

STATEMENT OF THE ST. JOHN'S PROGRAM

{2009-2010}



ST JOHN'S College

ANNAPOLIS • SANTA FE

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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 Schools (3624 Market Street, Philadelphia, PA 19104; 215-662-5606), by the North Central Association of Colleges and Schools (30 N. La Salle Street, Suite 2400, Chicago, IL 60602; 800-612-7440), and by The American Academy for Liberal Education (1710 Rhode Island Avenue, NW, 4th Floor, Washington, D.C. 20036; 202-452-8611). 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, disability, or sexual orientation. 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

2009-2010

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 18	End of First Semester
December 18 - January 10	Winter Vacation
January 11	Second Semester Begins
February 5 - 8	Long Weekend
March 5 - 21	Spring Vacation
May 14	End of Second Semester
May 16	Commencement

SUMMER 2010

June 21	Graduate Institute Summer Session Begins
August 12	Graduate Institute Summer Session Ends



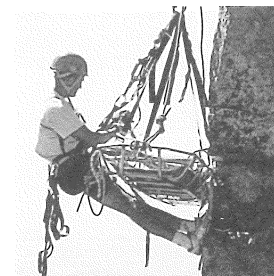
SANTA FE

2009-2010

August 25	Upperclass Registration
August 26	Freshman and Sophomore Registration
August 27	Undergraduate Classes Begin with Seminars
August 27	Convocation
October 16 - 19	Long Weekend
November 26 - 29	Thanksgiving Recess
December 17	End of First Semester
December 18 - January 17	Winter Vacation
January 15	January Freshman Registration
March 13 - 28	Spring Vacation
May 20	End of Second Semester
May 22	Commencement

SUMMER 2010

May 31	January Freshman Second Semester Begins
June 14	Graduate Institute Summer Session Begins
August 5	January Freshman Second Semester Ends
August 5	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 aim of the education offered by St. John's College is the liberation of the human intellect. This is an education for all, regardless of a person's race, ethnicity, sex, religious beliefs, country of origin, economic background, age, disability or sexual orientation. By reading great books and struggling together with the fundamental questions that they raise, students and their teachers learn from their differences and discover more deeply their shared humanity. In this and other ways, a diversity of background and experience enriches our community of learning. Because it offers an education for all, St. John's College has sought and continues to seek to make its program of study known and available to people of diverse backgrounds.

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, for two hours – or sometimes longer 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.

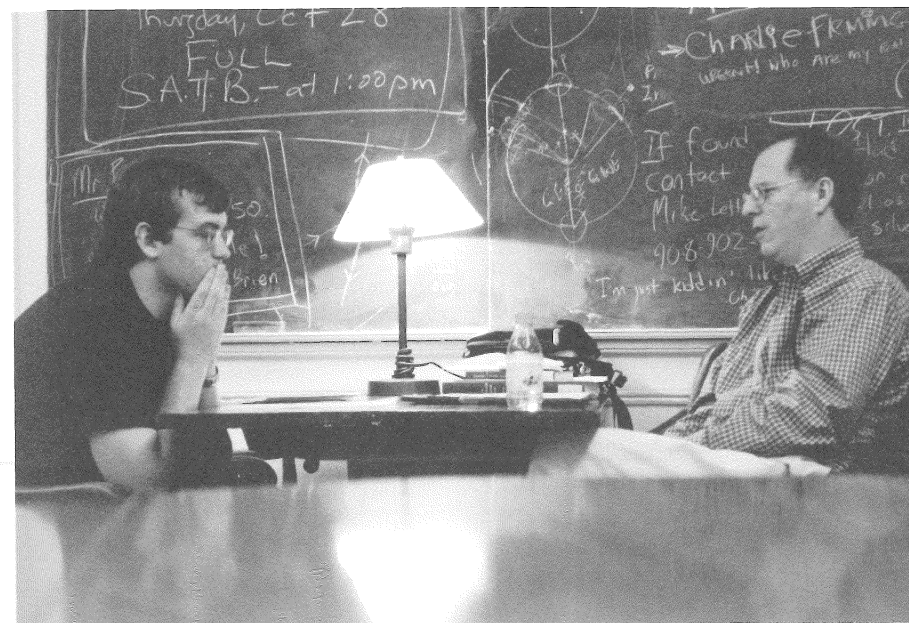
The seminar begins with a question asked by one of the leaders. Thereafter the seminar consists mostly of student discussion. Students talk with one another, not just to the leaders. They do not raise their hands for permission to be heard, but enter the discussion or withdraw from it at will. The resulting 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 a major part of the process called enabling (see page 31).

THE PRECEPTORIAL

For about seven to eight weeks at the end of the first semester 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 twenty-five to thirty 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 some form of written work, either a formal paper or a presentation to the class.

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*

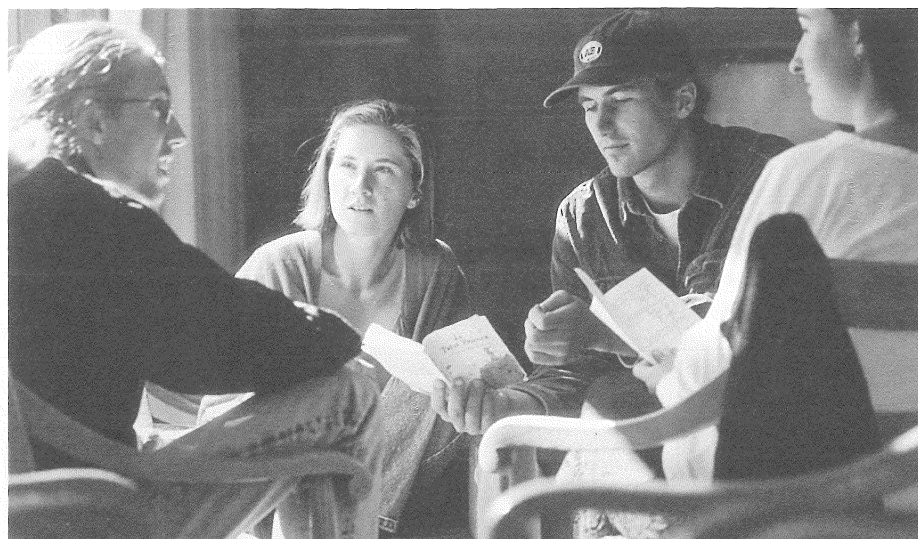
Augustine: *City of God*

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 occasionally 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

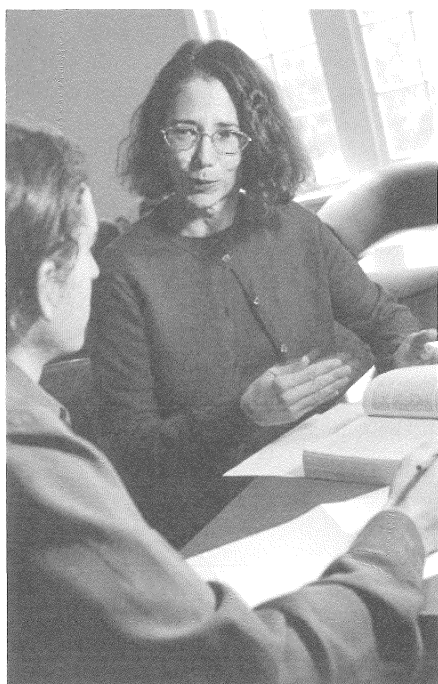
means of precise communication. In a broad sense, it may be thought of as a present-day restoration of the traditional studies of grammar, rhetoric, and logic. The tutorial seeks to foster an intelligent and active grasp of the relations between language on the one hand and thought and imagination on 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 *Phèdre*.

The principal activity of the fourth year is the reading of French prose and poetry, including a number of poems from Baudelaire's *Les 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*. In the second semester, students take up Newton's treatment of astronomy in the *Principia*, in which he 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 year concludes with an examination of Dedekind's theory of real numbers, the endeavor to provide a rigorous arithmetical foundation for the calculus. 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.

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 *St. Matthew Passion* of Bach, 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.

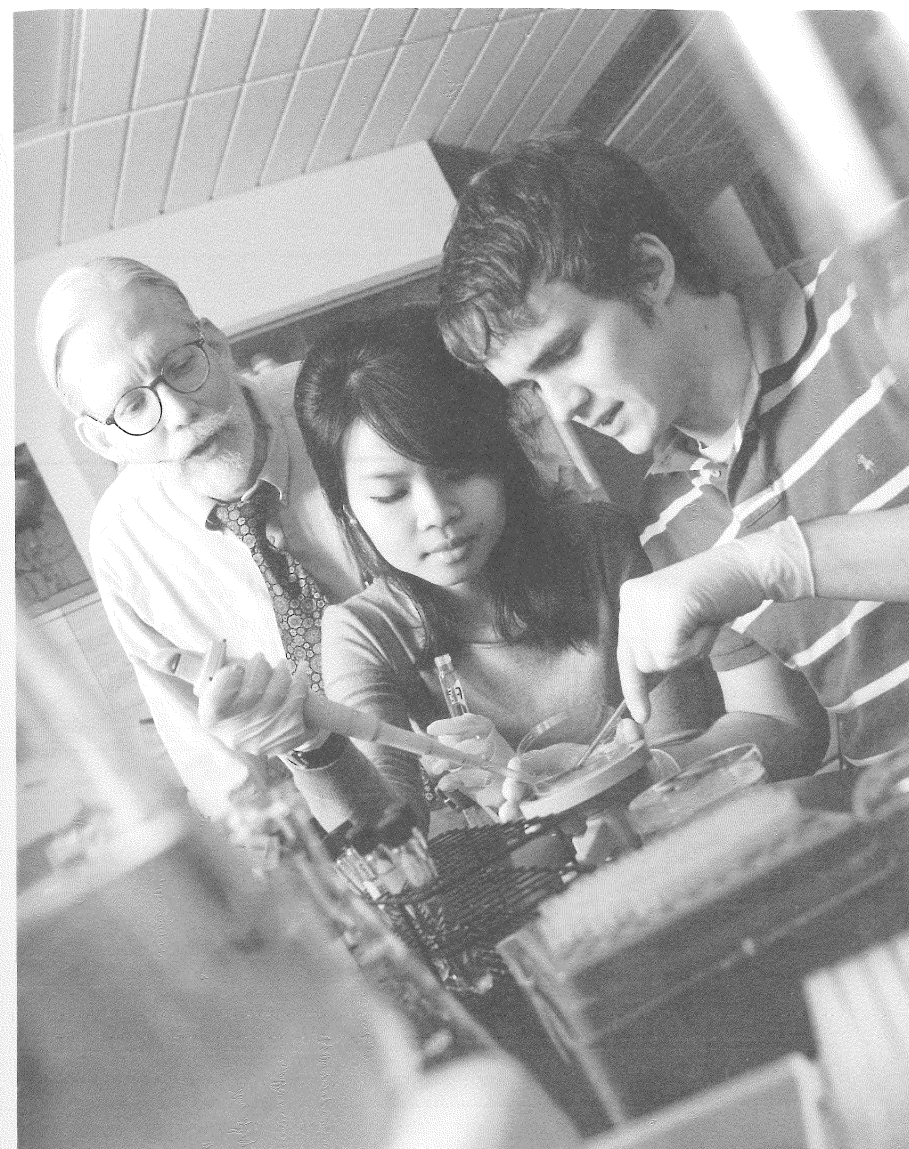
Liberal learning is concerned with the artifices of the human mind and hand that help us to relate our experiences to our understanding. For this purpose, St. John's has set up a three-year laboratory in the natural sciences, wherein characteristic and related topics of physics, biology, and chemistry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

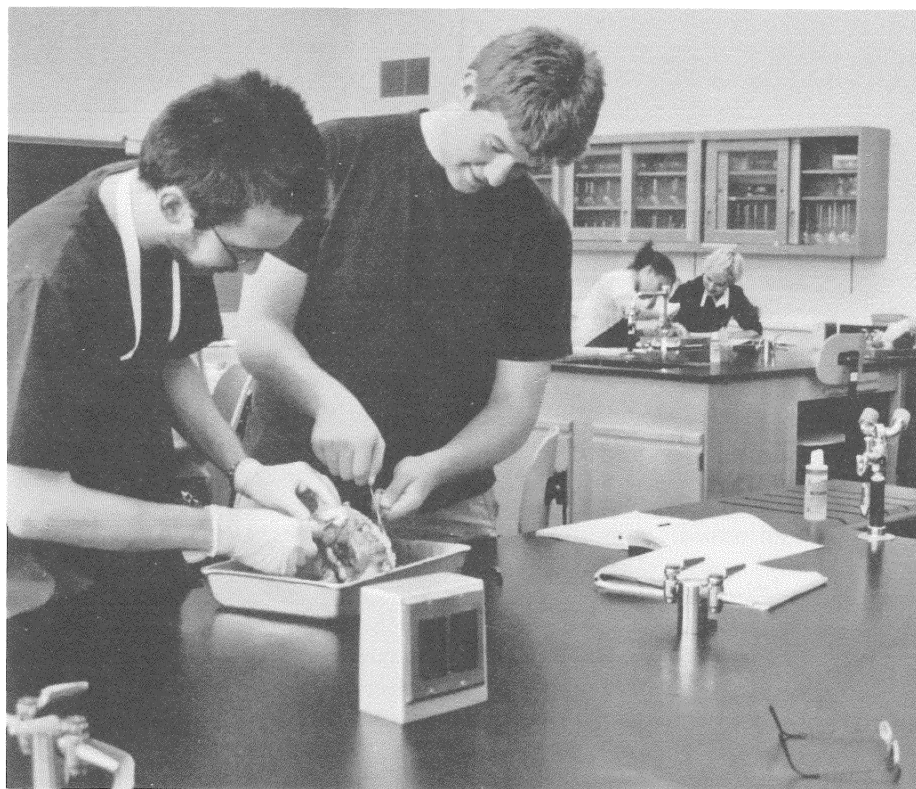
The third-year laboratory deals with topics common to a number of the traditional divisions of physics, such as mechanics, optics, and electromagnetism. Throughout the year, experimentation is accompanied by the reading of important original writings by Galileo, Descartes, Huygens, Newton, Leibniz, Carnot, 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.

