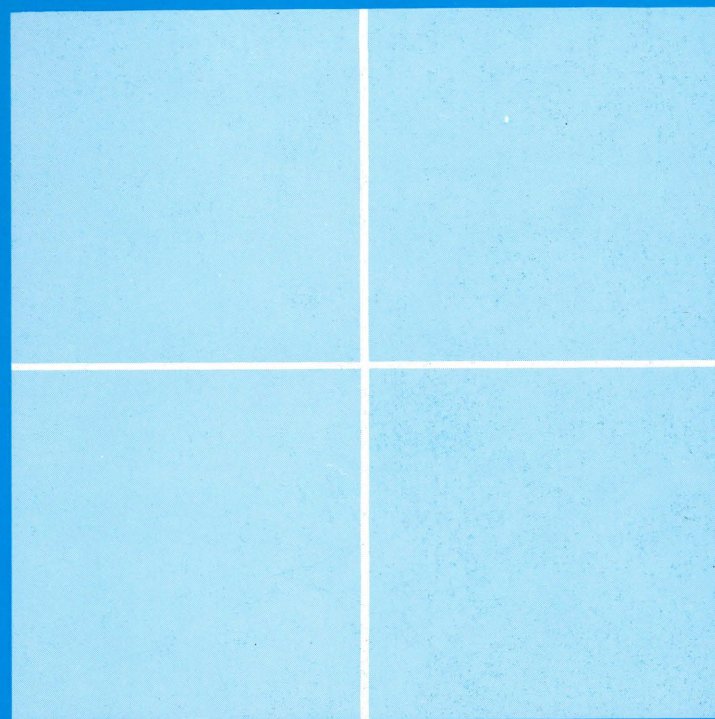


*The Graduate Institute
in Liberal Education
St. John's College*



1988-89 Bulletin

ST. JOHN'S COLLEGE

of Santa Fe, New Mexico and Annapolis, Maryland announces the twenty-second annual session of the

GRADUATE INSTITUTE IN LIBERAL EDUCATION 1988-1989

Designed for teachers and other college graduates leading to the degree of Master of Arts

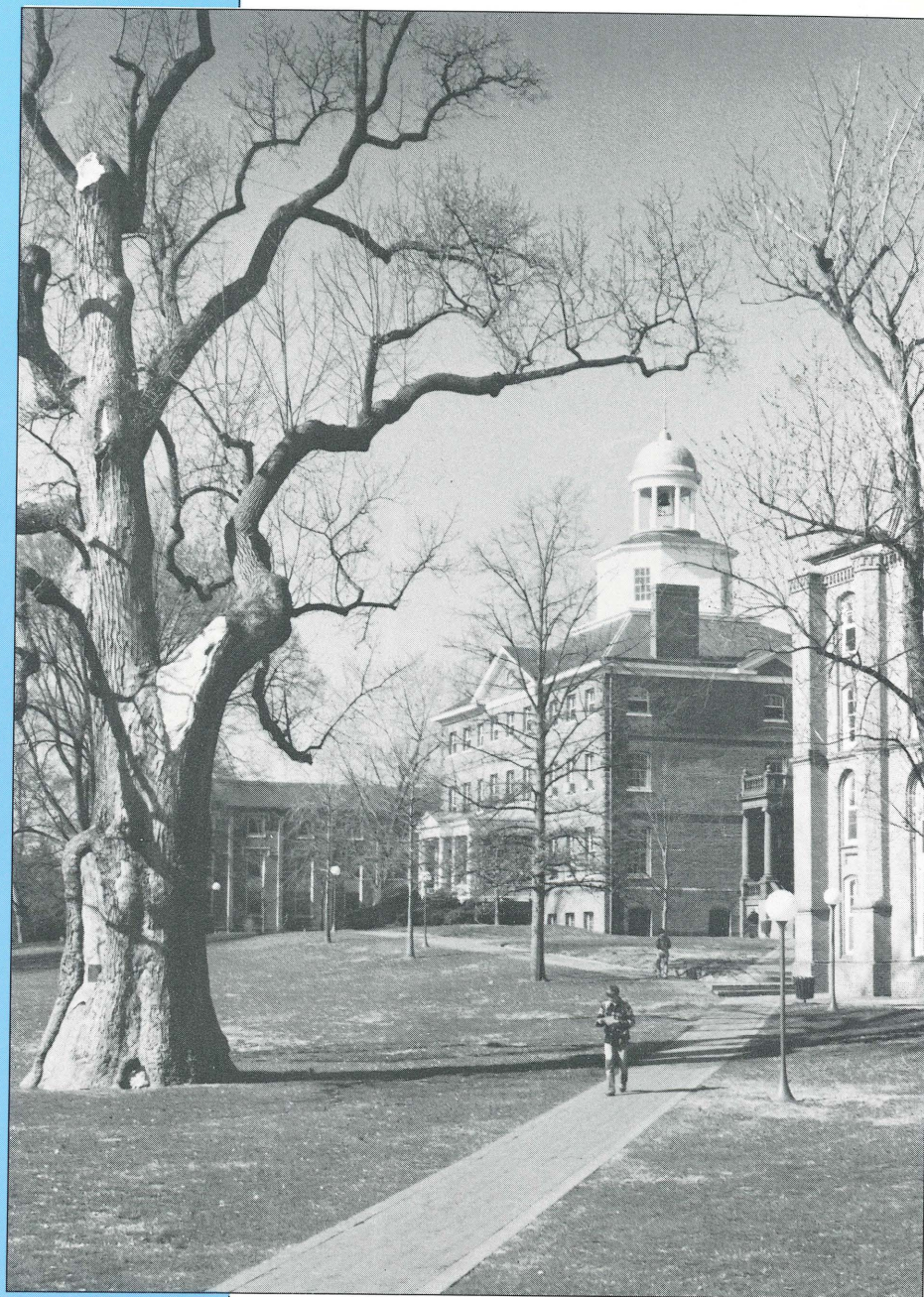
Summer session: Annapolis
June 20 to August 11, 1988
Santa Fe
June 19 to August 11, 1988.

Evening programs at Santa Fe, Albuquerque and Annapolis throughout the academic year

Address all inquiries to:

Director
Graduate Institute in Liberal Education
St. John's College
Annapolis, Maryland 21401-1671
Phone 301/263-2371 Ext. 241

Director
Graduate Institute in Liberal Education
St. John's College
Santa Fe, New Mexico 87501-4599
Phone 505/982-3691 Ext. 249



ST. JOHN'S COLLEGE

St. John's is an independent college offering graduate and undergraduate programs devoted exclusively to the study of the liberal arts through reading and discussion of some of the greatest books of Western civilization.

St. John's teaches the liberal arts because these are the arts of freedom. They are not limited to particular fields of study, but are those intellectual disciplines that dispel illusion and foster our powers of thought, judgment, and right action. The College believes that it is by the practice of these arts that spiritual, moral, and civil liberties and virtues can be achieved and preserved.

Accordingly, the programs of study at St. John's are aimed at helping students to:

- acquire the intellectual skills and habits of mind necessary to pursue and practice the liberal arts
- develop their full intellectual capacity
- experience the excitement of intellectual discovery and insight.

The school, which was founded in Annapolis, Maryland, in 1696 and chartered as St. John's College in 1784, is the third oldest in the country. It adopted its current undergraduate program in 1937. The success of this experiment led to the founding of a second campus in Santa Fe, New Mexico, in 1964.

