

Graduate Institute In Liberal Education

ST. JOHN'S COLLEGE
Santa Fe, New Mexico 1974



ST. JOHN'S COLLEGE

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

announces the Eighth Annual Session of the

Graduate Institute In Liberal Education

an eight-week summer program from June 23 to August 16, 1974

Designed for teachers and other college graduates

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

The College

Reading and discussion of great books of the past and present illuminate the accomplishments, frustrations and fundamental inquiries of western civilization. These books constitute a major fraction of meaningfully accessible human culture, history and thought. St. John's College, nonsectarian and independent, is exclusively devoted to providing occasions for cooperative and open-minded study of such books.

Founded as King William's School in Annapolis, Maryland, in 1696, and having adopted its present Program in 1937, the College opened its second campus in Santa Fe, New Mexico, in 1964. The Graduate Institute was initiated in Santa Fe in 1967.

The Graduate Institute

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

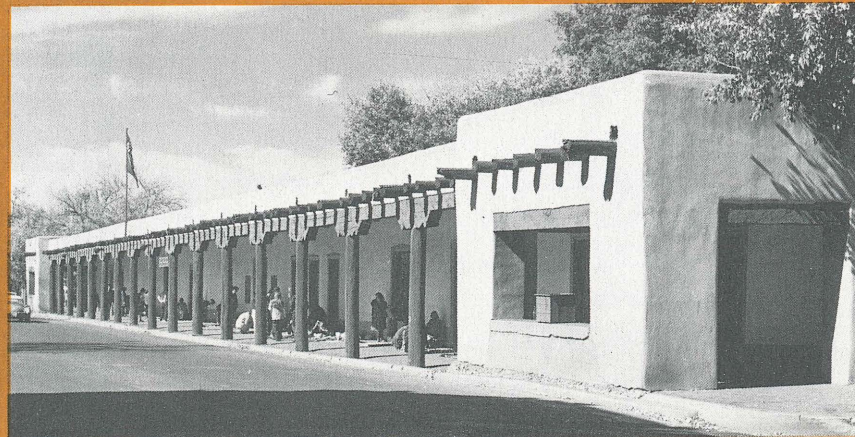
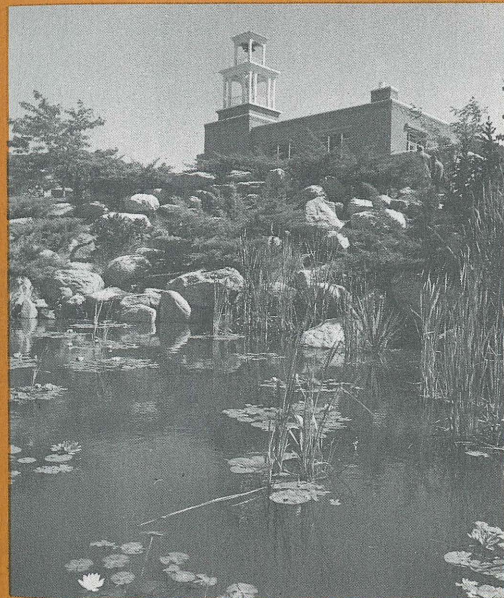
The program is accredited by the North Central Association of Colleges and Secondary Schools and approved for teacher recertification by the New Mexico State Board of Education. Approximately 150 students from all parts of the country are enrolled each summer.

The City and The Campus

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

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

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



Address all inquiries to:

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

The Books

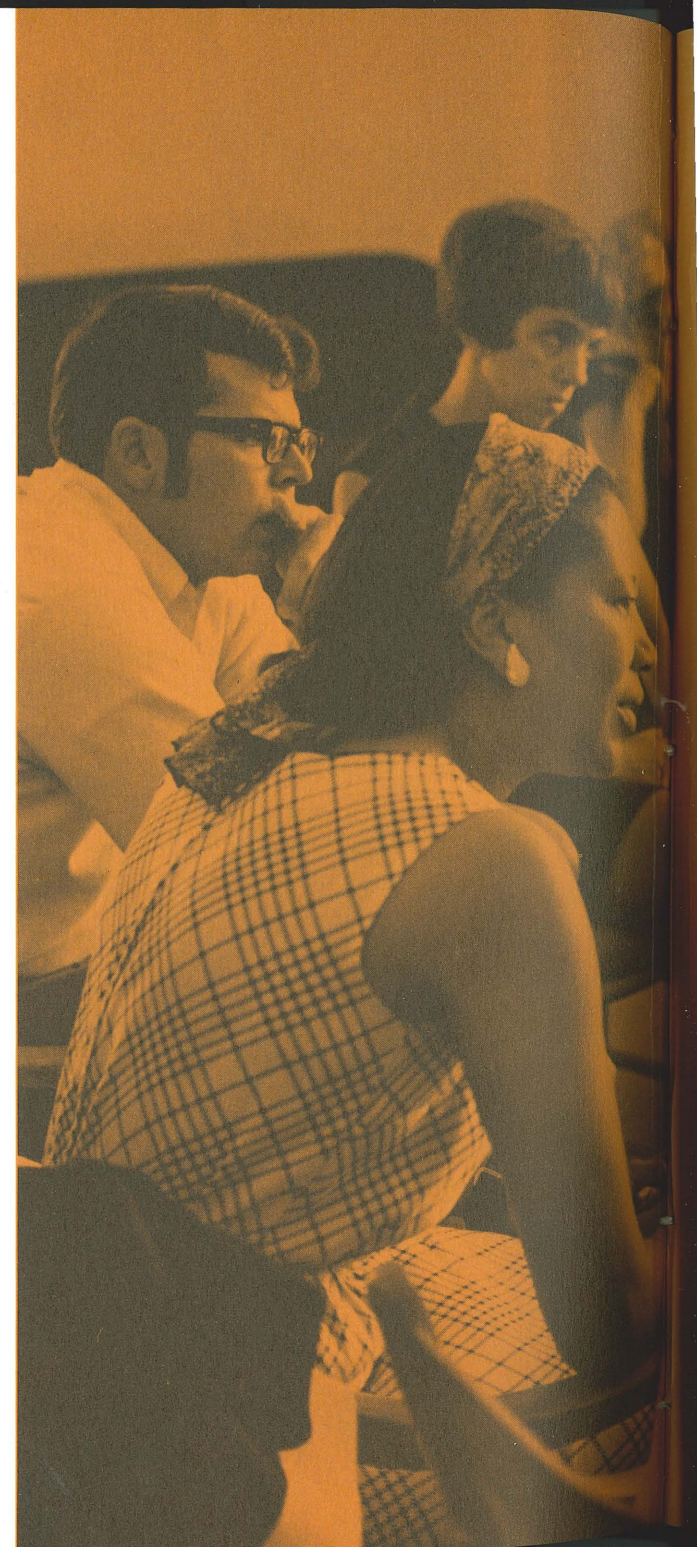
A great book is one in which a powerful and inquiring mind has expressed its concern with some of the persisting basic questions of human existence. The curriculum of the Graduate Institute is built upon a selection of such books.

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

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

The Faculty

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



The Program

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

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

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

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

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

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

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

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

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

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

The Curriculum

POLITICS AND SOCIETY

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

PHILOSOPHY AND THEOLOGY

The Curriculum

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

*These lists record the reading assignments for the summer of 1973. There may be some changes for 1974; students will be notified accordingly about May 1.

The Curriculum

LITERATURE

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

MATHEMATICS AND NATURAL SCIENCE

The Curriculum

SEMINAR*	WEEK	TUTORIAL*	PRECEPTORIAL
1. Plato: <i>Timaeus</i> , 17-47	1	Euclid: <i>Elements</i> , Book I and Aristotle: <i>Posterior Analytics</i> , selections	Preceptorial topics are selected and announced about May 1. Preceptorials in this segment of the curriculum include experimental or observational work in the laboratory or in the field; in some cases reports on original projects may replace the Preceptorial essay. Some typical Preceptorials previously offered to Mathematics and Natural Science students follow.
2. <i>Timaeus</i> , 47-92			
3. Lucretius: <i>On the Nature of Things</i> , I-III	2		
4. <i>On the Nature of Things</i> , IV-VI			
5. Aristotle: <i>Parts of Animals</i> , I, 1; <i>Physics</i> , I, 1, 7-9	3		
6. <i>Physics</i> , II			
7. <i>Physics</i> , III, 1-3; VIII, 1-5	4	Lobachevski: <i>The Theory of Parallels</i> , selections	<i>The Atomic Theory in Chemistry</i> <i>The Copernican Revolution</i> <i>Genetics and Evolution</i> <i>The Ecology of Evolution</i>
8. <i>Physics</i> , VIII, 6-10			
9. Bacon: <i>The New Organon</i> , Preface; I	5	and	
10. <i>The New Organon</i> , II, 1-25, 31, 35, 48, 51-52			
11. Galileo: <i>The Assayer</i>	6	Wolfe:	
12. Descartes: <i>Rules for the Direction of the Mind</i> , 1-12			
13. <i>Rules 13-17; Principles of Philosophy</i> , selections	7	<i>Introduction to Non-Euclidean Geometry</i> , selections	
14. Leibniz: Selected Essays			
15. Darwin: <i>Origin of Species</i> , I-V	8		
16. <i>Descent of Man</i> , I-V			

*These lists record the reading assignments for the summer of 1973. There may be some changes for 1974; students will be notified accordingly about May 1.

