The Hodson Trust Teacher Fellowship Program

For Summer Study
at the Graduate Institute
in Liberal Education
of St. John's College

Annapolis, Maryland

What does Plato know
about a middle school classroom?

Can Aristotle's treatise on ethics
be valuable for a high school
English teacher?

And how can reading the works of Kierkegaard
open a world of new ideas
for a seasoned history teacher?

Since 1967, teachers have been attending the Graduate Institute in Liberal Education of St. John's College, reading the seminal works of Western civilization, discussing timeless and profound ideas with tutors and fellow students, and pursuing their own intellectual passions. Teachers who invest summers in the graduate program return to their classrooms reinvigorated and inspired by the rich texts and discussions they encounter. They also find ways to apply the St. John's approach, based on discussion, to their own classrooms–no matter the discipline or the setting.

The Hodson Trust Teacher Fellowship Program St. John's College is pleased to offer a special fellowship for teachers to pursue the Master of Arts in Liberal Arts during the eight-week summer session in Annapolis, Maryland. The Hodson Trust Teacher Fellowship Program provides seventy percent of a teacher's cost of attending (tuition, books, and housing) for qualified students. The fellowship is open to teachers from Maryland, Virginia, Washington, D.C., Delaware, Pennsylvania, New Jersey, Connecticut, and New York. Full-time public or private primary and secondary school teachers with a minimum of one year of teaching experience are eligible for this fellowship.

The Hodson Trust Teacher Fellowship Program has been made possible through the generous support of The Hodson Trust: www.hodsontrust.org.

The Graduate Institute of St. John's College The Master of Arts in Liberal Arts program helps students formulate and respond to fundamental questions about themselves and their world by reading and discussing with others the seminal works of the Western tradition. The readings are organized into five segments:

Literature ✣ Politics and Society ✣ Philosophy and Theology
Mathematics and Natural Science ✣ History

Students must complete four of these five segments to earn the Master of Arts in Liberal Arts degree (36 semester credit hours). These segments taken together constitute a closely integrated program of study. The Hodson Trust Teacher Fellowship can be renewed every summer, enabling recipients to complete the master's degree program over the course of four summers.

All classes are small and based on discussion of classic texts, but differ in significant ways. The heart of the curriculum is the seminar in which 17-20 students engage in a discussion initiated by a tutor's question about the assigned reading. In the tutorial, a slightly smaller group of students (12-14) focuses more intensively on smaller assignments, such as short literary texts, mathematical proofs, or dense arguments of philosophy or political theory. The preceptorial, with an even smaller number of students (6-12), engages in the study of a single book or topic and requires that students write a substantial paper.

Three or four segments are offered in the eight-week summer term. Seminars meet Monday and Thursday nights. Tutorials meet Monday through Thursday evenings, and preceptorials meet two afternoons a week.

The program leading to the Master of Arts in Liberal Arts degree is accredited by the Middle States Association of Colleges and Schools.

The Summer Session: Life on Campus The tree-lined 36-acre campus, in the heart of historic Annapolis, mixes distinctive historic buildings with modern facilities.

On-campus housing for graduate students in the summer session is available in a new, modern dormitory with kitchen facilities. Teachers who receive the fellowship may also choose to live off campus and commute. Students who need a break from studying have many choices for leisure time. The college has a gymnasium and a boathouse with shells, canoes, and kayaks for use on College

Creek. Regularly scheduled gatherings for students and tutors give members of the community a chance to interact outside of class, and weekly lectures are scheduled throughout the summer term. The campus is within walking distance of some of the city's most popular attractions: City Dock, shops and restaurants, galleries and museums, and venues for live music. Baltimore and Washington, D.C., are less than an hour's drive away.

Insight

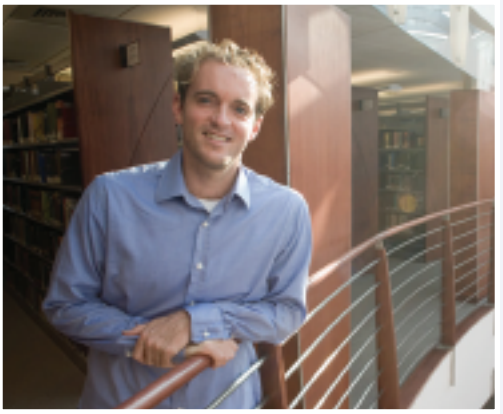
"At St. John's, you learn to know what you do not know. That's where you have to start in the classroom with your own students. That moment of not knowing is a powerful place to start when you really want to learn something."