The Graduate Institute in Liberal Education, an interdisciplinary Master's degree program based on the same principles as the undergraduate program, was opened in Santa Fe in 1967 and in Annapolis ten years later. In 1982, a satellite program was opened in Albuquerque.

St. John's College is an equal opportunity institution with no religious affiliation or political ideology.

THE GRADUATE INSTITUTE

The Graduate Institute offers a program of liberal arts studies that leads to the degree of Master of Arts. The program is accredited by the North Central and the Middle States Associations of Colleges and Secondary Schools. It is also approved for teacher recertification by the New Mexico and Maryland State Boards of Education.

The Institute is open to college graduates with diverse educational and cultural backgrounds and with diverse interests and professions. Although originally conceived with the needs of secondary school and junior college teachers in mind, the Institute program has proved to be of interest and value to people from many walks of life. The program provides them with the opportunity to study some of the finest original works of our intellectual tradition, and to engage in serious and stimulating discussion about many of the principal concerns of the civilized world. This is done under the guidance of experienced members of the St. John's faculty together with a small number of visiting faculty selected from other institutions.

The Institute program is held both in Santa Fe and in Annapolis for eight weeks of intensive study during the **summer**. In recent summers, more than 100 students from all parts of the country and from abroad have enrolled on each campus.

During each semester of the **academic year** (fall and spring), classes are held two evenings a week, and the course of study that is covered in eight weeks in the summer is spread out over 16 weeks. Academic-year classes are held in Santa Fe, Albuquerque and Annapolis. Participation in the program in the academic year is compatible with part-time or, in some cases, even full-time employment.

THE BOOKS

St. John's helps students develop the skills of the liberal arts through the study of books that are among the sources of our Western intellectual tradition. These books are chosen for their ability to illuminate the perennial concerns of human life, to challenge the conventional assumptions of the current age, and, above all, to communicate the delight of discovery and the power of understanding. Such works may be in any genre and about any subject. The curriculum includes some of the best of our civilization's poetic, scientific, political, religious, philosophic, and historical writings. By reading and discussing these books and by confronting the possibilities and difficulties that they suggest, students and faculty join a continuing conversation that began more than 3,000 years ago.

THE CLASSES

St. John's believes that the intellectual growth of each student is best fostered by frank, open, and respectful conversation about the fundamental issues we face as human beings. For this reason, all classes at the College are discussion classes, and the role of faculty members is to foster thoughtful inquiry and the open exchange of ideas.

In the classrooms at the College students and faculty sit together at a single table facing one another so that all may participate actively in the conversation. Classes begin with an "opening question" asked by a faculty member. The question, which presupposes that all have read the assignment carefully, is intended to suggest the richness and complexity of the book being discussed. Conversations go well beyond textual analysis to the ways in which the issues raised are important in each of our lives. Both inside and outside the classroom, students and faculty take advantage of many opportunities to share their ideas and their perplexities, to ask questions of one another as well as suggest answers.

THE FACULTY

Faculty members guide and lead the classroom discussion to insure that it is relevant and coherent and that the entire class is able to participate in the inquiry at hand. Thus, the most prominent classroom activity of the faculty is to ask and clarify questions rather than to lecture.

The kind of teaching and learning that goes on at St. John's presupposes a faculty significantly different from those of other schools. There are no academic ranks or departments at St. John's; all teaching members of the faculty have the title of Tutor. Each tutor has a specialized competence in at least one field of study, but is always learning in other fields as well. Tutors are expected to teach subjects other than their own specialties, and in all of their classes, their learning goes along with their teaching. What distinguishes tutors from the other learners in the classroom is their awareness of the potential depth and range of the issues raised, and their capacity to help the class pursue questions as far as it is able.

THE MASTER'S DEGREE PROGRAM

The Graduate Institute program is divided into four segments:

Politics and Society, Philosophy and Theology, Literature, and Mathematics and Natural Science. Although, for convenience, the curriculum is divided into these four areas of study, it is fundamentally interdisciplinary. The books studied in any one of the segments have important things to say about many different aspects of our lives, and could appropriately have been read in other segments as well. Thus, the four segments together have a basic unity and should be seen as constituting a single program of studies.

Students enroll in one segment each term, and nine credit hours are earned upon completion of each segment. The segments may be taken in any order. Students request one of the four segments before the term begins, and every effort is made to give them their first choices. Each segment consists of three different classes: a *seminar*, a *tutorial*, and a *preceptorial*.

The Seminar is the heart of the program. Two tutors and approximately 20 students meet to discuss a reading that is usually 50–100 pages long. The two tutors alternately open the class by proposing a question based on the reading assigned for that meeting. Students and tutors then discuss that question and related problems. They do not engage in debate or take adversarial positions: the conversations are usually wide-ranging and exploratory, and are characterized by openness, concern, and clarity. Openness is seen in the willingness of students to state their opinions reasonably and to entertain the opinions of others. Concern is seen in the effort each seminar member makes to understand and grasp the importance of what is written in the books and what is said by the people around the table. Clarity emerges when participants, often with the help of others, are able to formulate what they think or feel in such a way that it is accessible for all to consider.

Near the end of the term each student takes a 30-minute oral examination. The exam is based on the seminar assignments and is conducted by the two seminar tutors. Its purpose is to give students the opportunity to think through an issue using the same techniques practiced in the seminar but in a more concentrated and self-directed way. Although the student is expected to know and understand the main lines of thought of the authors being discussed, that is not what is being tested. At its best, an oral examination is an intimate seminar in which new problems and insights are generated.

The Tutorial is a class of 12–15 students and one tutor. The reading assignments on which the discussions are based are shorter than those of the seminar and the emphasis in tutorials is on close reading and analysis. Students usually write two brief papers during the early weeks of the term.

The Preceptorial is a class of 8–12 students and one tutor who meet to study a single book or problem in depth. At the end of the term students write a major essay on topics of their choice. The preceptorial paper should be a thoughtfully argued presentation of the student's reflections on some aspect of the text or class discussions. It is not a research paper. This essay is the only long paper that students are asked to write in a term. The preceptorial essays written over the course of three or four terms replace the conventional Master's thesis.

EVALUATION PROCEDURES

Work at St. John's College is a personal matter. It engages the talents and concerns of each individual and manifests itself differently in the conversation and writing of each student.

Accordingly, the most important evaluative procedure is a scheduled conference that students have with their tutors toward the middle of each session.

The conference takes the form of a conversation about the student's work in which the tutors present their perceptions of the student's progress and the student says how he or she thinks the work is going, how the tutors might provide additional help, or how the classes might be made more useful. The aim of the conference is to enable all the participants to gain a sense of the student's work as a whole.

Since other educational institutions and professional boards usually require an evaluation of academic work on a grade scale, the conventional A-B-C-F system of grading is used on transcripts. For such purposes the tutors attempt to translate their assessments of student progress based on College standards into the language of the grade scale.

The seminar grade is based partly on the oral examination but principally on the quality of the student's contribution to class discussions. In both contexts, students are expected not merely to demonstrate that they have read or understood the books, but to help other participants discover problems and possibilities that might not emerge from solitary reading. This is as often accomplished when students ask good questions as when they propose answers to questions already asked.

