

## INTRODUCTION

St. John's College is a community of learning. To provide the best conditions for learning, institutional arrangements are necessary—that is, rules and schedules. The rules and schedules of this community are determined by the interplay of two factors: partly by the nature of the task to be accomplished (learning conceived as a community endeavor) and partly by the human nature of those who undertake this task (students and tutors, all of whom are members of a larger community).

The rules in this handbook derive from the judgment of both faculty and students over a period of years. Some are designed to comply with laws of the larger communities of which the college is itself a part. A few were agreed to by the faculty acting as a whole; some are laws adopted by the Undergraduate Student Polity; some are rules suggested by the Graduate Council; many are regulations that were originally issued by the Dean and Assistant Dean, and have gained acceptance—from students and faculty—as feasible and appropriate ways of proceeding. This does not mean that they may not need to be improved upon. Where rules are found to be questionable or ineffective, or where inequities arise from their application, it is important that the issue be raised with those who can best seek a remedy: most often, the Delegate Council of the Student Polity, the Dean or the Assistant Dean, the Graduate Institute Council or the Director of the Graduate Institute.

It should be emphasized that the regulation of campus life, to be effective, must be largely self-regulation — that is, public-spirited acceptance by individuals of what is necessary or advisable for an orderly community life, whether or not it is spelled out in written rules. The faculty has a persistent and long-range interest in maintaining on the campus conditions of life and study that will best promote the learning of students and faculty alike, but it is neither practical nor in fact legal for the Deans, the Graduate Institute Director, or other members of the faculty to attempt to stand *in loco parentis* to students. Student society is shaped by all the activities of the college, from formal instruction through athletics; but it also shapes them. While the college and faculty can provide certain facilities and some guidance, it is upon the students that the responsibility for the social health of their community, and the proper responsibility for their own human welfare, must ultimately rest.

Harvey Flaumenhaft

Dean

## **GENERAL PRINCIPLES**

The principles and policies outlined in this handbook concern a variety of matters falling under the following headings:

- Academic life, including the attendance of classes
- Residence in the community (not limited to dormitory residence)
- Procedures followed regularly in the operation of the college

First among the principles is this: the college expects every student to adhere to generally accepted standards of decent behavior, whether or not a specific rule in this manual applies to a given case. Of particular importance to our community is honesty and plain dealing; hence any wrongful or prohibited conduct is aggravated when false statements or other attempts at concealment are made. Moreover, every member of the community is obliged not to conceal any harm done or potential for harm to the college and the members of its community.

Academic life at the college is regulated by the Dean, the Instruction Committee, and the Assistant Dean and the Director of the Graduate Institute. The Dean, the Assistant Dean and the Graduate Institute Director are tutors at the college who serve for stipulated terms in administrative positions. This helps to ensure that administrative concerns serve the academic aims of the college. The Instruction Committee is comprised of six tutors who share responsibility with the Dean for the program of instruction. All matters of student welfare and conduct are the concern of the Assistant Dean and the Director of the Graduate Institute. The Assistant Dean refers some issues to the Director of Student Services.

The college exercises its disciplinary authority when its principles, policies, and rules are violated. In the exercise of its authority, it may become necessary to impose sanctions and penalties for infractions. The college acts in these matters primarily through the Dean, the Assistant Dean, the Director of Student Services or the Director of the Graduate Institute. (For a more thorough account of the structure and governance of the college, consult the "Charter and Polity of the college." Copies are available in the library.)

The penalties and sanctions that the college may levy include the following: fines, for infractions both minor and major; community service; restriction from certain activities; expulsion from the dormitories; probation; suspension; withholding or withdrawing a diploma; and expulsion from the college. Probation means that the student's academic performance or conduct within the community will be subject to close scrutiny, and that any deviation from the prescribed terms of the probation will lead to suspension or expulsion. Suspension means exclusion from the college community for a stated length of time. Expulsion means exclusion from the community for an indefinite period, without assurance of reinstatement. The college reserves the right to expel at any time a student who in its judgment is undesirable or whose continuation in the school is detrimental to himself or to his fellow students.

In all cases of disciplinary action, students may appeal their cases to a higher authority. If the matter is primarily academic, appeal should be made to the Dean, who may consult with the

Instruction Committee. Appeals may go finally to the President. Students who feel that disciplinary actions have been taken against them wrongly should press either for redress or for a full understanding of the reasons for the decisions.

The last general principle is enunciated by Aristotle in the *Nicomachean Ethics*:

Even ignorance is no protection against punishment if a person is thought to be responsible for his ignorance. For example, the penalty is twice as high if an offender acts in a state of drunkenness, since the cause of this is in himself: he had the power not to get drunk, and drunkenness was in turn responsible for his ignorance. [1113b30]

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