Alternatives for the 80's[1].
The Goddard-Pitkin Legacy

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Many of the key issues of the 1980's were anticipated and addressed during the early 60's by a beleaguered band of aventurous administrators and faculty members at a few small--tiny in the eyes of some--private liberal arts colleges across the country. They were beleaguered for two reasons. Most of them were financially hard pressed. Their ideas were outrageous to most institutions still relaxing in the complacency of the 50's, with steady enrollment growth as the early members of the World War II baby boom reached college age. Now that the bloom is off the boom, and now that much of higher education is becoming beleaguered and hard pressed, the ideas and activities of these small colleges are surprisingly relevant to the concerns we face in the decade ahead.

One of the tiniest, most hard pressed, and by all accounts, the most outrageous, was Goddard College. Started in 1938 by Royce Stanley Pitkin, a student of John Dewey and William Heard Kilpatrick, Goddard took seriously the ideas of those philosophers and was greatly influenced by the work of the Progressive Education Association. In 1959, the point of departure for the perspective of this paper, the College was a community of 120 students, 22 faculty members, and support staff. Most of Goddard's students came from the Boston-New York-Philadelphia strip. Although their numbers were small,

given the size of the College, there were significant proportions of black and other minority students. A Manor House and the renovated barns and out-buildings of a country estate in Plainfield, Vermont served as its campus. The physical location was beautiful, with its rolling fields and woodlands, looking off toward the main range of The Green Mountains to the west. Plainfield village comprised 500 souls, two gas stations, a general store and Bill the Barber. Nearby Barre had a population of 13,000 and Montpelier, eight miles in the other direction and capitol of the state, had 8,000. Burlington, forty-five miles away with a population of 40,000, was the largest city within a 150 mile radius. In closing this brief background, it's worth noting that the ideas and activities espoused and pursued by this small, geographically isolated, community of administrators, faculty, students, and support staff, were as outrageous to many members of the local and larger Vermont community as they were to most members of the local and larger higher education community.

THE IDEAS

The most direct way to describe Goddard's organizing ideas is to quote a proposal for a comprehensive six year "Experiment in College Curriculum Organization" which was formulated during 1957 and 1958, funded by the Ford Foundation and begun in September 1959. This proposal was consistent with the educational philosophy which had dominated the institution since its founding; it built on several programs and activities which had already proven effective. Its final formulation grew out of extensive discussions which occurred during the regularly scheduled faculty meetings held in the living room of the President's house over tea or sherry, from 3:00 to 5:30 every Friday afternoon when the College was in session.

AN EXPERIMENT IN COLLEGE CURRICULUM ORGANIZATION AT GODDARD COLLEGE

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Some Problems

This experiment is designed to deal through a unified approach with some of the more serious and persistent problems of American colleges. These include (1) creating a climate in which students can more quickly and surely become self-reliant, contributing persons capable of initiating and carrying on socially important tasks; (2) enabling young people to develop their intellectual capacities more rapidly and more fully; (3) utilizing more of the ever increasing store of knowledge without proliferation of courses; (4) finding ways by which a teacher can work with more students without losing the values of personal association; (5) making the best use possible of learning aids that have been and are becoming available through scientific and technological developments; (6) using more effectively available knowledge about growth and learning in curriculum organization; and (7) advancing understanding of other cultures.

In essence the problem on every campus is that of making the college an active, exciting center of learning of a caliber consistent with the needs and resources of our times, and, as Archibald McLeish says, deriving its educational policies from the character of the American community. This experiment has been formulated on the assumption that only through a radical change in the approach to curriculum will this problem be solved.

The Central Idea

The approach being proposed has been derived from observations of how people develop their creative capacities, how they acquire knowledge and ideas and put them to use. In short, it is derived from studies of how learning proceeds. It makes use of the proposition that men learn best when their purposes are clear and their motivations strong and that these conditions exist when they are doing things that seem to them important and when the doing requires the identification and solution of problems. One has only to take stock of his own knowledge and abilities or to observe closely a small child to see how true this is. Knowledge and ideas that are put to work in response to the demands of life are those that influence one's behavior and are most likely to be available when needed.

This proposal for building a curriculum is an attempt to bring into the college some of the drive, excitement, demands, and hard work that are found when intelligent adults are engaged in challenging jobs, whether in industry, laboratories, the arts or government. It aims to give college students adult status and early opportunity to contribute to and participate in the world's work. It aims to exploit the desire and need of the college student to be a responsible contributing member of his community and to utilize his motivations for his own education. In a sense it proposes to substitute a dynamic process for logical arrangement of subject matter into courses. The intent of the proposal is to organize the college so that students will work a full day and a full week as they carry on jobs and projects at the college and in the community which are a part of their studies and of which their

studies are a part. The immediate inspiration for the proposal is the experience Goddard has had with experimental projects in which students have moved their education ahead rapidly by doing the work of adults in schools and other community agencies. It is a proposal to organize the whole college so that all its students may experience similar gains. It is not a blueprint nor a detailed plan. The details will have to be hammered out as the experiment moves ahead. The proposal is made with the conviction that it may be of great significance to all American colleges and that Goddard is uniquely equipped to carry it on by reason of the interests and experience of its staff and many of its students.

Underlying Considerations

There have been many reorganizations of the theory and content of the liberal arts curriculum but little investigation of the meaning of curriculum for the college student. This proposal is offered to test a different approach. Instead of the usual assumption that the curriculum is a large array of courses presented to students, the hypothesis is advanced for exploration and testing that the curriculum is what the individual student, operating as an adult, plans and carries out to learn what he needs to learn. From the student's point of view, the question of his status as an adult, and hence of his motivations for learning, is generally buried under college or teacher concerns and pressures, and he finds opportunities for satisfaction or recognition mainly in extra-curricular activities, so that his commitment and clarity of goal are less complete and for a longer time than need be.

What is the course which a student will follow when he is helped to use the resources of a college and to discover opportunities for making his place in the world? How will he respond to challenges in learning? How will he test his growing knowledge and abilities in action? A college which sees the student becoming a part of his world rather than apart from his world has an open curriculum of learning experiences for each student. A chief task of the teacher is to help the student learn how to use teachers better. This means a gradual intensifying of communication between a student and his teacher during a four year span of time and an intensifying of abstract and independent thinking through testing it in practice.

Revising the concept of curriculum requires solving a number of specific problems and setting up a plan for operating the college. As has been indicated, the plan here proposed is based in part on previous experience and experiments carried on at Goddard, in part on new needs for making an integral approach which will carry further the improvement of teaching through use of the behavioral sciences. Goddard has for many years tested the idea of guiding students in individual programs of study suited to their particular need and speed. Work experience too has been emphasized for its maturing effects and reinforcement of the learning process. Within the last few years several experimental projects have related the work of college students in public schools, or in different culture areas where a foreign language is spoken, to their own development and study in college. This is the background for a proposal to explore a general curriculum of self-propelled study and action which help the students make the best use of teachers and learning resources.

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Features of the Plan

The proposed curriculum envisions:

1. Orienting the student toward problem-conceiving and problem-solving, and toward independent study in a full day and in an adult work week, which offers adult status and the dignity of year-round study, work and travel.

2. Expanding the use of modern technical resources for self-teaching and wider communication, and the fuller use of present college, community and regional resources.

3. Offering studies closely tied with the work of off-campus agencies and institutions, with adult responsibilities in our culture, and to contact with other cultures, thus making it possible for the student to feel that his work is a needed and creative contribution in the world as well as a test of his learning.

4. Guiding the student toward increasing focus on one field of work so that he may work closely with one or more teachers but with growing independence of teacher help in what may be regarded as an apprentice relationship.

5. Evaluating his work in terms of increase in strength of purpose and gains in economy of effort, as well as in surer mastery of abstract processes in thinking. This will be effected through the cooperation of the widely distributed observers of his off-campus work and at least one teacher in his major area of study with whom he will be in more intense communication. Additional evidence will be obtained through the use of Graduate Record and other knowledge tests.

The advantages to be expected from procedures which carry out these proposals are:

1. Greater numbers of students per teacher but with increasingly better communication during the four years.

2. Studying and working in depth rather than extensively, but, through greater stimulation of contacts in this and other cultures, becoming more alert to the increasing breadth of knowledge.

3. A gain for the student in confidence and acceptance as a responsible adult through working at the same time as studying--a self-confidence gained in meeting and working with people as well as in problem-solving and abstract thinking through applications of knowledge to working situations.

4. Increased communication among students on the subject of their experiences and hence greater influence on each other in creating an environment for learning.

