

ST. JOHN'S COLLEGE

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

GRADUATE INSTITUTE IN LIBERAL EDUCATION

1991-1992

Address all inquiries to:

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Summer 1991

Politics & Society Segment only
Anchorage, Alaska
address inquiries to Santa Fe

ST. JOHN'S COLLEGE

St. John's is an independent college offering graduate and undergraduate programs well known for their emphasis on the reading and discussion of many of the greatest books of the Western tradition.

St. John's sees these books as models for the practice of the liberal arts, those intellectual disciplines which strengthen our powers of thought, judgment and right action. In addition to the reading and discussion of the great books, the graduate program also includes the practice of the liberal arts through mathematical demonstration, laboratory experiment and writing.

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

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

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

THE GRADUATE INSTITUTE

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

The Graduate Institute encourages applications from college graduates with diverse educational and cultural backgrounds and with diverse interests and professions. In a typical class students have a wide range of ages, concerns, occupations, avocations and plans for the future. Together with the faculty they seek understanding of our Western tradition through serious study and discussion of books that present its fundamental insights.

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

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

THE BOOKS

St. John's helps students develop the skills of the intellect and the imagination through the study of books that are classics of our Western tradition, and it is the authors of these books who are, in fact, the principal teachers at the College. They help us to formulate and respond to those fundamental questions about ourselves and the world, which as rational beings, we have already begun to ask. Their example encourages us to strengthen our faculties for grasping principles among particulars and discerning the essential in the apparently haphazard. They challenge our merely conventional assumptions, and communicate the delight and excitement of intellectual discovery and deeper understanding.

By reading and discussing these books and by confronting the possibilities that they present, students and faculty join a continuing inquiry that began more than 3,000 years ago.

THE CLASSES

St. John's believes that the intellectual growth of each student is fostered by frank, open, and respectful conversation about the fundamental issues we face as human beings. For this reason, all classes

at the College are based on discussion, and the principal role of faculty is to foster thoughtful inquiry and the fruitful exchange of ideas.

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

THE FACULTY

Faculty members guide and lead the classroom discussion so as to encourage each person in the class to participate in the inquiry at hand. Thus, the most characteristic classroom activity of the faculty is to ask and clarify questions rather than to lecture.

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

The faculty of the Graduate Institute, largely senior faculty members of St. John's College, also includes a few guest tutors from other colleges and universities.

THE MASTER'S DEGREE PROGRAM

The Graduate Institute program is divided into four principal segments: *Politics and Society*, *Philosophy and Theology*, *Literature*, and *Mathematics and Natural Science*. A fifth segment devoted to the consideration of History is periodically offered as well. Although, for convenience, the curriculum is divided into these five areas of study, it is fundamentally interdisciplinary. The books studied in any one of the segments have important things to say about many different aspects of our lives, and most of them could appropriately have been read in other segments as well. Thus, the curricula of these segments have a basic continuity and should be seen as constituting a single program of studies.



Students enroll in one segment each term, and nine credit hours are earned upon completion of each segment. The segments may be taken in any order. Each segment consists of three different classes: a *seminar*, a *tutorial*, and a *preceptorial*.

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

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

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

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

The seminar and tutorial readings are designed so as to complement each other, and conversation in either class assumes acquaintance with both series of readings. Therefore, part-time students are usually at a disadvantage in class conversation, particularly in their first term. Nevertheless, for good cause, students are permitted to enroll part-time if space permits.

EVALUATION PROCEDURES

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

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

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

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

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

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

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

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

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

VETERANS/DEPENDENTS

In compliance with Federal and State regulations, St. John's has developed a set of policies on minimum standards of progress for enrolled veterans.

1. St. John's will report to the Veterans Administration within 30 days all incidents of official termination or change of status that would affect benefits.
2. A minimum acceptable grade point average of B is expected.
3. V.A. requires that grades be given for all courses undertaken and that all grades be considered in arriving at a grade point average. Should a V.A. enrolled student withdraw from any course at any point subsequent to the midterm of any session, a grade of F will be assigned.
4. St. John's will report to the V.A. when a student has not successfully completed 75% of the credits attempted.
5. St. John's will inform students on V.A. benefits of this policy on minimum standards of progress.

DEGREE REQUIREMENTS

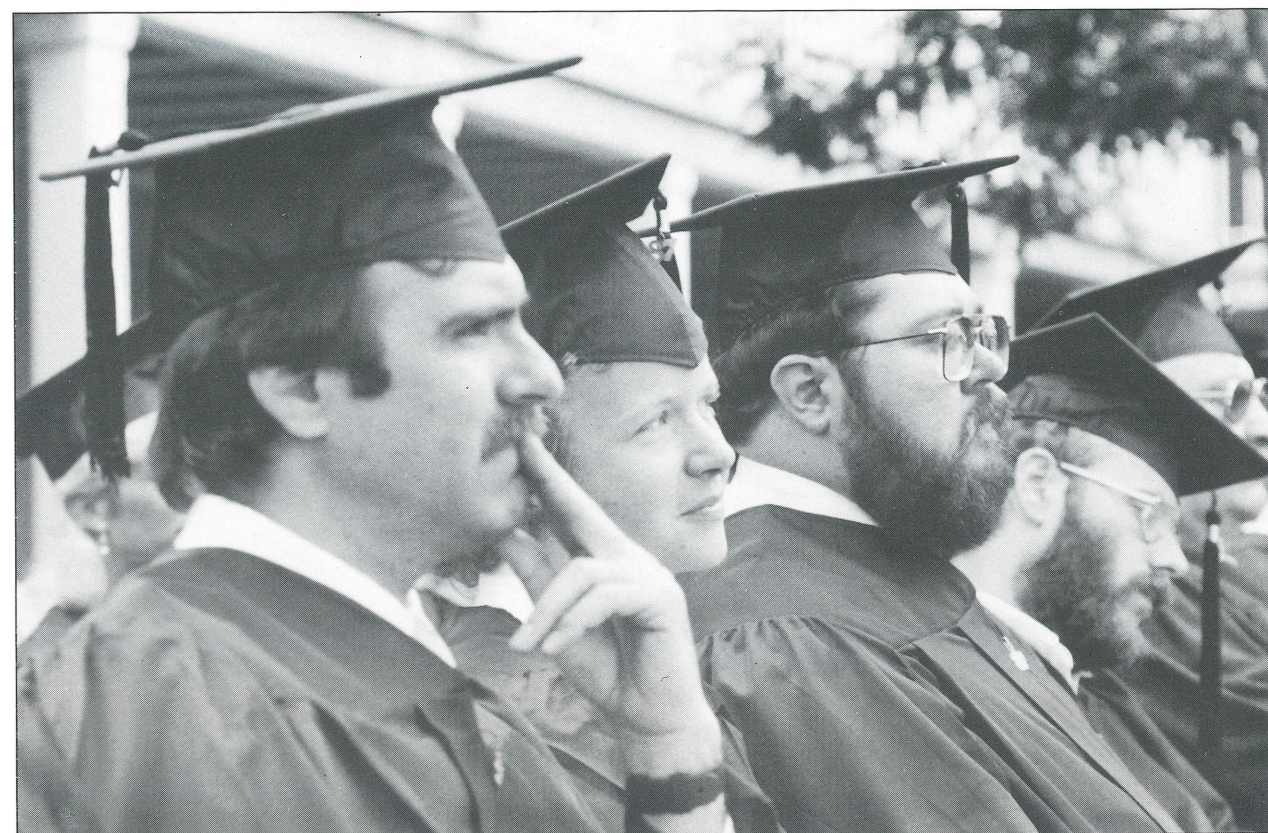
The normal requirement for the degree of Master of Arts from the Graduate Institute in Liberal Education is completion of four segments (36 semester credit hours) of the program with work of satisfactory graduate quality. The Graduate Institute on either campus gives complete recognition and full transfer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

