dalton Lamarck Archimedes Torricelli Pascal Fahrenheit Avogadro Black	Wollaston Gay-Lussac Proust Cannizzaro Berthollet T. Richter Thomson Berzelius Dulong Harvey Galen	
Second Year	Virgil Dante Chaucer Rabelais Shakespeare Donne Marvell	Aristotle Epictetus Plotinus Marcus Aurelius <i>The Bible</i> Augustine Anselm Thomas Aquinas Luther Montaigne Bacon	Plutarch Tacitus Machiavelli	Ptolemy Appollonius Copernicus Descartes Darwin Mendel Pascal Viète	Palestrina Bach Mozart Beethoven Schubert Stravinsky Haydn Des Prez Webern	
Third Year	Cervantes Milton Swift Racine Fielding Melville La Fontaine Wordsworth Jane Austen La Rochefoucauld	Descartes Pascal Hobbes Spinoza Locke Berkeley Leibniz Hume Kant	Locke Rousseau Adam Smith <i>U.S. Constitution</i> Hamilton, Madison, Jay Tocqueville	Galileo Kepler Young Euler Mayer S. Carnot L. Carnot Kelvin Taylor	D. Bernoulli Newton Leibniz Huygens Dedekind Maxwell	
Fourth Year	Molière Goethe Tolstoy Dostoevski Baudelaire Rimbaud Valéry Yeats Kafka Wallace Stevens T. S. Eliot Mark Twain James Joyce	Hegel Kierkegaard Neitzsche William James Wittgenstein	Hegel Marx Documents from American Political History Tocqueville Lincoln Supreme Court Opinions Keynes	Faraday Lobachevski Lorenz Rutherford Minkowski Bernard Davisson Dreisch Boveri Weismann John Maynard J. Smith	de Broglie Mendel J.J. Thomson Bohr Millikan Schrödinger Darwin Freud Einstein Heisenberg Whitehead Maxwell	Wagner

THE ACADEMIC ORDER



THE TUTORS



At St. John's the teaching members of the faculty are called *tutors*. The title *professor* is avoided to signify that it is not the chief role of the tutors to expound doctrines in their field of expertise. Instead, learning is a cooperative enterprise carried out in small groups with persons at different stages of learning working together. All participants in a class are expected to prepare for their discussion by studying from the works of the principal teacher of the class—

it might be Plato or Newton—usually an author of one of the great books, who wrote from the high point of his learning.

What then is the role of the reading and talking teachers, the tutors?

First of all, they should be good questioners, able to raise important issues that will engage the intellectual and imaginative powers of their students. Next, they must be good listeners, able to determine the difficulties of their students and to help them to reformulate their observations and examine their opinions. The tutors should be ready to supply helpful examples and to encourage students to examine the implications of their first attempts at understanding. In summary, the role of the tutors is to question, to listen, and to help. The help might take the form of translation, experimentation, demonstration or explanation, but first of all the tutor will call on the students to try to help themselves.

In order that conversations at St. John's will not be limited to what fits neatly inside a single discipline, it is essential that St. John's tutors re-educate themselves to acquire increased understanding in those parts of the program that are outside their field of post-graduate training. For example, a tutor with advanced degrees in mathematics would prepare himself to lead language tutorials requiring translations from Sophocles or Racine. The advantage of this for students is that they are under the guidance of active learners who will not parry their far-ranging questions with the reply that these matters are handled in another department. There are no departments! The advantage of this for tutors is that they are involved with a variety of works of such richness that they are continually tempted to strive for greater comprehension of them. Some tutors do find time to write articles and books, but their first duty is to become competent to teach the St. John's program. This is necessarily demanding because no full-time tutor is confined to a single part of the program. He is, and has to be, a teaching member of a seminar and of either two tutorials or of one tutorial and a laboratory section, and he is continually teaching his colleagues and learning from them.

It is important that tutors have time to probe more deeply into the foundations and wider contexts of what is studied at St. John's than the preparation for classes usually allows. In order to avoid staleness and the ever-present danger of succumbing to routine performance, they are granted sabbatical leaves to allow for leisure and serious study. Between sabbatical leaves, faculty study groups are set up. Leaders of such groups are relieved of part of their ordinary teaching duties. They engage in a thorough study and exploration of a subject chosen by the Instruction Committee of the faculty. Scholars from other institutions may join the group for certain periods. Although the subject under study may not be directly related to the St. John's curriculum, the work of the study groups opens new perspectives for teaching and learning at St. John's.

THE INSTRUCTION COMMITTEE

The Instruction Committee is a committee of tutors responsible for advising the Deans on all matters of instruction. It also advises the President on appointments to the faculty. The Committee consists of the Deans and twelve tutors, six elected by the tutors on each campus of the College; the President and the Provost sit with the Instruction Committee *ex officio*. Each Dean is the chairman of the Instruction Committee on the campus where he serves; the members of the Committee on each campus constitute the Instruction Committee for that campus and meet at frequent intervals throughout the year. The full Committee meets annually, alternating between the two campuses, and the Deans alternate as chairman of the Instruction Committee.

THE LIBRARY

The 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 form the core of the library, essential to the teaching of the program. A good general collection is a necessary supplement; the college has little need for a specialized, highly technical collection. Each year books are purchased in mathematics, science, philosophy, religion, fine arts, music, poetry, literature and history and many other fields. The library subscribes to representative periodicals and newspapers. A committee of the faculty assists the Librarians in selecting books and periodicals.

The Annapolis library maintains a collection of about 80,000 volumes. In Santa Fe, the collection now numbers over 51,000.



Both libraries hold interesting special collections. Annapolis has the Bray Collection dating from 1696, known as the "first public library in America," and the Peter Huntington Jackson Collection, and the Henry Lee Bowen Collection of mythology, symbolism and architecture. The Witter Bynner Collection and The Edgar Allen Poe Collection in Santa Fe contain first editions of each poet as well as other *belles lettres*. In addition, the Santa Fe library contains several distinguished music collections, including the Amelia White, the Grumman, the Schmidt and the Holzman collections.

Woodward Hall in Annapolis was renovated as a modern library facility in 1969. It has comfortable modern study carrels and stacks as well as traditional reading rooms.

The Santa Fe library is housed in the Peterson Student Center and the Weigle Building. The music library is located in the Sternberger-Weis Music and Fine Arts Building.

SCHEDULES

Perhaps the most distinctive mark of St. John's College is the fact that all the students of the same year are reading the same books at the same time with the same immediate preparation. This may be the week when all freshmen are learning the Greek alphabet; or the weeks when they are meeting the highest type of Greek mathematics in the fifth book of Euclid's *Elements*; or the time of the first assignment in Thucydides, when students and seminar leaders are thinking about the implications for liberty in Pericles' funeral oration. Thus all students, having a common program of study, have a common ground for conversation.

A SAMPLE FRESHMAN SCHEDULE, ANNAPOLIS

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:15	Mathematics Tutorial		Mathematics Tutorial	Mathematics Tutorial	Mathematics Tutorial
10:15	Language Tutorial	Language Tutorial	Language Tutorial	Language Tutorial	
11:15				Chorus	
1:15 to 4:15		Laboratory			Laboratory
8:00	Seminar			Seminar	Formal Lecture

A SAMPLE FRESHMAN SCHEDULE, SANTA FE

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	Laboratory		Laboratory	Freshman Music	
10:30 to 12:00		Language Tutorial		Language Tutorial	Language Tutorial
1:00			Mathematics Tutorial		Mathematics Tutorial
2:30 to 4:00		Mathematics Tutorial			
8:00	Seminar			Seminar	Formal Lecture

Except for the preceptorials in the junior and senior years and certain periods of laboratory work for which the upperclassmen may choose their own time, the schedule is the same for all students. Each morning for either three or four days a week they spend one hour in a language tutorial and one hour in a mathematics tutorial; sophomores also spend four hours a week in a music tutorial. Twice a week freshmen, juniors and seniors spend up to three hours in the laboratory. Two evenings from eight to ten they attend a seminar. A formal lecture or concert is given once a week. Sixteen to nineteen hours per week are spent in regular classes. The year is divided into two semesters of sixteen weeks each.

ESSAYS AND EXAMINATIONS

ESSAYS

Annually in Annapolis and each semester in Santa Fe every freshman, sophomore and junior submits an essay to his seminar leaders on some aspect of the liberal arts. These essays are based directly upon books in the program.

ORAL EXAMINATIONS

Toward the end of each semester, oral examinations are held. These are conducted by the seminar leaders. The student is questioned freely and informally on the texts he has read or the paper he has written and on his critical and interpretative opinions. It is not the principal aim of the examiners to find out how much the student remembers. He is encouraged to consider the different parts of his study in relation to each other and to problems that may not have been treated in any of his classes. For freshmen the first oral examination of the year is given before the winter vacation, and for juniors and seniors just before preceptorials begin.

THE ALGEBRA EXAMINATION

During his sophomore year, each student must pass an examination in elementary algebra and trigonometry.

THE FRENCH READING EXAMINATION

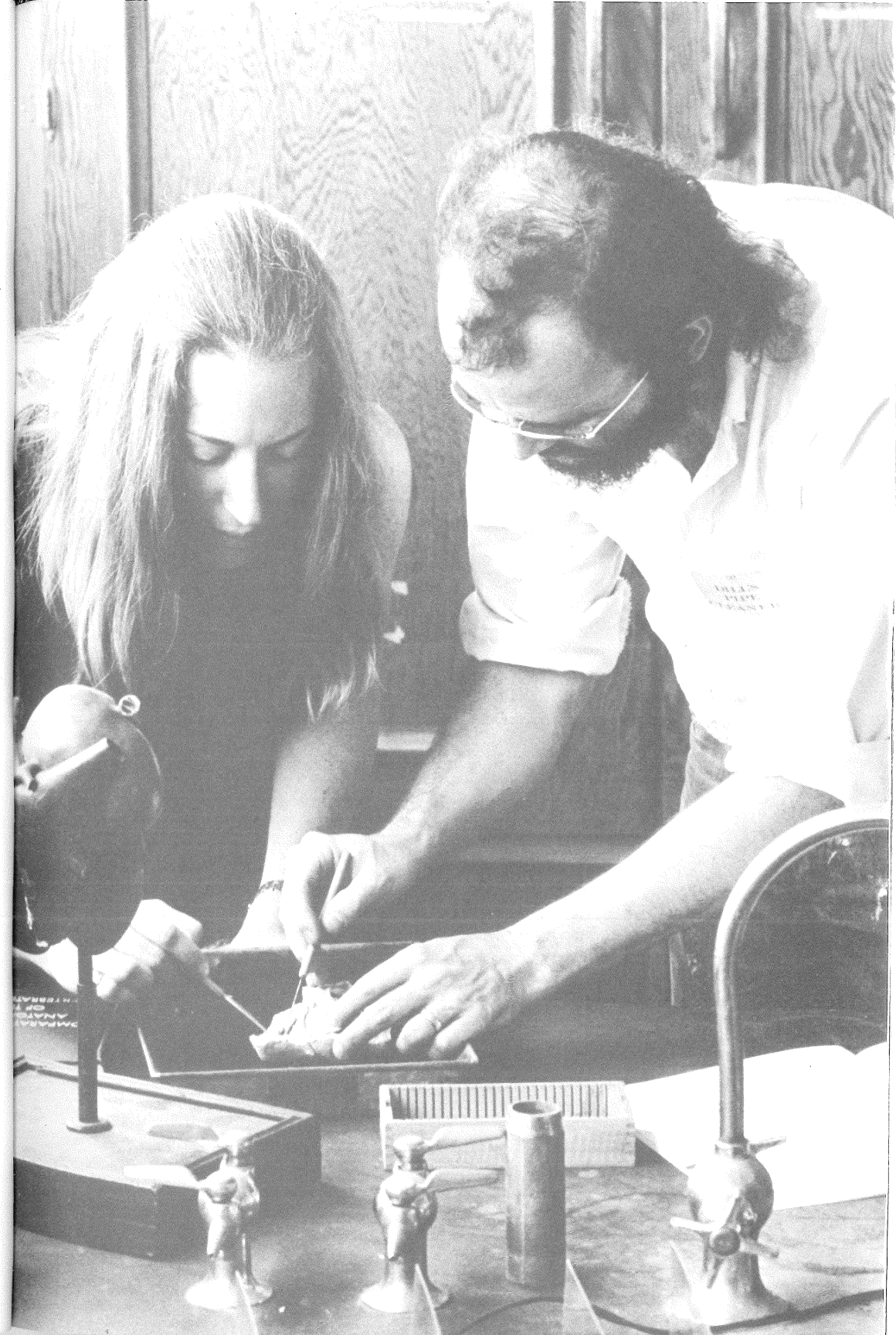
During his junior year, each student must pass an examination to demonstrate a reading knowledge of the French language.

THE SENIOR ORAL ENABLING EXAMINATION

The senior oral enabling examination is given to the student in the fall at the beginning of the fourth year. It is focused on a number of books from the seminar lists assigned for rereading and study during the preceding summer. The passing of this examination confirms a student's status as a candidate for the degree of Bachelor of Arts.

THE FINAL ESSAY AND ORAL EXAMINATION

In the senior year the student is required to present to the faculty a final essay related to some aspect of his four years' work. It is not intended to be a piece of specialized research, but rather a sustained performance in the liberal arts. Four weeks at the start of the second semester are reserved for essay writing; during this period the seniors attend no classes. If the final essay is approved by the faculty committee to which it has been assigned for reading, the student is examined upon it by the committee in an hour-long public examination. No degree is awarded unless both the essay and the oral examination are satisfactory. The senior essay is regarded as a culmination of the student's learning.



ACADEMIC STANDING

Because St. John's classes are small and intimate, and because students participate actively, every tutor is aware of his students' progress from day to day. The tutors' appraisals of a student are based on the student's total performance as a member of his tutorials and seminar.

It is assumed that each student has the required capacities to pursue this course of study until there is clear evidence to the contrary. The curriculum is varied and rich enough for great diversity of interest, performance and achievement, and there is ample room within it for a wide range of ability and for individual choice and guidance. Moreover, St. John's is free from the pressures of conventional examinations and competition for grades.

Because student participation is essential to the way in which classes are conducted at St. John's, attendance at all regularly scheduled college exercises is required. A record of absences is kept. This record is taken into consideration whenever there is occasion to determine academic standing.

