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United States Department of the Interior  
National Park Service

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

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### 1. Name of Property

Historic name: St. John's College—Santa Fe, New Mexico

Nat. Register of Historic Places  
National Park Service

Other names/site number: \_\_\_\_\_

Name of related multiple property listing:

N/A

(Enter "N/A" if property is not part of a multiple property listing)

### 2. Location

Street & number: 1160 Camino Cruz Blanca

City or town: Santa Fe State: New Mexico County: Santa Fe

Not For Publication:  N/A

Vicinity:  N/A

### 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this  nomination  request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

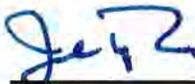
In my opinion, the property  meets  does not meet the National Register Criteria.

I recommend that this property be considered significant at the following level(s) of significance:

national  statewide  local

Applicable National Register Criteria:

A  B  C  D

	<u>5/26/15</u>
<b>Signature of certifying official/Title:</b>	<b>Date</b>
<u>Dr. Jeff Pappas, New Mexico State Historic Preservation Officer</u>	
<b>State or Federal agency/bureau or Tribal Government</b>	

In my opinion, the property <input type="checkbox"/> meets <input type="checkbox"/> does not meet the National Register criteria.	
<b>Signature of commenting official:</b>	<b>Date</b>
_____	_____
<b>Title :</b>	<b>State or Federal agency/bureau or Tribal Government</b>

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**4. National Park Service Certification**

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain: \_\_\_\_\_)

*Ver Eason K. Beall*  
Signature of the Keeper

*8.3.15*  
Date of Action

**5. Classification**

**Ownership of Property**

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

**Category of Property**

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

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**Number of Resources within Property**

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>26</u>	<u>16</u>	buildings
<u>1</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>1</u>	<u>0</u>	objects
<u>28</u>	<u>16</u>	Total

Number of contributing resources previously listed in the National Register 0

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**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

Education: college  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Current Functions**

(Enter categories from instructions.)

Education: college  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

Other—Territorial Revival style

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**Materials:** (enter categories from instructions.)

Principal exterior materials of the property: Concrete, Stucco, Brick, Synthetics

### Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

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### Summary Paragraph

St. John's College is a small liberal arts college located in the foothills of the Sangre de Cristo Mountains, two miles southeast of downtown Santa Fe in Santa Fe County, New Mexico. The seven academic buildings are organized around the main *placita*, a small courtyard surrounded by buildings. Designed by Santa Fe architects Edward O. Holien and William R. Buckley, with design input from John Gaw Meem, the two-to-three-story buildings, constructed from 1964 to 1973, are excellent examples of the Territorial Revival style. Many of the academic buildings are connected by *portales*. The Upper Dormitories are a complex of eleven small apartment blocks joined by portales and centered around three placitas. The Lower Dormitories comprise ten apartment blocks organized around one placita. Modernist landscape architect Garrett Eckbo designed the landscape plan, including the fish pond and rock garden at the edge of the main placita. The historic district includes roughly 60 of the 260 acres owned by the college.

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## Narrative Description

St. John's College is a small liberal arts college located in the foothills of the Sangre de Cristo Mountains, two miles southeast of downtown Santa Fe in Santa Fe County, New Mexico. The campus is situated at the base of Sun Mountain in the east-side residential area and west of the Santa Fe National Forest. The two historic dormitory complexes and the academic center were designed in the Territorial Revival style, a style of architecture that has remained popular in Santa Fe. The historic district is located amid residential areas and large swaths of undeveloped juniper and piñon woodlands. The piñon forest to the south grows very close to campus buildings, especially the Upper Dormitories. The campus is entered by a curvilinear drive, which was part of the Master Plan of 1963. The drive includes a causeway over the Arroyo Chamiso.

The historic district is roughly oriented on an east-west axis, with three complexes of buildings: the academic buildings in the center, the Upper Dormitories to the east, and the Lower Dormitories to the west. The Upper Dormitories housed men and women until the Lower Dormitories were built for women in 1967. The seven academic buildings are organized around the main placita. Garrett Eckbo, in his plan for the campus, contended with the change in grade between the lower student center and the upper east-side academic buildings. Eckbo created a grade change in the form of a three-part arc. The north third of the arc, adjacent to the Evans Science Laboratory, is formed by two sets of broad stairs. The southern portion of the arc was built as two terraced walls which adjoined the student center. Eckbo designed the rock garden in the center as a naturalistic feature that serves to buttress the upper grade.

Garrett Eckbo consulted with Meem on pedestrian traffic patterns and the placement of the brownish-hued concrete pathways. Boulders and smaller rocks found on the college's property were used in the rock garden and the numerous stone walls and planters located throughout the campus. Eckbo personally supervised the placement of the lichen-covered stones. His planting plan called for mostly native species, such as juniper, gambrel oak, and ponderosa pine, for ease of maintenance. Eckbo designed a grassy plot, now called the "grassy knoll," on the upper, east end of the academic center as a place for students to relax and to enjoy a respite from the dry surroundings. Small parking lots were located at the periphery of the academic center.

The buildings constructed between 1964 and 1973 were built in the locations identified in the master plan and the architectural rendering, both from 1963 (figures 1 and 2). The aerial photo from 1973 (figure 3) illustrates the arrangement of buildings and open space, which was not altered until the construction of the Meem Library in 1990.

Designed by Santa Fe architects Edward O. Holien and William R. Buckley, with design input from John Gaw Meem, the campus buildings are modern academic and residential buildings designed in the Territorial Revival style. These buildings are characterized by their beige stucco exteriors, one-and-two-story portales, brick dentil cornices, and white-painted window- and door surrounds and other trim. Modern building materials and techniques included poured-concrete

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foundations, steel-frame construction, aluminum windows, and concrete portales supported by concrete posts.

The two-story Peterson Student Center, the largest academic building on campus, is located on the north side of the academic center. Built in 1964, it includes a cafeteria, coffee shop, book store, auditorium, and meeting spaces. The interior was designed by Alexander Girard, who designed padded benches, tubular chandeliers, brightly painted wood-panel doors, and a large mural representing the seven liberal arts disciplines. The lobby mural contains symbols, names, and mathematical formulas within various-sized, light-colored rectangles. These rectangles appear over a grid of dark blue-and-red rectangles. The rectangles, without symbolic imagery, continue the length of the corridor to the cafeteria. Girard also painted a telephone pole above the aluminum doors of the pay phones in the lobby. The modern interior includes terrazzo floors and aluminum hand rails.

The Evans Science Laboratory, completed in 1964, is a large three-story building on the north side of the academic center. It includes one-and-two-story portales on all four elevations. Santa Fe Hall, built in 1964 at the east end of the academic center, is centered on two hexagonal-shaped blocks, with limited window openings for light-controlled classroom spaces. Portales join Santa Fe Hall to Evans Science Laboratory on the north and Weigle Hall to the south. Weigle Hall, built in 1971, is the principal administration building. Its multi-stage bell tower identifies it as a campus landmark building. The three-story Fine Arts Building, built in 1973, is the smallest academic building.

The Upper Dormitories, part of the master plan and completed in 1964, are a rectangular block of eleven small apartment buildings built around small placitas and connected by portales. Located on the east side of campus, the dorms are sited at an oblique angle and appear visually distinct from the academic center. In 1964, Garrett Eckbo created a separate landscape plan for the Upper Dormitories, which called for broad stairs and stone planters that match those in the academic center to address the change in grade. In his plan, Eckbo reduced the scale of the interior courtyard by creating smaller, more intimate gardens. He provided continuity with the academic center in use of stone planters, benches, stairs, and his planting plan, which included mostly native species. Eckbo, most significantly, reconfigured the larger courtyard into two smaller placitas by dividing the space with deciduous trees and planters, emphasizing the importance of the small garden, an essential part of his design philosophy.

The Lower Dormitories were built in 1967, west of the academic center. The lower dorms comprise ten connected buildings in a triangular plan. The interior elevations alternate between plain facades and those with portales. Curvilinear walkways meander through the placita, which is planted in juniper and piñon pine.

Since the 1970s, St. John's College added new buildings and made small alterations to the landscape within the historic district. These new buildings are mostly located on the periphery of the historic district and have been sensitively designed, mostly in the Territorial Revival style, to blend harmoniously with the existing historic buildings. New buildings include the Meem

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Library, which was designed in the Territorial Revival style with flat-roofed rectangular forms and details, such as a brick dentil cornice. The interior atrium is supported by vigas with decoratively carved corbels. The Meem Library is among the few academic buildings whose location does not conform to the master plan. The library was originally sited south of and connected to the student center. By the time of its construction in 1990, the college determined that it needed a larger library than first conceived. Its location was moved to the west, creating the library placita between its main entrance and the Fine Arts Building.

The Suites and Apartments, northeast of the Upper Dormitories, were built in 1993. The buildings, clusters of small apartment blocks designed in the Territorial Revival style, were part of the Master Plan of 1963. The small size and scale of these buildings visually blend with the historic campus.

Levan Hall, built as the Graduate Institute in 2010, was designed by San Antonio, Texas, architects Lake/Flato in the Deconstructivist style. It is a long building with a narrow front, which faces the main placita. Although built on a monumental scale, Levan Hall is a small building and appears no larger than the neighboring Fine Arts Building and Weigle Hall. Levan Hall's modern appearance is tempered by the flat roof and rectangular massing and the use of traditional materials, such as the cantilevered wood roof and the exterior cladding of beige stucco.

The construction of Levan Hall, between Weigle Hall and the Fine Arts Building, resulted in changes to the landscape designed by Garrett Eckbo. The site for Levan Hall was lowered so that the two-tiered retaining wall, designed by Eckbo, between the rock garden and the student center was removed (figure 5). The overhead bridge to the Fine Arts Building was also removed (figure 6). The concrete that covered the main placita in the academic center was replaced with brick pavers and a curvilinear handicapped-access ramp was constructed around the east and south sides of the rock garden.

The Winiarski Student Center, built in 2012, is a complex of five small buildings designed in the Territorial Revival style. The complex is located north of the Lower Dormitories. In 2000, the college built a gymnasium along Camino Cruz Blanca, north of the Arroyo Chamiso, and northwest of the historic district. The athletic complex includes tennis courts and athletic fields.

