St. John's College believes that the way to a liberal education lies through a direct and sustained engagement with the books in which the greatest minds of our civilization have expressed themselves. To that end, the college offers a four-year nonelective program in which students read, discuss, and write about the seminal works that have shaped the world in which we live. § There is no other college quite like St. John's. Here, there are no lecture courses, no textbooks, no written finals, no departments, no research professors. Instead, the college offers small discussion classes, books that are classics, oral examinations at the end of each semester, a single
interdisciplinary program of studies for everyone, and teachers who are called tutors rather than professors — one for every eight students. § But these facts alone do not reach the heart of what distinguishes St. John’s College.

The goals of the St. John’s program are not those of other schools, and the meaning of a liberal arts education at St. John’s is not what is thought of as a liberal education elsewhere. The standard questions and usual considerations about college barely apply. § The following description of the St. John’s program explains the college’s underlying notions of liberal education. Alongside this text, you will find commentary by current students who participated in a seminar on the text itself. They speak in their own voices about what the program means and how it works. Their comments — in combination with the explanation of the college’s goals — may prompt you to reconsider the meaning of liberal education.
VIEWBOOK SEMINAR PARTICIPANTS

clockwise from top center:

Mr. Glodek (Essen, Germany)
Ms. Pichanick (Houston, Texas)
Ms. Mudd (Mill Valley, California)
Mr. Dink, tutor
Miss Whiting (Gainseville, Florida)
Mr. Alznauer (Ashland, Ohio)
Mr. Carney (Pelham, New York)
Ms. Kopar (Budapest, Hungary)
Mr. Pomarole (Marblehead, Massachusetts)
Miss Lutz (Central Valley, New York)
Mr. Neustadt, visiting tutor
Ms. Bush (Pasadena, Maryland)
Mr. Greenslit (Worcester, Massachusetts)
Ms. O'Shea (Orinda, California)
Ms. Finefrock (Lancaster, Pennsylvania)
Mr. Anderson (Tampa, Florida)
Ms. Miller (Brandywine, Maryland) — not pictured
The St. John's College seal shows seven open books, representing the seven traditional liberal arts: grammar, rhetoric, logic, arithmetic, geometry, music, and astronomy. In the center is the scale, representing science. The Latin motto "Facio libros ex libris libris librarque," means "I make free people out of children by means of books and a balance."

The St. John's seminar chair, used by generations of students, is found in every classroom in Annapolis and Santa Fe.

In seminar, tutors and students address each other by their last names. This formality puts everyone on an equal footing and tempers the informality of the seminar format in which students do not raise their hands to be recognized and tutors do not direct the discussion toward a prescribed end.

PLATES

I  Viewbook Seminar
II  St. John's Chair
III  Tutorial
IV  Annapolis Campus
V  Science Lab
VI  Choral Group
VII  Boathouse
VIII  Santa Fe Campus
IX  Swing Dancing
X  Dorm Room
A genuine liberal education begins with a shared understanding of the ideas and questions that help define our intellectual heritage. The books that are at the heart of learning at St. John's are among the richest sources of that heritage.

They are timeless and timely; they not only illuminate the persisting questions of human existence but also have great relevance to our contemporary problems. They therefore enter directly into our everyday lives. Their authors speak to us as freshly as when they first spoke. They change our minds, move our hearts, and touch our spirits. What they have to tell us is not something of merely academic concern, something remote from our real interests. At St. John's, books are not treated reverently or digested whole; they are dissected, mulled over, interpreted, doubted, often rejected, often accepted. They serve to foster thinking, not to dominate it.

The method by which this process unfolds is classroom discussion. With a faculty-student ratio of 1 to 8, class size ranges from a handful of students in tutorials to 18 or 20 in seminars and laboratories. All classes are discussion classes, so that students participate directly and actively in their own education. Final examinations are oral and individual. Students' tutors—as members of the faculty are called—meet with them twice a year in conferences to evaluate their intellectual performance.
The seminar is the heart of the St. John's program. Its business is the discussion of the books. Two tutors preside, but the seminar is almost exclusively student conversation. One tutor begins the seminar with a question on the assigned reading, a question to which he or she may have no answer; thereafter the tutors do more listening than talking. The seminar presupposes that students are willing to submit their opinions to the scrutiny of their colleagues. It requires that everyone's opinion be heard and explored and that every opinion be supported by argument and evidence. The role of the tutors is not to give information or to produce the "right" opinion or interpretation. It is to guide the discussion, keep it moving, define the issues, raise objections, and help the students in every way possible to understand the issues, the authors, and themselves. If the tutors, as they may, take a definite stand and enter the argument, they can expect no special consideration, because reason is the only recognized authority. In the main, the aims of the seminar are to ascertain how things are, not how things were; to develop the students' powers of reason, understanding, and communication; and to help them arrive at rational opinions of their own.

Whereas each seminar generally takes as its topic a new reading, tutorials dwell at greater length on a single text or topic. Their goal is to enable the student to cultivate habits of careful analytical study.

In the Language Tutorial, students study foreign languages and translate them into English, compare them with each other and with English, and thus learn something of the nature of languages in general and of their own in particular. Over the four years students explore language as the discourse of reason through the medium of foreign tongues: Greek in the first two years and French in the last two. The second half of the sophomore and senior years is devoted to the study and analysis of English prose and poetry.

