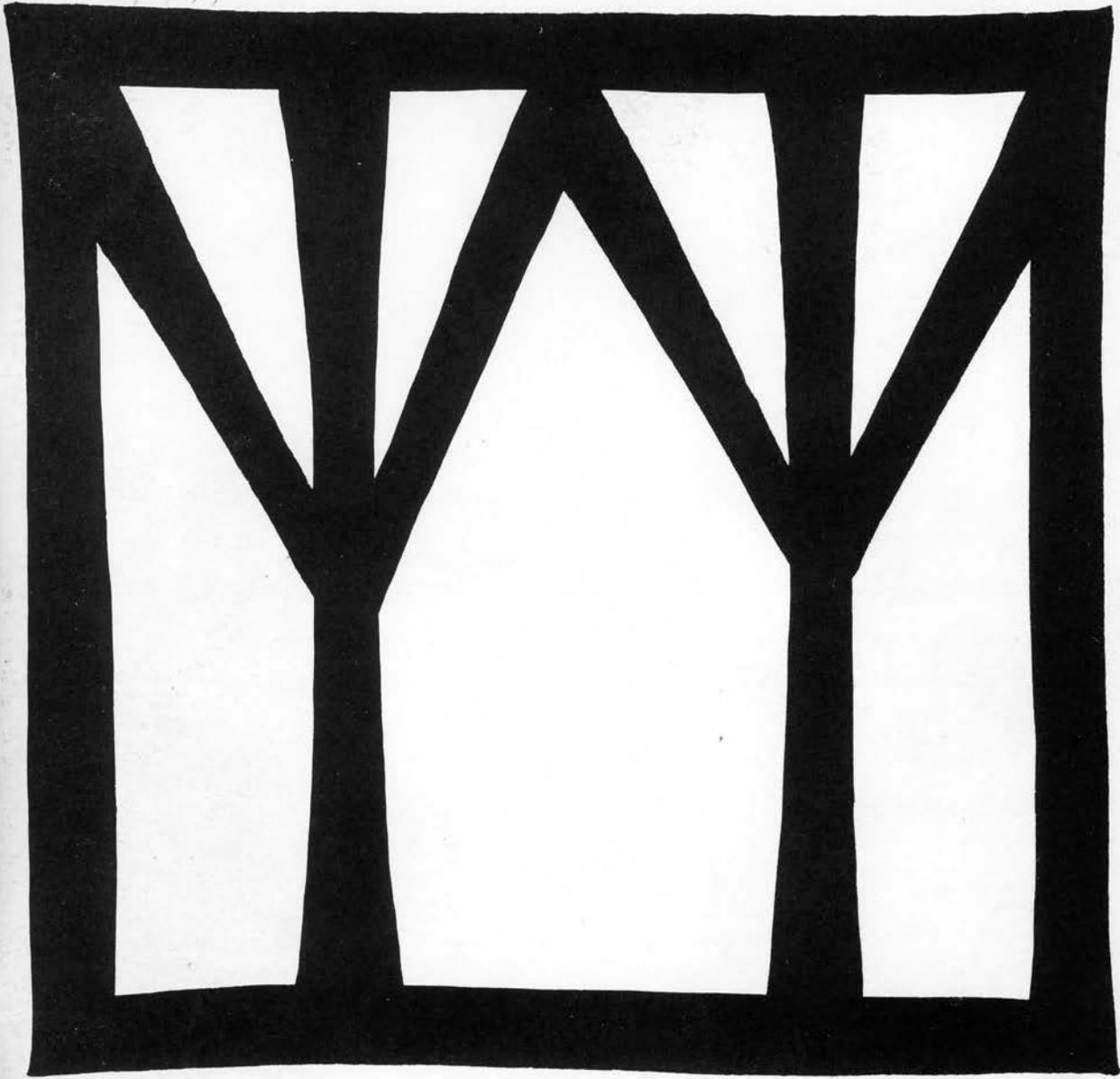


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# PROSPECTUS

# 71

STOCKTON STATE COLLEGE

RICHARD STOCKTON COLLEGE



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Just as Stockton State College realizes the value of preserving the beauty and potential of its natural surroundings, so does the I Ching draw its centuries of wisdom from its roots in nature.

An excellent and complete study of the I Ching is available in **The I Ching: or Book of Changes** by Richard Wilhelm and Cary F. Baynes, Bollingen Series XIX, Princeton University Press, Princeton, N. J. 1968.

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*Stockton University*  
*Archives*

# PROSPECTUS

COLLEGE  
YEAR  
1971-72



STOCKTON STATE COLLEGE

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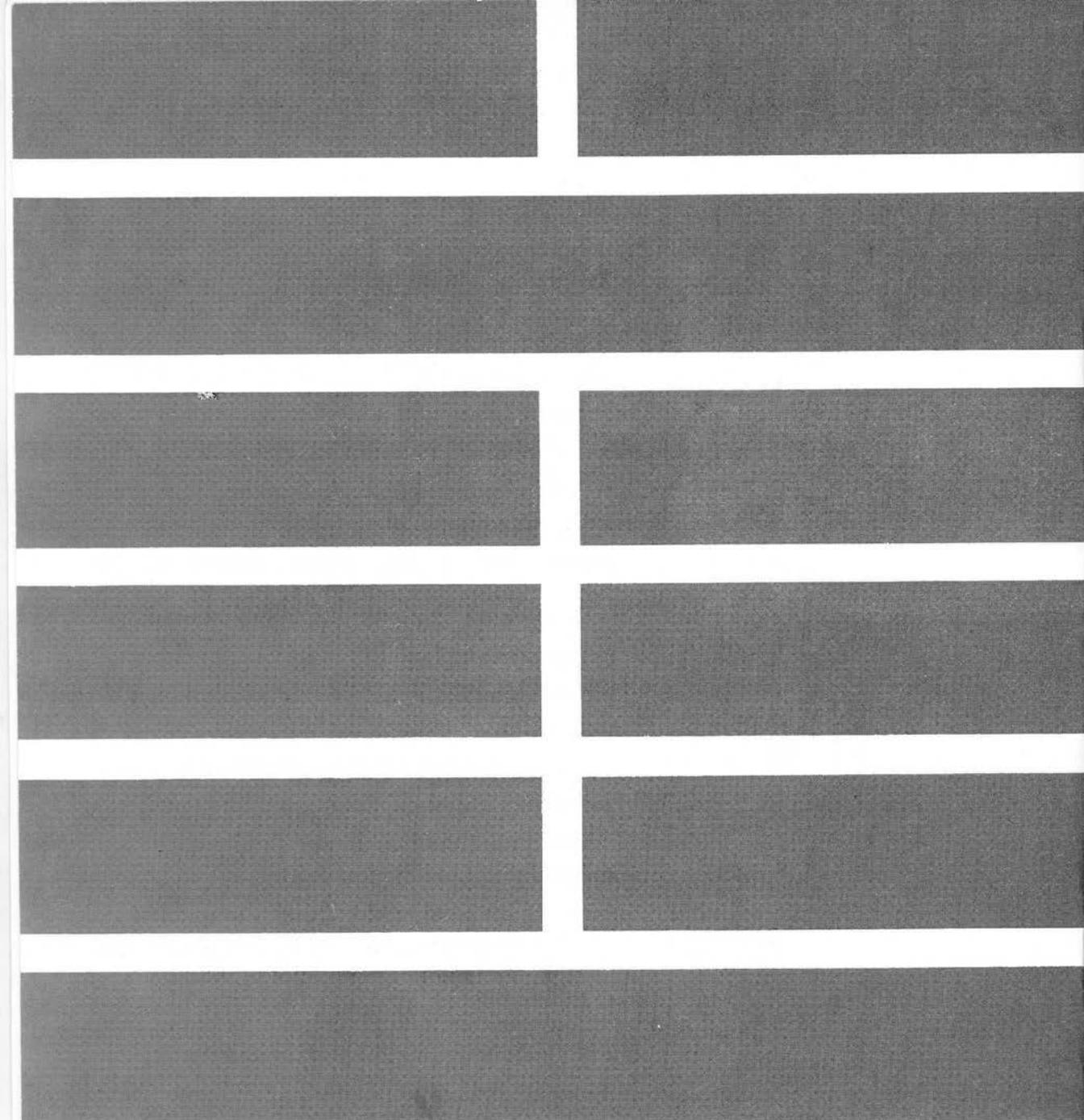
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... the superior man  
brings order out of confusion.

## from the president

No one is surprised to hear that increased freedom for the individual is what college is about. It is such a common assumption few within the college community think very hard about the best ways to increase freedom. We seldom seem to examine how much what we are doing really produces freedom of the mind, or spirit, or person. The courageous, thoughtful reach for new paths to freedom is rare; perhaps because a new reach demands a great deal of both individuals and institutions. Freedom may be more honored than pursued.