5. Similarly greater communication among teachers who are necessarily attentive to the effects of the new approach and more likely to work together in major areas of study in which individual students are apprenticing themselves.

6. Directing the attention of teachers to bringing about the greatest amount of learning through tapping the basic motivations of each student and getting to know how to work most effectively with each one.

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7. Greater interrelation and interaction between a college and the narrower and wider communities with which it may work. The student becomes a focal point of contact in aiding social and scientific research, in development of resources, in assisting schools and state or federal agencies, and in creative activities in the arts. His contacts with another culture offer opportunities in language and social studies at firsthand. The college becomes a year-round locus of work and study to which students and teachers relate according to the need and reach of the programs they plan, and according to the seasons in which the programs may best be carried on.

The essential dynamics of this curriculum concept lie in helping the student see how he can best work with the resources of the college and the needs and problems of the world. This is to say that college is less of the luxury and isolation in which the older adolescent can delay facing himself and more of the reality which adult status implies. There is still the need for deep understanding of history, society, scientific method, the person and his means of expression, which college studies are designed to give. But courses do not give anything to a person not ready to receive and to use. The curriculum which places an adult demand on a student is substituting a self-directing and a social pressure for the teacher-examination-credit pressure. The need to have an equal status and a share in the problems and affairs of the world through participation in them and contributions to them makes greater demands on the student to learn with responsibility than do academic devices. With this type of curriculum the test as it is known can be put into a position of usefulness rather than of threat or pressure and can take its place alongside the fuller tests of each person in action. In this kind of larger learning space a student reveals more of his strengths and weaknesses to himself and to others and so can be helped and can help himself. In this manner he learns to use teachers better.

If the role of the faculty has been left out as far as offering their special courses is concerned, the reason is that that approach has tended to dominate curriculum thinking and to make all the other learning devices follow from it. If a teacher can give a course, it is often assumed, quite naturally, that he should be able to tell how much each student has learned. This is a simple relation which the behavioral sciences have shown leaves out nearly everything concerning motive and meaning for the individual student. The concept of curriculum here presented is based on the belief that motive and meaning are foremost in effective teaching and the college must be designed to bring these to the fore. Hence the activities of the teachers are not to be described by the names of courses. Each teacher is unique and his work is not limited to the classroom. He may have a deep knowledge in one or more large areas of thought; he may have a specialty. But in this curriculum his effort will be to use his learning in relating knowledge to the world's work and in helping his students to do likewise.

Areas of Study

The following nine areas of study are fairly inclusive of the activities in which students and teachers might work from the college as a center, with any number of secondary focal points or field centers outside:

1. Human Behavior - a fairly central exploring of human motives and behavior, creativity, expression and culture, the limits of science and language, the uses of psychology, religions and philosophies.

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2. Societies - social psychology, methods in sociology, anthropology.

3. Cultures and Languages - history, foreign language, human understanding. This would include cultures near at hand such as French-Canadian, but certainly the non-Western cultures also.

4. Physical Sciences and Mathematics.

5. Biological Sciences - relations to human studies, world health and agriculture, resources.

6. The Arts - art, music, literature, and drama; cultures and expression.

7. Education and Community - human and social studies and philosophy.

8. American Society - history, economics and political science; democracy and foreign relations.

9. English Language Studies - forms and discourse, reading, composition, semantics, vocabulary, language changes, communication.

These areas offer many opportunities for two or more teachers to work together with students who begin to focus in major fields. These areas also suggest the need and opportunity for general conferences with outside consultants and the use of many resources. They represent areas of learning bearing upon the work and research of many agencies in the world which can use student help.

Developing the Proposal

As suggested in the preceding pages, this proposal has as its center a developing relationship between teacher and student. At first, the teacher will relate to the student as a guide in discovering and considering his motivations and as a leader in the study of various aspects of human living. Later, the teacher's role will be that of resource and guide to resources as the student becomes increasingly able to achieve his purposes independently. Finally, the teacher-student relationship should become that of adult to adult, useful and rewarding to both as a sharing of ideas and of the planning and working that result when ideas are faced squarely.

The proposed curriculum begins with study in regular courses but moves after the first year towards increasingly independent work and study, culminating in the carrying-out of an individually planned research, study, or field project. Specifically, the first-year student takes three courses each semester, chosen from a limited number planned about large areas rather than about narrow subject matters. The student in his final term takes no courses. Between those beginning and ending points, students arrange their programs with a flexibility which permits varying and individually appropriate proportions of course work, participation in off-campus work, and independent study.

The Student's First Year

During his first year the student will be introduced to the concept of the full day's work. His courses will be scheduled for large blocks of time and he will be expected to devote to the work of a course the full day on which it is scheduled.

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The work week will include participation in jobs essential to the operation, maintenance and development of the college. As he demonstrates gains in ability to assume and discharge responsibilities he will be assigned to jobs with greater demands. His performance in this phase of the curriculum will be used as one of the bases for determining his readiness to participate in off-campus projects.

During this year he should learn how to use mechanical and electronic aids as well as books to advance his own learning.

After the First Year

The second year may be regarded as one of transition in which the student reduces the proportion of time devoted to regular courses and begins to undertake independent studies and participation in projects that will take him outside the campus for full days of work. Through this off-campus experience he will encounter problems and situations concerning which he will need to seek help from one or more teachers and from books and other learning aids. Thus he will use his teachers as counsellors, guides and resources.

The Goddard Educational Resources Project serves as an example of a community work project through which students assume adult responsibilities and around which they organize their studies. Other projects of this kind have been developed and many others are possible, in such areas for instance as science, social welfare, religion, psychology, language and culture, drama, and conservation. A student may also undertake an independent study in such fields as literature, philosophy, history and art, with a teacher who serves both as resource and as a consultant to the student in evaluating his use of other resources.

A Flexible Calendar

Study of this kind will not be limited to regular college semesters. While the basic college calendar will remain what it has been (a four-month fall semester, a two-month winter work term, a four-month spring semester, and a two-month summer vacation), students will have the opportunity to use this calendar with such flexibility as their individual programs might demand. For instance, a student might plan an individual study project that would require working as a member of the staff of the community service work camp for high school students which the college operates during July and August, thereby extending one of his semesters by two months; another student might extend the winter non-resident work-term experience into the spring semester, developing from it a research study; and a third might remain at Goddard during the winter term to continue work in a community work project.

As faculty and students learn to take advantage of this kind of flexibility it is expected that perhaps one-fifth of the students enrolled will be absent from the college all of the time and that a fifth might be continuing work at the college during what is now the summer vacation and the winter non-resident term. It is obvious that under these conditions the college would be able to enroll nearly twenty percent more students with no increase in facilities.

Association with Other Cultures

As the student moves to become a part of the world, not apart from it, the learning space he uses will become progressively larger. For all students it will grow beyond the classroom and dormitory to include the total life of the college

community, and beyond that community through studies using community resources and work and through jobs in the non-resident term and the summer. In addition, it is expected that whenever possible a student would move the boundaries of his learning space, and thus of the world with which he becomes familiar, beyond those of his own culture, through living, studying, and if possible working in a foreign country. Such experience is already provided for in the Goddard Study of Canadian American Cultures. It is hoped that arrangements can be made for students to live and study in India. Other such programs may be planned, or students may take part in programs operated by other colleges and groups, or arrange for independent work and study in other countries.

The Learning Aids Center

The college faculty constitute the basic resource for the stimulation of learning. The library is also important, as an administrative center for finding resources as well as a resource in itself. There will be added a Learning Aids Center.

Such a center will use technology to extend the traditional functions of a library as a place for individual learning and make possible the study of many subject matters with little teacher assistance, thus freeing the teacher to work with the student on the larger problems which grow from study or make it necessary.

The center will include machines to aid learning and the materials to be used with the machines, or guides to getting them. In it will be projection rooms for films and slides, listening and recording booths with tape recorders, high-fidelity reproducing equipment for music, radio and television listening and viewing rooms, booths for Skinner learning machines, and other aids that may become available.

The center will have such resources as chemistry and physics courses on film, documentary films in the sciences and social sciences, language records and tapes, slides of art works, recordings of poetry and drama, tapes of talks given at the college. Whenever possible, the technical or routine learnings connected with an area of study will be pursued at the center by students.

The College Community

The student's learning space will radiate from the college campus. Life on the campus should be stimulating and challenging because members of the college community, led by the faculty, will share ideas, interests, and work projects through frequent lectures, exhibits, demonstrations, concerts, and so forth. In every way possible, the campus should represent the richest and best in community living.