The college believes that mathematics is an integral and necessary part of our understanding of the human intellect and of the world. The Mathematics Tutorial seeks to give students an insight into the fundamental nature and intention of mathematics and into the kind of reasoning that proceeds systematically from definitions and principles...
to necessary conclusions. During all four years they study pure mathematics and the foundations of mathematical physics and astronomy by working through texts and demonstrating propositions of Euclid, Ptolemy, Apollonious, Descartes, Newton, Einstein, and others.

The sophomore Music Tutorial aims at the understanding of music through attentive listening and through the close study of musical theory and analysis of works of music — by Bach, Beethoven, Mozart, Palestrina, Stravinsky, and Schönberg, among others. Students undertake a thorough investigation of the diatonic system, a study of the ratios of musical intervals, a consideration of melody, counterpoint, and harmony, and an investigation of rhythm in words as well as in notes.

**THE LABORATORY**

In the three-year laboratory program, students consider how measurement and experiment can help to answer certain kinds of fundamental questions about the universe. The students follow the arguments and experiments that can persuade us to believe in things we can never see — in atoms, in genes. The program weaves together the main themes of physics, biology, and chemistry, with careful scrutiny of the interplay of hypothesis, theory, and observed fact. In laboratory sessions, students re-create the experiments and read the texts of scientists like Galileo, Newton, Lavoisier, Mendel, Dalton, Maxwell, and Faraday, among others. 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, or two separate cultures.

**THE PRECEPTORIAL**

Preceptorials at St. John’s introduce an elective element into the otherwise all-required curriculum. For about seven weeks in the junior and senior years, the seminar is suspended and the students select a topic or book to study in depth with a tutor. Preceptorial topics in recent years have ranged from Wittgenstein to Toni Morrison, from Eastern philosophy to fractals. Students may suggest a topic and invite a tutor to study it with them or choose from a variety of offerings. Usually, the student’s work is completed by writing a paper, which may be read in draft to the preceptorial and critiqued by the other members.
Miss Whitman — It seems like the best part about it is that struggle. I came here not mathematically inclined, I hated science. But, just having taken freshman calc., I have the biggest appreciation for science now because I was forced to be exposed to it. I was forced to see it as something besides memorizing a textbook.

Mr. Pomarole — In a lot of ways I have learned the most from the language tutorial. Partly because one of my cognitive prejudices is that I didn’t work in a detailed fashion. But going through a Greek text, for example, requires you to dot your i’s and cross your t’s. I’m a far more careful individual for having gone through the language tutorials.

On Friday evening the entire college community assembles for a formal lecture by a tutor or visitor. It is the only time the students are lectured to. Afterward, students and faculty engage the lecturer in discussion. Thus the evening serves two purposes: it inculcates in the students the habit of listening steadily and attentively to the exposition of a perhaps unfamiliar subject, and it gives them the opportunity to exercise their dialectical skills in a setting different from the classroom.* While some lectures cover topics students are discussing in class, others venture far beyond the reading list for their subject matter. Recent lecturers have included Sven Birkerts, who spoke on reading in the age of computers, and John Opie, a world-renowned expert on Russian icons.

Students are assisted in their understanding of the great books by St. John’s tutors. These teaching members of the faculty are referred to as “tutors” rather than “professors” to signify that it is not their chief role to profess or lecture in their field of expertise but to guide the students through the program of study. Within the cooperative learning environment of the seminars, tutorials, laboratories, and preceptorials, the tutors guide discussion by asking questions, supplying helpful examples, and encouraging students to explore the implications of their statements. During class, a tutor spends a great deal of time actively listening as students work through the difficulties of a particular text or scientific proposition. Tutors raise issues or objections along the way but always allow the students to find answers for themselves.

*Visiting lecturers often comment on the distinctive energy present at St. John’s lectures. Mortimer Adler, philosopher and long-time professor at the University of Chicago, wrote, “I would not have dared to give anywhere else lectures as heavy in substance and as complex as the ones I prepared for the St. John’s audience. Not only were the St. Johnnies an alert and attentive audience, but they took part in an open forum for an hour or more after the lecture, often asking questions that advanced my own thinking about the subject of the evening.”
Tutorials are conducted as discussions with no lecturing by the tutor. Students work through the assigned translations or math problems together, often going up to the board to make presentations or offer corrections.
A gathering place for students on the Annapolis campus, the quad is surrounded by 18th- and 19th-century buildings that house the college dining hall, dormitories, and classrooms.

The quad is the place to meet friends and tutors to talk about books or the latest gossip, to read quizes, to play Hacky-Sack, or to watch the sunset.
In St. John's laboratories, students re-create great scientific experiments, from Galileo's trials with free-falling bodies to contemporary biologists' work with bacteria cultures. For many students, St. John's sparks a lifelong enthusiasm for science.
The liberal college is concerned with transmitting the authentic heritage of our civilization and with continually restating it in fresh and contemporary terms. The most tangible and available embodiments of that heritage are the classics, the great books that have shaped our intellectual tradition. These texts are the medium in which our heritage can be rediscovered, in which it can be revived, in which it can be taught again.

\[\text{[WHAT IS A GREAT BOOK?]}\]

Since the word “classic” has many meanings today, this may be the place to state some standards by which we can judge a book to be a classic. To begin with the apparently trivial, a great book is one that has been read by the largest number of persons. While books by Plato, Euclid, and Shakespeare do not appear on today’s bestseller lists, they are, nevertheless, the most read works over the entire period of European civilization, and among those with the greatest cumulative influence.