### Contributing and Noncontributing Resources

Peterson Student Center (1964) is counted as one contributing building.  
Evans Science Laboratory (1964) is counted as one contributing building.  
Santa Fe Hall (1964) is counted as one contributing building.  
Upper Dormitories (1964) are counted as eleven contributing buildings.  
Lower Dormitories (1967) are counted ten contributing buildings.  
Weigle Hall (1971) is counted as one contributing building.  
Fine Arts Building (1973) is counted as one contributing building.

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The landscape plan by Garrett Eckbo, with its arrangement of paved walks, stone planters, steps, fish pond, rock garden plantings, and other features, is counted as one contributing site.

The interior of the Peterson Student Center by Alexander Girard, including the mural of the seven liberal arts disciplines, is counted as one contributing object.

Meem Library (1990) is counted as one noncontributing building.

Suites and Apartments (1993) are counted as nine noncontributing buildings.

Levan Hall (2010) is counted as one noncontributing building.

Winiarski Student Center (2012) is counted as five noncontributing buildings.

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## 8. Statement of Significance

### Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B. Property is associated with the lives of persons significant in our past.
- C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D. Property has yielded, or is likely to yield, information important in prehistory or history.

### Criteria Considerations

(Mark "x" in all the boxes that apply.)

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

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**Areas of Significance**

(Enter categories from instructions.)

Education

Architecture

Landscape Architecture

Art

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Period of Significance**

1964 - 1973

\_\_\_\_\_

\_\_\_\_\_

**Significant Dates**

October 10, 1964—St. John's College is dedicated

\_\_\_\_\_

\_\_\_\_\_

**Significant Person**

(Complete only if Criterion B is marked above.)

N/A

\_\_\_\_\_

\_\_\_\_\_

**Cultural Affiliation**

N/A

\_\_\_\_\_

\_\_\_\_\_

**Architect/Builder**

Holien, Edward O. (Architect)

Buckley, William R. (Architect)

Girard, Alexander H. (Interior Designer)

Robert E. McKee General Contractor (Builder)

Eckbo, Garrett (Landscape Architect)

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**Statement of Significance Summary Paragraph** (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

St. John's College in Santa Fe is a small liberal arts college, located in the foothills of the Sangre de Cristo Mountains in Santa Fe, New Mexico. St. John's College is significant at the state level under National Register Criterion A in the area of education because the college was the first to dedicate its entire curriculum to the Great Books Program, an influential movement begun in the 1920s and 1930s by academics who believed institutions of higher education must transition students from areas of narrow specialization to an emphasis on the liberal arts in Western civilization. St. John's College is significant at the state level in the area of architecture under National Register Criterion C because its buildings, designed by Edward O. Holien and William R. Buckley, with design input from John Gaw Meem, and constructed from the mid-1960s to the early 1970s, is an excellent example of a designed landscape in which the plan and the ensemble of Territorial Revival-style buildings are more significant as a group than any one building. The college is significant at the state level in the area of landscape architecture under National Register Criterion C because its landscape plan, designed by modernist landscape architect Garrett Eckbo, reflects mid-20<sup>th</sup>-century ideas in landscape design. The college is significant at the state level in the area of art under National Register Criterion C because the interior design of Peterson Student Center, including the mural of the seven liberal arts disciplines, is an excellent example of the work of the mid-20<sup>th</sup>-century master interior- and furniture designer Alexander Girard. St. John's is significant at the state level because it is the only college in New Mexico that retains sufficient historic integrity to be listed as a historic district. Some of the state's other colleges and universities include individually listed buildings, but these campuses do not feature the significant concentration of historic architecture, landscape architecture, and art found at St. John's College.

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**Narrative Statement of Significance** (Provide at least **one** paragraph for each area of significance.)

St. John's College in Santa Fe is significant at the state level under National Register Criterion A in the area of education because the college was the first to dedicate its entire curriculum to the Great Books Program, an influential movement begun in the 1920s and 1930s by academics who believed institutions of higher education must transition students from areas of narrow specialization to an emphasis on the liberal arts in Western civilization. St. John's campuses in Annapolis, Maryland and Santa Fe, New Mexico are among the few colleges that continue to dedicate their curricula to the Great Books Program. This program includes student-centered educational practices in which there are no departments or majors, and students' progress through a prescribed curriculum that includes discussion-based classes in the areas of philosophy, literature, history, mathematics, economics, political theory, theology, biology, physics, music, chemistry, and languages.

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St. John's College traces its origins to King William's School, the Maryland colony's "free" school founded in 1696. The term "free" referred to the school's purpose: to make students free through liberal education, an aim that still holds today. The college motto is "Facio liberos ex liberis libris libraque," which translates "I make free adults out of children by means of books and a balance." In 1784 the state of Maryland chartered a college, free of religious affiliation, which it named St. John's College. The first act of the St. John's College Board was to consolidate with King William's School by merging the governing board, assets, and student body of the preparatory school with those of the new college.

St. John's repeatedly faced financial difficulties, and by 1937 the college was in poor financial standing and lost its accreditation. The Board, eager for a solution to keep the college afloat, hired Stringfellow Barr as college president and Scott Buchanan as dean, two academics with revolutionary ideas on education, to design a new curriculum.

The educational ideas Barr and Buchanan espoused originated in the early Great Books Movement. During the 1920s and 1930s, a group of academics and educators felt that increasing specialization in American higher education was diluting the rigor and quality of college courses. Majors, electives, departments, graduate research, etc., were shifting the focus of a college education toward professional preparation with no unifying or universal standards that were essential to the development of an educated society. William Deresiewicz, in *Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life*, writes:

But the old ideal of the liberal arts persisted, the notion that college should also speak to "the whole man": the concerns proper to an individual, not as a doctor or lawyer or scientist or manager, but as a human being—questions of purpose and value, as addressed above all, as their name implies, by the humanities. (Deresiewicz: 61)

Educators who promoted a more classical education supported the reading of primary texts, which represented a variety of disciplines and were especially significant in shaping Western culture and thought. They wanted students to encounter a "core" curriculum in the midst of ever-increasing specialization. The Great Books chosen by colleges and universities varies, but the lists typically include from 100 to 150 books. Mortimer Adler, an early proponent of the Great Books curriculum, developed a list with 500 books. Adler believed that to be included in the curriculum, a book must have contemporary significance; must be inexhaustible and can be read with benefit numerous times; and must address the great issues and ideas of the last 25 centuries. Among the Great Books are works by Homer, Plato, Euclid, Ptolemy, William Shakespeare, Isaac Newton, Jane Austen, George Eliot, Thoreau, Karl Marx, Mark Twain, Sigmund Freud, Albert Einstein, Franz Kafka, and Fyodor Dostoevsky.

In 1921, John Erskine taught the class "Classics of Western Civilization" at Columbia University in New York City. Mortimer Adler, a student in this class, went on to teach in this General Honors program that Erskine began. The Great Books Movement expanded as other colleges tried to institute similar honors courses. Adler worked with Robert Hutchins, the president of the University of Chicago, and in 1935 recruited Barr and Buchanan to participate in the Committee

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on Liberal Arts in Chicago. This group attempted to design an honors curriculum, but ultimately was unsuccessful because the members had differing views on how such a program should be implemented. Leaders of the movement continued to experiment with Great Books honors programs at the University of Chicago, the University of Virginia, and elsewhere. St. John's College was the first college to establish an entire curriculum based on the Great Books.

“The most important result of the committee's work was that some of its ideas became part of the so-called ‘New Program’ at St. John's College in Annapolis, Maryland.... Their plan to save the college, called the ‘New Program,’ consisted of centering the *entire* curriculum on Great Books” (Lacy, “Brief History”: n.p.). The Board at St. John's College was impressed with the Great Books Program and recognized that Barr and Buchanan's ideas would involve significant changes on campus. Buchanan, who was appointed dean, thought that the traditional liberal arts could be used as a formal structure for learning. He devised a course of study with the Great Books as the basis for discussion classes. His plan addressed the inter-relatedness of the disciplines with a unified, all-required curriculum and no departments or majors. Under the leadership of Barr and Buchanan, St. John's College launched the New Program, also known as the Great Books Program.

The New Program at St. John's included a new, progressive approach to teaching. Classes were now conducted in a seminar style, with faculty (called tutors) leading the discussion. Seminars were led by two tutors so that classes had a democratic atmosphere for discussion where no single person “professed” as the expert. “A St. John's tutor could not (and cannot) get his students to understand a text by talking *to* them; he must talk *with* them. A professor lectures, interpreting the text for his students; a tutor questions, assisting the students to form their individual interpretations” (Murphy: 90). Thus, when Barr met with the faculty early in his presidency, he explained that the college could not honor the tenure of current faculty. The teaching style required by the New Program was radically different from the program that the current faculty had been practicing. Barr and Buchanan expected tutors to teach across the entire curriculum, not only in their subject specialties.

As the New Program developed, “St. John's sought to recover the tradition of the West in a more thoroughgoing way than any other institution in America tried to do” (Dunlap, 5 Feb. 1982). As enrollment in the New Program increased, the college gained nationwide notoriety. A *Life* magazine article in 1939 described the importance of the Great Books Program at St. John's:

...Now the little college has got hold of an idea so challenging and important that educators all over the country are taking notice. One trouble with the colleges of today is that the education they offer is hodge-podge. In an age of intellectual specialization, the student swallows a mass of facts about some narrow field, and a smattering outside the field, but loses the broad sweep of human thought....The first Classics class at St. John's is now only in its junior year. But already its members have a broad grasp of the history of ideas that would put to shame the students of larger colleges. (Piel: 61)

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In their essay, "An Ecology of Academic Reform," Gerald Grant and David Riesman observed that "St. John's began a debate in the 1940s concerning the purposes of higher education that engaged the attention of John Dewey, Alexander Meiklejohn, Sidney Hook, Walter Lippmann, Jacques Maritain, Mark Van Doren, and many others; the cultural resonance continues to this day" (Grant and Riesman: 171). As the country continues to debate the role of a liberal arts education, St. John's College remains dedicated to its curriculum and instructional methods because students continue to be drawn to the challenges and rewards that such an education offers. In his 1959 book, *Liberal Education*, Mark Van Doren stated that St. John's:

“. . . present relevance to liberal education is immense . . . for it represents the first serious effort in contemporary America to build a single and rational curriculum suited to the needs of minds which have work to do, and which someday should be unwilling to forgive any system of education that had required of them less discipline than this. (Van Doren: 153)

In the decades after the Second World War, the Great Books Movement was embraced by colleges and universities and the public. More colleges adopted Great Books courses and, in 1952, Encyclopaedia Britannica published the *Great Books of the Western World in 1952*. "With this set's publication," writes Tim Lacy, "the Great Books idea experienced its apex in twentieth-century American culture" (Lacy: "Brief History," n.p.). Sales of the encyclopaedia's Great Books set picked up during the late 1950s and 1960s, peaking at 50,000 sets per year. Through the *Great Books*, the Great Books idea became a mainstream part of the American home. In 1947, there were 3,000 Great Books reading clubs in the Midwest, introducing middle-class Americans to important and challenging works of science and literature. Beginning in the 1970s, The *Great Books of the Western World* received criticism from academics and cultural critics. These critics characterized the Great Books idea as a frozen list, elitist, and disparaged it as a list of "dead white males."