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

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

Students who elect to take the History segment as part of their program of studies may not transfer credit from elsewhere towards the St. John's degree: they are required to take three of the principal segments of the program in addition to the History segment.

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



THE CURRICULUM

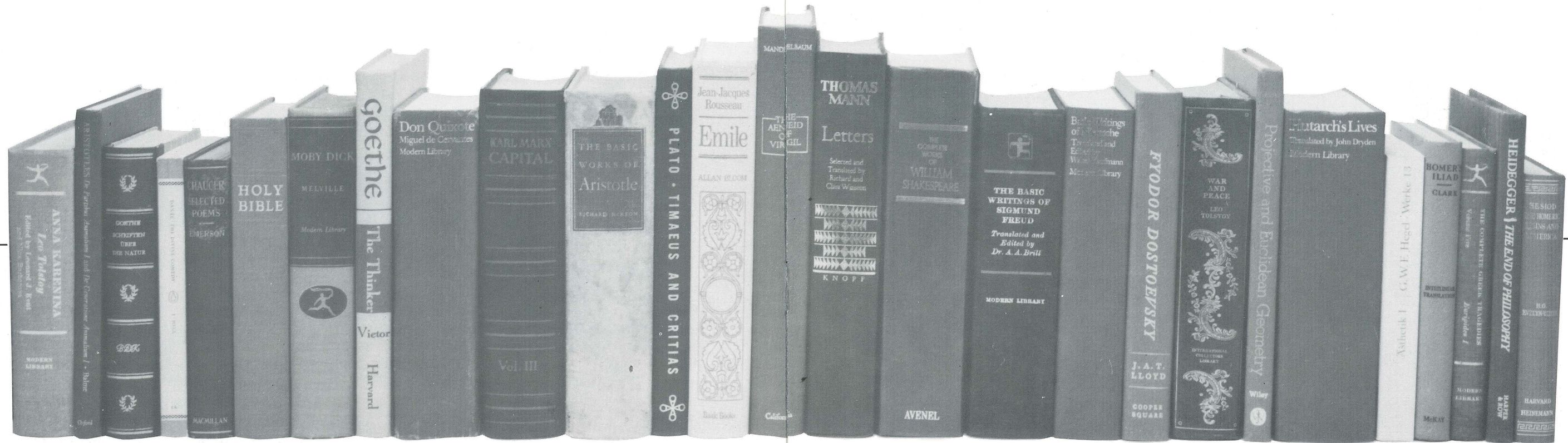
Reading lists for seminars and tutorials remain basically the same from term to term. They are subject, however, to constant review and occasional changes and differ slightly on the two campuses. Preceptorial topics, on the other hand, vary widely from session to session. In a given term, there are usually several different preceptorial offerings in each segment. Topics are announced in May for the summer session, and at least four weeks before the beginning of preceptorials during the academic year. In Santa Fe, graduate students and undergraduate juniors and seniors share fall term preceptorials.

In 1991-92, the segments that will be offered are:

Summer '91	<i>Santa Fe</i> Four Principal Segments	<i>Annapolis</i> Four Principal Segments History
Fall '91	Philosophy & Theology Politics & Society	Literature Mathematics & Natural Science
Spring '92	Literature Mathematics & Natural Science	Philosophy & Theology Politics & Society

The cycle of segment offerings occasionally varies in order to meet the needs of continuing students. The College retains the right to cancel an offering if there is insufficient enrollment.

The following are lists of reading assignments for seminars and tutorials as well as lists of typical preceptorials offered in the past for the four principal segments. Students are expected to become familiar with the texts well in advance of class discussions and, if possible, to have re-read the texts before the class meetings.



GRADUATE INSTITUTE IN LIBERAL EDUCATION

Curriculum

LITERATURE

SEMINAR:

Homer, *Iliad*, *Odyssey*
Aeschylus, *Agamemnon*, *Choephoroe*,
Eumenides
Sophocles, *Antigone*, *Oedipus Rex*,
Oedipus at Colonus
Euripides, *Medea*, *Bacchae*
Plato, *Symposium*

TUTORIAL:

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

PRECEPTORIALS (samples):

Cervantes, *Don Quixote*
Dante, *The Divine Comedy*
Joyce, *Ulysses*
Dostoyevsky, *The Brothers Karamazov*
Shakespeare, *Hamlet*
Virgil, *Aeneid*
Eliot, *Middlemarch*

PHILOSOPHY AND THEOLOGY

SEMINAR:

Plato, *Phaedo*
Genesis, Exodus, Job, Matthew, John,
Romans
Augustine, *Confessions**
Aquinas, *Summa Theologiae**
Kierkegaard, *Philosophical Fragments*

TUTORIAL:

Plato, *Meno*
Aristotle, *Metaphysics**
Descartes, *Meditations*
Hume, *Treatise of Human Nature*
Kant, *Prolegomena to Any Future*
Metaphysics
Nietzsche, *Beyond Good and Evil*