A second criterion is also apparently numerical: a great book has many possible interpretations. This does not mean that the book must be confusingly ambiguous; it refers to the inexhaustibility of its significance, each interpretation possessing a clarity and force that will allow other interpretations to stand by its side without confusion. Dante’s *Divine Comedy* and Newton’s *Principia* are telling examples of this standard.

A third criterion is harder to determine: a great book raises persistent and, perhaps, unanswerable questions about the great themes in human thought. Questions concerning nature and law, matter and form, ultimate substance, tragedy, and God open up mysteries for the
human mind. On the cultivation and exploration of these questions hang the issues of orthodoxy, heresy, and freedom that are always with us.

A fourth criterion is that a great book is a work of fine art; it must have an immediate intelligibility and style which will excite and discipline the ordinary mind by its form alone.

Finally, a great book is a masterpiece of the liberal arts. It is an expression of thought and imagination that leads to an exposition of the truth. These five are the criteria a book should possess if it is to belong to any contemporary list of the classics.

A further, essential aspect of the great books is that they form a chronological series wherein each individual text derives additional power from the others. Each book was influenced by those that were written before it, and each book influenced those that followed. Each master has stood on the shoulders of another master and has had later masters as students. A single book becomes more than itself when considered as part of a series.

It turns out, in other words, that the best commentary on a great book is another great book. Books that may appear forbidding and unintelligible at first often become approachable and comprehensible when students find a path to them through other books. Finally, the power of any book to educate us increases as we read other books. The interplay of ideas and themes, for example, illuminates both books in these sets: Euclid's Elements and Newton's Principia, Sophocles' Oedipus Rex and Freud's Introduction to Psychoanalysis, Locke's Second Treatise of Government and the U.S. Constitution.

{THE ST. JOHN'S READING LIST}

The books that constitute the core of the St. John's program span over two thousand years of our intellectual history. The list, however, is not meant to be definitive. Given the constraints of a four-year program, many classics must be omitted in order to achieve a balanced and broad curriculum in which connections between the various branches of learning can be emphasized. Primarily, though not exclusively, the reading list is based on works of the Western tradition. Other works are frequently the subject of preceptorials (seven-week electives) in the junior and senior years and of the Friday night lecture series. The Instruction Committee of
the faculty constantly reviews and revises the list of books.

The first year is devoted to Greek authors; the second year contains books from the Roman, Medieval, and Renaissance periods; the third year has books of the seventeenth and eighteenth centuries; the fourth year brings the reading into the nineteenth and twentieth centuries. The chronological order in which the books are read, however, does not imply an historical approach to the subject matter. That is, the books are not studied primarily as products of particular historical circumstances. Instead, the St. John's curriculum seeks to convey to the student an understanding of fundamental problems that human beings have to face today and at all times. In doing that it may help the student to discover a new kind of historical perspective and perceive the permanence and ever-present gravity of human issues through all the historical shifts and changes.

**What is a Liberal Education?**

A scientific writer of the nineteenth century defined something I can have with my education as the adaptation of the human animal to his environment. Human animals, like other animals, have physical wants; they must, as we say, make a living. But, unlike other animals, human animals have intellectual and spiritual wants as well. Unlike other animals, they must be educated – their intellectual and spiritual wants must be nurtured – if they are to be really human.

When we emphasize the practical, the utilitarian, the economic aspects of our humanity – when we make a living – we practice the useful arts. But behind the practical lies theory. Economic goods are the means to life but not its sufficient end. In pursuing the useful arts, we are led back to the liberal arts: the arts of apprehending, understanding, and knowing. The purpose of a liberal education is to teach these arts. The ends of a liberal education are the intellectual virtues.

Although the useful arts of making a living ultimately depend on the liberal arts of apprehending and understanding, the liberal arts are not best studied as a mere balance wheel for the useful arts. It is only by practicing the liberal arts – which are exclusively human – that we become free. It is only by discipline in these arts that spiritual, moral,
Ms. Mudd – We all espouse a hatred of prejudice. And one reason that prejudice is so dangerous is that it’s so attractive. There’s this passage in The Brothers Karamazov; it’s something to the effect that, what men fear most is the freedom of choice and the knowledge of good and evil. To freely choose, to carefully and thoughtfully choose what to believe and what to reject is very, very difficult. It is much easier to have your opinions handed to you on a silver platter and not have to reason about them, but just to accept them. That is our first tendency. How much easier life would be if all of our opinions were handed to us in this way. I think we have a deep desire in that way and that is why prejudice is so dangerous.

and civil liberties can be achieved and preserved. The relation between the useful and the liberal arts, between “practical education” and what has for centuries been called “liberal education,” is this: to live, we must learn and practice the useful arts; to live as free citizens in a free society, we must also think, imagine, speculate, understand. We must therefore learn and practice the liberal arts if we are to live responsibly and freely.

The liberal arts teach us to be rational; they are the arts of thinking, and we human animals think through symbols. Liberal education, then, is chiefly concerned with the nature of symbols—written, spoken, and constructed—in terms of which we find our way around in the material and cultural world. Since the symbols through which we think are of two general sorts, words and numbers, it is not hard to see why for many centuries the liberal arts have been practiced primarily through languages and mathematics. And the words and numbers we learned from our parents’ lips, the language we think and speak in, the ideas that lie behind our language—all these represent a complex called tradition. If we understand that tradition, if we constantly examine and criticize it, the full heritage of our collective past becomes real for us. If, on the other hand, we ignore our tradition and live without trying to understand our heritage, we run the risk of leading blind and unthinking lives, trapped in the prejudices of our own times. In our ignorance, we may succumb to a tyranny of immediate preoccupations and forfeit the liberating perspective of a properly assimilated tradition.

