

SPECIAL TO THE TAMPA TRIBUNE

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Sarasota, Fla.--A college can do no better than to prepare its graduates for lifetimes of disciplined use of intelligence is the thesis New College Provost and Dean, Dr. John W. Gustad, followed in the development of the college's curriculum.

"New College's program intends, fundamentally, to permit and encourage students to attain a level of power in intellectual analysis and a deeply rooted desire to go on learning which together will enable them to lead free and exciting lives," said Dean Gustad.

His idea has taken form in a curriculum which encompasses three broad divisions of study--natural sciences, humanities and social sciences.

Each student must study in all three areas. During his final year, half of the time will be spent in small discussion groups relating the knowledge of the various fields into a unified whole.

Such diversified study augments more specialized work which for each student may begin as early as the first year. Then, in addition to attending classes and discussions groups in all three fields, the student may pick one of a number of areas for intensive study and may begin to move at his own pace toward individual goals.

This individual development is stressed increasingly throughout the full three years that the student spends in completing his work. In

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the second year, a full two-thirds of his formal study time is spent in the area of specialization, while one-third is devoted to electives from other fields. In the third year, one-half is for specialized study and one-half for the special seminar on great issues.

Says Dean Gustad, "Our goal is to graduate a person who has made a good start toward realizing his own capacities and who is capable of continuing to educate himself for the rest of his life.

"The relationship we propose to foster between faculty and students is that of colleagues," said the dean. "To this end, we are dispensing with credits and grades in the usual sense. Rather, students will be asked to demonstrate that they do in fact have control of an area and can really handle it."

The New College program, he pointed out, is based on a set of principles:

**While teachers can guide, excite and motivate, each student, in the last analysis, is responsible for his own education.

**The best education results from the active confrontation of two first class minds. This guided selection of faculty and students.

**The greater the flexibility of curriculum, the greater the likelihood that students will reach the highest levels of which they are capable.

**Student progress should be based on demonstrated competence and real mastery, not merely the accumulation of credits and grades.

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**The best liberal education derives from real mastery of a small number of really vital ideas, principles and modes of analysis.

**True liberal education requires an appreciation for the unity of knowledge.

**Students should have from the very outset opportunities to pursue in depth studies of areas that interest them.

While individual progress is stressed at the college, ample safeguards are built in to the program for students. Each student, for instance, reports frequently to a master, one of the faculty members, who follows his progress during the year. At the end of the first two years, comprehensive examinations are given on the student's knowledge. The third year will be capped by a major project by each student which will have to ^{be} reported on and defended before a faculty committee.

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