THE DON RAG

Within the College the most important form of evaluation is the don rag. Once a semester, each freshman, sophomore and junior meets all his tutors in the don rag. The tutors report to one of the seminar leaders on the student's work during the semester; the student is then invited to respond to his tutors' reports and comment on his own work. Advice may be requested and given; difficulties may be aired; but grades are not reported or discussed.

If a student's work as a whole falls below a satisfactory level, he may be placed on academic probation, with the stipulation of conditions that must be met if he is to continue in the College. The normal probationary period is one semester.

LETTER GRADES

The tutor's comprehensive judgment of a student is reported to the Dean each semester as a conventional letter grade, A, B, C, D or F, where C indicates that the work is at a satisfactory level. Such a grading system is necessary in the case of students who wish to go on to graduate or professional school or to transfer to another college. Within the College, grading is not of central importance. Students will be told their grades only on request. They are encouraged, however, not to work for grades, but rather to try to develop their powers of understanding. If it becomes evident that a student is not progressing, or that the learning process has stopped, the student is asked to leave the College.

SOPHOMORE ENABLING

Sophomore enabling is a review by the Instruction Committee, with the advice of all the tutors of sophomores, of the student's learning during the two years he has spent in the College. As an indication of his proficiency in the liberal arts, the annual essay carries great weight. A student is enabled, or allowed to enter the junior class, only if he has submitted a satisfactory essay and only if, in the judgment of the Instruction Committee, he is sufficiently prepared for the work of the last two years. In particular, the enabling judgment looks to the possibility of the student's writing an acceptable senior essay.



Senior Oral, Annapolis

THE ST. JOHN'S DEGREE, BACHELOR OF ARTS

The student who completes the four-year curriculum satisfactorily is awarded the degree of Bachelor of Arts. Students who enter in the January session graduate in three and one-half years, but they spend their first summer in completing their freshman year, so that they too complete a four-year curriculum. For transcript purposes, St. John's seminars, tutorials and laboratories can be translated into terms of conventional subjects. The curriculum is the equivalent of approximately one hundred thirty-two semester hours.

GRADUATE STUDIES AND CAREERS AFTER ST. JOHN'S

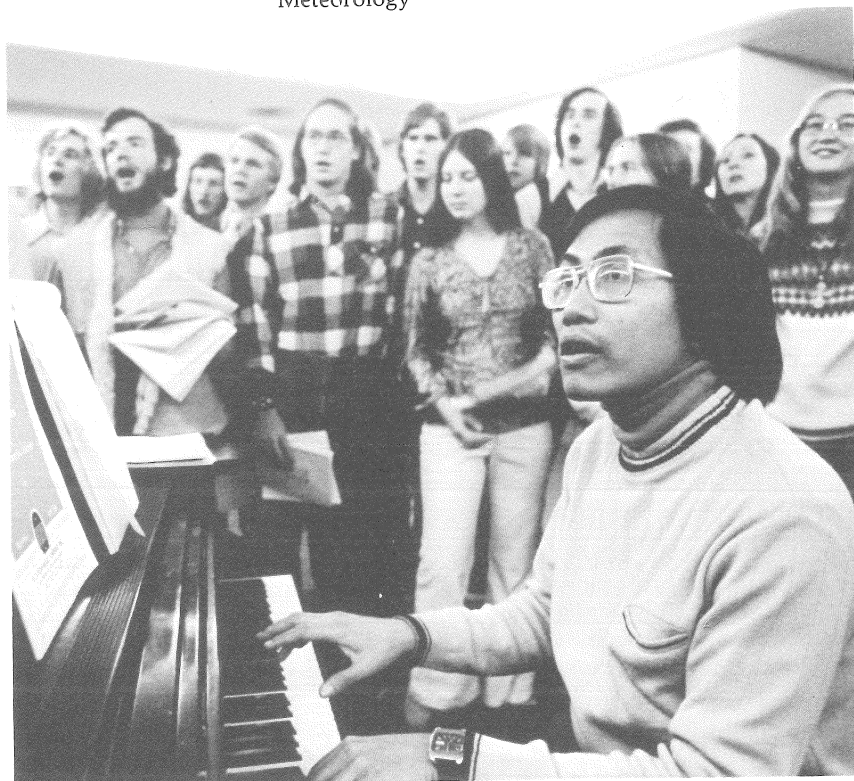
Each year many St. John's seniors elect to do advanced work in a wide range of graduate and professional schools. Experience shows that leading universities admit St. John's graduates with creditable records. Since St. John's offers no major in specific subjects, however, some may find it necessary to take undergraduate courses during their first year of graduate or professional study in some, but not all, fields.

Many other graduates choose to embark directly upon careers in a variety of fields. Their undergraduate background—especially its scope and its emphasis on thoughtful inquiry and subsequent application of principles—has been found to be an excellent preparation for employment.

St. John's refuses to accept the imposition of preprofessional specialized requirements on its liberal curriculum. The College believes that to educate men and women requires less, and yet far more, than is required to satisfy the shifting standards of conventional specialized education.

The following table shows the professions or fields of advanced study entered by one or more St. John's graduates; law, mathematics, philosophy, education, medicine and theology have attracted the greatest numbers.

Acting	Engineering	Music
Advertising	Finance	Nursing
Agriculture	Geology	Oceanography
Archaeology	Government Service	Philosophy
Architecture	History	Physics
Art	History of Art	Political Science
Biochemistry	History of Science	Psychology
Biology	International Relations	Public Administration
Bio-physics	Journalism	Scientific Research
Business Administration	Languages	Social Anthropology
City Planning	Law	Social Work
Computer Programming	Library Science	Sociology
Dentistry	Literature	Systems Analysis
Drama & Playwriting	Logistics Management	Theater Arts
Economics	Mathematics	Theology
Education	Medicine	Writing
	Meteorology	



Freshman Chorus, Santa Fe

THE ST. JOHN'S DEGREE, MASTER OF ARTS

A tutor who has completed two years of teaching at St. John's may receive a Master's degree in Liberal Arts. He must petition the Instruction Committee for permission to present himself as a candidate for the degree. He must then submit a thesis on a topic approved by the Instruction Committee and stand an oral examination upon it. The topic must have some bearing on the understanding and practice of the liberal arts.

THE GRADUATE INSTITUTE IN LIBERAL EDUCATION

A graduate program, leading to the M.A. degree in the liberal arts, is conducted by the Graduate Institute year-round on the Santa Fe campus and during the summer in Annapolis. It is designed for graduates of colleges other than St. John's and is particularly well suited to the needs of high-school teachers.

The program, which is based on the St. John's list of readings, is divided into four subject areas: Politics and Society, Literature, Philosophy and Theology, and Mathematics and Natural Science. Each summer session lasts eight weeks and consists of seminars, tutorials and preceptorials. The seminars are modeled on those of the undergraduate college; they are limited to about twenty students. The tutorials are smaller classes devoted to the close reading of texts. In the preceptorial the student chooses a topic pertaining to one of the books studied and, under faculty guidance, writes a long essay. For each section of the program nine credits are granted. All four sections are required for the degree, though students who have previous graduate credit may be eligible for the degree after three summers. The sections may be taken in any order. More detailed information and a separate bulletin may be obtained by writing to the Graduate Institute in Liberal Education, St. John's College, Santa Fe, New Mexico 87501 or Annapolis, Maryland 21404.

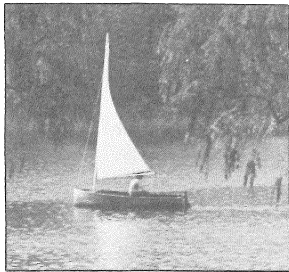
DIRECTORY INFORMATION AND RIGHT TO PRIVACY

In compliance with the Family Education Rights and Privacy Act, the College retains the right to publish at its discretion the following information about each student presently or previously attending the College: the student's name, address, telephone listing, date and place of birth, field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended by the student. As required by the Act, the College will provide public notice annually of its intention to publish such directory information. Students have a right to inform the College within a reasonable period of time that any or all of this directory information should be withheld. The College will respect any such request for privacy.

RESIDENCE & STUDENT LIFE

The College is well aware that physical activities, artistic expression and light-hearted recreation are necessary complements to an intellectual life and it is committed to providing the facilities, funds and support needed to make them available. Generally, such activities in Annapolis are under the sponsorship of the Student Polity. In Santa Fe they are organized by the Student Activities Office (SAO), which is responsible for providing instruction and equipment.

THE ANNAPOLIS CAMPUS



Since its founding as King William's School in 1696, St. John's has been situated in the colonial seaport town of Annapolis, capital of the State of Maryland. Its population of 50,000 persons is occupied principally with the government of the State and of Anne Arundel County; with the training of midshipmen at the United States Naval Academy; with the fish, crab and oyster industry and the sailing and recreational activities of the Chesapeake Bay; and with the liberal

education of students at St. John's College.

The campus of thirty-six acres lies in the Historic District, adjoining College Creek, one block from the State House and across the street from the Naval Academy yard. The fifteen buildings include 18th century historic homes (now classrooms, offices and a dormitory), 19th century Victorian structures, and 20th century buildings designed to complement the older ones. There are six student dormitories, offering single and double rooms.

The community of students has governed itself since 1945 with elected officers and delegates representing each dormitory and the off-campus constituency. The Student Polity representatives, called the Delegate Council, meet once a week to hear requests from students for funds, to allocate time and use of facilities such as the student kitchen, to remind students of their responsibilities to the College community, and to express student opinion on common problems. The Delegate Council also meets once a week with members of the College administration to discuss problems of mutual concern and maintains a Student Instruction Committee to discuss and recommend curriculum changes. A Food Committee works with the dining hall manager to develop satisfactory dishes for the regular and vegetarian menus.

The Gadfly, a weekly student newspaper, provides a second medium for expression of opinion to the community as a whole. Controversy ranges from petty to vital; creative writing and news take up the rest of the space. Students are also welcome to contribute work to *The Reporter* and *The St. John's Review*, the two official publications of St. John's.

Extracurricular organizations at St. John's are generally informal. Some continue year after year while others spring up and die out as the individual members of the community come and go. Many extracurricular

Dining Hall, Annapolis



activities grow directly out of the curriculum as students' interests overflow from the classroom. The past years have seen small classes—some led by students, others by tutors—in harmony, Latin, German, the New Testament, Leibnitz (his papers on calculus), and special aspects of chemistry and biology. Other activities stem from interests independent of the College curriculum. Most prominent among them have been those of the Garden Club and various classes in dance and martial arts.

Theater life is active. Each of three drama groups offers a specialty: the King William Players stage one or two classical plays a year, the Modern Theater Guild performs one or two modern works, and the Dwarf Players produce several one-act plays. Recently these groups produced *The Night of the Iguana*, *The Importance of Being Earnest*, and *Le Misanthrope*.

Every weekend the student film club presents foreign and domestic films—the classics of cinema art. Additional film series, including *The Ascent of Man* and *Roots*, have been shown during the week. There is also a special winter film series on Wednesday nights.

Music is pursued in groups and individually. Voice and instrumental ensembles train new members and perform at College events. The College provides practice rooms and pianos and a music library of scores and recordings. Private study can be easily arranged on campus or in town.

Individual artistic expression needs a time for training and a place to work. Permanent facilities such as the art studio, ceramic studio, wood-working shop, photography darkroom and stage floor provide places to develop specific skills. The College also maintains a small art gallery staffed by students. Recent shows of works by Roualt, Daumier and Hart have been held there. An exhibit each spring displays work by members of the College community. An artist in residence teaches classes and coordinates exhibits. Classes in pottery, photography, woodworking, drawing, sculpture and painting continue throughout the year.

Parties, an important part of community life where students and tutors meet informally, come in several varieties. The Society of Bacchus arranges rock dances, waltz parties and community gatherings including the Halloween Masked Ball, Mid-Winter Ball, Christmas Party and the Spring Cotillion. Vigorous square dances and quiet jazz parties occur once or twice a year. A festival in the spring, Reality Weekend, begins with student skits and parodies and, after a parade up Main Street, provides a full day of picnicking and athletic competition.

Cultural events on campus include Sunday concerts and informal lectures by guest speakers. Annapolis itself offers church groups of all denominations, synagogues (detailed information on Jewish student life is available on request), concerts, plays, historic tours, seafood, sailing, the Naval Academy, hiking, cycling, State government, political work, community service groups, etc. Washington, D.C. and Baltimore, Maryland, both within an hour's drive, offer activities, museums and stores too numerous to mention here.

ATHLETICS

Since 1939, when intercollegiate athletics were abolished, the intramural sports program has flourished. About two-thirds of the students, both men and women, participate actively in individual and team sports. The Director of Athletics and two student assistants schedule events and coordinate use of the facilities, which include a well-equipped gymnasium, large playing fields, tennis courts and a boathouse with a number of sailboats and other small craft.

Men's and women's teams compete in field hockey, touch football, soccer, basketball, volleyball, softball and track, each in its season. Doubles and single players compete in tennis, handball, squash, badminton, fencing, paddleball and table tennis. Sailing, canoeing and rowing are non-competitive activities offered purely for enjoyment. Excellence in sports is recognized and encouraged by individual and team awards; enjoyment of sports is the most important fruit of the athletic program and is its own reward.



THE SANTA FE CAMPUS



In the early 1960's the College decided to expand its student body. The Board of Visitors and Governors chose to establish a second campus in the West rather than sacrifice the virtues of a small campus. St. John's College in Santa Fe was opened in the fall of 1964 in New Mexico's capital city, founded in 1610 by Spanish colonists. Its population of 50,000 people is occupied principally with the government of the State and of Santa Fe County; with cultural pursuits in the fine arts, museums and opera; and with archaeological and historical research. Scientists in nearby Los Alamos do research in nuclear physics and related fields. Neighboring institutions of higher education include the Institute of American Indian Arts, the College of Santa Fe and the University of New Mexico in Albuquerque. Sixty miles to the south, Albuquerque provides the attractions and conveniences of a city of 400,000 people.

The campus of 300 acres lies in the southeast corner of the City, two miles from the historic Santa Fe Plaza and the Palace of the Governors. The architecture of the Santa Fe campus reflects the territorial style introduced in the state during the last century. The campus, at an elevation of 7,300 feet, overlooks the Santa Fe valley and offers superb views of the Jemez, the Ortiz y Pino and the Sangre de Cristo mountain ranges.

The Campus includes a classroom building, a laboratory, a student center, a music and fine arts building, an administration building and two clusters of dormitories. A library, dining hall and infirmary are also located in these buildings.