Despite daily assertions to the contrary, there is no educational device for assuring worldly success to students. To cultivate the rational human powers of the individual so that, armed with the intellectual and moral virtues, he or she may hope to withstand the vicissitudes of outrageous fortune—that is liberal education.
THE ANSWER — OR AT LEAST PART OF IT — HAS BEEN WELL PUT BY A
gradient of the college who wrote the following letter to his
younger brother. The writer of the letter had begun his
undergraduate education at a conventional college only to
come dissatisfied, withdraw, begin at St. John’s as a freshman, and
graduate four years later.

... While you see that it is plain silly to go to college just for the
sake of the piece of paper at the end, four years later, because this is “the
thing to do,” you might see that it would be possible to get this piece of
paper and at the same time to do something that you really want to do,
not just for the sake of its value later on but also because pursuing learn-
ing, knowledge, truth can be an immensely exhilarating experience.
Then the question which presents itself (assuming that you are really
burning with thirst for knowledge of yourself and the world) is “how
am I to go about this? Is there a college or university which will be bet-
ter than the others at making education a genuine and exciting search?”

I can tell you about two, from direct experience, and many more,
from indirect. At the ordinary college, you sign up, choose your courses
according to certain rules of distribution in accord with your interests,
buy the textbooks prescribed by these courses, and attend the lectures.
Everything is cut and dried by the textbook writers, mashed into a
digestible and often flavorless purée, and is supplemented by comments
from the lecturer. These comments are often very good and thought-pro-
voking, as they are usually the products of a good many years of
thought, by a man who usually has a fine mind with interesting ideas
to begin with, and this is particularly true of “name” universities. This
is a very great advantage which the usual system offers.

But there are also disadvantages. One is that all commentary, all
scholarship, whether humanistic, scientific, or mathematical, contains
hidden within itself certain preconceived notions, certain prejudices,
which are often quite difficult to spot. For example, it required an
incredible amount of time and effort on the part of some of the most
brilliant men who have ever lived to discover that the postulate that
there is one and only one parallel to a given line is gratuitous, not nec-
essary, and that a consistent geometry can be constructed (indeed,
many consistent geometries) either without [CONTINUED ON PAGE 12]
Following are the books on which the St. John's program is based. The program is subject to constant review and revision. Some works are read only in part.

**FRESHMAN YEAR**

- **Homer**
  - Iliad, Odyssey
- **Aeschylus**
  - Agamemnon, Libation Bearers, Eumenides, Prometheus Bound
- **Sophocles**
  - Oedipus Rex, Oedipus at Colonus, Antigone, Philoctetes
- **Thucydides**
  - Peloponnesian War
- **Euripides**
  - Hippolytus, Bacchae
- **Herodotus**
  - Histories
- **Aristophanes**
  - Clouds
- **Plato**
  - Meno, Gorgias, Republic, Apology, Crito, Phaedo, Symposium, Parmenides, Theaetetus, Sophist, Timaeus, Phaedrus
- **Aristotle**
- **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:**

**SOPHOMORE YEAR**

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

**Poems by:**
- Marvell, Donne, and other 16th- and 17th-century poets

**Descartes**
- Geometry, *Discourse on Method

**Pascal**
- Generation of Conic Sections

**Bach**
- St. Matthew Passion, Inventions

**Haydn**
- Quartets

**Mozart**
- Operas

**Beethoven**
- Sonatas

**Schubert**
- Songs

**Stravinsky**
- Symphony of Psalms

**Viète**
- "Introduction to the Analytical Art"

**Bacon**
- Novum Organum

**Shakespeare**
  - *As You Like It, *Hamlet,

**Poems by:**
- Marvell, Donne, and other 16th- and 17th-century poets

**Descartes**
- Geometry, *Discourse on Method

**Pascal**
- Generation of Conic Sections

**Bach**
- St. Matthew Passion, Inventions

**Haydn**
- Quartets

**Mozart**
- Operas

**Beethoven**
- Sonatas

**Schubert**
- Songs

**Stravinsky**
- Symphony of Psalms
{THE ST. JOHN’S READING LIST}

**Junior Year**

* Cervantes
  Don Quixote
* Galileo
  Two New Sciences
* Hobbes
  Leviathan
* Descartes
  Meditations, Rules for the Direction of the Mind
* Milton
  Paradise Lost
* La Rochefoucauld
  Maximes
* La Fontaine
  Fables
* Pascal
  Pensées
* Huygens
  Treatise on Light, On the Movement of Bodies by Impact
* Eliot
  Middlemarch
* Spinoza
  Theological-Political Treatise
* Locke
  Second Treatise of Government
* Racine
  Phaedra
* Newton
  Principia Mathematica
* Kepler
  Epitome IV
* Leibniz
* Swift
  Gulliver’s Travels