PRECEPTORIALS (samples):

Presocratic Philosophy
Spinoza, *Ethics*
Pascal, *Pensees*
Kant, *Critique of Pure Reason*
Wittgenstein, *Philosophical*
Investigations
Nietzsche, *Thus Spake Zarathustra*

POLITICS AND SOCIETY

SEMINAR:

Plutarch, *Lives of Lycurgus & Solon*
Plato, *Republic*
Aristotle, *Politics**
Machiavelli, *The Prince*
Hobbes, *Leviathan**
Locke, *Second Treatise of Civil*
Government
Rousseau, *On the Origins of Inequality*
Marx, *1844 Manuscripts*

TUTORIAL:

Aristotle, *Nicomachean Ethics**
Aquinas, *Treatise on Law*
Kant, *Fundamental Principles of the*
Metaphysics of Morals
Hamilton, Jay, Madison, *The Federalist*
*Papers**
Tocqueville, *Democracy in America**
Selected U.S. Supreme Court Decisions

PRECEPTORIALS (samples):

Montesquieu, *The Spirit of the Laws*
Smith, *Wealth of Nations*
Marx, *Capital*
Thucydides, *Peloponnesian War*

MATHEMATICS AND NATURAL SCIENCE

SEMINAR:

Lucretius, *On the Nature of Things*
Plato, *Timaeus*
Aristotle, *Physics**
Galileo, *The Two Chief World Systems**
Darwin, *Origin of Species**
James, *Psychology, a Briefer Course**

TUTORIAL:

Euclid, *Elements*, Book 1
Lobachevski, *Theory of Parallels*

PRECEPTORIALS (samples):

Ptolemy, *The Almagest**
Lavoisier, *Elements of Chemistry*
Galen, *On the Natural Faculties*
William Harvey, *Circulation of the Blood*
Readings and Laboratories on Cell Theory
Ethology
Observational Astronomy

* some parts omitted

ACADEMIC PROCEDURES AND GENERAL INFORMATION

DATES AND LOCATIONS

The Graduate Institute program is offered on both campuses during an eight week summer term and sixteen week fall and spring terms.

ANNAPOLIS CLASS SCHEDULES

	Summer Term 8 weeks	Fall/Spring Terms 16 weeks
Seminars:	Mon. & Th. 7:30-9:30 p.m.	Mon. 7:30-9:30 p.m.
Tutorials:	Mon.-Th. 3:00-4:15 p.m.	Mon. & Th. 5:15-6:30 p.m.
Preceptorials:	Mon. & Wed. 4:30-6:30p.m.	Th. 7:30-9:30 p.m.

SANTA FE CLASS SCHEDULES

Seminars:	Mon. & Th. 8:00-10:00 p.m.	Mon. & Th. (first 8 weeks) 8:00-10:00 p.m.
Tutorials:	Mon., Tu., Wed., Fri. 10:15-11:45 a.m.	Mon. & Th. 5:00-6:15 p.m.
Preceptorials:	Tu., Th. 1:30-3:30 p.m.	Mon. & Th. (second 8 weeks) 8:00-10:00 p.m.

The dates for the Graduate Institute terms in 1991-92 will be:

	<i>Santa Fe</i>	<i>Annapolis</i>
Summer '91	June 16-Aug. 9	June 17-Aug. 9
Fall '91	Sep. 2-Dec. 19	Aug. 26-Dec. 12
Spring '92	Jan. 20-May 21	Jan. 6-May 7

There is a two-week spring break in March.

ADMISSION

The program of the Graduate Institute is open to any qualified person holding an acceptable baccalaureate degree. There is no application fee. Students who have

attended the Graduate Institute and are in good academic standing do not need to reapply for subsequent terms.

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

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

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

PREREGISTRATION PLANNING/REGISTRATION AND ADVANCE DEPOSITS

Upon admission, students should reserve places in the segment of their choice in all the terms in which they intend to enroll in the future, using the **Preregistration Planning** form in their admission packets. Every effort is made to accommodate students' preferences. Continuing students receive this form annually in December. All enrollment requests must be made in writing and will be confirmed in writing by the Graduate Institute Office. Recent increases in enrollment, particularly in the academic year semesters, make this advance planning essential. These advance reservations in the academic program must be confirmed later by remitting an advance deposit to the Graduate Institute Office. The deposit deadlines are: Summer term: March 15; Fall term: June 1; Spring term: October 1. Students who are admitted to the pro-



gram after these dates should submit their deposits as soon as possible once their application has been approved. The advance deposit will be credited to tuition charges in the session for which it is designated.

Enrolled students will be sent registration instructions prior to the beginning of each term.

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

STUDENT FEES PER TERM 1990-91

Students should expect a modest increase in fees for 1991-92 starting with the summer session.

Full-time tuition		\$2500
Part-time tuition (per class)		834
Matriculation fee (for new students)		40
Advance enrollment deposit requirement		150
Dormitory fees for summer session:	Annapolis:	Santa Fe:
dormitory deposit	0	100*
adult	512	460
first child 11 or older	512	460
other children	256	230
children under 2 years	0	0
Board fees for summer session:	Annapolis:**	Santa Fe:†
adult	460	540
child from 2-6	230	270
child under 2	0	0

Fees may be changed upon written notice.

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

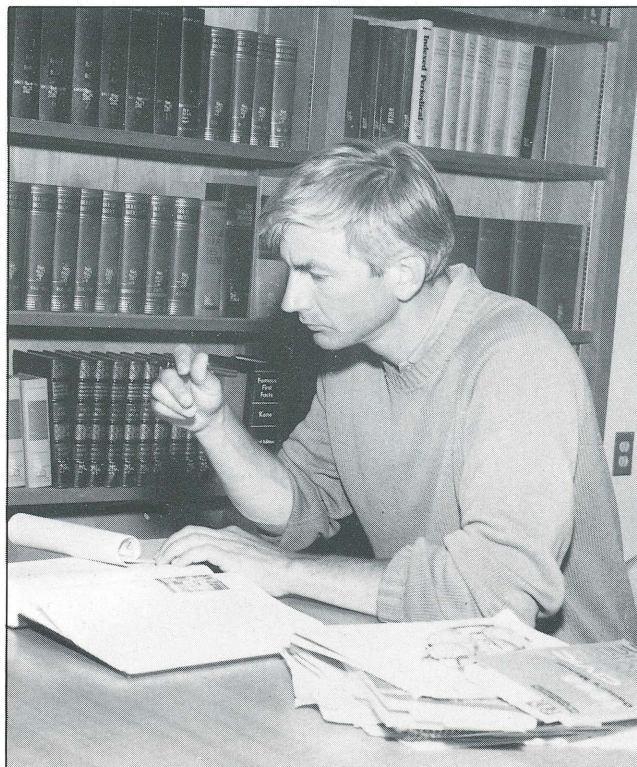
**eight weeks, 15 meals per week. In Annapolis, meals may be purchased individually. (Subject to change)
†eight weeks, 20 meals per week. Mandatory plan.

