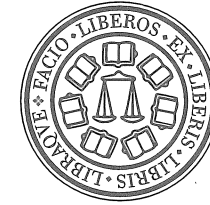
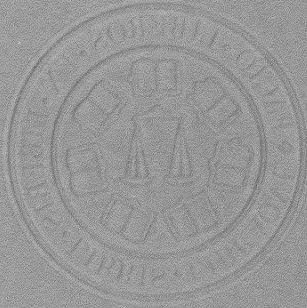


STATEMENT OF THE ST. JOHN'S PROGRAM

{1998-1999}



# ST. JOHN'S College

ANNAPOLIS • SANTA FE

ANNAPOLIS, MARYLAND 21404  
410-263-2371

SANTA FE, NEW MEXICO 87501  
505-984-6000

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. St. John's admits qualified students of any race, religion, or national or ethnic origin, without regard to sex, age, or disability. Academic facilities and most residence halls are accessible to persons with physical disabilities. The college reserves the right to modify the programs and policies herein stated without notice.

ANNAPOLIS

1998-1999

August 25	Upperclass Registration
August 26	Freshman Registration and Convocation
August 27	Classes Begin with Seminars
October 9-12	Long Weekend
November 25-29	Thanksgiving Recess
December 10	End of First Semester
December 11-January 3	Winter Vacation
January 4	Second Semester Registration
January 18	January Freshman Registration
January 29 - February 1	Long Weekend
February 26-March 14	Spring Vacation
May 14	End of Second Semester
May 16	Commencement

SUMMER 1999

May 24	January Freshman Second Semester Begins
June 14	Graduate Institute Summer Session Begins
July 30	January Freshman Second Semester Ends
August 5	Graduate Institute Summer Session Ends



SANTA FE

1998-1999

August 27	Freshman and Sophomore Registration
August 27	Undergraduate Classes Begin with Seminars
August 27	Convocation
August 28	Junior and Senior Registration
August 31	Graduate Institute Begins
October 9-12	Long Weekend
November 26-29	Thanksgiving Recess
December 17	End of First Semester
December 18-January 17	Winter Vacation
January 18	Second Semester Registration
January 25	January Freshman Registration
March 13-28	Spring Vacation
May 21	End of Second Semester
May 23	Commencement

SUMMER 1999

May 31	January Freshman Second Semester Begins
June 21	Graduate Institute Summer Session Begins
August 5	January Freshman Second Semester Ends
August 13	Graduate Institute Summer Session Ends





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St. John's College is a community dedicated to liberal education. Liberally educated human beings, the college believes, acquire a lifelong commitment to the pursuit of fundamental knowledge and to the search for unifying ideas. They are intelligently and critically appreciative of their common heritage and conscious of their social and moral obligations. They are well equipped to master the specific skills of any calling, and they possess the means and the will to become free and responsible citizens.

St. John's College is persuaded that a genuine liberal education requires the study of great books – texts of words, symbols, notes, and pictures – because they express most originally and often most perfectly the ideas by which contemporary life is knowingly or unknowingly governed. These books are the most important teachers. They are both timeless and timely; they illuminate the persisting questions of human existence, and they bear directly on the problems we face today. 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 of merely academic concern or remote from our true 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 that sense they converse with each other. They draw the readers to take part, within the limits of their abilities, in a large and continuing 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 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 thoughts, attempt to discuss it reasonably. It is presupposed that the students are willing to submit their opinions to one another's questions. 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 sameness 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 students make reasonable decisions in whatever circumstances they face. And it is the ultimate aim of the program that the habits of thought and discussion thus begun by the students should continue with them throughout their lives.

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 tutors function as guides, more intent on listening to the students and working with them than imposing upon them their own understandings.

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 analyzing, speaking, and writing, and also in measuring, deducing, and demonstrating.

There are many ways to develop these arts. The curriculum emphasizes six of them: discussion, translation, writing, experiment, mathematical demonstration, and musical analysis. Whatever methods are used, they all serve the same end: to invite the students to think freely for themselves. By these means, students will be able to envisage actual situations, to deliberate by articulating clear alternatives with the hope of arriving at a proper choice. The acquisition of these intellectual skills will serve the students who have learned them throughout their lives.

Knowledge advances and the fundamental outlook of humanity may change over the centuries, but these arts of understanding remain in one form or another indispensable. They enable men and women 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 and women can free themselves from the wantonness of prejudice and the narrowness of beaten paths. Under their discipline, men and women 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.

## THE SEMINAR

The heart of the curriculum is the seminar – a discussion of assigned readings from the books of the program. In each seminar seventeen to twenty-one students work with two members of the faculty who serve as leaders. The group meets twice a week, on Monday and Thursday evenings, from eight until ten – or sometimes 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 eighty 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 mostly 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 underway, 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 and on humanity'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 it can require a different approach. Such progress in learning together may be crowned by sudden insights on the part of a few of the seminar members, 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. At its best, the seminar may reach insights far beyond the initial views held by any of its members.



Under these circumstances, the primary 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 and to help the students in every way possible to understand the author, the issues and themselves. The most useful instrument for this purpose is the question; perhaps the most useful device of all is the question "Why?" But the leaders may also take a definite and positive stand and enter directly into the argument. If they do so, however, they can expect no special consideration. Reason is the only recognized authority. Consequently, all opinions must be defended with reason, and any single opinion can prevail only by general consent. The aim is always

to develop the students' powers of reason and understanding, and to help them arrive at intelligent opinions of their 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 students to set out in writing, as clearly as they can, their own thoughts on some aspect of the liberal arts. The essay in the second semester becomes the center of their final oral examinations. For sophomores the annual essay holds a position of special importance: it becomes the major part of the process called enabling (see page 31).

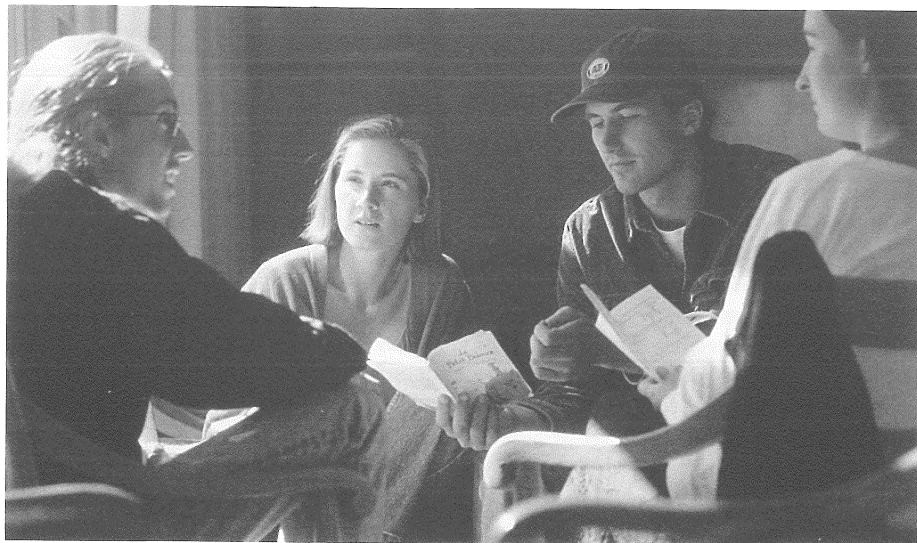
## THE PRECEPTORIAL

For about seven to eight 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 not more than ten students in a preceptorial. Guided by a tutor, they proceed at a pace more leisurely than that permitted by the seminar. Usually, the students' work is completed by the writing of papers, 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.

- Heidegger: *Being and Time*  
 Design and Expression in the Visual Arts  
 Joyce: *Ulysses*  
 Saussure: *Course in General Linguistics*  
 Readings in Lao Tsu and Confucius  
 Aristotle: *Metaphysics*  
 Darwin: *Natural Selection*  
 Plato: *Republic*  
 Sartre: *Being and Nothingness*  
 Galileo: *Dialogues on the Two Chief World Systems*  
 Shakespeare: Selected Plays  
 T.S. Eliot: Selected Poetry  
 Bosch and Bruegel  
 Kant: *Critique of Judgment*  
 Hobbes: *Leviathan*  
 Augustine: *City of God*  
 Austen: Selected Novels  
 Faraday: *Experimental Researches in Electricity and Magnetism*  
 Ethical Problems in Medicine  
 Nietzsche: *Twilight of the Idols*



## 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 times a week. Sophomores also attend a music tutorial.

In the tutorials, around a table, about thirteen to sixteen students study and learn together under the direct guidance and instruction of a tutor. The tutorial provides conditions for a small group to work together toward a careful analysis, often through translation or demonstration, of an important work. 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 all students to contribute their measure of instruction and insight to their fellows. Other tutors often attend, seeking to learn about a particular subject that they may later teach.

Writing assignments are normally made in all classes: mathematics, music, and laboratory sections, as well as in language tutorials. The students are thus called upon continually to articulate and organize their 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 training in the

means of precise communication. 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; to the varied connotations and ambiguities of terms; to the role of metaphors, analogies and images; and to the logical relations that connect 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 students learn something of the nature of languages in general and of their own in particular. During the four years, then, they study 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, they study their own language. They discover the resources of articulate speech and learn 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 that 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 come directly into seminar discussions. The students' concern with them in the language tutorial improves all their reading, for whatever immediate end, deepens and enriches their understanding, and increases their 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 that 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, can then become more common in seminar.

The language tutorial cannot and should not aim at mastery of the foreign language, but the students can reasonably expect to obtain a knowledge of grammatical forms and a grasp of the peculiar qualities of the languages that they study. 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 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 students attempt to match in their own tongue the excellence of their models. In the second semester a play is read – Racine's *Phaedre*.

The principal activity of the fourth year is the reading of French prose and poetry, including a number of poems 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. 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 that 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 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 examples, 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? What do "better" and "worse," "ugly" and "beautiful" signify 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 that is easily and often carried over into the larger sphere of the seminar.

The students begin with the *Elements* of Euclid. Using Euclid's organization of the mathematical discoveries of his predecessors, the students gain a notion of deductive science and of a mathematical system in general; they become 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, they begin the study of Ptolemy's *Almagest*, centering their 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 students continue the study of Ptolemy, with emphasis upon those difficulties and complexities of the geocentric system that are brilliantly transformed by the Copernican revolution. They study Copernicus' transformation of the Ptolemaic theory into heliocentric form. They next take 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 they study analytic geometry, which presents the conic sections in algebraic form. They thus gain 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 students then return 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. Seniors also study Einstein's special theory of relativity, which challenges our conventional understanding of the nature of time and space.

In Santa Fe, the mathematics and language tutorials of the senior year are replaced for part of the second semester with a visual arts tutorial that includes a close study of classic paintings, beginning with Giotto's frescoes and ending with Picasso's *Les Femmes d'Alger*.

### THE MUSIC TUTORIAL

One of the aims of the 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 toward performance, but toward 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. Besides continuing the singing, 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 are 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

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

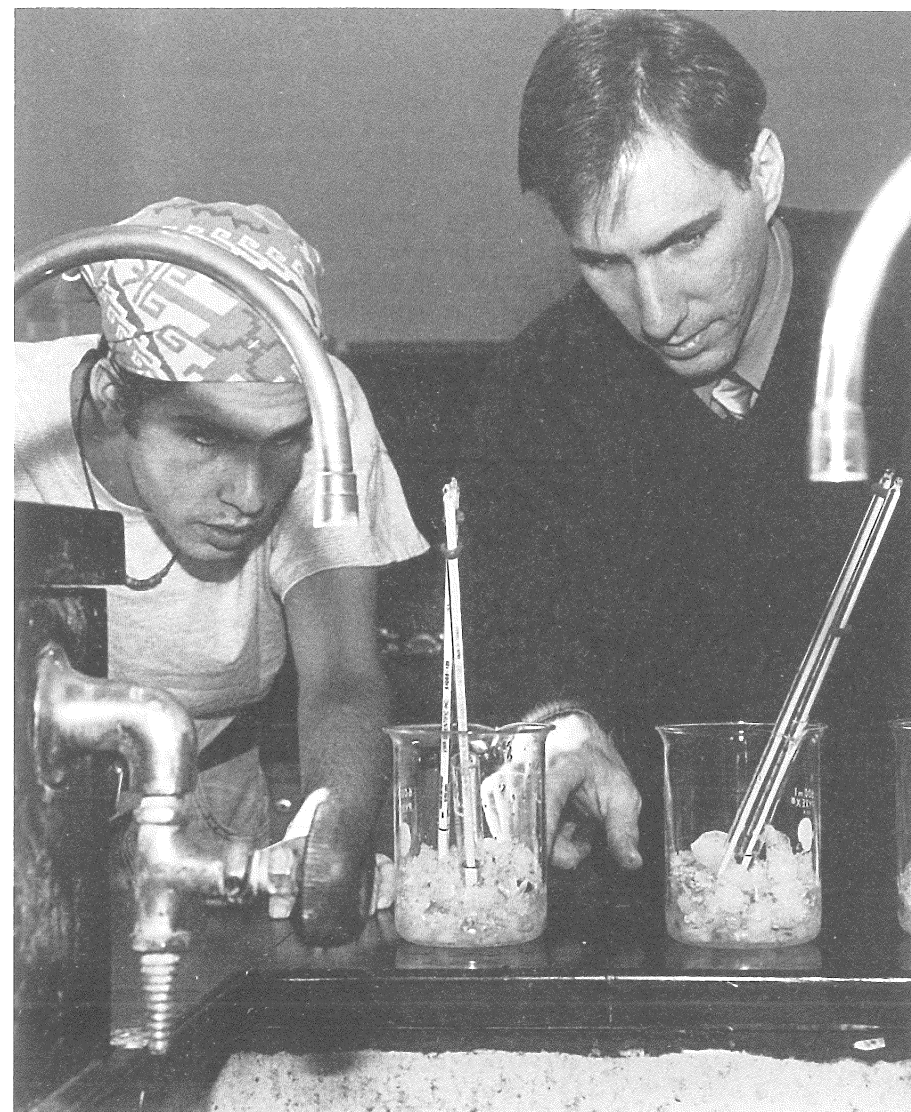
Liberal learning is concerned with the artifices of the human mind and hand that help us to relate our experiences to our understanding. For this purpose, St. John's has set up a three-year laboratory in the natural sciences, wherein characteristic and related topics of physics, biology, and chemistry 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 sup-

ported by the mathematics tutorials, which provide the necessary 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. 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 students 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 students must have time to satisfy themselves as to the degree of accuracy their instruments permit, to analyze procedures for sources of error, to consider alternative methods, and on occasion to repeat an entire experiment. Only thus can they come to a mature understanding of the sciences



called "exact."