The Laboratory program ends as it began – with a study of living organisms. In the spring of the senior year, students finally confront the evidence and arguments for their modern views of evolution and genetics. The semester begins with Darwin and Mendel, proceeds to a synthesis, and then traces developments in cellular and molecular biology which are thought to undergird this synthesis, as presented in seminal papers by 20th century biologists. In addition, this work raises questions about whether there is purpose in nature, whether there are natural kinds, what distinguishes living from non-living, whether living things have a wholeness, and if so, what is responsible for it.

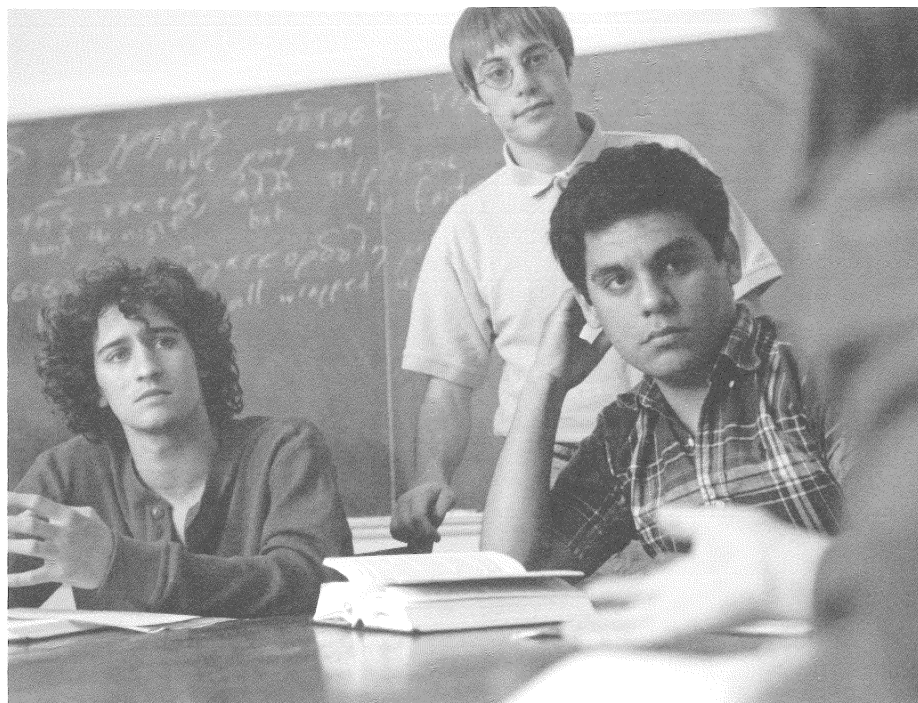


THE FORMAL LECTURE

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 Tears of Odysseus"
Cary Stickney

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

"Eichmann in Athens: Hannah Arendt
and the New Problem of Evil"
Lawrence Vogel

"Gene, Organism, and Environment:
Good Biology and Bad Metaphors"
Richard Lewontin

"The Fall and Rise of the Islamic State"
Noah Feldman

"Old Comedy, New Comedy, and the
Problem with Tragedy"
Stephanie Nelson

Concert: Beethoven: Quartet in C Minor,
Op. 18 No. 4; Zorn: *Necronomicon*;
Dvorak: Piano Quintet
Miró Quartet with Peter Pesic, piano

"Affirmative Action Today: Race,
Immigration and the Constitution"
Deborah Malamud

"Grammar as a Liberal Art"
Bruce Perry

"The Question of Lear and Cordelia"
Louis Petrich

"Husserl: 'The Privilege of Reason II:
Identity and Eternity'"
Jim Carey

"Sanskrit Poetry: 'The Goddess
Envisioned: Kalidassa's Language of
Metaphor in the *Kumarasambhava*'"
Indira Peterson

"Freedom and Equality in Lincoln's
Understanding of the American Polity"
George Russell

"The Muses in Homer and Hobbes"
Elaine Scarry

"Was Space Made for Feeding
Mathematical Invention?"
Bob and Ellen Kaplan

Concert: Bach, Goldberg Variations
Ingrid Marsoner, piano

"William Blake's Flourishing Vision"
David Townsend

"Agonizing over a Decision:
What Can Neuroscience Tell Us
About the Relationship between
Thought and Emotion?"
Julie Fiez

"'Making New Gods?': Reflections on
Plato's *Symposium*"
Mitchell Miller

Concert: Handel's "Acis and Galatea"
The Aulos Ensemble

"The Ethics of Laughter in Jane Austen's
Pride and Prejudice"
Emily Rena-Dozier

"The Golden Ratio"
Mario Livio

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 ranges from the Hebrew Bible to the sixteenth century seeds of modernity; 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, although not always in their entirety. 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, Ajax*
 *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

- *Hebrew Bible
 *New Testament
 *Aristotle: *De Anima, On Interpretation, Prior Analytics, Categories*
 Apollonius: *Conics*
 *Virgil: *Aeneid*
 *Plutarch: *"Caesar," "Cato the Younger," "Antony," "Brutus"*
 *Epictetus: *Discourses, Manual*
 *Tacitus: *Annals*
 Ptolemy: *Almagest*
 *Plotinus: *The Enneads*
 *Augustine: *Confessions*
 *Maimonides: *Guide for the Perplexed*
 *Anselm: *Proslogium*
 *Aquinas: *Summa Theologiae*
 *Dante: *Divine Comedy*
 *Chaucer: *Canterbury Tales*
 *Machiavelli: *The Prince, Discourses*
 Copernicus: *On the Revolutions of the Spheres*
 Kepler: *Epitome IV*
 *Rabelais: *Gargantua and Pantagruel*
 Palestrina: *Missa Papae Marcelli*
 *Montaigne: *Essays*
 Viète: *Introduction to the Analytical Art*
 *Bacon: *Novum Organum*

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

JUNIOR YEAR

*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>Phèdre</i>
Newton:	<i>Principia Mathematica</i>
Leibniz:	<i>*Monadology, *Discourse on Metaphysics, Essay on Dynamics, *Philosophical Essays, *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>Le Misanthrope</i>
*Adam Smith:	<i>Wealth of Nations</i>
*Kant:	<i>Critique of Pure Reason, Foundations of the Metaphysics of Morals</i>
*Mozart:	<i>Don Giovanni</i>
*Austen:	<i>Pride and Prejudice</i>
Dedekind:	<i>Essays on the Theory of Numbers</i> <i>*Articles of Confederation, *Declaration of Independence, *Constitution of the United States of America</i>
*Hamilton, Jay and Madison:	<i>The Federalist</i>
*Twain:	<i>The Adventures of Huckleberry Finn</i>
*Wordsworth:	<i>The Two Part Prelude of 1799</i>
Essays by:	Young, Taylor, Euler, D. Bernoulli, Orsted, Ampère, Faraday, Maxwell

SENIOR YEAR

	<i>*Supreme Court Opinions</i>
*Goethe:	<i>Faust</i>
Darwin:	<i>Origin of Species</i>
*Hegel:	<i>Phenomenology of Mind, "Logic" (from the Encyclopedia)</i>
Lobachevsky:	<i>Theory of Parallels</i>
*Tocqueville:	<i>Democracy in America</i>
*Lincoln:	Selected speeches
*Frederick Douglass	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, The German Ideology</i>
*Dostoevski:	<i>Brothers Karamazov</i>
*Tolstoy:	<i>War and Peace</i>
*Melville:	<i>Benito Cereno</i>
*O'Connor:	Selected stories
*William James:	<i>Psychology, Briefer Course</i>
*Nietzsche:	<i>Beyond Good and Evil</i>
*Freud:	Introductory Lectures on Psychoanalysis
Baudelaire	<i>Les Fleurs du Mal</i>
*Booker T. Washington:	Selected writings
*Du Bois:	<i>The Souls of Black Folk</i>
*Husserl:	<i>Crisis of the European Sciences</i>
*Heidegger:	<i>Basic Writings</i>
Einstein:	Selected papers
*Conrad:	<i>Heart of Darkness</i>
Faulkner:	<i>Go Down Moses</i>
Flaubert	<i>Un Coeur Simple</i>
*Woolf:	<i>Mrs. Dalloway</i>
Poems by:	Yeats, T. S. Eliot, Wallace Stevens, Valery, Rimbaud
Essays by:	Faraday, J. J. Thomson, Millikan, Minkowski, Rutherford, Davisson, Schrödinger, Bohr, de Broglie, Heisenberg, Mendel, 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
Freshman Year	Homer Aeschylus Sophocles Euripides Aristophanes	Plato Aristotle Lucretius	Herodotus Thucydides Plutarch	Euclid Nicomachus Ptolemy Lavoisier Dalton Archimedes Pascal Fahrenheit Avogadro	Mariotte Gay-Lussac Proust Cannizzaro Berthollet Mendeleev J. J. Thomson Harvey Driesch
Sophomore Year	Virgil Dante Chaucer Rabelais Shakespeare Donne Marvell	Aristotle Epictetus Plotinus The Bible Augustine Anselm Aquinas Luther Montaigne Bacon Maimonides	Plutarch Tacitus Machiavelli	Ptolemy Apollonius Copernicus Descartes Pascal Viète Kepler	Palestrina Bach Mozart Beethoven Schubert Stravinsky Haydn Des Prez Monteverdi
Junior Year	Cervantes Milton Swift Racine La Fontaine J. Austen La Rochefoucauld G. Eliot Molière Wordsworth Twain	Descartes Pascal Hobbes Spinoza Locke Leibniz Hume Kant	Locke Rousseau Adam Smith Hamilton, Jay, Madison Documents from American political history	Galileo Young Euler Taylor Newton	Leibniz Huygens Dedekind D. Bernoulli Faraday Maxwell Ørsted Ampère
Senior Year	Tolstoy Dostoevski Baudelaire Rimbaud Valéry Yeats Kafka W. Stevens T. S. Eliot Conrad V. Woolf O'Connor Melville Faulkner Goethe Flaubert	Hegel Kierkegaard Nietzsche W. James Heidegger Plato Husserl	Hegel Marx Documents from American political history Tocqueville Lincoln Supreme Court opinions F. Douglas B. Washington Du Bois Hamilton, Jay, Madison	Faraday Lobachevski Rutherford Minkowski Davisson de Broglie Beadle Tatum Boveri Sutton Morgan Sussman Hardy	Mendel J. J. Thomson Bohr Millikan Schrödinger Darwin Freud Einstein Heisenberg Watson & Crick Jacob & Monod
					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.

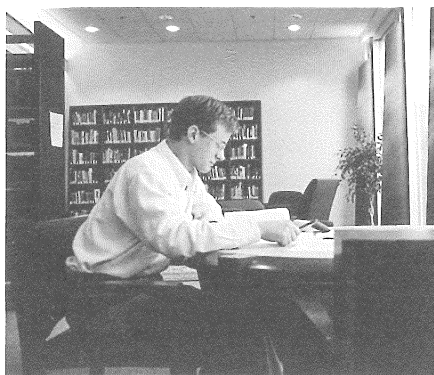
THE INSTRUCTION COMMITTEE

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 best editions and translations that can be obtained. These works form the basis of the collection, with additional volumes serving as secondary sources and representative works in the major fields of learning. Holdings are most extensive in philosophy, literature, and the history of science. The library also provides newspapers and periodicals, audio-visual materials, multiple copies of some seminar readings, and other smaller collections. A faculty committee assists the librarians with collection development. The libraries on the two campuses have a total collection of over 165,000 volumes.

The Greenfield Library in Annapolis was renovated in 1996, and occupies the old historic building formerly known as the Maryland Hall of Records. The library's catalog is available online, as are library



databases and other electronic resources. Internet access is provided via the public terminals. Comfortably situated study spaces with subtle natural light are available for reading and contemplation. The music library is housed apart in the Mellon building, and offers sound recordings and printed scores, all available for loan.

The Faith and John Meem Library opened in Santa Fe in 1990. It 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 a collection of compact discs, records, and tapes. The library also provides public terminals for accessing the online catalog, electronic resources and the Internet.

Both libraries hold interesting special collections, including several hundred early or first editions of works read in the Program. Annapolis has retained several of the original books from the Bray Collection, dating from 1696 and known as the "first public library in America." It also possesses the Prettyman Collection of Signed and Inscribed Books, some 800 titles of first editions signed by the authors. 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 a faculty and alumni publications collection and the Holtzman Music Collection.

