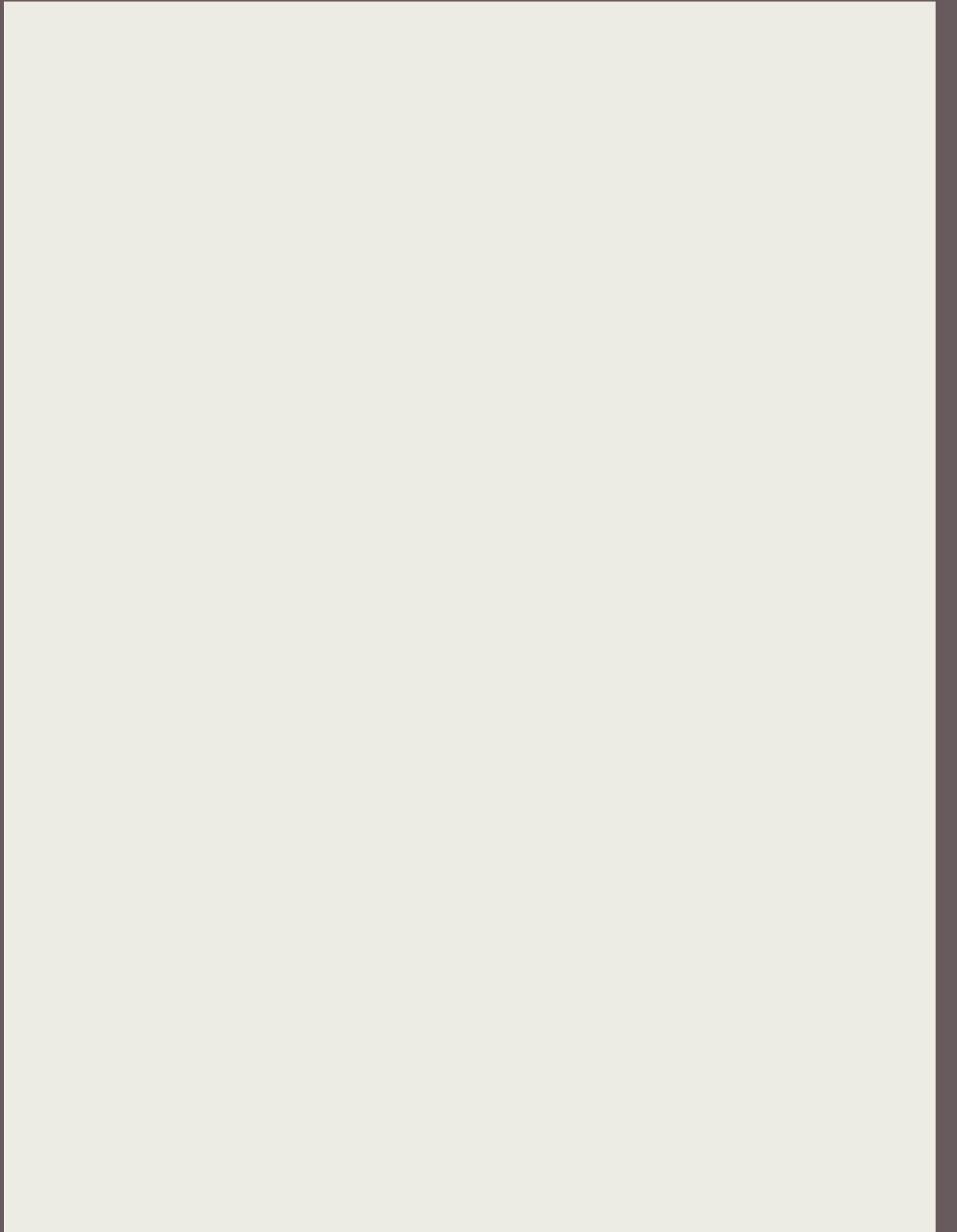
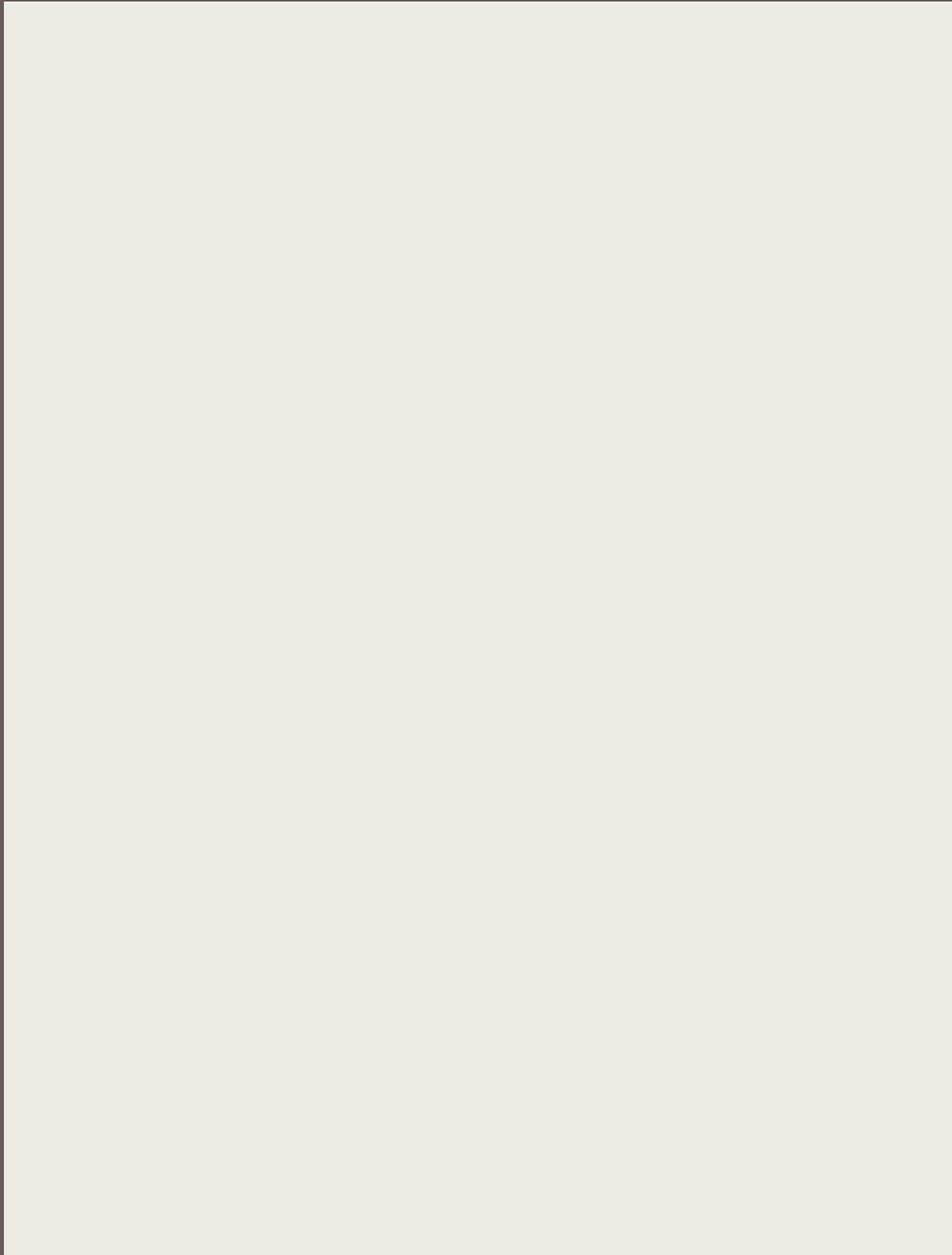