A laboratory section consists of fourteen to sixteen 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 sciences. 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, and embryological development. Close observation by the 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 nonliving in a search for 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. 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

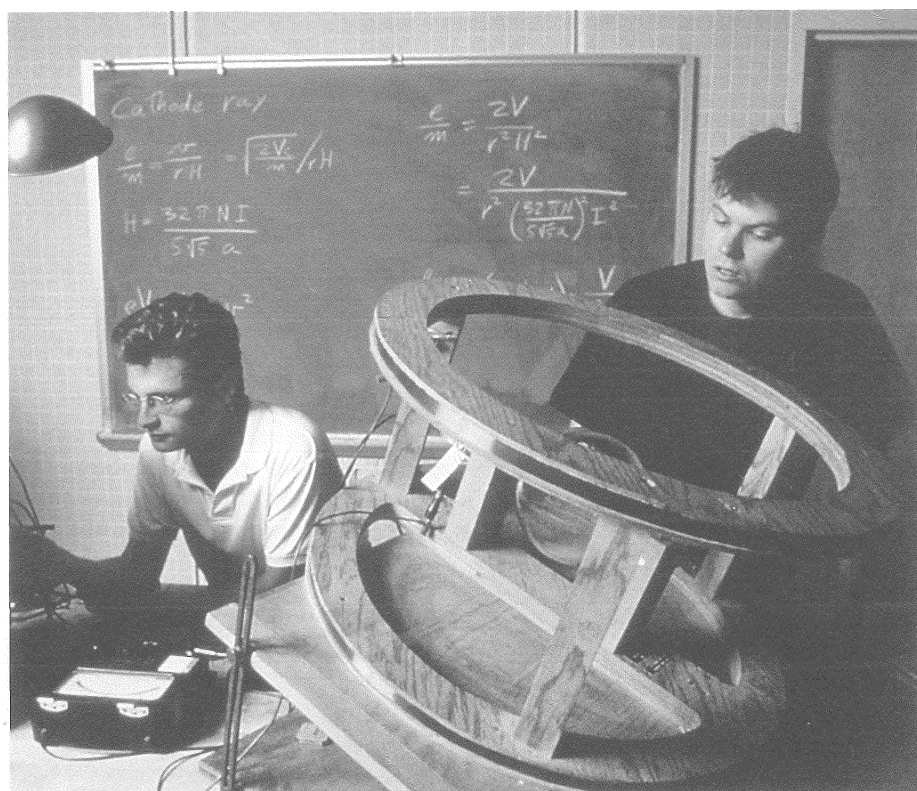
The third-year laboratory deals with topics common to a number of the traditional divisions of physics, such as mechanics, optics, and electromagnetism. Throughout the year, experimentation is accompanied by the reading of important original writings by Galileo, Descartes, Huygens, Newton, Leibniz, Carnot, 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 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 work with electrical phenomena, the student can focus on the questions of atomic stability that led to the revolutionary quantum hypothesis of Bohr and the wave mechanics of de Broglie and Schrödinger. 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 Schrödinger'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.

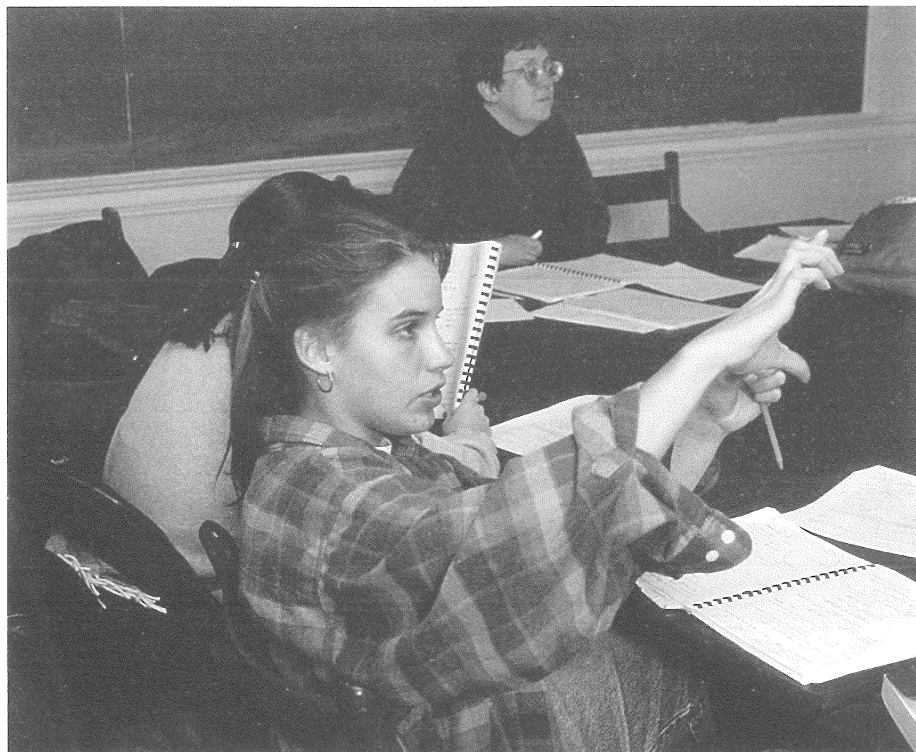


## THE FORMAL LECTURE

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 students have 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 students' 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 lecturers submit themselves 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 students the habit of listening and following the exposition of a subject they may not be familiar with, and it also provides them an opportunity, in the discussion period, to exercise their dialectical skills in a setting very different from the classroom. It is here that they can test the degree of their understanding and the applicability of what they have learned.

The lectures range through a variety of subjects. Sometimes the students are 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 students' work takes within the framework of the program.



## LECTURES AND CONCERTS

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

"The *Iliad*: A War Poem"  
Bernard Knox

"What Makes Crime Go Down?"  
James Q. Wilson

"Galactic Nuclei, Active Galactic Nuclei, and Quasars"  
James Beall

The Fine Arts Quartet

"James Madison and the Bill of Rights"  
Robert Goldwin

"Morality, Aristotle, and Liberal Education"  
Stephen Van Luchene

"The Tears of Odysseus"  
Cary Stickney

"Evolution and Development"  
J. T. Bonner

Emerson String Quartet

"Madness, Reason, and Recantation in Plato's *Phaedrus*"  
Martha Nussbaum

"Telling Lies"  
Eva Brann

"What Good and What Harm Can Psychiatry Do?"  
Wolfgang Lederer

"Botticelli's *Prima Vera*: Anatomy of a Masterpiece"  
Paul Barolsky

"Perceptual Experience and the Mechanisms of Human Vision"  
William Banks

"On the Opening Chord of Wagner's *Ring*"  
Elliott Zuckerman

"The Evolution of Behavior in Humans and Dogs"  
Ray Coppinger

"Desiring What is Beautiful"  
Samuel Kutler

"Minds and Brains: Men and Machines"  
Mortimer J. Adler

"Visualizing Infinitesimals"  
Barry Mazur

"The Parable of *Don Quixote*"  
Joe Sachs

"Vedic Orthodoxy and the Emergence of Philosophy in Ancient India"  
James Carey

"The Meaning of Romantic Love: Flaubert's *Madame Bovary*"  
B. F. Bart

Stanford String Quartet

"Citizenship in a Mass Democracy"  
Mark Hatfield

"Mimesis and the End of Art"  
John Sallis

## ST. JOHN'S LIST OF GREAT BOOKS

The list of books that serves as the core of the curriculum had its beginnings at Columbia College, at the University of Chicago, and at the University of Virginia. Since 1937, it has been under continuous review at St. John's College. The distribution of the books over the four years is significant. More than 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 a historical approach to the subject matter. The St. John's curriculum seeks to convey to students an understanding of the fundamental problems that human beings have to face today and at all times. It invites them to reflect both on their continuities and their discontinuities.

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



## FRESHMAN YEAR

- \*Homer: *Iliad, Odyssey*  
 \*Aeschylus: *Agamemnon, Libation Bearers, Eumenides, Prometheus Bound*  
 \*Sophocles: *Oedipus Rex, Oedipus at Colonus, Antigone, Philoctetes*  
 \*Thucydides: *Peloponnesian War*  
 \*Euripides: *Hippolytus, Bacchae*  
 \*Herodotus: *Histories*  
 \*Aristophanes: *Clouds*  
 \*Plato: *Meno, Gorgias, Republic, Apology, Crito, Phaedo, Symposium, Parmenides, Theaetetus, Sophist, Timaeus, Phaedrus*  
 Aristotle: \**Poetics, \*Physics, \*Metaphysics, \*Nicomachean Ethics, On Generation and Corruption, \*Politics, Parts of Animals, Generation of Animals*  
 Euclid: *Elements*  
 \*Lucretius: *On the Nature of Things*  
 \*Plutarch: "Lycurgus," "Solon"  
 Nicomachus: *Arithmetic*  
 Lavoisier: *Elements of Chemistry*  
 Harvey: *Motion of the Heart and Blood*  
 Essays by: Archimedes, Fahrenheit, Avogadro, Dalton, Cannizzaro, Virchow, Mariotte, Driesch, Gay-Lussac, Spemann, Stears, J.J. Thomson, Mendeleyev, Berthollet, J.L. Proust

## SOPHOMORE YEAR

- \*The Bible  
 \**De Anima, On Interpretation, Prior Analytics, Categories*  
 Aristotle: *Conics*  
 Apollonius: *Aeneid*  
 \*Virgil: "Caesar," "Cato the Younger"  
 \*Plutarch: *Discourses, Manual*  
 \*Epictetus: *Annals*  
 \*Tacitus: *Almagest*  
 Ptolemy: *The Enneads*  
 \*Plotinus: *Confessions*  
 \*Augustine: *Proslogium*  
 \*St. Anselm: *Summa Theologica, Summa Contra Gentiles*  
 \*Aquinas: *Divine Comedy*  
 \*Dante: *Canterbury Tales*  
 \*Chaucer: *Mass*  
 \*Des Prez: *The Prince, Discourses*  
 \*Machiavelli: *On the Revolutions of the Spheres*  
 Copernicus: *The Freedom of a Christian*  
 \*Luther: *Gargantua and Pantagruel*  
 \*Rabelais: *Missa Papae Marcelli*  
 \*Palestrina: *Essays*  
 \*Montaigne: "Introduction to the Analytical Art"  
 Viète:

*Bacon:	<i>Novum Organum</i>
Shakespeare:	* <i>Richard II</i> , * <i>Henry IV</i> , * <i>Henry V</i> , * <i>The Tempest</i> , * <i>As You Like It</i> , * <i>Hamlet</i> , * <i>Othello</i> , * <i>Macbeth</i> , * <i>King Lear</i> , * <i>Coriolanus</i> , Sonnets
Poems by:	Marvell, Donne and other 16th- and 17th-century poets
Descartes:	<i>Geometry</i> , * <i>Discourse on Method</i>
Pascal:	<i>Generation of Conic Sections</i>
Bach:	<i>St. Matthew Passion</i> , <i>Inventions</i>
Haydn:	Quartets
Mozart:	Operas
Beethoven:	Sonatas
Schubert:	Songs
Stravinsky:	<i>Symphony of Psalms</i>

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 JUNIOR YEAR
 

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*Cervantes:	<i>Don Quixote</i>
Galileo:	<i>Two New Sciences</i>
*Hobbes:	<i>Leviathan</i>
*Descartes:	<i>Meditations, Rules for the Direction of the Mind</i>
*Milton:	<i>Paradise Lost</i>
La Rochefoucauld:	<i>Maximes</i>
La Fontaine:	<i>Fables</i>
*Pascal:	<i>Pensées</i>
Huygens:	<i>Treatise on Light, On the Movement of Bodies by Impact</i>
*Eliot	<i>Middlemarch</i>
*Spinoza:	<i>Theologico-Political Treatise</i>
*Locke:	<i>Second Treatise of Government</i>
Racine:	<i>Phaedre</i>
Newton:	<i>Principia Mathematica</i>
Kepler:	<i>Epitome IV</i>
Leibniz:	* <i>Monadology</i> , * <i>Discourse on Metaphysics</i> , <i>Essay on Dynamics</i> , * <i>Philosophical Essays</i> , * <i>Principles of Nature and Grace</i>
*Swift:	<i>Gulliver's Travels</i>
*Hume:	<i>Treatise of Human Nature</i>
*Rousseau:	<i>Social Contract, The Origin of Inequality</i>
*Molière	<i>The Misanthrope</i>
*Adam Smith:	<i>Wealth of Nations</i>
*Kant:	<i>Critique of Pure Reason</i> , <i>Foundations of the Metaphysics of Morals</i>
*Mozart:	<i>Don Giovanni</i>
*Austen:	<i>Pride and Prejudice</i>
Dedekind:	<i>Essay on the Theory of Numbers</i>
Fielding:	<i>Tom Jones</i>
Tocqueville:	<i>Democracy in America</i>
Essays by:	Young, Maxwell, Taylor, Euler, D. Bernoulli