Degree Requirements

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

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



Post-M.A. Studies

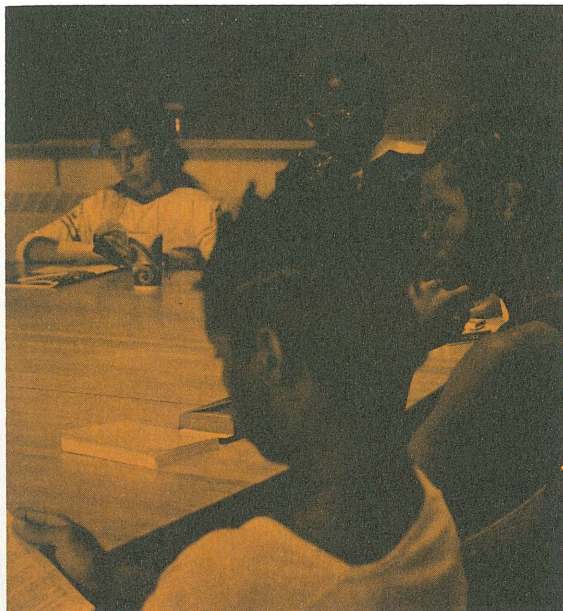
Graduates of the Institute who have pursued just three of the four curriculum segments may enroll for a fourth summer in the segment that they missed. Graduates who have pursued three or four curriculum segments may enroll for one or two Preceptorials on fresh topics. In both cases, the credit hours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

The High School Workshop

Since 1972, the Graduate Institute has held a special program for high school students during the regular Institute session. Eighteen high school sophomores or juniors are selected from inner-city schools in major cities, and they constitute a seminar and two tutorials on the Santa Fe campus for four weeks. The program is taught by Graduate Institute alumni; the curriculum is drawn from Graduate Institute readings which bear directly and indirectly on political questions. In 1974 the Workshop faculty will conduct

evaluation sessions for the benefit of Institute students who may wish to adopt aspects of the St. John's program in their home school classrooms.

Workshop students also engage in planned social and educational extra-curricular activities in the Northern New Mexico area; the program is completely financed by gifts to the Institute.



Betty Lilienthal

Grades

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

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

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

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

Admissions

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

Applications will be considered at any time, but it is advantageous to the applicants and helpful to the Institute if applications for the 1974 session are submitted by April 14. Enrollment may be closed when admissions reach a predetermined level; applications are considered in the order in which they are received. Applicants will be notified of a decision within three weeks after receipt of a completed application and supporting documents. There is no application fee, but almost all admitted students are required to remit an advance deposit (see *Fees*, below).

Fees

The tuition fee is \$45 per credit hour, or \$405 for a full-time student. A matriculation fee of \$25 is charged to new students.

Room rent for the eight-week session is \$140. On-campus students also purchase a meal ticket for 21 meals per week in the Col-



The Faculty

(in 1973)

RICHARD D. WEIGLE, President St. John's College

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

DAVID CLIFFORD JONES, Director Graduate Institute in Liberal Education

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

GEOFFREY COMBER, Assistant Director Graduate Institute in Liberal Education

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

BURTON BLISTEIN

A.B., A.M., The University of Chicago; Instructor, sculpture and drawing, Layton School of Art, Milwaukee, 1958-64; Faculty member, Shimer College, 1964-72; Tutor and Artist in Residence, St. John's College, 1972- .

STUART BOYD

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

SAMUEL E. BROWN

Harvard College, 1936-37; Diploma, Black Mountain College, 1945; M.A., 1956, Ph.D., 1962, Indiana University; 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, 1958- .

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 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, 1965- .