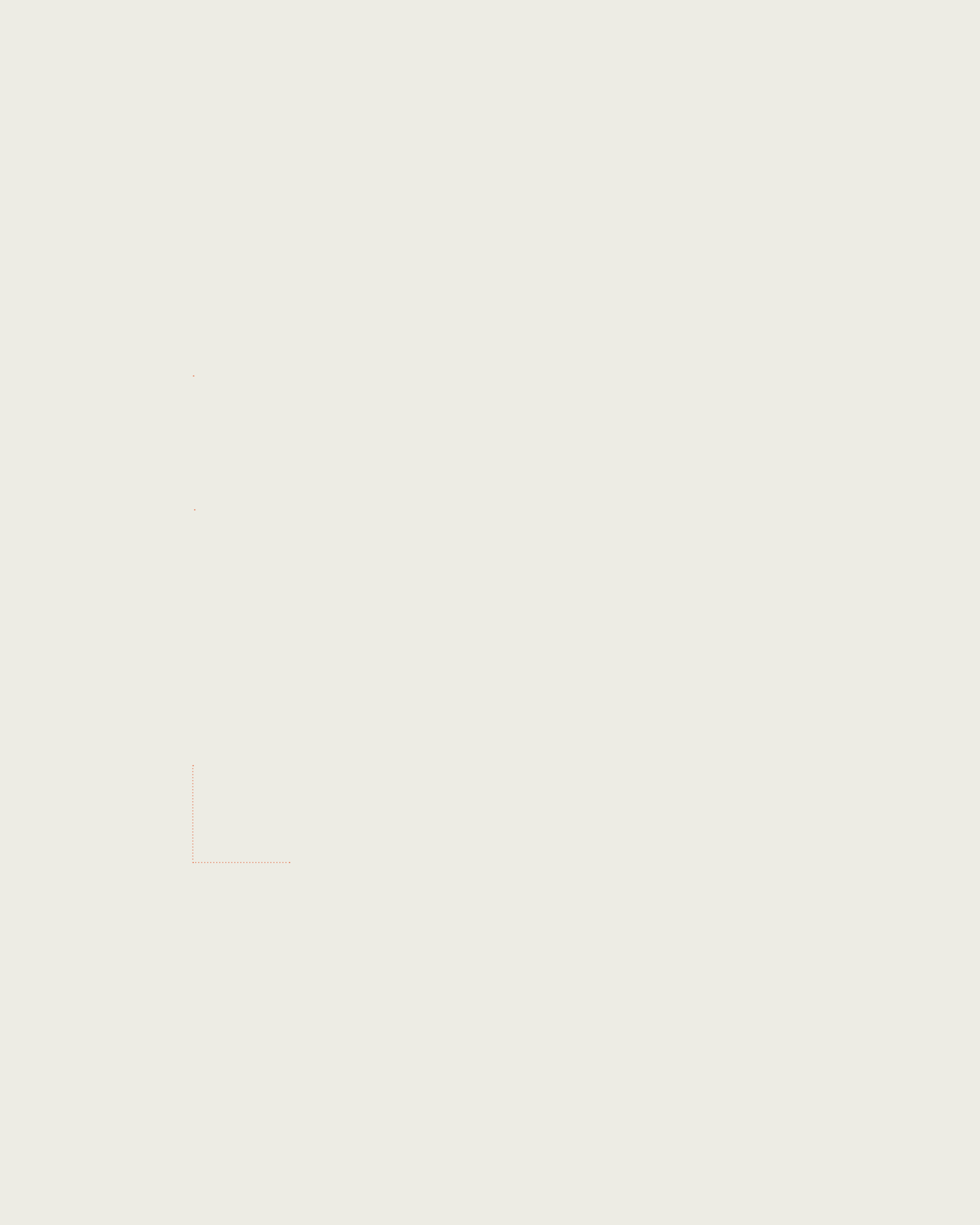