The tutorial grade is based primarily on class participation, but the brief tutorial papers are also taken into account. Tutors will make clear to their classes what they look for in a tutorial paper.

In the preceptorial, the student's long essay is a major factor in determining the grade. The quality of the student's participation in class discussion is also weighed heavily.

It is expected that most of a graduate student's grades will be B or better. Those who earn grades below B— may be declared ineligible to receive the degree or may be asked to leave the program. Such decisions are made by the Director of the Graduate Institute after careful consideration of all relevant information and after consultation with the Graduate Institute Committee. The decision is not made on the basis of a required grade point average.

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

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. A minimum acceptable grade point average of B is expected.
3. V.A. requires that grades be given for all courses undertaken and that all grades be considered in arriving at a grade point average. Should a V.A. enrolled student withdraw from any course at any point subsequent to the midterm of any session, 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.

DEGREE REQUIREMENTS

The normal requirement for the degree of Master of Arts from the Graduate Institute in Liberal Education is completion of the four segments (36 semester credit hours) of the program with work of satisfactory graduate quality. The Graduate Institute on either campus gives complete recognition and full transfer credit to studies completed on the other campus.

As many as nine semester credit hours of acceptable graduate course work from other institutions may be applied in lieu of a segment or part of a segment (but not parts of more than one segment) of the program, reducing the number of required segments in the Institute to three. Transfer credits must have been earned for graduate level liberal arts classes but the subject matter of those classes does not need to be identical with the subject matter of the curriculum segment that they replace. The credits must reflect a grade of B- or better and have been earned within eight years of the date of the student's matriculation in the Graduate Institute. They must not have been applied to any other degree, and they must have been earned and approved prior to the completion of the student's last segment in the Institute. In all cases, the Director of the Graduate Institute is the final arbiter of the appropriateness and acceptability of transfer credits.

To petition to transfer credits, students should have an official transcript of the proposed transfer credits submitted to the Graduate Institute office and write a letter to the Director of the Institute describing briefly the course content of the classes they wish to transfer and specifying which segment they would like the credits to replace. Students will be notified when the Director has reached a decision on the petition.

Not more than half of the Graduate Institute course work to be applied to the fulfillment of the Master of Arts degree may be taken in Albuquerque. Exceptions to this policy may be granted upon petition by the student.

Under normal circumstances all credits offered for the degree must have been taken within a period of eight years.

THE CURRICULUM

All seminar and tutorial sections in a given segment study the same materials. Although the reading lists for seminars and tutorials remain basically the same from term to term, they are subject to constant review and occasional changes. Preceptorial topics, on the other hand, vary widely from session to session. In a given term, there are usually two to four different preceptorial offerings from which students in each segment may choose. Topics are announced in May for the summer session, and at least four weeks before the beginning of preceptorials during the academic year.

In 1988-89, the segments that will be offered are:

Summer '88	Santa Fe All	Annapolis All	Albuquerque None
Fall '88	Literature Politics & Society	Politics & Society	Politics & Society
Spring '89	Philosophy and Theology Math & Science	Literature	Philosophy and Theology

Segment offerings may vary slightly, depending on student needs. The College retains the right to cancel an offering if there is insufficient enrollment.

The following are lists of reading assignments for seminars and tutorials as well as lists of typical preceptorials offered in the past. Assignments are expected to be read prior to each class.

THE CURRICULUM

Literature

SEMINAR	WEEK *	TUTORIAL	
Homer: Iliad , I–VI	1	The Sonnet: Sidney, Shakespeare, Donne, Milton, Wordsworth, Keats, Hopkins, Yeats one short piece of fiction	
Iliad , VII–XII			
Iliad , XIII–XVIII	2		
Iliad , XIX–XXIV			
Odyssey , I–VIII	3		
Odyssey , IX–XVI			
Odyssey , XVII–XXIV	4	Chaucer: Canterbury Tales in Middle English, selections	
Aeschylus: Agamemnon			
Choephoroe; Eumenides	5		
Sophocles: Oedipus Rex			
Antigone	6		Shakespeare: King Lear
Euripides: Hippolytus			
Bacchae	7	Aristotle: Poetics	
Nietzsche: Birth of Tragedy , Attempt at a Self- Criticism, Sections 1–15			
Plato: Phaedrus	8		

*Please note this curriculum is distributed over sixteen weeks in the fall and spring academic-year sessions.

Preceptorial

Preceptorial topics are selected and announced about 6 weeks before the start of the session. Typical preceptorials offered in previous sessions are:

- ☐ Cervantes: *Don Quixote*
- ☐ Shakespeare: *Hamlet*
- ☐ Dante: *The Divine Comedy*
- ☐ The Theory of Comedy
- ☐ Joyce: *Ulysses*
- ☐ Tolstoy: *What is Art?*
- ☐ Mann: *The Magic Mountain*
- ☐ Vergil: *Aeneid*
- ☐ Plato: *Symposium*
- ☐ Whitman: *Leaves of Grass*
- ☐ Saussure: *Introduction to Linguistics*
- ☐ Yeats: Selected Poetry
- ☐ Swift: *Gulliver's Travels*
- ☐ Homer: *Iliad*
- ☐ Dostoyevsky: *The Brothers Karamazov*
- ☐ Shaw: Selected Plays

THE CURRICULUM

Politics and Society

SEMINAR	WEEK*	TUTORIAL
Plutarch: Lives of Lycurgus and Solon	1	Aristotle: Nichomachean Ethics , I; II; IV, 3; V, 1-7; VI, 5, 8; X, 6-9
Plato: Republic , I-II	2	
Republic , III-V		Aristotle: Politics , I, III
Republic , VI-VII	3	
Republic , VIII-X	4	
Thomas: Treatise on Law , Qq. 90-92		Hobbes: Leviathan , Introduction; I, 1-16; II, 17-21, 30
Treatise on Law , Qq. 93-97	5	
Machiavelli: The Prince		
Locke: Second Treatise Of Civil Government , I-X	6	
Second Treatise Of Civil Government , XI-XIX		Declaration of Independence
Rousseau: On the Origin and Foundations of Inequality , Second Discourse, Part I	7	U.S. Constitution
On the Origin and Foundations of Inequality , Second Discourse, Part II		Federalist Papers , 1, 10, 39, 49, 51, 71, 78, 84
Marx: The Economic and Philosophic Manuscripts of 1844 , selections	8	U.S. Supreme Court Decisions: Marbury vs. Madison
The Economic and Philosophic Manuscripts of 1844 , selections		McCulloch vs. Maryland
Tocqueville: Democracy in America , selections		Dred Scott vs. Sanford
Democracy in America , selections		Plessy vs. Ferguson
		Brown vs. Topeka

*Please note this curriculum is distributed over sixteen weeks in the fall and spring academic-year sessions.