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 SENIOR YEAR
 

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	*Articles of Confederation, *Declaration of Independence, *Constitution of the United States of America, *Supreme Court Opinions <i>The Federalist</i>
*Hamilton, Jay and Madison:	
Darwin:	<i>Origin of Species</i>
*Hegel:	<i>Phenomenology of Mind</i> , "Logic" (from the Encyclopedia)
Lobachevsky:	<i>Theory of Parallels</i>
*Tocqueville:	<i>Democracy in America</i>
*Lincoln:	Selected speeches
*Kierkegaard:	<i>Philosophical Fragments, Fear and Trembling</i>
*Wagner:	<i>Tristan and Isolde</i>
*Marx:	<i>Capital, Political and Economic Manuscripts of 1844</i> , <i>The German Ideology</i>
*Dostoevski:	<i>Brothers Karamazov</i>
*Tolstoy:	<i>War and Peace</i>
*Twain:	<i>The Adventures of Huckleberry Finn</i>
*O'Connor:	Selected stories
*William James:	<i>Psychology, Briefer Course</i>
*Nietzsche:	<i>Birth of Tragedy, Thus Spake Zarathustra</i> , <i>Beyond Good and Evil</i>
*Freud:	<i>General Introduction to Psychoanalysis</i>
Valéry:	Poems
Booker T. Washington:	Selected writings
Du Bois:	<i>The Souls of Black Folk</i>
*Heidegger:	<i>What is Philosophy?</i>
Heisenberg:	<i>The Physical Principles of the Quantum Theory</i>
Einstein:	Selected papers
Millikan:	<i>The Electron</i>
*Conrad:	<i>Heart of Darkness</i>
*Faulkner:	<i>The Bear</i>
Poems by:	Yeats, T. S. Eliot, Wallace Stevens, Baudelaire, Rimbaud
Essays by:	Faraday, J.J. Thomson, Mendel, Minkowski, Rutherford, Davisson, Schrödinger, Bohr, Maxwell, de Broigle, Dreisch, Ørsted, Ampère, Boveri, Sutton, Morgan, Beadle & Tatum, Sussman, Watson & Crick, Jacob & Monod, Hardy

\*These authors or works are read in seminar.  
The others are distributed among the tutorials and laboratory.

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	
<b>Freshman Year</b>	Homer Aeschylus Sophocles Euripides Aristophanes	Plato Aristotle Lucretius	Herodotus Thucydides Plutarch	Euclid Nicomachus Ptolemy Lavoisier Dalton Archimedes Pascal Fahrenheit Avogadro	Mariotte Cay-Lussac Proust Cannizzaro Berthollet Mendelejev J. J. Thomson Harvey Driesch	
<b>Sophomore Year</b>	Virgil Dante Chaucer Rabelais Shakespeare Donne Marvell	Aristotle Epictetus Plotinus The Bible Augustine Anselm Aquinas Luther Montaigne Bacon	Plutarch Tacitus Machiavelli	Ptolemy Apollonius Copernicus Descartes Pascal Viète	Palestrina Bach Mozart Beethoven Schubert Stravinsky Haydn Des Prez	
<b>Junior Year</b>	Cervantes Milton Swift Racine La Fontaine J. Austen La Rochefoucauld C. Eliot Molière	Descartes Pascal Hobbes Spinoza Locke Leibniz Hume Kant	Locke Rousseau Adam Smith Hamilton, Madison, Jay Documents from American political history	Galileo Kepler Young Euler S. Carnot L. Carnot Taylor Newton	Leibniz Huygens Dedekind Maxwell D. Bernoulli	Mozart
<b>Senior Year</b>	Tolstoy Dostoevski Baudelaire Rimbaud Valéry Yeats Kafka W. Stevens T. S. Eliot Twain Conrad V. Woolf O'Connor Melville Faulkner	Hegel Kierkegaard Nietzsche W. James Heidegger Plato	Hegel Marx Documents from American political history Tocqueville Lincoln Supreme Court opinions F. Douglas B. Washington Du Bois Hamilton, Madison, Jay	Faraday Lobachevski Rutherford Minkowski Davisson Dreisch de Broigle	Mendel J. J. Thomson Bohr Millikan Schrödinger Darwin Freud Einstein Heisenberg Maxwell Ørsted Ampère Watson & Crick	Wagner

## 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 the text that is the principal teacher of the class – it might be Plato or Newton or Jane Austen or one of the other authors who wrote from the high point of their 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, tutors with advanced degrees in mathematics would prepare

themselves 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 prepare themselves to teach the St. John's program. This preparation is necessarily demanding because no full-time tutor is confined to a single part of the program. They are, and have to be, teaching members of a seminar and of either two tutorials or of one tutorial and a laboratory section, and they are continually teaching their 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 sometimes relieved of part of their ordinary teaching duties. The groups engage in a thorough study and exploration of a subject chosen by themselves or 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.

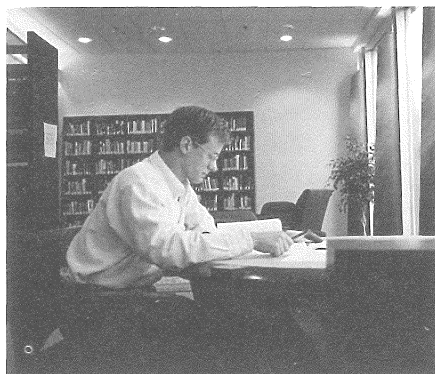
## THE INSTRUCTION COMMITTEE

The Instruction Committee is a committee of tutors responsible for advising the deans on all matters of instruction. It also advises the presidents 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 presidents sit with the Instruction Committee *ex officio*. The deans preside over the Instruction Committee meetings on their own campus; the members of the committee on each campus constitute the Instruction Committee for that campus and meet regularly throughout the year. The full committee meets annually, alternating between the two campuses, and the dean at the host campus presides at those annual meetings.

## 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, 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 100,000 volumes. In Santa Fe, the collection now numbers more than 65,000 volumes.



Both libraries hold interesting special collections. Annapolis has the Bray Collection, dating from 1696 and known as the "first public library in America," as well as 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.

A new library was opened in Annapolis in 1996. In addition to comfortable, individual study carrels, open stacks, and traditional reading rooms, the Greenfield Library contains computer terminals for student use, with access to local networks and the Internet.

The Faith and John Meem Library opened in Santa Fe in 1990. The facility offers a variety of study areas designed to accommodate up to half of the student body at a given time, including two 24-hour study rooms, and a music room with listening carrels and more than 8,000 records, tapes, and compact disks. The library houses a student computer laboratory, and also provides public terminals for accessing electronic resources and the Internet.

## 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.

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. The language, mathematics and music tutorials each meet for three-and-one-half hours to four-and-one-half hours per week. Freshmen, juniors, and seniors spend up to six hours each week in the laboratory. Two evenings, from eight to ten, all students 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.

### A SAMPLE FRESHMAN SCHEDULE, ANNAPOLIS

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 10:10 A.M.		Language	Chorus	Language	Language
10:20 - 11:30 A.M.		Mathematics		Mathematics	Mathematics
1:00 - 3:30 P.M.	Laboratory		Laboratory		
8:00 - 10:00 P.M.	Seminar			Seminar	Formal Lecture

### A SAMPLE FRESHMAN SCHEDULE, SANTA FE

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 10:30 A.M.	Mathematics		Mathematics		Mathematics
10:30 A.M. - 12:00 P.M.	Language		Language	Language	
1:00 - 4:00 P.M.	Laboratory			Laboratory	
3:00 - 4:00 P.M.			Chorus		
8:00 - 10:00 P.M.	Seminar			Seminar	Formal Lecture

## ESSAYS AND EXAMINATIONS

### ESSAYS

Annually in Annapolis and each semester in Santa Fe, all freshmen, sophomores, and juniors submit essays to their 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 students are questioned freely and informally on the texts they have read or the paper they have written and on their critical and interpretive opinions. It is not the principal aim of the examiners to find out how much students remember. Students are encouraged to consider the different parts of their study in relation to each other and to problems that may not have been treated in any of their 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

Before the second semester of their sophomore year, students must pass an examination in elementary algebra and trigonometry. Review sessions are offered.

### 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 the 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 about 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, tutors are aware of their students' progress from day to day. The tutors' appraisals of a student are based on the student's total performance as a member of the 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, freshmen, sophomores, and juniors meet with their tutors in the don rag. The tutors report to one of the seminar leaders on the students' work during the semester; the students are then invited to respond to their tutors' reports and comment on their own work. Advice may be requested and given; difficulties may be aired; but grades are not reported or discussed.

In the junior year, conferences replace some of the don rags. In conferences, students report on their own work, and then the tutors comment on that report. By the

time students are seniors, it is assumed that they can evaluate their own work, and there is no don rag unless a tutor believes that there is a special need for one.

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

### LETTER GRADES

Students are encouraged not to work for grades, but to develop their powers of understanding. Therefore, within the college, grading is not of central importance. Students are told their grades only on request. 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 for students who wish to enter graduate or professional school, or to transfer to another college. 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 spent in the college. The sophomore essay is especially important in the enabling procedure. Consequently, no students are enabled to enter the junior class unless they have written a satisfactory essay, and then only if in the judgment of the Instruction Committee they are sufficiently prepared for the work of the final two years. In particular, the enabling judgment looks to the possibility of the student writing an acceptable senior essay.



## 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. On the transcript, St. John's seminars, tutorials, and laboratories are translated into terms of conventional subjects. The curriculum is the equivalent of approximately one hundred thirty-two semester hours.

## GRADUATE STUDY AND CAREERS AFTER ST. JOHN'S

In a world in which careers and work environments are changing rapidly, a rigorous, broadly based liberal arts education is recognized increasingly as perhaps the best long-term career preparation. Research studies in business and the professions and recent national commission reports have reaffirmed the value of the liberal arts in inculcating broadly applicable skills, such as analytical and problem solving abilities, written and oral communications skills, and the ability to adapt to diverse and changing circumstances. Many St. John's alumni, for example, have demonstrated an unusual ability to master complex and unfamiliar tasks and bodies of knowledge, and to forge creative and satisfying careers.

St. John's graduates follow a wide variety of career paths. Surveys of alumni have yielded the following statistics:

- 20% of all St. John's alumni are in business or business-related occupations;
- 18.5% are engaged in teaching or educational administration, with slightly over half of these in colleges and universities;

- 14.5% are in communications and the arts;
- 8% are attorneys;
- 6.5% are in the health professions (4.2% are physicians).

Other fields chosen frequently by St. John's alumni include social services, science and engineering, politics and government, computer science, and conservation and ecology.

More than 75% of St. John's graduates pursue formal education beyond the baccalaureate level, with close to 30% of each graduating class pursuing advanced studies at leading universities across the country. St. John's students consistently score substantially above the national averages on the Graduate Record Examination (GRE) and the Law School Admission Test (LSAT).

Most fields of study may be entered directly from St. John's. Some of the more highly technical fields may require additional preparation, either prior to or during the first year of graduate study. St. John's has developed special programs and relationships with specific graduate and professional schools to help entry into fields such as medicine, business, engineering, and teaching.

## THE ST. JOHN'S DEGREE, MASTER OF ARTS

Tutors who have completed two years of teaching at St. John's may receive a master's degree in liberal arts. They must petition the Instruction Committee for permission to present themselves as candidates for the degree. They must then submit a thesis on a topic approved by the Instruction Committee and stand for 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

The Graduate Institute in Liberal Education is an interdisciplinary master's degree program based on the same principles as the undergraduate program. It is offered year-round on both the Annapolis and Santa Fe campuses. The summer term is eight weeks long; the fall and spring academic terms are each sixteen weeks long with classes held in the evenings.