As focus for the community life, as another means of intellectual stimulation, and as a midpoint break in intensive work, the students and faculty will plan and carry out each semester a two or three day conference on some current world problem. Such a conference will help students and teachers see studies in a new perspective; and while serving one group as a further exploration of a problem, it can serve others as introduction to it. It will also provide an opportunity for students to work with teachers in preparing for and participating in the consideration of important social issues.

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Evaluation of Student Progress

The curriculum as here proposed defines the college as a place where people come to work on matters of concern to them. Those who will not use it this way, either because they lack the ability or do not want to, have no place in the college. For those who will so use the college, evaluation becomes important not only as a way of determining how much or how well but also as a process or series of processes used to help a student discover his motivations, examine his behavior, and plan his studies.

Under this proposal there are five kinds of evaluation. The first and most important is the product of the relationship between the teacher and the student, a continuous exchange of ideas, suggestions, and opinions through which the teacher helps the student know himself better. The second kind of evaluation comes as the student makes commitments for a semester's study and reviews his successes or difficulties in meeting the commitments of a past period, entering these in his cumulative file. The third kind lies in observations made of the student by adults with whom he has worked: his teachers and counsellor, and those who have supervised him on various kinds of jobs, on or off campus. The fourth evaluation is that of documents or performance: the research completed, the paintings exhibited, the drama performed, the school assisted. The fifth kind of evaluation is through tests, used in a variety of ways. These may include helping a student discover his own knowledge background in a certain area and inform himself on his gains in a course. Tests may also be used as demonstrations of readiness for graduate school, or as objective measures of specific learnings gained from a community project.

The Teacher-Student Ratio

This proposal will make it possible for a teacher to work closely and effectively with as many as fifteen or twenty students, mainly because of improved communication between student and teacher. Because the student would tend to use the time of the teacher only when he needed help on a problem or on his job, that is, when he needed to make use of the teacher's greater knowledge and thereby wider experience, there would be something important to communicate and the effectiveness of the teacher would be greatly increased.

Putting the Plan into Operation

Since it will not be possible to use the proposed approach throughout the college at once, the aim will be to start with the class that enters in September 1959. However, older students who are ready by inclination and experience to participate in projects and do independent work will be encouraged to use the new approach. By proceeding in this manner it should be possible for the staff to equip itself for each new undertaking by appropriate study and planning and by the time the class that enters this fall begins its fourth year the new program should be in full operation.

Some Requirements

This is a major experimental project for which, so far as we know, there are no models. Its design has been developed out of the experience of the college with the Educational Resources Project, the Study of Canadian American Cultures and the Program for Improvement of Science and Mathematics Teaching in Vermont High Schools, which have been supported by grants from The Fund for the Advancement

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of Education and The Ford Foundation, and the Community Development Program, which is supported by a grant from the Schwarzhaupt Foundation. Results from these projects in terms of student growth and learning suggest very strongly that the kind of approach to curriculum organization described above will greatly increase the effectiveness of a liberal arts college. This proposal was designed with the conviction that this proposition is so important that it ought to be tested under favorable conditions. The decision of The Ford Foundation to support the experiment by a grant of $340,000 over a six year period makes this possible.

The absence of models necessitates building on and extending the experience of the Goddard staff and students. This will involve devising and testing new procedures, revising them and trying again. It will require an unusual amount of faculty study, consultation and criticism throughout the developmental and experimental period. This period may be expected to extend over four years, the normal length of a student's undergraduate career. As the developmental period draws to a close, the staff will engage in a thoroughgoing review and evaluation which will continue for at least two years under what may be thought of as the new normal conditions. Time will also be required for devising and making learning aids and for learning how to make the most effective use of the Learning Aids Center. To make it possible for these tasks to be properly done several members of the staff will be relieved of some of their usual responsibilities for considerable lengths of time.

An experiment of this magnitude and significance ought to be reported to the profession and the public as fully as is possible without damage to the program. Comment and criticism will be invited and given careful consideration as the experiment moves ahead. This phase of the work will require consistent and intelligent observation and recording. The reporting may be expected to include the type that is suitable for widespread popular coverage and the type that is suitable for professional and learned journals, pamphlets and books.

It is anticipated that while the experiment is under way the size of the college will increase threefold.

Plainfield, Vermont
March 25, 1959

These then are the key ideas in which the Goddard program was, and would be, anchored. Students were to develop increased self-reliance and strengthened capacity for social contribution; they were to develop increased intellectual competence and advance their understanding of other cultures. The institution aimed to use more effectively the increasing store of knowledge without proliferating courses; to find ways by which each teacher could work with more students without losing the values of close personal association; to make the best possible use of learning aids becoming available through recent scientific and technological developments; to use available knowledge concerning human growth and learning more effectively in the continued development of the College program. These objectives concerning the development of students and the institution were to be achieved by developing programs and activities that would be consistent with a clearly articulated set of educational principles:

1. Students learn best when purposes are clear and motivation is strong.

2. Students should identify and solve important problems pertinent to their purposes and motives.

3. Students should be recognized as adults who are contributing members of the community, using their own motives as the basis for their learning.

4. Students should be expected to work a full work day in a full work week, carrying out jobs and projects at the college and in the community.

5. Students should establish clear connections between these on- and off-campus responsibilities and see study as part of that work rather than apart from it.

6. Students should begin with broad gauged courses and move toward increasingly independent study, based on clear definition of their own purposes, learning activities, and approaches to evaluation, culminating in a "senior study" on which they worked full time.

7. Faculty should be oriented primarily toward helping students learn how to learn, how to use teachers and other learning resources effectively, how to define their purposes and design independent studies in relation to them.

8. Faculty should assume different roles depending upon the maturity of each student, functioning not only as a teacher working with groups, but as a resource person in master-apprentice and collegial relationships and as a counselor in helping students design degree programs and independent studies appropriate to their purposes.

9. The curriculum should be oriented toward broad areas of study which provide opportunity for two or more teachers to work together; classes should be scheduled for large blocks of time, a half-day or a full day, so students and faculty can work together in diverse ways and so students can use varied resources for learning.

10. Faculty and students should become more competent in using an expanded range of library resources and other learning aids such as films, tape slide shows, television and programmed books.

11. Evaluation should be based on increased strength of purpose, economy of effort, and mastery of intellectual processes and should be carried out by diverse on- and off-campus supervisors as well as by regular teaching faculty.

12. A flexible year round calendar incorporating the regular semesters, the two month winter work term and the two month summer vacation should be developed to accommodate combinations of work and study responsive to diverse student purposes and opportunities.

THE ACTIVITIES

These basic aims and educational principles were consistent with practices and programs already in place. The small faculty necessarily taught in broad subject matter areas. Goddard made no use of credits except for transfer purposes. For those purposes a semester's work was given 15 credits. A student was not permitted to take more than three courses; some took two and occasionally a student would concentrate on one course. Most students in their final semester spent all of their time on their senior study.

Each faculty member and administrator taught. Each of these professionals also had "counselees." The term was used explicitly to reflect a broader perspective and a facilitative role rather than "advisees" which implied a more narrow focus on academic concerns and an instructional or advice-giving role. Weekly meetings between counselor and counselee were expected and were meant to be an important and regular part of the teaching and learning process. All students were required to spend eight hours per week in an on-campus work program. The work program included a diverse collection of options, from paraprofessional assistance to faculty and administrators, to office work, to work on buildings and grounds which ranged from menial chores to sophisticated construction and repair jobs.

Narrative evaluations rather than letter or number grades were used. These evaluations were completed by work program supervisors as well as teachers. Student self-evaluation of each study area and of work program

performance was required. The last week of the semester was spent preparing and discussing these evaluations. A final evaluation conference between each counselee and counselor reviewed the work of the semester, and considered the implications for future plans. This conference was based on an overall self-evaluation by the student and the counselor and resulted in a recommendation concerning credit for the semester signed by both faculty member and student. When disagreement occurred it was referred to the Dean or to the President for resolution. In addition to the regular 16 week fall and spring semesters, students were required to complete a non-resident work term each year which was normally done during January and February, when no classes were scheduled. Evaluation of this work term by each student and counselor also became part of the record.

Students were admitted to the "Junior Division" which normally comprised the first two years of the four year program. But admission to the "Senior Division" was not automatic, even if the work of the first two years had been successfully completed. Each student had to apply for Senior Division admission by designing a program of study for the last two years. This program was designed in consultation with appropriate faculty members. Approval was required by the faculty member identified as the counselor for that period and by the Dean or President. Admission to the Senior Division would be withheld until a student could define a suitable program. On rare occasions, admission would be denied because even though a student had satisfactorily completed the Junior Division, he or she was not judged capable of successfully completing Senior Division work. Such students graduated from the Junior Division and were recognized as successful garduates at that level.