Partial payment is due two-three weeks prior to the start of the term.

FINANCIAL AID

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

St. John's College grants are awarded (as long as funds are available) to full-time students who have demonstrable financial need. Most such awards will range from \$500-1,250 for one term. Students who wish to apply for financial aid for any term are urged to apply as soon as possible. All applications for financial aid for the summer session received by April 1 are considered together and answered by April 15; those received after April 1 are answered within three weeks. The financial aid application deadlines for the academic year are June 1 for the Fall Semester and October 1 for the Spring Semester. Applications received after these dates will be considered until funds are depleted. Funds, as well as places in the class, are limited for the Fall and Spring sessions and applicants are encouraged to apply as early as possible. Financial aid



recipients must remain full-time students in good standing in order to continue receiving aid.

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

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

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

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

REFUNDS FOR WITHDRAWAL OR DISMISSAL

Students who withdraw after the beginning of classes must notify the Graduate Institute Office.

The matriculation fee and the advance enrollment deposit fees are not ordinarily refundable. If a student withdraws or is dismissed, a refund of tuition will be made according to the following schedules:

Fall/Spring Term:

the first two weeks	80%
the third week	60%
the fourth week	40%
the fifth week	20%
the sixth week, or thereafter	no refund

Summer Term:

the first week	80%
on or by Wednesday of	
the second week	60%
on or by Friday of the second week	40%
on or by Wednesday of	
the third week	20%
by the remainder of the third week, or	
thereafter	no refund

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

DORMITORY ACCOMMODATIONS AND BOARD

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

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

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

Students and their families who wish to live on campus are encouraged to have medical insurance. This must be privately obtained in Santa Fe; it may be purchased through the College by students in Annapolis.

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

HEALTH SERVICES

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

THE CAMPUSES

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

Santa Fe was founded by Spanish mission priests more than three and one-half centuries ago. It is the oldest capital city in the United States and has served four sovereign governments as a fortress or administrative center. The city contains ancient landmarks, historical sites, and religious shrines, most of which are carefully preserved and open to visitors. It is surrounded by mountains where there are ancient and contemporary centers of Indian life, Spanish colonial villages, and relics of early Anglo-American settlements. Traditional and contemporary arts abound in Santa Fe, and the Santa Fe Opera and the Santa Fe Chamber Music Festival perform during July and August.



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

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

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

THE FACULTY 1989-90

President in Annapolis

Donald J. MacIver, Jr.—B.A., 1968, J.D., 1970, The University of Texas at Austin; Member of the State Bar of Texas, American Bar Association, Federal Energy Bar Association; admitted to practice in Texas and before the Supreme Court of the United States and the United States Courts of Appeal for the Second, Fifth, Eighth, Ninth and Tenth Circuits; Attorney, El Paso Natural Gas Company, 1971-1990, Senior Vice President, General Counsel, Secretary and Director, 1986-1990; Board of Visitors and Governors, St. John's College, 1988-; Interim President, St. John's College, Annapolis, June, 1990-.

William M. Dyal, Jr.—A.B., Baylor University, 1949; M.Th., Southern Theological Seminary, 1953; Lit.D. (honoris causa), Muskingum College, 1982; Trustee, Monterey Institute for International Studies; Woodrow Wilson Visiting Fellow, 1975-86; Advisory Board, African Development Foundation; Board of Trustees, U.S. Committee for UNICEF; President, St. John's College, Annapolis, 1986-May, 1990.

President in Santa Fe

John Agresto—A.B., Boston College, 1967; Ph.D., Cornell University, 1974; Visiting Lecturer, University of Toronto, 1971-72; Assistant Professor, Kenyon College, 1972-78; National Humanities Center, 1978-82; Visiting Associate Professor, Duke University, 1981; Assistant Chairman, Acting Chairman, Deputy Chairman, National Endowment for the Humanities, 1982-88; President, The Madison Center, 1989; President, St. John's College, Santa Fe, 1989-.

Graduate Institute Director in Annapolis

Edward Malcolm Wyatt—B.A., 1953, M.A., 1956, University of Virginia; Fulbright Fellow at Université de Nancy (France), 1953-54; Instructor, University of Virginia, 1955-58; Tutor, St. John's College, Annapolis, 1958-, Assistant Dean, 1984-88, Director, Graduate Institute in Liberal Education, Annapolis, 1989-.

Graduate Institute Director in Santa Fe

Timothy P. Miller—A.B., Harvard University, 1948; B.Mus., 1949, M. Mus., 1951, Yale University; D. Mus., Indiana University, 1957; Faculty, Lawrence College, 1951-53; Faculty, Agnes Scott College, 1957-61; Director of Music, University of Richmond, 1961-66; Piano Chair, College-Conservatory of Music, University of Cincinnati, 1965-67; Tutor, St. John's College, Santa Fe, 1967-, Assistant Dean, 1985-88, Director, Graduate Institute in Liberal Education, 1988-.

James Howard Beall—B.A., Physics, University of Colorado, 1972; M.S., Physics, 1975; Ph.D., Physics, 1979, University of Maryland; Astrophysicist, Laboratory for Astronomy & Solar Physics, NASA Goddard Space Flight Center, Greenbelt, Maryland, 1975-78; Congressional Fellow, United States Congress Office of Technology Assessment, Washington, D. C., 1978-79; Project Scientist, BKD, Arlington, Virginia, 1979-81; National Academy of Sciences/National Research Council/Naval Research Laboratory Resident Research Associate, Space Science Division, Naval Research Laboratory, Washington, D. C., 1981-83; Tutor, St. John's College, Annapolis, 1982-.