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. Each week there are two evening seminars, lasting two hours or more. 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		Language		Language
10:20 - 11:30 A.M.		Mathematics		Mathematics	Mathematics
1:00 - 3:40 P.M.	Laboratory		Laboratory	Chorus	
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
1:30 - 4:30 P.M.		Laboratory		Laboratory	
3:05 - 4:30 P.M.			Chorus		
7:30 - 9:30 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-four 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:

- 21.9% are in teaching or educational administration; about two-thirds of these work in colleges or universities;
- 18.8% are in communications or the arts;
- 17.3% are in business or business-related occupations;

- 9.7% work in the field of law, with most in private practice or the judiciary;
- 9.4% work in computers/sciences/mathematics;
- 6.9% work in the health professions, mainly as physicians;
- 6.6% work in social services, including counseling, psychology, social work, and the ministry.
- 9.4% choose other fields, including urban planning, skilled craftsmanship, foreign service/Peace Corps, government service, veterinary medicine, homemaking, farming, armed forces, and conservation/ecology.

Approximately 70% of our alumni pursue formal education beyond the baccalaureate level, with around 15% of each graduating class entering graduate and professional programs directly after St. John's. Doctoral degrees earned by St. John's alumni split about evenly between humanities and science/mathematics. Our students consistently score above the national average on the Graduate Record Exam (GRE) and Law School Admissions Test (LSAT). The Career Services Office on each campus assists students in planning for advanced study and in preparing their applications.

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 at St. John's College offers a Master of Arts in Liberal Arts on both campuses and a Master of Arts in Eastern Classics on the Santa Fe campus. These programs, inspired by that of the undergraduate college, have two distinctive features: the curriculum consists exclusively of classic or "great" books used as texts, and all classes are conducted as small group discussions. Applications are encouraged from college graduates with diverse educational and cultural backgrounds and with varied interests and professions.

DEGREE OF MASTER OF ARTS IN LIBERAL ARTS

The aim of the program is to help students formulate and respond to fundamental questions about themselves and their world by reading and discussing with others the great books of the Western tradition. The readings are organized into five segments: Literature, Politics and Society, Philosophy and Theology, Mathematics and Natural Science, and History. Students must complete four of these five segments to earn the Master of Arts in Liberal Arts degree (thirty-six semester credit hours). These segments taken together constitute a closely integrated program of study.

Classes are small and based on discussion of classic texts, but differ in significant ways. The heart of the curriculum is the seminar in which fourteen to nineteen students engage in a discussion initiated by a tutor's question about the assigned reading. In the tutorial, a slightly smaller group of students (twelve to sixteen) focuses more intensively on smaller assignments, either mathematical proofs,



short literary texts, or dense arguments of philosophy or political theory. The preceptorial, with an even smaller number of students (eight to twelve), engages in the study of a single book or topic and requires that students write a substantial paper. Faculty members are called tutors, not professors, and they lead classes by posing questions and guiding the discussion, rather than by lecturing in their field of expertise.

At least two segments are offered in the sixteen-week fall and spring terms, and usually four are offered in the eight-week summer term. In the fall and spring terms, classes meet only two days a week, in the late afternoons and evenings, making it possible for students who work to participate. During the summer, classes meet twice as often. Schedules vary somewhat between the two campuses. Students may matriculate in any of the three terms, and take segments in any order compatible with the sequence of offerings. An optional master's essay may be written by students who have completed at least two terms. In recent years, approximately sixty to ninety students have been enrolled on each campus during each session.

The program leading to the Master of Arts in Liberal Arts is accredited by the North Central and the Middle States Associations of Colleges and Secondary Schools.

THE LIBERAL ARTS CURRICULUM * *

LITERATURE

SEMINAR

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

TUTORIAL

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

PRECEPTORIAL (examples)

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

POLITICS AND SOCIETY

SEMINAR

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

TUTORIAL

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

PRECEPTORIAL (examples)

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

MATHEMATICS AND NATURAL SCIENCE

SEMINAR

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

TUTORIAL

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

PRECEPTORIAL (examples)

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

PHILOSOPHY AND THEOLOGY

SEMINAR

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

TUTORIAL

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

PRECEPTORIAL (examples)

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

HISTORY

SEMINAR

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

TUTORIAL

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

PRECEPTORIAL (examples)

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

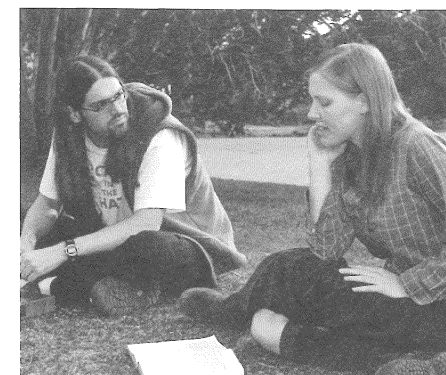
* * Readings may differ slightly between the two campuses

* Selections

DEGREE OF MASTER OF ARTS IN EASTERN CLASSICS

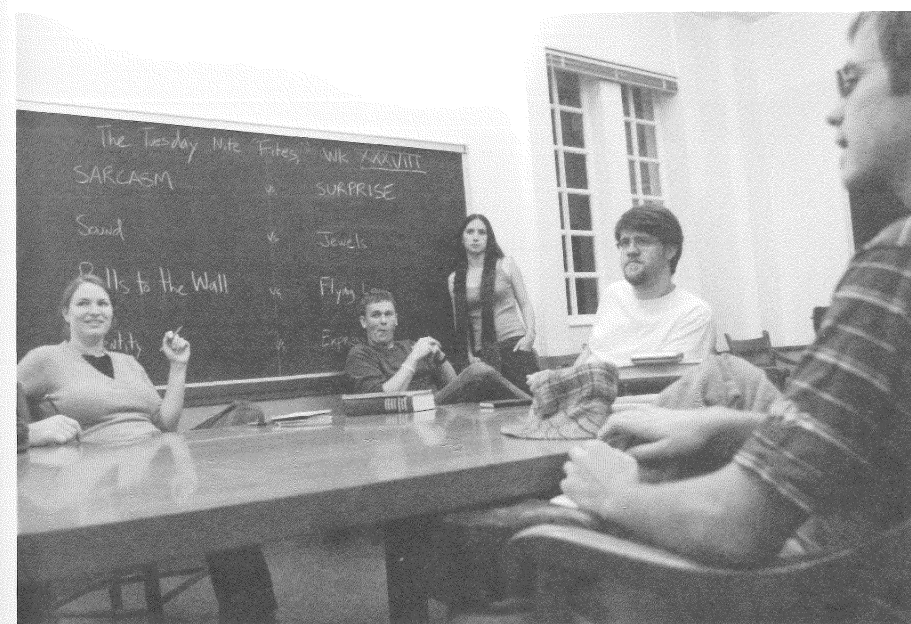
The aim of the Eastern Classics program is to help students seek a deeper understanding of the fundamental and enduring questions that have been raised by thoughtful human beings in the rich traditions of the East. Its course of study consists of thirty-four semester credit hours, completed in one calendar year, beginning in the fall and concluding in the summer. It is offered only on the Santa Fe campus.

The program includes a series of seminars, preceptorials, and a language tutorial in either Sanskrit or classical Chinese. In the seminar, fourteen to eighteen students discuss assigned readings from a wide range of Indian, Chinese, and Japanese texts. In the tutorial, twelve to fifteen students study either Sanskrit or classical Chinese. The goal is not mastery, but rather sufficient familiarity with the elements of the languages to gain some insight into their structure and to translate



selected short passages from classical texts. In the preceptorial, eight to twelve students study a single work or theme for an eight-week period. Each student is required to write a substantial paper. Faculty members are called tutors, not professors, and they lead classes by posing questions and guiding the discussion, rather than by lecturing in their field of expertise.

Classes meet in late afternoons and evenings to accommodate students who work part-time, but due to the intensive nature of the program, full-time work is not encouraged.



THE EASTERN CLASSICS CURRICULUM

FALL SEMESTER

CHINESE TUTORIAL

Naiying Yuan, Haitao Tang,
James Geiss, *Classical Chinese:
A Basic Reader*
Mathews, *Chinese-English
Dictionary*

SANSKRIT TUTORIAL

Killingley, *Beginning Sanskrit: a
practical course based on
graded reading and exercises*

SEMINAR

Sima Qian, *The Grand Scribe's
Records*
Confucius, *Lun-Yu*
Mo Zi
Xun Zi
Han Fei Zi
Meng Zi
Zhuang Zi
Lao Zi
Rig Veda
Upanishads
Tattva-Kaumudi
Yoga Sutras of Patanjali

PRECEPTORIAL (examples)

Zhuang Zi
Meng Zi
Sima Qian, *The Grand Scribe's
Records*

SPRING SEMESTER

CHINESE TUTORIAL

Tang Poetry
Meng Zi

SANSKRIT TUTORIAL

*Bhagavadgita**
Nagarjuna

SEMINAR

The Laws of Manu
The Bhagavadgita
Kalidasa, *Kumarasambhava*
Kalidasa, *Meghaduta*
Kalidasa, *Shakuntala*
Abhinavagupta, *Dhvanyaloka*
Digha Nikaya
Majjhima Nikaya
Nagarjuna, *Mulamadhyama-
kakarika*
Vimalakirti Sutra
Lankavatara Sutra
Gaudapada, *The Great Karika on
the Mandukya Upanishad*
Shankara, *Commentary on the
Bhavadgita Upanishad*
Diamond Sutra
Heart Sutra
Hui Neng, *Commentary on the
Diamond Sutra*
The Sutra of Hui Neng
Chinese Poetry
Zhu Xi

PRECEPTORIAL (examples)

Vasistha's Yoga
Bhagavadgita
Nagarjuna,
Mulamadhyamakakarika
Dogen

SUMMER SEMESTER

SEMINAR

The Tale of the Heike
Lotus Sutra
*Four Huts: Asian Writings
on the Simple Life*
The Pillow Book
Dogen, *Shobogenzo*
Kenko, *Essays in Idleness*
Basho, *The Narrow Road
to the Deep North*
Chushingura

PRECEPTORIAL

Murasaki Shikibu, *Tale of Genji*

FOR ADDITIONAL INFORMATION

To receive a Program Statement contain-
ing more detailed information about the
Graduate Institute, as well as application
forms, contact us at either of the following
addresses:

Graduate Admissions Office
St. John's College
P.O. Box 2800
Annapolis, Maryland 21404-2800
410-626-2541
giadm@sjca.edu
www.stjohnscollege.edu

Graduate Admissions Office
St. John's College
1160 Camino Cruz Blanca
Santa Fe, New Mexico 87505-4599
505-984-6083
giadmissions@sjcsf.edu
www.stjohnscollege.edu

DIRECTORY INFORMATION
AND RIGHT TO PRIVACY

In compliance with the Family
Education Rights and Privacy Act,
the college retains the right to pub-
lish, at its discretion, the following
information about each student cur-
rently or previously attending the college:
the student's name, street address, tele-
phone listing, e-mail address, date and
place of birth, photograph, field of study,
participation in officially recognized
activities and sports, dates of attendance,
class year, enrollment status, degrees and
awards received, and the most previous
educational agency or institution attend-
ed 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 rea-
sonable period of time that any or all of
this directory information should be with-
held. 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 by the Assistant Dean, the Director of Athletics, and the Senior Resident for Student Activities. The Delegate Council disburses funds from the activities fee to student clubs. In Santa Fe they are variously sponsored and supported by the Assistant Dean, the Student Activities Office (SAO), College Events Office (CEO), the Director of Residential Life, and the Student Polity.

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 40,000 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, 19th-century Victorian structures, and 20th and 21st-century buildings designed to complement the older ones. There are eight student dormitories, offering single, double, and triple rooms.

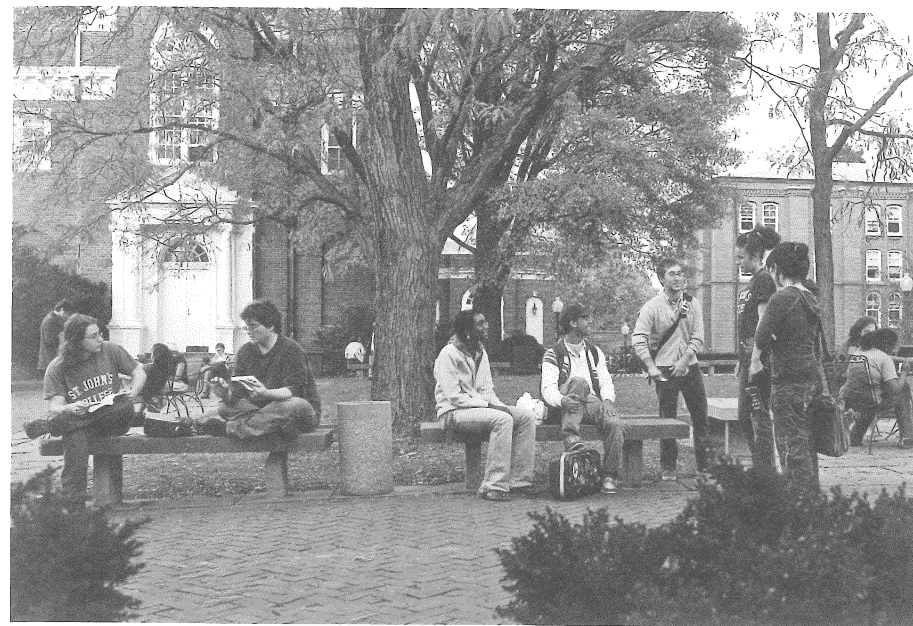
The community of students has governed itself since 1945 with elected officers and delegates representing each dormitory and the off-campus constituency. The Student Polity representatives, called the Delegate Council, meet once a week to hear requests from students for funds, to remind

students of their responsibilities to the college community, and to express student opinion on common problems. The Delegate Council also meets with college officials 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 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 College*, an official publication 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. All dorm rooms are wired for Internet access.