Nina S. Garson Reflecting Pool, Santa Fe

View from Dining Hall, Santa Fe

Each of the sixteen dormitories on campus houses from twelve to eighteen students and serves as a smaller community of friends within the College. More than half the rooms are singles. The others are designed in suites of two or three rooms to provide each student with the privacy of his own quarters and at the same time close companionship with a fellow student. The head resident helps students arrange to live in dormitories with others who share similar opinions about smoking, loud music and so on in a dormitory area. In addition to the two dormitory complexes on campus, students are also housed in a rambling twenty-room adobe house which was bequeathed to the College by the poet Witter Bynner.

Students in Santa Fe find it effective to work out problems and ideas on an individual basis with administration and faculty, rather than through the machinery of a formal student government, since both the size of the College and the form of the program are conducive to informal and direct communication. There are permanent student representatives to the Financial Aid Committee and the Board of Visitors and Governors. Students also belong to advisory committees which concern themselves with such things as Friday night lectures or the food service.

Santa Fe students and faculty have initiated a wide variety of extracurricular activities including the artistic, the academic and the athletic. Artistic expression is encouraged by extracurricular classes in drawing, painting, photography, pottery, weaving, ballet and modern dance. The art studio in the Fine Arts Building, the darkroom and the pottery studio provide appropriate settings for these activities. The College's art gallery, which is open to the public, has a new show by professional artists each month. Student art work is displayed at the end of the school year, and awards are given for

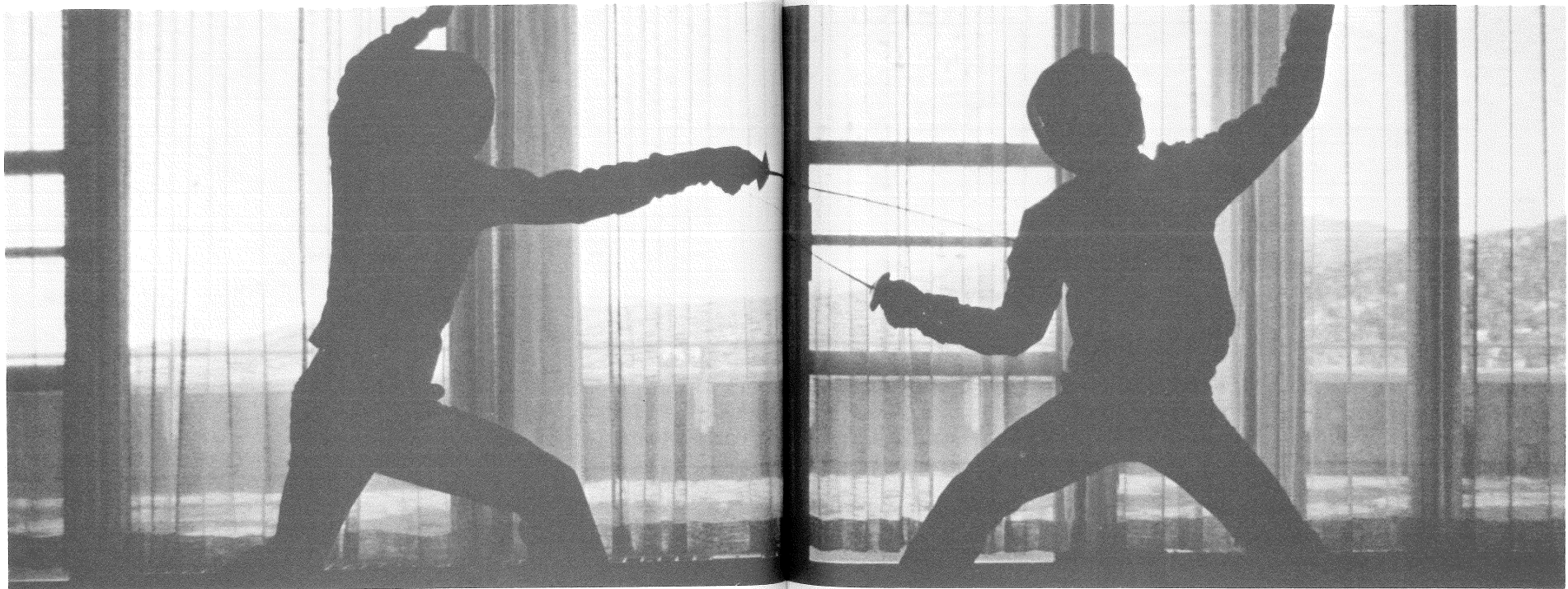
achievement in pottery, photography, drawing, painting and in making jewelry. *Au Verso*, the literary magazine of the College, is published twice a year. It contains essays, artworks, poetry, short stories and photography from students and faculty alike.

Musical performances of many kinds are given by students through the *Collegium Musicum*. Formed in order to stimulate musical activity on campus, the association provides members of the College community with an opportunity to perform before a small, receptive audience. Through this organization students and faculty who play instruments or who sing can find teachers and fellow musicians with whom to study or perform. The St. John's Chorus and the Madrigal Singers also give recitals. The College provides numerous keyboard instruments including two grand pianos and a harpsichord for student practice and performance. Practice rooms are available in the Fine Arts Building.

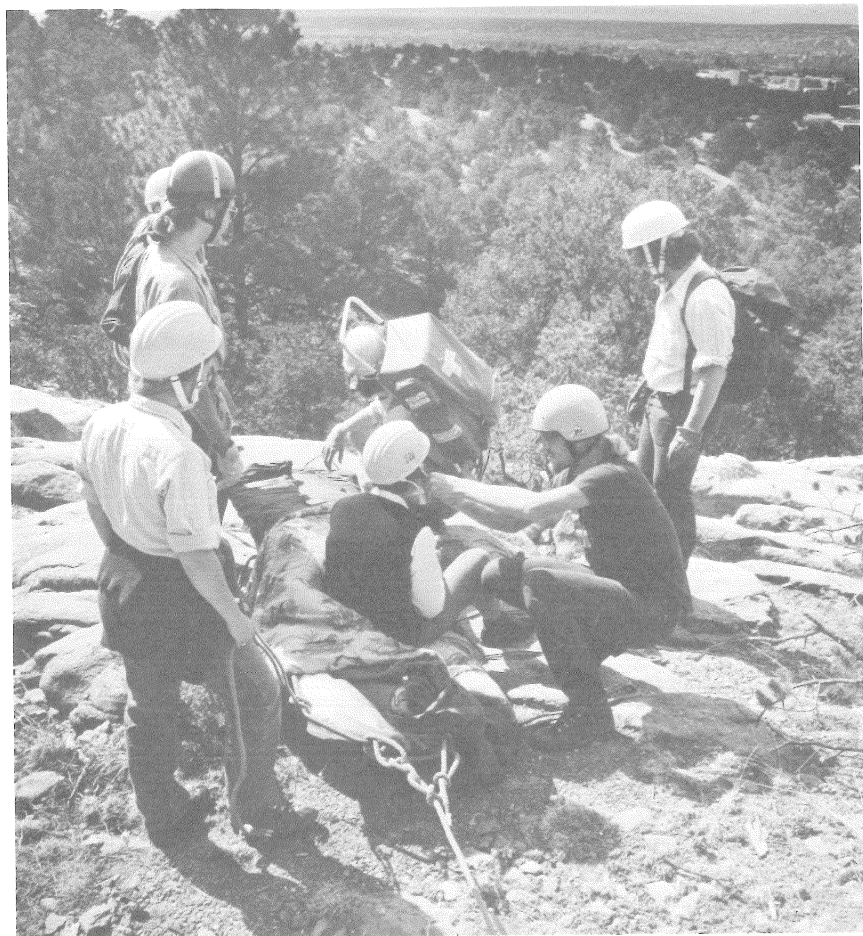
The *Collegium Theatricum* produces two or three plays each year. It also organizes evenings of soliloquies and one-act plays. Funds and equipment are provided by the Student Activities Office. The directing, acting, costumes and lighting are done by interested students and faculty.

The St. John's Film Society is organized by students to provide a wide variety of classic and current films for the College community every Saturday night.

Many students are attracted to the town of Santa Fe by its crafts, music, theater and visual arts. Others have participated in tutoring in elementary schools, counseling for the Santa Fe crisis center, working at the local health-food co-op or in other local activities. The St. John's bus takes students into town twice a day.



Most students come to St. John's with definite interests outside the scope of the program and pursue these interests in extracurricular classes and discussion groups both on and off campus. Informal discussions of contemporary literature, forums on public concerns, and slide shows on art history are frequent on-campus activities, as are study groups in such languages as Russian, German, Spanish, Italian and Hebrew. Students preparing for entrance into medical school have attended classes at the University of New Mexico, Los Alamos branch, under the sponsorship of the College. Thorne Fellowships also give students financial support toward fulfilling medical prerequisites during the summer months.



St. John's College Search and Rescue Team, Santa Fe

As in Annapolis, waltz parties, rock parties, and such regular events as the Fall Festival (in the mountains surrounding the College), the Halloween Costume Party, the Fasching Ball, the Graduation Ball and Reality Weekend provide occasions for informal gatherings of tutors and students. Reality Weekend includes a talent show, a parade from the Plaza to the College, a picnic and athletic competition.

ATHLETICS

The Student Activities Office coordinates a volunteer athletic program which offers opportunities for training and competition in a wide range of sports from skiing and river rafting to soccer and fencing. These last two are sports in which St. John's challenges other colleges and universities, and the College usually has one of the finest fencing teams in the Southwest. There are indoor facilities for judo, karate, tai chi chuan, weightlifting, gymnastics and fencing, but during much of the year these activities can be done out-of-doors.

Intramural programs in tennis, soccer, track, volleyball and badminton are conducted at the College's facilities. A men's soccer team and a women's soccer team both play with other teams in the area and are hosts to several tournaments in the fall and spring. The St. John's basketball team competes in a city league. Santa Fe's municipal swimming pool is reserved for St. John's one night each week. A horse corral on the campus is available for student and faculty use; horses may be hired at a nearby ranch.

The adjoining Sangre de Cristo Mountains provide hundreds of square miles of forest and wilderness areas for hiking and camping. Here the St. John's Search and Rescue unit trains regularly in techniques of map reading, first aid, wilderness survival, rock climbing and cliff evacuation. The team is called out in emergencies several times a year; students have permission to be absent from campus in the event of a search or rescue.

The Santa Fe Ski Basin (seventeen miles to the north) and the Taos Ski Basin (two hours away by car) offer fine slopes for both beginning and advanced skiers, and several cross country ski trails branch off from them. Students may borrow skis, boots and poles from the College, and the St. John's bus provides transportation. When the weather is warmer the Student Activities Office organizes excursions down the Rio Grande by kayak, canoe and rubber raft with overnight camping along the way.

BOTH CAMPUSES

RELIGIOUS ACTIVITIES

The Charter of 1784 established St. John's College as a non-denominational institution. In its early years there were some ties with the Protestant Episcopal Church, but these no longer exist. The College schedules no formal religious services except before commencement. Attendance is voluntary, in consonance with the Charter. Many tutors and students attend church or synagogue in town. It is customary for extracurricular Bible classes to be conducted by tutors of the College.

FACILITIES FOR STUDENTS

The College Bookstore on each campus has all the books and supplies the student needs for his classes. It also maintains a stock of books related to all phases of the program, and books of more general interest. It is operated without profit.

As supports for an active social life, the College provides on each campus a coffee shop and a junior common room for the use of all students. In addition, there are smaller social rooms, comfortably furnished.

DORMITORIES

The dormitories form small communities within the larger college communities, helping the incoming student to make proper use of the support that other students can give him in his college life.

Unmarried students not living at home are required to live in the college dormitories and to take their meals in the college dining hall, unless they obtain permission from the Assistant Deans to live off-campus.

The College currently can offer no married student housing at Annapolis, but does, on a limited basis, at Santa Fe. Students who wish to have married student housing must find suitable housing off-campus and should allow time for this.

Room assignment is the responsibility of the Assistant Deans in Annapolis and of the Head Resident in Santa Fe. Returning students have the privilege of drawing for rooms before they leave for the summer vacation.

In Annapolis students are not permitted to remain in residence during winter or spring vacation. In Santa Fe students are not permitted to remain in residence during winter vacation. They may remain during spring vacation, although a small fee is charged.

DINING HALL

The dining hall on each campus is operated by a catering service. A vegetarian menu is available. Resident students are required to eat in the dining hall. Exemptions for medical reasons are granted only upon examination and recommendation by the College Physician.

CAREER COUNSELING OFFICE

The Career Counseling Office serves student needs in two especially important areas. First, it provides essential information for those students planning to continue their education in graduate programs and professional schools across the nation. The Director of Career Counseling also offers assistance and counseling to those students who wish to embark upon careers immediately after graduation.

STUDENT EMPLOYMENT OFFICE

An employment service, initiated and run by students, locates off-campus

jobs. Primarily, it seeks part-time employment for students during the academic year, but it can also aid students looking for full-time summer employment in the local community.

INFIRMARY SERVICE

Well-equipped infirmaries are maintained at both campuses, each under the supervision of a College Physician and a College Nurse. A daily medical report is sent to the Assistant Deans. A psychiatrist or clinical psychologist is available for consultation.

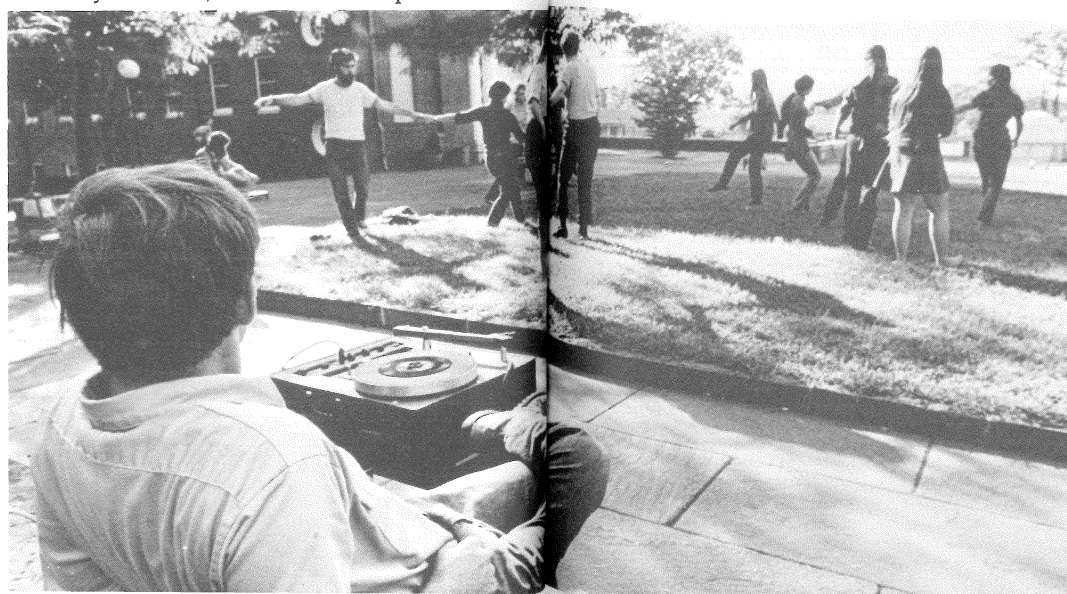
RULES OF RESIDENCE

Social order and the well-being of each student make necessary certain rules of residence governing the use of dormitories. These rules have been decided upon by the Dean in consultation with students and the faculty. Every entering student is informed of them, and returning upperclassmen are reminded of them each fall. The rules differ in certain details on the two campuses, though in general they follow the same pattern.