Preceptorial

Preceptorial topics are selected and announced about 6 weeks before the start of the session. Typical preceptorials offered in previous sessions are:

- | | |
|---|---|
| <input type="checkbox"/> Aristotle: Politics | <input type="checkbox"/> Smith: Wealth of Nations |
| <input type="checkbox"/> The Corporation and the Polity | <input type="checkbox"/> Speeches of Abraham Lincoln: Limits of Political Life |
| <input type="checkbox"/> Education in a Republic | <input type="checkbox"/> Tocqueville: Democracy in America |
| <input type="checkbox"/> Justice and the Judicial Process | <input type="checkbox"/> Tolstoy: War and Peace |
| <input type="checkbox"/> Locke: Of Civil Government | <input type="checkbox"/> Trotsky: History of the Russian Revolution |
| <input type="checkbox"/> Machiavelli: Discourses | <input type="checkbox"/> Weber: Politics and Philosophy |
| <input type="checkbox"/> Montesquieu: The Spirit of the Laws | |
| <input type="checkbox"/> Plato: Laws | |
| <input type="checkbox"/> Plato: Republic | |
| <input type="checkbox"/> Rousseau: The Social Contract | |

THE CURRICULUM

Mathematics and Natural Science

SEMINAR	WEEK*	TUTORIAL
Lucretius: On the Nature of Things , I-III	1	
On the Nature of Things , IV-VI		
Plato: Timaeus , beginning-57d	2	Euclid: Elements , Book 1
Aristotle: Physics , II	3	
Physics , III		
Physics , IV	4	
Physics , VIII		
Bacon: The New Organon , Preface; 1	5	
Harvey: On the Motion of the Heart and Blood in Animals		
Descartes: Rules for the Direction of the Mind , 1-12	6	Lobachevski: The Theory of Parallels
Rules for the Direction of the Mind , 13-15; Principles of Philosophy , II, 1-45, 53		
Newton: Principia , Laws of Motion and Scholium on Space and Time; Leibniz-Clarke Correspondence (selections)	7	
Darwin: Origin of the Species , (First Edition), I-III; IV, first paragraph		
Origin of the Species , IV, XIV	8	
Freud: Dora: An Analysis of a Case of Hysteria		

*Please note this curriculum is distributed over sixteen weeks in the fall and spring academic-year sessions.

Preceptorial

Preceptorial topics are selected and announced about 6 weeks before the start of the session. Typical preceptorials offered in previous sessions are:

- | | |
|---|--|
| <input type="checkbox"/> Ptolemy and Copernicus | <input type="checkbox"/> The Atomic Theory in Chemistry |
| <input type="checkbox"/> Maxwell: Theory of Heat | <input type="checkbox"/> The Copernican Revolution |
| <input type="checkbox"/> Genetics and Evolution | <input type="checkbox"/> The Development of a Theory: The Origin of Species |
| <input type="checkbox"/> Organic Evolution | <input type="checkbox"/> Ancient and Modern Views of Motion |
| <input type="checkbox"/> The Size and Structure of the Universe | <input type="checkbox"/> The Ecology of Evolution |

THE CURRICULUM

Philosophy and Theology

SEMINAR	WEEK*	TUTORIAL
Genesis, 1-11	1	Plato: Meno
Genesis, 12-50		
Exodus	2	Aristotle: Metaphysics I, 1-2; VI; VII, 1-3; IX, 1-8; XII, 6-10
Job		
Matthew	3	Descartes: Meditations 1, 2
John		
Romans	4	Meditations 3, 4 Meditations 5, 6
Augustine: Confessions , 1-5		
Confessions , 6-9	5	Hume: Enquiry Concerning Human Understanding
Confessions , 10-11		
Thomas: Summa Theologica Pt. I, Qq. 1-2	6	Kant: Prolegomena to Any Future Metaphysics
Summa Theologica Pt. I, Qq. 13		
Kant: Groundwork of the Metaphysic of Morals Preface, Pt. I-II	7	
Groundwork of the Metaphysic of Morals , Pt. III		
Kierkegaard: Philosophical Fragments I-III	8	Nietzsche: Beyond Good and Evil , Preface, Books 1, 2, 3, 4 (epigrams 150-164 only); 5, 6
Philosophical Fragments IV-V		

*Please note this curriculum is distributed over sixteen weeks in the fall and spring academic-year sessions.

Preceptorial

Preceptorial topics are selected and announced about 6 weeks before the start of the session. Typical preceptorials offered in previous sessions are:

- | | |
|--|--|
| <input type="checkbox"/> Al Ghazzali, Ibn Tufayl, Ben Maimon: Selected Works | <input type="checkbox"/> Nietzsche: Beyond Good and Evil |
| <input type="checkbox"/> Aristotle: Ethics , and Kant: Metaphysics of Morals | <input type="checkbox"/> The Presocratic Greek Philosophers |
| <input type="checkbox"/> Aristotle: On the Soul | <input type="checkbox"/> Thomas More: Utopia |
| <input type="checkbox"/> Berkeley: Three Dialogues | <input type="checkbox"/> Pascal: Pensees |
| <input type="checkbox"/> Edwards: Freedom of the Will | <input type="checkbox"/> Plato: Symposium |
| <input type="checkbox"/> Genesis and Exodus | <input type="checkbox"/> Unamuno: The Tragic Sense of Life |
| <input type="checkbox"/> Hesiod: Birth of the Gods | <input type="checkbox"/> Wittgenstein: Philosophical Investigations |
| <input type="checkbox"/> Kierkegaard: Philosophical Fragments | <input type="checkbox"/> Spinoza: Ethics |

ACADEMIC PROCEDURES AND GENERAL INFORMATION

DATES AND LOCATIONS

The Graduate Institute program is offered in the **summer** in Santa Fe and Annapolis. The tutorials meet four times a week for one and one-quarter hours. The seminars meet for two hours twice a week on Monday and Thursday evenings. Preceptorials meet two hours twice a week during the daytime. In Annapolis, summer classes are held Monday through Thursday; tutorials meet at 3:00 p.m. followed by preceptorials on Monday and Wednesday. Thus, in the summer, students enrolled full-time take three classes concurrently for eight weeks.

In the **academic year**, Graduate Institute programs are offered in Santa Fe, Albuquerque and Annapolis. The 16-week program is held each semester, and classes meet on Monday and Thursday evenings after 5:00 p.m. Tutorials are one and one-quarter hours long and meet for the entire 16-week session. Seminars and preceptorials are two hours long. In Santa Fe and Albuquerque, seminars meet for the first eight weeks and preceptorials meet for the second eight-week period of the session. In Annapolis, seminars and preceptorials meet once a week for the entire sixteen weeks on Mondays and Thursdays respectively.

The dates for the Graduate Institute terms in 1988-89 will be:

	Santa Fe	Annapolis	Albuquerque
Summer '88	June 19-Aug. 11	June 20-Aug. 11	
Fall '88	Aug. 29-Dec. 15	Aug. 29-Dec. 15	Aug. 29-Dec. 15
Spring '89	Jan. 9-May 11	Jan. 9-May 11	Jan. 9-May 11

There is a two-week Spring break in March.

ADMISSION

The program of the Graduate Institute is open to any qualified person holding an acceptable baccalaureate

degree. There is no application fee. Students who have attended the Graduate Institute and are in good academic standing do not need to reapply for subsequent terms.

Applications will be considered at any time but are accepted on a strictly first-come, first-served basis. Because of limited space and the number of qualified applicants, prospective students are urged to complete their applications as soon as possible. It is recommended that applications for the summer session be completed by the beginning of April, for the Fall term by July 1, and for the Spring term by November 1. Applicants are notified of a decision within three weeks after the Institute has received the completed application and supporting documents. Students whose applications have been accepted on one campus are automatically admitted to the other as well.

