

## Application for Admission

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### **Applying to St. John's College**

The admissions process at St. John's, like its distinctive curriculum, sets it apart from other colleges and universities. Of course, like other selective institutions, we do ask for the usual transcripts and recommendations, but the similarity stops there. Because the college welcomes all serious applicants, we do not charge any application fee, and we ask for only a minimum of personal and statistical data. For most applicants, we do not require standardized test scores, nor do we view averaged grades or rank in class as the most important standards by which applicants should be judged. Instead, we have placed a short set of reflective essays at the heart of our application, and we review supporting documents in light of what each applicant has to tell us in those essays. While we expect prospective students to have strong academic records, our overriding concern is that they understand the kind of work we do at St. John's, recognize how it differs from what is offered elsewhere, and have a genuine desire to undertake it. In short, we seek students who want to participate actively in their own education and believe they can best achieve that end through serious discussions of important books from the Western intellectual tradition. Our application essays help us determine an applicant's commitment to that kind of education in a way that statistical information alone never could.

### **Supporting Documents**

In addition to your essays, we need your secondary school report, transcripts of any college work for which you have received credit (except college courses taken as part of your high school curriculum), and two letters of recommendation (one of which should be from a teacher of an academic subject). If you have been away from school for some length of time, your references may be from employers, friends, or from anyone who knows you reasonably well and is in a position to evaluate your potential for achievement in the St. John's program. SAT or ACT scores are required if you are home schooled, did not or will not graduate from high school, or are not a United States citizen or permanent resident. Otherwise they are optional but may prove helpful. Interviews and campus visits are highly recommended but not required. Your essays and supporting documents may be submitted in any order.

### **Campus Choice**

St. John's College has two campuses that share a common curriculum – one on the East Coast in Annapolis, Maryland and one in the West, in Santa Fe, New Mexico. You may apply to either campus and should indicate your preference on the application. Yearly or permanent transfer between campuses is allowed and encouraged, providing there is space in the class.

### **Spring Semester Freshmen**

Our Santa Fe campus offers admission to a small number of freshmen for entrance in the spring semester. This is an excellent option for students transferring from other colleges and for students working or studying abroad. Freshmen who enter in the spring complete the second semester of their freshman year during the summer and join the sophomore class on either campus in the fall. If you apply for entrance in the spring, you should submit your application as early as possible and preferably not later than December 15. Enrollment decisions are reached quickly, normally within a couple of weeks.

### **Financial Aid**

St. John's is committed to a financial aid program that rewards academic merit and recognizes demonstrated financial need. All applicants for admission are automatically considered for merit scholarships, and students who complete the Free Application for Federal Student Aid (FAFSA) are considered for need-based financial aid. The college tailors each financial aid package to the student's individual circumstances with a combination of college-funded scholarships and need-based grants, low-interest student loans, and work study. Our awarding process is very personalized, and our commitment to making a St. John's education affordable to all students, regardless of income level, is unwavering.

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## CONTACT INFORMATION

MR/MS	FIRST NAME	MIDDLE NAME	LAST NAME	SUFFIX
STREET ADDRESS LINE 1				
STREET ADDRESS LINE 2				
CITY	STATE OR PROVINCE	POSTAL CODE	COUNTRY	
HOME PHONE	CELL PHONE			
EMAIL				

## PERSONAL DETAILS

SOCIAL SECURITY NUMBER	-	-		DATE OF BIRTH	/		/	
	OPTIONAL			month	day		year	

**Citizenship:**  U.S. Citizen  
 U.S. Dual Citizen      Dual Citizenship Country \_\_\_\_\_  
 U.S. Permanent Resident      U.S. Permanent Resident Number \_\_\_\_\_  
 Other – Non-U.S.      Citizenship Country \_\_\_\_\_

## ENROLLMENT AND FINANCIAL AID

**Campus:**  Annapolis, Maryland  
 Santa Fe, New Mexico

**Term:**  Fall \_\_\_\_\_  
 Spring \_\_\_\_\_ (available only in Santa Fe)

**Preferred Fall Admission Plan:**  Early Action I     Early Action II     Rolling

Decision Type	Deadline	Admissions Decision Returned
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Spring Admission Santa Fe	Rolling	Within 2-3 weeks

## Financial and Merit Aid

Admission to St. John’s College is need-blind.  
All accepted applicants are considered for merit scholarships, which are based on the strength of your application.