At Stockton the pursuit of freedom is real and constant. The pursuit is not a reckless, selfish dash to self-satisfaction — not a simple banquet of simple pleasures. To keep chaos from passing as freedom, or to avoid freedom becoming a disguise for personal tyranny, Stockton imposes a heavy responsibility on all for living with the consequences of freedom. In the pages to follow and in life at Stockton, you will encounter emphasis on independence, especially independent responsibility for learning. Each person will face the tough demands of putting himself to work as a learner. This means faculty, staff, and students. Each person will also find the benefits of learning from and with the help of others.

If all of us must assume responsibilities for increasing freedom and reaping its benefits, then we quickly face the problems of choice. Freedom confronts us with rapidly growing choices - growing in numbers, complexity, and seriousness. Many turn away from this experience in confrontation bewildered, appalled, or even willing to throw away freedom for any form of order which relieves them of the responsibilities of choices and living with the consequences. One need fall back only if he faces the prospects of freedom without a sense of his own reasons for pursuing it.

Securing freedom depends on knowing what its benefits are and why you must have them. Freedom and purpose stand at the center of what we are doing. Everyone who is a part of Stockton carries the continuing responsibility to know what he seeks, to impose that discipline on himself sufficient to achieve what is crucial among the things he seeks, and to reexamine constantly the value of what he seeks.

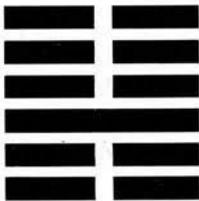
Any important undertaking demands a good beginning and adequate preparation for challenges that will arise. It is the belief at Stockton that such preparation is most meaningful and worthwhile when it is a joint effort of student and faculty.

This **Prospectus** lays out in brief, even tentative, ways Stockton's approach to increasing the freedoms and responsibilities of those who become part of the college's life. It is a place where each will be required to search for the purpose in what he does.



## aims of the college

Earnest student voices, sometimes loud, often critical, are heard in many places. Sometimes they are on target. Other times they sound uninformed and petulant. Although they are no doubt discomfoting, even to those who are speaking, they often press for changes in colleges and universities. They are spoken against a backdrop of increasing sameness among colleges and universities. This uniformity is now confirmed by a study of the Carnegie Commission on Higher Education. The long-praised claims for diversity and individuality in American higher education begin to sound slightly hollow. Stockton seeks to challenge the trend toward uniformity by renewing or strengthening the capacity of individuals to respond with new skills and attitudes to mounting human problems. The key may well be the individual's ability to understand what resources he already has, what he must acquire, and how he can use these resources in rational ways to turn individual benefits into general, human benefits. While the entire **Prospectus** represents a "statement" of aims or goals, Stockton has special focuses which provide new and different opportunities for students to develop their potential.



... the superior man  
reduces that which  
is too much  
and augments that which  
is too little.

## focus on the college as a community

Because Stockton is a community of teachers and learners and not merely a collection of individuals, its members must learn to work together. They must also learn to work with larger communities that the college serves. The college fosters among students,

faculty, and staff, a strong sense of community in which all are equally responsible participants in search of the common goal of knowledge. Development of such a community depends on the cooperative effort of all. Working as a community facilitates the learning of all. Every effort will be made to maintain formal and informal relations among students, staff, and friends of the college which extend everyone's chances to learn. Students at Stockton will find an atmosphere in which social, cultural, recreational, and "class" activities co-mingle. Part of their responsibility is to strengthen this atmosphere.

## **focus on environmental studies**

Stockton believes students must understand and learn how to deal with the many environments they live in. Therefore, the college will stress programs and studies which help everyone to learn how to live responsibly and with a concern for the quality of life among their fellow men.

The college has a unique combination of resources in its own and neighboring physical and human environments. The "pine barren" ecology of the campus, nearby marshlands and marine tidelands provide bases for serious work in marine sciences and environmental studies. Students and faculty may consider what a virtually undisturbed natural environment is like before exploring new designs for its rational and controlled development. The opportunities to see man and his environment interact before each is suffering are immediately at hand at Stockton. This concern for the natural and human environments will be a major thread of students' general programs.

## **focus on innovation and experimentation**

Change and constantly increasing technological sophistication are facts of today's life. Educated men and women must be capable of evaluating the effects of technology on change and understanding how public and private decisions affect such change. Once these dimensions of life are in hand, one has found the first openings to managing those things he creates, and those forces he sets in motion. At Stockton everyone should begin to see how his choices produce changes which really become his own future.

The college's posture of innovation and experimentation is aimed at finding and using more effective and efficient approaches to

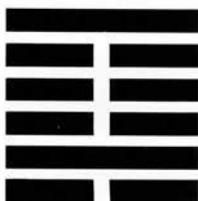
... the superior man  
turns his attention  
to himself  
and molds his character.

learning. Strong emphasis will be placed on individualized learning and research including opportunities for students to set their own rates of progress and levels of accomplishment. All the steps taken to support individual learning will face the test of effectiveness since increasing the individual's power to learn is central to what happens at Stockton.

These focuses will be embodied in programs built primarily on the liberal arts and sciences. All methods and programs start from this base and include organization and methods of instruction which promote independent learning and research, cross-disciplinary study, problem-solving, and decision-making through analysis and synthesis.

## academic programs

Stockton is a place where students can pursue their educational and professional objectives through programs emphasizing the liberal arts and sciences. Each student will assume a large measure of responsibility for planning as well as carrying out his program of study.



... the superior man  
fosters his character  
by thoroughness  
in all he does.

Both traditional discipline-oriented programs and self-planned and self-directed courses of study will be part of Stockton's academic life. These aim at increasing the individual's analytic and creative capabilities, improving his ability to communicate, and developing responsibility for building a tenable position from which he can live and continue to learn.

On-campus study and research will be supplemented and reinforced by practical applications through off-campus work-study and field-study arrangements. In these ways, students will have opportunities for experiences and associations with those involved in applying knowledge. The college plans to participate in study-abroad programs for those students whose studies can be given a deeper dimension by living and studying in foreign environments. For others, experiences in communities less distant will be encouraged. All work-study and field-study arrangements will be supervised by college staff and related to the student's educational objectives.

## college calendar

Stockton's academic calendar is designed to facilitate highly individualized curricula. It reflects the college's intention to reduce the number of separate studies required of any student in a given term while enhancing opportunities for integrative studies.

The calendar is designated "3-2-3" for the number of months and courses in each term. A special feature of the "3-2-3 Calendar" is a two-month winter term which provides more convenient opportunities for a variety of off-campus experiences. However, the main purpose of the winter term is not off-campus experiences, for it is a regular college term with full course offerings. It is another alternative for the student to design a flexible, imaginative course of study. Fall and spring terms cover about three months with opportunities for three course enrollments. Generally, the fall term will run from mid-September to mid-December, the winter term from the beginning of January to the end of February, and the spring term from early March to the end of May. A summer term of approximately two months will permit both accelerated studies and a special time for those with work obligations to undertake college study.

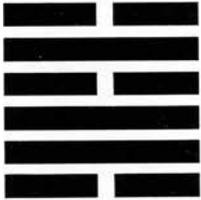
A unique feature of the Stockton calendar is a two-week "preterm" which will precede the fall term each year. During the "preterm" students will meet with advisers, faculty, staff, and one another to consider their own developing interests and capacities, and to plan programs as far ahead as they can see. Reassessment will be frequent, but the preterm will encourage thinking about why something should be done and how one starts doing it.

## academic advising

Students will have major responsibilities for designing the parts of their educations. They will have special responsibilities for designing their general and liberal studies programs since they are intended for exploration, stimulation, and growing curiosity. Advice and guidance become especially important at this point since learning to use intellectual freedom to fullest advantage can be improved by the experiences of others. The guide to and through the general and liberal studies choices is called a "preceptor" at Stockton.

The preceptor helps a student create a sound general and liberal studies program by being an intelligent source of information about what the college offers, an interested listener to what the student wants, and a sympathetic critic. Through the preceptor the student begins to find his way by planning and choosing, often many times over. Generally, the preceptor must approve a student's plan of study. But if he does not, the student may still proceed on his own judgment. In such instances, the student will be required to consult with the Chairman of General Studies and seek his approval; should he withhold approval, the student can still undertake his plan, but with the understanding that he might not receive degree credit for it should the fruits of the plan not be endorsed by a faculty review committee. The student has the opportunity to test his own approach, and take the risks.

When a student has identified his major field of concentration, a program adviser will be assigned to assist him in the development of a proper sequence of studies. Both the preceptor and the program adviser will have responsibility for evaluation of the student's progress toward the degree. These evaluations will be an integral part of the student record.



... the superior man  
encourages people  
at their work,  
and exhorts them  
to help one another.