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*.

The student film club presents foreign and domestic films, many of them classics of the cinematic art. The selection is eclectic: recent screenings have included *Reservoir Dogs*, *Potemkin*, *Citizen Kane*, and *The Seventh Seal*. There are also more specialized film clubs, including anime, and occasional film series.

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 St. John's Chorus has recently presented concerts featuring Faure's *Requiem*, Schubert's *Mass in G*, and early vocal music. The college provides practice rooms, including a rock room, 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. 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.

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.

There are frequent 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 Senior Resident for Student Activities schedules trips to both cities to attend plays and films, as well as for individual explorations.

Parties, an important part of community life, 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 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.

Students are involved in a variety of service activities. *Project Polita*e brings students from local public schools to campus for help with reading and math, and St. John's students have been volunteering on site in elementary and middle schools

for a number of years. Other recent volunteer activities have included participation in Habitat for Humanity projects, local environmental cleanup and restoration work – including the restoration of our own creek waterfront back to marsh – participation in Red Cross blood drives and work in local senior centers and churches.

While it is important for students to be involved in less academic pursuits, it remains characteristic of the college that a great deal of student-initiated extracurricular activity consists of study groups. Students meet together regularly, with or without an invited tutor, to study a book they have read for class in greater depth, or to study things that are not on the program. Some groups are continued for years, others have a definite objective and disband when it has been met. Focuses of recent and current study groups include German reading and speaking, Latin, Greek translation, the Hebrew Bible, the Greek testament, mathematical logic, Shakespeare's history plays, Homer's *Odyssey*, and Lewis Carroll's *Alice in Wonderland*. It is a reflection of the centrality of the practice of going beyond the limits of the classroom that when our alumni return for Homecoming, the focus of the weekend is a variety of seminars on readings suggested by both alumni and faculty.

ATHLETICS

The college provides an extensive intramural sports program that includes team competition in soccer, flag football, handball, basketball, 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



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 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 tri-cultural 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 American 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 19th 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 science laboratory building, a library, a student center, an athletic center, a computer laboratory, 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.

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, aerobics, and Pilates. 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 Hodson 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. The college team practices five mornings per week and competes in intercollegiate regattas. Many Johnnies learn to row just for fun.

The college has a small fleet of boats, from lasers to a 22-foot Cape Dory sloop, along with many rowing dinghies, canoes and kayaks in which students may explore the beauties of the Chesapeake Bay. An annual sail picnic, organized by The Friends of St. John's, provides an opportunity for sailing aboard large yachts. In addition, St. John's has a newly formed intercollegiate sailing team. As a member of Mid-Atlantic Intercollegiate Sailing Association, the St. John's Sailing Team competes in four regattas per semester in FJs, 420s and lasers. The sailing team has a dedicated coach and practices several times a week, including weekly scrimmages with the Naval Academy.

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.



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 smaller communities 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. Each of the eight dorm suites houses 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 to find compatible roommates.

Since both the size of the college and the form of the program are conducive to informal and direct communication, 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, elected student government, known as the Student Polity. The Student Polity has a substantial budget and hears requests from students to fund various activities. It maintains a Student Review Board which offers mediatory assistance to students and, at the request of the Dean or Assistant Dean, may deliberate concerning cases of student discipline. The Polity also maintains a Student Committee on Instruction, which works closely with the Dean and Instruction Committee, and holds occasional panels on academic questions of broad interest to the college community. There are permanent student representatives to the 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 engage in a wide variety of extracurricular activities, including the academic, the artistic and the athletic. While many of these activities are well-established at the college, the community is enlivened by incoming students who bring their interests and talents to the campus. Indeed, many students come to St. John's with definite interests outside the scope of the program and pursue these interests in extra-curricular classes and discussion groups, both on and off campus.

Extracurricular reading groups are an important and exciting part of academic life at St. John's and are a natural extension of the classroom. Small groups of students and tutors gather for further study of seminar or tutorial readings or to explore non-program books and authors and topics of interest. Such groups may meet once or twice, for a semester, or even continue from year to year. Recent and on-going study group topics include: Plato's *Laws*, Proust, Topology and Modern Mathematics, Merleau-Ponty's *Phenomenology of Perception*, Heidegger Jazz, Thomas Kuhn, current readings in international affairs, contemporary Latin American literature, topics in 20th century economics, Plato's *Republic*, the American Constitution, and language study groups including Latin, Greek, German, Biblical Hebrew, and Sanskrit.

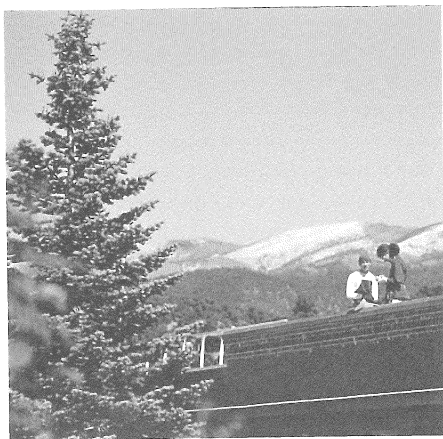
Artistic expression is encouraged by extracurricular classes in drawing, painting, photography, pottery, weaving, ballet, and modern dance. The art studio in the Fine Arts Building, the darkroom, and the pottery studio provide appropriate settings for these activities. The college's art gallery, which 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 jewelry-making. *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. *The Grouit*, a literary magazine, contains essays, art work, poetry, short stories, and photography from students and faculty alike. Students on the Santa Fe campus are welcome to contribute to *The College* magazine, an official publication of St. John's with a wide readership amongst alumni and friends of the college.

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. Recent music performance groups include a Gilbert and Sullivan operetta ensemble, a madrigal choir, a jazz performance group, lunchtime bluegrass on the quad, a barbershop quartet, and assorted rock bands. A number of students take private voice and music lessons in the Santa Fe community.

The Santa Fe campus has an active theatre group called *Chrysostomos*. It is entirely student-run and puts on four to six productions every year, ranging from Ancient Greek tragedy and Shakespeare to modern musical comedies. Recent productions include: Sophocles' *Ajax*, Aristophanes' *Lysistrata*, *Arcadia*, *Into the Woods*, *Much Ado About Nothing*, and *The Importance of Being Earnest*.

The St. John's Film society is organized by students and shows a wide variety of classic and current films to the college



community on Saturday nights. The Meem Library houses a growing collection of films on cassette and digital video disc that are available for students to sign out, and a nascent film-makers' club.

Other student clubs and groups include: knitting for the needy, wine-tasting, a the cooking club that prepares Sunday dinner for the entire campus twice a semester, storytellers, Japanese anime, the pre-med club, Red Cross blood drives, a Shakespearean dramatic readings group, to name a few.

Of growing importance on the Santa Fe campus are community service initiatives and volunteer work in many different forms. Many such projects are assisted and supported by *Project Polita*, a student-run organization supported by staff and faculty. Recent projects advanced by this group include: prison and school tutoring programs, campus neighborhood beautification projects, hiking trail maintenance in the mountains around the college, and regular visits to assist with chores on a community farm. There are regular opportunities for students to participate in Habitat for Humanity building projects, soup kitchens and blood drives.

Beyond this, the city of Santa Fe itself offers a number of churches, synagogues and community groups that have welcomed student participation. Regular

concerts, movie theatres, a farmer's market, and several traditional festivals, and wonderful restaurants provide a change of pace from campus life; not to mention the city's more than 250 art galleries and dealers, which make Santa Fe the second largest art market in the United States. City buses stop every hour near the campus, providing economical transportation to town.

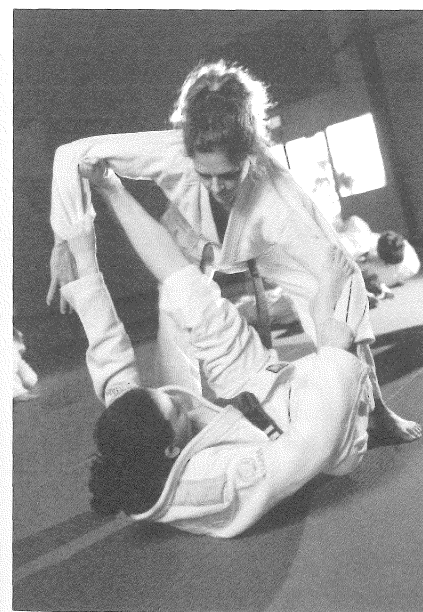
As in Annapolis, waltz parties, rock parties, and such regular events as the Halloween Costume Ball, the Fasching Ball, Winter Ball, the Graduation Ball, and Reality Weekend provide occasions for informal gatherings of tutors and students. Reality Weekend, an event hosted by sophomores to honor the graduating seniors, includes picnics, athletic competitions, dance parties and concerts, and a sophistry contest.

ATHLETICS

Like Annapolis, the Santa Fe campus encourages all students to participate in amateur intramural athletics, regardless of their athletic skills. The new athletic center has a full-sized basketball court, two racquetball/squash courts, a well-equipped weight room, men's and women's locker rooms, and a large outdoor equipment room. The student outdoor programs office, the director's office, and a small outdoor resource library are also located in the new center.

The college offers students, faculty, staff, and alumni a variety of sports and outdoor recreational opportunities. Student interest usually determines which sports and outdoor programs are offered. There are organized tournaments for basketball, volleyball, badminton, table-tennis, racquetball, squash, indoor and outdoor soccer, and fencing. There are also opportunities to swim and play tennis, softball, Ultimate Frisbee and Frisbee Golf. The college also supports programs in Karate-Do, Aikido, Brazilian Jiu-jitsu,

and Tai Chi. Depending on student interest, extracurricular classes are offered each year such as Ballroom Dance, International Folk Dance, aerobics, and Yoga. Outdoor recreational activities include whitewater canoeing and rafting, downhill and cross-country skiing, snow shoeing, fly fishing, and more. A variety of adventure trips is offered throughout the school year. Also, the campus is adjacent to the Santa Fe National Forest with direct access to hundreds of square miles of forest and networked trails for running, hiking, mountain biking, and camping. The athletic and outdoor program office provides students free use of sports and outdoor equipment; sleeping bags, tents, camp stoves, and backpacks are just a few of the items available for checkout. Students can join the Atalaya Search and Rescue Team and learn backcountry skills such as map and compass, GPS, wilderness medicine, technical evacuation, radio communications, outdoor leadership, and go on missions. The Search and Rescue Team works under the auspices of the New Mexico state police and averages 12 missions a year.



The college does not participate in formal collegiate athletics and there are no athletic scholarships awarded. The emphasis that the college places on the intellectual growth of students and faculty, and the absence of any athletic curriculum should not be mistaken for disdain of athletic endeavors. Despite the rigors of the curriculum, many of our students and faculty find time to play individual or team sports.

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. Many tutors and students attend church or synagogue in town.

FACILITIES FOR STUDENTS

The college bookstore on each campus has all the books and supplies the students need for their classes. They also maintain a stock of books related to all phases of the program, and books of more general interest. They are operated without profit.

Computer laboratories on each campus provide a network of personal computers for word processing and internet use. Students can use the facilities to check e-mail, print papers, write essays and explore the World Wide Web. All dormitories are wired for Internet access, and the college community uses the college's own website and e-mail for intra-campus communication. The Information Technology and Services Office offers extra-curricular classes and workshops in computer-related subjects to all members of the community.

As supports for an active social life, the college provides on each campus a coffee shop and rooms 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.

The Annapolis and Santa Fe campuses have slightly different housing practices due to differences in available dormitory space. Generally, unmarried undergraduates are expected to live on campus, space permitting, and to take their meals in the college dining hall, unless they receive permission from the local housing office to live off campus. Only freshmen are guaranteed housing.

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 Admissions 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.

Students are not permitted to remain in residence during winter or spring vacation.

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.

INTERNATIONAL STUDENT SERVICES

Because both of St. John's campuses are small, cohesive, and supportive communities, there are no separate offices designated for international student services. The Office of the Assistant Dean handles all aspects of student life and provides counseling and guidance on an individual basis. In addition, each new student participates in an orientation program at the time of registration. The college's registrars act as advisors to all international students with respect to visa requirements and related matters. Informal "F-1" clubs have been formed by international students together with other students, faculty, and staff for special social events, but, in general, international students find themselves easily participating in the mainstream of campus academic and social life.

CAREER SERVICES

The Career Services 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 résumé-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

The college 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 SERVICES

An employment service, under the supervision of the Career Services Office, posts off-campus jobs. Primarily, it provides part-time employment for students during the academic year, but it also can aid students looking for full-time or part-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.