Three programs had been developed which provided opportunities for off-campus work by students. The Educational Resources Project aimed to test whether college students could help small public schools by serving as assistants to teachers and thereby also advance their education and development. Students worked two days each week with teachers in the nearby small, rural, often "one-room" schools. They performed a variety of tasks and assumed teaching responsibilities in areas such as art, music, drama, French, science, and recreation. On-campus independent and group studies were tied to these responsibilities. Participants met regularly to examine their experiences in those settings, which were strikingly different from the urban and suburban schools from which most students had come. The Vermont Community Development Program grew out of cooperation between Goddard and the Vermont Labor and Farm Council and a long series of conferences at the College and in northern Vermont communities. It was an adult education project which aimed to help citizens recognize and solve community problems and to establish cooperative relationships between the citizens, the students, and the College for their mutual benefit. An additional aim was to see if the "Rogerian approach" would be effective in encouraging community development. The Comparative Cultures Program aimed to add meaning to the study of a foreign language by including study of the culture of which it is a part. It used the interest of students in the social sciences as an introduction to foreign languages and cultures. The proximity of French Canada provided an excellent resource. Students in this program devoted two-thirds of their time to the history, economics, social institutions, literature and language of French Canada for at least one semester prior to living and working in French Canada for a two-month nonresident term.

Faculty development activities to improve teaching by applying research findings in the behavioral sciences were also already underway. During January and February, when students were on their nonresident work term, workshops on Psychoanalytic Concepts and Education and on Education and Behavioral Sciences brought persons from many institutions throughout eastern United States to join Goddard faculty in exploring concepts which might improve educational practices. Expertise for these conferences came from such persons as Brock Chisholm, Lawrence Kubie, Carl Rogers, L. Thomas Hopkins, Ralph Tyler, and H. Harry Giles. In addition, every teacher observed the classroom teaching of at least one colleague and was, in turn, observed by at least three colleagues. Each teacher also had the opportunity to tape and listen to several classes and to discuss them with others.

So the Experiment in Curriculum Organization was being undertaken by an institution which already was operating in many ways which were consistent with the key aims and educational principles of that proposal. The proposal would lead to an enrichment of those earlier options, to a sharpening of those practices, and to an increased clarity concerning Goddard's purposes and principles.

Upon receipt of the grant, nine new staff were employed, enlarging the faculty by thirty-seven percent. These staff additions helped provide released time for those already employed and created a core staff ready to respond to student enrollments which were expected to triple from 120 to 350, during the six years of the experiment. These new staff included Art Babick as Director of the new Learning Aids Center and Art Chickering as Coordinator of Evaluation. A facully administrative coordinating committee was established to carry forward the Experiment.

A three-day presemester faculty conference began the Fall semester in September, 1959. The experiment and what it implied for faculty and student behavior and for institutional development was thoroughly discussed. These presemester conferences persisted throughout the Experiment. The purposes and practices of the Experiment were continually part of the agendas for the weekly Friday afternoon faculty meetings in the President's living room. They were supplemented by small group meetings which pursued topics such as "The Workshop Approach to Teaching," "Evaluation in the Teaching-Learning Process," "Extending the Use of Learning Aids," and "Goal Directedness and Increased Depth and Focus." The winter conferences during January and February continued to bring creative educators from elsewhere through the Vermont snows to the spacious oak-paneled living room of Manor House. There, before the brightly burning fireplace, under the leadership of resource persons like Carl Rogers, Laurence Kubie, Mike Giles, Dick Jones, and Ernest Boyer, thirty to sixty experienced professionals spent three-day weekends examining the implications of recent findings and long standing principles from the behavioral sciences. With the added stimulation of plentiful "social hours" and fine food, these conversations ranged widely during meals and long into the winter evenings, through howling blizzards or through evening walks in crystal clear, stone still, moonlight at twenty below. Goddard staff who shared these workshops were mightily enriched by the content and the friendships; they were strongly stimulated to test new insights in their own behavior as teachers, resource persons, counselors, colleagues, and as members of a vibrant educational community.

These formal and informal occasions for professional development were accompanied by periodic requests from the Coordinator of Evaluation. Faculty completed exercises which operationalized institutional goals in terms of desired student characteristics and measurable outcomes. They were enlisted

in evaluation activities themselves, completing questionnaires concerning institutional practices, taking and reacting to tests used for student evaluation, examining and rating student records to assess change, and considering the implications of preliminary findings. At the same time, the Director of the Learning Aids Center was cajoling, exhorting and demonstrating the use of new learning aids. Faculty members were paid during the summers and nonresident terms to develop new resources and to incorporate these materials in their courses and independent study work with students.

While these basic human resources were being enriched, other resources were created. The print and micro-film resources of the library grew. The new Learning Aids Center was constructed, and, with faculty consultation and assistance, housed an increasing range of films, tape-slides and video materials, programmed books and other study guides. Off-campus opportunities for significant work by students were added. The Vermont Youth Study provided opportunities for participation in sociological research concerning rural delinquency which involved direct observations, interviews with parents and children, and survey research. Most of the data collection was done by Goddard students. The Big Brother-Big Sister Program made possible more direct personal relationship with young children and early adolescents. The Comparative Cultures Program was extended to the study of Spanish. It followed the same model of cultural and language studies and used Puerto Rico as a site for working and living during the nonresident term. A Rural School Community-College Counseling project provided another arena for service and exchange between Goddard and its neighboring communities.

An Adult Degree Program restricted to students age 26 and older was begun in the summer of 1963. It was developed by Evelyn Bates who drew on her experience as director of adult education and community services, as secretary of the Section on Residential Adult Education of the Adult Education Association

of the United States, and her study of adult education while a Fulbright lecturer at the University of New England in New South Wales, Australia. The Program involved six month cycles which began and ended with two-week residential periods on campus, during which students were exposed to a rich mix of lectures, films, group discussions and individual conferences. During these residencies, independent studies were designed and evaluated. These studies were pursued during the months away using resources local to the student and with regularly scheduled communication by phone and mail with the supervising faculty member. This "distance learning" was supplemented by occasional visits and group meetings for clusters of students in geographic proximity to one another. Although many faculty members taught in this program, it grew so rapidly that six additional persons were employed, supplementing the staff available for the regular undergraduate activities.

George Beecher, the Director of Educational Experimentation and a well respected veteran faculty member, reported annually on the progress of the Experiment. In his first year report, he said,

> "There was a wide range of opinion as to the effective use of time and use of teachers in independent study this year. There was at the same time pretty general agreement that independent studies, field work, research projects, and senior studies are all self-testing experiences in which the student discovers his unique skills, needs, aims, and uses of knowledge. Most of the teachers believed that in helping the student on the independent projects and observing him work they were better able to make their help effective and timely. Larger blocks of time for group work, individual conferences, field work, laboratory, and studio work have allowed greater flexibility in planning.
>
> "In general, the faculty seems agreed that independent or off-campus work has been effective for motivation and learning."

In polling the faculty he found "that thirty-three students have established the hoped-for apprentice-like working relations in fields of special interest or of dedication. As may be suspected, these students are primarily members of the senior division of the college. Another hope of the new program is to cut the proliferation of courses and replace the usual course-credit system with offerings in the nine areas of wide interest. These are: Human Behavior and Belief, Societies, Cultures and Languages, Physical Sciences and Mathematics, Biological Sciences, the Arts, Education and Community, American Society, and English Language studies. I am not certain that we have made much measurable progress toward this end. The Goddard emphasis on individual goals, counselling, and choice of courses, antedated this aim in the experimental program and is making easier the transition to work in major fields which cut across traditional subject-matter divisions. There will probably be an evolution rather than a sudden change. . .

"We have changed our method of keeping records during the past semester. Now the student keeps his own record of progress, setting down objectives for each course he takes at the beginning of the semester and evaluating his progress in a series of reports turned in at spaced intervals during the semester. The instructors' evaluations have been changed from highly subjective interpretations of student growth to objective reports of what the student has done during his semester of work. It is hoped that this method of evaluation will help the student learn by allowing him to set his own goals and determine for himself whether he is achieving them.

"We also want to measure the performance of our students against the performance of students elsewhere -- and it is in testing this that we believe we will gain some clue as to the effectiveness in use of time and teachers mentioned above.... As additional students are tested and as statistical analysis is completed, a base line can be set against which the performance of future Goddard students may be compared....