Because applications are judged primarily on the basis of the applicant's responses to the required essay questions, these responses should be sufficiently long to show the applicant's ability to express reasoned thoughts. Letters of recommendation are also weighted very carefully. Undergraduate grade point averages, which may have been earned many years before, are not always a good indication of a student's present ability to undertake a serious and demanding course of studies. In general, therefore, grade point averages are not a major factor in admissions decisions. For similar reasons, Graduate Record Examinations are not required.

An application form and forms for letters of recommendation are bound into the back of this bulletin.

REGISTRATION

Registration for the summer session takes place on the first day of the term. Registration for academic-year sessions takes place by mail before the beginning of the term. Admitted students will be informed by mail of all registration requirements before the term begins.

Students with outstanding debts to the college may not register for classes for subsequent terms, nor will transcripts be sent or diplomas issued for them, until the debt is paid in full. The College may charge interest on all unpaid balances at rates and on schedules to be determined and published each year.

STUDENT FEES 1987-88

Students should expect a modest increase in fees for 1988-89 starting with the summer session.

Full-time tuition		\$1980
Part-time tuition (per class)		660
Matriculation fee (for new students)		40
Advance enrollment deposit requirement		150
Dormitory Fees:	Annapolis:	Santa Fe:
dormitory deposit	0	100
adult	360	360
first child 11 or older	360	360
other children	180	180
children under 2 years	0	0
Board fee for summer session:	Annapolis:*	Santa Fe:**
adult	400	465
child from 2-6	200	233
child under 2	0	0

Fees may be changed upon written notice.

*eight weeks, 15 meals per week. In Annapolis, meals may be purchased individually. Annapolis prices include an estimate for week-end meals.

**eight weeks, 20 meals per week. Mandatory plan.

FINANCIAL AID

Many students find it increasingly difficult to finance their continuing education. The Graduate Institute attempts to help fill the gap that may exist between the direct cost of a student's education and the student's available financial resources.

St. John's College grants are awarded to full-time students who have demonstrable financial need as long as funds are available. Most awards will range from \$800-1,000 for one term, although larger amounts may be awarded when the student's need warrants it. Students who wish to apply for financial aid for any term are urged to apply as soon as possible. All applications for financial aid for the summer session received by April 1 are considered together and answered by April 15; those received after April 1 are answered within three weeks. The financial aid application deadlines for the academic year are July 1 for the Fall semester and November 1 for the Spring semester. Applications received after these dates will be considered until funds are depleted. Financial Aid recipients are expected to remain students in good standing in order to continue receiving aid.

There are a small number of **designated fellowships** open only to individuals who meet criteria stipulated by the fellowship donors. These vary in the amount of aid.

Low-interest rate **student loans** are available through the Guaranteed Student Loan Program. Many Graduate Institute students have found these loans to be a very convenient way of financing their studies.

In Santa Fe a limited number of opportunities for **part-time employment** with the College are open to Institute students each summer. This employment is need-based; application should be made in advance.

All inquiries regarding financial aid should be addressed to the Director of Financial Aid on the campus on which the student will be enrolled.

ADVANCE DEPOSIT REQUIREMENT

All newly-admitted students and continuing students must secure their places in the academic program each term by remitting an advance deposit to the Graduate Institute office. Advance deposits will be accepted as long as spaces are available. The deposit deadlines are: Summer term, March 15; Fall semester, July 1; and Spring semester, November 1. Students who are admitted to the program after these dates should submit their deposits as soon as possible once their application has been approved. The advance deposit will be credited to tuition charges in the session for which it is designated.

Santa Fe residential summer students must submit an advance room reservation deposit no later than April 15 to request housing. Deposits received after April 15 will be accepted only if vacancies remain. The room reservation deposit is not refundable unless written notice of cancellation is received by the Head Resident before May 15 or unless the Head Resident notifies the applicant that there are no vacancies. All residential students are required to sign a housing contract.

REFUNDS

The matriculation fee and the advance enrollment deposit fees are not ordinarily refundable. The remainder of the tuition fee is returnable to students who withdraw before the end of the first week of the summer session or the second week of the fall or spring session. Thereafter, no tuition refunds are granted.

In Santa Fe, no refund of room fees will be made to students who withdraw after the start of the summer. Students who withdraw during the first two weeks of the session will be reimbursed for the unused portion of their board fee, less a \$50 drop charge. After the second week of classes, no board refunds will be made.

DORMITORY ACCOMMODATIONS AND BOARD

Dormitory accommodations are available to Graduate Institute students during the summer session. The Institute tries to accommodate the desires of students in matters of dormitory assignment. In Annapolis, all dormitory rooms are air-conditioned. Single and one-room doubles are available. In Santa Fe, there are three kinds of dormitory rooms: singles, three-room suites, and two-room suites. Each dormitory room is furnished with a bed, chair, desk, lamp, closet, and chest of drawers for each occupant. Pillows, linens, and blankets are not provided. Laundry facilities are available on campus. College regulations prohibit pets, drugs, and firearms on campus. Students may move into the dormitories on the day before the summer session begins.

Accommodations for students' immediate families are available only during the summer sessions, to the extent that space is available. Parents must provide their own cribs for children under 2. In Santa Fe all dormitory occupants must take their meals in the college dining hall.

Parents with children living on campus must make appropriate arrangements for the supervision of those children at all times.

Students and their families who wish to live on campus must have medical insurance. This must be privately obtained or purchased by students in Santa Fe through the college.

During the academic year sessions, on-campus room and board for Graduate Institute students is not available.

HEALTH SERVICES

The College maintains a Student Health Office on each campus. A registered nurse is available on the Annapolis campus; a family nurse practitioner is available on the Santa Fe campus. The Student Health Office hours are posted each term. Services are available for enrolled students who have provided the required medical form.

THE CAMPUSES

Both campuses of St. John's College are located in historic capitals of the colonial New World. Each enjoys the advantages of rich cultural and artistic heritages as well as lovely natural scenery and varied recreational facilities.

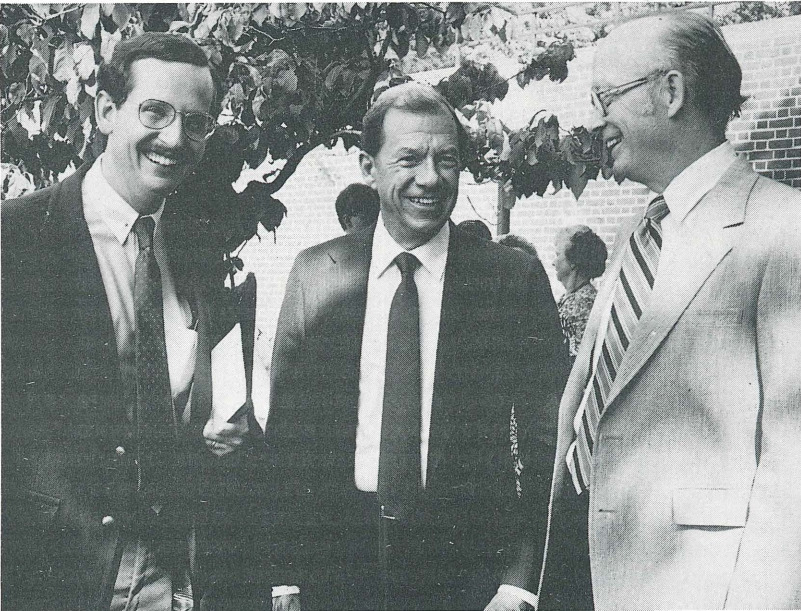
Santa Fe was founded by Spanish mission priests more than three and one-half centuries ago. It is the oldest capital city in the United States and has served four sovereign governments as a fortress or administrative

center. The city contains ancient landmarks, historical sites, and religious shrines, most of which are carefully preserved and open to visitors. It is surrounded by mountains where there are ancient and contemporary centers of Indian life, Spanish colonial villages, and relics of early Anglo-American settlements. Traditional and contemporary arts abound in Santa Fe, and the Santa Fe Opera and the Santa Fe Chamber Music Festival perform throughout the summer months.