Theodore W. Bogacz—B.A., University of Illinois, Urbana, 1965;

Ph.D., University of California, Berkeley, 1982; Woodrow Wilson Fellow, 1966-67; University of California Regents Travelling Fellowship, England, 1977-78; Assistant Professor, 1980-85, Associate Professor, United States Naval Academy, 1985-; Exchange Professor, Royal Military Academy Sandhurst, 1986-87; Visiting Tutor, St. John's College, Annapolis, 1985, 1989-90.

David Bolotin—B.A., Cornell University, 1966; Ph.D., New York University, 1974; Lecturer in Classics, Yale University, 1971-73; Tutor, St. John's College, Annapolis, 1974-82; Santa Fe, 1982-; Visiting Associate Professor, Committee on Social Thought, University of Chicago, 1986, 1987-88.

Chester W. Burke—B.A., St. John's College, 1974; Premier Prix Conservatoire Nationale de Caen, 1977; M. Mus., University of Michigan, 1979; Physics Instructor, Towson State University, 1982-83; Tutor, St. John's College, 1983-.

Anthony James Carey—St. John's College, Annapolis, 1963-65; B.A., University of North Carolina, 1967; M.A., The New School for Social Research, 1973; Graduate Study in Music, University of North Carolina, 1969; Part-time Instructor in Philosophy, East Carolina University, 1974-78; Part-time Instructor in Philosophy, North Carolina Wesleyan College, 1976-78; Tutor, St. John's College, Annapolis, 1979-83; Santa Fe, 1984-, Dean, 1986-.

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

Joseph P. Cohen—B.A., St. John's College, Annapolis, 1956; J.D., University of Maryland Law School, 1976; Department of Philosophy, University of Chicago, 1956-57, 1959-62; University of Vienna Summer School, 1957; Lecturer in the Liberal Arts, University College, University of Chicago, 1960-62; Tutor, St. John's College, Annapolis, 1962-; Visiting Fellow, Yale Law School, 1971-72; Summer Fellow, Council for Philosophical Studies, 1977; NEH Summer Fellow 1978, 1984; Visiting Scholar, Oxford University, 1978-79.

Martin Alan Cohen—A.B., University of California, Berkeley, 1972; M.A., Graduate Institute in Liberal Education, St. John's College, 1985, Tutor, St. John's College, Santa Fe, 1983-.

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

Michael Comenetz—B.A., The John's Hopkins University, 1965; M.A., 1967, Ph.D., 1972, Brandeis University; Assistant Professor of Mathematics, University of Kansas, 1972-75; Tutor, St. John's College, Annapolis, 1975-.

R. Glen Coughlin—B.A., Liberal Arts, Thomas Aquinas College, 1981; M.A. Philosophy, Laval University, 1982; Instructor in

Humanities, St. Lawrence College, Quebec, 1983-86; Tutor, St. John's College, Santa Fe, 1986-.

E. Ray Davis, Jr.—University of Wisconsin, 1953-55; B.A., St. John's College, 1962; M.A., History and Philosophy of Science, Indiana University, 1965; N.D.E.A. Fellowship, University of Indiana, 1962-65; Ph.D., University of California, Riverside, 1980; Tutor, St. John's College, Santa Fe, 1966-, Assistant Dean, 1977-81.

Michael G. Dink—Harvard University, 1970-72; B.A., St. John's College, Annapolis, 1975; M.A., 1978, Ph.D., 1986, Philosophy, The Catholic University of America; Teaching Assistant, The Catholic University of America, 1978-80; Tutor, St. John's College, Santa Fe, 1980-84, 1990, Annapolis, 1984-.

George Doskow—B.A., Columbia College, 1957; M.A., 1959, Ph.D., 1965, University of Connecticut; Part-time Instructor in English, University of Connecticut, 1957-62; Instructor in English, Trinity College, 1963-65; Tutor, St. John's College, Annapolis, 1965-; Assistant Dean, 1983-84; Dean, 1984-86.

Toni Katz Drew—B.A., St. John's College, Santa Fe, 1970; M.A., Anthropology, University of New Mexico, 1985; Tutor, St. John's College, Santa Fe, 1972-77; Visiting Tutor, St. John's College Graduate Institute in Liberal Education, 1978, 1985; Manuscript Editor and Investigative Journalist, 1982-89; Tutor, St. John's College, Santa Fe, 1989-.

Timothy Carl Guile—B.A., Marquette University, 1967; Fulbright Scholar, University of Freiburg, BRD, 1967-68; National Science Foundation Fellow, University of Chicago, 1968-73; M.A., University of Chicago, 1971; Assistant Professor of Linguistics and German, University of Southern California, 1973-74; Ph.D., University of Chicago, 1979; Tutor, St. John's College, Santa Fe, 1986-.

Dean R. Haggard—B.A., Reed College, 1955; Instructor in Mathematics, Loyola College, 1957-60; Fels Fund Fellow in Philosophy, The Johns Hopkins University, 1960-61; Tutor, St. John's College, Annapolis, 1961-66; Santa Fe, 1966-, Assistant Dean, 1971-73; Director, Graduate Institute, 1977-78.

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

Henry H. Higuera—B.A., Cornell University, 1974; M.A., 1976, Ph.D., 1983, University of Toronto; Instructor in Political Science, Dickenson College, 1981-82; Tutor, St. John's College, Annapolis, 1982-.

George L. Iannacone—B.A., St. John's College, 1982; M. Phil., Department of Geology and Geophysics, Yale University, 1985; Doctoral work in Geology, Yale University, 1986; Summer Research Fellow, Bermuda Biological Station for Research, 1986, 1987; Visiting Assistant Professor in Geology, West Indies Lab of Fairleigh Dickenson University, 1987-; Tutor, St. John's College, Santa Fe, 1988-.

Peter Kalkavage—B.A., 1973, M.A., 1976, Ph.D., 1983, Pennsylvania State University; Instructor in Philosophy and the Humanities, Pennsylvania State University, 1976-77; Tutor, St. John's College, Annapolis, 1977-.

Margaret Anne Kirby—B.A., University of King's College, 1977; M.A., Classics, Dalhousie University, 1979; Commonwealth Scholar, Hertford College, Oxford University, 1980-82; M.Litt., Faculty of Modern Languages, Oxford University, 1982; Gasthörer, Ruprecht-Karls-Universität, Heidelberg, 1982; Ph.D., Department of Germanic Languages and Literatures, University of Toronto, 1988; Fellow and Tutor, University of King's College, 1987-89; Tutor, St. John's College, Santa Fe, 1990-.