## **organization of study**

A number of alternative means of studying will be provided for students at Stockton. Formal classroom instruction will be supported and enhanced by special lecture series planned and carried out by faculty and students, and often including lecturers and performances from outside the college community. Students may also choose to study through "non-class" projects. These include independent studies, programmed or auto-tutorial instruction, seminars designed by students and conducted by them with faculty assistance, and faculty supervised tutorials.

The aim of the Stockton study plan is to provide flexible means of instruction which emphasize the centrality of student involvement in the learning process. For that reason the student at Stockton may expect a minimum of traditional classroom lecture courses. Far more prevalent will be opportunities, formal and informal, for small group and individual contact with faculty. Additionally, reliance will be placed on students to develop for themselves those intellectual skills appropriate to self-teaching or auto-tutorial methods.

## **degrees and requirements**

Stockton plans to offer programs leading to the Bachelor of Arts and Bachelor of Science degrees. Both degrees will require 32 units of credit. The 32 units are roughly equivalent to 128 semester hours of credit; each unit, then, is equivalent to about 4 semester hours of credit. The distribution of these units for the B.A. degree will include 16 units in general and liberal studies, and an equal number of units under the guidance of the faculty in which the major program is taken. The B.S. degree will require a minimum of 10 units in general-liberal studies and the remainder of the units under the guidance of the major program faculty.

... the superior man  
acquaints himself with  
many sayings  
of antiquity and  
many deeds of the past,  
in order to strengthen  
his character thereby.

## general and liberal studies

The largest single component of the Stockton student's degree program will be in general and liberal studies. Fundamental to Stockton's program of general studies is the assumption that there is no such thing as a common basic education. Rather, general studies consists of bringing together and adjusting the backgrounds and interests of faculty and the needs, interests and capacities of students. There will be no specific course requirements. Rather, the greatest latitude will be permitted the student in fashioning the units comprising his general studies requirement.

The student, with the guidance of his preceptor, will develop a general studies sequence, introductory and exploratory in nature. Such courses are aimed at acquainting the student with the elements of disciplinary studies, not as an introduction to specialized study, but for the more general purpose of contemplation, expression and communication.

When the student and the preceptor consider that no further general studies are needed, the student will be free to pursue a plan of liberal study. Liberal studies does not imply any one kind of work. A student might include a general course, or even a non-general introductory course, in his program of liberal studies. He probably will include specialized courses when they serve his liberal studies plan. But the emphasis of a liberal studies program is likely to be on exploratory and independent study as it relates to a central theme or focus identified by the student.

It is of course anticipated that alternatives to the above pattern will be developed. In place of the 16 unit preceptorial program outlined, the student will have opportunity to substitute a double major, a broad interdisciplinary major, or a reduced general studies requirement as part of a B.S. degree program. The several options reflect Stockton's educational pluralism.

## **major concentrations**

Stockton's specialized programs will develop as student and faculty interests prescribe. The programs will range from traditional areas - for example, philosophy, political science, mathematics - to quite new and experimental topics - for example, studies in the Aesthetic Environment; the Languages of Sciences, Politics and the Arts; Ecology and Environment; and Factors of Growth and Decline in Changing Societies. While programs generally will be related to the arts and sciences, the college also anticipates substantial investment in the development of programs in the management sciences.

Although, in general, programs of graduate study will be reserved for future development, Stockton is participating in a special project for the preparation of community college faculty. Details of this program will be forthcoming in a separate announcement.

## a possible student program

Since Stockton does not impose rigid requirements for any degree, each student is likely to have a unique program. Nevertheless, the decision to pursue certain objectives will entail certain requirements, and a general interest in some broad question will lead a student to follow at least partially predictable lines of enrollment and inquiry. The following model shows how a student who wished to specialize in the study of Literature might develop his program for a baccalaureate degree.

### freshman year

**Preterm:** We shall assume that the student, having tentatively settled on Literature, still is interested in the social sciences, and thinks he might eventually change to that area of specialization. Accordingly, during the preterm he will discuss this possibility with his preceptor, and arrange to explore some of the social sciences in his General and Liberal Studies program.

#### Fall Term:

1. General course: "Factors in Social Change"
2. General course: "The Perception of Environment"
3. Introductory course: "French Language and Culture I"
4. Lecture series: "History and the Arts"

**Note:** There is plenty of time to begin literary study. The student has decided to explore the social sciences, and (in the Lecture Series) to strengthen his background in the general area of the humanities. Having no previous foreign language he begins French (because it is expected to be useful to his interest either in literature or in social sciences) as soon as he can.

#### Winter Term:

1. Introductory course: "French Language and Culture II"
2. General course: "Mathematics and the Imagination"

**Note:** He decides to use the short winter term as a time to explore an area he knows very little about: Mathematics.

**Spring Term:**

1. Advanced course: "French Language and Culture III: Moliere and Racine"
2. Independent study: "Recent French Philosophy"
3. General course: "Greek Classical Drama"
4. Lecture series: "Tragedy and Civilization"

**Note:** The French course depends mainly on translations, but provides an occasion for reading some works in the original language. Having shown that he can work effectively on his own initiative, he undertakes independent study as part of his Liberal Studies program, which he now intends to shape around a comparative study of cultures. At the same time he is moving toward a more intensive study of literature.

**sophomore year**

**Preterm:** The student has completed five general and liberal courses. From now on he will be asked to take a general course only if it meets some requirement of his own. He is still not sure he will specialize in Literature; but probably he will — though he may still go into either English or French literature, and will not make that decision for some time. If he can make the necessary arrangements, he will spend the winter term in France. If not, he will study French literature on the campus, using French films, and both video and audio tapes.

**Fall Term:**

1. Advanced course: "Shakespeare and History"
2. Advanced tutorial: "American Fiction: The 1960's"
3. General course: "Politics of Emerging Nations"
4. Lecture series: "The Question of Union among the European Nations"

**Note:** Finding a course that meets two sets of objectives — the study of literature and study of culture — he enrolls in it. He will ask his instructor for permission to write a paper relating the two areas of interest. He now undertakes to enlarge his reading by an intensive study of recent American fiction, and his understanding of political questions by taking part in the two political courses.

**Winter Term: Study in France**

1. Lecture series: "Contemporary French Writers"
2. Independent study: "French Lyric Poetry"

**Note:** The independent study will constitute a "double course," in which the student is expected to complete the work of two full courses — approximately eight credit hours — in eight weeks. If the student had not shown a capacity to work intensively on his own initiative, he would have been advised to avoid such an undertaking. And if he had not demonstrated considerable independence, he would have been advised not to try foreign study in his Sophomore year.

**Spring Term:**

1. Lecture series: "Dissident American Sub-Cultures"
2. Student seminar: "Minority Groups"
3. Independent study: "Black Writers"
4. Tutorial advanced study: "Literary Criticism"

**Note:** Both liberal studies and the degree program in literature continue. Having done good work, the student is now permitted to undertake a very difficult study — literary criticism — under the guidance of a faculty specialist. He also undertakes to build a student seminar — under faculty supervision — around the Lecture Series for the spring term.