The College's campus is located within the city limits on a spacious tract on the western slope of the Sangre de Cristo Mountains. Because it stands at an altitude of more than 7,000 feet, the College enjoys warm summer days and very cool nights. The winters are usually cold with excellent skiing 40 minutes from the campus. The College is a short drive from the historic downtown Plaza. Frequent transportation to the Plaza and nearby points of interest is available to Institute students in the summer. Tennis courts and athletic fields are available on campus.

Annapolis, the capital of Maryland, was founded more than three centuries ago as a British colonial town. The city's population of 30,000 people is occupied largely with the training of midshipmen at the United States Naval Academy, with the government of the State and of Anne Arundel County, with the fishing industry and recreational activities of Chesapeake Bay, and with the liberal education of young men and women at St. John's College.

The College's 36-acre campus lies one block from the State House and across the street from the Naval Academy yard. Fifteen buildings constitute the physical plant of the College, including three historic 18th-century structures and four completely modern buildings. Campus facilities include tennis courts, a gymnasium, and a boathouse with modest canoeing and sailing facilities. Annapolis is about 45 minutes from the vast educational, cultural and governmental facilities of Washington, D.C.



THE FACULTY

President in Annapolis

William M. Dyal, Jr.—A.B., Baylor University, 1949; M.Th., Southern Theological Seminary, 1953; Lit. D. (honoris causa), Muskingum College, 1982; Trustee, Monterey Institute for International Studies; Woodrow Wilson Visiting Fellow, 1975–86; Advisory Board, African Development Foundation; Board of Trustees, U.S. Committee for UNICEF; President, St. John's College, Annapolis, 1986–.

President in Santa Fe

Michael P. Riccards—B.A., 1966, M.A., M. Phil., Ph.D., Rutgers University, 1970; Associate Professor, SUNY College at Buffalo, 1970–77; Dean of Arts and Sciences, University of Massachusetts, 1977–82; Professor, Hunter College, 1982–86; Provost and Vice President for Academic Affairs, Hunter College, 1982–86; President, St. John's College, Santa Fe, 1986–.

Graduate Institute Director in Annapolis

Thomas J. May—B.A., Loyola College, 1971; M.A. Fordham University, 1975; Assistant Professor, Loyola College, 1974–79; Visiting Lecturer, Goucher College, 1976–78; Tutor, St. John's College, Annapolis, 1979–; Director, Graduate Institute in Liberal Education, Annapolis, 1986–.

Graduate Institute Director in Santa Fe

Lynda Lamson Myers—B.A., St. John's College, 1971; M.A., University of North Carolina, 1975; The Catholic University of America, 1976–1977; Tutor, St. John's College, Santa Fe, 1977–, Director of the Graduate Institute in Liberal Education, Santa Fe, 1985–.

Wye Jamison Allanbrook—B.A., Vassar College, 1964; M.A., 1965, Ph.D., Stanford University, 1974; Tutor, St. John's College, Annapolis, 1969–.

Paul Antal—B.A., University of Scranton, 1960; Ph.D., University of Chicago, 1975; Assistant Professor, Reed College, 1968–74, University of Minnesota, 1975–79; Tutor, St. John's College, Annapolis, 1985–.

Robert S. Bart—B.A., Harvard College, 1940; M.A., St. John's College, 1957; Tutor, St. John's College, Annapolis, 1946–75, 1976–77, Santa Fe, 1975–76, 1977, 1982–, Dean, 1977–82.

Ernest Boaten—B.A., Swarthmore College, 1958; Ph.D., University of New Mexico, 1983; Faculty, Goddard College, 1964–74; Lecturer, University of New Mexico, 1978–83; Faculty, College of St. Francis, 1982, 1984; Faculty, University of Albuquerque, 1984–86. Visiting Tutor, St. John's College, Santa Fe, 1986–87.

Stuart Boyd—M.A., Aberdeen University, Scotland, 1948; Ph.D., Aberdeen University Medical School, 1952; Professor and Chairman, Department of Behavioral Sciences, New Mexico Highlands University, 1957–64; Professor, University of Missouri Medical School, Kansas City, 1964–66; Tutor, St. John's College, Santa Fe, 1966–.

John Christensen—B.A., University of California, Santa Barbara, 1970; M.A. Northwestern University, 1971, Ph.D., 1974; Director of Admissions, St. John's College, Annapolis, 1978–.

Geoffrey Comber—Diploma in Education, University of London, 1953; A.R.C.M., Royal College of Music, 1954; M.A., Ohio State University, 1957; Instructor, Ohio State University, 1958–61; Assistant Professor, Huron College, Ontario, 1962–65; Tutor, St. John's College, Annapolis, 1965–; Director, Graduate Institute in Liberal Education, St. John's College, Annapolis, 1977–81, 1983–86.

William J. Cromartie, Jr.—B.A., St. John's College, 1969; Ph.D., Cornell University, 1974; Faculty, Stockton State College, 1974–; Visiting Tutor, St. John's College, Santa Fe, 1987.

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

Deidre Susan Fain—B.A., Armstrong State College, 1978; M.A., Georgetown University, 1980; Teaching Assistant, Georgetown University, 1978–80; Tutor, St. John's College, 1983–.

Howard J. Fisher—B.A., University of Rochester, 1965; Technician, Harvard University Cyclotron Laboratory, 1964–65; Tutor, St. John's College, Annapolis, 1965–.

Jeffrey Franklin—B.A., Kenyon College, 1970; M.Ed., Antioch-Putney Graduate School of Education, 1974; M.A., St. John's College, 1981; Visiting Tutor, St. John's College, Annapolis, 1984–87.

Glenn A. Freitas—B.A., St. Mary's College, California, 1957; Th.L., Université Laval, Quebec, 1964; Licentiate in Sacred Scripture, Pontifical Biblical Commission, Rome, 1966; L'École Biblique et Archeologique Francaise de Jérusalem, 1964–66; Faculty, St. Mary's College, 1967–69; Tutor, St. John's College, Santa Fe, 1969–, Assistant Dean, 1976–77, 1982–84.



R. Thomas Harris, Jr.—B.A., Reed College, 1955; M.A., 1956, Ph.D., 1959, University of Illinois; Research Instructor, Duke University, 1959–60; Assistant Professor, 1960–65, Associate Professor, University of Maryland, 1965–68; Tutor, St. John's College, Santa Fe, 1968–.

David E. Johnson—B.A., Augustana College, 1960; M.A., University of Iowa, 1962; Ph.D., University of Iowa, 1965; Faculty, United States Naval Academy, 1971–; Visiting Tutor, St. John's College, Annapolis, 1987.