English teacher Kelly Nash includes many great books in her suburban public high school curriculum. Reading works such as the *Odyssey* and *Antigone* and discussing them with her tutors and fellow students in the Graduate Institute gave her new insights to share with her own students. Because she broadened her own knowledge of other topics in science, mathematics, history, and political philosophy, Miss Nash also gained something unexpected: a sense of how to help students become comfortable with not knowing as preparation to confront challenging new material.

"Taking part in Socratic dialogues with my tutors helped me re-evaluate the way I teach. Through genuine conversation in the classroom, you can inspire students to dig deeper to grasp challenging and unfamiliar ideas."

Inspiration

"I came to the Graduate Institute with a question: How do you foster a belief in the intrinsic value of education in students? And I found something I believe I can take back into the classroom to inspire students to value learning for its own sake."



Philadelphia teacher John McGinty faced a common classroom challenge: how to motivate his students. In seven years of teaching in inner-city schools, he tried freedom and he tried regimentation, but he still struggled to engage his high school students.

At St. John's, Mr. McGinty found creativity, inspiration, and new ideas about how a classroom can be a dynamic environment in which all students are engaged and invested. Just a few weeks into his studies of literature, he found himself captivated by lively conversations on the *Canterbury Tales*. If he could be so engaged by a medieval text or a passage of poetry, couldn't his students experience the same thing?

"I think I've found a middle ground between the wide open and the tightly regimented that can better suit my students," Mr. McGinty says. "Focusing on a short but profound text provides just enough structure, and the emphasis on dialogue offers the freedom for students to realize the value of their own education."

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Depth

"When you teach one thing for a long time, it's easy to lose freshness. At the Graduate Institute, there is something valuable in the honesty of this unmediated approach to original texts."

Attending the Graduate Institute didn't change the way Kevin Mullally teaches in his private preparatory school; it strengthened and confirmed his discussion-based approach to teaching literature. Yet even in a setting with small classes and motivated students, Mr. Mullally saw how easy it is for a teacher to become stale and for classes to seem routine.

Feeding his own intellectual passions with new and unfamiliar material made him a better teacher, he says. At the Graduate Institute, Mr. Mullally devoted time to careful study of Euclid and Lobachevsky, Aristotle and Plato, the founding documents of American democracy, and many other subjects and books that broadened and deepened his own education.

"There isn't a great difference in the role of a teacher and his students," Mr. Mullally says. "Both are always learning."

Conversation

"It was one of the most difficult, challenging, and satisfying learning experiences I've ever had—and one of the most valuable."

Michael Woods came to the Graduate Institute as a seasoned history teacher, with 18 years in the classroom. At times, the material stretched him, particularly the readings in the Philosophy and Theology tutorial, which includes works by Aristotle, Descartes, Kant, and Nietzsche.

Indirectly, St. John's tutors offered Mr. Woods a model for improving his own classroom style. At St. John's, tutors can begin and help guide a conversation, but they don't try to drive it to preconceived conclusions or dominate discussions.

"Watching the tutors, you see there's a depth of understanding and sophistication about how to drive a conversation," he says. "I was always impressed by the way tutors can open a discussion with a good question. It's a way of getting at things that is ten times better than any lecture."

READING LIST

LITERATURE

SEMINAR

Homer: *Iliad, Odyssey*
Aeschylus: *Agamemnon, Choephoroe, Eumenides*
Sophocles: *Oedipus Rex, Oedipus at Colonus, Antigone*
Euripides: *Hippolytus, Bacchae, Electra*
Aristophanes: *Frogs*

TUTORIAL

Chaucer: *Canterbury Tales* in Middle English*
Shakespeare: *King Lear*
Aristotle: *Poetics*
Selected English lyric poetry

PRECEPTORIAL (examples)

Cervantes: *Don Quixote*
Joyce: *Ulysses*
Virgil: *Aeneid*
Eliot: *Middlemarch*
Dostoevski: *The Brothers Karamazov*