"The figures on increased resources in the library are straightforward and, I believe, encouraging. The librarian reports that from July 1, 1959, to June 9, 1960, there was a 75 per cent increase in new books over last year's acquisitions. Circulation is 25 per cent greater, but not as high as it should be. Interlibrary loans are doubled over last year, indicating greater use of this service. He reports also that the library is making a special effort to expand its resources in the natural and social sciences....

"The Learning Aids Center aims to provide further learning resources for independent study. During the spring semester a survey indicated about fourteen out of twenty-two teachers using the center for films, eight using tapes, five using records, three using TV, and four using learning machines or other programming of study materials. Initially the preparation of materials takes intensive work to gain time later on. Also instruction of students in the use of resources requires more time at the start. Students do not normally turn

> to tapes for study without some intermediate steps. Availability of material is not enough for either students or teachers. They have to make an acceptable plan together on the use of resources for particular needs.

In the second year of the Experiment, Beecher saw the chief interest centering on independent learning, learning resources, and evaluation. Other aims of the program such as reducing the proliferation of courses, making better use of the teacher, more flexible use of the college throughout the year, showed gradual if slower progress.

The library staff reported a more business-like use of the library, greater circulation of books, and more nearly 100 per cent of the students appearing in the library. A check on student use revealed that 26 per cent were in evidence at least every other day, 43 per cent appeared at least once a week, and the remaining 37 per cent somewhat infrequently. Of the last, however, several took out many books at a time for research papers being done away from the library. At the end of the spring semester there was an average of ten books per student out on loan.

> "The reference room was also active. Many more students than before are learning how to use the catalogs, indexes, bibliographies, etc., to find the materials they need."

At the end of the third year he said,

> "The important trend of change appears to be in redefining our goal as greater or more effective interaction between teachers and students. A quick survey of the work of the faculty indicated that each one is working flexibly and inventively in terms of class organization, use of time, role of the teacher, or use of learning aids. There are many students working responsibly in field projects or as project assistants. There are a large number of independent courses where the student plans and carries out his work with infrequent conferences with a teacher. These are continuing developments involving increasing numbers of students.

Dean Forest Davis notes the following trends:

— Gradual rise in the number of independent studies.

— Gradual rise in interest in study abroad.

— Pickup in number and scope of science courses, but not much gain in student enrollment in the sciences. This science capability refers really to laboratory apparatus. The study of Conservation was also added to the curriculum to see if there might be any new configuration in science study.

— It strikes me that the Library development both in quality of coverage and resources and in size is to be mentioned. I think the Library is coming in good shape.

— Development of the independent seminar: a cluster of independent students who plan and set up a study and get a teacher to preside over it. This is then handled from the standpoint of the teacher as a single independent study. It may eventually have some implications for our classes.

— Developing faculty interest in combined courses crossing field-lines.

"More students are engaging in activities which require much independent and responsible work. In addition, ten teachers report more independent work going on within the framework of their classes. At the same time there are signs of increasing interaction between students and teachers at times when discussion is important to the success of activities undertaken. This kind of interaction differs from routinely scheduled meetings where there may or may not be problems to discuss. The projects listed above all require close touch with a teacher at critical moments.

"The increasing tempo of effective interaction is supported by our increasing comprehension of what independence and clarity of student purpose mean. Independence or independent study has several new dimensions for us, and clarity of purpose is now being seen as greater selectivity and evaluation of purpose. We have not only tried to give the student opportunities to test himself in action with help from the teacher when needed but have seen that a continuing and personal interaction with students has been the best means for testing purposes with a surer critical judgment. This sense of judgment must have room for choice, test and revision. Independence and strong purpose are no guarantee of quality and wisdom.

Librarian William Osgood reported that inter-library loans had risen 50 per cent over the preceding year but that Goddard's contribution to the inter-library loan service went up 100 per cent. Again he observed a more

intelligent use of reference books, more intensive use of periodical indexes, a willingness to take the time to search patiently for facts -- greater independence and initiative in looking for materials on the part of students.

A better sense of responsibility regarding library property, few missing books -- but a higher incidence of missing issues of current periodicals.

> From the Learning Aids Center, Director Babick reported that 66 per cent of the Goddard teaching staff has successfully acquainted themselves with the Center, its staff, facilities, and services. The remaining 34 per cent made little or no use of the Center. These figures are reflected by students in the classes of these instructors except for senior level students who have a fairly high rate of use."

In his fourth annual report Beecher reminded us that there are many aspects to the education of a college student, including those relating to personality change, intellectual change, development of new interests, philosophical outlook, social behavior, attitudes, and career plans. There are many forces that affect the individual and his growth and that, in effect, teach him.

> "Besides courses there are work experiences, maturation, peers, faculty members, community program or atmosphere of college, education abroad, books and authors, members of family, etc.
>
> "These observations suggest that a college has to be what it wants learned. It can only help a student make himself, learn how to solve problems, understand the skills and orientations of the world and the qualities of being human, stable yet changeable."
>
> Our present experimental program has shown us that a student undergoes intenser self-development and learning through involvement. His self-understanding and self-evaluation are integral parts of learning. If we can develop better ways of controlling self-evaluation we can shift attention from strictly academic goals to total developmental goals in college education. Through acceptance of the student as an adult and through engaging him in work with adults a new dimension is added to <u>who teaches what</u>.

"I want to mention some of the work of teachers in making the college live what it wants learned in use of resources and resourcefulness.

"Robert Mattuck experimented with a class of 40 or more students to see to what extent the values of both independent study and weekly group discussion can be preserved. The class and teacher concluded that dividing the group into two smaller groups, meeting on alternate weeks, would keep both the desirable independence in reading and the discussions with a teacher.

"Arthur Chickering experimented with an all day class. The group met in the morning and in the afternoon. The long days were sometimes used for films or for trips to the Dartmouth Library to read in psychological journals on special subjects. The long day is valuable where the study demands time for a variety of activity.

"Tom Yahkub has been experimenting with the use of multiple consultants in his classes. Sometimes individual consultants are invited to talk on social issues and later they are all asked to return as a panel to join in discussion with the students.

"Paul Vela has taken the Comparative Cultures group to Quebec for the winter work period as usual and finds the students still do well on tests in the French language.

"Paul is using learning aids in the teaching of French and developing new ones. Films and slides of French culture are now supplemented with tapes made by our French resource, Jeanine McCarthy. Next year a new series of tapes will be used for the beginning students and a tape recorder will be used in classes in addition to those used in the Learning Aids Center. The next winter will probably be spent in Trois Rivieres.

"Arthur Babick reports several new developments in the Learning Aids Center. A new study carrell, glass inclosed, has been constructed. A reading machine has been used effectively with six students. The Learning Aids Center is beginning a decentralizing process to reach out with cables to the new buildings and furnish class rooms with overhead projectors and screens.

"The main work (60%) of the staff is service, 20% is supervision of work program, 20% goes into research and development. A major need is for more work to be done in preparation of materials to use as learning aids, to show students how to use materials over longer periods of time, to build up a film collection and film making program.

"William Osgood reports an increasing on the spot use of other libraries by students - as far away as Boston and New York. This is in addition to interlibrary loans which

are made from 101 different libraries. In addition to many internal improvements in the library the staff is now putting out a monthly magazine to interest and inform us about the library and books. It is making investigations and plans for the new library.

"The programs in drama, music and art have always involved students rather totally in independent learning along with responsibility to a public. The number of students (6) in this year's graduating class whose main field of interest is the theatre indicates that the arts are no more accessory to education. A number of students helped initiate a Drama Resource Project by taking demonstrations to schools where plays were in the making. The demonstrations included acting, make-up, pantomime and other arts of the theatre. One student served as an assistant to the drama director at the Cabot High School.

"The Educational Resources Project continued as it has for seven years to place students in schools as assistants to teachers. In addition to the drama assistant just mentioned, ten other students worked in nearby schools as assistants in art, modern mathematics, writing, reading, elementary school science, high school science, elementary school French, and library work. The college also continued to aid the High Schools in Science and Mathematics: in distributing the Physics and Chemistry Films and in furnishing consultants or materials in science and mathematics.

"A study of the graduating class reveals what we had begun to suspect strongly - that every student had one or more experiences in field work or projects as these are being developed at Goddard to push learning outside the classroom and campus into the world of adult problems.

"About 78 per cent of these chose some experience with education or community development. Eight studied in Canada or in foreign countries. The majority have had two or more involvements in actions which demanded thought, care and responsibility in the public eye. These experiences draw on other courses and experiences and stimulate learning, new interests and self-understanding.