Martin Kalmar—B.A., St. John's College, Annapolis, MD, 1969; M.A., 1974, Ph.D., 1980, The Johns Hopkins University; Professor, Baltimore City College, 1978–; Visiting Tutor, St. John's College, 1984, 1986–87.

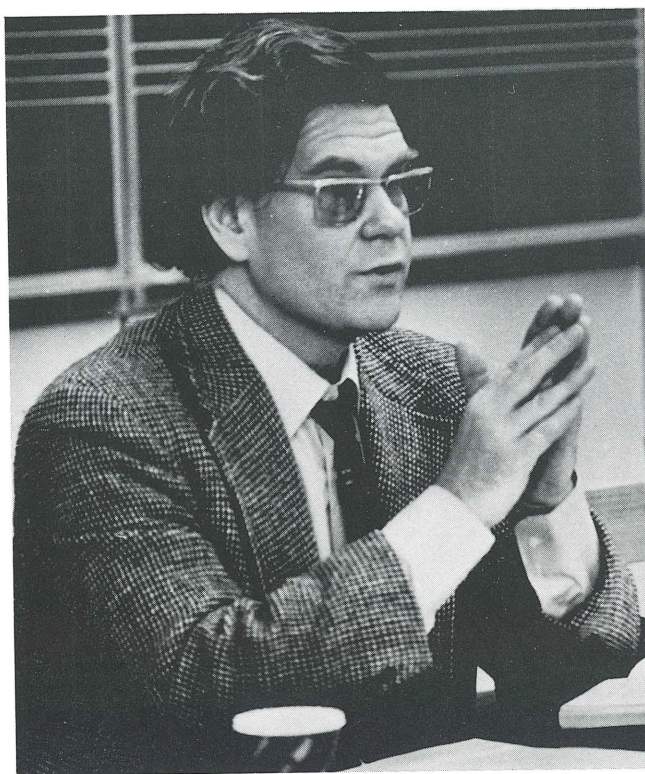
William Jon Lenkowski—B.A., Marquette University, 1965; M.A., The New School for Social Research, 1970; Instructor, Rutgers University, 1968–76; Visiting Lecturer, New York Institute of Technology, 1976–77; Lecturer, New School for Social Research, 1977–79; Tutor, St. John's College, Annapolis, 1979–.

John L. Lincoln—B.A., St. John's College, 1974; M.A., McMaster University, Hamilton, Ontario, 1978–; Teacher, Christchurch School, Christchurch, Virginia, 1980–81, Tutor, St. John's College, Santa Fe, 1981–.

Michael S. Littleton—B.S., 1954, B.A., 1955, University of Maryland; B.D., Hartford Seminary Foundation, 1960; S.T.M., Union Theological Seminary, 1967; Tutor, St. John's College, Annapolis, 1960–.

Alan Marwine—A.B., Franklin and Marshall College, 1969; M.S., 1970, Ph.D., 1974, Rutgers University; M.A., St. John's College, 1984; Faculty, Simons Rock of Bard College, 1975–86; Visiting Tutor, St. John's College, Santa Fe, 1986–87.

Timothy P. Miller—A.B., Harvard University, 1948; B.Mus., 1949, M.Mus., 1951, Yale University; D.Mus., Indiana University, 1957; Faculty, Lawrence College, 1951–53; Faculty, Agnes Scott College, 1957–61, Director of Music, University of Richmond, 1961–66; Faculty, College-Conservatory of Music, University of Cincinnati, 1965–67; Tutor, St. John's College, Santa Fe, 1967–.



Steven M. Nadler—B.A., Washington University, 1980; M.A., 1981, Ph.D., 1986, Philosophy, Columbia University; Instructor, Humanities, Columbia University, 1983–86; Tutor, St. John's College, Annapolis, 1986–.

Deborah Schwartz Renaut—B.A., St. John's College, 1968; M.A., Johns Hopkins University, 1971; M.S., Georgetown University, 1974; Tutor, St. John's College, Annapolis, 1974–.

Robert Richardson—B.A., Park College, 1960; M.A., 1962, Ph.D., 1969, Yale University; Faculty, Shimer College, Illinois, 1965–67, 1975–77; Assistant Professor, Cornell College, Iowa, 1968–70; Tutor, St. John's College, Santa Fe, 1985–.

Joan Silver—B.A., State University of New York College at Old Westbury, 1971; Tutor, St. John's College, Annapolis, 1974–77, M.A., 1976; Teacher, St. Mary's College, 1977–79; Ph.D. Candidate, Graduate Theological Union, 1983–; Visiting Tutor, St. John's College, Santa Fe, 1985–87.

Thomas King Simpson—B.A., St. John's College, 1950; M.A., Wesleyan University, 1955; Ph.D., Johns Hopkins University, 1968; Instructor, American University at Cairo, Egypt, 1950–53; Tutor, St. John's College, Annapolis, 1956–73, 85–86, Santa Fe, 1973–85.

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

Walter Sterling—B.A., St. John's College, 1965; M.A., Pennsylvania State University, 1966; Instructor, Pennsylvania State University, 1966–68; Ph.D. Candidate, Catholic University of America, 1970–74; Instructor, Northern Virginia Community College, 1974–77; Instructor, Thomas Nelson Community College, 1981–83; Editor of *St. John's Review* and Tutor, St. John's College 1983–.

John Joseph Verdi—B.S., Fordham University, 1972; M.A., 1974, Ph.D., 1975, University of Southern California; M.A., University of California, San Diego, 1978; Tutor, St. John's College, Santa Fe, 1975–.

John F. White—B.A., St. John's College, Annapolis, 1965; M.A., The New School for Social Research, 1970; Tutor, St. John's College, Annapolis, 1971–.

Edward Malcolm Wyatt—B.A., 1953, M.A., 1956, University of Virginia; Instructor, University of Virginia, 1955–58; Tutor, St. John's College, Annapolis, 1958–.

Paul G. Zolbrod—A.B., 1958, M.A., 1962, Ph.D., 1967, University of Pittsburgh; Faculty, University of Pittsburgh, 1962–64; Faculty, Allegheny College, 1966–; Visiting Tutor, St. John's College, Santa Fe, 1987.

Elliott Zuckerman—B.A., 1952, M.A., 1955, Ph.D., 1962, Columbia University; B.A., 1954, M.A., 1959, Cambridge University; Lecturer, 1956–61, Columbia University; Lecturer, The New School for Social Research, 1960–61; Tutor, St. John's College, Annapolis, 1961–, Director, Graduate Institute in Liberal Education, Santa Fe, 1968–69, Acting Dean, Annapolis, 1973.

ST. JOHN'S COLLEGE

GRADUATE INSTITUTE IN LIBERAL EDUCATION

Santa Fe, New Mexico and Annapolis, Maryland

Application for Admission/1988–1989

Date _____

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

Social Security Number _____

Home Address _____
Street City County State Zip Code

Home Telephone () _____ Business Telephone () _____

Date of Birth _____ Age _____ Marital Status _____ No. of Children _____

Citizenship: _____
(Country)

Person to Notify in Case of Emergency _____
(Name)

(Address)

(Phone)

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

1. This form completely filled out.
2. An essay containing responses to the following questions. (Include any information that you consider relevant. Answer fully enough to permit us to judge your ability to express reasoned thought. Successful applicants usually write 2–3 pages.)
A. What are the strengths and weaknesses of the formal education you have received?
B. Why do you wish to attend the St. John's College Graduate Institute?
3. Official transcripts of your undergraduate and graduate (if any) records. You must arrange to have these sent directly to the Graduate Institute.
4. Two letters of recommendation from persons who know you well. You must ask them to send their letters directly to the Graduate Institute. Recommendation forms are enclosed.
Names and addresses of reference writers: _____

5. St. John's western campus is located at an altitude of 7,000–7,300 feet; persons with health conditions likely to be affected by altitude should consult their physician before applying to the Santa Fe campus.