More than one hundred colleges and universities continue to teach versions of the Great Books Program. Columbia University, the University of Chicago, and Boston University each have their version of the Core Curriculum. Many other institutions have incorporated versions of a Great Books Program.

As William Rule noted, the curriculum has changed very little at St. John's since the New Program was introduced in 1937, and when the Santa Fe campus opened in 1964 the curriculum and instructional methods taught at the Annapolis campus were brought to Santa Fe (Rule: n.p.). Students and faculty study original texts and through collaborative inquiry, students engage with seminal works of great western writers and thinkers, including Homer, Plato, and Euclid, Nietzsche, Einstein, and Woolf. Not only do the undergraduates participate in lively class discussions, each student is also required to translate works from Ancient Greek and French, demonstrate mathematical proofs, conduct experiments, compose music, and write essays on topics ranging from Euclid's propositions and Homer's use of similes to atomic theory.

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St. John's, according to Tim Lacy, "inspired" Great Books programs at other colleges and universities (Lacy, "Brief Idea," n.p.). St. John's College, for example, influenced the curriculum at Thomas Aquinas College in Santa Paula, California, which includes a Great Books Program taught in the context of the teachings of the Catholic Church. St. John's and Thomas Aquinas have succeeded, according to Kent Cabbage, partly because the campus cultures at these colleges have enabled constituencies to be strong and effective in sustaining institutional life. Their commitment to clear programs of study has guided their decisions on all levels. As Carl F. Hovde, dean of Columbia College from 1968 to 1972, said of St. John's College, "It has always been exciting to have a place with so clear a sense of what it wished to do and which never made compromises."

St. John's College in Santa Fe is significant at the state level under National Register Criterion C in the area of architecture because its buildings, designed by Edward O. Holien and William R. Buckley with design input from John Gaw Meem, and constructed from the mid-1960s to the early 1970s, are excellent examples of the Territorial Revival style, the predominate style of architecture in the city of Santa Fe. More than any single building, the ensemble is significant as a cohesive group of historic academic and residential buildings.

The original buildings— Peterson Student Center, Evans Science Laboratory, Santa Fe Hall, and the Upper Dormitories—were designed by Holien and Buckley. Edward Holien joined John Gaw Meem's architecture firm in 1944 and became the firm's primary designer. When Meem retired in 1956, Holien led the firm. Holien joined with architect William Buckley, and Meem served as their architectural consultant. Thereafter, Meem, who had donated the land for the Santa Fe campus and who continued to serve on the college's Board of Visitors and Governors, extended considerable influence on the campus master plan and subsequent design. John Gaw Meem, retired architect and St. John's College Board member, described the campus in a college brochure:

The new buildings have been designed in a modified "Territorial," a regional style easily adapted for contemporary use. Their flat-roofed masses will recall their aboriginal American origin; the balconies, portales and patios hearken back to Spain; and the stucco walls and brick cornices recall the period when New Mexico was a territory rather than a state. . . .

However, these buildings will reflect still another phase in the development of the style for they will be completely contemporary in meeting the standards of living and scientific requirements demanded of a modern, advanced educational institution like St. John's College. For example, the windows and doors will be of aluminum for efficiency in maintenance and their sizes and number will be far greater than in the original style; nevertheless, the walls will dominate rather than the openings, and the portales and balconies will be of concrete instead of wood for maximum fire protection. Such changes occur throughout the buildings especially in plan. The architects, however, have managed them in such a way as to make this campus, cupped in the piñon covered

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foothills of Santa Fe, completely contemporary and yet reflecting the rich inheritance of the past. Perhaps, in a small way, this may be a worthy symbol of the way St. John's College looks at its task in the world. (Weigle: 91)

The college continued its association with the firm Holien and Buckley, which designed the Lower Dormitories in 1967. They also designed the administrative building (Weigle Hall) which opened in 1971 and the Fine Arts Building, completed in 1973. The continuity provided by the firm ensured a cohesive ensemble of buildings designed in the Territorial Revival style.

St. John's College in Santa Fe is significant at the state level under National Register Criterion C in the area of landscape architecture because its landscape plan, designed by Garrett Eckbo, reflects mid-20<sup>th</sup>-century ideas in landscape design. Eckbo, a central figure in modern landscape architecture, whose career spanned five decades, concentrated on private gardens and corporate landscapes. Eckbo's landscape designs reflect his life-long interest in social improvement through landscapes that promoted better living. His designs for St. John's College reflect his design philosophy centered on the small garden, in which he reduced open spaces to form small gardens for social gatherings and to foster a sense of community at the college. This is seen in the placita in the academic center and in his three small placitas in the Upper Dormitories. Eckbo's commitment to sustainable landscape design is evident in his selection of native plant species and his use of rocks and boulders found on the college property.

In the late 1930s, Eckbo designed landscapes associated with housing for migrant workers for the Farm Security Administration. These landscapes provided workers with shelter from weather and a psychological respite from the fields. During the Second World War, Eckbo designed at least fifty housing projects for defense-workers. In his work on private gardens, Eckbo believed that defining space was a basic tenet of a habitable landscape. In the post-war era, he designed thousands of gardens in northern California and the Los Angeles Basin, collaborating with modernist architects, such as Gregory Ain, Raphael S. Soriano, and Richard Neutra. Published in popular and professional journals, these projects came to define the modern California garden. In his 1950 book, *Landscapes for Living*, Eckbo dismisses Beaux-Arts landscapes, arguing for a new approach to address the social and economic realities of the modern world, in which the garden is the prototype for all landscape design. In 1963, he formed the successful firm Eckbo, Dean, Austin and Williams, which specialized in sustainable planning at a regional level. The firm, known after 1973 as EDAW, designed projects worldwide with offices in San Francisco, Los Angeles, Atlanta, and Alexandria, Virginia.

John Gaw Meem, in a letter from December 17, 1963, asked Garrett Eckbo if he would be interested in designing the landscaping for the Santa Fe campus. Meem's main concern was developing a plan for handling the major grade differences among the original buildings, especially the area on the east side of the student center. Eckbo promptly indicated his interest in the project in a December 19 letter, and plans were made for Eckbo, Meem, and St. John's College President Richard Weigle to meet on the Santa Fe campus on January 20, 1964. Eckbo then drew up plans for landscaping the central part of campus. His plans included a fish pond

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area, rock garden, and stone walls used to terrace the sloping site. Negotiations on traffic patterns and specific plantings took place via written correspondence among Eckbo, Meem, and Weigle. Much of Eckbo's landscape design remains; trees have matured and some have been replaced, and the placita with the fish pond and rock garden still serves as a central outdoor gathering place. According to Richard Weigle:

Eckbo took advantage of the difference in elevation between the student center and the other buildings. He constructed two walls of lichen-covered stone for one third of the area, a pool and rock garden for another third, and broad steps for the remaining third. Wide concrete walkways were installed in brownish hue to combat New Mexico glare from the sun. Only in two places were grass plots installed. The balance of the campus was left in natural ground cover, thus simplifying the task of maintenance. Trees and bushes were attractively placed around the campus and in the [Upper] dormitory areas, initially small but soon to grow to sizeable proportions. Most of the stones and giant rocks came from the College's own hillsides, many of them still covered with green lichen. They were beautifully used in stone walls or gently heaved into position by a crane under the watchful eye of Mr. Eckbo. (Weigle: 88-89)

In correspondence with Weigle and Meem, Eckbo negotiated appropriate traffic patterns and proposed the so-called grassy knoll: “. . . I thought more of an oasis quality would be nice within quadrangles. It is nice to have some grassy place to sit or lie on, or see out of windows in passing, in such dry country” (Eckbo letter to Weigle, March 26, 1964). This grassy area remains popular with students as an outdoor gathering area and where classes meet on warm days. In his plans for the Upper Dormitories, located east of the academic center, Eckbo addressed the sloping site with terraces and two sets of broad stairs. He also reduced the scale of the student residences by creating three semi-private placitas, which he planted with native species.

St. John's College in Santa Fe is significant at the state level under National Register Criterion C in the area of art because the interior design of Peterson Student Center, including the mural of the seven liberal arts disciplines, is an excellent example of the work of the interior-, furniture- and textile-designer Alexander Girard, who is best known for his vibrant color palette- and folk-inspired textiles from the third quarter of the 20<sup>th</sup> century. Girard was among the first modern designers to use textiles to further emphasize form through the application of color and pattern.

In 1952, Girard became design director of the textile division of the furniture manufacturing firm of Herman Miller, which had been producing the designs of Charles and Ray Eames since the late 1940s. Girard worked with primary colors and geometric patterns, creating over 300 textile designs for a multitude of fabrics, wallpapers, prints, furniture, and objects. Girard's work with Herman Miller continued until 1973 and included enlivening the Action Office system with decorative panel fabrics. In 1965, Girard served as the design director for “The End of the Plain Plane,” a re-branding campaign for Braniff Airways. Girard's 17,543 design changes and modifications included the color of the planes, changes to the plane interiors, ticket counters,

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passenger lounges, company logos, stationery, dishes, blankets, playing cards, and sugar packets. His palette included light and dark blue, turquoise, ochre, orange, and lemon yellow. In 1963, Girard was commissioned to create a mural in the lobby of the Deere & Co. Administrative Center in Moline, Illinois. The 180-foot-long mural was composed of artifacts that illustrate a three-dimensional timeline of the company, with objects that the artist and his wife, Susan, had collected on trips through the Midwest.