W. J. Torrance Kirby—B.A., Classics, University of King's College, 1977; M.A., Classics, Dalhousie University, 1980; D.Phil., Modern History, Oxford University, 1987; Commonwealth Scholar, Christ Church, Oxford, 1981-84; Tutor and Fellow, University of King's College, 1984-89; Lecturer in Classics, Acadia University, 1988-89; Tutor, St. John's College, Santa Fe, 1989-.

Samuel S. Kutler—B.A., St. John's College, 1954; Graduate Study, American University, 1955-61; Assistant Mathematician, 1954, Associate Mathematician, 1957, Mathematician, 1961, The Johns Hopkins University Applied Physics Laboratory; Instructor, American University, 1960; Visiting Tutor, St. John's College, Annapolis, 1960, Tutor, 1961-, Andrew W. Mellon Tutorship, 1972-, Dean, 1982-84.

Philip L. LeCuyer—B.A., Colorado College, 1966; B.A., Merton College, Oxford University, 1969; Studies in Biology, University of New Mexico, 1970-72; Rhodes Scholar, 1966-69; Danforth Graduate Fellow, 1966-72; Woodrow Wilson Fellow (honorary), 1966; Tutor, St. John's College, Santa Fe, 1972-.

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

David Lawrence Levine—A.B., St. John's College, 1967; M.A., 1969, Ph.D., 1975, The Pennsylvania State University; Woodrow Wilson Fellow, 1967-68; Instructor, The Pennsylvania State University, 1968-75; Assistant and Associate Professor, Oklahoma State University, 1975-88; Tutor, St. John's College, Santa Fe, 1986, 1988-.

Charlotte Gray Martin—B.A., University of Colorado, 1972; Deutscher Akademischer Austauschdienst Dankstipendium, University of Freiburg, 1972-73; Ph.D., Classics and Comparative Studies, Boston University, 1979; Teaching Fellow, Boston University, 1975-78; Visiting Lecturer, Colorado College, 1978-79; Assistant Professor, University of Colorado, Spring, 1980; Tutor, St. John's College, Santa Fe, 1980-.

Ann G. Martin—B.A., Oberlin, 1969; M.A., St. Hugh's College, Oxford, 1971; Ph.D., University of Massachusetts, Amherst, 1979; M.Phil., Middle English Studies, Somerville College, Oxford, 1981; NEH Summer Seminar, 1984; Assistant Professor of German, Purdue University, 1981-87; Tutor, St. John's College, Annapolis, 1987-.

Thomas J. May—B.A., Loyola College, 1971; M.A., Fordham University, 1975; Assistant Professor, Loyola College, 1974-79; Visiting Lecturer, Goucher College, 1976-78; Tutor, St. John's College, Annapolis, 1979-; Director, Graduate Institute in Liberal Education, Annapolis, 1986-89; Sabbatical, Visiting Fellow, St. Chad's College, University of Durham, U.K., 1989-90.

Thomas A. McDonald—Graduate Study in Philosophy, Graduate Faculty, 1950-52, 1955-58, Teaching Fellow, 1956-58,

The New School; Lecturer, University College, University of Chicago, 1958-62; Lecturer, Overseas Extension, University of Maryland, Heidelberg, Germany, 1952-63; Tutor, St. John's College, Annapolis, 1963-79, Santa Fe, 1979-.

Lynda Lamson Myers—B.A., St. John's College, 1971; M.A., University of North Carolina, 1975; The Catholic University of America, 1976-77; Tutor, St. John's College, Santa Fe, 1977-; Director of the Graduate Institute in Liberal Education, Santa Fe, 1985-1988.

Frank N. Pagano—A.B., Cornell University, 1969; Ph.D., Boston College, 1981; Assistant Professor, 1975-81, Associate Professor, 1981-83, University of New England; Tutor, St. John's College, Santa Fe, 1983-.

Randolph J. Perazzini—B.A., University of Chicago, 1970; M.A., 1971, Ph.D., 1975, English Literature, Cornell University; Instructor, Cornell University, 1975-76; Assistant Professor of English, Pittsburgh State University, 1976-79; Instructor in English, 1979-86, and Chairman of Humanities Department, 1981-86, American School Foundation, Mexico City; Assistant Professor of English and Humanities, United States International University, 1980-84; Tutor, St. John's College, Santa Fe, 1986-.

Bruce M. Perry—B.A., Greek, 1973, M.A., Classics, 1975, Ph.D., Classics, 1983, University of Washington; Ph.D. Candidate, Oriental Studies, 1985, University of Pennsylvania; Visiting Tutor, St. John's College, Santa Fe, 1990-.

Roger S. Peterson—A.B., Harvard College, 1953; A.M., 1957, Ph.D., Botany, 1959, University of Michigan; United States Navy, 1953-56; U.S. Forest Service Research, Colorado State University, 1959-62, Utah State University, 1962-66; Tutor, St. John's College, Santa Fe, 1966-.

C. Thomas Powell—A.B., University of North Carolina, 1977, M.A., 1982; Ph.D., University of North Carolina, 1986; Visiting Tutor, Oxford University, 1988; Assistant Professor, Guilford College, 1986-90; Tutor, St. John's College, Santa Fe, 1990.

Carl Rubino—A.B., Fordham University, College of Philosophy and Letters, 1965; Ph.L., Woodstock College/Loyola Seminary, 1966; A.M., Fordham University, 1966; Ph.D., State University of New York at Buffalo, 1973; Instructor in Classics, Bellarmine College, 1966; Instructor in Classics, Le Moyne College, 1966-67; Teaching Fellow, SUNY/Buffalo, 1967-1971; Assistant and Associate Professor of Classics, Compative Literature, and Religious Studies, The University of Texas at Austin, 1971-1988; Junior Fellow, The Center for Hellenic Studies, Harvard University, 1974-1975; Editorial Board, "Genre", 1974-76, "Helios", 1978-84; Director, Junior Fellows Program, UT Austin, 1982-85; Research Associate, Ilya Prigogine Center for Studies in Statistical Mechanics and Thermodynamics, UT Austin, 1985; Chercheur, Service de Chimie Physique II, University libre de Bruxelles, 1985, 1986; Visiting Associate Professor of Classics and English, Santa Clara University, Spring, 1987, Summer, 1988; Tutor, St. John's College, 1988-89; Visiting Tutor, 1990.