HOLD STRONG

2020 Report
for Alumni & Friends

ST JOHN'S COLLEGE





We listened to and learned from our students and tutors.

Throughout the crisis, we have done what Johnnies do best: ask questions. Once we were confident that our students were safe, our next course of action was to survey our students and tutors to assess their technological needs and their perception of our initial efforts at delivering the Program online. What can be done to improve our labs and tutorials? How can we lessen the impact of screen fatigue? These are the kinds of questions we asked of those who are in the best position to judge the quality of our work together.

“Jobs for Johnnies” helped connect students with potential employers.

The economic hardships faced by our current students have also been felt by new graduates, who found themselves entering the workforce at a time of rising unemployment. Through Jobs for Johnnies, a new initiative led by the St. John’s Board of Visitors and Governors, more than 50 students from the Class of 2020 were matched with 19 board members, who are leveragin

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Joshua
Kaluwasha
(SF23)

On the Great Books and a pandemic.

“ Who would have anticipated that a Great Books education could teach students to cope with a pandemic?

I have come to appreciate Epictetus' stoicism. It made me ask myself, 'What can I control?' and 'How can I make that work?' Making the uniquely contrarian classroom experience work during these times has been a team effort. I believe that every single Johnnie understands this, so we are doing our part. We are keeping the conversations going, we are translating our Greek, and we are adjusting to demonstrating math props via technological options.

Johnnies will always be Johnnies, and aspects of the in-person class have migrated over to this new frontier: the subtle interruptions, the occasional eerie silence, and the quintessential Johnnie phrase 'it seems to me ...' have all been a part of this virtual experience.