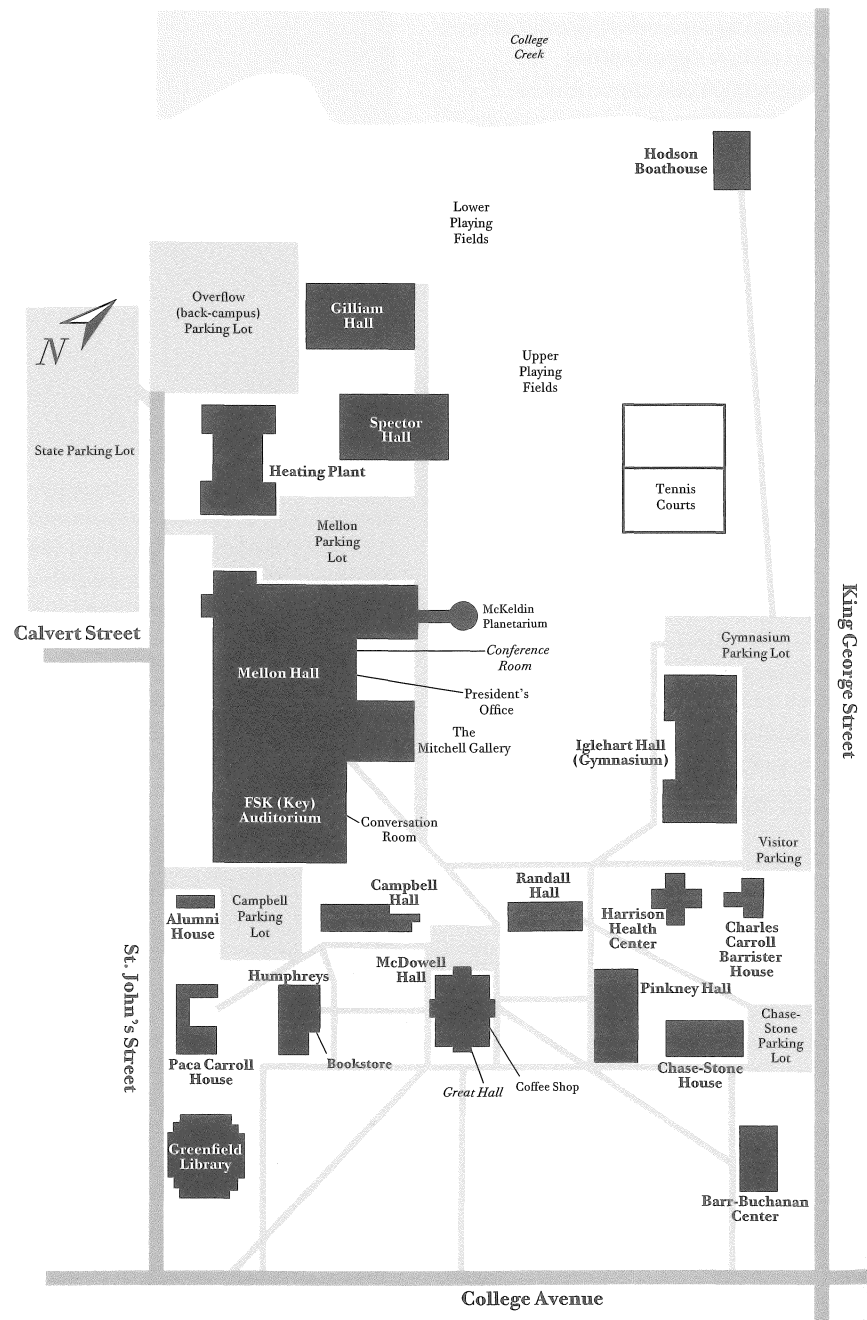
PROPERTY DAMAGE

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.



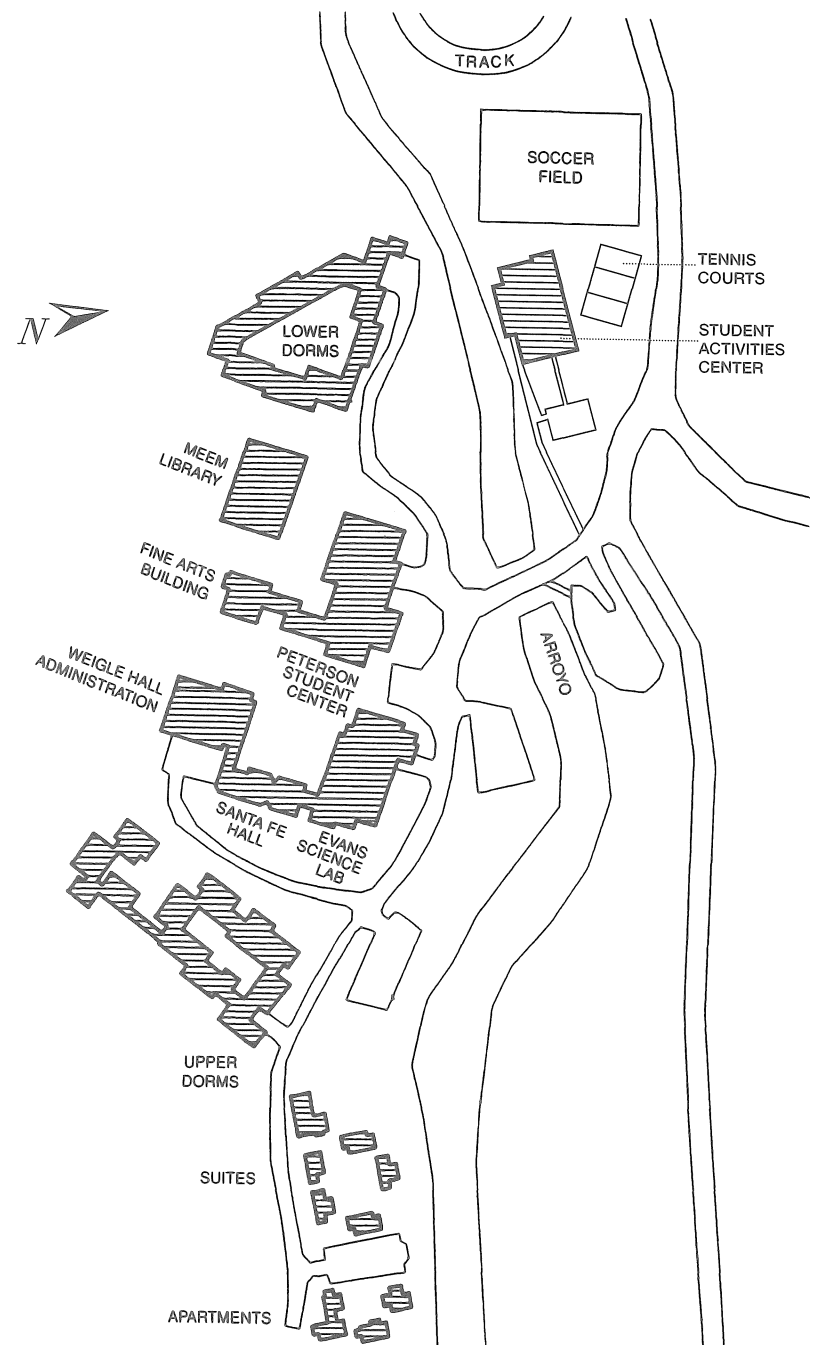
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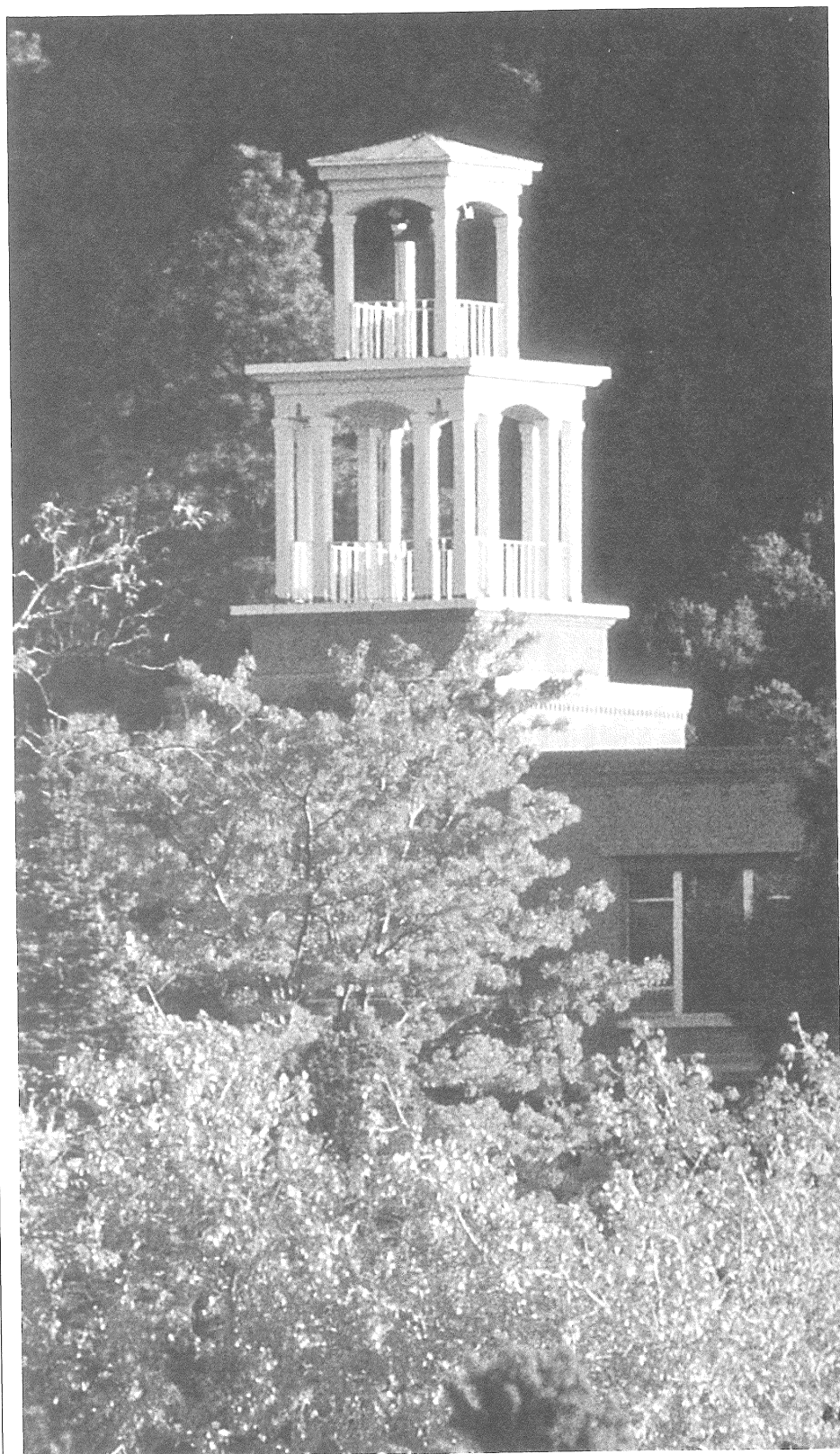
ANNAPOLIS, MARYLAND



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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, sexual orientation 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 450 undergraduates. The size of each class is limited on each campus. Most freshman classes are about equally divided between men and women. New students are enrolled only as freshmen; typically 10% to 15% 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. The Santa Fe campus offers January enrollment.

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 academic 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 submit either a GED certificate or other state-approved equivalent, evidence of completion of state-approved home schooling, or, in lieu of these, the results of a nationally recognized standardized test (SAT, ACT, PSAT). A campus visit and interview are especially important for such applicants.

St. John's admits as regular students only those who: 1) have a high school diploma, or 2) have a GED certificate or the equivalent, or 3) are beyond the age of compulsory education in their home state.

HOMESCHOOLED STUDENTS

1. In lieu of a high school diploma or GED certificate or the equivalent, home schooled applicants must submit the results of the SAT1 or ACT.
2. They must also submit an outline of the curriculum they have followed, arranged in chronological order by conventional subject matter, with brief descriptions of the course content and texts used.

INTERNATIONAL STUDENTS

St. John's is authorized under federal law to enroll foreign students. In order to be considered for admission, international students must have followed a pre-university course of study and must submit the following documents:

1. A completed St. John's application form accompanied by the required essays.
2. Two letters of reference, at least one of which must be from a teacher of an academic subject.
3. An official record of secondary work, with all courses and grades, including the results of the appropriate examinations (e.g. "A" Levels, International Baccalaureate, and so on). This must be accompanied by an explanation of the grading system used and an English translation of records in other languages.
4. Test results from:
 - a. The Student Assessment Test (SAT1) or the American College Test (ACT).
 - b. The Test of English as a Foreign Language (TOEFL) is required of those applicants whose first language is not English, unless the language of secondary instruction has been English.

Detailed information for international students may be found on the college's web site: www.stjohnscollege.edu

TEST CODE NUMBERS

St. John's College's test code numbers for the College Entrance Examination Board (SAT and TOEFL) are: Annapolis = 5598; Santa Fe = 4737. The American College Test (ACT) numbers are: Annapolis = 1732; Santa Fe = 2649

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 \$300 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 (and signed financial aid acceptance forms, if appropriate) are accepted on a first-come, first-served basis until the available positions are filled. Typically, the fall classes fill by the first week 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 20 (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, U.S. citizens and permanent residents 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. Non-U.S. citizens requesting financial assistance should file the International Student Financial Aid Application with the Admissions Office as soon as possible. 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. Additional information about applying for financial aid is available on the college web site: www.stjohnscollege.edu.

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, any student in good academic standing may apply for transfer to the alternate campus for the upcoming academic year. They must notify the Registrar's Office of their intention to transfer 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 intercampus transfers must be approved by the deans of both campuses and may be restricted by limitations in various campus resources, such as available space and staffing.

STUDENT RIGHT TO KNOW ACT

In compliance with this act, the Office of the Registrar will provide and make readily available, upon request, completion or graduation rates to current and prospective students.

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) or Director of Admissions, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, New Mexico 87505-4599 (Phone: 505-984-6060 or 800-331-5232; E-mail: admissions@sjcsf.edu). The college maintains a website at www.stjohnscollege.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 mathematics, 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. 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 college 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 Pinkney Hall at Annapolis and in Peterson 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.

Albuquerque International Airport is located sixty miles from the Santa Fe campus. A shuttle service from the airport to Santa Fe is available. Call the Admissions Office for information. 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 resources.