- Do you intend to apply for need-based financial aid? Yes  No
- Do you qualify for Post 9/11 GI and Yellow Ribbon Benefits? Yes  No

**PARENT INFORMATION**

**Parent 1 :** Mother  Father  Stepmother  Stepfather  Legal Guardian

Is Parent 1 Living? Yes  No

MR/MS/MRS/DR FIRST NAME MIDDLE NAME LAST NAME SUFFIX

EMAIL PHONE

College (if any) \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

**Parent 2 :** Mother  Father  Stepmother  Stepfather  Legal Guardian

Is Parent 2 Living? Yes  No

MR/MS/MRS/DR FIRST NAME MIDDLE NAME LAST NAME SUFFIX

EMAIL PHONE

College (if any) \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

**EDUCATION**

List the high school you are currently attending or have most recently attended:

High School Name \_\_\_\_\_

Dates of Attendance From: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ To: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Month Year Month Year

I was/am home schooled: Yes  No

I have or will receive a GED: Yes  No  GED Award Date \_\_\_\_\_/\_\_\_\_\_  
Month Year

Are you transferring from a college where you have earned credit for at least one full semester's work? Yes  No

List all colleges you have attended and been awarded credit. Please have each college send us a transcript of your work.

1. \_\_\_\_\_  
COLLEGE NAME CITY STATE

Dates of Attendance: From: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ To: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Month Year Month Year

2. \_\_\_\_\_  
COLLEGE NAME CITY STATE

Dates of Attendance: From: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ To: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Month Year Month Year

3. \_\_\_\_\_  
COLLEGE NAME CITY STATE

Dates of Attendance: From: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ To: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Month Year Month Year

## ESSAY QUESTIONS

Because the curriculum and instructional methods at St. John's differ from those at most colleges and universities, the Admissions Committee would like to learn more about you than grades and test scores alone can reveal. The following topics have been designed to give you an opportunity to write fully and freely about yourself and to tell us, in your own words, how you might benefit from the program at St. John's. Your essays will be read carefully by the members of the Admissions Committee, but we realize that you may be under academic or other pressures, and we do not expect perfection.

Successful applicants usually write a total of 500-1000 words in their responses to each of the required essays prompts.

- 1. Explain in detail why you wish to attend St. John's College; please evaluate the strengths and weaknesses of your formal education to date.*
- 2. Describe your reading habits and discuss an aspect of a particular book that has been important in shaping your thoughts.*
- 3. Select some experience from which you have derived exceptional benefit and describe it, explaining its value to you.*
- 4. OPTIONAL: If you wish, provide the Admissions Committee with any additional information that you think is relevant to our consideration of your application. You may wish to discuss your health or family situation, your special talents or hobbies, your religious life, your accomplishments, or your post-college plans.*

### **Short Answer Questions:**

Please describe in the space below how you first happened to become interested in St. John's College. Be as specific as you can. Identify by name and address, if possible, people who influenced you.

List in the space below any questions that you would like us to answer regarding the college or your situation.

Your Signature \_\_\_\_\_

# School Report

## APPLICANT INFORMATION

Please complete page 1 and give it to the principal or appropriate counselor at your secondary school. If you have already graduated from high school, simply request that a copy of your high school transcript be sent to the admissions office.

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CITY	STATE OR PROVINCE	POSTAL CODE	COUNTRY	
HOME PHONE		CELL PHONE		
EMAIL				

## APPLICATION TYPE

**First Year:**       **Transfer:**   
*(I am transferring from a college where I have earned credit for at least one full semester's work)*

**Term:**             Fall \_\_\_\_\_  
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|--|---|
| <input type="checkbox"/> Director of Admissions<br>St. John's College<br>P.O. Box 2800<br>Annapolis, Maryland 21404-2800 | <input type="checkbox"/> Director of Admissions<br>St. John's College<br>1160 Camino Cruz Blanca<br>Santa Fe, New Mexico 87505-4599 |
|--|---|

**TO THE PRINCIPAL OR COLLEGE ADVISOR**

This student is applying for admission to St. John’s College. A full and candid report on the applicant’s character and abilities is essential for the applicant to be given fair consideration. Please complete this page, attach additional comments, and return both with the student’s transcript to the address indicated on page 1.

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SCHOOL NAME CEEBCODE

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SCHOOL ADDRESS.

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CITY STATE ZIP

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SCHOOL OFFICIAL’S PHONE SCHOOL OFFICIAL’S EMAIL

Federal law requires that references be made available to applicants who enroll at St. John’s College unless the applicants agree to waive their right of access. Please have the applicant sign and date this form if you wish your remarks to remain confidential. Applicants who do not waive their right will be permitted to read their references should they enroll in the college.

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

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Applicant’s signature Date

**RANK IN CLASS**

This candidate ranks \_\_\_\_\_  in a college prep group or \_\_\_\_\_  entire class of \_\_\_\_\_ students (If precise rank is not available, please indicate approximate rank to the nearest tenth from the top: \_\_\_\_\_).

We do not report rank in class

GPA \_\_\_\_\_ GPA Scale \_\_\_\_\_

Expected Graduation Date \_\_\_\_\_

How long have you known the applicant? \_\_\_\_\_

In what capacity? \_\_\_\_\_

If as teacher, list subject(s) taught to applicant. \_\_\_\_\_

Has the applicant ever been found responsible for a violation at your school that resulted in a disciplinary action?