In the 1950s, Alexander Girard and his wife purchased an adobe home in Santa Fe, where he continued to work for Herman Miller and his other clients from his home-office. John Gaw Meem approached Girard to design the interior of the Peterson Student Center. Girard's work at St. John's coincides with his most productive period, when he was designing projects for Braniff Airways, John Deere, as well as his work for Herman Miller. The student center interior combines many threads of Girard's work: furniture design, murals, bright colors, and playfulness. The lobby mural, with its superimposed grids, is reminiscent of the Deere & Co. mural in which objects are highlighted within a three-dimensional Cartesian framework. President Weigle described Girard's work in the student center:

Simplicity of design was the keynote. The effects achieved in the student center were most pleasing. Square bricks were used to advantage in certain walls and simple vertical paneling in others. Chandeliers were imaginatively designed for the dining hall. Most of the furniture, executive and student desks, dining room and coffee shop tables, and common room furniture, were designed by Girard and constructed locally. Use of laminated wood block tops throughout resulted in significant economies and produced a harmony of appearance . . . Walls were painted white, except for bright colors here and there. On the first floor of the student center a door, a fire extinguisher, and a register were hidden by the way the wall was painted into sections, each part filled by some appropriate educational symbol, such as the Mendelian inheritance formula, Shakespeare's signature, Einstein's famous formula, an Egyptian eye, and the like. Paneled doors were painted in bright colors so that they added life to the interiors. All of this Girard accomplished well within the budget that had been given him. (Weigle: 88)

National Register Criterion Consideration G—Properties that have achieved significance within the past fifty years

St. John's College—Santa Fe, New Mexico meets National Register Criterion Consideration G because the college was the first to dedicate its entire curriculum to the Great Books Program, an influential movement begun in the 1920s and 1930s by academics who believed institutions of higher education must transition students from areas of narrow specialization to an emphasis on the liberal arts in Western civilization. St. John's campuses in Annapolis, Maryland and Santa Fe, New Mexico are among the few colleges that continue to dedicate their curricula to the Great Books Program. This program includes student-centered educational practices in which there are no departments or majors, and students' progress through a prescribed curriculum that includes

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discussion-based classes in the areas of philosophy, literature, history, mathematics, economics, political theory, theology, biology, physics, music, chemistry, and languages. Stringfellow Barr and Scott Buchanan, who had worked in Chicago to define the Great Books Program, established the New Program in 1937 on the Annapolis campus of St. John's College, turning what had been only an idea into practice. The success of the Great Books Program at St. John's led countless other colleges and universities to adopt Great Books Programs of their own.

St. John's College in Santa Fe, New Mexico meets National Register Criterion Consideration G because the campus is an exceptionally significant designed landscape in which a campus master plan, completed in 1963, was followed through 1973, with the construction of three cohesive groups of buildings: the academic center and two dormitory complexes. Designed by Santa Fe architects Holien and Buckley with design input from renowned architect John Gaw Meem, the campus buildings were designed in the Territorial Revival style, which, more than any single building, are significant as a cohesive ensemble. The landscape plan by modernist landscape architect Garrett Eckbo skillfully addresses the sloping site with a variety of grade changes, including stairs, retaining walls, and a rock garden. Eckbo's pathways and planting plan remain intact. St. John's College is among the few institutions of higher learning in the state that assiduously followed a master plan over the course of a decade and retains a high level of historic integrity among colleges and universities in New Mexico.

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### **Developmental history/additional historic context information**

Stringfellow Barr and Scott Buchanan established the New Program in 1937 on the Annapolis campus of St. John's College. This Great Books curriculum gained nationwide attention, leading to an increase in applicants over the years and an increased enrollment. Richard Weigle was appointed president in 1949, and by 1960 the Annapolis campus, with a capacity for 300 students on its 35-acre campus, had grown to 250 students and soon would be filled. Weigle believed that the all-required curriculum of this liberal arts program should be available to more students. Rather than expanding the Annapolis enrollment and thereby compromising the educational integrity of that ideally sized community, Weigle wanted to create another campus. The college continued to make national news as Weigle solicited support for the new campus. The 1960 *Time* magazine article "College Spawns College" described Weigle's plan to colonize the college, and donors gave generous gifts for the development of the new campus. Forty communities made offers of potential sites, with finalists represented by three California locales and Santa Fe, New Mexico.

A committee of Santa Fe locals had been working since 1956 to establish a liberal arts college in the capital city. Robert McKinney, a member of this committee, and the editor and publisher of the Santa Fe newspaper, *The New Mexican*, contacted Weigle during his travels to survey potential campus sites. McKinney encouraged Weigle to bring a group from St. John's to visit Santa Fe.

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McKinney arranged a lunch meeting in January 1961 with Santa Fe locals and St. John's representatives. The Santa Fe architect John Gaw Meem hosted the meeting at his house. Meem, renowned for his development of the Spanish-Pueblo Revival style and among the most influential architects in the state, offered to donate land for the campus. With Meem's offer of 229 acres, and with offers of smaller adjacent parcels from four other donors, the college received a total of 260 acres. Charles "Chuck" Nelson, a member of the Board of Visitors and Governors, was present, and in an interview he tells this story of seeing the site for the first time:

John Gaw Meem, who gave us the land, took us up—I think he was driving his own Jeep, or something of that sort—and he took us up to the site of the college, and he showed us where he thought the main buildings would be put, and I remember him describing to us where the dining room would be, [with] large windows with panoramic views of the mountains while you sit there having your lunch, and so on. That, of course, all came out as he had indicated it would. (Interview with Claudia Hauer, St. John's College tutor)

On February 22, 1961, the St. John's College Board of Visitors and Governors voted to establish a second campus in Santa Fe. The next day McKinney included an editorial in *The New Mexican* that reflected the community's enthusiasm:

In many ways the philosophies which have given St. John's its illustrious reputation perfectly match the civic philosophies that give Santa Fe its claim to the title of "City Different." Both have refused to sacrifice their spirit for the sake of bigness. Both share the same sense of values. Both, we believe, are unique in their field of being.

We could base this editorial on the honor bestowed upon Santa Fe by its selection from among other excellent sites. It was an honor. We could base it upon the economic boon the college will mean for our town. A boon it will be.

But it is more important to Santa Fe that St. John's fits so perfectly into this community—valuing as it does what Santa Fe has always valued, like Santa Fe, independent enough to risk being different.

St. John's will fit Santa Fe perfectly. We are confident that St. John's will find the reverse is equally true.

Preparations began for the new college in Santa Fe. Architects Holien and Buckley were contracted by 1962 to design a master plan. Bill Lippincott was appointed as a volunteer Treasurer, Bill Hooten was appointed as the president's assistant for development, and a handful of Annapolis tutors (i.e. professors) signed up to be the first faculty on the Santa Fe campus. With design input from Meem, the architects created a master plan that called for phases of construction. Also because of Meem's influence, the college was able to hire Alexander Girard as the interior designer and Garrett Eckbo as the landscape architect. They worked closely with

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Meem and Weigle to develop a campus that blended with the architectural traditions of Santa Fe and the natural landscape of the Southwest.

At the groundbreaking on April 22, 1963, Meem, then a member of the Board of Visitors and Governors, noted:

It is also an historical event for the City of Santa Fe and the State of New Mexico. One of the oldest colleges in America, and one of its most distinguished, is about to construct a campus on our soil, thus increasing our educational facilities and immeasurably enriching our culture. And, finally, it is an important event in the history of education in the United States of America, for here—for the first time in our country—a college has adopted the policy of expanding, not by enlarging its local facilities, not by constructing regional branches, but by establishing extensions of its campus throughout the Nation. Santa Fe has the honor, in response to our invitation, of being chosen for the first campus extension to be so established. (Report from the President, No. 14, April 26, 1963)

The campus, with its student center, laboratory building, classroom building, and dormitory complex completed, was dedicated on October 10, 1964. The first class of freshmen that year included 81 students. (The current enrollment is roughly 400.) In March 1963, David Boroff wrote in the *Saturday Review* about the virtues of a liberal arts education and how the rigorous program at St. John's College is distinctly different from other colleges and universities.

What sets it apart from most colleges is that St. John's knows what it wants. Equally well, it knows what it doesn't want: The familiar mix of educational supermarket, employment agency, and day-care center that most colleges have become.....no survey courses, no watered-down textbooks, no home economics, no required gym, no departments of personnel service, no teams. What St. John's offers—no, demands—are four years of monkish devotion to great books, great ideas, great discourse.

St. John's College, because of its highly structured curriculum, does not accept transfer students other than those from its sister campus where the same curriculum is followed. That is, if a student leaves a different college to attend St. John's, the student must enter the program as a freshman. As a result, the enrollment at the Santa Fe campus grew slowly year by year, and by the fall of 1967 the program was fully realized in freshmen, sophomore, junior, and senior classes. Attrition was a problem in those early years, however, and during its first decade, "the number of graduating seniors never exceeded thirty-six, nor dropped below twenty-nine....But the college survived and grew in strength and reputation over the decade. By 1974, many of its problems were either resolved or well on the way to solution" (Weigle: 119).

In 1967, the faculty in Santa Fe established the Teachers Institute in Liberal Education. Upon receiving a grant from the Carnegie Corporation of New York, the campus inaugurated this

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summer program for public school teachers and other adults. The curriculum included four sequences of readings focusing on four areas: politics and society, literature, philosophy and theology, and mathematics and science. The college sought to improve education and “believed that it could make an important contribution to education, particularly at the secondary level, by offering a program of this nature to broaden the outlook of teachers and to immerse them in the liberal arts” (Weigle: 132). The first eight-week summer session in 1967 included 33 teachers and other adults, and the second summer session in 1968 grew to 91 participants. The name of the program was changed to the Graduate Institute, and in 1969 the first 11 Master’s degrees were awarded. In 1979, the Graduate Institute expanded from a summer-only program to a program offering sessions in the spring, summer, and fall terms. In 1994, the Santa Fe campus furthered its outreach by offering a second Master’s degree program in Eastern Classics.