**Senior Year**

* Hume
  Treatise of Human Nature
* Rousseau
  Social Contract, The Origin of Inequality
* Molière
  The Misanthrope
* Adam Smith
  Wealth of Nations
* Kant
  Critique of Pure Reason, Foundations of the Metaphysics of Morals
* Mozart
  Don Giovanni
* Austen
  Pride and Prejudice
* Dedekind
  Essay on the Theory of Numbers
* Essays by:
  Young, Maxwell, Taylor, Euler, D. Bernoulli
* Hegel
  Phenomenology of Mind, “Logic” (from the Encyclopaedia)
* Lobachevsky
  Theory of Parallels
* Tocqueville
  Democracy in America
* Lincoln
  Selected speeches
* Kierkegaard
  Philosophical Fragments, Fear and Trembling
* Wagner
  Tristan and Isolde
* Marx
  Capital, The Economic and Philosophical Manuscripts of 1844, The German Ideology
* Dostoevski
  Brothers Karamazov
* Tolstoy
  War and Peace
* Melville
  Benito Cereno
* Twain
  The Adventures of Huckleberry Finn
* O’Connor
  Selected stories
* William James
  Psychology, Briefer Course

* Nietzsche
  Birth of Tragedy, Thus Spake Zarathustra, Beyond Good and Evil
* Freud
  General Introduction to Psychoanalysis
* Valéry
  Poems
* Washington, Booker T.
  Selected writings
* DuBois
  The Souls of Black Folk
* Heidegger
  What is Philosophy?
* Heisenberg
  The Physical Principles of the Quantum Theory
* Einstein
  Selected papers
* Millikan
  The Electron
* Conrad
  Heart of Darkness
* Faulkner
  The Bear

Poems by:
  Yeats, T.S. Eliot, Wallace Stevens, Baudelaire, Rimbaud

Essays by:
  Faraday, J.J. Thomson, Mendel, Minkowski, Rutherford, Davison, Schrödinger, Bohr, Maxwell, de Broglie, Dreisch, Örsted, Ampère, Boveri, Sutton, Morgan, Beadle & Tatum, Sussman, Watson & Crick, Jacob & Monod, Hardy

*These authors or works are read in seminar. The others are distributed among the tutorials and laboratory.*
this postulate, or with another substituted for it. If you were a student in an ordinary university around 1800 you would have lecturers in mathematics putting forth theories (either philosophical or mathematical) explaining why this postulate has to be true, and it would be difficult to disagree, because of their authority and because of the difficulty of finding flaws in what they say, coupled with the natural tendency of men to convince themselves that they actually know something.

Now it is puzzling but true that the prejudices of a given era seem to hang together, possibly because those who hold them do not see them as prejudices, and in attending an ordinary university you would be simply exposing yourself to, and possibly trapping yourself in, the prejudices of our age (and believe me, they are many). Survey textbooks, dealing with "the history of civilization," are no help, as they (like all history books) cannot escape dragging preconception into their accounts, and thus, when they say that so-and-so was wrong, or right, they are usually open to the charge that they completely misunderstood their subject, or at least that there are other ways of looking at it.

A second, and perhaps more important, disadvantage of the ordinary college program is that one reads the book, hears the lecture, and thinks about it by himself. And you must be aware of how often even the most intelligent person makes the silliest blunders. Of course he usually finds them himself, but the more serious blunders are the ones which are not so silly. I often find that, upon reading a book, I think "This man says so and so, which is absurd," without realizing that he is perhaps saying something else, something much deeper, which is not so absurd. And the tragic aspect of this situation is that the very person who is doing the lecturing might be able to point out what it is that I am missing, but I never find out because I never talk to him—he only talks to me. And perhaps even the student sitting next to me, with all his inconsistent and perhaps understated ideas, might nonetheless have the point of view which could show me to be wrong.

A college or university has the opportunity of being a genuine community of scholars, a marketplace of ideas, and almost always muffs it completely. There is a division between "academic pursuits" and social life, which is artificially increased by this system, in which it becomes taboo to talk of anything which at all suggests studies in situations other than classrooms or lecture halls—or, what is worse, it is o.k. to mention academic matters, but only to display erudition, never to seek...
after truth. If a college does not take advantage of the presence of its actual community of thinking people, it renders the four years of undergraduate education, with courses, no better than a four-year reading of textbooks.

If you are troubled by considerations such as these, you might consider St. John’s. I am saying this simply because I believe St. John’s is the only college that avoids the two difficulties I have presented.

First, there are very few textbooks used. No matter what the subject—philosophy, mathematics, physics, or what not—the books used are the original works of the people who made important contributions to knowledge. St. John’s has adopted the very sensible point of view that, if Dr. X can write a book giving his opinion of what Newton said, an ordinary student can sit down and read Newton himself, and will thereby not only find out what Newton said, but also will be able to decide whether Dr. X is right, or better, will not have to bother with Dr. X at all. Thus, instead of coming into contact with only current prejudices one becomes acquainted with all prejudices which various brilliant men have had through the ages and will be able to understand the problems which make preconceived notions unavoidable. And the reason why preconceived notions of older thinkers are more easily seen than those of present day thinkers is that some other brilliant man at some point showed that these notions did in fact exist. Once we have the example of Galileo pointing out inconsistencies in Aristotle, we are better prepared to find them in our contemporaries and are perhaps a bit more suspicious of what they had to say.