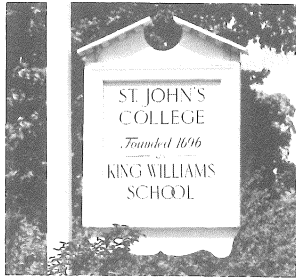
The academic and intellectual life of the community is inseparable from the communal life. The building of a good community requires the faculty to show respect for the individuality of each student. All students agree to abide by the rules and regulations promulgated in the *Student Manual* published annually by the College. St. John's assumes that students will respect not only the enacted rules but also the community-accepted canons of decent behavior. In extreme cases, where these canons are flouted, the College may require withdrawal of the offending student.

PROPERTY DAMAGE

The College provides a housekeeping staff to care for the dormitories. The College inspects the rooms periodically and repairs at the expense of the occupant or occupants any dormitory room and furniture that have been damaged beyond normal wear and tear. Any damage to college property is charged to the caution fee of the student or students responsible for the damage. The College is not responsible for the loss of, or damage to, any student property resulting from fire, theft or any other cause.



ADMISSIONS



The standards by which applicants are selected for St. John's are special, and prospective students find it rewarding to write the essays that constitute an application to the College. People who apply want an education that consists of careful reading and consideration of the most demanding books; of serious conversation in which they will learn to see deeply into others' ideas as well as their own; and of active participation in their own education.

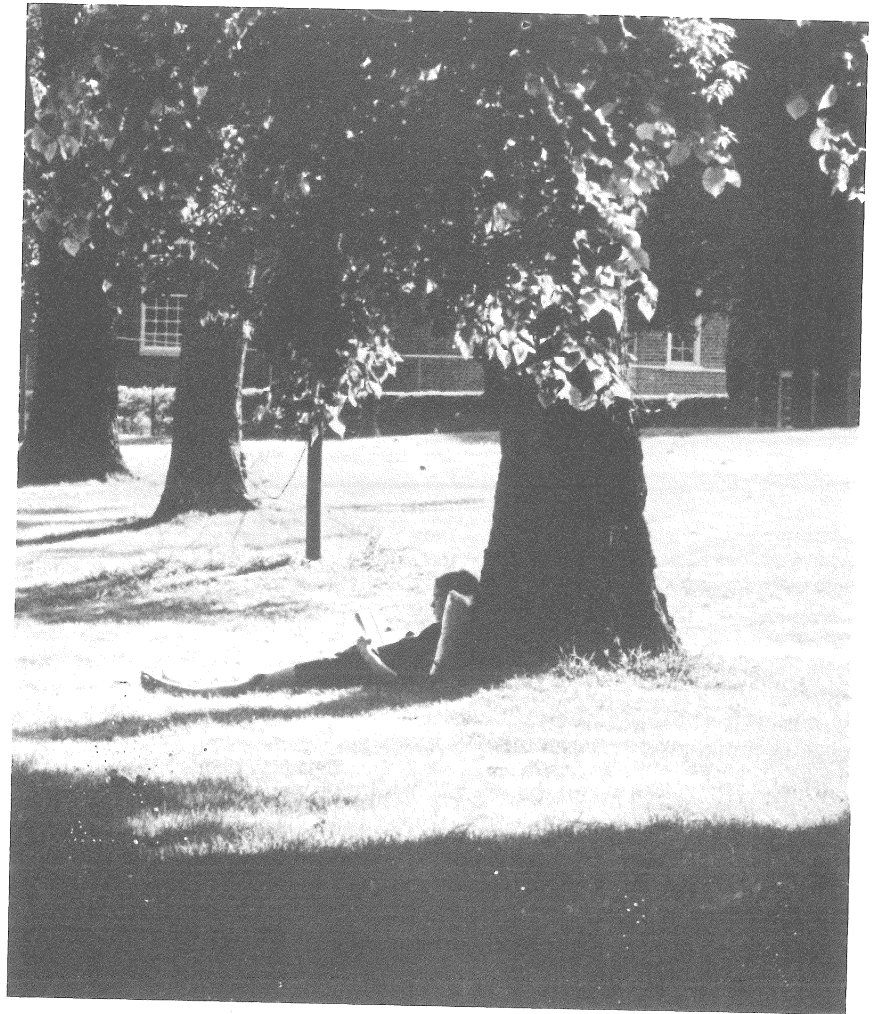
Education at St. John's is a common pursuit. Each student has a considerable effect on the life and learning of the community. Most who consider St. John's examine themselves carefully before applying so that when they do they are saying to themselves and to the College that they want to engage fully in the life of reason and believe they can take pleasure in it. In writing their application essays, many determine their own appropriateness as St. John's students; others eliminate themselves as applicants, deciding that their interests and those of the College do not coincide. Thus, for the most part, they select themselves. Some are rejected, of course, but a wide variety of students is accepted each year.

The purpose of the admission process is to determine whether an applicant has the necessary preparation and ability to complete the St. John's program satisfactorily. The Admissions Committee—ten tutors and both Directors of Admissions—regards the application as being a question from the applicant: "Do you think I am ready to profit from the program of studies at St. John's?"

In the essays, applicants are asked to discuss their previous education, experience with books, reasons for choosing St. John's, summer or post-high school experiences, and some particularly valuable experience they have had. A number of optional topics is also suggested. The essays are designed to enable applicants to give a full account of themselves. They can tell the Committee much more than statistical records reveal.

Next the Committee considers the applicant's academic achievement and promise. Previous academic records—the secondary school report and college transcript, if there is one—show whether an applicant has the habits of study necessary at St. John's. Letters of reference, particularly those of teachers, are carefully read for indications that the applicant has the maturity, self-discipline, ability, energy and initiative to succeed in the St. John's program. St. John's attaches little importance to "objective" test scores, and no applicant is accepted or rejected because of such scores.

The Committee's decisions are not influenced by the race, religion, sex, age, color, physical handicaps or national or ethnic origin of an applicant, or by any other factors unrelated to the work of the College. The application asks a minimum of personal data. Need for financial assistance does not affect the Committee's decisions on admission.



St. John's has decided to remain a small college. The enrollment is about 375 students in Annapolis and 320 in Santa Fe. The size of each class is limited on each campus. Most freshman classes are about equally divided between men and women. Classes enter in late August and January in Santa Fe, in September and January in Annapolis. New students are enrolled only as freshmen; a fourth or more of each entering class have done one, two, or even three years of college work elsewhere. These students, despite good records at other colleges, relinquish their advanced standing to take part in the St. John's program.

Freshman who enter in January stay on campus the following summer to complete the first year. They can thus graduate a year earlier than if they had postponed their entrance until the following fall. The January class is of particular interest to students who come to St. John's from other colleges, or who have traveled or worked since graduation from high school, or who wish to enter St. John's immediately after the first semester of their senior year of high school.



REQUIREMENTS FOR ADMISSION

Most applicants have a strong background in academic subjects. Specific academic requirements include two years of algebra, one year of geometry, and two years of a foreign language; additional work in mathematics and foreign language is advised, as well as two or three years of natural science. In addition to the application essays and academic transcripts, applicants must present two letters of reference, including one from a teacher. In exceptional cases certain of these requirements may be waived, or additional information may be requested. SAT or ACT test scores are not required, but may prove helpful.

Occasionally St. John's accepts an applicant who is not a secondary school graduate. Such a student must be well qualified to profit from the College program. A campus visit and interview are especially important for such candidates. These students usually wish to enter St. John's following their junior year of high school or in the January immediately after the first semester of their senior year.

St. John's is authorized under federal law to enroll foreign students.

PROCEDURE

St. John's College is a single entity located on two campuses. Although applications must be initiated and completed at one campus or the other, admission to either campus constitutes admission to the College as a whole.

On inquiry, prospective students receive a statement of the St. John's College program, an application for admission and recommendation forms to be completed by schools and references. Applications may be submitted as early as the second semester of the eleventh grade. Because the College welcomes all serious applicants, there is no application fee. A student should submit his application materials to the Admissions Office on the campus he prefers to attend. Students planning to apply for financial aid should refer to the section on Fees and Financial Aid and notify the appropriate Admissions Office of their intentions as soon as possible.

St. John's has a policy of rolling admissions. There is no application deadline, but applications for both fall and January classes should be submitted as early in the year as possible. Because there are occasional vacancies in classes due to last-minute withdrawals, students who wish to apply late in the year should contact the Admissions Office for particulars. As soon as the application essays and supporting documents are assembled, the application is reviewed by the Admissions Committee. The applicant is notified of the Committee's decision in about two weeks.

Upon notification that his application has been accepted, an applicant has the option to enroll on either campus. In order to secure a place in the entering class, he must submit a deposit of \$200 to the Admissions Office on the campus at which his application was processed, together with a statement specifying the campus he wishes to attend. Once the deposit has been submitted, the campus preference may not be changed except as noted below.

Deposits are accepted on a first-come, first-served basis until the entering classes are filled. If the entering class on the applicant's first-choice campus is full, the Admissions Office will offer him the following options: 1) the deposit may be transferred to the other campus, provided space remains in that entering class; 2) the deposit may be used to secure a place on the waiting list or in a subsequent class on the applicant's first-choice campus; or 3) the deposit may be returned. If the applicant is also a candidate for financial aid, the deposit will be accepted with the understanding that it will be refunded if sufficient aid cannot be offered to enable him to attend the College. Deposits submitted when no financial aid has been requested or after receipt of an aid offer are not refundable. All deposits are applied to first semester tuition and fees.

A physical examination is required of each student before registration. A form for reporting the examination, along with other registration materials, will be sent to each student prior to the date of enrollment but only after receipt of the \$200 deposit.

INTERCAMPUS TRANSFER

Once enrolled on either campus, a student may transfer to the other at the beginning of any academic year, provided his record is in good standing and he notifies the Dean's Office of his intentions by February 25. If the student wishes to apply for financial aid, he must also file his new financial aid forms by February 1. All such transfers are subject to approval by the Deans of both campuses.

INQUIRIES

Inquiries should be addressed to the Director of Admissions, St. John's College, Annapolis, Maryland 21404 (Tel. 301/263-2371) or Santa Fe, New Mexico 87501 (Tel. 505/982-3691).

CAMPUS VISIT

Anyone who is considering the possibility of entering St. John's should see the College for himself. It is probably wise to get first-hand advance knowledge of any college one may be thinking of attending, but it is especially wise in the case of St. John's because of its unique curriculum and teaching methods.

While on campus the visitor may attend a seminar on Monday or Thursday evening at 8:00 p.m.; attend tutorials in mathematics, language and music; visit a laboratory; be interviewed by the Director of Admissions, a member of the Admissions Committee, or a tutor; attend the weekly formal lecture (Friday night); talk informally with St. John's students and tutors; visit the library and bookstore; explore the historic town of Annapolis or Santa Fe; attend a movie, play, art exhibit, or concert; or watch students participating in the sports program.

Since the seminar, the most important part of the program, meets on Monday and Thursday evenings, student visitors are normally on campus from Monday to Wednesday or from Thursday to Saturday on the Annapolis campus, from Sunday to Wednesday or from Wednesday to Saturday on the Santa Fe campus. If travel arrangements make these time periods impossible, the visitor may telephone the Admissions Office for special help. The calendar in the front of the catalogue should be checked to make certain the College will be in session during the time of the visit.

Persons planning to visit should telephone (301/263-2371 for Annapolis or 505/982-3691 for Santa Fe) or write the Admissions Office giving the dates (and alternates) they have selected. It is also necessary for the Admissions Office to know the approximate time of arrival. When the reservation is confirmed by telephone or letter, the visitor will be told the seminar reading. If it is necessary to cancel the visit, the Admissions Office should be notified as soon as possible.

The only expense for the visitor will be transportation. He will be provided a room in a dormitory and meals in the dining hall without charge. St. John's students dress informally for tutorials, but more formally for seminar and formal lecture. The seminar readings can usually be located in inexpensive paperback editions in the College Bookstore if a visitor has been unable to locate a copy of the book being discussed in seminar. Linens and soap are provided by the College.

If a visitor arrives weekdays between 9:00 a.m. and 5:00 p.m., he should go the Admissions Office. Weekends and any day after 5:00 p.m., he should go to the College receptionist. The receptionist is at the switchboard in Campbell Hall at Annapolis and in the Student Center at Santa Fe.

TRANSPORTATION

The Baltimore-Washington International Airport is located twenty miles from Annapolis. An airport limousine goes to and from Annapolis; visitors are advised to check schedules in advance. Bus service from the airport is not practical. Hourly buses run between Baltimore and Annapolis and the driver will let one off at the campus if he asks. Buses from Washington are less frequent and arrive at the Annapolis Greyhound Bus Terminal (about six blocks from the College). By car one takes Route 50 from Washington or Route 2 from Baltimore.

A limousine service from the Albuquerque airport to Santa Fe also is available. Called the "Shuttle-jack," it leaves the airport seven times a day and costs \$13.00 one way. Greyhound and Continental bus lines pass through Santa Fe. Amtrack stops at Lamy, N.M., twenty miles from Santa Fe, and taxi service is available to town (reservations should be made with the taxi service one day in advance). Upon arrival at the bus station or at one of the Santa Fe hotels, the easiest way to get to the campus is by taxi.