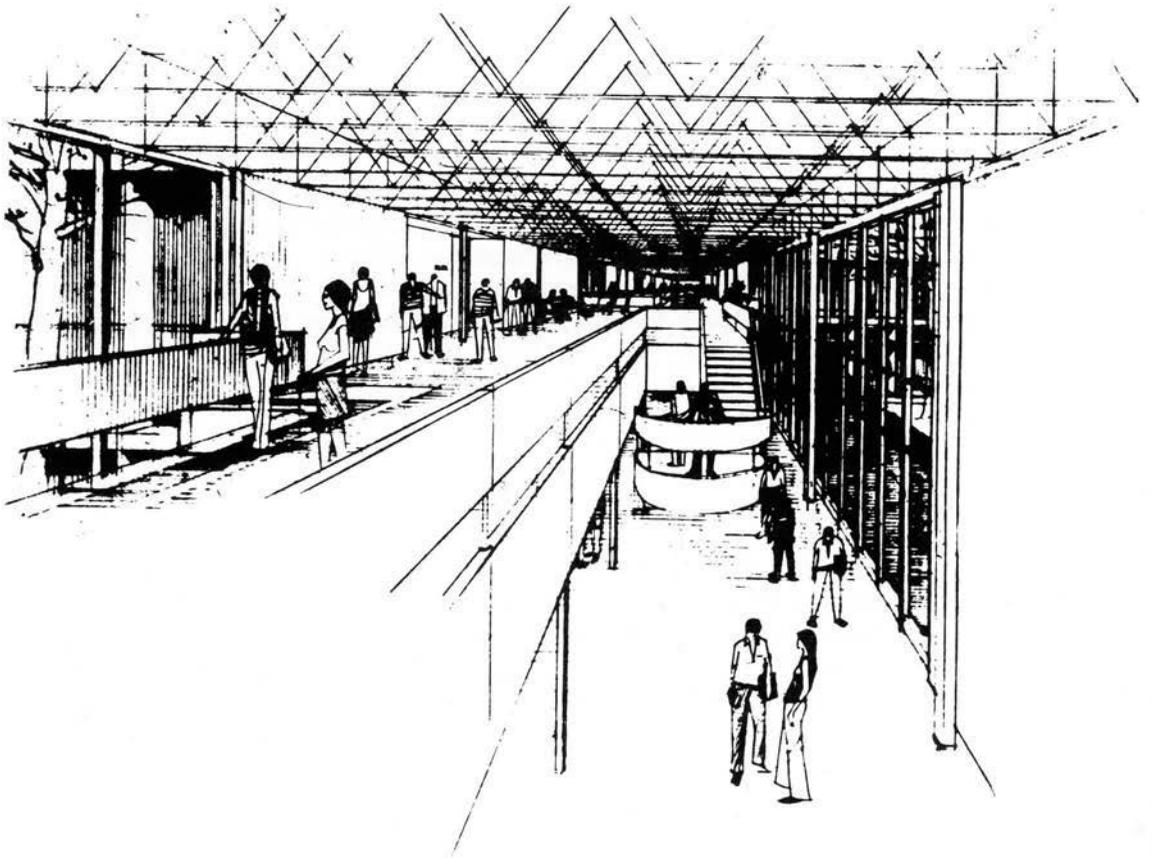
**junior year**

**Preterm:** After two years of work the student has seven general and liberal courses and a good beginning for a degree in the study of literature. He now decides to concentrate in English literature. This means that for the next four terms he must concentrate on gaining a strong reading background, and on developing the grasp of principles and methods that the Literature faculty will expect him to have for the degree.

**Fall Term:**

1. Lecture series: "Eighteenth Century Thought"
2. Seminar: "The Idea of Liberty"
3. Advanced course: "Literary Romanticism"
4. Independent study: "Voltaire"

**Note:** He undertakes to study an eighteenth century French writer, Voltaire, because it seems a good way to take advantage of the Lecture Series. In the seminar and advanced course he will try to shape his special studies toward his concentration in English literature.



**Winter Term:**

1. Advanced tutorial study: "Victorian Novelists"
2. Student project: "The Inner City"

Note: A tutorial requires intensive preparation, including usually the writing of one paper a week; but it requires only one weekly meeting with the instructor. It is therefore convenient for this student to undertake a cooperative student-directed project, involving two or three days a week of field work, in the observation, analysis, and interpretation of experience in two or three metropolitan communities, as a continuation of his Liberal Studies program in the comparative study of cultures.

**Spring Term:**

1. Lecture series: "Contemporary American Politics"
2. Advanced course: "Plato's Political Philosophy"
3. General course: "Medieval Art"
4. Independent Study: "English Romantic Poets"

**Note:** The Lecture Series happens to fit his Liberal Studies program; so does the advanced course in Plato. (He will probably find himself in company with philosophy majors; but he will not be forced to compete with them for a grade. He will be asked only to take the work seriously, and cooperate in the assignments.)

**senior year**

**Preterm:** The student now has eleven courses for his Liberal Studies program; he has read extensively and intensively toward his comprehensive examinations in Literature. During his Senior year he will try to pull as much of his work together as he can, and to lay some foundation for developing his interests after graduation.

**Fall Term:**

1. Lecture series: "Themes and Techniques of the Contemporary Cinema"
2. Advanced tutorial study: "English Poetry of the 17th Century"
3. General course: "Electronic Music"
4. Independent study: "American Drama Since 1920"
5. (Final week) Comprehensive Examinations in Literature

**Note:** Facing the comprehensive examinations, the student elects to combine two intensive topics in literature with a general course in a new area — experimental music. This will give him some diversion; at the same time he will try to learn something about the relationship of musical and verbal forms of expression.

**Winter Term:**

1. Lecture series: "Themes and Techniques of the Contemporary Theatre"
2. Senior thesis: "Politics and the Theatre"

**Note:** He can now undertake, with the approval of his preceptor and his literature adviser, to unite his Liberal Studies program and his degree program in Literature. During the winter term he will read and plan his thesis; during the spring term he will write it and present it to the faculty. Except for the Lecture Series, which imposes no requirements, this will constitute his full load for the term.

**Spring Term:**

1. Lecture series: "History and Literature"
2. Senior thesis: as before.

**Note:** During the term he will probably sharpen the questions of his thesis, and try to make it productive of insights for himself and others. It will not be long — perhaps 30 pages — but it will be the best work he can do at this stage of his career, and should show what he has learned about inquiry and the presentation of arguments. It should be, if possible, a starting point for further inquiry and future learning; and his instructors will probably judge it on that basis.

**a possible two-year  
program for a student  
entering stockton from a  
community college  
transfer program with an  
associate of arts degree**

We shall consider a student who has concentrated in the sciences, and who wishes to take a degree in biological science at Stockton. He offers the following courses and semester hours of credit:

English	6
Mathematics (College Algebra and Trigonometry)	8
General Chemistry	8
General Biology	8
Physical Education	2
Basic Physics	8
Mathematics (Calculus)	8
Anthropology	6
Art Appreciation	3
Philosophy (Logic)	3
Biology (Invertebrate)	4
Biology (Human)	4
TOTAL	68

Since he has completed a transfer program, the student is accepted as a Junior at Stockton; since he has an adequate background in science and mathematics, he is eligible for a biological sciences degree. Since he wishes to do extensive work in coastal ecology and marine sciences, he will work toward a B.S., rather than a B.A. This will reduce his General and Liberal studies requirement and permit him to concentrate on the sciences. Of the 16 courses he will need to complete his baccalaureate degree, four must be general or liberal studies.

## junior year

**Preterm:** after meeting with his major adviser, the student decides that he will need introductory courses in microbiology and ecology. He wishes also to know more about statistical methods and computers.

### Fall Term:

1. Introductory course: "Microbiology"
2. Introductory course: "Bio-organic Chemistry"
3. Student seminar: "Basic Statistics and Computer Programming"
4. Lecture series: "Current Genetic Theories"

**Note:** Finding that some of his fellow students share his interest in learning more about computer work, he forms a seminar and asks one of the mathematics faculty to meet with them and help them learn more about the subject.



**Winter Term:**

1. Special project; Coastal research with a marine biologist, involving selected sites from Florida to Maine.
2. Independent study: A survey of human responses to the changing environment of three or four coastal communities.

**Note:** The two projects can be quite conveniently combined. The student's interest in ecology leads him quite naturally to an interest in the human environment.

**Spring Term:**

1. Introductory course: "Bio-organic Chemistry" (continued from the fall term)
2. General course: "The Philosophy of Moral Decisions"
3. Lecture series: "Conservation, Pollution, and Public Policy"

**Note:** He has decided to take a summer course in analytical chemistry, in order to develop his grasp of research techniques. Accordingly, he takes a reduced load in the spring term, and gains more time for his study of genetics.

**Summer Term:** Introductory course: "Analytical Chemistry"

**senior year**

**Preterm:** He still needs two more general or liberal studies courses. He also faces comprehensive examinations in the final week of the fall term; but his sound background and the strong program he has pursued at Stockton make it probable that the comprehensive examinations will be for the most part a review.

**Fall Term:**

1. Advanced course: "Hydrology"
2. Student seminar: "Chemical Pollution"
3. Advanced course: "Language and Valuation"
4. Lecture series: "Modern Mathematics"

**Note:** The student seminar and the advanced course in valuation will complete his required General and Liberal studies program. The course in valuation will be difficult; but it will permit him to explore the question of human decisions. (And, of course, since this is a Liberal Studies choice, he will not have to compete with the philosophers for a course grade.)

**Winter Term:**

1. Special project: A research program on the genetic effects of pollution in a selected coastal region (off-campus).
2. Independent study: "Historical Geology of the Eastern Coast of the United States"

**Note:** At this point the student undertakes to bring his studies to bear on a specific problem in the relationship of genetics and ecology.

**Spring Term:**

1. Special projects Research on genetics and pollution (continued).
2. Advanced course: "Ichthyology"
3. Student seminar: "Conservation, Pollution, and Public Policy"
4. Lecture series: "Marine Pollution"

**Note:** Pursuing the Lecture Series of the preceding year, a group of students form a seminar to go into the question of pollution in their own way. This student joins that seminar, and also joins a group of students and faculty in requesting a lecture series on marine pollution. Meanwhile, his senior project has opened a topic that other students can pursue in projects of their own, and which he can himself develop further if he wishes to go into graduate study and research.