POLITICS AND SOCIETY

SEMINAR

Plutarch: *Lives*: Lycurgus and Solon
Plato: *Republic*
Aristotle: *Politics**
Machiavelli: *The Prince*
Locke: *Second Treatise of Civil Government*
Rousseau: *On the Origin and Foundations of Inequality*
Marx: *The Economic and Philosophic Manuscripts of 1844**
Tocqueville: *Democracy in America**

TUTORIAL

Aristotle: *Nicomachean Ethics**
Thomas Aquinas: *Treatise on Law**
Hobbes: *Leviathan**
Declaration of Independence, Articles of Confederation, U.S. Constitution
Hamilton, Madison, Jay: *The Federalist**
Selected U.S. Supreme Court Decisions

PRECEPTORIAL (examples)

Montesquieu: *The Spirit of the Laws*
Shakespeare: The history plays
Smith: *The Wealth of Nations*
Rousseau: *Emile*
Hegel: *The Philosophy of Right*

MATHEMATICS AND NATURAL SCIENCE

SEMINAR

Plato: *Timaeus**
Lucretius: *On the Nature of Things*
Aristotle: *Physics**
Ptolemy: *Almagest**
Galileo: *Dialogue on the Two Chief World Systems**
Darwin: *The Origin of Species**
Freud: Selected works

TUTORIAL

Euclid: *Elements**
Lobachevsky: *The Theory of Parallels**

PRECEPTORIAL (examples)

Light: Aristotle, Descartes, Huygens, and Newton
Lavoisier: *Elements of Chemistry*
Maxwell: *Theory of Heat*
Bacon and the Principles of Natural Philosophy
Galileo: *Two New Sciences*

PHILOSOPHY AND THEOLOGY

SEMINAR

Genesis
Exodus
Job
Matthew
Romans
Augustine: *Confessions**
Thomas Aquinas: *Summa Theologica**
Kant: *Groundwork of the Metaphysics of Morals*
Kierkegaard: *Philosophical Fragments*

TUTORIAL

Plato: *Meno*
Aristotle: *Metaphysics**
Descartes: *Meditations*
Hume: *An Enquiry Concerning Human Understanding*
Kant: *Prolegomena to Any Future Metaphysics*
Nietzsche: *Beyond Good and Evil**

PRECEPTORIAL (examples)

Aristotle: *On the Soul*
Heidegger: Selected works
Spinoza: *Ethics*
Wittgenstein: *Philosophical Investigations*
Nietzsche: *Thus Spake Zarathustra*

HISTORY

SEMINAR

Herodotus: *Histories**
Thucydides: *Peloponnesian War**
Livy: *Early History of Rome**
Polybius: *Histories**
Plutarch: *Lives**
Tacitus: *Annals**
Tocqueville: *The Old Regime and the French Revolution**

TUTORIAL

Augustine: *The City of God**
Vico: *The New Science**
Kant: *Idea of a Universal History*
Herder: *Ideas Toward the Philosophy of the History of Mankind**
Hegel: *Philosophy of History**
Marx: *The German Ideology*
Nietzsche: *Uses and Abuses of History for Life*
Dilthey: *Introduction to the Human Sciences**
Collingwood: *The Idea of History**
Strauss: *Political Philosophy and History**

PRECEPTORIAL (examples)

Tolstoy: *War and Peace*
Machiavelli: *The Florentine Histories*
Weber: *The Protestant Ethic and the Spirit of Capitalism*
Arendt: *The Origins of Totalitarianism*

**selections*

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How to Apply To apply for the Hodson Trust Teacher Fellowship Program, teachers should submit a standard application to the Graduate Institute in Annapolis, complete the Hodson Fellowship application and the FAFSA, and provide a letter verifying employment as a full-time teacher.

For more information, please inquire through the Graduate Admissions Office at 410- 626-2541, giadm@sjca.edu, or on the web at www.stjohnscollege.edu; click on Graduate Institute.

To receive more information on the Graduate Institute and an application for the fellowship, detach and return the reply card.

St. John s College does not discriminate in appointments, conditions of employment, admissions, educational policy, financial aid programs, athletics, or other activities on the basis of race, religion, age, sex, national origin, color, disability and/or handicap, sexual orientation, or other characteristic protected by any applicable federal, state or local law.

Please send me a Program Statement and Application for the Graduate Institute.

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