The master plan of 1963 called for additional buildings to be added in phases of construction, many designed in the Territorial Revival style described by John Gaw Meem. The college added the Lower Dormitories, an administrative building, and a fine arts building by the early 1970s. Instead of adding the library to the existing fine arts building as proposed in the master plan, in 1990 the college opted to build a separate structure, the Meem Library. The Suites and Apartments for additional student housing were added in 1993 and in 2000, a gymnasium, which is not located in the historic district, was built north of the Arroyo Chamiso along Camino Cruz Blanca.

The most recent construction includes two projects that were not part of the original master plan. These are Levan Hall, built in 2010, to serve as a home for the Graduate Institute, and Winiarski Student Center, completed in 2012, which provides additional dormitory space, classrooms, and faculty offices.

Richard Weigle served as the president of both the Annapolis and Santa Fe campuses until his retirement in 1980. Edwin Delattre also served as president for both campuses until 1988. Upon Delattre’s retirement, the Board of Visitors and Governors decided to employ a president for each campus. Since then, the Santa Fe campus has had six presidents.

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## 9. Major Bibliographical References

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**Previous documentation on file (NPS):**

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # \_\_\_\_\_
- recorded by Historic American Engineering Record # \_\_\_\_\_
- recorded by Historic American Landscape Survey # \_\_\_\_\_

**Primary location of additional data:**

- State Historic Preservation Office
  - Other State agency
  - Federal agency
  - Local government
  - University
  - Other
- Name of repository: \_\_\_\_\_

**Historic Resources Survey Number (if assigned):** \_\_\_\_\_

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**10. Geographical Data**

**Acree of Property** Approximately 60 acres

Use either the UTM system or latitude/longitude coordinates

**Latitude/Longitude Coordinates (decimal degrees)**

Datum if other than WGS84: \_\_\_\_\_

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(enter coordinates to 6 decimal places)

- |                        |                       |
|------------------------|-----------------------|
| 1. Latitude: 384008.31 | Longitude: 1055448.95 |
| 2. Latitude: 354007.85 | Longitude: 1055435.42 |
| 3. Latitude: 353957.63 | Longitude: 1055425.29 |
| 4. Latitude: 353907.63 | Longitude: 1055441.73 |
| 5. Latitude: 353956.22 | Longitude: 1055454.22 |

**Or**

**UTM References**

Datum (indicated on USGS map):

NAD 1927 or  NAD 1983

- |          |           |           |
|----------|-----------|-----------|
| 1. Zone: | Easting:  | Northing: |
| 2. Zone: | Easting:  | Northing: |
| 3. Zone: | Easting:  | Northing: |
| 4. Zone: | Easting : | Northing: |

**Verbal Boundary Description** (Describe the boundaries of the property.)

The nominated property is indicated by a heavy black line on an attached map, drawn to scale.

**Boundary Justification** (Explain why the boundaries were selected.)

The boundary includes the property developed as the St. John's College campus, which includes the academic buildings and the Upper and Lower dormitories, identified as Parcel D. The also includes the eastern one-third of Parcel C, which includes the curvilinear entrance drive across the Arroyo Chamiso, part of the original master plan.

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### 11. Form Prepared By

name/title: Jennifer Sprague, Library Director  
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date: February 5, 2015

### State Historic Preservation Office

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telephone: 505.476.0444  
date: March 7, 2015

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### Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

### Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

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## Photo Log

Name of Property: St. John's College—Santa Fe, New Mexico

City or Vicinity: Santa Fe

County: Santa Fe

State: New Mexico

Photographer: Steven Moffson (photos 1-8, 15-35); Harvey Kaplan (photos 9-14)

Date Photographed: March 4, 2015

Description of Photograph(s) and number, include description of view indicating direction of camera:

- 1 of 35. St. John's College Campus, photographer facing south.
- 2 of 35. Main placita, with fish pond and rock garden (right), photographer facing east.
- 3 of 35. Fish pond and rock garden, photographer facing east.
- 4 of 35. Main placita, photographer facing west.
- 5 of 35. Peterson Student Center, photographer facing west.
- 6 of 35. Peterson Student Center, photographer facing southwest.
- 7 of 35. Peterson Student Center, bookstore portal, photographer facing west.
- 8 of 35. Interior, Peterson Student Center, lobby, liberal arts mural.
- 9 of 35. Interior, Peterson Student Center, main corridor, liberal arts mural.
- 10 of 35. Interior, Peterson Student Center, telephone booths and murals.
- 11 of 35. Interior, Peterson Student Center, entrance vestibule, painted door.
- 12 of 35. Interior, Peterson Student Center, cafeteria entrance, painted doors.
- 13 of 35. Interior, Peterson Student Center, cafeteria.
- 14 of 35. Interior, Peterson Student Center, cafeteria chandelier.

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- 15 of 35. Main placita with Evans Science Laboratory, photographer facing east.
- 16 of 35. Evans Science Laboratory, photographer facing northeast.
- 17 of 35. Evans Science Laboratory, portal, photographer facing northwest.
- 18 of 35. Santa Fe Hall, with “grassy knoll,” photographer facing southeast.
- 19 of 35. Santa Fe Hall, rear façade, photographer facing northwest.
- 20 of 35. Santa Fe Hall, entablature, photographer facing northwest.
- 21 of 35. Weigle Hall, photographer facing southeast.
- 22 of 35. Levan Hall, photographer facing south.
- 23 of 35. Fine Arts Building, photographer facing southwest.
- 24 of 35. Meem Library and library placita, photographer facing northwest.
- 25 of 35. Upper Dormitories, photographer facing southeast.
- 26 of 35. Upper Dormitories, west facades, photographer facing east.
- 27 of 35. Upper Dormitories, stairs to south placita, photographer facing south.
- 28 of 35. Upper Dormitories, north placita, photographer facing south.
- 29 of 35. Upper Dormitories, center placita (from north placita), photographer facing southwest.
- 30 of 35. Upper Dormitories, south placita, photographer facing northeast.
- 31 of 35. Suites and Apartments, photographer facing east.
- 32 of 35. Lower Dormitories, photographer facing southwest.
- 33 of 35. Lower Dormitories (left) and Winiarski Student Center (right), photographer facing northwest.
- 34 of 35. Lower Dormitories, placita, photographer facing northwest.
- 35 of 35. Lower Dormitories, placita, photographer facing southwest.

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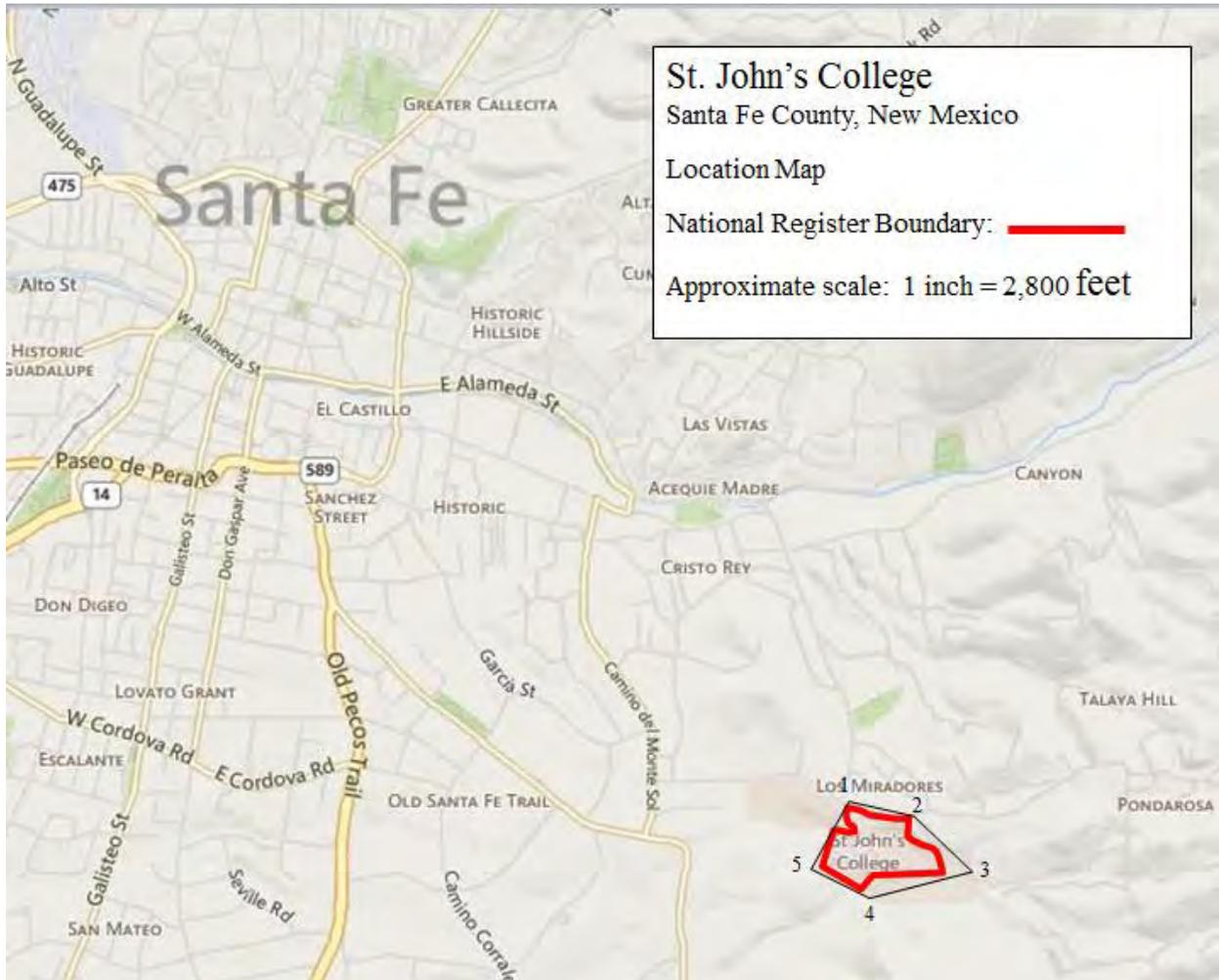
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County and State