You can see now that St. John’s thinks it is important to go to the roots, and to trace the growth of the intellectual side of our civilization. To learn from the moderns is to absorb the products of a way of thinking, good and bad alike, whereas to read the works of men of all times (and, indeed, to read their arguments against one another) is to learn to think on the patterns of the greatest examples. It is almost as if we had as our lecturers Plato, Archimedes, Newton, Kant, Einstein, etc. But here again is a difference. Instead of attending a lecture and considering the matter over with, one has a discussion afterward. All classes at St. John’s are discussions, and thus, if the person sitting next to you has an idea that could really help you understand something, by golly you find out! And if something you always thought was true isn’t, you generally find out too! This, as you see, overcomes the second difficulty I mentioned. I could go on and on . . .
The unity of the curriculum at St. John’s gives every student and faculty member – despite differences in age and background – a common set of ideas and concerns to talk about. Because of the way classes are structured, tutors and students work closely together and come to know each other well. The sense of community that develops is unusually cohesive and extends beyond the intellectual concerns of the classroom to permeate student life at the college.

Just as the academic dimension of the college is distinctive, so too is the day-to-day life that surrounds “the program,” as the curriculum is called. At St. John’s there is no hard and fast boundary between study-time and leisure-time. Students do not leave their academic interests at the classroom door to take up activities that pull them away from what they have been concentrating on in their studies. Instead, their immersion in the program – and the fundamental questions it poses about such issues as virtue, justice, and truth – informs their daily lives. While in the coffee shop or sitting outdoors, chatting with friends and tutors, students compare shared experiences and test ideas that may first have emerged in the classroom. Students often spend some of their leisure time in informal study groups. They choose topics that interest them – either topics dealt with in the program or something completely unrelated – and frequently ask tutors to join them. The group might spend a few hours a week studying Japanese, for example, or translating Virgil, or working through the philosophy of Hegel.

This is not to say that St. John’s students do not relax and take time out from the intensity of their studies, because they certainly do. The program is challenging, and there needs to be time just to let off
steam. Coming from nearly all 50 states and many foreign countries, students bring with them a diverse range of tastes, hobbies, and interests, which the college accommodates through traditional extracurricular activities: a student newspaper, political organizations, drama, studio art, a literary magazine, musical groups, and so on. Other activities like Reality (a spring revel that features games and skits based on great-books themes) stem from students’ enthusiasm for the program and reflect the fun and humor they find in its unique character. Even the intramural sports program (which includes soccer, flag football, basketball, volleyball, tennis, and crew, with an “everyone plays” ethic) mirrors the college’s program: in the classroom, students pursue learning for its own sake; on the playing field, they play for the sheer love of athletics and competition.

Some activities have developed into college traditions. Popular pursuits include, for example, ballroom/swing dancing, which takes place on Saturday nights throughout the term, and croquet, which has become a point of particular pride for the students (the team is nationally ranked and perennially beats its rival, the U.S. Naval Academy).

St. John’s students pursue their social interests with the same kind of passion, intensity, and camaraderie they bring to their studies. They are typically young men and women who like to read good books and value serious conversation. Their interest in the life of ideas and active participation in their own education are their distinguishing characteristics. A deep bond grows among them from shared progress through the program and from participation in the common social life of the college. Johnnies form friendships with their classmates that last a lifetime.

ANNAPOLES AND SANTA FE

St. John’s is a single college located on two campuses, one in Annapolis, Maryland, and another in Santa Fe, New Mexico. The campuses share an identical curriculum (changes must be approved by both halves of the faculty) and a single governing board. Each campus is limited to well under 500 students, and the faculty-student ratio is 1 to 8.

With its widely separated campuses, St. John’s offers students a unique opportunity to pursue their studies in two intriguing environments. Although they share an identical academic program and a similar style of student life, each campus has a distinctive character. The
campus in Annapolis, the capital of Maryland, traces its roots to King William's School, founded in 1696; it was chartered as St. John's in 1784. Students in Annapolis can explore the rich heritage of colonial America. Because of its location at the confluence of the Severn River and the Chesapeake Bay, Annapolis has long been a sailing center. At the college, a boathouse located on back campus is fully equipped so that students can participate in this tradition; an extensive athletic program includes sailing, crew, and individual rowing. Annapolis is within an hour's drive of both Washington, D.C., and Baltimore, with their many museums, restaurants, sporting events, concerts, and clubs.

The Santa Fe campus, opened in 1964 and located in the capital of New Mexico, reflects the traditions of the Spanish and Indian civilizations as well as those of the U.S. settlers who followed in the nineteenth century. The magnificent views from the Santa Fe campus—over 7,000 feet in elevation—are limited only by the surrounding mountain ranges. In close proximity to several national parks, the Santa Fe campus affords students the chance to explore the physical beauty of the American southwest and to take advantage of the region's superb hiking, mountain biking, and skiing opportunities. The college's nationally recognized Search and Rescue Team, in which both students and alumni participate, provides assistance to hikers in the mountains around the campus.

Students may transfer between the campuses at the end of any academic year. They are encouraged to experience both settings and the extracurricular activities they afford; their college experience will be all the richer for the influence of the different places with their different styles: the brick Georgian buildings in Annapolis, dating from the past three centuries, shaded by huge trees, and the Spanish colonial style of buildings in Santa Fe, against the backdrop of the dramatic mountains. Many students enjoy spending time on both campuses; they adapt easily because the academic environment is the same, and they find they are invigorated by the new experiences they encounter in a stunningly different physical setting.
Many students pursue musical interests at St. John's. Here the campus madrigal group practices for an upcoming holiday season concert.
Crew is just one of the many sports at St. John’s. The Annapolis campus is located on College Creek and the boathouse is the place to go for sailing, canoeing, and crew. About half of St. John’s students participate in intramurals, which include soccer, football, basketball, and volleyball.