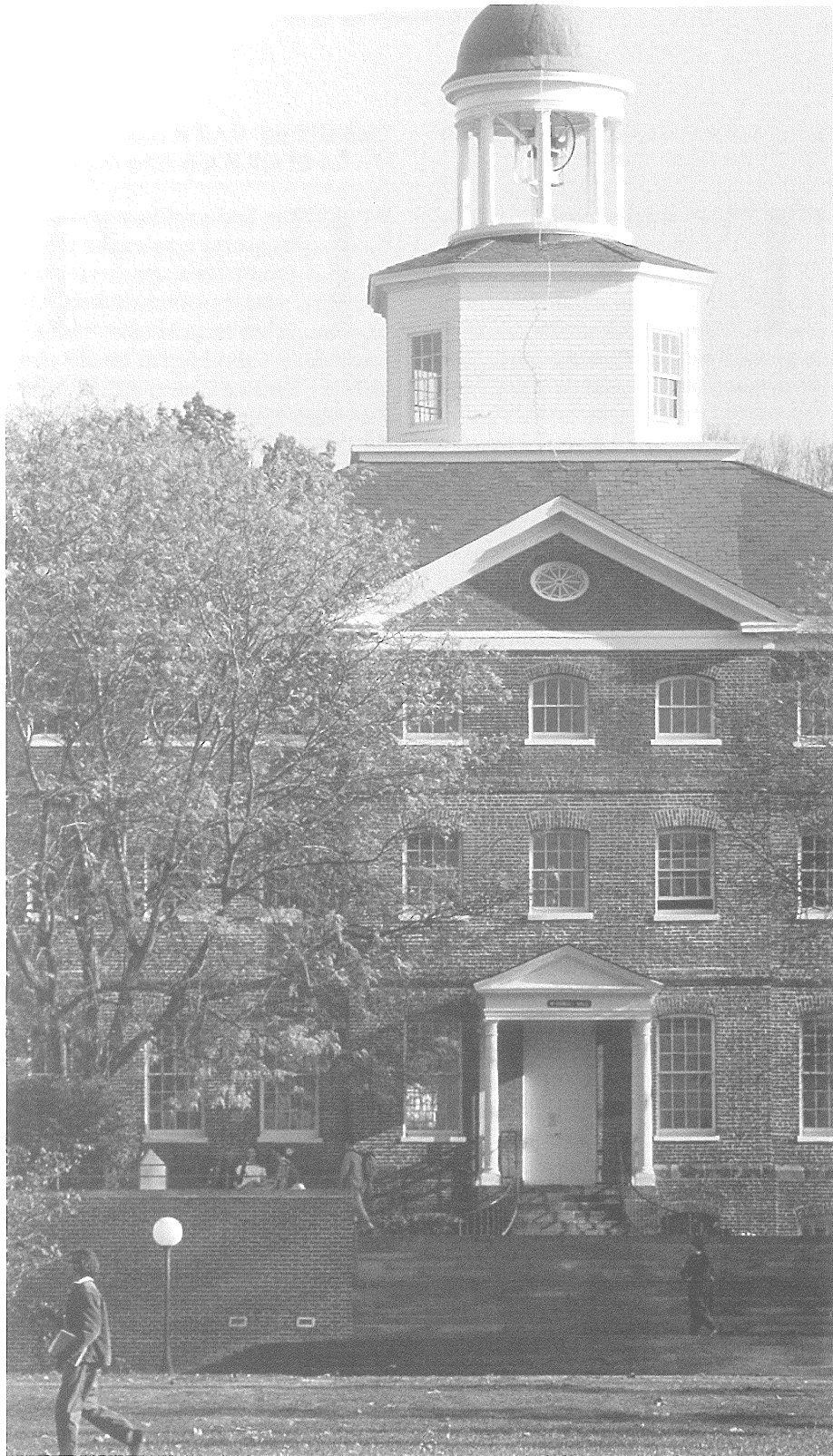
The program is divided into five subject areas: Politics and Society, Literature, Philosophy and Theology, Mathematics and Natural Science, and History. Each segment consists of three classes: a seminar, tutorial, and preceptorial. The seminars, like those of the undergraduate college, have two tutors as leaders and are limited to twenty students. Tutorials are smaller classes devoted to closer readings of texts. The preceptorial, a class of eight to twelve students and one tutor, studies a single book or problem in depth; a major essay is required at the end of the term. Nine credits are granted for the successful completion of each segment of the program. Four segments are required for the degree, though students who have previous graduate credit may be eligible for the degree after three segments. The segments may be taken in any order, but not every segment is offered in every term. More detailed information and an application may be obtained by writing to The Graduate Institute in Liberal Education, c/o St. John's College, 1160 Camino Cruz Blanca, Santa Fe, New Mexico 87501-4599 or c/o P.O. Box 2800, Annapolis, Maryland 21404-2800.

## THE GRADUATE PROGRAM IN EASTERN CLASSICS

The Eastern Classics program requires a calendar year of study (two semesters and a summer) of classic texts in the Chinese and Indian traditions and leads to a master's degree. Its seminars, tutorials and preceptorials follow the same educational principles as the other degree programs of the college. In the tutorials students choose to study Sanskrit or classical Chinese. The seminar and preceptorials consider the works in English translation. The concluding summer segment is devoted to directed readings and the writing of a substantial essay. The Eastern Classics program is offered only on the Santa Fe campus. A detailed description and application materials are available from the office of The Graduate Institute in Liberal Education in Santa Fe.

## 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 currently 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.



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. Such activities in Annapolis are sponsored both by the Director of Athletics and by 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 people 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 with the sailing and recreational activities of the Chesapeake Bay.

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 remind students of their responsibili-

ties to the college community, and to express student opinion on common problems. The Delegate Council also meets with members of the college administration to discuss matters of mutual concern and maintains a Student Committee on Instruction, which works with the Faculty Instruction Committee on academic matters. A Food Committee works with the dining hall manager to develop satisfactory dishes for regular and vegetarian menus.

*The Gadfly*, a student newspaper, provides a second medium for expression of opinion to the community as a whole. Controversy ranges from petty to vital; essays, reviews, and news are also included. *Energeia*, the college's student-run literary magazine, is published annually and contains longer and more polished essays, poetry, and fiction. Students are also welcome to contribute 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 activities grow directly out of the curriculum as students' interests overflow from the classroom. The past years have seen small classes and study groups – some led by students, others by tutors – in harmony, Latin, Chinese, German, the New Testament, Hegel, Leibniz, African-American literature, and selected women writers. Other activities stem from interests independent of the college curriculum, such as astronomy, dance and the martial arts.

A network of PC and Macintosh computers is available for student use in a computer lab. The lab, open 24 hours a day, serves mainly to provide students with free access to word-processing and Internet services. Students can use the lab for writing essays, corresponding by



e-mail, printing out papers written on personal computers, and exploring the world wide web. Individual computer stations also are available in the library.

Theater life is active. The King William Players stage one or two classical plays a year, perform one or two modern works, and produce several one-act plays. Recent productions have included *The Winter's Tale*, *The Nature and Purpose of the Universe*, *Phaedre*, *The Midlife Crisis of Dionysus* and *The Tempest*.

Every weekend, the student film club presents foreign and domestic films – the classics of cinema art. The selection is eclectic: recent screenings have included *Reservoir Dogs*, *Potemkin*, *Citizen Kane*, and *The Seventh Seal*. There is also a spe-

cial winter film series on Wednesday nights.

Music is pursued in groups and individually. Voice and instrumental ensembles train new members and perform at *collegia* at the end of each semester. The Small Chorus has recently presented concerts featuring Faure's *Requiem*, Schubert's *Mass in G*, and early vocal music. 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, woodworking shop, photography darkroom, and stage floor,

provide places to develop specific skills. The college's Mitchell Art Gallery specializes in circulating exhibitions by artists of major stature. Recent shows have included *Rembrandt Etchings*, *Japanese Woodblock Prints*, *The Figure in 20th Century Sculpture* and *Space and Place: Mapmaking East and West*. Lectures and discussions are scheduled during each show. An exhibit in the spring displays work by members of the college community. There are periodic trips to galleries and museums in Washington and Baltimore; transportation is free of charge for St. John's students. Various artists teaching in their fields of specialization conduct classes in drawing, painting, sculpture, and pottery throughout the year. Materials and tools are furnished without charge in most cases.

Parties, an important part of community life where students and tutors meet informally, come in several varieties. The St. John's Waltz Committee arranges frequent parties in the Great Hall, featuring waltzes and big-band swing music. These parties include the Halloween Masked Ball, Mid-Winter Ball, Croquet Waltz, Spring Cotillion, and Commencement Waltz. Rock parties are held regularly in the Coffee Shop by members of the junior class, who also organize Reality Weekend, a festival in late spring. Reality begins with student skits and parodies, and then

provides two full days of picnicking, games, movies, and music.

There are Sunday concerts at the college, and the Political Forum invites lecturers to speak on weekday evenings. Annapolis itself offers church groups of all denominations, synagogues, concerts, plays, historic tours, seafood, sailing, the Naval Academy, hiking, cycling, state government, political work, community service groups, and so on. Washington, D.C., and Baltimore, Maryland, both within an hour's drive, offer activities too numerous to mention; the Director of Student Activities schedules trips to both cities to attend plays and films, as well as for individual explorations.

#### ATHLETICS

The college provides an extensive intramural sports program that includes team competition in soccer, flag football, volleyball, lacrosse, and croquet, as well as individual tournaments in tennis and table tennis. This highly organized and very popular program, for both men and women, is a mainstay of the college's extracurricular life. Many students abandon athletics when they enter college because they find programs designed for only the select few. At St. John's, they are able to rediscover the joy of amateur athletics in a welcoming setting. Competition between intramural teams is passionate, but good-natured. Students and faculty also pursue interests in fencing (the Fencing Union has regular bouts with local clubs and universities), aikido, yoga, weight training, tai chi, dance, and aerobics. Alumni, siblings, faculty, staff, and even parents may participate.

Located at the confluence of the Chesapeake Bay and the Severn River, Annapolis is synonymous with water sports. The College Boathouse, one of the loveliest in the mid-Atlantic region, serves as headquarters for an active crew program. Sweep-oar rowing and sculling are very



popular activities, and the college's more serious rowers compete in local regattas. The college has a fleet of sailboats, from 14-foot lasers to a 37-foot Herreschoff ketch, along with many rowing dinghies, canoes and kayaks in which students may explore the beauties of the Chesapeake. An annual Sail Picnic, organized by The Friends of St. John's, provides an opportunity for students to sail aboard large yachts. Croquet, too, has a large following, and each spring a team from St. John's takes on the Naval Academy in a much celebrated match for the Annapolis Cup.

Athletic facilities on campus include playing fields, tennis courts, a gymnasium with a racquetball court, a well-equipped weight room, a dance studio, and a suspended running track.

#### THE SANTA FE CAMPUS

In the early 1960s 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, founded in 1610 by Spanish colonists. Its population of 65,000 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 Ameri-



can Indian Arts, the College of Santa Fe, Santa Fe Community College, and the University of New Mexico in Albuquerque. Sixty miles to the south, Albuquerque provides the attractions and conveniences of a city of 500,000 people.

The campus of 250 acres lies in the southeast quadrant 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 city and offers superb views of the Cerrillos, the Jemez, the Ortiz y Pino and the Sangre de Cristo mountain ranges.

The campus includes a classroom building, a laboratory, a library, a student center, a music and fine arts building, an administration building, three clusters of dormitories, and ten furnished, two-bedroom apartments. A conference services office, dining hall, and student health office are also located in these buildings.

Each of the 16 dormitory units on the main campus houses from 12 to 18 students, and the eight dorm suites, which house five people, serve 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 eight dorm suites house five private rooms. Students living in these dorms are responsible for all cleaning in their rooms, bathroom, and common room. The director of residential life helps students arrange to live with others who share similar opinions about smoking, music, and so on in a dormitory area.

Students in Santa Fe find it effective to work out problems and ideas on an individual basis with the administration and



faculty, as well as 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, Campus Planning 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 monthly. A student art show is scheduled each year, and awards are given for achievement in pottery, photography, drawing, painting, and making jewelry. *The Moon*, a student newspaper, provides students in Santa Fe with a medium through which to express their views about both the college and the world at large. *Au Verso*, a literary magazine,

contains essays, art work, poetry, short stories, and photography from students and faculty alike.

Musical performances of many kinds are given by students through the *Collegium Musicum*. Formed to stimulate musical activity on campus, the association provides members of the college community with an opportunity to perform before small, receptive audiences. 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 small chorus 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 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, working on local church restoration, or other local activities. City buses stop every half hour near the campus, providing economical transportation to town.

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 Latin, German, Spanish, and Hebrew. Thorne Fellowships give eligible students support toward fulfillment of medical school prerequisites during summer months, during a leave from the college, or after graduation.

As in Annapolis, waltz parties, rock parties, and such regular events as the Octoberfest (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 picnic, and athletic competition.

#### ATHLETICS

The Student Activities Office coordinates a volunteer athletic program that 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. The college supports a Karate-Do that has gained a high reputation over many years. There are indoor facilities for judo, tai chi chuan, weightlifting, 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 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 with different city and college teams. Santa Fe has five municipal swimming pools to which St. John's students can purchase yearly swim passes. 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 Team 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

## 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. While the college schedules no formal religious services, there is a baccalaureate service 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 students need for their 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.

Both campuses maintain computer laboratories for student use, providing free access to word processing and Internet services, including e-mail. PC and Macintosh computers are available in the laboratories and in the library.

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, comfortably furnished social rooms in the dormitories and elsewhere on the campus.

#### DORMITORIES

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

Unmarried students are required to live in the college dormitories and to take their meals in the college dining hall, unless they apply in writing to and obtain permission from either the assistant deans or directors of residential life to live off-campus.

The college does not guarantee housing for married students. However, in Santa Fe there are a small number of furnished, two-bedroom apartments, that may be available for married students during the academic year. Such students should check with the appropriate Admis-

sions Office about the availability of housing on campus or in the local community.

Room assignment is the responsibility of the assistant deans in conjunction with the directors of residential life. 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 halls in Annapolis and Santa Fe are operated by catering services. Vegetarian and vegan menus are available. Resident students are required to eat in the dining hall.

#### CAREER SERVICES

The Placement Office on each campus offers a wide range of programs and services that include:

- individual career counseling
- information and assistance in applying to graduate and professional schools
- information and assistance in applying for scholarships and fellowships
- internship opportunities
- assistance with resume-writing and other job-search skills
- access to a national alumni career network
- pre-law and pre-medical advising
- on-campus career workshops and meetings with alumni
- information and referrals on current career and job opportunities
- community service opportunities
- job postings on the St. John's web page

St. John's remains committed to providing high-quality assistance to students and alumni as they make the transition to activities and pursuits beyond St. John's.

#### STUDENT EMPLOYMENT OFFICE

An employment service, initiated and run by students under the supervision of the Placement Office, locates off-campus jobs. Primarily, it seeks part-time employment for students during the academic year, but it also can aid students looking for full-time summer employment in the local community.

#### HEALTH SERVICES

A Student Health Center on each campus provides a variety of health services for enrolled students. Counseling services are also available on campus. These services are free of charge or provided at low cost.