FEES & FINANCIAL AID



The College believes that qualified applicants should not be denied the opportunity to attend St. John's College because of limited finances. St. John's therefore maintains a financial aid program to assist eligible students to the greatest extent possible within the limits of the College's resources. With very few exceptions, financial aid awards are made solely on the basis of need.

- A. The following principles underlie St. John's financial aid program:
1. The primary responsibility for financing a college education lies with the student and the student's parents. The College can offer aid only to supplement funds the family provides.
 2. The ability of a family to meet college expenses is determined by assessing the family's financial strength in terms of income, assets, debts and additional children to be educated.
 3. Financial aid may be in the form of a grant, loan or part-time employment and will be offered to all students as a package which combines one or more forms of aid.
 4. In keeping with the philosophy that students should contribute to



their educational expenses, self-help is the first component of a financial aid award. At St. John's, self-help consists of a part-time job and an educational loan.

5. The total amount of financial aid the College offers a student may not exceed the student's demonstrated financial need.

6. Financial aid is not automatically renewable; rather, students reapply each year they wish to be considered for aid.

7. Students receiving financial aid must meet the criteria for maintaining satisfactory progress in order to retain their award (See page 61.)

8. Financial aid awards are made in accordance with the provisions of Title IV of the Civil Rights Act of 1964 and Title IX of the Higher Education Act of 1980 which prohibit discrimination on the basis of race, color, sex, physical handicap, age, marital status, creed or ethnic or national origin.

B. The procedure for applying for financial aid is as follows:

1. Applicants for admission who also plan to apply for financial aid should fill out the application for financial aid in the back of this catalogue and return it to the appropriate Admissions Office.

2. Applicants must also file the current *Financial Aid Form* with the College Scholarship Service in Princeton, New Jersey or Berkeley, California. This form permits applicants or their parents to present a detailed account of the family's financial position. It may be obtained from either secondary schools or the Financial Aid Office at St. John's.

3. Candidates for financial aid from the College must first establish their eligibility for the Pell Grant, a Federal program described in Section D below. The College Scholarship Service's *Financial Aid Form* enables candidates to indicate that they wish to apply for a Pell Grant. Students should so indicate. No financial aid award will be made by the College until the student submits his copy of the Student Aid Report to the Financial Aid Office.

4. As part of the application for financial aid, parents of dependent applicants and applicants who claim self-supporting status must provide an official copy of their most recent Federal Income Tax Return.

5. Self-supporting students are required to meet the Federal definition of independence and have an affidavit of non-support on file in the Financial Aid Office. This form will be mailed to parents or guardians upon receipt of the *Financial Aid Form* if the applicant is claiming self-supporting status.

6. Residents of Connecticut, the District of Columbia, Maryland, Massachusetts, Pennsylvania, Rhode Island, and Vermont must apply for a State Scholarship.

7. An applicant who has previously attended an institution of higher education must provide a Financial Aid Transcript from that institution. Financial Aid Transcripts can be obtained from the Financial Aid Office.

8. Students applying for and receiving financial aid from St. John's are required to notify the Financial Aid Office of any scholarships, loans, grants, gifts, employment or other financial benefits for which they become eligible; any change in their or their family's financial situation; and changes of name, marital status and address.

C. Following are the deadlines and notification dates for financial aid:

FRESHMAN CANDIDATES

Although the College has no deadline for receipt of financial aid applications, candidates for admission who are in need of financial assistance should indicate that need as soon as possible. *The Financial Aid Form/Pell Grant Application* should be filed with the College Scholarship Service as soon as possible after January 2 in the year in which the candidate wishes to be admitted. Those who wish to enter in January should submit the FAF/Pell as early as possible in the preceding year. Likewise, the St. John's Financial Aid Application in this catalogue should be filed with the Admissions Office as soon as possible after its receipt by the candidate. Applicants should note also that the earlier their aid application is received, the better the chance that their financial need can be fully met. Candidates for admission applying after February 25 for financial aid have significantly lower chance of receiving all the funds for which they are eligible than those applying earlier.

RETURNING STUDENTS

Applications are due by February 25 from enrolled students who are returning to the College and reapplying for financial aid or are applying for financial aid for the first time. Beginning on December 1, the Financial Aid Office will provide the necessary *Financial Aid Form*, which should be completed and filed with the College Scholarship Service on January 2 or as soon thereafter as possible. Students whose financial aid credentials are received by the Financial Aid Office prior to the February 25 deadline will be notified of the decision on their application on April 1. Applications completed after February 25 will not be considered until awards have been made for applications completed before the deadline. Awards based on applications completed after the deadline will not be mailed until after April 15.

Students whose applications for financial aid are received after the deadline will not be denied consideration for assistance, but the availability of funds for them cannot be guaranteed.

D. Funds for financial aid awards from the College are available from the sources listed below. Except for the Federally Insured/Guaranteed Student Loan, applicants need not apply for funds from any of these specific sources. All these sources are automatically considered in making up the College's financial aid awards.

ST. JOHN'S GRANTS

Funds for St. John's grants are provided by the College from its own resources, and all awards are made on the basis of financial need.

ST. JOHN'S SPONSORED NATIONAL MERIT SCHOLARSHIP (Santa Fe)

The College sponsors National Merit Scholarships for finalists in the National Merit competition. Finalists who list St. John's College, Santa Fe, New Mexico, as their first choice and who have been admitted by February 25, are eligible for the College sponsored National Merit awards. Winners are chosen according to merit. Stipends in excess of

\$250 are determined by financial need. Awards are renewed annually and those recipients who wish to be considered for stipends in excess of \$250 should apply for financial aid each year.

PELL GRANT

This Federal program is designed to provide financial assistance to those who need it to attend a post-secondary institution. Pell Grants are intended to be the first form of assistance in a financial aid package and may be combined with other forms of aid in order to meet a student's demonstrated financial need. Eligibility for the Pell Grant and the amount awarded are determined on the basis of the financial resources of the applicant and the applicant's family. No repayment of this grant is required.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

The College awards SEOG's to incoming freshmen and enrolled students each year. These grants are made to students who have financial need and are unable to pursue a course of study without the grant. Eligibility for SEOG is limited to \$2000 per year.

COLLEGE WORK STUDY PROGRAMS (CWS)

This Federal program permits the College to give part-time employment to students who need such earnings to pursue their course of study. Students may work only a limited number of hours per week while enrolled and while classes are in session.

NATIONAL DIRECT STUDENT LOAN (NDSL)

These loans are made by the College directly to students using funds provided, for the most part, by the Federal Government. The maximum loan for four years of undergraduate study for the first baccalaureate degree is \$6000. No interest accrues and no payment is required while the borrower is enrolled at the College. Repayment begins six months after the borrower terminates attendance at the College. There is provision for deferment if the borrower returns to at least half-time study at another institution. Depending on the total loan commitment, the repayment may extend from ten to twenty years.

FEDERALLY INSURED/GUARANTEED STUDENT LOAN (FISL/GSL)

These programs enable a student to borrow directly from a bank, credit union, savings and loan association or other participating lender who is willing to make the educational loan. The loan is guaranteed by a state or private nonprofit agency or insured by the Federal Government. The maximum amount a student may borrow is \$2,500 a year. No interest accrues and no payment is required while the borrower is a full-time student. Repayment begins six months after termination of college attendance. The interest rate is nine percent per annum for any student who obtains his first GSL after January 1, 1981. The interest rate for

other borrowers is seven percent. A student may be allowed up to ten years to pay back the loan.

1982-83 STUDENT BUDGET*

FALL FRESHMEN

Dependent		Independent
\$6700	Tuition	\$6700
1150	Room	1150
1450	Board	1450
200	Books	200
500, 550, 650 ¹	Personal Expenses	650

JANUARY FRESHMEN

Dependent		Independent
\$6030	Tuition	\$6030
— ²	Room	— ²
— ²	Board	— ²
200	Books	200
400, 450, 520 ¹	Personal Expenses	520

*Fees are subject to change without notice.

¹The allowance for personal expenses varies with the distance between the student's home and the College.

²Undetermined at time of publication.

BILLING AND DEPOSITS

Billing for tuition and fees is done prior to each semester. The charges are due and payable in full on or before the registration dates for that semester. Those who may wish to pay in monthly installments should inquire of the Treasurer about the various commercial tuition payment or loan plans available to St. John's College students and parents.

Since determinations affecting students, faculty and physical facilities must be made well in advance of the beginning of each academic year, the College must know in April which returning students will register in September. A deposit of \$150 on the fees for the following year is therefore due on or before the first Monday in April for prospective sophomores, juniors and seniors. Payment of this deposit guarantees a student a place in the class. If the deposit is not paid, he may have to be placed on a waiting list; students to whom financial aid awards have been made and who do not pay their deposit by the due date will have that award cancelled. The deposit is refundable only in case of withdrawal due to ill health, military service, aca-

demetic dismissal or (in the case of prospective juniors) failure to enable. If the student should decide not to enroll in the year for which he made the deposit, the deposit is forfeited, and he must make a new deposit to secure his place in a subsequent class. If there should be any difficulties in making this deposit, the student should contact the College Treasurer at the earliest possible date to make suitable arrangements.

Each student is required to make a deposit of \$75, called the Caution Fee, which is subject to charges for laboratory breakage, damage to or loss of college property and other minor mishaps. This fee is paid once at the beginning of the Freshman Year, but each student must bring the balance (after damages assessments, if any) up to the full \$75 at registration each semester. If unused, it is refunded on request at the end of the academic year or when a student leaves the College. Each graduating senior must pay a Commencement Fee of \$25 at the beginning of the second semester of the Senior Year.

Unless otherwise requested, the College presents its bills directly to the student, with a copy to the parents. There is a fee of \$25 for late registration for each semester. The cost of books is about \$200 a year. Class copies of many of the program books are available in the College library.

Veterans and Social Security recipients qualified to receive educational benefits may arrange with the Treasurer for a payment schedule of tuition and fees corresponding to the schedule on which they receive their benefit payments. These arrangements must be made prior to the beginning of the academic year, after having received proper certification from the Veterans Administration or the Social Security Administration.

Students with outstanding debts to the College may not register for classes at the beginning of the second and subsequent semesters unless they have made appropriate arrangements with the Treasurer. The College may charge interest on all unpaid balances, at rates and on schedules to be determined and published each year.

REFUND POLICY

If a student withdraws or is dismissed during any semester, a refund of fees for tuition will be made according to the following schedule:

The first two weeks: 80%

The third week: 60%

The fourth week: 40%

The fifth week: 20%

The sixth week and thereafter: no refund

The above schedule also applies to room and board in Annapolis. In Santa Fe, a refund on fees for board will be made on a pro rata basis; there will be no refund made for room fees. If applicable, refunds will be made to students only after refund payments are first made to such federal and state funds as the Pell Grant Program, the Supplemental Educational Opportunity Grant Program, the National Direct Student Loan Programs, the Federally Insured/Guaranteed Student Loan Programs, State Student Grant or Scholarship Programs, and to any institutional financial aid programs. Enrolled students due refunds because their financial aid exceeds monies due the College will receive those refunds in accordance with a schedule of payments determined by the Financial Aid Director on each campus. Refunds for substantiated medical reasons will be on a pro rata basis.

CRITERIA FOR JUDGING SATISFACTORY PROGRESS

REGULAR STUDENTS

Provisions of the Higher Education Act of 1976 require that each post-secondary institution make available information concerning the criteria for judging satisfactory progress. The criteria for St. John's College follow:

Any student is deemed to be making satisfactory progress if at the end of the current semester he is permitted to enter the next semester, and if that next semester will not include the repetition of any work. This permission is normally granted by a committee composed of all the student's tutors, the "Don Rag Committee." The Don Rag Committee grants the permission only after it has assessed his current semester's work in all parts of the Program and has approved its quality. This assessment is conducted in his presence by all of his tutors in common. At the end of his Sophomore Year, however, this permission is granted by the Dean and the Instruction Committee in the light of his overall work during his first two years. At the end of the first semester of his Senior Year it is granted almost automatically.

In exceptional circumstances a student is permitted to begin a semester with the special requirement that he meet certain conditions during the course of the semester. In these cases the student is deemed to be making satisfactory progress unless the Dean determines that the conditions have not been met. When the conditions have not been met, the Dean, in consultation with the Instruction Committee, decides what further determination is to be made of the case. If the student is permitted to remain in the College, he is deemed to be making satisfactory progress.

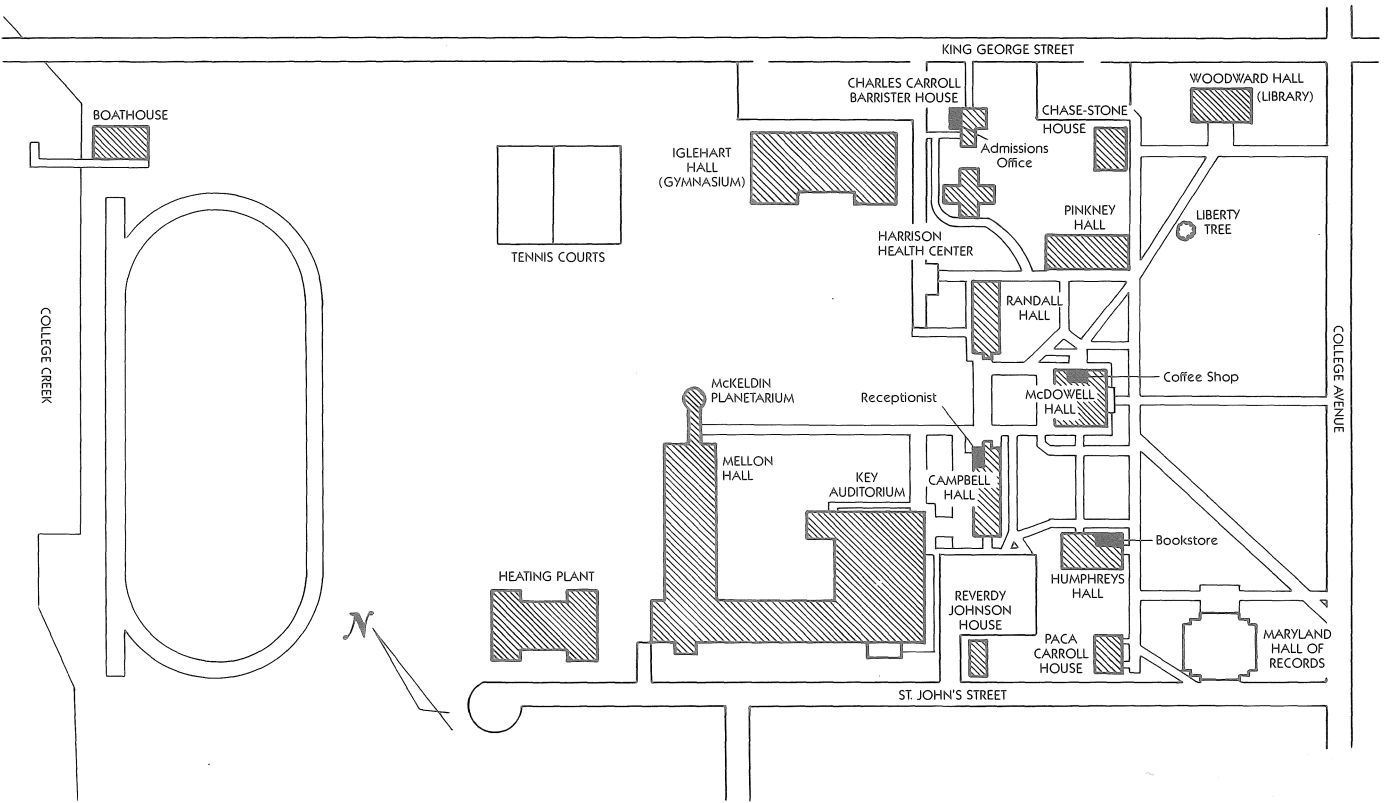
VETERANS

In compliance with Federal and State regulations, St. John's has developed a set of policies on minimum standards of progress for enrolled veterans.