Perhaps our global situation is allowing us to put the philosophy we discuss into practice, teaching us that we must be willing to sacrifice and commit to whatever needs to be done in order to return to our beautiful campus that we hold dear. ”

Jessie
Tagliani
(A22)
Lab Assistant

On the science of soccer balls and a canoe.

“ We quickly discovered that video can be a quite useful tool: it can be paused to point out a specific detail, rewound to a crucial moment, or simply played again from the beginning. Nevertheless, a video will always be a poor substitute for hands-on experience. One of my duties as lab assistant has been to encourage students to design their own practica—something that many students have taken to with gusto. So far, I have helped design practica that range from dropping soccer balls off re-escapes to investigating relative motion involving the use of a canoe!

Our laboratory director made sure that every junior received a Newton's Cradle, which will allow them to conduct their own experiments on colliding bodies. To help freshmen with their module on measurement and equilibrium, we are sending them homemade baros kits, complete with a balance beam, a lump of clay, and the baros weight itself. ”

Leah
Sernas
(AGI)

On the immediacy of seminar in a disconnected world.

“ The Program is a deeply human experience because we get to talk about ideas regardless of our own identities—to transcend our locality, the limitations of our own bodies, gender, ethnicity, sexuality, and enter the world of the author.

That we cannot be physically closer adds a barrier, but I am starting to get over the newness of 'cyber-relating.' I have found myself using technology to pore over Ancient Greek homework with a couple of classmates every week; to joke and complain about my children with a classmate who is also a parent; and to pray with another. I appreciate that I could spill my anxieties over the impending death of Antony in Shakespeare's play with my literature tutorial tutor. I love that my Politics and Society seminar tutor is stoking in me a love for Ancient Greek harmonic chords. I appreciate that my Kierkegaard preceptorial tutor took the time to get to know me over a virtual coffee break.

I consider it a great privilege to be part of such a community, even though it is not yet fully experienced in person. ”

John
Balwit
(SFGI85)
Santa Fe
Director of Labs

On DIY labs for the at-home scientist.

“ Source texts provide the reflective core of our labs, but physical engagement with the phenomena plays an important role, whether we are classifying pine needles or cowering in a Faraday cage while electricity crackles overhead.

Interactive activities have allowed students to conduct experiments, albeit through the thin channel of screen and camera. Lab assistants are on site to offer commentary and respond to requests. While an assistant measures the mass-to-charge ratio of an electron, an online student might ask 'Can you try increasing the voltage on the Helmholtz coil?' In many ways, this parallels the kind of experience that students might have had in the labs.

Experimentation that can be done at home is supported with DIY kits. For example, students used small college-provided microscopes to re-experience some of the wonder that Robert Hooke experienced when the



ONLINE CLASSES OPEN NEW DOORS TO THE PROGRAM FOR ADULT THINKERS AND SEEKERS

Through our Graduate Institute and community seminars, St. John's makes the Program available to intellectually adventurous adults who seek to wrestle with questions fundamental to the human condition and our shared pursuit of truth.

We have long known that our Program is attractive to lifelong learners, but residential requirements can make it an unrealistic option for adults whose circumstances tie them to a particular area.

The transition to online classes gave us an opportunity to test a solution that could potentially expand our accessibility—with surprising results: not only are adult students eager to engage with the Program, but they are also willing to connect remotely.

Following the announcement that the Graduate Institute would offer online classes for Fall 2020, demand for all degree programs surged, with more than 40 percent of new students indicating that the online option significantly influenced their decision to enroll.

To ensure that these new students—many of whom live far from Annapolis or Santa Fe—can complete their degrees at St. John's, our faculty approved an instructional proposal that will permit online classes to continue at the Graduate Institute for at least three more years.