#### 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 deans in consultation with students and 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 Handbook* published annually by the college. St. John's assumes that students will respect not only the enacted

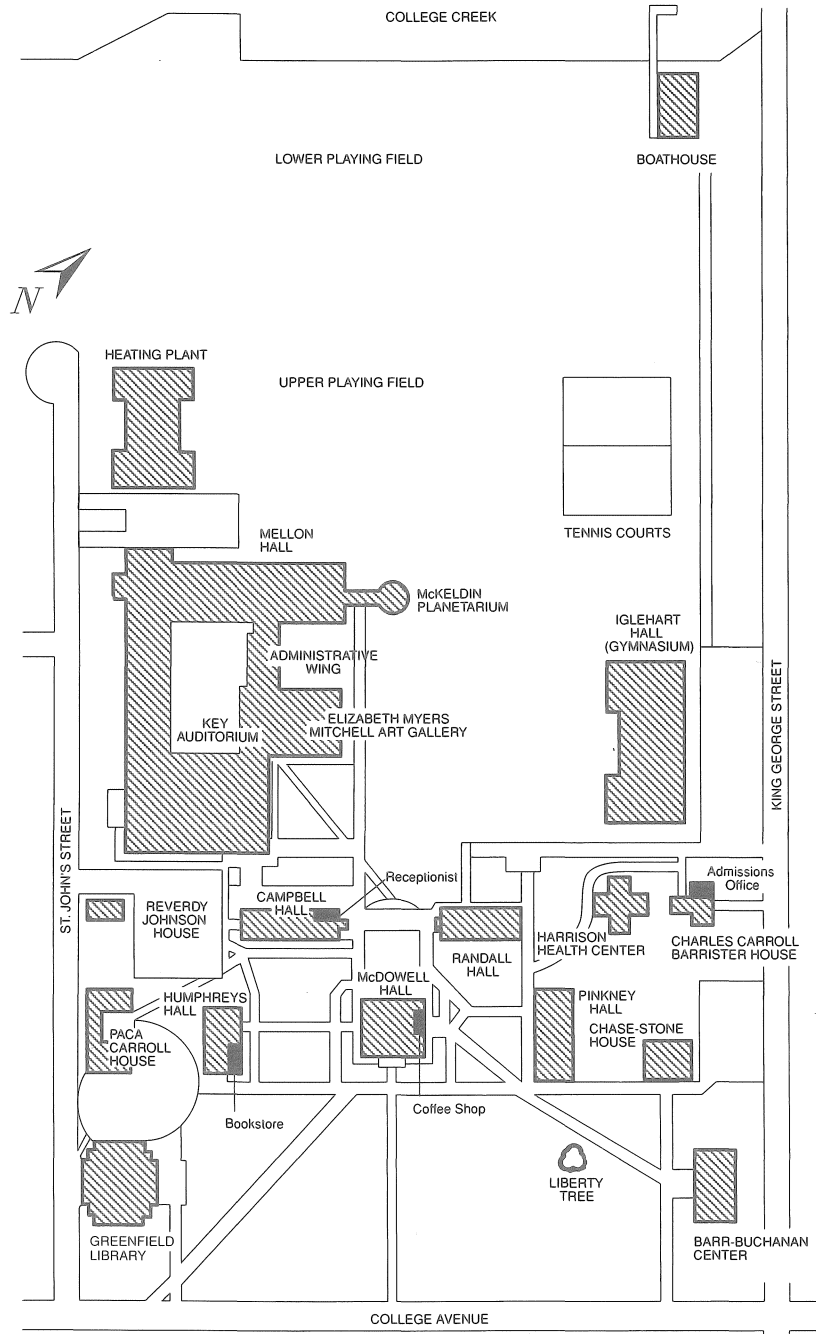
rules, but also the community-accepted canons of decent behavior. In extreme cases, where these canons are flouted, the college may require withdrawal of the offending student. The use of illegal drugs and the misuse of legal drugs, including alcohol, are fundamentally incompatible with the program of study at St. John's College. Students who engage in such activities face severe disciplinary action.

#### PROPERTY DAMAGE

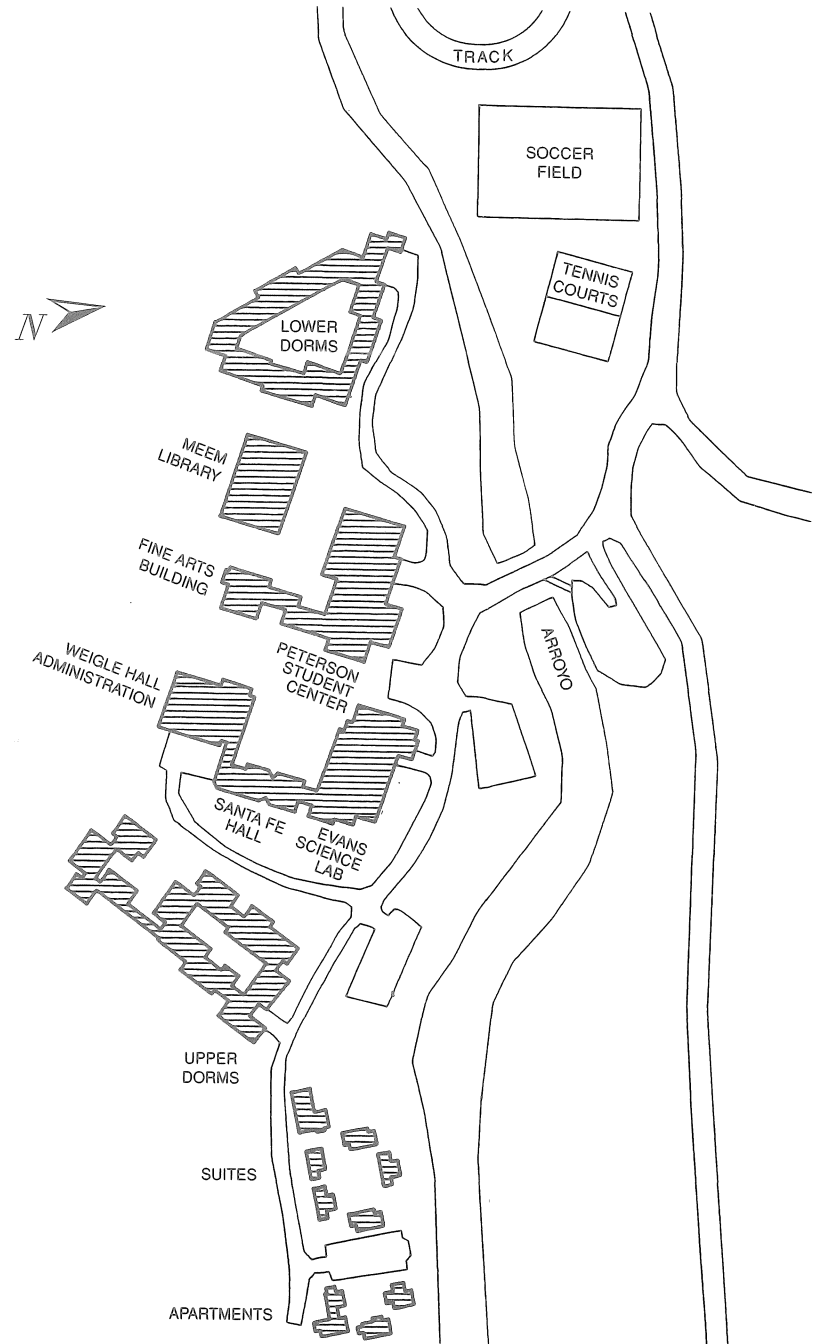
The college provides a housekeeping staff to care for the dormitories. The college inspects the rooms periodically and repairs, at the expense of the occupant or occupants, any dormitory room and furniture that have been damaged beyond normal wear and tear. Any damage to college property is charged to 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.



{ SITE PLAN }  
ANNAPOLIS, MARYLAND



{ SITE PLAN }  
SANTA FE, NEW MEXICO



The standards by which applicants are selected for St. John's are special, and prospective students find it challenging to write the essays that constitute an application to the college. Those 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 consider the thoughts of others as well as their own; and of active participation in their own education.

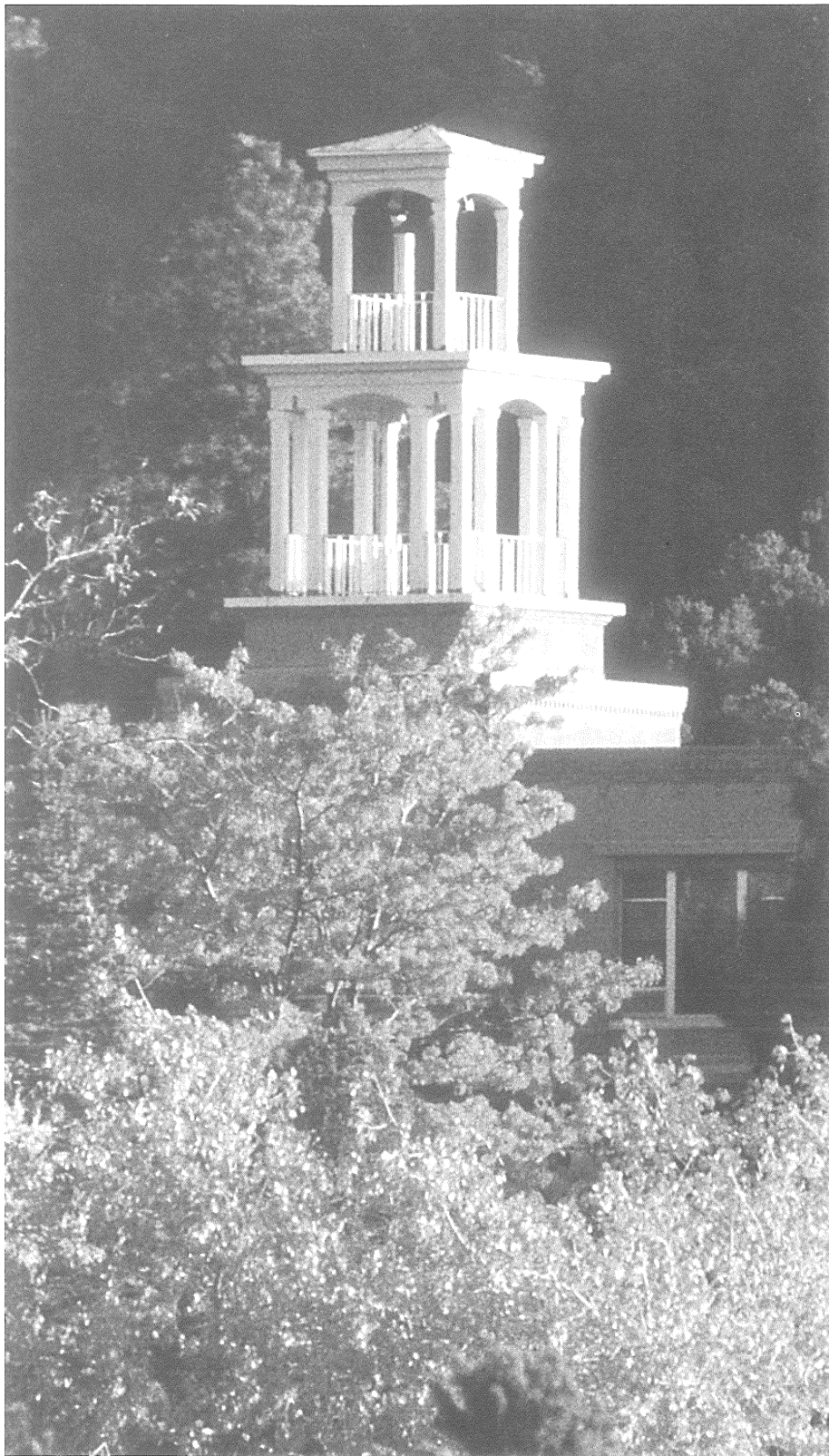
Education at St. John's is a common pursuit. Each student has a considerable effect on the life and learning of the community. Most who consider St. John's examine themselves carefully before applying so that when they do, they are saying to themselves and to the college that they want to engage fully in the life of reason and they 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 – five tutors and the Director of Admissions on each campus – 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, their reasons for choosing St. John's, and their experience with books. A number of optional topics are 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 in which the students and faculty are known to each other. Each campus serves about 400 undergraduates. 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. Occasionally, there may be a January class on only one campus. 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 having good records at other colleges, relinquish their advanced standing to take part in the St. John's program.

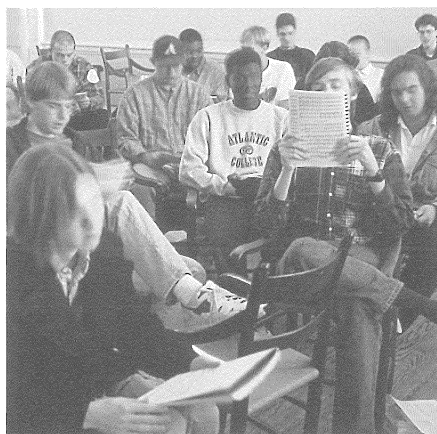
Freshmen who enter in January stay on campus the following summer to complete the first year. They can thus graduate a year earlier than if they had postponed their entrance until the following fall. The January class is of particular interest to students who come to St. John's from other colleges, who 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 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 secondary school report, each applicant must present transcripts of any college work and 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 normally required, but may prove helpful.

Occasionally, St. John's accepts an applicant who is not a secondary school graduate. Such students must be well qualified to profit from the college program and must either submit the results of a nationally recognized test (SAT, ACT, or PSAT) or a GED certificate. A campus visit and interview are especially important in such cases.

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



## PROCEDURE

St. John's College is one college 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. Students should submit their application materials to the Admissions Office on the campus they prefer 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 is committed to maintaining its low student/faculty ratio (8 to 1). In order to meet this commitment, the number of students in each freshman class is carefully controlled. Candidates for admission are advised that applicants who meet the suggested deadlines (see below) are in a better position to secure places in the entering classes and early consideration for financial assistance than those who apply later.

## DEADLINES

Applications for fall classes should be filed as early as possible and preferably no later than March 1; candidates wishing to enroll in January should apply no later than December 15. Applications are processed on a rolling basis. As soon as the application essays and supporting documents are received, the application is reviewed by the Admissions Committee.

The applicant is notified of the committee's decision in about two weeks. Accepted students have the option to enroll on either campus.

Late applications for both fall and January classes will be considered, but applicants are advised that the earlier their files are completed, the greater their chances of securing positions in the entering class on the campus of their choice.