Erik Sageng—B.A., University of Alaska, 1983; M.A., 1985, Ph.D., 1989, Princeton University; National Science Foundation Fellow, 1983-86; Mellon Fellow in the Humanities, 1983-89; Fulbright Fellow, 1987-88; Visiting Fellow in the Science Studies Unit, University of Edinburgh, 1987-88; Rockefeller Fellow, University of Oklahoma, 1989-90; Tutor, St. John's College, 1990-.

Telegar Satish—B.A., University of Mysore, India, 1966; M.A., University of Delhi, India, 1968; Ph.D., University of Madras, India, 1979; Lecturer, University of Delhi, India, 1969-71; Teaching Fellow, University of Oklahoma, 1977-79; Visiting Scholar, University of Chicago, 1980; Graduate Faculty, Montclair State College, 1981-83; Assistant Professor, Coppin State College, 1983-89; Tutor, St. John's College, 1989-.

Joseph Winfree Smith, Jr.—B.A., 1934, M.A., 1935, University of Virginia; M.Div., Virginia Theological Seminary, 1938; Ph.D., University of Virginia, 1948; Student at the Institute Catholique de Paris, 1951-52; Deacon-in-charge, 1938-39, Rector, 1939-41, St. Paul's Church, Ivy Depot, Virginia; Tutor, St. John's College, Annapolis, 1941-86, Tutor Emeritus, 1986-, Assistant Dean, 1947, Addison E. Mullikin Tutorship, 1959-; Acting Director, Integrated Liberal Arts Curriculum, St. Mary's College, California, 1966-67.

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

Kent H. Taylor—B.A., Yale University, 1963; M.A., University of Georgia, 1965; Ph.D., University of California at Santa Cruz, 1976; Instructor, University of Georgia, 1965-67; Teaching Assistant, University of California at Santa Cruz, 1967-71; Tutor, St. John's College, Santa Fe, 1974-.

David Lee Townsend—B.A., Loyola College, 1969; M.A., Harvard, 1970; Diplome, Universite de Paris, 1973; Ph.D., Harvard, 1976; J.D., Yale Law School, 1981; Graduate Prize Fellow, Harvard, 1969-74; High School English Teacher, Cambridge Free School, 1970-72; Resident Tutor, Eliot House, 1971-73; Tutor, St. John's College, Santa Fe, 1974-78, Annapolis, 1984-; Intern, U.S. Organized Crime Strike Force, Manhattan, 1980; Member, Massachusetts Bar, 1981-.

Jonathan S. Tuck—B.A., Columbia University, 1969, B.Phil., Oxford University, 1971; M.A., University of California, Berkeley, 1972; Graduate Study in English, Berkeley, 1971-78, Woodrow Wilson Fellow, 1969-70; Kellett Fellow in the Humanities, Brasenose College, Oxford, 1969-71; Kent Fellow (Danforth Foundation, 1971-77; Teaching Assistant and Associate, Department of English, Berkeley, 1973-78; Tutor, St. John's College, Annapolis, 1979-.

John F. White—B.A., St. John's College, Annapolis, 1965; M.A., The New School for Social Research, 1970; Alvin Johnson Fellow, 1970-71; Tutor, St. John's College, Annapolis, 1971-.

Howard Zeiderman—Dartmouth College, 1962-63; B.A., St. John's College, Annapolis, 1967; M.A., Princeton University, 1972; Princeton National Fellow, 1972; Tutor, St. John's College, Santa Fe, 1973-77, Annapolis, 1978-.

Elliott Zuckerman—B.A., 1952, M.A., 1955, Ph.D., 1962, Columbia University; B.A., 1954, M.A., 1959, Cambridge University; Lecturer, The New School for Social Research, 1960-61; Tutor, St. John's College, Annapolis, 1961-, Director, Graduate Institute in Liberal Education, Santa Fe, 1968-69, Acting Dean, Annapolis, 1973; Editor of *St. John's Review*, 1987-.

ST. JOHN'S COLLEGE

GRADUATE INSTITUTE IN LIBERAL EDUCATION

Santa Fe, New Mexico and Annapolis, Maryland

Application for Admission/1991-1992

Date _____

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

Social Security Number _____

Home Address _____
Street City State Zip Code

Home Telephone () Business Telephone ()

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

Citizenship: _____
(Country)

Person to Notify in Case of Emergency _____
(Name)

(Address) (Phone)

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

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

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

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

Which term do you wish to begin? ☐ Summer 1991 ☐ Fall 1991 ☐ Spring 1992

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

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

Politics and Society _____ Literature _____ Philosophy and Theology _____

Mathematics and Natural Science _____ History _____

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

What housing arrangements would you desire? (summer only)
☐ Dormitory accommodations for myself only.
☐ Dormitory accommodations for myself plus: ☐ Spouse ☐ Children (summer only)

Children who will be on-campus: Ages on June 17, 1991. Names, Sexes:

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

School	Address	Major Field	Dates	Degree
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Place of Employment (If a teacher, give name of school)	Address	Dates	Position/Duties
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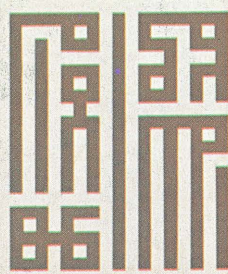
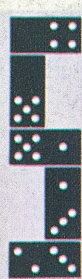
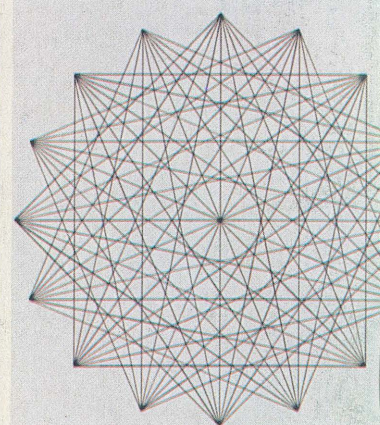
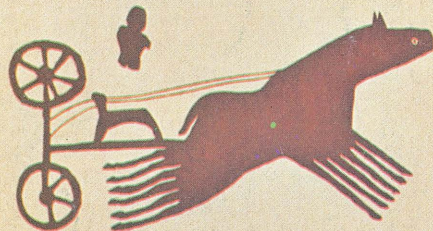
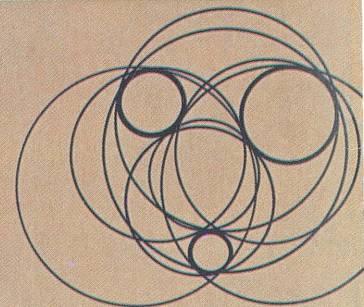
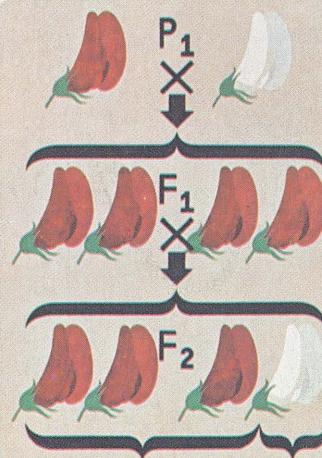
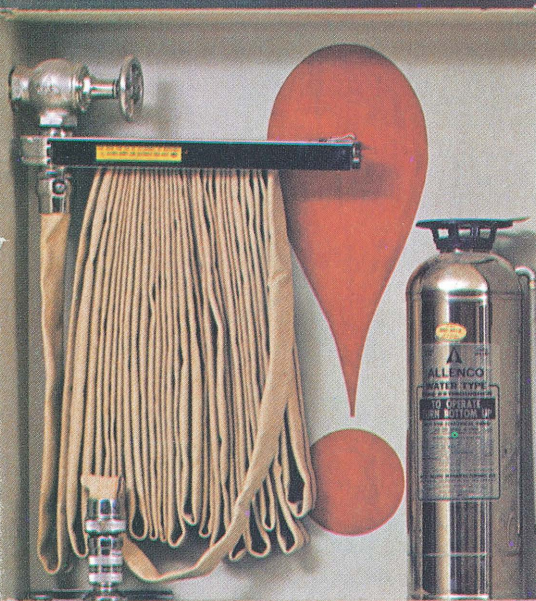
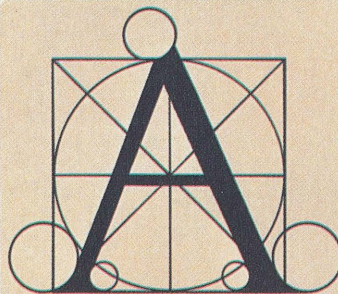
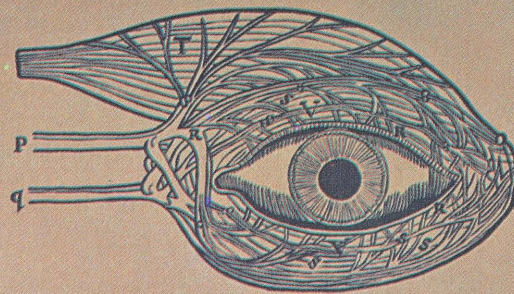
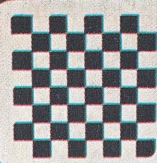
The symbols used in the mural have some distinctive relation to the seven liberal arts and to the natural sciences, hence to the disciplines of the St. John's College curriculum. Also incorporated into the mural design are an electric outlet, fire extinguisher equipment, a heating vent, and a door.

1. Goethe's signature.
2. Human hand with opposable thumb. Separates us from apes, symbolizes the act of counting and the beginning of numbering, through use of the fingers.
3. "Tis all a chequer-board of nites and days." Edward Fitzpatrick, 19th century British poet.
4. Hieroglyph. The Eye of Horus, Egyptian god of light. Early form of writing.
5. Metal pen nib. Symbol of the art of writing and product of the Industrial Revolution.
6. Astrological/astronomical/alchemical symbols of Mars and Venus (the planets, the gods, their powers) and hence of male and female powers and functions. Also used in the science of genetics to denote male/female.
7. Minoan vase painting of two-horse chariot. Oldest known such work.
8. Symbols of opposing tensions as in Heraclitus, used to symbolize the significance of the *Iliad*.
9. Dominoes. Number game representative of the art of arithmetic.
10. "Allah is Allah." Arabic greeting (copied upside down on the mural).
11. Drawing of a dissection of the human eye by Vesalius. Symbolizes the beginning of empirical methods of science.
12. Taken from *Domianus Moyllus Alphabetum*. First known work of letter formation (Parma, Italy, 1480). Symbol of Renaissance rationalism where letters were reduced to geometrical constructions.
13. Diagram illustrating Mendel's law of genetic inheritance of dominant and recessive characters in sexual reproduction.
14. Archimedes' Crown. Symbol of sovereignty, hence of politics and political science.

15. Geometric constructions of circles from, respectively, circles and straight lines. Symbolizes the notion of geometrical figures as limits of other simple figures. Any three figures are always in the same relationship.
16. Sphere transcribed to a flat plane, using straight lines and compass points.
17. "Aeschylus" in ancient Greek upper case characters.
18. Ace of Staves from the deck of Tarot cards.
19. Abacus. Instrument for arithmetical calculations originating in the Far East over 5,000 years ago.
20. Signs of the zodiac. To read in the correct order begin at the upper left and read from left to right, downward in pairs.
21. Star or planet in conjunction with the moon.
22. Moebius band. Line with no beginning and no end.
23. Pascal's Triangle. Magic number arrangement. The sum of any two adjacent numbers taken horizontally is the number in the triangle below them and contained by the extended sides.
24. Caliper. Fundamental instrument of practical geometry, used to measure diameter or the distance between two surfaces.
25. G-Clef. Musical symbol, in common use since the 16th century.
26. Fruit fly, *Drosophila Melanogaster*. Classic species for genetic experiments.
27. Alexander the Great's Gordian knot. Symbolizes problems apparently insoluble.
28. Hourglass or sand glass. Ancient device for measuring time.
29. Diagram of the opposition of moon, earth and sun.
30. Canals of Mars by Percival Lowell (1855-1916). Symbolizes the attempt to see rational intelligences on other planets.
31. Computer tape. Example of binomial arithmetic.
32. Shakespeare's signature.
33. Algebraic and geometrical expressions taken from classical Newtonian physics.
34. Rutherford scattering. Scattering of x-particles by nucleus.
35. Alchemical symbols for various substances. From top to bottom, the first four are salt, sulphur, sal amoniac, and alum.

Bulletin Design: Fishergate, Inc.
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St. John's College Print Shop, Annapolis

Goethe



ΑΙΣΧΥΛΟ



ST. JOHN'S COLLEGE
SANTA FE, NEW MEXICO
ANNAPOLIS, MARYLAND