"Finally we have the evidence of experimenting in teaching. The faculty teaches and evaluates with different emphasis, it uses different resources for learning, it has brought the student and the curriculum together as stated in our original aim, and it calmly disregards the busy work advocated in educational agitation in choosing to focus on the meanings each person finds in learning and developing.

'The College is the place where the man makes himself.

The fifth year report read, in part, "An Antioch student here for the winter on a work-term assignment assisted us by recording interviews with 27 members of the faculty. She then extracted some common factors and scaled the responses to 11 main questions. The questions focussed the attention of the teachers on the ways the experiment affected changes in teaching.

"What do these scales mean? They represent the comments of 27 teachers in answer to the critical questions of the experiment in curriculum organization.

1. Has the experiment influenced teaching?

2. How useful is more flexible class time in half-day blocks?

3. To what extent are students participating in planning of course studies or class procedures?

4. How much independent study is incorporated in classwork? (The independent independents are reported below).

5. To what extent has the Learning Aids Center been used - or other resources in consultants, off-campus experience, multiple teaching arrangements?

6. Do students confer individually with teachers and what about - are the students aided to evaluate throughout a course?

"The scales indicate overwhelmingly positive, though often qualified, answers. The experiment would probably be worth the 5 years of struggle if it had resulted only in greater awareness of teaching problems. The individual interviews with teachers indicate much more. The particular experiments with class time, with student participation, with independent study, with new learning aids and resources, and with better use of the teacher by students all show positive development. We might infer too a greater concern with the student than with the formal order of courses.

"Another sort of tabulation we have used lately to study the involvement of students in projects requiring independence and responsibility is based on the four-year record of the graduating students. Of the thirty-one who were carrying on senior studies or projects this semester, all but three have at some time engaged in projects or ventures that taxed their initiative and fortitude. Twenty have tried some educational activity of a serious nature in the Nursery School or the public school, in private school, or in college assistantship. Some have studied in foreign countries on their own or in Comparative Cultures in Canada or Puerto Rico. Some have worked in the Vermont Youth Study or in the Student Volunteer Program or on other social problems. The evaluation of the Experiment in Curriculum Organization may have more to say about the meaning of these experiences in student learning and change. At least the students' own records of these experiences make good reading. The experiences in many cases lead to senior studies or choices for the future.

One important next step which we hope to experiment with is teaching itself. We have the problem of absorbing new teachers and the usual problem of stirring up old teachers who have already tried experiments. Arthur Chickering has proposed an experiment with videotaped records of classes so that teachers can study their own teaching. This should make it possible for a whole faculty to explore many aspects of teaching and to experiment on the effectiveness of different approaches in different contexts. The very novelty of the medium will stir up many ideas. This is different from observing master teachers. It is different from curriculum organization. It aims to help each teacher correct his own style.

"Even with such an experiment we will inevitably return to the questions: how do you judge good teaching? what is the nature of the teaching-learning transaction? Goddard has long since come to know that no great learning will happen without accompanying growth in self-understanding. How teachers work with students to bring about this learning will be the measure of all our experiments in education. There is a future to this kind of experiment even though we are not yet sure how to state the problem and procedures.

"Much of our experimenting may be simply completing or refining what we have already started. Beside a study of teaching we still have work to do in identifying and reporting learning wherever it occurs and regardless of who or what stimulates it. Self-evaluation and written records are still in a crude state of development. This year's faculty study of the records of graduating students and further evaluating of student development next year should suggest many better ideas on recording learning. Effective and economical ways of storing and retrieving knowledge need to be found in perfecting a library-learning aids center. Realignments as well as crossing of subject barriers are taking place in our course offerings without our official notice. The size and dynamics of a college community can better be studied when we add a new campus. New needs in off-campus resources are always demanding attention. Increasing numbers of students require more activities to involve them in social responsibility, foreign cultures, independent projects. Since the world never settles down, these opportunities are not too hard to find. But only teachers experimenting can pursue these things. So we always return to the problem of shaking ourselves loose from the academic image."

So the Experiment ended much as it began, with a series of sharp questions and some ideas for further experimentation and improvement. But in the course of these six years, it put into practice and tested many of the "innovations" which are being critically examined for the 80's. Can we trace any connections? Are there any threads which connect these ideas, activities, and the persons associated with them to our current concerns? Can we discern any legacy which has persisted beyond those lively years in the life of a small, if not "tiny," hard pressed College off in the woods of Vermont?

OFFSPRING

Except in well ordered families or specialized areas, it is difficult to trace ancestors. It is also the case that a good idea seems to have many parents and that less successful offspring seem to be orphans. These conditions certainly obtain for educational innovation. We are not so presumptuous nor so ignorant of other innovative programs during the 60's that we claim any chain of causality from Goddard's program to current innovative practices elsewhere. A more accurate metaphor would place the offspring that the College and Tim Pitkin helped conceive and nurture as threads in a tapestry of change which has grown in size, texture, and complexity in the twenty years since the Experiment began. In this perspective it is possible to identify some strands of association and influence that have made recognizable contributions to change in higher education.

One of these strands actually began to be spun in 1956 when Forest Davis called Pitkin's attention to a Time Magazine article which reported that Duane Hurley, then President of Salem College, was organizing a meeting of small, nonaccredited private colleges. Pitkin went to the Palmer House

in Chicago and found about 15 other presidents there who joined together to create the Council for Advancement of Small Colleges. The organization's primary purpose was to help members achieve regional accreditation, and three "Commissions" were established: Fund Raising, Administration, and Research and Experimentation. Pitkin, who was more interested in educational research and experimentation than in accreditation, became chairman of that Commission and served until the mid-sixties. In the summers of 1958, 1960, 1961 and 1962, Pitkin organized week-long "Case Study Workshops." Each of these workshops brought together knowledgeable small college faculty members and administrators from around the country to examine educational issues related to a CASC "Case College": Milligan, Malone, Nasson, and Messiah. Resource persons were drawn from new and innovative institutions such as Monteith at Wayne State, New College at Hofstra, Stevens College in Columbia Missouri, Antioch, and, of course, Goddard. Among the resource persons were Dick Jones, then a counselor and faculty member at Brandeis, and Ernest Boyer, then Dean of Upland College outside Los Angeles. These workshops provided opportunities to examine critical issues concerning curricular design, teaching, evaluation, student-faculty relationships, educational environments, alternative scheduling, work-study arrangements and the like. They provided a forum for sharing not only the Goddard program and the Experiment, but also the creative thinking of other small college educators.

Boyer and Pitkin hit it off well and developed a lasting friendship. They recognized a strong mutual concern to improve teaching and educational practice in higher education. They shared an unusual capacity to ask fundamental questions, to get quickly to the heart of issues and to generate creative alternatives. And they were not only sharp shooters, but very

fast on the draw, next to unbeatable in debate about educational issues. They thrived on the repartee and hot arguments that inevitably accompanied these case study workshops. In an effort to stimulate faculty to think differently about education and teaching, Boyer lead Upland to create a month long intercession when the whole College ceased its regular operation. Students and faculty together looked at a large complex issue through the perspectives of varied disciplines, using both internal and external resources. Mike Giles, Pitkin's long time friend and colleague, helped design and lead the first of these. The Problem of Russia was chosen as the first topic, signaling Boyer's concern about international relationships, which continued to find expression during his later years as Chancellor of the State University of New York, as Commissioner of Education, and as co-author of Educating for Survival. During 1960 and 1963, Boyer and Pitkin designed the Project of Student Development in Small Colleges. This project, carried out in collaboration with thirteen small colleges, was designed to stimulate change by collecting comprehensive information about the characteristics of entering students, the educational programs, and student experiences, to be shared with faculty members and administrators of each institution as a basis for improving teaching and creating new alternatives. The hope was to reduce attrition and strengthen both "cognitive" and "affective" outcomes. Funding was obtained from the Applied Research Branch of the National Institute for Mental Health and Boyer was slated to become Project Director at its inception in 1964.

That spring, however, Sam Gould, then Chancellor of the University of California at Santa Barbara, accepted the Chancellorship of the State University of New York system and invited Boyer to join him as Executive Dean.

Boyer accepted that position and Art Chickering, who had been involved in the early deliberations and was completing his work on the Goddard Experiment, stepped in as Project Director.