## DEPOSITS

Upon notification of acceptance, applicants have the option to enroll on either campus. In order to secure a place in the entering class, approved applicants must submit a deposit of \$250 to the Admissions Office on the campus at which their applications were processed, together with a statement specifying the campus they wish to attend. Once the deposit has been submitted, the campus preference may not be changed except as noted below. Deposits are *nonrefundable*, except as noted below, and are applied to first semester tuition and fees.

Deposits are accepted on a first-come, first-served basis until the available positions are filled. Typically, the fall classes fill by the middle of May, so while there is ample time to consider offers of admission from other institutions, the earlier a decision can be reached, the better. January classes usually fill by the end of December. Students who submit deposits before the end of the first week of May (for the fall term) or December 31 (for the January term) have a significantly higher chance of securing positions in the entering classes than those who submit deposits later.

If the entering class on the applicant's first-choice campus is full when the deposit is received, the Admissions Office will offer 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; 3) the deposit may be returned if neither of the first two options is acceptable.

#### FINANCIAL AID

The college endeavors to meet the full demonstrated need of enrolling students requesting financial assistance. Of necessity, however, the amount of financial aid available for each class is limited. It is essential, therefore, that candidates apply for both admission and financial aid early.

Applications for financial aid will be processed for approved applicants on a first-come, first-served basis until the available aid is exhausted. Therefore, applicants requesting financial assistance should file the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's Financial Aid Profile form as early as possible and promptly supply the Financial Aid Office with any additional documentation that may be requested. Students who complete their financial aid applications before February 15 (for fall classes) or September 30 (for January classes) have a significantly higher chance of receiving all the aid for which they qualify than those who complete them later.

#### WAITING LIST

Once the entering classes are full or the available aid is exhausted, a waiting list will be established in the order in which deposits or completed financial aid files from approved applicants are received. Positions in the entering classes and financial aid will then be offered as they become available. Every effort will be made to accommodate those on the waiting list by allowing them to change their campus preference or to enroll in a subsequent class, as noted above.

#### INTERCAMPUS TRANSFER

Once enrolled on either campus, students may transfer to the other at the beginning of any academic year, provided their records are in good standing and they notify the Dean's Office of their intentions by the third Monday in February of the previous year. Those students who wish to apply for financial aid must also file their new financial aid forms by March 1. All such transfers are subject to approval by the deans of both campuses and will be restricted if a very large surplus in one direction or the other could pose problems for staffing, class sizes, or housing.

#### INQUIRIES

Inquiries should be addressed to Director of Admissions, St. John's College, P.O. Box 2800, Annapolis, Maryland 21404-2800 (Phone: 410-626-2522 or 800-727-9238; E-mail: [admissions@sjca.edu](mailto:admissions@sjca.edu)) or Director of Admissions, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, New Mexico 87501-4599 (Phone: 505-984-6060 or 800-331-5232; E-mail: [admissions@mail.sjcsf.edu](mailto:admissions@mail.sjcsf.edu)). Each campus maintains a world wide web home page: Annapolis = <http://www.sjca.edu> and Santa Fe = <http://www.sjcsf.edu>.

#### CAMPUS VISIT

It is best for those who are considering attending St. John's to see the college for themselves. 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 P.M.; attend tutorials in math-

ematics, language, and music; visit a laboratory; be interviewed by the Director of Admissions, a member of the admissions staff, 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 Tuesday or from Thursday to Friday on the Annapolis campus and from Sunday to Tuesday or from Wednesday to Friday 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 catalog should be checked to make certain the college will be in session during the time of the visit.

Those planning to visit should telephone (1-800-727-9238 for Annapolis or 1-800-331-5232 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 visitors is transportation. They 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 usually can be located in inexpensive paperback editions in the col-

lege bookstore if a visitor has been unable to locate a copy of the book being discussed in seminar. Linens are provided by the college.

Visitors arriving weekdays between 9 A.M. and 5 P.M. should go to the Admissions Office. On weekends and any day after 5 P.M., visitors 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

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 visitors off near the campus if asked. Buses from Washington are less frequent and let passengers off on West Street, about six blocks from the college. By car, take Route 50 from Washington; from Baltimore take Route 2 or I-97.

A shuttle service from the Albuquerque airport to Santa Fe is available. It is called the "Shuttlejack," and reservations should be made in advance. Greyhound and Continental bus lines pass through Santa Fe. Amtrak 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.

## PROCEDURES AND DEADLINES

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 number of family members in college.

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 that combines one or more forms of aid.

4. In keeping with the philosophy that students should contribute to their educational expenses, self-help is, in most cases, 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. Financial aid is not automatically renewable; rather, students reapply each year they wish to be considered for aid.

6. Students receiving financial aid must meet the criteria for maintaining satis-

factory progress in order to retain their award (see page 57).

7. 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 must file the current Free Application for Federal Student Aid (FAFSA). In addition, St. John's requires students seeking institutional grant aid to file the College Scholarship Service's Financial Aid Profile form. These forms may be obtained from either secondary schools or the Financial Aid Office at St. John's.

2. As part of the application for financial aid, parents and students must provide copies of their most recent Federal Income Tax Return and W-2 forms.

3. Self-supporting students are required to meet the federal definition of independence and must comply with federal verification requirements. Independent students must submit parental information in order to be considered for institutional assistance.

4. Recipients of federally funded financial assistance must not be in default on any federal loans received at any institution and must not owe any refunds to the federal programs.

5. 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 FAFSA and the College Scholarship Service's Profile form should be filed at the earliest date possible in accordance with their published guidelines. 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 for financial aid after February 15 (for fall classes) or after September 30 (for January classes) have a significantly lower chance of receiving all the funds for which they are eligible than those applying earlier.

**RETURNING STUDENTS:** Applications are due by March 1 from enrolled students who are returning to the college and reapplying for financial aid or are applying for financial aid for the first time. Both the FAFSA and the College Scholarship Service's form should be filed at the earliest date possible in accordance with their published guidelines. Students whose financial aid credentials are received by the Financial Aid Office prior to the March 1 deadline will be notified of the decision on their application by April 1. Students whose applications for financial aid are received after the deadline will not be denied consideration for assistance, but the availability of funds cannot be guaranteed.

D. Funds for financial aid awards from the college are available from the sources listed below.

**ST. JOHN'S GRANTS:** Funds for St. John's grants are provided by the college from its own resources. St. John's grants do not need to be repaid.

**FEDERAL 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.

**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT:** The college awards SEOG's to incoming freshmen and enrolled students each year. The grants are awarded to students who demonstrate substantial need with priority given to Pell Grant recipients. Eligibility for the SEOG is limited to \$4,000 per year.

**FEDERAL WORK STUDY PROGRAMS:** 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.

**FEDERAL PERKINS LOAN:** These loans are made by the college directly to students using funds provided, for the most part, by the federal government. Perkins Loans are made available to students with high financial need. The maximum loan is \$3,000 for each year

of undergraduate study. No interest accrues and no payment is required while the borrower is enrolled at the college. The interest rate during repayment is 5%. There is a provision for deferment if the borrower returns to at least half-time study at another institution.

**FEDERAL STAFFORD LOAN:** The Federal Stafford Loan program enables 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 maximum amount an undergraduate may borrow is \$2,625 for the freshman year, \$3,500 for the sophomore year, \$5,500 for the junior year, and \$5,500 for the senior 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. For new borrowers, the interest rate is variable, with a maximum rate of 8.25%.

Unsubsidized Stafford Loans are available to students who do not meet the financial need criteria for the subsidized Stafford program. Unsubsidized borrowers are charged interest during in-school, grace and deferment periods.

**FEDERAL PLUS LOAN:** Unsubsidized federal loans are available without regard to financial need to the parents of dependent students. The maximum annual PLUS loan is the student's total estimated cost of education less financial assistance. PLUS Loans have a 3% origination fee, a guarantee fee of up to 1%, and a variable interest rate with a cap of 9%. Interest accrues from the date of disbursement for all PLUS loans.

#### BILLING AND DEPOSITS

**B**illing for tuition and fees is done prior to each semester. The charges are due and payable in full by August 1 for the first semester and December 1 for the second semester. Those who may wish to pay in monthly installments should ask the treasurer about the tuition payment plan 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 \$250 on the fees for the following year is therefore due on or before the second Monday in April for prospective sophomores, juniors and seniors. Payment of

#### 1998-99 STUDENT BUDGET <sup>1</sup>

##### ANNAPOLIS CAMPUS

Tuition	\$21,990
Room & Board	6,100
Books	275
Activities Fee	200
Personal Expenses	800
Transportation	100, 350, 600 <sup>2</sup>

##### SANTA FE CAMPUS

Tuition	\$20,500
Room & Board	6,200
Books	275
Activities Fee	200
Personal Expenses	800
Transportation	100, 350, 600 <sup>2</sup>

<sup>1</sup> Fees are subject to change without notice.

<sup>2</sup> The allowance for transportation varies with the distance between the student's home and the college.

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

Each student is required to make a deposit of \$100, called the Caution Deposit, which is used as a last resort to recover unpaid student bills. This fee is paid once at the beginning of the freshman year. If unused, it is refunded when the student leaves the college. Each graduating senior must pay a Commencement Fee of \$60 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 \$275 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 semester 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

**W**hen a student withdraws prior to the end of the semester, a refund is calculated according to federal and institutional policies. To initiate a withdrawal, a student must contact the dean and obtain a withdrawal form. A statutory pro rata refund is required for a student who meets all three of these criteria: is receiving Title IV Federal Financial Assistance, is a first time student at St. John's College (undergraduate or graduate) and withdraws on or before the 60% point in time for the initial semester of attendance. *The pro rata refund calculation is based on the portion of the enrollment period, rounded down to the nearest 10%, that remains after the student's withdrawal date.* For example, if a freshman withdraws after attending four weeks of a sixteen-week semester, the portion of the semester that remains ( $12 \div 16 = 75\%$ ) is rounded to 70%, and this percentage is used to calculate the refund of institutional charges. Unpaid charges are subtracted from the refund amount.

Refunds for all returning students and for first time students who are not recipients of federal aid are made according to the following schedule. This schedule complies with Federal Refund Policy and is used for both federal aid recipients and non-aid students:

- Withdrawal on the first day of classes:  
100% refund of institutional charges

- Withdrawal from after the first day of class through the first 10% of the enrollment period:  
*90% refund of institutional charges*
- Withdrawal from after the first 10% through the first 25% of the enrollment period:  
*50% refund of institutional charges*
- Withdrawal from after the first 25% of the enrollment period through the first 50% of the enrollment period:  
*25% refund of institutional charges*
- Withdrawal after 50% of enrollment period:  
*No refund*

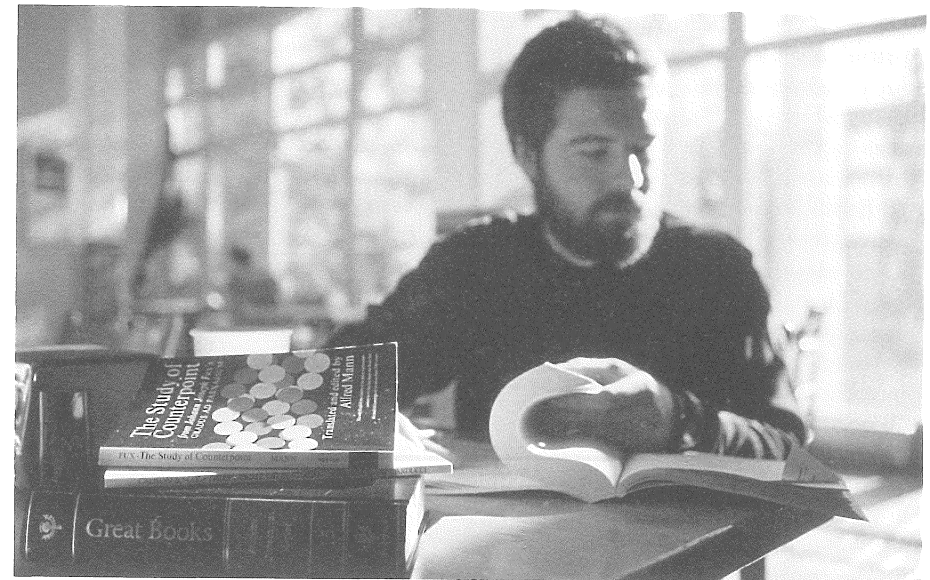
After the refund amount is calculated, using either pro rata or the alternate refund schedule, the refund must be distributed in the order listed below:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal PLUS Loan
4. Federal Perkins Loan
5. Federal Pell Grant
6. Federal SEOG
7. Other student federal aid programs
8. Other federal, state, private or institutional sources of aid
9. The student

A *refund* is defined as the difference between the amount paid towards institutional charges and the amount the school can retain under the appropriate refund policy. A student who lives off campus may be given a cash disbursement of financial aid to help cover living expenses. If a student withdraws and the school determines that the student received a disbursement in excess of living expenses he or she could have reasonably incurred while still enrolled, then a portion of the disbursement must be repaid by the student to the federal aid programs: this is defined as a *repayment*. Living expenses are prorated based on the number of weeks the student completes during the semester to determine if a repayment is required. Federal Work Study earnings and Stafford Loans are excluded from the repayment calculation. Repayments from federal aid recipients must be distributed as follows:

1. Federal Perkins Loan
2. Federal Pell Grant
3. Federal SEOG
4. Other student federal aid programs
5. Other federal, state, private or institutional sources of aid

Examples of calculations of refund policy are available from the Financial Aid Office upon request.