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. Financial aid awards are made solely on the basis of need.

PRINCIPLES

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, family size and number in college.
3. Financial aid may be in the form of a grant, loan, or part-time employment, and will be offered to eligible 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 the first component of a financial aid award. At St. John's, self-help consists of a part-time job and educational loans.
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 satisfactory progress in order to retain their award (see page 63).

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.

U.S. CITIZENS AND PERMANENT RESIDENTS

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 online at www.fafsa.ed.gov and <http://profileonline.collegeboard.com>. To have an analysis of your forms sent to St. John's, be sure to use the correct code numbers. PROFILE: Annapolis=5598; Santa Fe=4737. FAFSA: Annapolis=002092; Santa Fe=002093.
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. Financial aid packages for self-supporting students are generally not adequate to cover the full need of such applicants because of funding limitations in both federal and institutional programs.
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.

INTERNATIONAL STUDENTS AND NON-U.S. CITIZENS

1. **Davis United World Scholars Program:** St. John's is one of only 88 colleges and universities in the United States committed to enrolling graduates of the United World Colleges. All graduates of the United World Colleges who have been accepted and demonstrate financial need are eligible for \$10,000 scholarships for each year of enrollment at St. John's, awarded in combination with grant aid offered by the college. For details contact the Office of Admissions on either campus.
1. **Ahmet Ertegun Education Fund:** This fund provides need-based grants to Turkish students or students of Turkish decent (one parent or two grandparents). The funds must be used for entrance on the Annapolis campus but are transportable to the Santa Fe campus in subsequent years.
3. Financial aid for international students is limited and competition for it is strong. All aid is based on demonstrated need. For Non-US citizens the college offers two full-need scholarships annually on each campus, in addition to an unlimited number of institutional assistance awards covering up to 65% of current tuition, room, and board.
4. Non-U.S. citizens should file the International Student Financial Aid Application with the Admissions Office as early as possible, preferably no later than Febru-

ary 15. This form may be obtained from our web site at www.stjohnscollege.edu or from the St. John's Admissions Office. No requests for financial assistance will be considered and no offers of financial aid will be made until after a student has been admitted to the college.

DEADLINES AND NOTIFICATION DATES

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 April 1 in Annapolis and March 1 in Santa Fe 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 applications for financial aid are received after the deadline will not be denied consideration for assistance, but the availability of funds cannot be guaranteed, and late penalties will be applied.

SOURCES OF AID

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 needy students 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 ACADEMIC COMPETITIVENESS GRANTS: Students who are Pell Grant recipients may receive \$750 as freshman and \$1300 as sophomores from the ACG program. Recipients must prove that they have completed a rigorous secondary school curriculum.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT: These grants are awarded to students who demonstrate substantial need with priority given to Pell Grant recipients. Eligibility for the SEOG is limited to a maximum of \$4,000 per year and depends on availability of federal funding.

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 by the federal government. Perkins Loans are made available to students with high financial need. The maximum loan is \$4,000 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 SUBSIDIZED STAFFORD LOAN: The Federal Stafford Loan program enables a student to borrow directly from a bank, credit union or other participating lender. The maximum amount an undergraduate may borrow is \$3,500 for the freshman year, \$4,500 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. The interest rate is fixed at 5.6% for undergraduate subsidized loans borrowed between 7-1-09 and 6-30-10.

Unsubsidized Stafford Loans are available to students who do not meet the financial need criteria for the sub-sidized 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 fixed interest rate of 8.5%. Interest accrues from the date of disbursement for all PLUS loans.

2009-10 STUDENT BUDGET ¹

Tuition	\$39,992
Room & Board	9,600
Books	280
Activities Fee	400
Personal Expenses	750
Transportation	100, 350, 600 ²

¹ Fees are subject to change without notice.

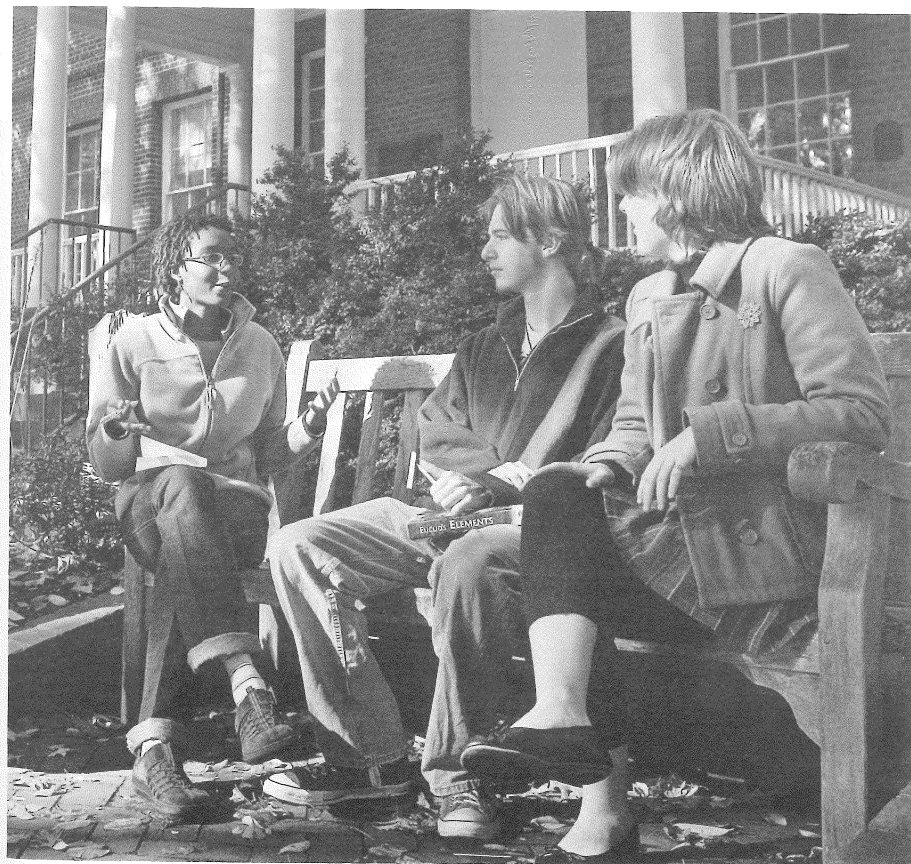
² The allowance for transportation varies with the distance between the student's home and the college.

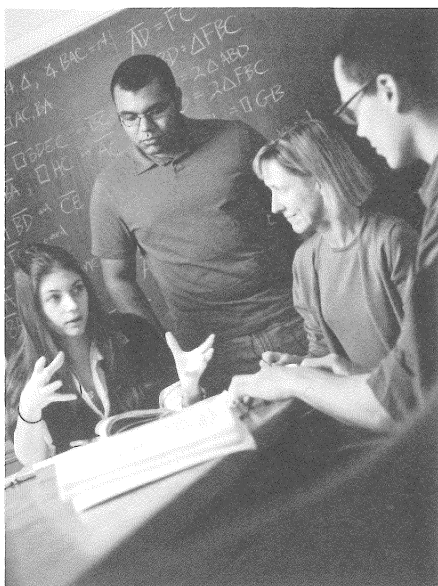
BILLING AND DEPOSITS

Billing for tuition and fees is done prior to each semester. Unless otherwise requested, the college presents its bills directly to the student. 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's Office 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 \$500 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 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 rising juniors) failure to enable (see page 31). 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.





Each student is required to make a deposit of \$200, 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 \$100 at the beginning of the second semester of the senior year.

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's Office. The college may charge interest on all unpaid balances, at rates and on schedules to be determined and published each year.

REFUND POLICY

DETERMINATION OF DATE OF WITHDRAWAL

OFFICIAL WITHDRAWAL: A student considering withdrawal prior to the end of the semester may initiate the withdrawal process by notifying the Office of the Registrar. When a student notifies the Registrar of an intention to withdraw, the student will be given a form entitled "Official Notice of Withdrawal." At this point the student has officially indicated the intent to withdraw and the day the Official Notice of Withdrawal Form is obtained will be the date of withdrawal used for the calculation of return of Title IV Funds and institutional refund.

INSTITUTIONAL REFUND SCHEDULE

DAYS ENROLLED		REFUND AMOUNT	AMOUNT CHARGED
Fall/Spring	Summer		
1-7	1-5	90%	10%
8-14	6-10	80%	20%
15-21	11-15	60%	40%
22-28	16-20	40%	60%
29-42	21-25	20%	80%
43 and after	26 and after	No Refund	100%

After a student notifies the Registrar of an intention to withdraw, the student is urged to discuss the decision with college personnel. If a student decides not to withdraw after the discussion with college personnel, the student should notify the Office of the Registrar of that decision. If a student wishes to reverse a decision to withdraw after the Official Notice of Withdrawal has been submitted, the student must provide a written notification. If a student who rescinded an intention to withdraw does not complete the semester, the official date of withdrawal will be the later of the date the withdrawal form was obtained or the last date of class attendance.

UNOFFICIAL WITHDRAWAL: If a student does not notify the Registrar of the intention to withdraw, the date of withdrawal used for the calculation of return of Title IV Funds and institutional refund will be the midpoint of the semester. A date earlier or later than the midpoint may be used if the college has documentation of the last day the student attended class or handed in an assignment. If a student withdraws because of circumstances beyond the student's control, the college will determine the date of withdrawal according to attendance records.

INSTITUTIONAL REFUNDS

A. If a student withdraws prior to the end of the semester, a refund of tuition will be made according to the Institutional Refund Schedule. The student's withdrawal date is established as outlined in the initial section of the Refund Policy. The next step in determination of the institutional refund is to count the number of calendar days from the first day of classes to the date of withdrawal (weekends are included but scheduled breaks of at least five days are excluded). The schedule on page 60 is used to determine the

percentage of fees (tuition, activity fee, room, and board) which will be refunded.

The same schedule will be used to calculate the cancellation of non-federal financial aid: the "refund amount" percentage provides the percentage of aid to be cancelled and the "amount charged" percentage corresponds to the revised aid the student will receive. For example, a student withdrawing within the first seven days of school would receive 10% of non-federal aid that had been awarded.

B. A student who is expelled or asked to withdraw for academic or disciplinary reasons will receive no refund of tuition, room and board, or other fees.

C. If the college determines that the circumstances leading to withdrawal are beyond the student's control, the student will be charged for tuition, activity fee,

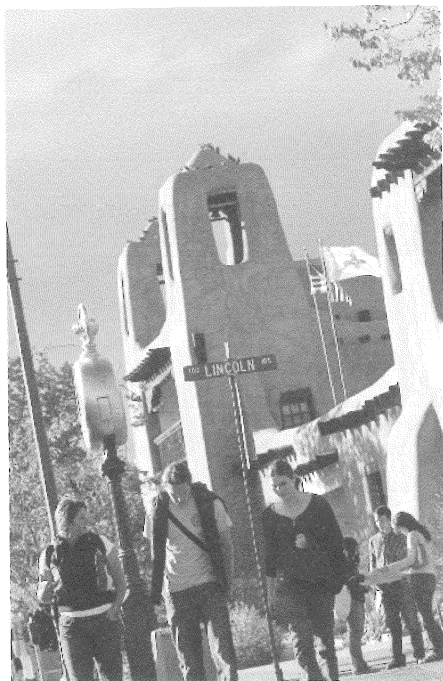


room, and board based on the percentage of the semester attended (number of days enrolled divided by total number of days in the semester). The same percentage will be applied to institutional aid. Documentation of circumstances leading to the withdrawal may be required; for example, a letter from a physician will be required if a student is unable to complete the semester for medical reasons.

RETURN OF TITLE IV FUNDS

If a student who has received Title IV Funds (federal financial aid) leaves the institution a calculation will be performed to determine the amount of unearned aid that must go back to the Title IV programs. No return of Title IV funds is required after 60% (approximately 9 weeks of a 16 week semester). The withdrawal date will be established as described in the above Refund Policy.

The percentage of Title IV aid which is earned by the student (i.e., the amount of federal aid the student is permitted to keep) is the same as the percentage of the semester completed. This percentage is computed by dividing the total number of calendar days in the semester (including week-ends but excluding scheduled breaks of more than five days) into the number of calendar days completed by the student. For example, a student enrolled for 14 of 112 days would have earned 12.5% of Title IV aid for the semester. In this example,



87.5% of the Title IV aid would be unearned. The institution is responsible for returning to the federal aid programs the lesser of the amount of unearned Title IV aid or institutional charges that the student incurred multiplied by the unearned aid percentage.