The Project on Student Development was not very successful in stimulating change in the participating colleges. Chickering brought little sophistication about planned change in higher education and with booming enrollments during the late sixties there was little outside impetus to make changes at institutions with little intrinsic motivation to improve their programs. The Project did result in numerous presentations and publications which were shared with higher education professionals around the country. The most significant of these was Education and Identity which drew not only on the Project but also on earlier research at Goddard. This volume turned out to be of significant value to student affairs professionals, serving not only those who worked in small colleges but those who staffed large institutions as well. The "seven vectors of student development," which were first formulated during the Goddard Experiment, provided a much needed conceptual framework for designing services and activities to explicitly encourage student development. As such, it helped spawn the "student development approach" which came to be a major factor in training student affairs personnel and in program development activities of that profession.

At the end of the Project on Student Development, Chickering designed a follow-up project which would capitalize on the emerging research concerning organizational behavior and planned change which had been effectively synthesized by Ron Havelock in 1969. Called Strategies for Change and Knowledge Utilization, this project was similar to its predecessor in collecting comprehensive information about student characteristics, educational practices and student change in collaboration with eight participating

colleges and universities. It differed in being much more explicit and intentional about institutional change and professional development. Bill Hannah, who had worked with Chickering on the earlier Project, was the first Director. Jack Lindquist, employed as one of the three original staff members, became project director when personal circumstances forced Hannah's resignation. Jack had brought substantial sophistication concerning organizational behavior and planned change from his prior experience and doctoral studies at the University of Michigan. He provided highly effective leadership for that effort. Tim Pitkin was a member of the Advisory Board and a key resource person. The result was not only significant change in several participating institutions, but also one of the first major publications concerning planned change in higher education, Strategies for Change: An Adaptive Development Approach.[2] At the termination of that project Jack spent two years leading a Kellogg Foundation project to disseminate and encourage the use of some fifty innovative programs which the Foundation had supported. Following this effort, Chickering and Lindquist designed and established the Institute for Academic Improvement as part of the Center for Higher Education, in the College of Education at Memphis State University. This Institute draws on the experience and knowledge resulting from those earlier efforts to work with teams of faculty members and administrators at participating institutions to improve the quality of education for diverse adult students. Bill Hannah subsequently went to the University of New England in Armidale, Australia where he has helped provide leadership for a Center for Higher Education much like the Institute, which is a resource for program improvement in colleges and universities in Australia and the South Pacific.

Meanwhile, Boyer had been very busy with the State University of New York system. He became Vice Chancellor and played a key role in establishing a new SUNY College at Old Westbury. Under the leadership of Harris Wofford, former Peace Corps Director and the first president, this College was to be anchored in one of basic propositions underlying the Goddard Experiment. Students were to be directly involved in community action and service, which would be an integral part of the college program and their academic studies. Goddard professionals, graduates, and students were involved in the early planning sessions. Then, soon after he became Chancellor, Boyer created a task force to design yet another new addition to the SUNY system which was to become Empire State College. The task force report sounded much like Goddard's Experiment. This new institution was to meet the diverse educational needs of New York State citizens. It was to develop programs tailored to their needs and purposes and provide flexible alternatives that would make use of diverse, already available community resources for learning. It was to recognize the knowledge and competence they brought from prior learning and help them make useful connections between their academic studies and their responsibilities at work and in the community. The institution was to operate on a state-wide basis and provide education that was not restricted by time or place. Boyer employed Chickering as Empire State's first Academic Vice President and the result was an institution which was based on the key principles which characterized the Goddard program and its Experiment. In consultation with one or more "mentors" each student designs an individual degree program which is approved by a faculty committee. The program is pursued through a series of "learning contracts" based on the student's

purposes. Each contract includes diverse learning activities and educational resources, with evaluation methods and criteria established appropriate to its purposes. The time period for a given contract depends upon the purposes and activities specified and they are typically from one to six months long. Students use a wide range of community resources as well as the expertise of full time faculty, adjunct faculty and tutors. Each student's knowledge and competence derived from prior experiential learning as well as formal study is assessed at the outset. A student's status with regard to degree completion and the particular areas for additional study incorporated in the degree program are based on this assessment. In addition, there is extensive use of on-going work and life experiences as an integral part of the academic studies included in learning contracts. The College recognized the power and flexibility of small units by establishing small "Learning Centers" throughout the state which serve from 300-500 full time equivalent students. This design provides for the close student-faculty contact which was of particular concern in the counselor-counselee and teacher-student relationships at Goddard.

This, then, is one major strand--really more like a loosely woven web--contributing to the tapestry of change in higher education, which had its beginning in the Goddard program and Experiment in College Curriculum Organization carried out during the early sixties. A second major strand began to be spun in the winter of 1963 when, on the occasion of Goddard's 25th Anniversay, President Pitkin invited his counterparts from twelve experimental colleges around the country to a weekend conference on the Impact and Future of Experimental Colleges. Jim Dixon from Antioch, Bud Hodgkinson and Reamer Kline from Bard, Bill Fells from Bennington, Sister P.J. Mannion from Loretto Heights, Woodborn Ross from Monteith, Roger Gay from Nasson, Adolph Anderson and Henry Acres from New College, Hofstra, Ed Elmendorf, from

New College, Sarasota, Dick Frost from Reed, Paul Ward from Sarah Lawrence, Joe Mullin from Shimer, and Seymour Smith from Stevens joined Tim and other Goddard faculty and administrators in front of the Manor House fireplace. They shared their sense of isolation and the varied slings and arrows they encountered as they tried to break new ground or simply to maintain a foothold against the conservative forces of accrediting associations, state and federal agencies, graduate schools, professional associations, and their own internal dynamics. They criticized private and federal funding agencies which ignored them in favor of more prestigeous traditional institutions, despite their track record and demonstrated accomplishments. And they considered whether through some kind of association they might be better positioned to attract funds for further experimentation and also have a greater impact on higher education.

It's not hard for anyone who has been involved in educational innovation to imagine the feelings of warmth and fellowship which resulted when these presidents and chief academic officers from their lonely outposts around the country discovered their shared values and concerns in Goddard's convivial atmosphere. By the end of the weekend they had resolved to create a Union for Research and Experimentation in Higher Education. Jim Dixon, Bill Fells, Tim Pitkin and Paul Ward were named as a Committee to draft a statement of purpose. Their commitment remained strong through correspondence and phone calls during the next year. They convened again in January of 1964 and ratified articles of incorporation. Thus, the organization which later came to be known as the Union for Experimenting Colleges and Universities was born. Sam Baskin, director of research at Antioch was employed full time as President in 1965 and the Union was off and running. A major grant from the U.S. Office of Education provided support for Project Changeover. From 1966-1969 this three year undertaking

supported a series of national conferences on research and experimentation in higher education, action planning for new program development by participating institutions and on site consultation. The conferences provided opportunities for Union members to share their own developing activities and to bring together representatives from other experimental programs. During this period the Union also developed its University Without Walls (UWW) program, modeled on Goddard's highly successful Adult Degree Program which had been operating since 1963. UWW programs adapting various elements of that model were created as added alternatives within a number of member institutions. Under Baskin's leadership the Union grew steadily so that by the early 70's some thirty-five institutions were paying the $3000 membership fee. The Union Graduate School was also created to serve students whose problem-oriented, thematic or interdisciplinary educational needs did not conform to the disciplinary or professionally oriented traditional programs. This program also included the mix of experiences and resources which characterized the UWW programs for undergraduates and the Goddard Adult Degree program: individually designed degree programs based on student purposes, intensive residential experiences, core and field faculty selected for their expertise in relation to each student's program, independent study, and a culminating "Project Demonstrating Excellence." During the late 60's and early 70's the Union flourished and was recognized nationally, even by the many who disagreed with its approach and philosophy, as a source of leadership and creative ideas for change in higher education. As a result of internal dynamics, management problems and external forces, the Union fell on hard times during the late 70's. But the patient is recovering and it survives as a continuing innovation in undergraduate and graduate education.

Goddard's Adult Degree Program was adapted by other institutions which did not join the Union. Virginia Lester took an administrative internship at Goddard as part of her Union Graduate School doctoral program. After a period of employment at Empire State she became president of Mary Baldwin College and immediately moved to develop a similar program there. Dudley Luck, who helped get that program under way, now has a grant from the Fund for the Improvement of Post-secondary Education to help four other small private women's colleges develop a similar alternative. Purely by chance Chickering learned of the St. Mary of the Woods Women's External Degree program when he went there to help lead a workshop on liberal education and work. The "Woods" administrators had earlier heard of Goddard's program, gone to visit the College and begun their own version. There are probably other examples around the country unknown to us and whose ancestry would be difficult to trace. And Goddard itself created additional alternatives during the late 60's and early 70's. The Goddard Experimental Program in Further Education (GEPFE) was begun in 1967 to provide educational opportunities for low income persons working in the Head Start and Community Action programs of Lyndon Johnson's "Great Society." Although GEPFE was not originally designed for college level work in time it attracted persons interested in credentials and degrees. This program serves primarily Vermont residents who come to live on campus one weekend each month. During this weekend they hear lectures, see films, participate in group discussions and meet individually with faculty members who are supervising the independent studies they pursue through the course of each semester.