The college’s athletic fields, tennis courts, and gymnasium are located on the 20-acre back campus, which borders College Creek. The Naval Academy, St. John’s arch croquet rival, is downriver to the right (out of photograph).
The Santa Fe campus provides an inspiring and strikingly different geographic setting in which to pursue the St. John’s program. Regardless of where students enroll initially, they can transfer to the other campus at the end of any academic year.
The answer to this question, to judge from our graduates, is anywhere. St. John’s makes no pretense of channelling its students into particular vocations, but the habits of careful questioning, analysis, discussion, problem-solving, translation, and demonstration which are developed during the four years at the college serve its graduates well.

While all St. John’s students follow the same course of study, their vocational paths are richly varied. Nearly 75% go on to graduate or professional programs, and St. John’s ranks in the top 10% among American colleges and universities in percentage of graduates who receive Ph.Ds. About 20% of alumni are involved in teaching or education, with an equal percentage in business. Law, medicine, computer science, communications, and the social sciences are also popular career choices.

The variety of careers following upon the same college course is demonstrated by even a cursory glance at a list of representative alumni — a journalist, a college professor, a mathematical-statistician, a psychologist working with disturbed teenagers, a computer systems program planner, an actor, a trial attorney, a foundation head, a stock broker, an art historian, a librarian, an oral historian, a geneticist, a clinical research coordinator for a drug firm, a psychotherapist, a foreign service officer. In short, the identical undergraduate preparation at St. John’s has lead to a broad range of successful and satisfying careers for its alumni. Here are some of their thoughts:

From a Business Executive and Professional Writer:

“The St. John’s program gives one a broad matrix within which judgments and decisions can be made in life. It is of benefit more personally
I think that the program is good not just for giving you exposure to different things but also for giving you material with which to think about what you want to do with your life. There are all sorts of different reasons, good and bad, for choosing a profession. I personally feel that reading the books has helped me decide what's important in my life and what I should be living my life for. Reading philosophy, literature, all these things, has helped shape my vision of what I want the rest of my life to look like, what matters to me and who I want to be.

Concerning Law:

"I am a lawyer, a patent lawyer, and a full partner in the law firm . . . After more than 20 years of practice, I say with complete conviction that there is nothing 'luxurious' or 'impractical' about a St. John's education. Far from it, no matter what one may go into later. As for law, the St. John's curriculum has absolutely no peer as a 'pre-legal,' so to speak, education."

From a University-Level Biology Professor:

"As I look back at my education at St. John's, I see day after day that it is the best type of education. It was there that I learned to read critically . . . a trite statement until one experiences day after day the inability of even graduate students to read anything. The development of an analytical mind and the ability to think and to express oneself is what education is all about. St. John's is not a luxury nor an impractical education . . . it is education. If only these large universities would understand what education is."

Regarding a Career in Medicine:

"To me, the St. John's program is ideal for the pursuit of medicine. In addition to the ideas and questions that one confronts at St. John's, one acquires an attitude toward learning and the pursuit of knowledge that is applicable in any discipline, be it medicine, math, or music. Consequently, the learning of medicine and medical science is more compelling in the light of a St. John's education. It is certainly the kind of college that I would go to again no matter what subject I would eventually pursue. Though the first year in medical school may be harder for the St. John's graduate in terms of the quantity of information that he has to take in, he is eventually at a distinct advantage with such a background."

Concerning Farming:

"For learning how to farm—nothing. For knowing why one might wish to be a farmer—everything."
The college seeks as students those who are willing to abandon the conventional priorities, those who feel that they can learn best by means of the program and the teachers — that is, the books — of the St. John’s community.

In many ways the members of this community are dissimilar; they come from numerous geographic, ethnic, racial, religious, and educational backgrounds. A quarter transfer from other institutions, turning with dissatisfaction from the college where they originally enrolled to begin as freshmen at St. John’s. What the members of this unusual community hold in common is a desire to learn, to read good books, and to discuss ideas with others who share their passion. St. Johnnies are academically able and can for the most part be described by traditional criteria as good students. But other schools’ definitions of a good student do not always match that of St. John’s. Not all applicants stand near the top of their classes nor do all have superlative board scores. Many have been displeased by their previous schooling, having found an emphasis on rote learning and little chance for discussion in the classroom. In discovering St. John’s, they realize that there can be something more.

{THE APPLICATION}

By applying, an applicant asks the college a question: “Am I qualified to pursue the St. John’s program of study?” A committee of tutors answers without measuring one applicant against another; each is considered individually. There is no application deadline. The committee reads each application as it arrives and gives its answer within a few weeks. Because the college welcomes all serious applicants, there is no application fee.

The application is unusual in requiring students to tell about themselves in a set of reflective essays. In writing these essays, students assess their prior education and experiences, and look critically at the St. John’s curriculum to determine whether or not it will benefit them. Students often remark that the application procedure has been
of great value to them in setting their future course whether or not they subsequently join the college.

Supporting documents that the Admissions Committee needs include two letters of reference, secondary school transcript(s), and transcripts of any college work. No special preparation is necessary for St. John's. Applicants are expected to have completed a normal college preparatory course of study that includes at least two years of algebra, one of geometry, and two years of the same foreign language. Additional study of mathematics, language, and natural science is recommended.