1. St. John's will report to the Veterans Administration within 30 days all incidents of official termination or change of status that would affect benefits.
2. Minimum acceptable grades of a C average are expected. If a student falls below this average and/or his tutors think there is a serious academic problem, the Don Rag Committee will recommend a consultation with the Dean who may ask the student to leave the College or may place him on academic probation. During that probation period, support and counseling are available. Failure to meet standards through two semesters of probation must be reported to the V.A. A third semester of certification may not be granted for V.A. benefits without approval of a V.A. counseling psychologist.
3. V.A. requires that grades be given for all courses undertaken and that all grades be considered in arriving at a grade point average. Should a V.A. enrolled student withdraw from any course at any point subsequent to the midterm point of any semester, a grade of F will be assigned.
4. St. John's will report to the V.A. when a student has not successfully completed 75% of the credits attempted.
5. St. John's will inform students on V.A. benefits of this policy on minimum standards of progress.

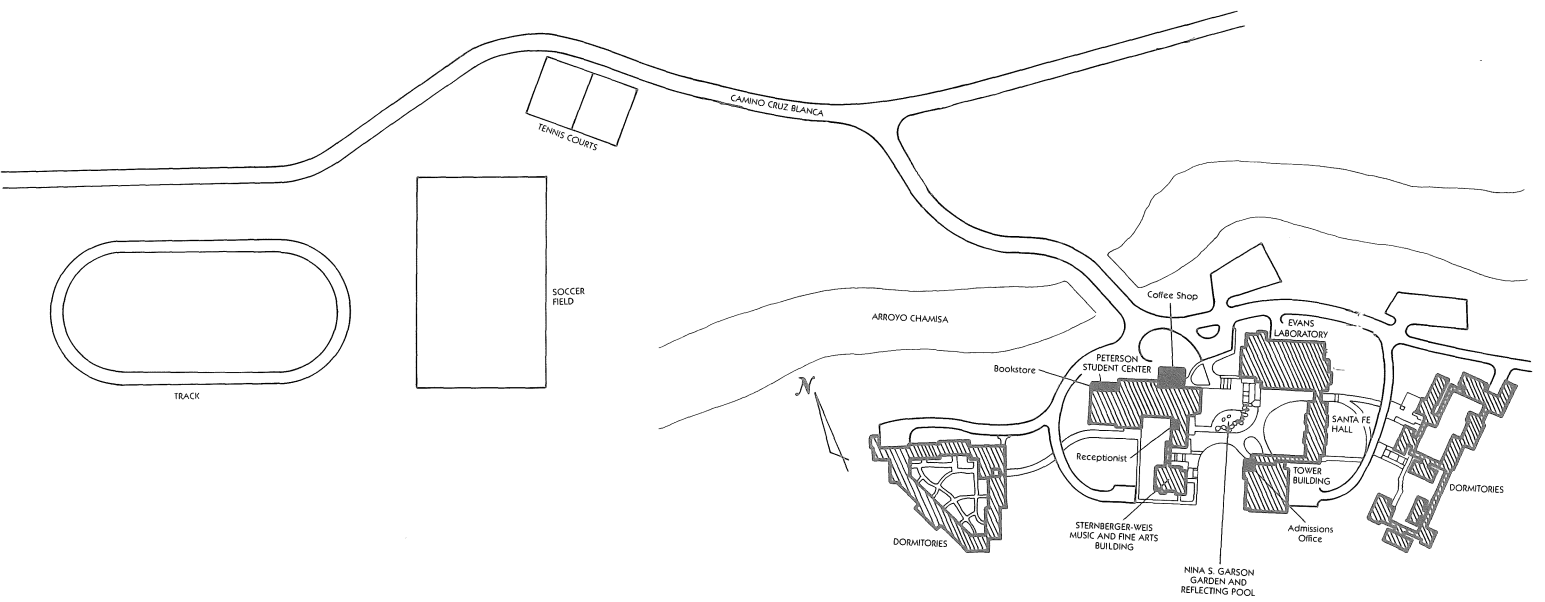
SITE PLAN OF ST. JOHN'S COLLEGE

Annapolis, Maryland



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The Dean of Annapolis
The Dean of Santa Fe
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Dean of the College in Annapolis

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B.A., St. John's College, Annapolis, 1954; Graduate Study, American University, 1955-61; Assistant Mathematician, 1954, Associate Mathematician, 1957, Mathematician, 1961, The Johns Hopkins University Applied Physics Laboratory; Instructor, American University, 1960; Visiting Tutor, St. John's College, Annapolis, 1960, Tutor, 1961-, Andrew W. Mellon Tutorship, 1972-, Dean, 1982-.

Joseph Winfree Smith, Jr.

B.A., 1934, M.A., 1935, University of Virginia; M.Div., Virginia Theological Seminary, 1938; Ph.D., University of Virginia, 1948; Student at the Institute Catholique de Paris, 1951-52; Deacon-in-charge, 1938-39, Rector, 1939-41, St. Paul's Church, Ivy Depot, Virginia; Tutor, St. John's College, 1941-, Assistant Dean, 1947, Addison E. Mullikin Tutorship, 1959-; Acting Director, Integrated Liberal Arts Curriculum, St. Mary's College, California, 1966-67.

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B.A., 1934, Diploma in Education, 1935, University of Liverpool; Language Instructor, London County Council, and Language Studies at Universities of Liverpool, London, Paris, Dijon, 1936-40; Armed forces, 1940-46; Language Instructor, London County Council, 1946-47; Visiting Professor, University of Puerto Rico, 1960; Tutor, St. John's College, Annapolis, 1948-, Addison E. Mullikin Tutorship, 1968-.

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B.A., Oberlin College, 1937; M.S., 1941, Ph.D., 1948, University of Rochester; Assistant in Zoology, Oberlin College, 1936-38; Oberlin College Scholar, Marine Biological Laboratory, Woods Hole, Massachusetts, 1937; Histological Technician, Department of Pathology, Yale Medical School, 1938-39; Graduate Scholar in Biology, University of Rochester, 1940-41, Graduate Teaching Assistant in Biology, 1941-44; Visiting Lecturer in Zoology, Oberlin College, 1944-45; Instructor in Zoology, Smith College, 1945-51; Smith College Scholar, Marine Biological Laboratory, Woods Hole, Massachusetts, 1949; Tutor and Assistant Dean, St. John's College, Annapolis, 1951-, Arthur de Talma Valk Tutorship, 1968-; Fulbright Lecturer and Honorary Professor of Zoology, Lady Doak College and American College, Madurai, South India, 1962-63.

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Boston University, 1938; Brown University, 1939-41; University of Florence, 1946; B.A., Harvard College, 1948; Active duty, United States Army, 1942-45; Traveling Fellow, Harvard University, 1948-50; Pupil of Nadia Boulanger, Paris, 1948-50; Fulbright Fellow in Italy—Conservatorio San Pietro a Majella, Pupil of Ruggiero Gerlin in Harpsicord and Early Keyboard Music, 1950-52; Teacher of Composition and Theory, Peabody Conservatory, 1955-57; Tutor, St. John's College, Annapolis, 1952-; Member, Corporation of Yaddo, Saratoga Springs, New York, 1971.

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Diploma in Education, University of London, 1953; A.R.C.M., Royal College of Music, 1954; M.A., Ohio State University, 1957; Fullbright Scholar, 1955; Instructor in Music and Graduate Studies in Philosophy, Ohio State University, 1958-61; Assistant Professor of Philosophy, Huron College, Ontario, 1962-65; Visiting Professor, University of Waterloo, Ontario, 1964; Tutor, St. John's College, Annapolis, 1965-, Assistant Dean, 1970-74, Assistant Director, The Graduate Institute of Liberal Education, Santa Fe, 1970-74, Director of Adult Education, 1968-74, 1975-76, Director of Summer Program, 1974, 1976, Associate Director, The Graduate Institute in Liberal Education, Annapolis, 1977-80, Director of Continuing Education, 1978-.

George Doskow

B.A., Columbia College, 1957; M.A., 1959, Ph.D., 1965, University of Connecticut; Part-time Instructor in English, University of Connecticut, 1957-62; Instructor in English, Trinity College, 1963-65; Tutor, St. John's College, Annapolis, 1965-.

Howard J. Fisher

B.A., University of Rochester, 1965; Technician, Harvard University Cyclotron Laboratory, 1964-65; Tutor, St. John's College, Annapolis, 1965-, Tutor, The Graduate Institute in Liberal Education, Santa Fe, 1971-72, Annapolis 1977-.

Brother S. Robert, F.S.C.

B.A., St. Mary's College; Ph.L., Ph.D., Université Laval, Quebec; Visiting Tutor, St. John's College, Annapolis, 1966-67, Tutor, 1972-.

Gisela Berns

Abitur, Hoelderlin Gymnasium, Stuttgart, 1959; Classics and Philosophy, Universities of Heidelberg, Frankfurt, Munich, Tuebingen, 1959-63; Staatsexamen I, University of Heidelberg, 1963; Fellow Deutscher Akademischer Austauschdienst, University of Florence, 1963-64; Ph.D., University of Heidelberg, 1964; Instructor in Classics and Philosophy, Bismarck Gymnasium, Karlsruhe, 1964-65; Staatsexamen II, University of Heidelberg, 1965; Instructor in Classics and Philosophy, Rosary College, 1966-67; Tutor, St. John's College, Annapolis, 1967-.

Nicholas Maistrellis

B.S., Bates College, 1962; Department of History of Science, 1962-67, Teaching Assistant, 1962-66, University Fellow, 1966-67, University of Wisconsin; Tutor, St. John's College, Annapolis, 1967-.

Harry L. Golding

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

Harvey Flaumenhaft

B.A., 1960, M.A., 1962, University of Chicago; Woodrow Wilson Fellow, Harvard University, 1960-61; Graduate Study, University of Chicago, 1961-65; Lecturer in the Liberal Arts, University of Chicago, 1965-66; Lecturer in Political Science, Roosevelt University, 1965; Instructor in Government, Wheaton College, Massachusetts, 1966-68; Tutor, St. John's College, Annapolis, 1968-.

Wye Jamison Allanbrook

B.A., Vassar College, 1964; M.A., 1965, Ph.D., Stanford University, 1974; Woodrow Wilson Fellowship, 1964-65; Teaching Assistant in Music, Stanford University, 1967-69; Tutor, St. John's College, Annapolis, 1969-.

William W. O'Grady, Jr.

A.B., University of Notre Dame, 1966; M.A., 1968, Ph.D., 1970, University of Chicago; Woodrow Wilson Fellow, 1966-67, Danforth Fellow, 1966-70, Humanities Fellow, 1967-70, University of Chicago; Tutor, St. John's College, Annapolis, 1970-, Santa Fe, 1980-83.

John F. White

B.A., St. John's College, Annapolis, 1965; M.A., The New School for Social Research, 1970; Alvin Johnson Fellow, 1970-71; Tutor, St. John's College, Annapolis, 1971-.

David Edward Starr

B.A., Gordon College, 1962; M.A., 1966, Ph.D., 1972, Boston University; Graduate Assistant in Philosophy, Boston University, 1963-64; Teaching Intern, Boston University College of Basic Studies, 1964-66; Instructor in Philosophy, University of Rhode Island, 1966-71; Tutor, St. John's College, Annapolis, 1972-80, 1982-, Director of The Graduate Institute in Liberal Education, Santa Fe, 1980-82.

Leo F. Raditsa

B.A., Harvard College, 1956; University Scholar, 1960-61, University Fellow, 1961-62, M.A., Columbia University, 1962; President's Fellow, 1962-63; Fulbright, University of Munich, 1964-65, Berlin, 1965; Instructor, New York University, Washington Square College, 1965-68; Assistant Professor, 1968, Ph.D., Columbia University, 1969; Tutor, St. John's College, Annapolis, 1973-; National Endowment for the Humanities Fellow, National Fellows Program, Hoover Institution on War, Revolution and Peace, Stanford, California, 1977-78.

David Bolotin

B.A., Cornell University, 1966; Graduate Student, University of Chicago, 1966-68; Ph.D., New York University, 1974; Yale University Lecturer in Classics, 1971-73; Woodrow Wilson Fellow, 1966-67; University of Chicago Humanities Fellowship, 1966-68; National Defense Education Act Fellow, 1968-71; Tutor, St. John's College, Annapolis, 1974-.

Deborah Schwartz Renaut

B.A., St. John's College, Annapolis, 1968; M.A., Johns Hopkins University, 1971; M.S., Georgetown University, 1974; Tutor, St. John's College, Annapolis, 1974-.

Joe Sachs

B.A., St. John's College, Annapolis, 1968; Graduate Student, The New School for Social Research, New York, 1971-73; M.A., Pennsylvania State University, 1975; Teaching Assistant, Pennsylvania State University, 1973-74; Tutor, St. John's College, Annapolis, 1975-.

Michael Comenetz

B.A., The Johns Hopkins University, 1965; M.A., 1967, Ph.D., 1972, Brandeis University; Assistant Professor of Mathematics, University of Kansas, 1972-75; Tutor, St. John's College, Annapolis, 1975-.