These then, are some of the identifiable contributions to higher education which are traceable to the Goddard Program, to the Experiment in College Curriculum Organization, and to the creative ideas and energy of Tim Pitkin and his associates during

the 60's. It's important to recognize that the observations made here are constrained by the limited experiences and perspectives of the author. Undoubtedly other observers could identify contributions and strands of association and influence to supplement this collection, for many persons throughout higher education have been touched by that lively institution and by the adventurous administrators and faculty members which have been associated with it.

In closing it is useful to consider the implications of the Goddard program and experiment of the 1980's. For in some ways the principles and practices explored and developed at that tiny, beleagured institution are highly relevant to the challenges currently confronted by many of our colleges and universities.

IMPLICATIONS FOR THE 80's

A key Goddard principle has been to take students, their purposes and their characteristics, as the starting point for educational planning. With that perspective in mind consider these students;

Bob, 17, is a young high school graduate with a good record who wants to become a lawyer. He is interested in studying history, economics, and political science during his undergraduate career.

Sarah, 20, has been working with teenage addicts in a drug treatment center. She dropped out of a four-year college when she found the course requirements and classroom work incompatible with her educational needs, although she's not really certain just what she wants to do.

Charles, 23, a Marine Corps veteran, is a construction worker who also teaches a philosophy course in an experimental school of his own.

Donald, 34, is an auto worker and has been an elected union officer and bargainer at the national level for thirteen years. He wants a degree in labor studies.

Dianne, 37, has over 200 credit hours in higher education from institutions in the U. S., Jamaica, the West Indies, and the British Isles. She is an R.N. and a midwife who is developing curricula for Licensed Practical Nurse programs to upgrade hospital personnel. Eventually she wants to direct such a program in a large medical center.

Alan, 43, has taught electronics for seventeen years. He has seventy credits in English, math, social science, and physics, and a publishers's contract for a textbook which would be "the culmination of twenty years of work and study in the electronics field." He wants to pursue studies which would help him do the research and writing necessary to complete his book.

Harry, 47, is manager of an internal audit department of a large savings bank. He has twnety-two years of business experience as well as an A.S. degree in business management and wants to complete a B.S. degree in finance interrupted years ago.

Emily, 56, a home economics aide in the Department of Social Services, has 111 credits from five different colleges. For thirty-five years she has worked as a dietitian, nutritionist, adult education teacher, and caseworker aide in home management. She wants to improve her capacity to help disadvantaged persons with low incomes avoid relying on public assistance.

Charles, 69, finds retirement time dragging. He wants to develop his photography hobby to the point where he might do professional work and start a small business.

This is a fair representation of a range of students seeking tp pursue higher education. In fact these are only slightly disguised descriptions of a sample of enrollees at one of Empire State College's Regional Learning

Centers. What problems do we need to solve to create a system which meets the needs of these diverse students? What are some of the key ways in which a constituency like this differs from our typical 18-25 year olds? There are at least six major differences, each of which has powerful implications:

1. Their motives are more deeply rooted in personal, professional, or social concerns.

2. They have more constraints on their time, energy, emotion, and dollars; external demands resulting from responsibilities at work, at home and in the community; uncertainty about future plans and aspirations.

3. They bring much more wide ranging knowledge and competence based on prior formal and informal education and prior life and work experiences.

4. They are involved in a much more rich array of ongoing experiences relevant to their education.

5. They reflect a much wider range of individual differences--differences which are more sharply etched, more solidly established.

6. They are more used to self-determination, to setting their own priorities, managing their own time, controlling their own scarce resources.

These six dimensions of differences mean that we must concern ourselves with (a) educational purposes and student motives, (b) issues of access which respond to external and internal constraints, (c) assessment, advising and placement which recognizes wide ranging knowledge and competence, (d) using ongoing experiences as an integral part of teaching and learning, (e) recognizing and responding to individual differences, and (f) recognizing differring levels of self-determination.

Yet most institutions are greeting these diverse students with business as usual. They may tinker with calendars or course schedules and make more numerous offerings available evenings and weekends; they may expand correspondence study and televised instruction or offer newspaper courses and the like which package traditional curricula for off-campus distribution. But with perhaps half a dozen exceptions, colleges and universities have notyet taken seriously the significant individual differences and developmental needs of these students.

The major motives urging these persons into higher education -- to prepare for more challenging, interesting, or better paying work, to satisfy desires for personal development and enrichment, -- stem from changing circumstances, self-perceptions, and aspirations triggered by life cycle challenges and developmental change.

These challenges and discontinuities stem from social changes that are here to stay. Since the turn of the century the working life span has more than doubled. The average life expectancy of a man who reaches 50 is 78, of a woman, 33. These shifts have caused the dissolution of what Seymour Sarason calls 'the one life, one career perspective."[3] Since World War II the center of the work force has become the "service worker" and the "knowledge worker", as the share of the total employment of goods producing industries dropped from 45% to 33%, while services increased from 55% to 67%.[4] Producing effective service is much more difficult -- and more frustrating -- than producing goods. Then there are the changing sex role expectations. In 1920 married women comprised only 9% of the work force, by 1960, 60% of the female work force were married. A 1975 survey of students at eight east and west coast colleges found that 82% of the college women consider a career very important for their self-

fulfillment. They put career above marriage and having children. And 86% of the men said that fathers should spend as much time as mothers in bringing up children.5.

These cultural shifts in the world of work, in life span, in sex role expectations, and in other significant areas we could mention, create problems for individuals and for the institutions which serve them. Most current forms of higher education emphasize preparing for life rather than coping with current problems, aspirations and frustrations; they focus exclusively on the late adolescent with full-time on-campus study as the dominant model. They emphasize memorization of information given by authority, assessed by verbal performance on paper and pencil tests. These forms clearly will not serve the emerging motives diverse students will bring in response to life cycle challenges and shifting social conditions. If additional alternatives are not created, exclusive reliance on these forms will aggravate the occupational and mental health of those seeking life long learning, and will aggravate the health and morale of the faculty members, administrators and student personnel services professionals caught within them. But if the nation's colleges and universities can develop more complex understanding of these students and the significant differences among them, and can develop alternatives appropriate to their varied motives and learning styles, major contributions to life long learning and general social welfare may result.

To be effective, undergraduate education in the 1980's must be anchored in sound understanding of these diverse students: Their motives, their shifting orientations toward family, work and citizenship, the life cycle challenges they face, the ways they learn, the competence and knowledge they require.

But the larger fact of the matter is that these differences in purpose, prior knowledge and competence, ongoing experiences, levels of self-determination, and personal constraints, are also powerfully present among any reasonably heterogeneous group of traditional students aged 17-25. The power of Goddard's program lay in its explicit recognition of this fundamental fact, in its capacity to recognize the educational principles which such facts of individual difference imply, and finally, in its ability to create institutional policies, programmatic responses, and educational practices expressed in nuts and bolts behavior which recognized and respected each person in these impprtant ways. This is why the Goddard program and its Experiment carried out in the early 60's suggests an institutional design and a collection of programmatic alternatives which are even more appropriate for higher education today than they were then. The increasing numbers of adults from all walks of life, the social pressures creating demands for life long learning, and the drop in traditional college age students are creating greater student diversity than we have ever faced before. Given this diversity we can no longer afford the aristocratic or meritocratic orientations of the past where we emphasized careful selectivity to choose students which fit our colleges. Now we must forego the luxurious reliance on prediction equations and narrowly defined admission criteria. We must instead design programs and educational practices which recognize and respect the diverse students to be served. The Goddard program of the 60's was a pioneering attempt to do just that. As such it leaves a legacy from which many of us can profit.

FOOTNOTES

1. This paper draws heavily on Beecher, G., Chickering, A. W., Hamlin, W. G. and Pitkin, R. S., An Experiment in College Curriculum Origanization, Goddard College, 1966

2. This publication is available from CASC, Washington, D. C.

3. Sarason, S., Aging, Work, and Social Change, Jossey-Bass, 1977

4. Ginsberg, The Pluralistic Economy of the United States, Scientific American, December, 1976

5. Katz, J. Evolving Relationships among men and women, Paper presented at the Higher Education Research Institute Conference, Puerto Rico, February, 1976.