## CRITERIA FOR JUDGING SATISFACTORY PROGRESS

### REGULAR STUDENTS

Provisions of the Higher Education Act of 1980 require that each post-secondary institution make available information concerning the criteria for judging satisfactory academic progress. The criteria for St. John's College regarding the determination of satisfactory progress for recipients of federally funded (Title IV) financial assistance are as follows:

In order to be making satisfactory progress, at the end of a semester a student must be permitted to enter the next semester and that next semester must not include the repetition of any work. This permission is normally granted by the dean in consultation with a committee of all the student's tutors, the "Don Rag Committee." The Don Rag Committee assesses a student's work in all parts of the program and approves its quality before recommending to the dean that the student be permitted to enter the next semester. This assessment is conducted in the student's presence by all of his or her

tutors in common. At the end of the sophomore year, the dean and the Instruction Committee, with the advice of the tutors, review all of the student's work during the first two years and determine whether or not the student will be allowed to continue.

Under some circumstances a student who has not satisfactorily completed a semester's work may be allowed to repeat the work in order to remain at the college. Students are not eligible for financial assistance (federal or institutional) while they are repeating work.

Sometimes students are permitted to enter a new semester with the requirement that they meet special conditions during the course of the semester. In these cases, a student is not repeating work and is deemed to be making satisfactory progress until 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.

Federal regulations require that an institution set a maximum time frame in which students must complete their educational objectives. St. John's has set eight years as the maximum time frame in which students who are recipients of federal financial aid funds must earn their B.A. degrees. This may be eight years of full- or part-time study. Years in which a student is not enrolled at St. John's will not count in the eight-year limitation. However, years in which a student is repeating work (and thereby not receiving aid) are considered in the determination of years of study. If a student registers for a class in which he or she was previously enrolled for more than three weeks, the class will be considered as repeated work and the student will not be eligible for financial assistance. Exceptions to this policy may be granted by the dean in the case of an involuntary withdrawal due to illness or other mitigating circumstances.

Students who are permitted by their Don Rag Committees to enter the next semester with incomplete grades on their records are deemed to be making satisfactory progress and are eligible for financial aid.

A student who wishes to appeal a decision regarding academic standing should present a letter of appeal to the Dean of the College. The dean will review the situation, taking into account any special circumstances, and determine whether or not the student is making satisfactory progress.

#### VETERANS/DEPENDENTS

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 the student's 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 the student 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. The 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.
6. St. John's will inform all veterans and dependents that prior academic credit credentials from post-secondary schools will be evaluated, but prior credits are not applicable to the all-required degree program at the college. However, liberal arts credits previously earned will be deducted from the training time eligibility offered by the Veterans Administration to the transferring student.

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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-; Musician-in-Residence, 1984-

**EDWARD CARY STICKNEY**

B.A., St. John's College, Annapolis, 1975; M.A., Philosophy, Albert-Ludwigs Universitaet, Freiberg, W. Germany, 1979; Tutor, St. John's College, Santa Fe, 1980-; Director of The Graduate Institute, 1994-97.

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B.A., Yale College, 1974; M.A., Ph.D., Harvard University, 1980; Teaching Fellow in Government at Harvard College, 1976-78, 1979-80; French Government Fellowship, 1978-79; Assistant Professor of Political Science, Stonehill College, 1980-82; Tutor, St. John's College, Annapolis, 1982-85; Santa Fe, 1985-.

**STEPHEN FREDERICK HOUSER**

B.A., St. John's College, Santa Fe, 1979; San Francisco Conservatory of Music, 1980-82; M.A., University of Virginia, 1989; Ph.D., University of Virginia, 1990; President's Fellow, University of Virginia, 1987-90; Tutor, St. John's College, Santa Fe, 1983-.

**KATHARINE S. MULFORD**

B.U.S., Philosophy and Religion, University of New Mexico, 1975; M.A., Philosophy and Theology, Graduate Theological Union, 1978; Ph.D., Philosophy, University of Oklahoma, 1983; Tutor, St. John's College, Santa Fe, 1983-.

**FRANK N. PAGANO**

A.B., Cornell University, 1969; Ph.D., Boston College, 1981; Assistant Professor of Political Science, 1975-81, Director of the Division of Liberal Learning, 1980-83, Associate Professor of Political Science, 1981-83, University of New England; Tutor, St. John's College, Santa Fe, 1983-.

**JORGE H. AICLA**

Universidad Nacional Autónoma de Mexico, Mexico City, 1971-72; B.S., Saint Mary's College, California, 1975; M.D., University of California San Francisco, 1979; American Heart Association Student Research Associate, 1974; Fellow, Cancer Research Institute, University of California San Francisco, 1976; Resident, Pathology Department, University of California San Francisco, 1979-1980; Assistant Medical Examiner, Coroner's Office, City and County of San Francisco, 1980-1981; Lecturer in Anatomy, Sonoma State University, California, 1981-82; Lecturer in Anatomy and Physiology, City College of San Francisco, 1981-1985; Private translator, 1982; Lecturer, Collegiate Seminar, Saint Mary's College, California, 1982-1985; Assistant Instructor, San Francisco Karate-Do, 1982-85; Tutor, St. John's College, Santa Fe, 1985-.

**JOHN F. CORNELL**

B.A., 1975, M.A., 1977, McGill University; Ph.D., University of Chicago, 1981; McConnell Fellow, 1975-77; Fishbein Fellow, 1977-1980; Searle Fellow, 1980-81; NEH Fellow, 1982; ACLS Fellow, 1983-84; Assistant Professor, Honors College, University of Oregon, 1981-83; Assistant Professor, History of Science, University of Georgia, 1984-1985; Tutor, St. John's College, Santa Fe, 1985-; Visiting Assistant Professor of History of Science, University of Chicago, 1990.

**ROBERT RICHARDSON**

B.A., Park College, 1960; Woodrow Wilson Fellow; Danforth Fellow; M.A., 1962, Ph.D., 1969, Philosophy, Yale University; Shimer College 1965-67, 1975-77; Cornell College, 1968-1970; University of Wisconsin-Madison, 1970-73; Tutor, St. John's College, Santa Fe, 1985-.

**LINDA WIENER**

B.S., Biology, University of Miami, 1977; M.S., Entomology, Colorado State University, 1979; Co-founder, Foundation for the Rediscovery and Protection of Trilobites, 1979; Ph.D., Entomology, University of Wisconsin-Madison, 1981; Post-Doctoral Fellow, Linguistics, Harvard University, 1982-1985; Entomology Associate, Museum of Comparative Zoology, Harvard University, 1982-1985; Agribusiness Consultant, Arthur D. Little, Inc., Cambridge, MA, 1984-85; Tutor, St. John's College, Santa Fe, 1985-.

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A.B. St. John's College, Annapolis, 1967; M.A. 1969, Ph.D. 1975, The Pennsylvania State University; Woodrow Wilson Fellow 1967-68; NDEA Fellow (Honorary) 1967-70; University Graduate Fellow, The Pennsylvania State University 1969-70; Independent Research, Centre Universitaire International, Paris 1970; Language Study, Goethe Institut, West Germany 1970-71; Instructor in Philosophy, University of Maryland, West Germany, 1971; Teaching Assistant and Instructor in Philosophy and Humanities, The Pennsylvania State University, 1968-69, 1971-75; Assistant Professor of Philosophy and Humanities, Oklahoma State University, 1975-80; Associate Professor of Philosophy and Humanities, Oklahoma State University, 1980-88; Fellowship Research Grant, Earhart Foundation, 1984-85; Tutor, St. John's College, Santa Fe, 1986, 1988-, Assistant Dean, 1996-97, Director of the Graduate Institute, 1997-.

**THOMAS SCALLY**

B.A., St. Mary's College of California, 1967; M.A., Boston College, 1970; Ph.D., Boston College, 1971; Assistant Professor, University of Santa Clara, 1970-71; Assistant Professor, St. Mary's College of California, 1971-74; Assistant Professor, California State University at Humboldt, 1975; Department Chairman (Philosophy), Champlain Regional College, Quebec, Canada, 1975-1987; Lecturer, Institute for Social Theory, York University, Toronto, Canada and Perugia, Italy, 1980-1984; Visiting Tutor, St. John's College, Santa Fe, 1987-1989; Tutor, St. John's College, Santa Fe, 1990-.

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B.A., St. John's College, Annapolis, 1977; J.D., Harvard Law School, Cambridge, MA, 1980; Associate, Pillsbury, Madison & Sutro, San Francisco, CA, 1980-83; Clerk to Judge Cecil E Poole, Ninth Circuit Court of Appeals, San Francisco, CA, 1983-84, Associate, Heller, Ehrman, White & McAuliffe, San Francisco, CA, 1984-88; Tutor St. John's College, Santa Fe, 1988-.

**BASIA C. MILLER**

B.A., Philosophy, Antioch College, 1959; M.A., University of Chicago, 1962; Ph.D., University of Chicago, 1989; Translator for the University of Chicago Press, 1975-81; Lecturer in the Liberal Arts, Basic Program of Liberal Education for Adults, University of Chicago, 1982-88; Teaching Assistant, University of Chicago, 1985-87; Instructor, Northern Illinois University, 1987-88; Tutor, St. John's College, Santa Fe, 1988-, Assistant Dean, 1997-.

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B.S., Oklahoma State University, 1974; University of Illinois Graduate Fellowship, 1975-76; M.S., Economics, University of Illinois-Urbana, 1976; Graduate Study in Economics, University of Chicago, 1976-77; University of Colorado Graduate Fellowship, 1983-87, M.A., Classics, University of Colorado-Boulder, 1985; Graduate Study in Ancient Philosophy, Trinity Hall, Cambridge University, 1987-88; Reynolds Fellowship, 1988-89; Ph.D. Candidate in Classics, University of Colorado-Boulder; Instructor in Latin, University of New Mexico-Los Alamos, Summer 1985; Visiting Assistant Professor, University of Colorado-Boulder, Summer 1990; Tutor, St. John's College, Santa Fe, 1989.

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B.A., State University of New York, College at Old Westbury, 1971; M.A., St. John's College, Annapolis, 1976; Ph.D., Graduate Theological Union, in Theology and The Arts, 1993; Tutor, St. John's College, Annapolis, 1974-77; Tutor, St. Mary's College, Integral Program, 1977-79; Tutor, The Graduate Institute in Liberal Education, St. John's College, Santa Fe, Summer 1985, 1986, 1987, 1988; Tutor, St. John's College, Santa Fe, 1989.

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B.A., English, Magdalene College, Cambridge University, 1982; M.A., Cantab., 1985; Wissenschaftlicher Mitarbeiter (on Shakespeare), English Department, University of Muenster, West Germany, 1982-86; Academic Exchange, University of New Mexico, Albuquerque, 1985-86; Lecturer in British and American Literature, ESL Curriculum-Developer, Shanxi University, Taiyuan, People's Republic of China, 1986-89; Lecturer in Film Analysis, North China Film and

Broadcasting Institute, 1989; Tutor, St. John's College, Santa Fe, 1989.

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B.A., St. John's College, Santa Fe, 1971; M.A., Philosophy, University of Notre Dame, 1973; Post-Masters Doctoral Program, American Studies, University of New Mexico, 1974-77; Ph.D., Women Studies, Union Graduate School, 1979; Part-time Instructor, Women Studies Program, University of New Mexico, 1975-81; M.A., St. John's College, Santa Fe, 1989; Tutor, St. John's College, Santa Fe, 1990.

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B.A., Greek, 1973, M.A. Classics, 1975, Ph.D., Classics, 1983, University of Washington; Ph.D. Asian and Middle Eastern Studies, 1995, University of Pennsylvania; Tutor, St. John's College, Santa Fe, 1990.

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B.A., St. John's College, Santa Fe, 1980; M.S., Vegetable Crops, University of California-Davis, 1986; M.A., Political Science, University of California-Davis, 1986; Tutor, St. John's College, Santa Fe, 1990.

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St. John's College, Annapolis, 1971-73; Cornell University, 1973-74; B.A., New York University, 1976; M.A., 1980, Ph.D., 1985, The Catholic University of America; Editor, Catholic University of America Press, 1980-86; Lecturer, Marymount University of Virginia, 1985-86; Editor, Princeton University Press, 1987-89; Tutor, St. John's College, Santa Fe, 1990.

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B.A., Dartmouth College, 1981; Fulbright Scholar, Germany 1981-82; Ph.D. Committee on Social Thought, University

of Chicago, 1990; Tutor, St. John's College 1991.

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B.S., Chemistry, Manhattan College, 1965; M.A.R. with Distinction, ILIFF School of Theology, Colorado, 1980; Ph.D., Philosophy of Religion, University of Denver/ILIFF, 1983; Schlessman Scholarship for the Study of Philosophy and Religion, 1980-82; Jonathan M. Daniels Fellow, 1982 Post-doctoral Fellow, Philosophy, University of Colorado, 1983-84; Program Ombudsman and Assistant to the Director, Writing Program, University of Colorado, 1986-91; Associate Professor, Center for Philosophy and Religion, Colorado, 1986; Professor, Center for Philosophy and Religion, Colorado, 1990; Tutor, St. John's College, Santa Fe, 1991.

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B.A., St. John's College, Annapolis, 1980; Advanced Summer Greek Institute, New York City, 1981; Collegium Phaenomenologicum, Perugia, Italy, 1987; M.A., 1988, Ph.D., 1991, Comparative Literature, State University of New York at Buffalo; Visiting Assistant Professor of Comparative Literature, State University of New York at Binghamton, 1991; Tutor, St. John's College, Santa Fe, 1991.

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B.S., Mathematics, Rensselaer Polytechnic Institute, 1974; M.S., Mathematics, Brown University, 1977; Undergraduate Study in Mathematics Education, University of New Orleans, 1979-80; Graduate Study in Mathematics, Clarkson University, 1983-86; Ph.D., Mathematics, Indian Institute of Technology, Kharagpur, 1991; Instructor,

University of New Orleans, 1977-80; Assistant Professor, Institut Supérieur Pédagogique de Bukavu, Zaire, 1980-82; Visiting Assistant Professor, St. Lawrence University, 1983-86; Assistant Professor, Manchester College, 1988-92; Tutor, St. John's College, 1993.