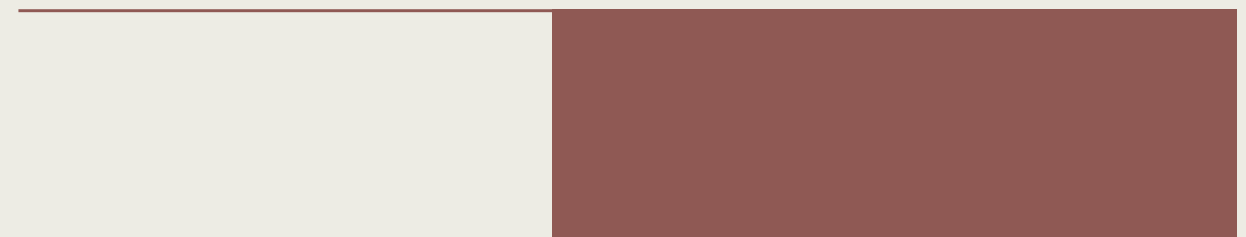
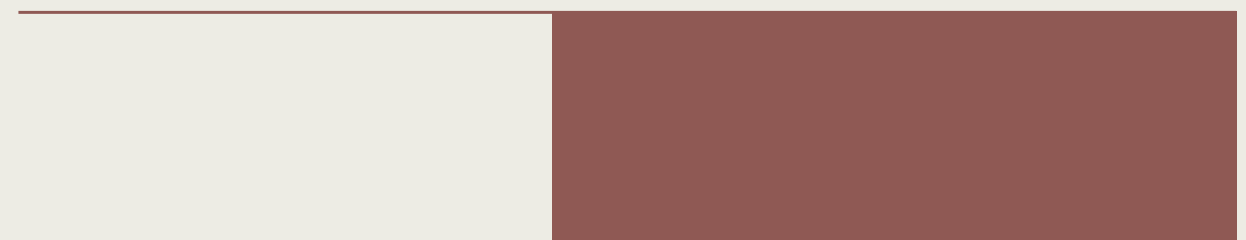
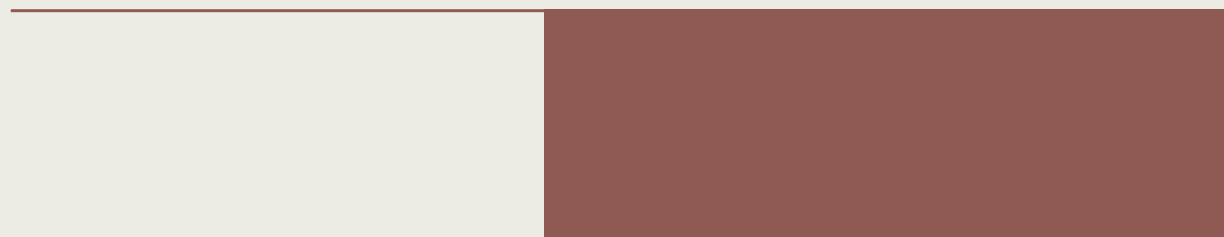
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OUR SUPPORT IS MAKING A DIFFERENCE FOR STUDENTS

As stress and loneliness take their toll, students have told us how deeply they miss our campuses, our cherished traditions, and the closeness that comes with physical community.

They have also told us that shared discoveries are being made



We didn't realize it at the time, but we started planning for the pandemic years ago—when we tightened our belts, lowered our tuition, and launched the Freeing Minds campaign.

The lessons of the past 12 months have been a reminder that change need not be unwel