**Paperwork Reduction Act Statement:** This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

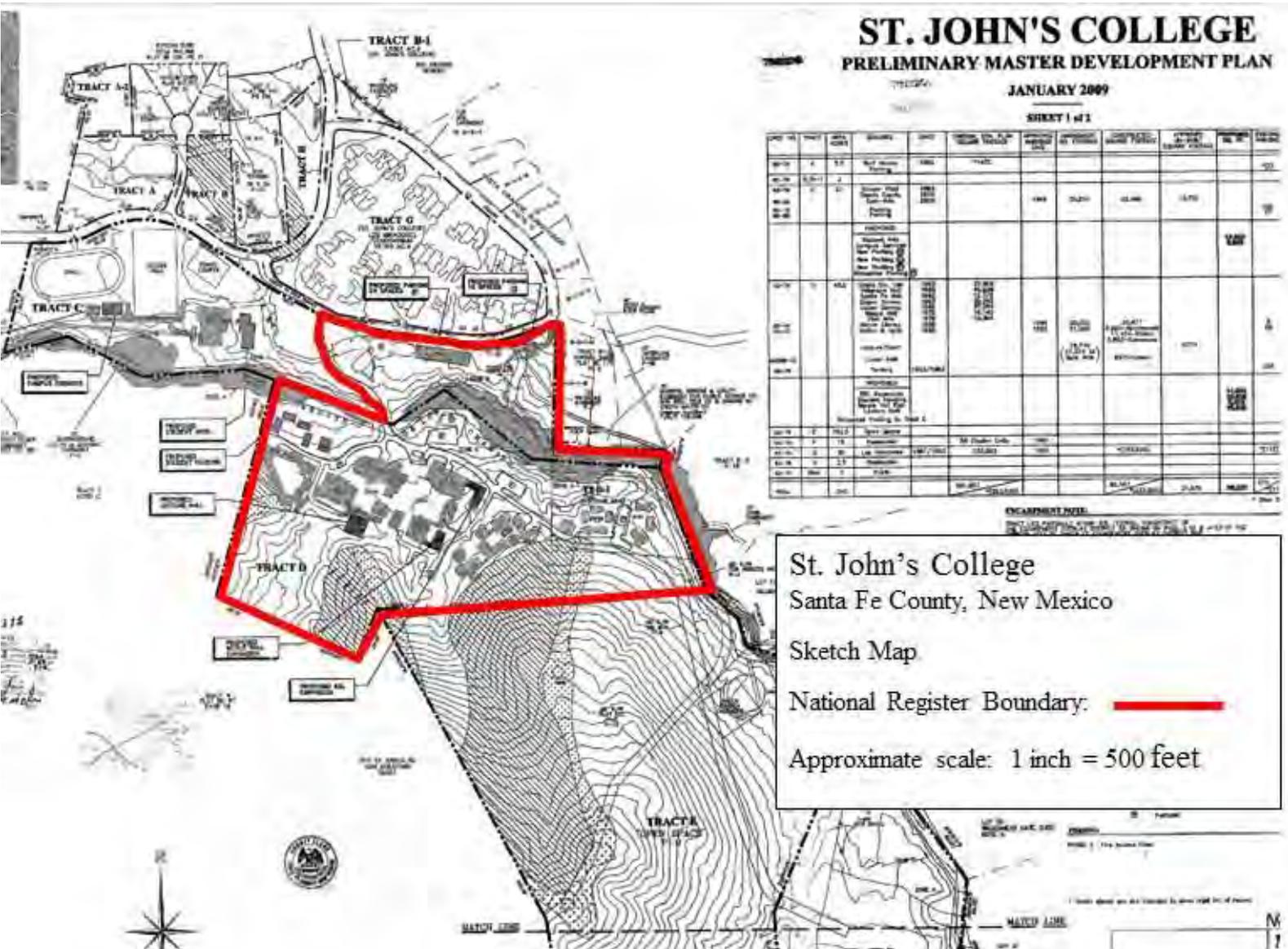
St. John's College—Santa Fe, New Mexico  
Name of Property

Santa Fe, New Mexico  
County and State



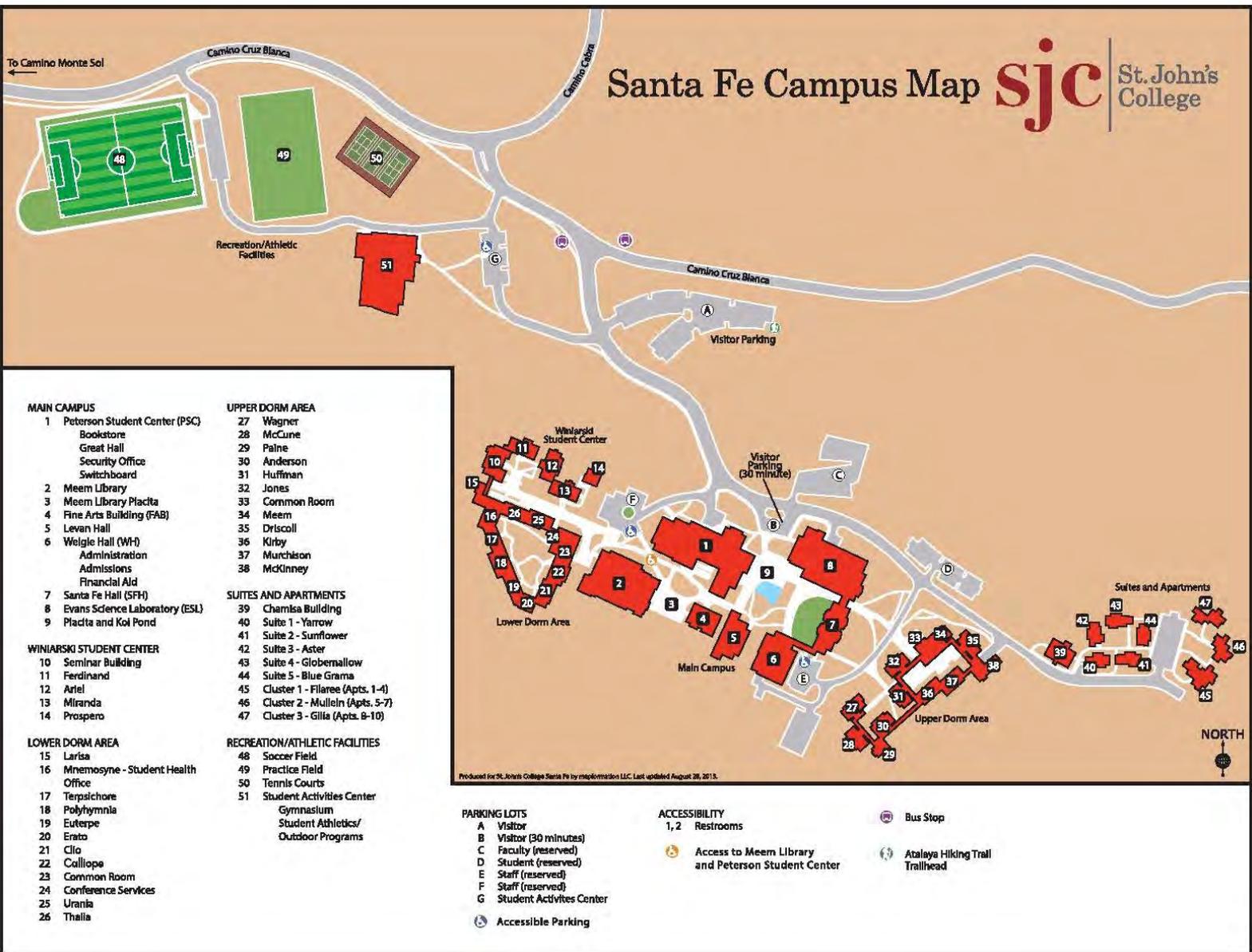
St. John's College—Santa Fe, New Mexico  
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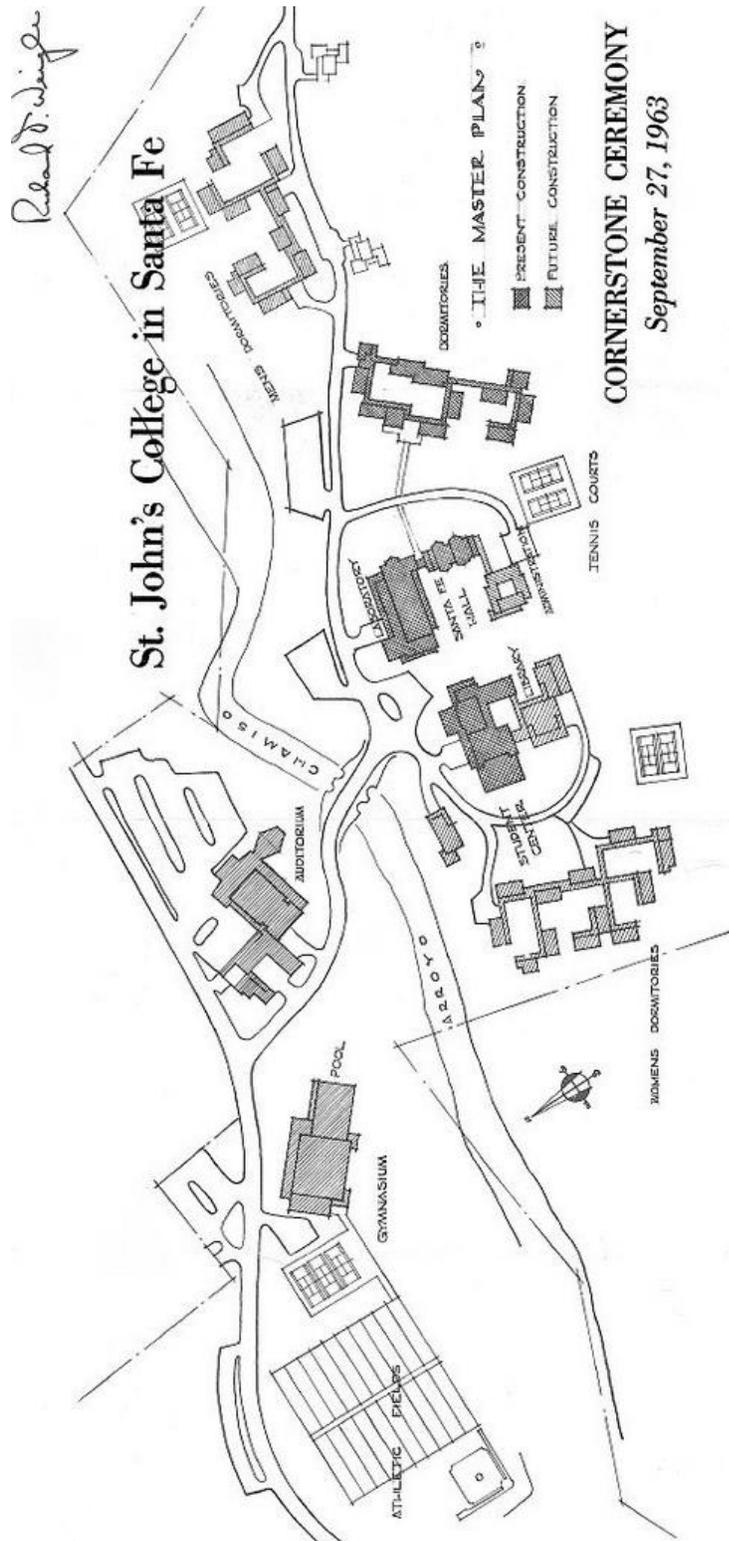