Chaninah Maschler

B.A., City College of New York, 1953; M.A. in Philosophy, Yale University, 1955; University Fellow, Yale University, 1953-55; Alice Freeman Palmer Fellow, work on Peirce, Yale University, 1956-58; Department of Philosophy, Pennsylvania State University, 1959-61; Department of Philosophy, C.C.N.Y., 1961-62; Department of Philosophy, Barnard College, 1962-64; Reader and Translator for Harper Torchbooks, 1965-70; Queens College A.C.E. Program, 1970-72; Queens College Liberal Arts Institute, 1972-76; Bank Street College of Education, 1972; Tutor, The Graduate Institute in Liberal Education, St. John's College, Santa Fe, 1970, 1972, 1975, 1976, Tutor, St. John's College, Annapolis, 1976-.

Howard Zeiderman

Dartmouth College, 1962-63; B.A., St. John's College, Annapolis, 1967; M.A., Princeton University, 1972; Princeton National Fellow, 1972; Tutor, St. John's College, Santa Fe, 1973-77, Annapolis, 1978-.

Robert P. Druecker

B.S., Marquette University, 1966; Graduate Study, Philosophy, Yale University, 1966-68; M.A., Boston University, 1974; Woodrow Wilson Fellow, 1966-67; Teacher, Rye Country Day School, Rye, New York, 1968-69; Teacher, Friends Seminary School, New York, 1969-70; Teacher of English and German, Institute France Audio-Visuel, Paris, 1971; University of Paris, 1970-71; University of Florence Summer School, 1971; Teaching Assistant, Department of Mathematics, Boston University, 1972-76; Fulbright and American Scandinavian Foundation Fellow, Norway, 1976; Tutor, St. John's College, Annapolis, 1977-.

Peter Kalkavage

B.A., 1973, M.A., Pennsylvania State University, 1976; Instructor in Philosophy and the Humanities, Pennsylvania State University, 1976-77; Tutor, St. John's College, Annapolis, 1977-.

Mera J. Flaumenhaft

B.A., University of Chicago, 1966; M.A., 1967, Ph.D., 1970, University of Pennsylvania; Woodrow Wilson Fellow, 1966-67; University of Pennsylvania Foundation Fellow, 1966-70; Instructor, 1970-71, Assistant Professor, 1971-76, Anne Arundel Community College; National Endowment for the Humanities Grant, 1977; Tutor, St. John's College, Annapolis, 1977-.

David Guaspari

B.S., Rensselaer Polytechnic Institute, 1969; Ph.D., University of Cambridge, 1974; U.S. Churchill Foundation Scholar, 1969-72; Lecturer in Mathematics, Cambridge, Michaelmas, 1973; Visiting Assistant Professor, State University of New York, Buffalo, 1974-75; Visiting Assistant Professor, University of California, Berkeley, summer, 1974; Visiting Lecturer, 1975-77, Visiting Assistant Professor, Texas Tech University, 1977-78; Tutor, St. John's College, Annapolis, 1978-.

Kelton Ray McKinley

B.A., Case Western Reserve University, 1970; M.S., 1972, Ph.D., 1975, Michigan State University; Research Assistant, Paleoecology, 1969, Case Western Reserve University and Cleveland Museum of Natural History; Research Assistant, Limnology, 1972-75, Research Associate, Freshwater Ecology, 1975-76, Assistant Professor, 1976, W.K. Kellogg Biological Station, Michigan State University; Associate Research Scientist, Estuarine Phytoplankton Ecology, 1976-78, McCollum-Pratt Institute, Johns Hopkins University; Tutor, St. John's College, Annapolis, 1978-.

Anthony James Carey

St. John's College, Annapolis, 1963-65; B.A., University of North Carolina, 1967; M.A., The New School for Social Research, 1973; U.S. Marine Corps, 1967-69; Graduate Study in Music, University of North Carolina, 1969; Part-time Instructor in Philosophy, East Carolina University, 1974-78; Part-time Instructor in Philosophy, North Carolina Wesleyan College, 1976-78; Tutor, St. John's College, Annapolis, 1979-.

William Jon Lenkowski

B.A., Marquette University, 1965; M.A., Philosophy, The New School for Social Research, 1970; Doctoral Studies in Philosophy, The New School for Social Research, Columbia, University of Freiburg; Instruction in philosophy, Rutgers University, 1968-76; Visiting Lecturer, philosophy of science, New York Institute of Technology, 1976-77; Lecturer, ancient Greek philosophy, New School for Social Research, 1977-79; Tutor, St. John's College, Annapolis, 1979-.

Jonathan S. Tuck

B.A., Columbia University, 1969; B.Phil., Oxford University, 1971; M.A., University of California, Berkeley, 1972; Graduate Study in English, University of California, Berkeley, 1971-78; Woodrow Wilson Fellow, 1969-70; Kellett Fellow in the Humanities, Brasenose College, Oxford, 1969-71; Kent Fellow (Danforth Foundation), 1971-77; Teaching Assistant, Department of English, University of California, Berkeley, 1973-74; Associate, Residential Program in History and Literature, University of California, Berkeley, 1975; Associate, Department of English, University of California, Berkeley, 1976-78; Instructor of English, Pikes Peak Community College, 1979; Tutor, St. John's College, Annapolis, 1979-.

Alfred J. DeGrazia III

B.A., Swarthmore College; M.A., Harvard University, 1968, Ph.D. Candidate, 1968, Teaching Assistant; Tutor, St. John's College, Santa Fe, 1972-77; Lecturer, University of Santa Clara, 1978-79; Tutor, St. John's College, Annapolis, 1979-.

Thomas May

B.A., Loyola College, 1971; M.A., 1975, Ph.D. Cand., Fordham University; Assistant Professor of Philosophy, Loyola College, 1974-79; Visiting Lecturer in Philosophy, Goucher College, 1976-78; Tutor, St. John's College, Annapolis, 1979-.

Marilyn Douville

B.S., University of Michigan, 1975; M.S., University of Michigan, 1977; Associate Mathematician, 1977-79, Johns Hopkins University Applied Physics Laboratory; Tutor, St. John's College, Annapolis, 1979-.

William Mullen

B.A., Harvard College, 1968; Ph.D., University of Texas, Austin, 1972; Acting Assistant Professor of Classics and Comparative Literature, University of California, Berkeley, 1971-73; Hodder Fellow in the Humanities, Princeton University, 1973-74; Assistant Professor in Classics, Boston University, 1975-80; Junior Fellow, Center for Hellenic Studies, 1978-79; Tutor, St. John's College, Annapolis, 1980-.

SANTA FE

Dean of the College in Santa Fe

Robert A. Neidorf

B.A., 1951, M.A., 1955, University of Chicago; Ph.D., Yale University, 1959; Instructor and Assistant Professor of Philosophy, Bucknell University, 1959-62; Assistant and Associate Professor of Philosophy, State University of New York at Binghamton, 1964-67; Tutor, St. John's College, Annapolis, 1962-64, Santa Fe, 1967-, Director of The Graduate Institute in Liberal Education, 1970-73, Dean, 1973-77, 1982-.

William A. Darkey

B.A., St. John's College, Annapolis, 1942; M.A., Columbia University, 1949; Tutor, St. John's College, Annapolis, 1942-46, 1949-64, Santa Fe, 1964-, Associate Dean, 1968-70, Dean, 1968-73, Director, Task Force on the Liberal Arts, 1974-.

Robert S. Bart

B.A., Harvard College, 1940; M.A., St. John's College, 1957; Sheldon Traveling Fellow, Harvard University, 1940-41; Tutor, St. John's College, Annapolis, 1946-75, 1976-77, Santa Fe, 1975-76, 1977, 1982-, Dean, 1977-82.

Thomas King Simpson

B.A., St. John's College, Annapolis, 1950; M.A. in Teaching, Wesleyan University, 1955; Ph.D., Johns Hopkins University, 1968; Instructor, American University at Cairo, Egypt, 1950-53; Teaching Intern, St. John's College, Annapolis, 1955-56, Tutor, 1956-73, Santa Fe, 1973-; Curriculum counselor and member of the faculty, The Key School, 1970-73.

Michael Ossorgin

Lycée Russe, Paris, 1938; Conservatoire Russe a Paris, 1932-35, 1942-44; L.Th., Institut de Théologie Orthodoxe, Paris, 1942; Instructor in Music, Institut de Théologie Orthodoxe, Paris, 1944-46; Instructor in Theology, St. Tikhon's Seminary, Pennsylvania, 1947; Secretary of the Orthodox Diocese in Alaska, 1948-49; Teacher of Music, Bureau of Indian Affairs, Department of the Interior, 1950-56; Associate Professor, Consultant, St. John's Program, St. Mary's College, California, 1961-62; Tutor, St. John's College, Annapolis, 1956-66, Santa Fe, 1966-, Norma Fiske Day Tutorship, 1975-.

Charles G. Bell

B.S., University of Virginia, 1936; Rhodes Scholar, Oxford University, B.A., 1938, M.A., 1966, B. Litt., 1939; Instructor and Assistant Professor of English, Iowa State College, 1943-45; Wartime Assistant in Physics, 1945, Research Assistant in Physics, 1945, Assistant Professor of English, 1945-49, Princeton University; Guest Lecturer, Black Mountain College, Summer, 1947; Rockefeller Grant for study in Europe, 1948; Assistant Professor of Humanities, University College, University of Chicago, 1949-56; Guest Professor, Fulbright Program, Technische Hochschule, Munich, Germany, 1958-59 (Kulturgeschichte als die Geschichte symbolischer Formen); Poet in Residence and Guest Professor, University of Rochester, Spring, 1967; Guest Professor, State University of New York at Old Westbury, Spring, 1970; Tutor, St. John's College, Annapolis, 1956-67, Director of Adult Education, 1957-58, Santa Fe, 1967-, Director, Graduate Preceptorial in Dimensions of History, 1972-73.

Samuel Emmons Brown

Harvard College, 1936-37; Diploma, Black Mountain College, 1945; M.A., 1956, Ph.D., 1962, Indiana University; Private tutoring, 1946-48; Director of Music, Windsor Mountain School, 1948-49; Director of Music, Verde Valley School, 1950-53; John H. Edwards Fellow, 1955-56; Part-time Teacher, Indiana University, 1956-57; Tutor, St. John's College, Annapolis, 1958-65, Santa Fe, 1965-.

Thomas A. McDonald

St. John's College, Annapolis, 1944; Military Service, 1945-46; University of Virginia, The New School, New York, 1947-50; Graduate study in Philosophy, Graduate Faculty, 1950-52, 1955-58, Teaching Fellow, 1956-58, The New School; Lecturer, University College, University of Chicago, 1958-62; Lecturer, Overseas-Extension, University of Maryland, Heidelberg, Germany, 1952-63; Tutor, St. John's College, Annapolis, 1963-79, Santa Fe, 1979-.

Dean R. Haggard

B.A., Reed College, 1955; Instructor in Mathematics, Loyola College, 1957-60; Fels Fund Fellow in Philosophy, Johns Hopkins University, 1960-61; Tutor, St. John's College, Annapolis, 1961-66, Santa Fe, 1966-, Assistant Dean, 1971-73.

Robert D. Sacks

B.A., St. John's College, Annapolis, 1954; Ph.D., Johns Hopkins University, 1963; Hebrew University, Jerusalem, 1954-56; École des Langues Orientales Vivantes, 1956-57; University of Chicago, 1957-59; Tutor, St. John's College, Annapolis, 1961-69, Santa Fe, 1969-; Visiting Lecturer, St. Mary's College, California, 1968-69; Biblical Research, Jerusalem, 1971-72.

John S. Steadman

B.S., Philosophy, University of Wisconsin, 1959; Instructor in Radio Repair, United States Army, 1954-56; Assistant in Philosophy, 1959-61, Teaching Fellow, 1961-62, Cornell University; Tutor, St. John's College, Annapolis, 1962-67, Santa Fe, 1967-, Assistant Dean, 1970-72.

David Clifford Jones

B.A., St. John's College, Annapolis, 1959; M.A., University of Melbourne, 1962; Ph.D., University of Texas, 1974; University Fellow, University of Melbourne; University Fellow and Bess Heflin Fellow, University of Texas, 1962-64; Tutor, St. John's College, Annapolis, 1964-56, Santa Fe, 1965-, Director, Graduate Institute in Liberal Education, 1973-75, 1978-80.

Robert M. Bunker

A.B., Harvard University, 1939; A.M., 1954, Ph.D., 1955, University of New Mexico; United Pueblos Agency, Bureau of Indian Affairs, 1940-51; United States Navy, 1942-46; Executive Secretary, Bernalillo City-County Consolidation Committee, 1952-56; Instructor, University of New Mexico, 1955-56; Professor of English and Philosophy, and Chairman of both Departments, New Mexico Highlands University, 1956-65; Tutor, St. John's College, Santa Fe, 1965-.

Don B. Cook

A.B., Occidental College, 1958; Ph.D., University of California at Davis, 1965; Woodrow Wilson Honorary Fellow, University of California at Davis, 1959; National Science Foundation Fellow, 1959-61; Tutor, St. John's College, Santa Fe, 1965-72, 1973-, Assistant Dean, 1981-; Teacher, Santa Fe Preparatory School, 1972-73.

Elliot T. Skinner

B.A., University of Colorado, 1961; M.A., Princeton University, 1963; Ph.D. Candidate in Philosophy, Princeton University; Assistant and Preceptor, Woodrow Wilson Fellowship, Princeton University, 1964; Fellow of the Council for Philosophical Studies, Summer Institute in Greek Philosophy and Science, 1970; Tutor, St. John's College, Santa Fe, 1965-.

Stuart Boyd

M.A., Aberdeen University, Scotland, 1948; Ph.D., Aberdeen University Medical School, 1952; Military Service, 1940-45; Assistant Lecturer, Clinical Psychology,

Department of Psychiatry, Aberdeen University, 1948-52; Instructor, Medical Psychology, University of Colorado Medical School, 1952-53; Director, Doctoral Training in Clinical Psychology, Denver University, 1954-57; Professor of Psychology and Chairman, Department of Behavioral Sciences, New Mexico Highlands University, 1957-64; Lecturer, Department of Psychiatry, Edinburgh University, Scotland, 1964-65; Professor of Psychiatry (Psychology), University of Missouri Medical School, Kansas City, 1965-66; Fellow, American Psychological Association; Tutor, St. John's College, Santa Fe, 1966-.