Yes  No  School policy prevents me from responding

To your knowledge, has the applicant ever been adjudicated guilty or convicted of a misdemeanor or felony?

Yes  No  School policy prevents me from responding

Please attach comments on the student’s character as well as his or her intellectual interests and abilities to assist the admissions committee in its review of this applicant for admission to St. John’s College.

\_\_\_\_\_  
School Official’s Name (please print)

\_\_\_\_\_  
School Official’s Signature Date

*Thank you for your help.*

## The St. John's Program

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In classes students cultivate the habits of careful analytical study. In language, 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. Throughout the four years students study 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 college believes that mathematics is an integral and necessary part of our understanding of the human intellect and of the world. Mathematics classes seek 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 the four years, students study pure mathematics and the foundations of mathematical physics and astronomy.

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The college has an intellectual climate. It is a cohesive community in which students are responsive to one another. Work and play are not polarized; extracurricular activities supplement the curriculum. Social life is informal; there are no sororities or fraternities.

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**REFERENCE WRITER'S INFORMATION**

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_ SCHOOL ADDRESS  HOME OR BUSINESS ADDRESS

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

PHONE \_\_\_\_\_ EMAIL \_\_\_\_\_

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How long have you known the applicant? \_\_\_\_\_

In what capacity? \_\_\_\_\_

If as teacher, list subject(s) taught to applicant \_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

*Thank you for your help.*

## The St. John's Program

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\_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

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With a faculty-student ratio of 1 to 8, class sizes range from a handful, to 18 or 20 in seminars and laboratories, to the entire student body for one weekly lecture. All classes are discussion classes, so that the students participate directly and actively in their own education. Final examinations are oral and individual. The faculty meets students twice a year to evaluate their intellectual performance in their presence and with their help.

The seminar is the heart of the St. John's program. Its business is the discussion of the books. Two faculty members preside, but the seminar is almost exclusively student conversation. One faculty member begins the seminar with a question on the assigned book, a question to which he or she may have no answer. Thereafter the faculty 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 faculty 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 faculty members, as they may, take a definite stand and enter the argument, they can expect no special consideration, for reason is the only recognized authority. The aims of the seminar are to ascertain how things are, not how things were; to develop the students' powers of reason and understanding and communication; and to help them arrive at rational opinions of their own.

In classes students cultivate the habits of careful analytical study. In language, 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. Throughout the four years students study 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 college believes that mathematics is an integral and necessary part of our understanding of the human intellect and of the world. Mathematics classes seek 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 the four years, students study pure mathematics and the foundations of mathematical physics and astronomy.

The study of music at St. John's is geared to develop understanding of music through attentive listening and through the close study of musical theory and analysis of works of music – of Bach, Beethoven, Mozart, Palestrina, and Stravinsky. 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.

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 one to believe in things one cannot see – in atoms, in genes. The program weaves together the main themes of physics, biology and chemistry to catch the understanding and insights that are needed, with careful scrutiny of the interplay of hypothesis, theory and observed fact. 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.

On Friday evening, the entire college assembles for a lecture by a faculty member or a visitor. It is the only time a lecture is given. Afterward, the lecturer submits to prolonged questioning by students and faculty. 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.

### **The College**

The college has an intellectual climate. It is a cohesive community in which students are responsive to one another. Work and play are not polarized; extracurricular activities supplement the curriculum. Social life is informal; there are no sororities or fraternities.

Facilities are available for almost any sport, and most students participate in intramural sports. Many are involved in student government, publications, dramatics, special-interest groups; students find their own interests and cultivate them to the extent they choose. But what goes on outside the classroom assumes much of the character of what happens inside; it is pursued with a sense of purpose and with the active participation of the students.

### **The Students**

St. John's students are intellectually alive. They habitually read books and value good talk; otherwise they fit no pattern and come from all over the country. About 65 percent of them come from public schools. All students must enter as freshmen, and about ten to fifteen percent of every freshman class are students who have had one, two or even three years of college work elsewhere. Attracted by the unique program that St. John's offers, they are willing to spend the additional time to get this education.

### **Admission**

Criteria for admission are largely intellectual and academic, although any activities showing initiative and drive will strengthen an application. The academic record is important, as are the written essays. The letters of reference are carefully read for evidence that the applicant has the maturity, self-discipline, ability, energy and initiative to succeed in the program. There are no minimums for grades, test scores are optional for most applicants, and both may be made irrelevant by the pages that the student writes. There is no application fee. Applicants are judged on their own merits, not by comparison with others. New students begin as freshmen. Each year a handful enter early, before finishing high school. An interview and a visit are highly recommended but are required only in special cases.