Figure 1. St. John's College, Master Plan of 1963

St. John's College—Santa Fe, New Mexico  
Name of Property

Santa Fe, New Mexico  
County and State

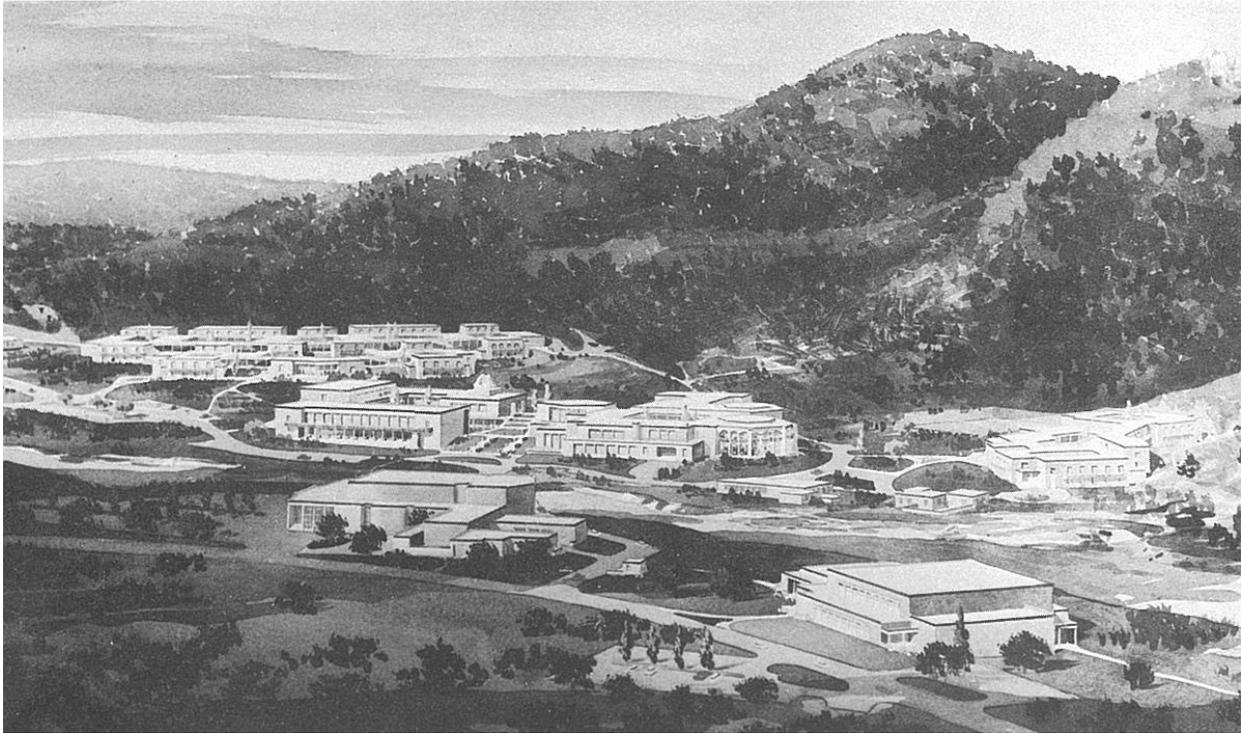


Figure 2. Architectural rendering of St. John's College, Santa Fe, 1963, with academic complex (center middle ground), Upper Dormitories (left background), and Lower Dormitories (right middle ground). The auditorium (center, right foreground) was not constructed.

St. John's College—Santa Fe, New Mexico  
Name of Property

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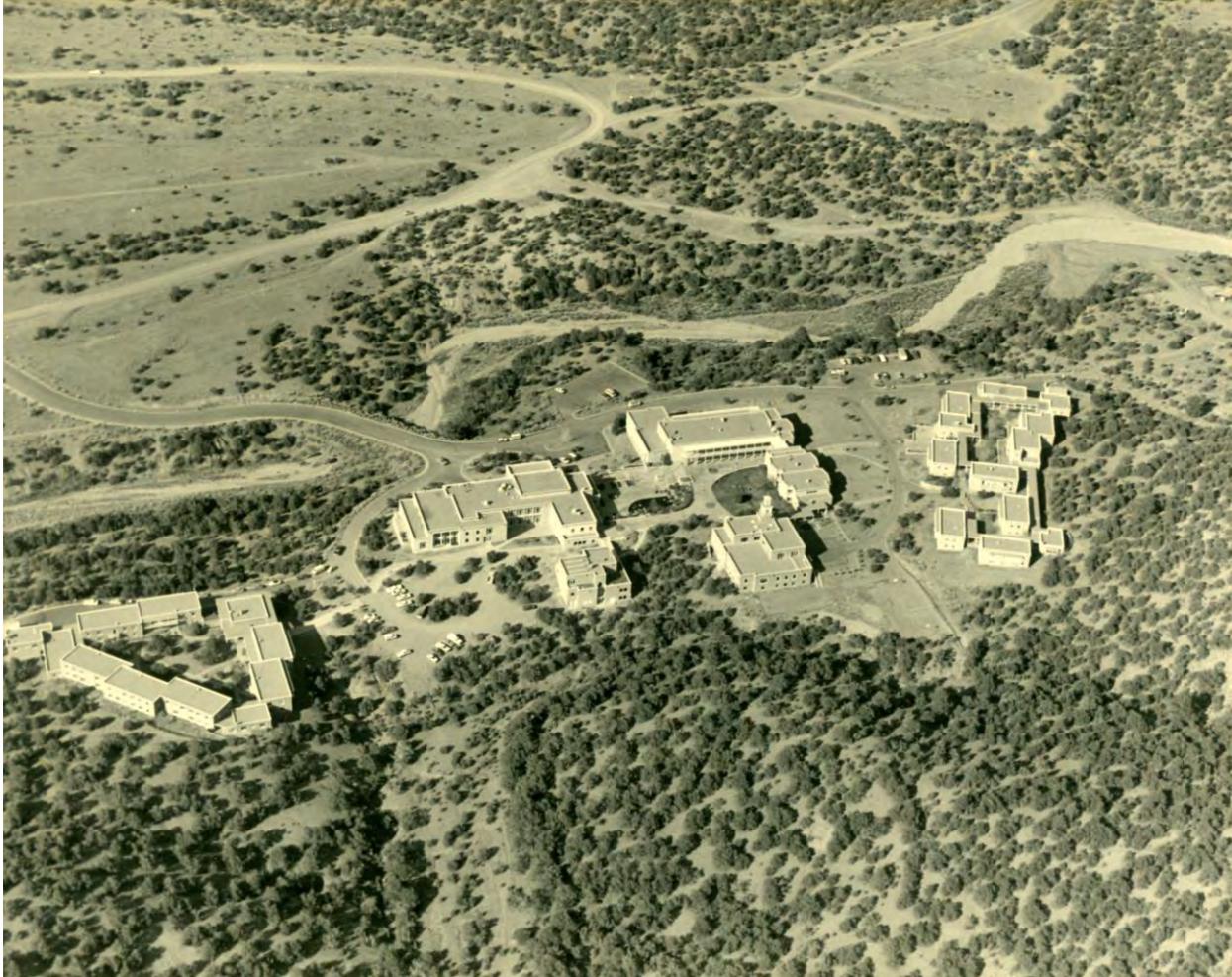


Figure 3. St. John's College in 1973, view facing northeast

St. John's College—Santa Fe, New Mexico  
Name of Property

Santa Fe, New Mexico  
County and State



Figure 4. St. John's College in 1964, with fish pond and rock garden,  
Evans Science Laboratory (left), and Santa Fe Hall (center)

St. John's College—Santa Fe, New Mexico  
Name of Property

Santa Fe, New Mexico  
County and State



Figure 5. St. John's College in 1964, with fish pond and rock garden,  
Evans Science Laboratory (left), and Santa Fe Hall (right)