## academic organization

Stockton is anxious to avoid the constraints and restrictions of departmental/disciplinary organization. Rather, the intent is to reinforce the thrust of the college toward disciplinary interdependence and the interrelatedness of knowledge. The academic organization of the college will, therefore, focus on program orientation. Initially, programs and faculty will be associated within the college as follows:

**The Library/Learning Resources Center.** The materials and services of the college library represent an integral and vital part of the educational program and of the student's intellectual work and development at Stockton. The term "Library/Learning Resources Center" is used to emphasize the broad spectrum of resource materials included in the "Center's" collections and available for

study and research use. These materials encompass not only the traditional learning resources – books, journals, pamphlets; but also a wide variety of learning resources in the nonprint media – films, tapes, slides, filmstrips, records – together with the reading, listening, projection equipment for their use on an individual or group basis.

For the student the “Center” provides two distinct educational services. Most obvious is the function, suggested above, of a materials or information laboratory to which the student can turn for course-related data and information – assigned background or supplementary readings (or listening, or viewing) to support and amplify class lectures, discussions or textbook reading; research materials for reports, papers; tutorial materials to assist in learning difficult areas of course content; and to facilitate self-directed or auto-instruction. The Center and its staff are responsible both for provision of the most effective and relevant book and non-book learning resources, and also for service and assistance to the individual student in finding and using the materials he needs.

Of equal if not greater importance is the parallel role of the Center as an instrument for self-education. In this broader role the Center and its significance to the individual student should steadily increase as a source for continuing intellectual development, problem solving and self-learning through the remainder of his life.

In a real sense, then, the central objective of the Center and staff at Stockton is the development in each student during his college years of the special skills necessary to use a library and its resources effectively as one of the primary instruments for his continuing self-education during and especially after college. The instrument is admittedly a complicated one and the techniques for manipulating and searching it effectively for successful and complete retrieval of the information sought must be learned. It should, therefore, be one of the highest priority cooperative learning goals of the Center staff, faculty, and students to insure that these skills are acquired as one of the basic attributes of a truly educated individual and member of society.

**Arts and Humanities.** Programs will be offered for the student seeking a deeper and more comprehensive understanding of the major expressions of man’s inquiring and creative spirit. In general,



... the superior man  
has substance in his words  
and duration in his way of life.

the programs in Arts and Humanities will present an integrated view of the humanistic and artistic heritage of mankind.

Arts and Humanities at Stockton State will include faculties in art, classics, foreign languages and literature, history, linguistics, literature, music, philosophy, religion, and theater. In addition to programs of a traditional disciplinary nature, students may create and pursue their own major program of study combining disciplines within a broad context. In either event, students will combine methods of study which require them to view man's achievements within a large perspective and which require detailed analysis and synthesis.

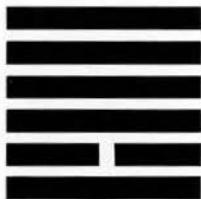
**Management Sciences.** Studies in public and business management will be developed which emphasize the commonalities of management principles, whether a student plans to pursue a career in the public or private sector. From this proposed common core of studies, a variety of opportunities will be provided for special emphasis in such areas as business administration, public administration, institutional management, law enforcement/public safety, and aerospace management. Additionally, programs are planned which will take advantage of community resources such as hotel-motel-restaurant management and marketing-distribution.

Programs in the management sciences will have a very strong behavioral science focus. Advantage will be taken of the many nearby business, industrial, and institutional organizations to provide a strong experience component.

**Natural Sciences and Mathematics.** Programs in the natural sciences and mathematics will be student-centered and interdisciplinary in nature. Designed to function as an integrated whole, these programs will have no prerequisites but will aim to provide the student with the means of developing the skills and understandings he brings to the college. Programs will emphasize the interrelatedness of the sciences. Program emphases in the biological sciences and mathematics implemented in the first year at the college will later be supplemented by program emphases in physics, chemistry, and earth sciences.

A major emphasis of the science programs at Stockton will be on studies in the marine sciences, and in environmental and ecological studies. The location of the college in the "pine barrens" of Southern New Jersey and its close proximity to riparian marshlands and waterways provide unusual opportunities for enhancement of the student's program within a natural setting. Conscious of this opportunity, the college has set aside some 500 acres of its 1,600-acre campus as a natural environmental preserve and laboratory.

**Social and Behavioral Sciences.** Programs in the social and behavioral sciences will engage the problems of contemporary societies, and will formulate new questions, methods, and principles in seeking solutions. The programs will, accordingly, reflect the variety of problems, questions, methods, and principles that characterize contemporary social thought.



... the superior man  
organizes the clans  
and makes distinctions  
between things.

A student entering Stockton will be able to pursue either disciplinary studies — political science, economics, sociology, anthropology, or psychology - or one of a number of interdisciplinary programs designed by the student with the assistance of his major adviser. Strong emphasis is likely to be placed on such themes as the Urban Environment, and Ecology and the Human Environment in the development of interdisciplinary programs. Students will, however, be encouraged to develop individualized programs of study which reflect a broad range of alternatives.



## student life

Much has been said throughout this **Prospectus** about the integration and coordination of all elements of campus life at Stockton. The college intends from the outset to regard all activities, be they academic, cultural, social or recreational as necessary elements of a total college experience. Students at Stockton will, therefore, be required to accept responsibilities for the effective management of the community.

## college governance



... the superior man joins with his friends for discussion and practice.

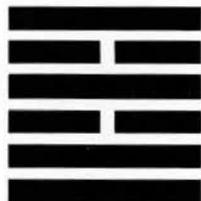
It would not be fruitful at this juncture to attempt precise discussion of the ways and means of participation and involvement in campus governance. The college does seek the establishment of a pattern which diminishes the exclusiveness of elements - be they faculty or student organizations or interests. Stockton expects students to be extensively involved throughout the governance structure of the college. This is **not** an offer designed to placate rising student demand for a role in governing colleges. It is an **imposition** of substantial responsibilities on students for the effective management of the college community. The college community requires that everyone carry the substantial burden of management lest the college community continue to be unmanageable. This is no simple relinquishing of authority or power. It is imposing upon students the crucial responsibility for the quality of their educational environment and with it the quality of their own education.

The call for student participation throughout the governance of the college does not mean simply that students are invited to be represented on various committees or organs of governance of the college. It means that students, faculty, staff, and Trustees will be responsible for all aspects of governing and managing the life of the college community. It may well mean that there are no exclusively faculty committees, nor is there such a thing as an exclusively student operation. If the budget of the college is the proper concern of everyone, so may be the budget of something called a student association.

Stockton is striving to create a system of all-college governance, which avoids the proliferation of small fiefdoms and the concept of representation. The push is toward increasing everyone's responsibility and concern for the college as a **whole institution**, rather than eternal preoccupation with one's own concerns, many of which are short-range and damaging to the development of the entire institution.

## co-curricular activities and programs

Programs will evolve out of the classroom for students to engage in as they have at other institutions throughout the country. What will perhaps be a distinguishing characteristic at Stockton is that many, perhaps a majority, will be co-curricular in nature. Also, most will be developed as a result of the interests of students, faculty, and staff.



... amid all fellowship  
the superior man  
retains  
his individuality.

Athletic opportunities, whether of an intercollegiate nature or intramural, will be developed at Stockton as the result of student interest. No prior commitment is planned for specific sports, but such activities will be developed as student interest and support dictate. Facilities will be available to the college in 1971-72 for athletic activities, although such facilities are not planned for development on campus until 1972-73.

Recreational activities, social events, and special interest groups will also be developed at Stockton. Such activities, indeed all activities of the college, will provide opportunities for student, faculty, and staff to meet in structured as well as informal ways to share common interests and goals.

## residential styles

Stockton plans early and substantial development of housing on campus. Such housing will hopefully include a number of options for the student. Some may be designed as separate apartment facilities, while others may be designed as living and study rooms built around a common kitchen facility serving a group of people who choose to live cooperatively. Others will include living and study units with no eating facilities directly attached or included.

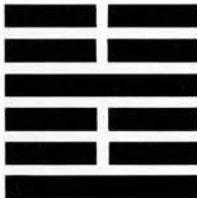
Commuters as an integral part of campus life and activities is perhaps the most persistent problem in colleges throughout the country. The college will seek ways of encouraging the commuter to become an active and full participant in the activities of the campus.

## off-campus life

Stockton expects that the surrounding communities will be very much a part of its life and vice versa. For example, many of the educational programs planned include field experiences, cooperative study and work programs. Obviously, such an approach will bring students into contact on a very frequent basis with people generally thought to be outside the college community. Both students and the larger community will be involved in a redefinition of what a student is, what his rights and responsibilities are, and what the relationship of Stockton to the larger community should be. The era of special understandings between colleges and local law enforcement agencies in the treatment of students has passed. What Stockton needs to do with the active participation of all concerned is to examine the issues and to resolve them consistent with the values and objectives of the college.

Residences will be so arranged as to provide a variety of living styles. Some are planned as integral to the academic core, providing opportunity for living-learning program development. Others will be more isolated from the academic area, in closer proximity to the general community, and may indeed provide housing for individuals from outside the college as well as students.