CHARLES E. BUTTERWORTH

A.B., Michigan State University, 1959; Doctorate, University of Nancy (France), 1961; A.M., 1962, Ph.D., 1966, University of Chicago; Lecturer, University of Chicago, 1966; Lecturer in Middle East Politics, Foreign Service Institute, 1967-68; Lecturer in Middle East Politics, Defense Intelligence School, 1967-68; Assistant Professor of Political Science, Federal City College, Washington, D.C., 1968-69; Assistant Professor of Government and Politics, University of Maryland, 1969- ; Visiting Fulbright Professor of Political Philosophy, University of Bordeaux and University of Grenoble (France), 1971-72; Visiting Tutor, Graduate Institute, 1971, 1973.

E. RAY DAVIS

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

ROBERT FAULHABER

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

(continued on page sixteen)

Application for Admission

GRADUATE INSTITUTE IN LIBERAL EDUCATION
SANTA FE, NEW MEXICO 87501

Date _____

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

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

Home Telephone _____ Age _____

Person to Notify in Case of Emergency _____
(Name)

(Address)

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

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

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

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

What housing arrangements would you desire?

- ☐ Dormitory accommodations for myself only.
- ☐ Dormitory accommodations for myself plus:
- ☐ Spouse
- ☐ Children. List children's ages on June 24, 1974: _____
- ☐ No dormitory accommodation; living off campus.

(see reverse side)

COLLEGES OR UNIVERSITIES ATTENDED AS UNDERGRADUATE STUDENT:

School	Address	Major Field	Dates	Degree

COLLEGES OR UNIVERSITIES ATTENDED AS A GRADUATE STUDENT:

School	Address	Major Field	Dates	Degree

EMPLOYMENT HISTORY (Present Position First):

Place of Employment	Address	Dates	Duties

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

(continued)

The Faculty

GLENN A. FREITAS

B.A., St. Mary's College, 1957; Ph.L., Université Laval (Quebec), 1964; Licentiate in Sacred Scripture, Pontifical Biblical Commission (Rome), 1966; L'Ecole Biblique et Archeologique Francaise de Jerusalem, 1964-66; Instructor and Assistant Professor, St. Mary's College, 1967-69; Tutor, St. John's College, 1969-.

AARON KIRSCHBAUM

B.A., City College of New York, 1963; M.A., University of Wisconsin, 1969; Correspondence Instructor in Mathematics, University of Wisconsin Extension, 1964-68; University Fellow, University of Wisconsin, 1967-68; Ford Fellow, 1967-68; Research Fellow in European History, 1968-69; Tutor, St. John's College, 1969-72.

PAUL D. MANNICK

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

LUCIAN MARQUIS

Certificate of Graduation, Black Mountain College, 1942; University of Florence, Italy, 1949-50; M.A., 1951, Ph.D., 1959, University of California; Associate Professor and Director of Honors College, University of Oregon, 1954-66; Fulbright Lecturer, University of Exeter, England, 1960-61, and University of Turin, Italy, 1965-66 and 1970; Professor of Political Studies, Pitzer College and Claremont Graduate School, 1966-; Visiting Tutor, Graduate Institute, 1972, 1973.

HARVEY L. MEAD, III

B.A., Philosophy/Greek, St. Mary's College, 1961;

Ph.L., Philosophy, Université Laval (Quebec), 1963; Ph.D., Philosophy, Université Laval, 1971; Instructor in English, Marymount College, 1963-64; The University of Chicago, Committee on the Analysis of Ideas and The Study of Methods, 1964-65; Lecturer, Philosophy, Saint Xavier College, 1964-66; Tutor, St. John's College, 1966-73.

ALLAN N. PEARSON

A.B., Modern Languages, Boston College, 1961; A.M., German Language and Literature, Boston University, 1962; Graduate Assistant, Boston University, 1962; Teaching Assistant in German and Graduate Student, German Language and Literature, Musicology, University of California at Berkeley, 1962-64, 1965-66; Fellow of Deutscher Akademischer Austauschdienst, University of Munich, Germany, 1964-65; Lecturer in German, University of California, Riverside, 1966-71; Tutor, St. John's College, 1971-.

ROGER S. PETERSON

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

EDWARD H. PORCELLA

B.A., St. Mary's College, 1964; M.A., University of California, 1967; Teaching Assistant in Humanities, University of California, 1965-66; Lecturer in Literature and Theology, St. Mary's College, 1967-68; Instructor in Philosophy, University of San Diego, College for Men, 1969-70; Tutor, St. John's College, 1970-.