Federal regulations specify the order in which unearned funds are to be returned to aid programs. The order is:

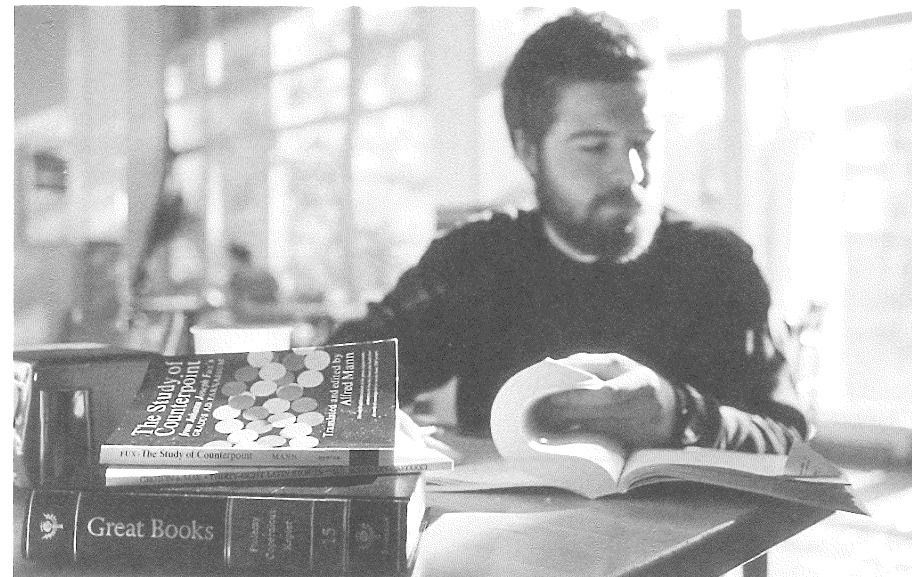
1. Unsubsidized Stafford Loans
2. Subsidized Stafford Loans
3. Perkins Loans
4. Federal Plus Loans
5. Pell Grants
6. SEOG
7. Academic Competitiveness Grant

Federal Work-Study funds are not involved in this determination: A student may keep money earned through the Federal Work-Study Program.

Upon repayment of any loan proceeds the institution will provide the student or parent (in case of a Plus Loan) a copy of the refund check paid to the lender, due to the student's withdrawal.

If the total amount of unearned aid exceeds the amount the school is required to return, a student may need to return federal grant funds which have been received for off-campus living expenses, up to 50% of the amount received for the semester. Student loans and Plus Loans received for off-campus expenses do not have to be returned at the time of withdrawal but must be repaid in accordance with the terms of the loan. The Financial Aid Office will notify a student if a return of federal grant funds is required.

Sample cases of refund calculations are available in the Financial Aid Office.



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 may be considered as repeated work and the student may 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 or dependents:

1. St. John's will report to the Department of Veterans Affairs (VA) within 30 days all incidents of official termination or change of status that would affect benefits.

2. The V.A. requires that grades be given for all classes undertaken and that all grades be considered in computing a grade point average. In Annapolis, a V.A. enrolled student who withdraws from a class after the midpoint in a semester will have a W/grade recorded indicating the quality of work up to the date of withdrawal. In Santa Fe, a VA enrolled student who withdraws from a class after the three-quarter point in a semester will have an F recorded. No credit will be given for withdrawal grades nor, in accordance with college policy, will they be included in the GPA.

3. 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 report this to the Dean, who may ask the student to leave the college or may place the student on academic probation and possibly stipulate conditions that must be met if the student is to continue in the college. The normal probationary period is one semester. During that probationary period support and counseling are available to the student.

4. St. John's will inform all VA enrolled students that prior academic credit from post-secondary schools will be evaluated, but prior credits are not applicable to the all-required degree program at the college except in very unusual circumstances. Prior credit will be granted for pursuit of the same four-year, all-required curriculum at the Annapolis and Santa Fe campuses. The award of prior credit by the college will reduce the training time toward the reward of a degree and will be reported to the VA as required.

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B.A., St. John's College, Annapolis, 1977; J.D., Harvard Law School, Cambridge, M.A., 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-.

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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; Instructor in Latin, University of New Mexico-Los Alamos, Summer 1985; Visiting Assistant Professor, University of Colorado-Boulder, Summer 1990; Certificate, Chinese Language Education Program, Providence University, Shalu, Taiwan, 1998; 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 Uni-versity, 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-; Director of the Graduate Institute, 2004-.

BRUCE M. PERRY

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-.

FRANK R. HUNT

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-.

CHARLES N. FASANARO

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; Project Leader (GS-13) for the Mine and Tracker Dog Project, Vietnam, 1969; President, New Subasio Institute, and Prior, New Subasio Monastic Community, 2000; Master Scholar, University of Denver, 2003; Tutor, St. John's College, Santa Fe, 1991-; Assistant Dean, 2002-2003.

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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-.

BARRY E. GOLDFARB

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, The Pennsylvania State University, 1988-92; 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, 1981-84; Instructor, Department of English, University of Colorado, Boulder, 1987-88; Instructor, College of General Studies, University of Pennsylvania, 1988-89; Graduate Work, Literary Theory, University of Pennsylvania, 1988-91; Post Doctoral Research, History of Science, Massachusetts Institute of Technology, 1992-93; Associate Professor, English Department, Providence University, Shalu, Taiwan, 1996-98; Tutor, St. John's College, Santa Fe, 1993-.

CLAUDIA A. HONEYWELL

B.A., University of Chicago, 1986; Account Executive, American Bankcard Services, Woodland Hills, CA, 1987-88; M.A., 1991, Ph.D., 1993, Classics and Modern Greek Studies, University of Minnesota; Surveyor, Kavousi/Thriphiti Archaeological Survey, Crete, 1990; Mochlos Archaeological Excavation, Crete, 1991; Visiting Assistant Professor of Classics, Cornell College, 1993-94; Tutor, St. John's College, 1994-.

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-; Assistant Dean, St. John's College, Santa Fe, 2005-2008.

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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-.

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B.A., St. John's College, Annapolis, 1982; M.A. in Philosophy, Dalhousie University, 1984; Ph.D. Candidate in Philosophy and Classics, University of Pittsburgh, 1985-87; Ph.D. in Political Science, Boston College, 1995; Killam Fellow, 1983-84; Earhart Fellow, 1990-91; Bradley Fellow, 1993-96; Bradley Fellow, University of

Toronto, 1996-98; Special Projects Editor, *Books in Canada*, 1997-98; Tutor, St. John's College, Santa Fe, 1998-; Assistant Professor of Philosophy and Classics, Carthage College, 2002; Assistant Dean, 2003-05; Visiting Scholar, Boston College, 2005-06.

MARK ROLLINS

A.B. Princeton University, 1977; M.A., Ph.D. in Philosophy, University of California, Berkeley, 1986, 1991; Teaching Fellow in Philosophy, University of California, Berkeley, 1978-83, and 1987; Teaching Fellow in the Core Curriculum, Harvard University, 1984-86, 1987, 1991-92, and 1995-97; Associate Research Professor, Instituto de Investigaciones Filosóficas, UNAM, Mexico City, 1988-91; Assistant Professor of Philosophy, American University in Bulgaria, 1992-95; Senior Analyst, education and family support policy, Abt Associates, Cambridge, MA, 1997-98; Adjunct Assistant Professor, Honors Seminar, Emerson College, Boston, MA., 1998; Tutor, St. John's College, Santa Fe, 1998-.

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B.A., St. John's College, Annapolis, 1978; M.A., University of Toronto, 1981; Ph.D., University of Texas at Austin, 1995; Visiting Assistant Professor, Southern Methodist University, 1995-96, College of William and Mary, 1996-97, College of Wooster, 1997-98; NEH Fellow, Institute for Advanced Study, Princeton, 1998-99; Tutor, St. John's College, Santa Fe, 1999-.

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B.A., B.S., Fordham University, 1990; Loyola Fellow, Fordham University, 1990-92; M.A., Fordham University, 1992; Teaching Fellow, Fordham University, 1992-94; Instructor, Marist College, 1995; Tutor, Rose Hill College, 1996-98; Instructor, University of South Carolina, 1999; Tutor, St. John's College, Santa Fe, 1999-; Ph.D., Fordham University, 2000.

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B.A., Political Science, Middlebury College, 1987; M.A., English, Middlebury College (Bread Loaf School of English), 1989; M.A., Political Science, Duke University, 1992; Ph.D., Political Science, Duke University, 1998; National Endowment for the Humanities Dissertation Grant, 1993-94; Exchange Fellow and Instructor, Institut für Politische Wissenschaft, Friedrich-Alexander Universität, Erlangen, Germany, 1994-95; Fellow, Instructor, and Project Coordinator, Kenan Ethics Program, Duke University, 1997-98; Consultant, *PBS Frontline*, 1998-99; Tutor, St. John's College, Santa Fe, 1999-.

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B.A., 1994, St. John's College, Santa Fe; Dupont Fellowship, 1994-95, President's Fellowship, University of Virginia, 1994-97; M.A., History of Religions, University of Virginia, 1997; Assistant Director of Admissions, St. John's College, Santa Fe, 1997-99; Tutor, St. John's College, Santa Fe, 1999-.

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B.A., St. John's College, Santa Fe, 1982; M.A., University of Denver Counseling Psychology, 1989; Diploma in Analytical Psychology, C.G. Jung Institute of Santa Fe, 2006; Tutor, St. John's College, 1996-.

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B.A., Philosophy, Pomona College, 1990; M.A., Philosophy, Claremont Graduate School, 1991; Ph.D., Comparative Literature, University of California at Davis, 2000; Lecturer in Philosophy, California State University San Bernardino, 1991-93; English Instructor, Wupertal, Germany, 1992; Philosophy and Religion Instructor, Diablo Valley College, 1993-95; Poet in Residence, Shakespeare and Company Bookstore, Paris, France, 1998; Comparative Literature Instructor, UC Davis, 1995-2000; Tutor, St. John's College,

Santa Fe, 2000-; Assistant Dean, St. John's College, Santa Fe, 2008-.

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B.A., Liberal Arts, Sarah Lawrence College, 1988; M.A., Philosophy, State University of New York at Stony Brook, 1991; Ph.D., Philosophy, Tulane University, 1998; Instructor of Philosophy, Southwestern University, 1996-98; Assistant Professor of Philosophy, Xavier University of Louisiana, 1998-2000; Tutor, St. John's College, Santa Fe, 2000-.

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B.A., SUNY-Binghamton, 1970; Fulbright Scholar, Freiburg, Germany, 1970-71; M.A., University of Michigan, 1972; German teacher, Olney Friends School, 1972-75; Albert-Ludwigs University, Freiburg, Germany, 1975-1980; Ph.D., University of Massachusetts, Amherst, 1985; Tutor, St. John's College, Santa Fe, 1992-.

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B.A., College of Notre Dame of Maryland, 1966; M.A., Writing Seminars, Johns Hopkins University, 1967; Teaching Fellow, University of Southern California, 1968-69; M.A., St. John's College, Annapolis, 1995; Ph.D., History of Religions, University of Virginia, 2002; Dupont Writing Fellowship, 2000-01; Adjunct Instructor, History of Asian Religions, University of Virginia, 1999; Visting Lecturer, Sanskrit Epics, Sweet Briar College, 1999; Tutor, St. John's College, Santa Fe, 2001-.

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B.A., St. John's College, 1977; M.A., Philosophy, Marquette University, 1979; Ph.D., Philosophy, Fordham University, 2002; Environmental Protection Agency, 1986-89; Environmental Consultant, 1990-2000; Tutor, St. John's College, Santa Fe, 2001-.

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B.A. Honors, High Distinction, English Specialist, Political Science Major, Trinity College, The University of Toronto, 1992; M.A., High Distinction, Political Philosophy, Boston College, 1995; Ph.D., Political Philosophy, The University of Toronto, 2006; Tutor, St. John's College, Santa Fe, 2001-.

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A.B., Comparative Literature, Princeton University, 1992; Ph.D., Comparative Literature, University of Michigan, 2002; Graduate Instructor in German, English, and Comparative Literature, University of Michigan, 1994-2002; Study and Research, Humboldt-Universität, Berlin, 1996-97; Fellowship, Institute for Research on Women and Gender, University of Michigan, 2001; English Instructor, Desert Academy at Santa Fe, 2002; Tutor, St. John's College, Santa Fe, 2002-.

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B.A., St. John's College, Santa Fe, 1994; M.A., Latin, University of California at Berkeley, 1996; Ph.D., Classics, University of California at Berkeley, 2000; Visiting Assistant Professor in Classics and Humanities, Reed College, 2000-02; Tutor, St. John's College, Santa Fe, 2002-.

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B.S., Physics, University of Connecticut, 1992; Physics Instructor, Denver Institute of Technology, 1995; M.A., Philosophy, University of Notre Dame, 2004; Ph.D., Philosophy, University of Notre Dame, 2004; Tutor, St. John's College, Santa Fe, 2003-.

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B.A., Government, Harvard University, 1981; Teacher, Colorado Springs School, 1984-86; Graduate Student, Political Science, Yale University, 1987-89; Visiting Student, Ecole des Hautes Etudes en Sciences Sociales, Paris, 1994-95; Ph.D., Committee on Social Thought, University

of Chicago, 2002; Lecturer in the College, University of Chicago, 1998-2002; Visiting Assistant Professor, Political Science, Furman University, 2002-03; Tutor, St. John's College, 2003-.

ERIC POPPEL

University of Chicago, 1979-80; B.A., St. John's College, Santa Fe, 1989; M.S.E., Environmental Engineering, University of Michigan, 1991; Associate Engineer, Montgomery Watson, 1992-93; Environmental Engineer, Hinds Environmental, Inc., 1994-98; licensed Professional Engineer, New Mexico, 1997; Ph.D., Civil Engineering, University of Minnesota, 2006; Tutor, St. John's College, Santa Fe, 2003-.

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B.A., St. John's College, Annapolis, 1993; Jacob K. Javitts Fellow, U.S. Dept. of Education, 1993-97; M.A. Philosophy, Emory University, 1997; Doctoral Candidate, Philosophy, Emory University, 1997; Philosophy Instructor, Loyola College in Maryland, 1997-99; Philosophy Instructor, Gwynedd-Mercy College 1999-2000; Intellectual Heritage Instructor, Temple University, 1999-2000; Adult Learning Instructor, Project H.O.M.E., Philadelphia, 2000-03; Tutor, St. John's College, Santa Fe, 2003-.