Roger S. Peterson

A.B., Harvard College, 1953; A.M., 1957, Ph.D., Botany, 1959, University of Michigan; United States Navy, 1953-56; U.S. Forest Service Research, Colorado State University, 1959-62, Utah State University, 1962-66; Tutor, St. John's College, Santa Fe, 1966-.

E. Ray Davis, Jr.

University of Wisconsin, 1953-55; B.A., St. John's College, 1962; M.A., History and Philosophy of Science, University of Indiana, 1965; N.D.E.A. Fellowship, University of Indiana, 1962-65; Ph.D., University of California, Riverside, 1980; Tutor, St. John's College, Santa Fe, 1966-, Assistant Dean, 1977-81.

Ralph Swentzell

B.S., New Mexico Highlands University, 1963; Instructor, Computer Programming, New Mexico Highlands University, 1965-66; Tutor, St. John's College, Santa Fe, 1966-.

Timothy P. Miller

A.B., Harvard University, 1948; B.Mus., 1949, M.Mus., 1951, Yale University; D.Mus., Indiana University, 1957; Instructor in Music and Freshman Studies, Lawrence College, 1951-53; Fulbright Scholar, Hamburg, Germany, 1955-56; Assistant and Associate Professor of Music, Agnes Scott College, 1957-61; Director of Music, University of Richmond, 1961-66; Piano Chairman and Member of Graduate Faculty, College-Conservatory of Music, University of Cincinnati, 1965-67; Tutor, St. John's College, Santa Fe, 1967-.

R. Thomas Harris, Jr.

B.A., Reed College, 1955; M.A., 1956, Ph.D., Mathematics, 1959, University of Illinois; University Fellow, 1955-58, Graduate Teaching Assistant and National Science Foundation Contract Fellow, 1958-59, University of Illinois; Research Instructor, Duke University, 1959-60; Assistant Professor, 1960-65, with Leave of Absence as Assistant Professor, University of California at Berkeley, 1962-63; Associate Professor, University of Maryland, 1965-68; National Science Foundation Consultant for India Project, Lucknow, India, Summer, 1967; Visiting Associate Professor, 1967-68, Visiting Professor, Summer, 1969, New York University; Corporate Consultant, Management Science, IBM, Armonk, New York, Summer, 1968; Tutor, St. John's College, Santa Fe, 1968-.

Glenn A. Freitas

B.A., Classical Languages, St. Mary's College, California, 1957; Th.L., Université Laval, Quebec, 1964; Licentiate in Sacred Scripture, Pontifical Biblical Commission, Rome, 1966; L'École Biblique et Archeologique Francaise de Jérusalem, 1964-66; Assistant Professor, Theology, St. Mary's College, 1967-69; Tutor, St. John's College, Santa Fe, 1969-, Assistant Dean, 1976-77, 1982-.

Paul David Mannick

B.A., California State College at Long Beach, 1970; M.A., St. John's College, Santa Fe, 1973; Ph.D. Candidate, University of St. Andrew's, Scotland, 1975; University of St. Andrew's Scholarship, 1975-77; Tutor, St. John's College, Santa Fe, 1974-.

Phillip LeCuyer

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

Stephen R. Van Luchene

B.A., Arizona State University, 1969; M.A., 1971, Ph.D., 1973, University of Notre Dame; Teaching Assistant, Department of English, Notre Dame, 1971-73; Tutor, St. John's College, Santa Fe, 1973-, Director of Admissions, 1979-81, Director of The Graduate Institute in Liberal Education, 1982-.

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B.A., St. Mary's College, California, 1969; M.A., 1972, Ph.D., Classics, 1976, University of Washington; Tutor, St. John's College, Santa Fe, 1973-.

Gerald Lee Myers

B.A., University of Colorado, 1964; Ph.D., University of Colorado Medical Center, 1969; American Cancer Society Postdoctoral Fellow, 1969-71, Seessel Research Fellow, Yale University, 1971-72; Faculty, Shimer College, 1972-74; Tutor, St. John's College, Santa Fe, 1974-.

Kent H. Taylor

B.A., Yale University, 1963; M.A., University of Georgia, 1965; Ph.D., University of California at Santa Cruz, 1976; University of California at Santa Cruz, 1967-68; Defense Language Institute, Monterey, California, 1968-69; Heidelberg University, 1971-73; Instructor, University of Georgia, 1965-67; Teaching Assistant, University of California at Santa Cruz, 1967-71; Tutor, St. John's College, Santa Fe, 1974-.

Georgia S. Knight

B.S., Philosophy, 1970, M.A., English, 1972, Doctoral Candidate, 1974, University of Utah; Teaching Fellow, University of Utah, 1970-74; Tutor, St. John's College, Santa Fe, 1974-.

Elizabeth S. Engel

B.A., Pomona College, 1967; M.Phil., 1971, Ph.D., Philosophy, 1973, Teaching Assistant, 1969, Yale University, ; Teacher, Shimer College, 1971-73; Assistant Professor of Philosophy, California State University at Humboldt, 1973-75; Tutor, St. John's College, Santa Fe, 1975-.

John Joseph Verdi

B.S., Psychology, Fordham University, 1972; M.A., 1974, Ph.D., Philosophy, 1975, University of Southern California; M.A., Experimental Psychology, University of California, San Diego, 1978; Tutor, St. John's College, Santa Fe, 1975-.

Phillip Prescott Chandler, II

B.A., St. John's College, Santa Fe, 1968; Ph.D., University of California at San Diego, 1975; Junior Fellow, Center for the Study of Democratic Institutions, 1968-69; Graduate Study, Mathematics and Philosophy, Oklahoma State University, 1969-70; N.D.E.A. Fellow, 1970-73, Dissertation Fellow, 1973-74, University of California at San Diego; Instructor, Mathematics, Oklahoma State University, Summer, 1973, Summer, 1975; Instructor, 1974-75, Assistant Professor, 1975-76, Assistant Director, Spring 1976, Collegiate Seminar Program, University of Notre Dame; Tutor,

Graduate Institute in Liberal Education, Santa Fe, 1976, Tutor, St. John's College, Santa Fe, 1976-.

Lynda Jean Myers

B.A., St. John's College, Santa Fe, 1971; M.A. University of North Carolina, 1975; Ph.D. Candidate, The Catholic University of America; Tutor, St. John's College, Santa Fe, 1977-.

Grietje Sloan

B.A., Radcliffe College, 1958; M.A., 1963, Ph.D., 1974, University of California at Berkeley; Instructor in French, University of Arizona, 1960-61; University Fellow, 1962-63, Teaching Assistant, 1963-65, Graduate Traveling Fellow, 1966-67, Instructor in History, 1968-69, University of California, Berkeley; Instructor, Chico State University, California, Spring 1975; Teaching and Research Fellow, Stanford University, Fall, 1975; Faculty, Holy Names College, 1977; Lecturer, University of California, Berkeley, 1977; Instructor, University of New Mexico, 1977-78; N.E.H. Summer Seminar, 1978; Tutor, St. John's College, Santa Fe, 1978-.

Sharon H. Garvey

Universidad Anahuac, Mexico City, 1973-74; B.F.A., University of Notre Dame, 1977; M.A., St. John's College, 1978; Instructor, University of Notre Dame, Fall, 1975; Tutor, St. John's College, Santa Fe, 1978-.

Edward Cary Stickney

B.A., St. John's College, Annapolis, 1975; M.A., Philosophy, Albert-Ludwigs Universitaet, Freiburg, W. Germany, 1979; Tutor, St. John's College, Santa Fe, 1980-.

Nancy Dunning Buchenauer

B.A., History, 1967, M.A., Ancient History, Cornell University, 1969; Ph.D., Classics, Brown University, 1980; Ford Foundation Fellow, 1966-68; University Fellow in Classics, Brown University, 1969-70; Tutor, St. John's College, Santa Fe, 1980-.

Michael G. Dink

Harvard University, 1970-72; B.A., St. John's College, Annapolis, 1975; M.A., Philosophy, The Catholic University of America, 1978; Teaching Assistant and Doctoral Candidate, The Catholic University of America, 1978-80; Tutor, St. John's College, Santa Fe, 1980-.

Charlotte Gray Martin

B.A., University of Colorado, 1972; Deutscher Akademischer Austauschdienst Dankstipendium, University of Freiburg, 1972-73; Ph.D., Classics and Comparative Studies, Boston University, 1979; Teaching Fellow, Boston University, 1975-78; Visiting Lecturer, Colorado College, 1978-79; Assistant Professor, University of Colorado, Spring, 1980; Tutor, St. John's College, Santa Fe, 1980-.

Peter Dragan Pesic

A.B., Harvard University, 1969; M.S., 1970, Ph.D., 1975, Stanford University; Danforth Graduate Fellow, 1969-75; Research Assistant and Associate, Stanford Linear Accelerator Center, 1970-75; Lecturer, Stanford University, 1976-80; Tutor, St. John's College, Santa Fe, 1980-.

PRESIDENTS EMERITI

Douglas H. Gordon
Richard D. Weigle

TUTORS EMERITI

William Kyle Smith
Wiley W. Crawford
James M. Tolbert

HONORARY FELLOWS

Paul Mellon

B.A., Yale University, 1929; B.A., 1931, M.A., 1938, Cambridge University; Litt.D., Oxford University, 1961; LL.D., Carnegie Institute of Technology, 1967; LH.D., Yale University, 1967.

John Gaw Meem

ScB., Virginia Military Institute, 1914; M.A., Colorado College, 1936; A.F.D., University of New Mexico.

OFFICERS, ASSOCIATES AND STAFF

ANNAPOLIS

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Edwin J. Delattre

Dean
Samuel S. Kutler

Provost
J. Burchenal Ault

Treasurer
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Assistant Deans
Barbara H. Leonard
Curtis A. Wilson

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Bryce Du Val Jacobsen

Director of Financial Aid
Caroline O. Taylor

Director of Continuing Education
Benjamin Milner

Director of Graduate Institute
Benjamin Milner

Director of Alumni Activities
Elizabeth H. Brown

Director of Career Counseling
Marianne Braun

*Superintendent of
Buildings and Grounds*
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College Physicians
Charles W. Kinzer
Sigmund A. Amitin
Edward Morris

Director of College Health Services
Marilyn Mylander

Artist in Residence
Burton Blistein

SANTA FE

President
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Robert A. Neidorf

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Director of Graduate Institute
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Carlos Vigil

College Physicians
Ssu Weng
Donald Paul

College Nurse
Peggy H. Elrington

Musician in Residence
Landon Young

Director of Laboratories
Hans von Briesen

Profile: Freshman Classes

Entering Fall 1981 and January 1982

States Represented	Annapolis		Santa Fe		Number of Students	Rank in Class	First Fifth	Second Tenth	Third Fifth	Fourth Fifth	Last Fifth	Not Available	National Merit Honors:	Scholars	Finalists	Semi-finalists	Commended Scholars
	1981	1982	1981	1982													
Alaska	2	3	3	3	105	135	37%	34%	16%	12%	4%	1%	13%	5	10	8	28
Arizona	1	3	1	3	30	80	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Arkansas	1	3	1	3	80	56	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
California	8	26	8	26	55	54	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Colorado	2	7	2	7	8	4	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Connecticut	4	7	4	7	8	4	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
District of Columbia	4	7	4	7	8	4	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Florida	5	1	5	1	32	37	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Georgia	1	1	1	1	16-27	16-28	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Hawaii	2	2	2	2	1	2	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Idaho	2	2	2	2	1	2	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Illinois	5	2	5	2	102	90	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Indiana	2	5	2	5	24	14	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Iowa	2	3	2	3	9	3	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Kansas	1	2	1	2	9	3	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Kentucky	1	2	1	2	9	3	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Maryland	14	8	14	8	47%	59%	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Massachusetts	11	8	11	8	47%	59%	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Michigan	4	1	4	1	53%	47%	37%	34%	16%	12%	4%	1%	13%	5	10	8	28
Minnesota	1	5	1	5	37%	47%	37%	34%	16%	12%	4%	1%	13%	5	10	8	28
Mississippi	1	5	1	5	16%	13%	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Missouri	1	5	1	5	16%	13%	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
New Hampshire	1	5	1	5	12%	5%	12%	20%	5%	8%	1%	1%	1%	6	4	2	16
New Jersey	2	1	2	1	4%	8%	4%	5%	12%	4%	1%	1%	1%	6	4	2	16
New Mexico	8	1	8	1	4%	8%	4%	5%	12%	4%	1%	1%	1%	6	4	2	16
New York	16	12	16	12	13%	19%	13%	20%	5%	8%	1%	1%	1%	6	4	2	16
North Carolina	1	5	1	5	51	28	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Ohio	1	5	1	5	5	6	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Oklahoma	5	3	5	3	5	6	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Oregon	2	4	2	4	5	6	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Pennsylvania	12	4	12	4	10	4	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Rhode Island	3	1	3	1	8	2	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
South Carolina	1	1	1	1	28	16	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
South Dakota	1	1	1	1	5	6	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Tennessee	1	1	1	1	5	6	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Texas	2	5	2	5	8	4	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Utah	2	2	2	2	8	4	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Vermont	5	2	5	2	5	6	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Virginia	6	1	6	1	5	6	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Washington	6	1	6	1	5	6	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Wisconsin	2	1	2	1	5	6	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
England	1	1	1	1	5	6	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Guatemala	1	1	1	1	5	6	30%	13%	20%	5%	8%	1%	19%	6	4	2	16
Puerto Rico	1	1	1	1	5	6	30%	13%	20%	5%	8%	1%	19%	6	4	2	16

ST. JOHN'S COLLEGE

ANNAPOLIS, MARYLAND • SANTA FE, NEW MEXICO

Application for Admission

The following topics have been designed to give you an opportunity to write fully and freely about yourself. We want a large sample of your writing. Every application is read carefully by members of the Admissions Committee. We know that many applications for admission to St. John's are written by persons under academic and other pressures; we do not expect perfection.

We ask all applicants to discuss items 1-5. Successful applicants usually write six to ten typewritten pages, and often more, in addressing these topics.

1. Discuss the value of the formal education you have received.
2. Explain in detail why you wish to go to college and why, in particular, you wish to attend St. John's. What does your family think of your educational plans?
3. Describe your reading habits and your experience with books. Choose some book that you have liked well and discuss some single aspect of it (not the book as a whole).
4. Select some experience from which you have derived exceptional profit and describe it, explaining its value to you.