It is likely that many persons who drive to the campus will be commuters who do not live in their parents' home. There is substantial off-campus rental space available in the area. The college will serve as an information center where housing availabilities can be listed for the convenience of owners and students. However, the college does not plan to become involved in the inspection or supervision of such facilities.



... the superior man  
sets his life in order  
and examines himself.



W. H. TILLEY, Vice President for Academic Affairs, joined the staff from Notre Dame College (New York) where he was Chairman of Humanities. Mr. Tilley has been responsible for the design of academic programs and for the development of staff. He is a graduate of the University of Texas, and earned his M.A. and Ph.D. in English at the University of Chicago. Mr. Tilley is interested in the relationships of language, fiction, and myth, on which he has published a number of articles.



**RICHARD E. BJORK** is Stockton's first president. A graduate of Yale in international relations, Mr. Bjork also holds an M.A. from Vanderbilt and Ph.D. from Michigan State in political science. Before coming to Stockton he served as Vice-Chancellor for Higher Education in New Jersey and, concurrently, as acting President of Glassboro State College. These experiences give him an extremely useful understanding of higher education in New Jersey. Prior responsibilities as Assistant to the President at Rochester Institute of Technology, Dean of Arts and Sciences at SUNY Plattsburgh, and Dean of Students at Austin College (Texas) add to his knowledge of and concern for the college community.



**RICHARD E. PESQUEIRA** is Dean of Students. He has formerly served as Administrative Dean of Student Affairs at the University of California, Riverside, and prior to that in a number of student service functions both at Riverside and at UCLA. His degrees include a B.S. and M.Ed. from the University of Arizona, and an Ed.D. in educational psychology from UCLA. While at the University of California, Riverside, Mr. Pesqueira was actively involved in the development of state-wide policy on financial aid and student scholarships. He brings to Stockton an enthusiasm for the development of non-traditional student life programs.

## college staff



▲  
**RICHARD P. CHAIT** is an assistant in academic planning and admissions. A Phi Beta Kappa graduate of Rutgers in history, Mr. Chait earned an M.A. in history at the University of Wisconsin and is a candidate for the Ph.D. in higher education at the same university where he served as a teaching assistant from 1968-70.



◀ **ARTHUR C. FLANDREAU** is Director of the Library/Learning Resource Center. Mr. Flandreau is a Phi Beta Kappa graduate of Dickinson College, and earned the M.A. from the University of Chicago. Prior to his appointment to Stockton he was head librarian at Concord College (W.Va.), also having served on the library staffs of Dickinson College and Dartmouth College.



▲ **RAYMOND A. FRANKLE** is Assistant Director for Technical Services (Library/Learning Resources Center). Mr. Frankle joins the Library staff from Concordia College (N.Y.) where he was head of technical services. His degrees are from Concordia College where he earned a B.A. and from Long Island University where he earned an M.S.L.S. Mr. Frankle has been actively interested in the computerizing of library services.

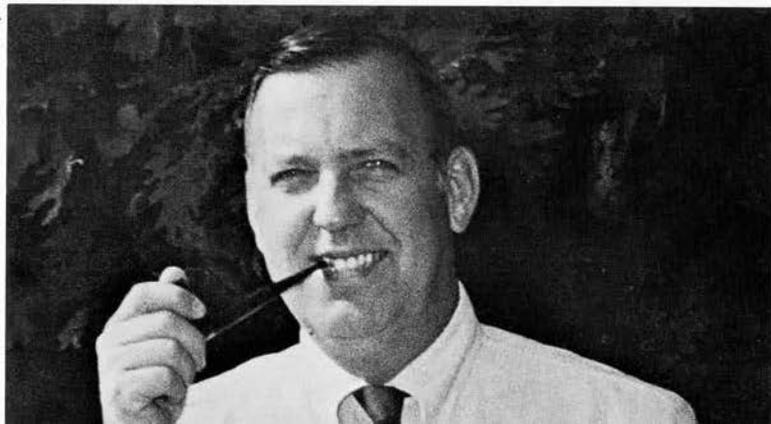


← RICHARD J. GAJEWSKI is Vice-President for Business and Finance. Prior to his appointment Mr. Gajewski served as Controller at Rochester Institute of Technology. He holds a B.B.A. degree in accounting from Saint John Fisher College. In addition to his experience at RIT, Mr. Gajewski also has extensive experience as a certified public accountant with a large accounting firm. He is a C.P.A. in New Jersey and New York and is a member of both the American Institute of Public Accountants and the National Association of Accountants.

M. DANIEL HENRY is Director of Admissions, Financial Aid and Student Records. He comes to the college from the University of Pittsburgh where he was Assistant to the Provost and lecturer in higher education. Mr. Henry's degrees include a B.A. in philosophy from St. Vincent College, an M.Ed. in guidance from Duquesne University, an M.Ed. in Counseling from Pittsburgh and a Ph. D. in higher education from the same university. Mr. Henry's prior experience also includes high school teaching and counseling and assignment as assistant director in admissions and student aid at the University of Pittsburgh.



↙ JAMES R. JUDY is Assistant to the President for Educational Services. He holds B.A. and M.A. degrees in history from Kent State University and is a candidate for the Ph.D. at Western Reserve University. Mr. Judy has served as a faculty member and administrator at Glassboro State College. Before coming to Stockton he was with the New Jersey Department of Higher Education in the Division of State Colleges.



**PHILIP J. KLUKOFF** is Chairman and Professor of Humanities. He comes to Stockton from the University of Maryland, Baltimore County Campus where he was associate professor of English and director of the inter-term session. Mr. Klukoff's degrees are from Allegheny College where he earned the B.A. in English, and from Michigan State University where he earned the M.A. and Ph.D. His special interests include Smollett on whom he has published articles. Mr. Klukoff is also a contributor to **Abstracts of English Studies.**



**DANIEL N. MOURY**, Chairman and Professor of Natural Sciences and Mathematics, comes to Stockton from Tusculum College (Tennessee). Mr. Moury earned a B.S. degree in biology at Wake Forest University and a Ph.D. in biochemistry at Purdue. Involvement in liberal arts education has resulted in a strong interest in the development of innovative and integrative programs in the sciences, for those whose professional or career interests lie in areas other than science, as well as the potential science major.



**JOAN M. MURPHY** who joined the admissions staff from Glassboro State College, is a Counselor in admissions and student financial aid. Miss Murphy has long experience as a teacher and counselor in New Jersey high schools as well as from her work in student personnel services at Glassboro. Her degrees are from Immaculata College where she earned a B.S. degree in history and from the University of Pennsylvania where she earned an M.S. in social studies education. Miss Murphy also has completed extensive post-master's study in guidance and student personnel services at the University of Pennsylvania and at Temple University.



**CATHERINE ANN PEER**, Assistant Director of the Library/Learning Resources Center (for Nonprint Services), joined the staff from the University of Pittsburgh where she was a member of the Resources Center staff. Miss Peer earned a B.A. degree in English at Carlow College and an M.L.S. at the University of Pittsburgh. She also holds a second master's degree in English from Duquesne University. Special interests include reference services and bibliographic control of nonprint media. Miss Peer is a regular contributor to the **PLA Bulletin** and a consultant in the selection of educational filmstrips.



**WOODWORTH G. THROMBLEY** is Chairman and Professor of Social and Behavioral Sciences. Mr. Thrombley earned B.A. and M.A. degrees in political science at the University of Kentucky and a Ph.D. at Indiana University. He has taught at the Universities of Texas, Hawaii, and Indiana. He comes to Stockton from Indiana University where he was associate professor of political science and associate director of the International Development Research Center. Special areas of interest include American foreign policy, international relations, southeast Asia. Mr. Thrombley has served as chief advisor to two universities in Thailand.