KERI ELIZABETH AMES

A.B., University of Chicago, 1993; Century Fellow in Social Thought, University of Chicago, 1993-97; M.A., The Committee on Social Thought, University of Chicago, 1996; Bradley Dissertation Fellow, University of Chicago, 1999-2000; Instructor in English, Connecticut College, 2000-01; Comcast Television Tutor on *TV Tutors Live*, 2001-02; Instructor in the Humanities, University of Chicago, 2002-03; Ph.D., The Committee on Social Thought, University of Chicago, 2003; Research Associate, Zürich James Joyce Foundation, 2003-; Lecturer, University

College Dublin James Joyce Summer School, 2003; Lecturer in the Humanities, Yale University, 2003-04; Andrew W. Mellon Postdoctoral Fellow in the Humanities, Yale University, 2004-05; Tutor, St. John's College, Santa Fe, 2005-.

LAUREN BRUBAKER

B.A. Sociology, Swarthmore College, 1970; Union and community organizer, political consultant, 1970-80; Entrepreneur, printing and software 1980-91; Ph.D. Committee on Social Thought, University of Chicago, 2002; Visiting Assistant Professor, University of Notre Dame, 2002-03; Lyons Chair in Professional Ethics, United States Air Force Academy, 2004-05; Tutor, St. John's College, Santa Fe, 2005-.

KENNETH R. DAVIS

B.M. Education, Georgia State University, 1973; M.Div. Southwestern Theological Seminary, 1977; M.M. University of Tennessee, 1982; D.M.A. Conducting, Eastman School of Music, University of Rochester, Teaching Assistant, 1984; M.A. St. John's College, Santa Fe, 2002; Assistant Professor, Western Kentucky University, 1984-89; Professor, Texas Tech University, Director of Choral Activities, 1989-2000; Director of Humanities, Honors College, 2000-2005; Tutor, St. John's College, Santa Fe, 2005-.

JESSICA JEROME

B.A., University of California at Berkeley, 1993; Anthropology, University of Chicago, M.A., 1995, Ph.D., 2003; Visiting Assistant Professor, DePaul University, 2002-2003; Postdoctoral Fellow, MacLean Center for Bioethics, University of Chicago Hospitals, 2003-04; Tutor, St. John's College, Santa Fe, 2005-.

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A.B., English, Kenyon College, 1995; Ph.D., Philosophy and Music, The University Professors Program, Boston University, 2003; Lecturer, English, Boston

University, 2001-02; Visiting Instructor, Integrated Program in Humane Studies, Kenyon College, 2001-02; Adjunct Instructor, Jazz Piano, Kenyon College, 2001-02; Instructor, Writing Program, Boston University, 2002-03; The University Professor's Program Post-Doctoral Fellow, Boston University, 2003-04; Instructor, Core Curriculum, Boston University, 2004-05; Tutor, St. John's College, Santa Fe, 2005-.

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B.A., Political Science, University of Illinois, Urbana, 1992; M.A., 1994, Ph.D., 1998, Politics, University of Dallas; J.D., School of Law, Northwestern University, 2003; Adjunct Professor of Politics, University of Dallas, 1996-2000; Adjunct Instructor of Political Science, University of North Texas, 1998-99; Adjunct Professor of Law and Political Science, John Cabot University, 2005; Adjunct Professor of Political Science, American University of Rome, 2005; Tutor, St. John's College, Santa Fe, 2005-.

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B.A., Philosophy, University of Dallas, 1990; M.D., University of Missouri-Columbia, 1995; Resident Physician, Family Medicine, University of Missouri-Columbia, 1995-98; M.L.A., Liberal Arts, Southern Methodist University, 2005, Assistant Professor of Family Medicine, Medical Ethics, and Literature and Medicine at the University of Texas Southwestern Medical School, 1998-2004; M.F.A. Candidate, Science and Natural History Filmmaking, Montana State University, 2004-; Tutor, St. John's College, Santa Fe, 2005-.

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B.A., Political Theory and International Relations, Michigan State University; Ph.D. Political Science, Boston College, 2001; Bradley Foundation Post-doctoral Fellowship, Boston College, 2002, Visiting Scholar, Boston College, 2003-2004; Tutor, St. John's College, 2005-.

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B.A., St. John's College, Santa Fe, 1995; Graduate Research Assistant, Theoretical Biology & Biophysics, Los Alamos National Laboratory, 1995-96; Programmer, Santa Fe Institute, Santa Fe, NM, 1996-98; Applications Developer, PE Informatics, Santa Fe, NM, 1998-99; Manager of Technical Services, Panorama Point Web Development, Santa Fe, NM, 1999-2001; Senior Technician, Theoretical Biology & Biophysics, Los Alamos National Laboratory, 2001-; Tutor, St. John's College, Santa Fe, 2005-.

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B.A. English University of California, Davis 1979; summa cum laude, Phi Beta Kappa M.A. English (Creative Writing) University of California, Davis 1985; J.D. University of California, Berkeley 1987; Visiting student Hebrew University 1988-89; Graduate student in Comparative Literature, University of California, Berkeley 1990-92; Ph.D. Classics University of California Berkeley 1998; Lecturer, University of California, Berkeley, Spring 1999; Visiting Assistant Professor, Emory University, 1999-2000; Visiting Assistant Professor, Bard College, 2000-04; St. John's College, 2005-.

CHRISTINE CHEN

B.A., magna cum laude, Wellesley College, Russian Studies, 1999; 1998-1999, Yale University M.A., Harvard University, Regional Studies: Russia, Eastern Europe, Central Asia, 2001; Program Coordinator, Institute for Democracy in Eastern Europe, 2001-2002; Ph.D. candidate,

Modern and Medieval Languages, Cambridge University, U.K.; Graduate tutor, departmental lecturer, Cambridge University, 2004-2006; Tutor, St. John's College, 2006-.

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B.A., Reed College, English, 1999; M.A., 2003 & Ph.D., 2006, University of Chicago, English Language and Literature; Core Humanities lecturer and writing instructor, University of Chicago, 2004-2006; Instructor, Harold Washington College, 2005; Tutor, St. John's College, 2006-.

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Dimplôme D'Études Européennes Intégrées (Lettres Modernes) Stendhal University, Grenoble, France, 1994; B.A., English and French Combined Honours (First Class), Birmingham University, U.K., 1995; M.Phil in European Literature (Distinction), Cambridge University, U.K., 1998; Education coordinator, Alice Project, Sarnath, India 1998-2001; Yoga Instructor 1997-; Research Assistant, Dharam Hinduja Institute of Indic Research 2003-04; PH.D. Candidate, Divinity, Cambridge University 2002-06; Tutor, St. John's College, 2007-.

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B.S., Mechanical Engineering, Stanford University, 1968; Ranch Hand, 1969-1974; Graduate Study in Philosophy, University of Wisconsin-Green Bay, 1975-1978; Laboratory Instructor, University of Wisconsin-Green Bay, 1975-1978; Mathematics Teacher, The Thacher School, Ojai, California, 1978-2006; M.A., St. John's College, Santa Fe, 2000; Tutor, St. John's College, Santa Fe, 2007-.

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B.A., Literary Studies, University of Texas at Dallas, 1997; M.A., 2001, and Ph.D., 2006, Philosophy, Graduate Faculty of the New School for Social Research; Teaching fellow, Eugene Lang College, New York City, 2001-2005; Post-doctoral fellow at

Fordham University College at Lincoln Center, 2006-2007; Tutor, St. John's College, Santa Fe, 2007-.

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B.A., University of Maryland, College Park, 1996; Graduate School Fellowship, University of Maryland, 1997-1998; Instructor of Political Philosophy, University of Maryland, Fall 2002; Teaching Assistant, Fall 2001 - Spring 2003, Introduction to American Politics, Law & Society, University of Maryland; M.A., University of Maryland, 2005; Ph.D., Government and Politics, University of Maryland, 2006; Tutor, St. John's College 2008-.

SETH BRAVER

B.A., Mathematics and Psychology, San Francisco State University, 1999; M.A., Mathematics, University of California at Santa Cruz, 2001; Mathematics Instructor, Portland Community College, 2001-2003; Ph.D., Mathematics, University of Montana, 2007; Adjunct Assistant Professor of Mathematics, University of Montana, 2007-2008; Tutor, St. John's College, 2008-.

TOPI HEIKKERÖ

M.Th., Theological Ethics and Philosophy of Religion, 2000, University of Helsinki; Researcher & doctoral candidate, Center for Social Ethics, University of Helsinki, 2002-2007; Visiting Scholar, Colorado School of Mines, 2003-2004; M.A., Theoretical Philosophy, 2005, University of Helsinki; University Lecturer in Ethics, Department of Systematic Theology, University of Helsinki 2007; Tutor, St. John's College, Santa Fe, 2008-.

LLYD EWAN WELLS

B.A., Ancient Near Eastern Studies (Assyriology) and Natural Sciences, The Johns Hopkins University, general and departmental honors, Phi Beta Kappa, 1999; M.S. Oceanography, University of Washington, 2001; Graduate Certificate, Astrobiology, University of Washington, 2006; Ph.D.,

Oceanography, University of Washington, 2006; National Merit Scholar, 1995-1999; Beneficial-Hodson Trust Scholar, Umm el-Marra, Syria, 1999; National Science Foundation Graduate Research Fellow (declined, 1999); National Defense Science and Engineering Graduate Fellow, 1999-2002; National Science Foundation Integrated Graduate Education and Research Trainee, 2002-2005; Scholar in Residence, Center for Northern Studies, Sterling College, VT, 2006-2007; Andrew W. Mellon Postdoctoral Fellow in the Humanities, Penn Humanities Forum, University of Pennsylvania, 2007-2008; Visiting Professor, Wagner Free Institute of Science, 2008; Associate, Committee on Space Research (COSPAR), 2008-; Tutor, St. John's College, 2008-.

GUILLERMO BLEICHMAR

B.A., English Literature, Columbia University, 1997; Ph.D., Comparative Literature, Harvard University, 2007; Harvard University Teaching Fellow, 2001-2005; Tutor, St. John's College, 2009-.

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B.A., St. John's College, Annapolis, 1948.

STEPHEN FEINBERG

B.B.A., University of Texas, Austin, 1967.

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Edwin Jules Delattre
William M. Dyal, Jr.
John Agresto
John E. Balkcom

TUTORS EMERITI AND RETIRED TUTORS

Curtis A. Wilson
Charles G. Bell
Thomas King Simpson
William A. Darkey
Edward Grant Sparrow
Thomas J. Slakey
Elliott Zuckerman
Geoffrey Comber
Roger S. Peterson
Timothy P. Miller
R. Thomas Harris, Jr.
Robert Williamson
Benjamin Milner
Chaninah Maschler
Robert D. Sacks
Laurence Berns
Samual S. Kutler
George Doskow
Edward Malcolm Wyatt
Don Cook
E. Ray Davis, Jr.
Glenn A. Freitas
Katherine Boaz
Robert Richardson
Elliott Skinner
Joe Sachs
Gisela Berns
Jack Steadman
Hans von Briesen
Georgia E. Knight
Stewart Umphrey
Kent Taylor
Howard J. Fisher
Basia Miller

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Family Nurse Practitioner
Terri Selvage

Director of Human Resources
Lois E. Rael

*Interim Director of College Information
Technology Services*
Jack McCoy

{ PROFILE }

FRESHMAN CLASSES ENTERING
FALL 2008 AND JANUARY 2009

	Annapolis	Santa Fe
States Represented	35	40
Alabama	-	1
Alaska	1	-
Arizona	1	3
Arkansas	-	1
California	12	26
Colorado	2	12
Connecticut	3	2
Florida	4	1
Georgia	4	2
Hawaii	2	1
Illinois	3	3
Indiana	1	1
Kansas	-	2
Kentucky	1	-
Louisiana	1	1
Maine	2	1
Maryland	17	5
Massachusetts	7	1
Michigan	2	1
Minnesota	4	1
Missouri	5	1
Montana	1	3
Nebraska	-	2
Nevada	-	1
New Hampshire	1	1
New Jersey	10	1
New Mexico	1	9
New York	12	6
North Carolina	2	2
North Dakota	-	1
Ohio	4	-
Oregon	1	4
Pennsylvania	12	3
South Carolina	1	1
South Dakota	-	1
Tennessee	4	2
Texas	3	21
Utah	-	1
Virginia	17	2
Washington	3	2
West Virginia	1	-
Wisconsin	2	1
Wyoming	-	1
District of Columbia	-	1
Guam	1	-

	Annapolis	Santa Fe
Foreign Countries	9	5
Bulgaria	-	1
Canada	1	-
China	3	4
England	1	1
France	1	-
Montenegro	1	-
Nepal	1	1
Republic of Georgia	1	-
South Korea	1	-
Turkey	1	-
Vietnam	-	2

Number of Students

Fall 2007	156	119
January 2008	-	22
Men	83	85
Women	73	56

Early Entrance

	-	2
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Previously Attended College

	18	37
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Range of Ages

	17-31	17-34
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Veterans

	1	2
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Kind of School Attended

Public	115	93
Independent	38	43
Homeschooled	3	5

Receiving Financial Aid

	61%	77%
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SAT Ranges*

Middle 50%	Verbal	670-740
Middle 50%	Math	590-680

* Combined entering classes, fall 2008, with 74% reporting

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 87505
FAX: 505-984-6162
1-800-331-5232
admissions@sjcsf.edu

You may also download application forms or apply online from the St. John's web site at www.stjohnscollege.edu