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B.A. in English-Philosophy, University of New Mexico, 1985; Yale University Teaching Fellow, 1986-1988; M.A., M. Phil. in Philosophy, Yale University, 1990; Ford Foundation Dissertation Fellow, 1990-1991; Ph.D. in Philosophy, Yale University, 1992; Philosophy Instructor, Albuquerque TV-I Community College, 1991-1992; Tutor, St. John's College, Santa Fe, 1992.

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B.A., Yale University, 1975; M.A., University of Chicago, 1978; M.A., University of Cincinnati, 1981; Ph.D., The Johns Hopkins University, 1986; Visiting Lecturer, University of Southern California, 1986-88; Assistant Professor, Pennsylvania State University, 1988-1992; Language Coordinator and Lecturer, The Johns Hopkins University, 1992-93; Tutor, St. John's College, Santa Fe, 1993.

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B.A., English, Michigan State University, 1980; M.A., Old Germanic Languages and Literatures, University of Nevada, Reno, 1984; Ph.D., Comparative Literature, University of Colorado, Boulder, 1991; Teaching fellow, Department of English, University of Nevada, Reno, 1981-1984; Instructor, Department of English, University of Colorado, Boulder, 1987-1988; Instructor, College of General Studies, University of Pennsylvania,

1988-1989; Graduate Work, Literary Theory, University of Pennsylvania, 1988-1991; Post Doctoral Research, History of Science, Massachusetts Institute of Technology, 1992-1993; Tutor, St. John's College, Santa Fe, 1993-

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B.A., University of Chicago, 1986; Account Executive, American Bankcard Services, Woodland Hills, CA, 1987-1988; Classics and Modern Greek Studies, University of Minnesota, M.A., 1991, Ph.D., 1993; Surveyor, Kavousi/Thriphti Archaeological Survey, Crete, 1990; Mochlos Archaeological Excavation, Crete, 1991; Visiting Assistant Professor of Classics, Cornell College, 1993-1994; Tutor, St. John's College, 1994-

**JAMES H. WILKINSON**

B.A., Williams College, 1973; M.A., The Graduate Faculty, The New School for Social Research, 1979; Ph.D. in Philosophy, The Pennsylvania State University, 1989; Teaching Assistant and Lecturer in Philosophy, Humanities, and Political Science, The Pennsylvania State University, 1982-84; Fulbright-Hays Graduate Fellowship, Eberhard-Karls Universitaet Tuebingen, 1984-85; Wissenschaftlicher Mitarbeiter, Philosophisches Seminar, Johannes Gutenberg Universitaet Mainz, 1985-88; Visiting Assistant Professor, Department of Philosophy, The University of Kentucky, 1989-94; Honors Program, The University of Kentucky, Fall 1992; Tutor, St. John's College, 1994-

**ALICE BEHNEGAR**

A.B., Smith College, 1975; J.D., Stanford University, 1978; Ph.D., Committee on Social Thought, The University of Chicago, 1994; Carthage Post-Doctoral Fellow and Visiting Assistant Professor of

Political Science, Michigan State University, 1994-95; Attorney, G.D. Searle & Co./The NutraSweet Company, Skokie, IL, 1981-83, 1986, and Aubonne, Switzerland, 1983-84; Attorney, Schiff Hardin & Waite, Chicago, IL 1978-81; Tutor, St. John's College, Santa Fe, 1995-

**MAREN ORMSETH COHN**

B.A., 1987, Humanities/Modern Thought and Literature, Stanford University; M.A. 1993, Ph.D. 1995, Committee on Social Thought, The University of Chicago; Century Fellow, The University of Chicago, 1988-93; Tutor, St. John's College, Santa Fe, 1995-

**SAMUEL B. JOHNSON**

B.S., Davidson College, 1970; Instructor, English and German, Shikoku Gakuin Daigaku, Zentsuji, Japan, 1970-92; M.A., Ph.D. in mathematics, Duke University, 1974, 1979; Deutscher akademischer Austauschdienst Stipendient, University of Heidelberg, 1974-75; Assistant Professor, Associate Professor of Mathematics, Gallaudet College, 1979-85; Associate Professor of mathematics, Guilford College, 1985-89; Chinese language studies, Beijing Waiguoyu Shifan Xueyuan, 1988; J.D., Yale University, 1992; Arabic language studies, Institute for Foreign Studies of Arabic, Damascus, Syria, 1992; Attorney, Spiegel & McDiarmid, Washington, D.C., 1992-95; Tutor, St. John's College, Santa Fe, 1995-

**LEONARD W. ORTMANN**

B.A., Yale University, 1976; Fulbright Scholar, Germany 1986-87; Ph.D., Philosophy, The Pennsylvania State University, 1990; Humanities Instructor, The Pennsylvania State University, 1980-86; ESL, Internationale Bildungsstaette, Germany, 1988-89; Lecturer, Germanic Languages and Literature, University of

Pittsburgh, 1990; Adjunct Assistant Professor of Philosophy, St. Francis College, 1991; Assistant Professor of Philosophy, Conception Seminary College, 1991-95; Tutor, St. John's College, Santa Fe, 1995-

**CALEB THOMPSON**

B.A., Philosophy, Clark University, 1984; M.A., Philosophy, University of Virginia, 1990; Ph.D., Philosophy, University of Virginia, 1994; Alumni Dissertation Fellow, 1993-94; Postdoctoral Fellow, SUNY at Buffalo, 1994-96; Hourani Lecturer, SUNY at Buffalo, 1994-95; Tutor, St. John's College, Santa Fe, 1996-

**MICHAEL D. BYBEE**

B.A., Philosophy, 1972, B.A., M.A., English, 1972, 1975, Idaho State University; educational therapist, Gateway Mental Health Center, Pocatello, Idaho, 1972-74; M.A., Ph.D., Philosophy, 1976, 1981, University of Hawaii; Assistant Professor of Philosophy, Idaho State University, 1982-84; Instructor of English, 1984-90, Senior Instructor of English, 1990-95, University of Oregon; Adjunct Assistant Professor of Rhetoric, San Diego State University, 1995-96; Tutor, St. John's College, Santa Fe, 1996-

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B.A., 1986, M.A., 1989, Political Science, University of Alberta; Ph.D., 1996, Political Science, Boston College; Tutor, St. John's College, Santa Fe, 1996-

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A.B., Harvard College, 1975; Harvard-Ens Fellowship, Ecole Normale Supérieure, Paris, 1975-76; Preceptor in Humanities, Columbia College, 1980-83; German Academic Exchange Fellowship, Munich, 1983-85; Ph.D. in Philosophy, Columbia University, 1986; Assistant Professor,

Philosophy, University of Dallas, 1986-87; Assistant Professor, Philosophy, University of New Mexico, 1987-96; Instituto de Investigaciones Filosoficas, UNAM, Mexico City, 1996-97; Tutor, St. John's College, Santa Fe, 1997-

**JACQUES DUVOISIN**

B.A., 1980, St. John's College, Annapolis; M.A., 1984, Ph.D., 1992, The Catholic University of America, University of California, Irvine, 1987-91; Knights of Columbus Fellow, 1981-84; Tutor, St. John's College, Santa Fe, 1997-

**BRENDON LASELL**

B.S., California Institute of Technology, 1990; M.S., 1991, Ph.D. 1994, University of Chicago; Lecturer in Mathematics, University of Chicago, 1992-93; Member, Institute for Advanced Study, 1994-95; Instructor in Mathematics, Princeton University, 1995-97; Tutor, St. John's College, Santa Fe, 1997-

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B.A., St. John's College, Santa Fe, 1985; M.A., 1989, Ph.D., Philosophy, 1996, Tulane University; Direktaustauschstipendiat, Freie Universitaet Berlin, 1987-88, 1990-91; Tutor, St. John's College, 1997-

**PAMELA WERRBACH**

B.A., Humanities, Dominican University, 1976; ABD, Political Science, Boston College, 1982; Adjunct Assistant Professor, SUNY College at Oswego, 1982-85; Lecturer, University of Wisconsin-Eau Claire, 1985-88; Visiting Assistant Professor, University of Dallas, 1988-90; Visiting Assistant Professor, Rhodes College, Memphis, TN, 1990-91; visiting tutor at St. John's College, S.F., Summer, 1991; Adjunct Lecturer, University of Memphis, 1992-1997; Tutor, St. John's College, Santa Fe, 1997-

## PRESIDENTS EMERITI

Edwin Jules Delattre  
William M. Dyal, Jr.

TUTORS EMERITI AND  
RETIRED TUTORS

John Sarkissian  
Brother Robert Smith, F.S.C.  
Robert Bunker  
Douglas Allanbrook  
Bryce DuVal Jacobsen  
Barbara Hopkins Leonard  
Curtis A. Wilson  
Charles G. Bell  
Thomas King Simpson  
Stuart Boyd  
Robert S. Bart  
William A. Darkey  
Thomas McDonald  
Louis Kurs  
Edward Grant Sparrow  
Thomas J. Slakey  
Elliott Zuckerman  
Geoffrey Comber  
Roger S. Peterson  
Timothy P. Miller  
R. Thomas Harris, Jr.  
Robert Williamson

## 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.

**RAY CAVE**  
B.A., St. John's College, Annapolis, 1948.

**STEPHEN FEINBERG**  
B.B.A., University of Texas, Austin, 1967.

## OFFICERS, ASSOCIATES AND STAFF

## ANNAPOLIS

*President*  
Christopher B. Nelson

*Dean*  
Harvey Flaumenhaft

*Vice President for College Advancement*  
Jeffrey A. Bishop

*Treasurer*  
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*Director of the Graduate Institute*  
Michael G. Dink

*Assistant Dean*  
Anita Kronsberg

*Director of Admissions*  
John M. Christensen

*Director of Alumni Activities*  
Roberta Gable

*Director of Athletics*  
Leo Pickens

*Director of Placement*  
Karen Holland

*Director of Financial Aid*  
Caroline Christensen

*Librarian*  
Kathryn Kinzer

*Director of Communications*  
Barbara Goyette

*Registrar*  
Nancy R. Lewis

*Nurse Practitioner*  
Carolyn Buppert

## SANTA FE

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John Agresto

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Anthony James Carey

*Vice President for College Advancement*  
Robert A. Glick

*Treasurer*  
Bryan E. Valentine

*Director of the Graduate Institute*  
David Levine

*Assistant Dean*  
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*Director of Admissions*  
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Elizabeth A. Skewes

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Margaret E. Odell

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Michael Rodriguez

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Inga Waite

*Director of Public Relations*  
Laura J. Mulry

*Registrar*  
Diane M. Martinez

*Family Nurse Practitioner*  
Kim Bear

*Director of Personnel and  
Buildings and Grounds*  
Ted R. Gonzales

*Musician-in-Residence*  
Peter D. Pesic



## { PROFILE }

FRESHMAN CLASSES ENTERING  
FALL 1997 AND JANUARY 1998

	Annapolis	Santa Fe		Annapolis	Santa Fe
States Represented	34	37	Foreign Countries	6	5
Alaska	-	1	Canada	1	-
Arizona	1	5	England	1	1
Arkansas	1	-	Japan	-	1
California	7	28	Mexico	-	1
Colorado	1	14	New Zealand	1	-
Connecticut	2	2	Pakistan	1	-
Delaware	1	1	Puerto Rico	-	1
Florida	5	3	Romania	1	-
Georgia	3	2	Russia	-	1
Hawaii	1	1	Yugoslavia	1	-
Idaho	-	2	Number of Students		
Illinois	6	7	Fall 1997	124	142
Indiana	1	1	January 1998	41	23
Kansas	1	-	Men	96	99
Kentucky	1	1	Women	69	66
Louisiana	-	3	Early Entrance	8	1
Maine	3	4	Previously Attended College	36	43
Maryland	23	5	Range of Ages	16-27	16-41
Massachusetts	7	7	Veterans	3	5
Michigan	6	2	Kind of School Attended		
Minnesota	-	3	Public	107	113
Mississippi	-	1	Independent	43	33
Missouri	4	2	Parochial	11	19
Nebraska	-	1	Receiving Financial Aid	71%	75%
New Hampshire	1	2	Rank in Class*		
New Jersey	7	3	First Fifth	53%	40%
New Mexico	1	25	First Tenth	27%	25%
New York	11	7	Second Tenth	26%	15%
North Carolina	3	-	Second Fifth	27%	28%
Ohio	1	1	Third Fifth	13%	16%
Oklahoma	-	1	Fourth Fifth	6%	10%
Oregon	1	4	Last Fifth	1%	6%
Pennsylvania	19	2	National Merit Honors	47	36
South Carolina	3	-	Scholars	8	3
Tennessee	6	1	Finalists	9	9
Texas	4	9	Semi-Finalists	12	8
Vermont	2	2	Commended Students	18	16
Virginia	14	1			
Washington	2	4			
West Virginia	1	-			
Wisconsin	2	1			
Wyoming	-	1			
District of Columbia	3	-			

\* Not included in this table are 120 students for whom rank-in-class is not available.

Enclosed is a complete application packet for undergraduate admissions to either campus of St. John's College. The packet consists of:

- One (1) application directions and cover sheet
- Two (2) letter of reference forms
- One (1) secondary school report form

If any of these forms are missing, contact St. John's College at either of the addresses below to obtain replacement forms:

Admissions Office  
St. John's College  
P.O. Box 2800  
Annapolis, MD 21404  
FAX: 410-269-7916  
1-800-727-9238  
admissions@sjca.edu

Admissions Office  
St. John's College  
1160 Camino Cruz Blanca  
Santa Fe, NM 87501  
FAX: 505-984-6003  
1-800-331-5232  
admissions@mail.sjcsf.edu

You may also download the application from the St. John's website at [www.sjca.edu](http://www.sjca.edu) or [www.sjcsf.edu](http://www.sjcsf.edu)