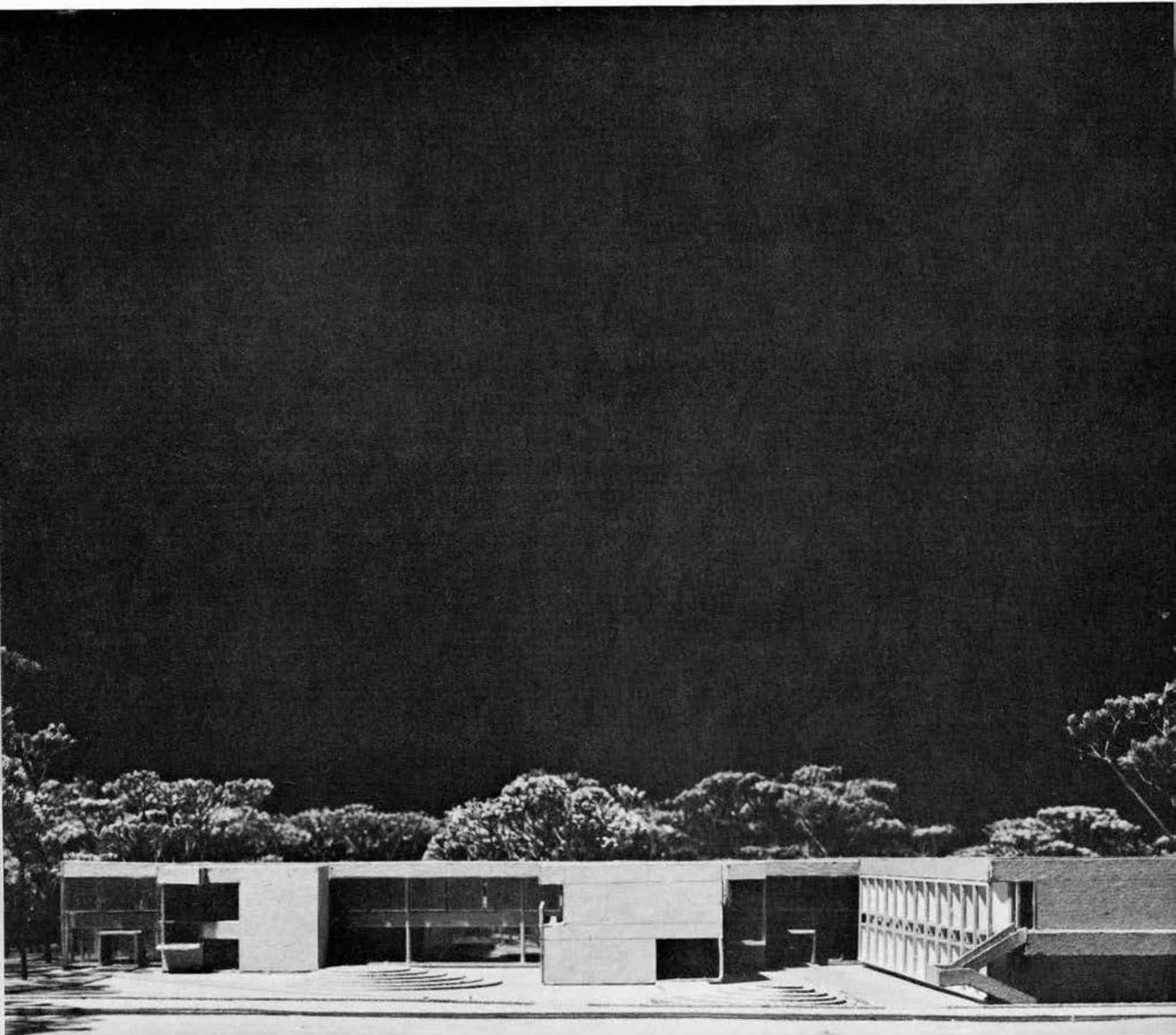
**KENNETH D. TOMPKINS**, Chairman of General Studies and Professor, earned the B.A. in English at the University of Rochester, and the M.A. and Ph.D. at Indiana University. Prior to his appointment at Stockton, he was Associate Professor and Chairman of English at Central College (Iowa). At Stockton Mr. Tompkins will have special responsibility for coordinating general/liberal studies and for development of interdisciplinary programs.

## the college

Stockton is being created in response to public awareness of the need for expanded higher education opportunities in New Jersey. In a statewide 1968 Bond Referendum, people throughout the state voted strong support for a dramatic move to cut New Jersey's large and persistent college and university deficit. Stockton, starting with everything new, has many chances to overcome the deficit in number of spaces available to those seeking higher education, **plus** more chances to meet the demands for using these new spaces with verve and imagination. The past and present of higher education are still here to influence the college, but the real shape of Stockton is in the future.

Stockton's nine Trustees and a small staff expressed the early shape of the college. They have considered what should be done now and which roads the college should begin to take. Most of those judgments are reflected in this **Prospectus**. These judgments have been carefully and thoughtfully made, with a clear eye for things to come. But shaping the college will continue, and those who join Stockton in its first year will cast its crucial form.

Stockton is part of a state system of colleges, universities, and professional schools. The major energy for the college's growth and imagination and for its probes into new areas will come from its own campus. But what happens at Stockton will complement and extend the opportunities in higher education throughout New Jersey. In a fast moving two years, buildings, students, and staff have been brought together to start Stockton. The college's future will continue to come as quickly. Some who are reading this **Prospectus** will set its pace.



## stockton state college board of trustees

It is common for private and independent colleges to have Boards of Trustees. It is almost unknown for state colleges to have such governing boards. New Jersey stands first in the country in the creation of statutory Boards of Trustees responsible for the development and strengthening of the individual state colleges. The Trustees serve without compensation and contribute their experiences, energy, intelligence, and common sense to build and maintain distinctive state colleges, each with some special missions and ways of pursuing them. They link the college with many different groups who support, question, criticize, and praise the college. They are undoubtedly Stockton's best channel for mutual understanding.

Nine New Jersey residents serve on the Stockton Board of Trustees. They are appointed by the New Jersey Board of Higher Education subject to the approval of the Governor. No more than three Trustees may come from one county, thereby encouraging a statewide perspective for the college. They serve six-year, staggered terms.

### trustees

#### **David L. Taylor, Moorestown. Chairman.**

Mr. Taylor is an engineer by profession and an enthusiastic, but non-professional sailor. He is a principal in the Taylor, Wiseman and Taylor firm of consulting engineers. Mr. Taylor has the energy which makes high mountains fun to climb and aspirations which make the view exciting.

#### **Elizabeth Alton (Mrs. John M.), Ventnor. Vice Chairman.**

Mrs. Alton combines business experience, service on the Rutgers Board of Governors, leadership in the Federation of Women's Clubs, and an active family life. She is known as the lady who literally stumped New Jersey, speaking into every ear she could find, to bring a new four-year college to southern New Jersey.

**Franklin H. Berry, Toms River.**

Mr. Berry has more than a distinguished record of service as a lawyer (Berry, Summerill, Rinck and Berry), for his professional life is paralled by a record of concern for the quality of what is done. His influence is reflected in improved legal, business, educational, and social services near home and throughout New Jersey. Yet he has a special vision for those features which make the "pine barrens" and the shore unique in individual lives.

**Robert A. Brooks, Woodstown.**

Dr. Brooks is a chemist and manager. Both of these responsibilities are part of his work at DuPont. Both are reflected in his clear, analytical attack on problems and his efforts to create situations where people can succeed; where their basic honesty and desire to help are recognized. Dr. Brooks has felt the beat of the classroom as a teacher.

**James P. Hayward, Absecon.**

By position, Mr. Hayward lives with the problems of managing a large, complex industry as President of the Atlantic City Electric Company. His interests beyond work also lead him to the complex worlds of checking the deterioration of our environment and struggling to enhance the contributions of the arts in our lives.

**William C. Koeneke, North Wildwood.**

Mr. Koeneke is President of the Marine National Bank. Even the bank name suggests one of his special, educational interests, and that is the booming field of the marine sciences - as some say, our New Frontier.

**Magda Leuchter (Mrs. Ben), Vineland.**

Mrs. Leuchter sees the problems and prospects of education directly through the eyes of a parent with college students, through active participation in community schools, and through the **Vineland Times Journal** - a family effort. This active role in education includes both a warm confidence in student contributions to education and an imaginative view of its future.

**Frank Lindsey, Vineland.**

The encouragement to look again, look anew, and look differently at how education is handled is part of the urging from Mr. Lindsey. He is the Executive Director of the Southwest Citizens Organization for Poverty Elimination (SCOPE), and from that

particular vantage point reminds Stockton of some long-standing education deficits it might reduce.

**Charles Reynolds, Linwood.**

As Editor of the **Atlantic City Press**, Mr. Reynolds stands in the midst of the fast-changing daily scene. The importance of the reality of "now" as well as how what happens at Stockton leads to the future are among his reminders about what "relevancy" is all about. Mr. Reynolds is the constant voice calling for openness, clarity, and directness.

## **new jersey board of higher education**

### **public representatives**

Edward E. Booher, Chairman  
Ruth Ford, Vice Chairman  
William O. Baker  
Morris Fuchs  
Harry B. Kellman  
Donald S. MacNaughton  
V. D. Mattia  
Deborah C. Wolfe  
(one vacancy)

Cranbury  
Cresskill  
Madison  
East Orange  
Camden  
Madison  
Upper Montclair  
Cranford

### **institutional representatives**

Maxine Colm  
Donald C. Luce  
William H. McLean  
  
James H. Mullen  
George F. Smith  
Frederick O. Ziegler

County/Community Colleges  
Newark College of Engineering  
Association of Independent Colleges  
and Universities  
State Colleges  
State Board of Education  
Board of Governors, Rutgers, The  
State University

### **ex-officio**

Carl C. Marburger  
Ralph A. Dungan

Commissioner of Education  
Chancellor of Higher Education

## accreditation

Stockton has applied to the Commission on Institutions of Higher Education, Middle States Association of Colleges and Secondary Schools, for accreditation. Currently the college has correspondent status.