Which campus do you wish to attend? ☐ Annapolis ☐ Santa Fe ☐ Albuquerque

Which term do you wish to begin? ☐ Summer 1988 ☐ Fall 1988 ☐ Spring 1989

Do you plan to continue in consecutive terms until completion of the program? ☐ Yes ☐ No

In which segment of the curriculum would you prefer to enroll during your first session? Please indicate a second choice as well. Santa Fe, Albuquerque and Annapolis academic year applicants see page 4 for segments offered.

Politics and Society _____ Literature _____

Philosophy and Theology _____ Mathematics and Natural Science _____

If part-time, indicate classes desired ☐ Seminar ☐ Tutorial ☐ Preceptorial
Part-time students can be accommodated on a space-available basis only.

What housing arrangements would you desire? (summer only)

- ☐ Dormitory accommodations for myself only.
☐ Dormitory accommodations for myself plus: ☐ Spouse ☐ Children (summer only)

Children who will be on-campus: Ages on June 21, 1988. Names, Sexes: _____

☐ No dormitory accommodation; living off campus. ☐ Please send me financial aid application materials.

Colleges or Universities attended as Undergraduate and Graduate Student:

School Address Major Field Dates Degree

Employment History (present position first)

Place of Employment Address Dates Position/Duties
(If a teacher, give name of school)

How did you first become aware of St. John's College/Graduate Institute (please be as specific as possible)?

Address all inquiries to:

Director
Graduate Institute in Liberal Education
St. John's College
Annapolis, Maryland 21404-1671
Phone 301/263-2371 Ext. 241

Director
Graduate Institute in Liberal Education
St. John's College
Santa Fe, New Mexico 87501-4599
Phone 505/982-3691 Ext.249

ST. JOHN'S COLLEGE
GRADUATE INSTITUTE

ANNAPOLIS, MARYLAND • SANTA FE, NEW MEXICO

Letter of Reference

Name of Applicant _____

Applicant's Address _____

City, State _____ Zip _____

Writer of this Reference _____

Home Address _____

City, State _____ Zip _____

Home Telephone: Area Code _____ Number _____

Mailing Instructions:

Please return the completed form as soon as possible to the campus checked below:

☐ Director of Graduate Institute
St. John's College
Annapolis, Maryland 21404-1671

☐ Director of Graduate Institute
St. John's College
Santa Fe, New Mexico 87501-4599

Planned enrollment date: ☐ Summer 19____ ☐ Fall 19____ ☐ Spring 19____
☐ Annapolis; ☐ Santa Fe; ☐ Albuquerque;

To the Applicant:

After filling in the above, give this form to the person who will write this letter of reference. It should be someone who knows you well and can write on your academic ability, intellectual curiosity, or general character traits.
Federal law requires that this reference be available to you should you enroll at St. John's College unless you waive your right of access, in which case the letter will be kept confidential. Please sign and date this form in one of the two places on the back of this sheet.

To the Writer of this Reference:

The person whose name appears above is applying for admission to the Graduate Institute of St. John's College. We would appreciate a statement from you concerning the applicant's scholarship, character, and personality, and any other information that you think would help us reach a wise decision on the application. Please write your statement on the back of this sheet, using additional pages as necessary, and return it to the indicated address as soon as possible.

Please complete other side

Please note: Federal law requires that this reference be available to the applicant should he enroll at St. John's College unless the applicant agrees to waive his right of access. Please have the applicant sign and date this form in the appropriate place if you wish your remarks to remain confidential. If the applicant does not waive his right or does not sign at either place, the letter will be available to him after he enrolls.

I **do** wish to waive my right of access to this letter:

Applicant's signature _____ Date _____

I **do not** wish to waive my right of access to this letter:

Applicant's signature _____ Date _____

How long have you known the applicant? _____

In what capacity? _____

(If as teacher, list subject[s] taught to applicant) _____

Date _____ Signature _____

☐ Check here if you would like to receive more information about the Graduate Institute. Thank you for your help.

**ST. JOHN'S COLLEGE
GRADUATE INSTITUTE**

ANNAPOLIS, MARYLAND • SANTA FE, NEW MEXICO

Letter of Reference

Name of Applicant _____

Applicant's Address _____

City, State _____ Zip _____

Writer of this Reference _____

Home Address _____

City, State _____ Zip _____

Home Telephone: Area Code _____ Number _____

Mailing Instructions:

Please return the completed form *as soon as possible* to the campus checked below:

- | | |
|--|---|
| <input type="checkbox"/> Director of Graduate Institute
St. John's College
Annapolis, Maryland 21404 | <input type="checkbox"/> Director of Graduate Institute
St. John's College
Santa Fe, New Mexico 87501 |
|--|---|

Planned enrollment date: ☐ Summer 19____ ☐ Fall 19____ ☐ Spring 19____
☐ Annapolis; ☐ Santa Fe; ☐ Albuquerque;

To the Applicant:

After filling in the above, give this form to the person who will write this letter of reference. It should be someone who knows you well and can write on your academic ability, intellectual curiosity, or general character traits.

Federal law requires that this reference be available to you should you enroll at St. John's College unless you waive your right of access, in which case the letter will be kept confidential. Please sign and date this form in one of the two places on the back of this sheet.

To the Writer of this Reference:

The person whose name appears above is applying for admission to the Graduate Institute of St. John's College. We would appreciate a statement from you concerning the applicant's scholarship, character, and personality, and any other information that you think would help us reach a wise decision on the application. Please write your statement on the back of this sheet, using additional pages as necessary, and return it to the indicated address as soon as possible.

Please complete other side

Please note: Federal law requires that this reference be available to the applicant should he enroll at St. John's College unless the applicant agrees to waive his right of access. Please have the applicant sign and date this form in the appropriate place if you wish your remarks to remain confidential. If the applicant does not waive his right or does not sign at either place, the letter will be available to him after he enrolls..

I **do** wish to waive my right of access to this letter:

Applicant's signature _____ Date _____

I **do not** wish to waive my right of access to this letter:

Applicant's signature _____ Date _____

How long have you known the applicant? _____

In what capacity? _____

(If as teacher, list subject[s] taught to applicant) _____

Date _____ Signature _____

☐ Check here if you would like to receive more information about the Graduate Institute. Thank you for your help.



St. John's College is an independent co-educational institution with no religious affiliation. It does not discriminate on the basis of race, age, sex, national origin, color, or physical handicap.

Bulletin Design: Fishergate, Inc.
Photo Credits: Richard Bolton, Keith E. Harvey, Thomas Parran, Jr., M. E. Warren
Cover Design: Tina Davidson

Printed at the St. John's College Print Shop in Annapolis.



ST. JOHN'S COLLEGE

ANNAPOLIS, MARYLAND

SANTA FE, NEW MEXICO