RALPH J. QUINTANA

B.A., 1947, M.A., 1966, Williams College; Ph.D., Candidate, University of Colorado; Instructor, Williams College, 1946-49; Instructor, Wagner College, 1949-50; Teacher-coach, Fountain Valley School, 1953-58; Teacher-coach, Hebron Academy, 1959-61; Assistant Professor, New Mexico Highlands University, 1966-68; Tutor, St. John's College, 1969-; Assistant Dean, Santa Fe, 1973-.

JONATHAN B. SKINNER

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

ROBERT LOUIS SPAETH

B.S., St. John's University (Minnesota), 1959; U.S. Army Signal Corps, 1954-56; Graduate study in physics, University of Illinois, 1959-60; Graduate study in mathematics, University of Wisconsin, 1961-62; Teacher, Cathedral High School, St. Cloud, Minnesota, 1960-61; Mathematics writer, Educational Research Council of Greater Cleveland, 1962-63; Tutor, St. John's College, 1963-; Assistant Dean, 1966-71, Director of the Summer Program, 1969-70; Alderman of the City of Annapolis, 1969-; Member of the Anne Arundel County Democratic State Central Committee, 1970-.

DAVID E. STARR

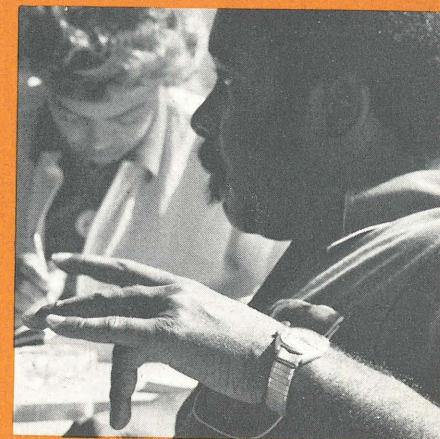
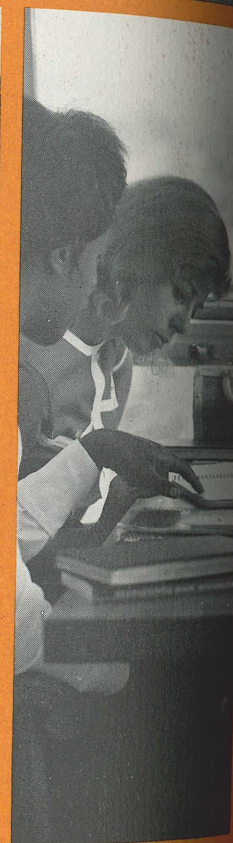
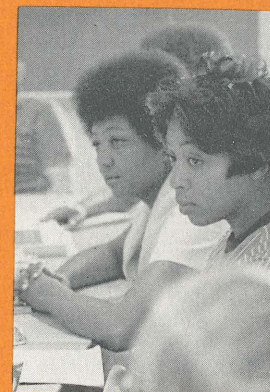
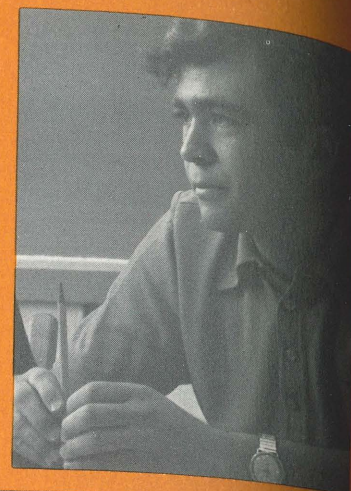
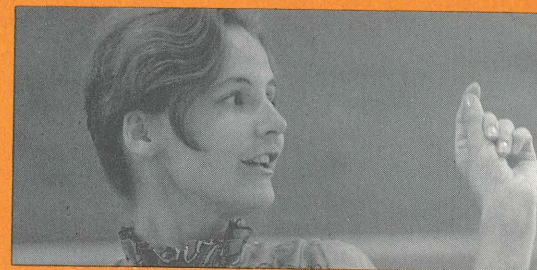
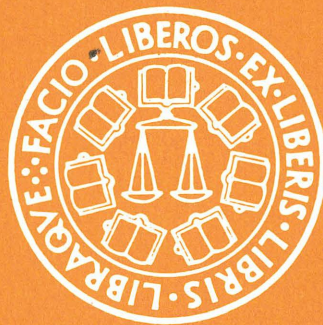
B.A., Gordon College, 1962; M.A., 1966, Ph.D., 1972, Boston University; Tutor, St. John's College, 1972-.

JOHN F. WHITE

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

THEODORE A. YOUNG

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



Address all inquiries to:

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