St. John's College—Santa Fe, New Mexico  
Name of Property

Santa Fe, New Mexico  
County and State

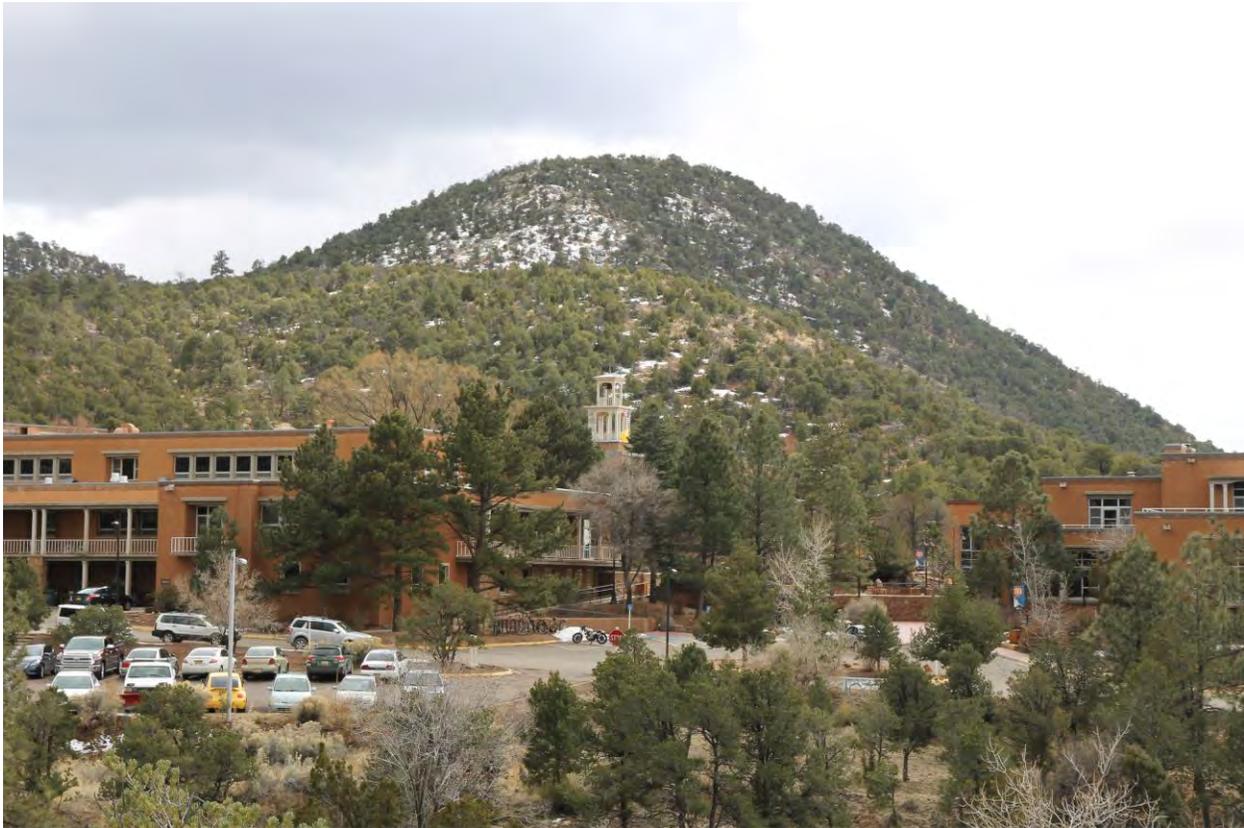


Figure 6. St. John's College in 1964, with second-floor walkway (not extant) from Fine Arts Building (far right) to Peterson Student Center (not seen), and Weigle Hall (center right)

St. John's College—Santa Fe, New Mexico  
Name of Property

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County and State

**Select Photographs**



1 of 35. St. John's College Campus, photographer facing south

St. John's College—Santa Fe, New Mexico  
Name of Property

Santa Fe, New Mexico  
County and State



2 of 35. Main placita, with fish pond and rock garden (right), photographer facing east

St. John's College—Santa Fe, New Mexico  
Name of Property

Santa Fe, New Mexico  
County and State



5 of 35. Peterson Student Center, photographer facing west



St. John's College—Santa Fe, New Mexico  
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18 of 35. Santa Fe Hall, with “grassy knoll,” photographer facing southeast

St. John's College—Santa Fe, New Mexico  
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Santa Fe, New Mexico  
County and State



21 of 35. Weigle Hall, photographer facing southeast

St. John's College—Santa Fe, New Mexico  
Name of Property

Santa Fe, New Mexico  
County and State



26 of 35. Upper Dormitories, west facades, photographer facing east

St. John's College—Santa Fe, New Mexico  
Name of Property

Santa Fe, New Mexico  
County and State



28 of 35. Upper Dormitories, north placita, photographer facing south

St. John's College—Santa Fe, New Mexico  
Name of Property

Santa Fe, New Mexico  
County and State



32 of 35. Lower Dormitories, photographer facing southwest







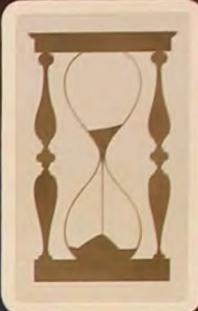
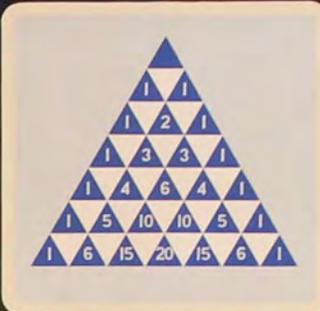
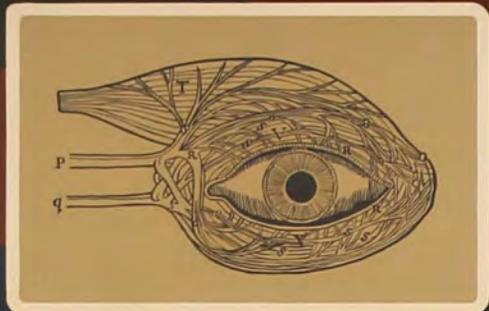








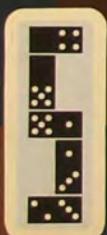
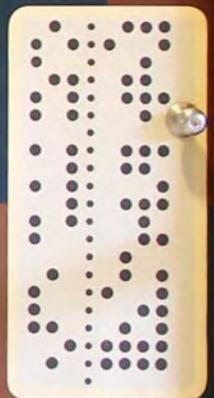
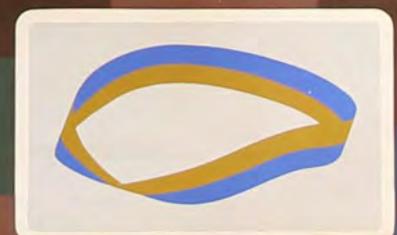
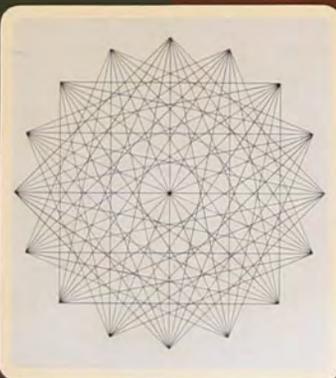
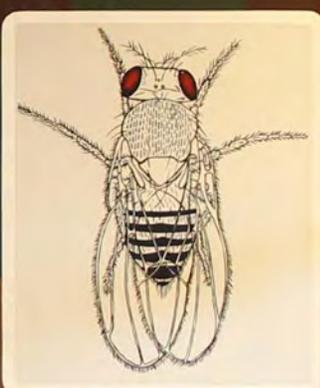
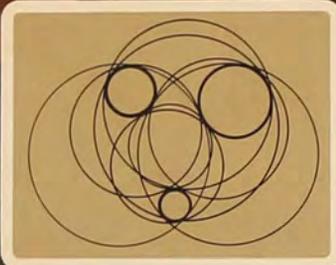
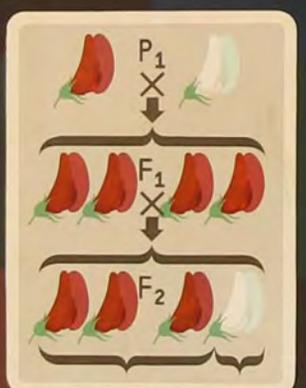
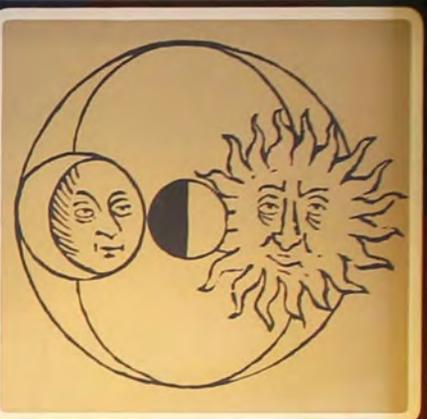
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STAIRS

DO NOT ENTER AREA IS SEALED

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EXHIBITION ROOMS





















LEWAN HALL

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1964-2014  
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UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: St. John's College--Santa Fe, New Mexico

MULTIPLE NAME:

STATE & COUNTY: NEW MEXICO, Santa Fe

DATE RECEIVED: 6/19/15                      DATE OF PENDING LIST: 7/07/15  
DATE OF 16TH DAY: 7/22/15                      DATE OF 45TH DAY: 8/04/15  
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 15000495

REASONS FOR REVIEW:

APPEAL: N    DATA PROBLEM: N    LANDSCAPE: N    LESS THAN 50 YEARS: N  
OTHER: N    PDIL: N    PERIOD: N    PROGRAM UNAPPROVED: N  
REQUEST: N    SAMPLE: N    SLR DRAFT: N    NATIONAL: N

COMMENT WAIVER: N

ACCEPT     RETURN     REJECT    8-3-15 DATE

ABSTRACT/SUMMARY COMMENTS:

Entered in  
The National Register  
of  
Historic Places

RECOM./CRITERIA \_\_\_\_\_

REVIEWER \_\_\_\_\_ DISCIPLINE \_\_\_\_\_

TELEPHONE \_\_\_\_\_ DATE \_\_\_\_\_

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.



STATE OF NEW MEXICO  
DEPARTMENT OF CULTURAL AFFAIRS  
HISTORIC PRESERVATION DIVISION

Susana Martinez  
Governor

BATAAN MEMORIAL BUILDING  
407 GALISTEO STREET, SUITE 236  
SANTA FE, NEW MEXICO 87501  
PHONE (505) 827-6320 FAX (505) 827-6338

RECEIVED 2280

JUN 19 2015

Nat. Register of Historic Places  
National Park Service

May 26, 2015

J. Paul Loether  
National Park Service  
National Register of Historic Places  
1201 "I" (Eye) Street, N.W. 8th floor  
Washington, D.C. 20005

Dear Mr. Loether:

The enclosed disk contains the true and correct copy of the nomination for the St. John's College—Santa Fe, New Mexico in Santa Fe County, New Mexico to the National Register of Historic Places.

- Disk of National Register of Historic Places nomination form and maps as a pdf
- Disk with digital photo images
- Physical signature page
- Sketch map(s)/attachment(s) in hard copy
- Correspondence
- Other:

COMMENTS:

- This property has been certified under 36 CFR 67
- The enclosed owner objection(s) do  do not  constitute a majority of property owners.
- Special considerations: Note that this property is significant at the national level.

Sincerely,

Steven Moffson  
State and National Register Coordinator

Enclosures