St. John's is one college on two campuses. Students who wish to attend the college should submit an application to only one campus. Acceptance at one campus constitutes acceptance by the college as a whole. Accepted students are free to enroll at either campus without reapplication as long as space is available. At the end of any academic year, students in good standing may transfer between the campuses.

Students may apply for admission any time after the first semester of their junior year in high school. Students with exceptional circumstances may enter St. John's directly from the eleventh grade. Most freshmen enroll in August; some in January. By spending the summer on campus, the January freshmen complete their freshman year and enter the sophomore year by the fall; they thus graduate at the same time as if they had enrolled the previous August.

---{VISITING CAMPUS}---

Over 80% of each freshman class visit campus before they enroll. Prospective students can arrange to stay in the dormitories for a night or two as guests of the college. They eat in the dining hall, attend classes, and talk with students and tutors. It is particularly important to visit St. John's because it is so different from other colleges. To arrange a visit, call 1-800-727-9238 in Annapolis, or 1-800-331-5232 in Santa Fe.

---{FINANCIAL AID}---

St. John's is committed to making its distinctive program available to students of limited means. All financial aid awards are based on demonstrated need, and about half the students receive substantial grants from the college, in addition to grants, loans, and work-study positions available through the federally-funded financial aid programs. Financing plans are available through the college, as well as through commercial lenders.
Sometimes Saturday night means a rock party in the coffee shop and sometimes it means a swing dance, which calls for more pluck than skill. Students dress any which way.
Books are central to a student's life at St. John's — both physically, in the form of a budding personal collection, and mentally, as the intellectual building blocks of a liberal education.
FOUNDED
The college was founded in Annapolis in 1696 as King William’s School and chartered in 1784 as St. John’s College. A second campus was opened in 1964 in Santa Fe. St. John’s is a four-year, co-educational, liberal arts college with no religious affiliation.

CURRICULUM
Integrated arts and sciences program based on a chronological study of seminal works of Western civilization. The following curriculum is required of all undergraduates.

Seminar: (4 years) philosophy, theology, political science, literature, history, economics, psychology
Mathematics: (4 years) geometry, astronomy, algebra, calculus, relativity
Language: (4 years) ancient Greek, French, English composition
Science: (3 years) biology, chemistry, atomic theory, physics
Music: (1 year) theory, composition

DEGREE GRANTED
B.A. in Liberal Arts

FACULTY-Student Ratio
1 to 8

CLASS SIZE
Seminars of about 20 students are led by 2 faculty members. Tutorials and lab sessions usually have 12 to 16 students led by one faculty member.

LIBRARIES
The libraries in Annapolis and Santa Fe contain more than 100,000 and 60,000 volumes respectively. Each library houses a number of special collections and both campuses have a music library.

LOCATION
The 36-acre eastern campus is located in the heart of historic Annapolis, which is the state capital and also a seaport town close to Washington, D.C. and Baltimore. Nestled at 7,300 feet above sea level in the Sangre de Cristo Mountains, the 250-acre Santa Fe campus offers both spectacular scenery and the cultural attractions of the Southwest.

STUDENT ENROLLMENT
Each campus serves about 400 students. Entering classes usually represent 30-35 states and a number of foreign countries.

Minority Representation: 11%
Ratio of Men to Women: 10 to 9

SECOND CAMPUS OPTION
St. John’s is one college on two campuses. Students may transfer between the two campuses at the end of any academic year.

RECREATION AND STUDENT LIFE
Both campuses offer extensive intramural sports programs and extracurricular art courses. Each has soundproof music practice rooms, an art gallery, and a music library. Major clubs and activities include student government, student newspaper, a film society, drama groups, a literary magazine and community service.

Special Features:
Santa Fe – boating, sailing, crew Santa Fe – Search and Rescue Team, hiking, skiing

Housing:
Annapolis students live in six centrally located dormitories, some dating to the early 19th century. Santa Fe dormitories are small modern units, clustered around central courtyards. Freshman housing is guaranteed. Dormitories are coed by floor. There are no fraternities or sororities.

ADMISSIONS
Applicants are expected to have pursued a college preparatory course of study, including substantial sequences in mathematics, foreign languages, and the physical sciences. Requirements include a short set of reflective essays, two letters of recommendation, and transcripts of all academic work. The GED is accepted. SAT or ACT scores are optional, but they may prove helpful. Interviews and campus visits are strongly recommended.

Application Deadlines:
Fall Term – rolling, March 1 preferred
Spring Term – rolling, Dec. 15 preferred

SAT I Score Ranges:
Middle 50% Verbal 620-740
Middle 50% Math 550-650

Combined entering classes, fall 1997 with 76% reporting

FINANCIAL AID
All financial aid awards are based on need. About 65% of the students receive some form of assistance, and over half receive grant aid from the college in addition to loans, jobs, and grants under the federal programs.

For more information contact:
Admissions Office
St. John’s College
P.O. Box 2800
Annapolis, MD 21404
FAX: 410-269-7916
1-800-727-9236
admissions@sjca.edu

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

Visit our website at:
http://www.sjca.edu

St. John’s admits qualified students of any race, religion, national or ethnic origin, without regard to sex, age, or physical disability. Most academic facilities and residence halls are accessible to persons with physical disabilities.
ST JOHN'S College

ANAPOLIS - SANTA FE

P.O. Box 2800
Annapolis, MD 21404
1-800-727-9238