

Artichoke Hearts
or
Lima Beans?



Artichoke Hearts or Lima Beans

*If you have a yen for artichoke hearts,
does that mean you don't care for lima beans?*

Sounds silly, doesn't it?

But, in three short years, New College has gained a reputation for an admissions standard keyed to a blue ribbon type of student, whereas we're quite interested in showing how effective our program can also be with the garden variety.

Here's how we got tagged, and why we want to get things straight:

For its first three entering classes — beginning in 1964 — New College deliberately enrolled some of the outstanding students in the nation along with a selection of students of somewhat more ordinary abilities.

Using innovative ideas — many for the first time — New College from its opening in 1964 shaped a program valid not only for the superb scholars, but profitable also for a broader range of students. In fact, the control group in each of those first three classes successfully competed against the test score heavyweights.

With the granting of bachelor's degrees to our first candidates last July, we stamped as "successfully completed" the first phase of this unusual experiment in education.

At graduation time, we at New College felt we succeeded in our initial goal — establishing an unusual program of quality education involving bringing together some outstanding faculty and some of the leading students in the nation.

Confident of our success with students with credentials that would pass scrutiny at any college in the country, we could begin to broaden our search to a second talent pool. This becomes important for with the conclusion of our fourth year we are ready to enlarge our entering classes to grow toward a projected enrollment of 800 in 1975.

Now we're searching not only for the bright and academically oriented, but for the students for whom good teaching is a stimulus, who enjoy and respond to close personal contact with faculty, who are self-motivated and enjoy pursuing interests under their own impetus. These are students who have much going for them but for one reason or another haven't really cracked the SATs.

(Interestingly enough, our College Examiner, who conducted extensive research on the first three New College classes, found that there was little correlation between SAT scores and success here.)

New College, because of the caliber of students chosen to help make the first phase program successful, has become known for its ultra-selectivity. Potential applicants with good records and a rare, gutsy quality, but lacking super test scores, have hesitated to apply, uncertain of being qualified.

So, we now hear from a lot of very bright students but the New College program certainly is not designed to be their exclusive domain, although they thrive on it. Their greater numbers in the first classes established the validity of the New College program. We are now prepared to prove that this same type of individual, flexible program of liberal arts education can work for a broader group of students.



We've identified by somewhat colorful labels several types of students, easily recognizable on any high school campus, who also will succeed at New College. These descriptions all are based on students who have already successfully completed at least two years here, including major first and second year examinations.



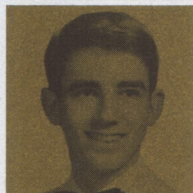
"Knows What He Wants Harry," Medical career oriented from early high school in Wyoming, he was quiet, serious, determined. At New College he pursued his field in depth, but also gained considerable breadth. He is now enrolled in a special M.D.-Ph.D. program at Duke University Medical School.



"Creative Cleo" Dramatics, dance, music, film-making, writing all interested this young Ohioan. Science was tough but independent study gave her creative talents time and room to develop. She is now getting ready for a Peace Corps assignment in Southeast Asia.



"Full Head of Steam Joe" This student had a record as top high school wrestler in Iowa and captain of his undefeated football team. He succeeded at everything he tried, including his studies, but he worked hard to do it. A leader by virtue of achievement rather than charisma, he succeeded by constant striving and now is doing graduate work at one of Oxford University's colleges.



"Politician Paul" In high school and college, this young man was more interested in student politics, newspapering, and his future than in compiling a scholastic reputation. He's now at Yale Law School and plans to use this training in a journalism future.



"Peripatetic Patsy" Loaded with energy, pursuing an interest in psychology that began in a Missouri high school, she took advantage of the New College flexible calendar to join a special New England research group doing work on a new learning textbook and gained valuable experience in travel as well as in her field.

THESE EXAMPLES can't spell out all the types of students who can be successful at New College, but they do show some of those who do profit from the New College experience. They represent some of that broad pool of student talent we hope to tap as we enlarge our own student body.

THE EXPERIENCED COUNSELOR will recognize that in an entering class of 150 competition is keen for financial aid among "blue ribbon" types and therefore the likelihood for assistance for the garden variety is lessened.

When the final count of the first graduating class at New College was taken, 80 per cent had been enrolled at leading graduate or professional schools and 80 per cent of those enrolled received either fellowships or assistantships. Ten members of the class were awarded two Danforth Fellowships, five Woodrow Wilson Fellowships, two Natural Science Foundation Fellowships, and two Fulbright Fellowships. As one New Jersey newspaper recounted, New College students outranked even mighty Harvard in percentage of these national awards.

Here are some thumbnail sketches of students and the successes they gained:

Esther Lynn Barazzone, Punta, Gorda, Fla. Major in intellectual history, Fulbright Fellow, University of Madrid.

Ray Bennett, Shadyside, Md. Major in psychology, National Science Foundation Fellow, University of Michigan.

John Cranor, Hutchinson, Kan. Major in economics, J. Spencer Love Fellowship, Harvard University School of Business.

Ray Enslow, Peoria, Ill. Major in philosophy, Danforth Foundation Fellow, Columbia University.

Timothy Dunsworth, St. Louis Park, Minn. Major in philosophy, Woodrow Wilson Fellow, Yale University.

Paul Hansma, Scottsdale, Ariz. Major in physics, National Science Foundation Fellow, University of California at Berkeley.

Anna Navarro, Hallandale, Fla. Major in philosophy, fellowship, Woodrow Wilson School of Public Affairs of Princeton University.

Neil Olsen, Cocoa, Fla. Major in mathematics, Fulbright Fellowship and Woodrow Wilson Foundation Fellowship, University of Manchester, England.

David Rollow, Charlotte, N.C. Major in literature, Woodrow Wilson Fellow, Cornell University.

BULLETIN OF NEW COLLEGE
Volume 3, No. 4/November 1967
Published Quarterly by
NEW COLLEGE
P. O. Box 1898, Sarasota, Florida 33578

Second class
POSTAGE PAID
at
Sarasota, Florida