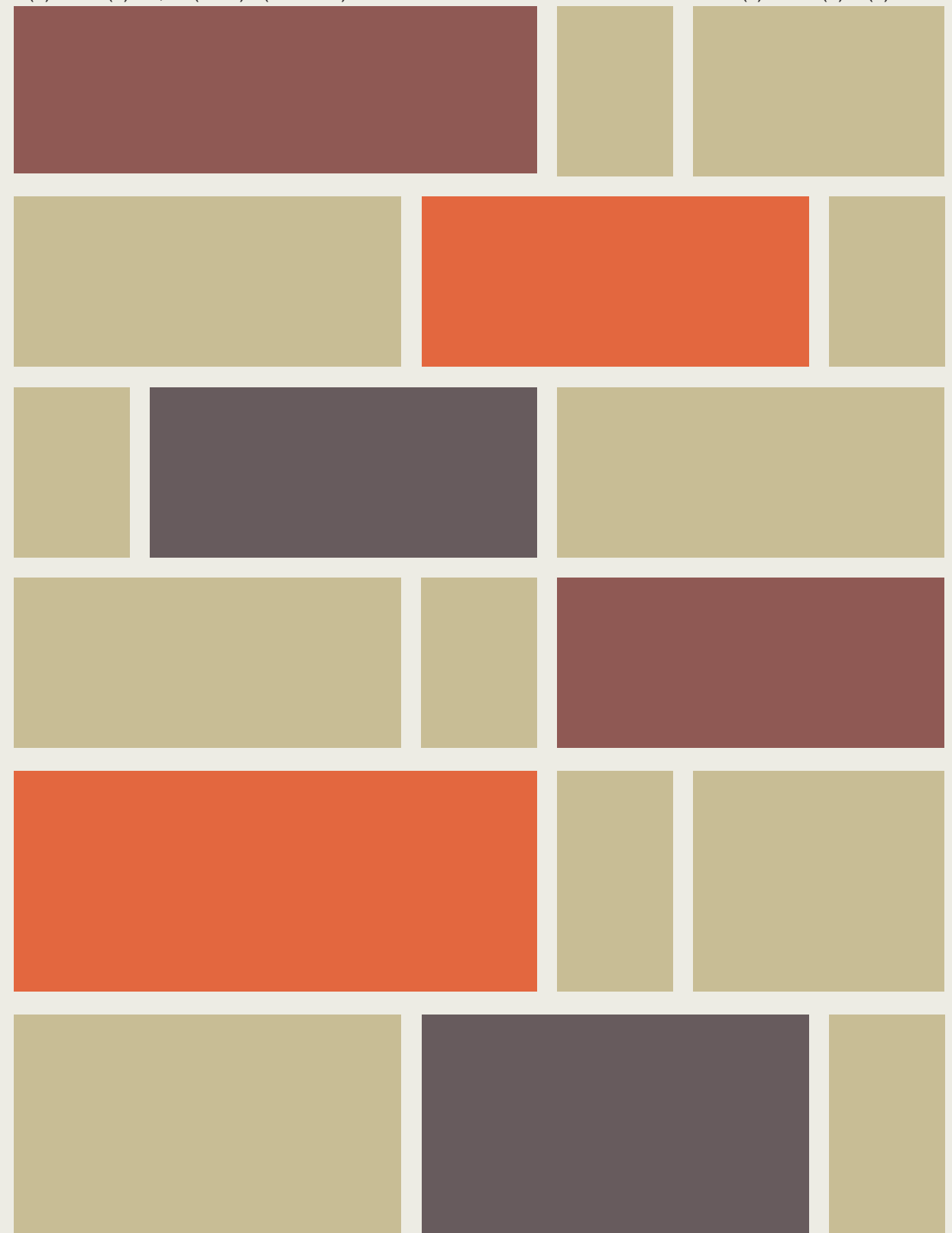
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WE'RE DOING MORE TO MEET THE HEALTH AND WELLNESS NEEDS OF STUDENTS

As the most rigorous college in America, St. John's will never be easy, nor do we want it to be. What we do want is for St. John's to be a place where students who are struggling to balance the demands of the Program with other areas of life can find the support they need.

Over the years our alumni and students, including those students who ultimately withdrew from the college, have spoken of the difficulties they faced when seeking help—help that, for some students, might have enabled them to remain at the college.

Both campuses have responded by substantially expanding the scope of their health and wellness services and have taken steps during the pandemic to make them accessible to students who are



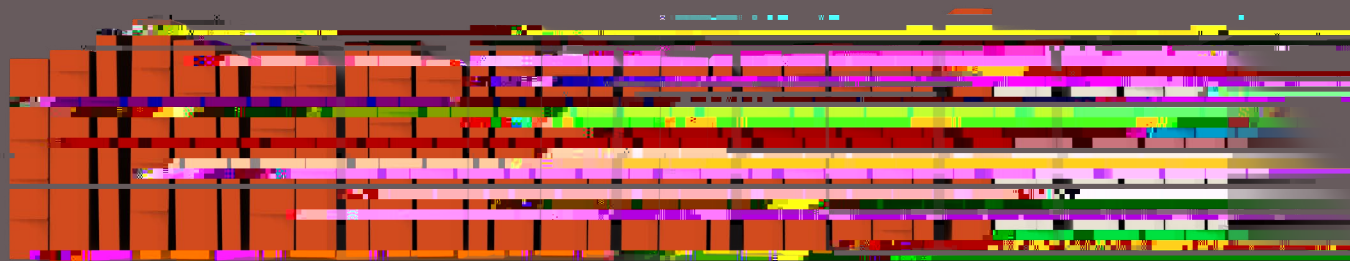
GENEROSITY KEEPS US HOLDING STRONG

In a year that tried to turn us upside down, generosity remained a powerful force that kept us steady.

Over the past 12 months, alumni and friends joined together to raise almost \$27 million to help sustain the college through these difficult times—so it can endure for all time.



RAISED* TOWARD A
GOAL FOR THE FREEING MINDS CAMPAIGN



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