Correspondent status attests that an institution has given evidence of sound planning and of having the resources to implement its plans, has indicated its intent to work toward accreditation, and appears to have the potential for attaining this goal. Correspondent status does not imply or assure eventual accreditation.

## campus development

The design of campus facilities is intended to emphasize Stockton's strong commitment to a community of interest. Buildings located along a central enclosed "gallery" will accentuate the interrelatedness of all campus activities. By Fall 1971, the college should have four new buildings: a library/learning resources center, a classroom building, a laboratory and faculty office building, and a 250-seat auditorium/lecture hall. By Fall 1972, the building space will be tripled as the college proceeds to provide instructional space for a growing student body. The charter class should number 1,000 in 1971; they will build the first tradition. A growth rate of 500 students per year is projected to a planned student body of 7,500 in the 1980's.

The college anticipates construction of on-campus housing for 40-50% of the student body. Plans are now underway for building the first student residences for occupancy in Fall 1972. Student housing will look much more like apartments than the conventional dormitories. Resident students will enjoy new freedoms while living on-campus and they will face a host of new responsibilities in making their residences more than a few rooms.

Administrative offices will be located in houses already on the campus during the first years. Diverse, and even quaint, these houses may be part of a later Stockton tradition. They undoubtedly will change their stripes and uses over the years. Most importantly, they

will set the pattern for decentralized administrative offices. "The" administration building will not stand alone.

The evolving campus master plan points to buildings and a campus where opportunities for formal and informal contacts among students, faculty, and staff abound. To many who think in terms of traditional campus design, Stockton will certainly seem unusual. Maximum attention has been given to function and flexibility, essential characteristics for a campus being developed in the rapidly changing world.

## **the college and the community**

Stockton's setting is undisturbed, yet-to-be developed. The eastern boundary of the campus is the Garden State Parkway and Atlantic City lies just 12 miles southwest. The campus holds more than 1,500 acres of one of New Jersey's most unusual natural features, the "pine barrens." One hundred acres of lake contribute to a striking natural setting. Development of the campus buildings is designed to retain the natural environment to the fullest extent possible.

A special asset of Stockton is its nearness to both the New Jersey shore communities and the metropolitan centers of Philadelphia and New York. Excellent roadway systems put the college close to both the relaxing pleasures of resort life and the sophistication of large cities. The college location permits one to consider alternatives without being overwhelmed.

Few colleges can choose the luxury of isolation, unconcerned and involved with the community at large. Certainly Stockton cannot. Students and staff will undoubtedly have an impact on the surrounding communities. Likewise, it is natural that their citizens will affect the development of the college. Every effort is being made to make the local communities active partners in the development of the college. The notion that the college is a part of other larger communities is one which will grow as the college seeks a community partnership which provides opportunities for students to work and learn off-campus to supplement and reinforce on-campus studies. Further Stockton has many obligations to provide direct community services. Community and college life are increasingly reciprocal. The reciprocity produces benefits for both.

## notes for the prospective student

Stockton will enroll its first students in Fall 1971 - the 1971-72 academic year. It is anticipated that the initial enrollment of 1,000 students will include approximately 600 freshmen and 400 junior transfers. Because of program limitations, it is unlikely that transfers to the sophomore and senior classes can be accommodated. The college is willing to consider transfer at those levels only in very exceptional cases, and only when such applicants are prepared to pursue those academic programs planned for the 1971-72 year.

The following notes are intended to assist those interested in applying for admission. Because Stockton is in the midst of building for its first students, the information may not be as complete as you might wish. In a short time, more specifics will be added.

## admission requirements

It should be understood that the following academic requirements are guidelines and no application completed by February 1 will be automatically rejected. All applications will be individually evaluated for predictors of successful participation in the educational experience provided at Stockton State College. If you doubt your admissibility you should plan to visit the Admissions Office before deciding not to apply.

**For Freshmen** — an applicant to the freshman class should file a completed application by February 1, 1971. The applicant must submit scores on the ACT's (American College Tests) or the SAT's (Scholastic Aptitude Tests), and should have 16 units of high school work including 14 units in academic (college preparatory) subjects. An applicant will be admitted automatically to Stockton as long as spaces are available if:

- in the top 20% of the high school class **and** has a minimum composite score on the ACT's of 18 or combined scores on the SAT's of 800, or —
- in the top 40% of the high school class **and** has a minimum composite score on the ACT's of 19 or combined scores on the SAT's of 850, or —

- in the top 50% of the high school class **and** has a minimum composite score on the ACT's of 20 or combined scores on the SAT's of 900, or –
- in the top 60% of the high school class **and** has a minimum composite score on the ACT's of 24 or combined scores on the SAT's of 1130.

Freshman applicants who are not included in any of the above rank/score groupings but who are in the top 60% of the high school class and who have minimum composite ACT's of 15 or combined SAT's of 800 will be assigned to a Selection Pool. About February 1, 1971 the college will determine the numbers of spaces remaining in the freshman class, and will admit that number from the Selection Pool by random selection. Applications completed after February 1, 1971 will be considered only if there are spaces still available.

**For Transfers** - Applications for admission to the Junior Class must be complete by February 1, 1971. Graduates of transfer programs of New Jersey two-year colleges will be admitted automatically to the Junior Class within the range of programs offered by Stockton State College. Other applicants for transfer admission will be selected on a competitive basis by February 15 depending on the number of spaces available and availability of suitable programs. Applications received after February 1 will be evaluated competitively based on previous college performance. This will occur only if spaces are still available.

**For Special Consideration** - Students whose potential for higher education has not or seemingly cannot be successfully identified by conventional criteria or measurements will be sought and admitted to the extent that adequate financial and instructional support can be provided.

Persons currently in situations not customarily considered as part of the regular student pool (e.g. fully-employed adults, housewives, veterans, professionals) are encouraged to seek educational experiences at Stockton State College. Such persons will be considered for admission on an individual basis.

## **early admission**

Exceptional high school students are invited to apply for

admission during their junior year. Stockton will admit a selected group of such applicants without attendance of the twelfth grade. Interested students should arrange for a personal interview with the Director of Admissions.

## **part-time study opportunities**

Stockton plans to operate on an instructional day which begins at 8:00 a.m. and extends to 10:00 p.m. Opportunities for part-time study will be available at all periods of the instructional day. Individuals interested in part-time study should follow the same procedures for admission as full-time students.

## **programs available in 1971-72**

The following programs indicate major areas of study available to students entering Stockton in 1971-72, but they do not preclude a student's freedom to design and pursue a sound interdisciplinary degree program according to his particular interests and needs. He may draw on the resources of both the programs listed here as well as on those of curricula which will be available to him in other disciplines not as yet in themselves designated as degree programs. As the College develops, degree programs will be offered in a wide range of curricula, and both student and faculty interests will contribute to the growth of programs within and across disciplinary lines.

### **In Arts and Humanities:**

- Foreign Language
- History
- Literature
- Philosophy

### **In Management Sciences:**

- General Business
- Law Enforcement/Public Safety
- Public Administration

### **In Natural Sciences and Mathematics:**

- Biological Sciences
- Mathematics

### In Social and Behavioral Sciences:

Economics  
Political Science  
Psychology  
Sociology

### Interdisciplinary Studies

## dates of 1971-72 sessions

Pre-term	=	September 7 - 22
Fall Term	=	September 24 - December 17
Winter term	=	January 3 - February 25
Spring term	=	February 28 - May 26

## applying for admission

1. Applications for admission as a full-time or part-time student should be filed with the college at the earliest opportunity. Deadline for applications for the fall term 1971 is February 1, 1971. A \$10.00 registration fee, non-refundable, must accompany the application.

2. Students will be notified of acceptance by the college at the earliest possible opportunity, but in no case later than February 1 for those who have completed applications by that date.

3. The college will guarantee a class space to accepted students for a period of 30 days after notification of acceptance. No guarantee of space can be provided students who accept enrollment in the college after the 30-day deadline. A deposit of \$35.00 must accompany the student's letter of acceptance.

4. All requests for applications and information should be directed to: Director of Admissions, Stockton State College, Pomona, New Jersey 08240.

## financial information

Tuition rates for New Jersey state colleges are established by the State Board of Higher Education. The current rate for full-time students, residents of New Jersey, is \$350.00 per year. Non-residents may expect to pay \$700.00 per year.

Student fees have not been determined as yet for Stockton State College. However the student may expect to pay a fee of \$75.00 - \$100.00 for student activities and services, a range comparable to fees at other state colleges.

In addition to tuition and fees, the student may expect to spend about \$75.00 to \$150.00 per year for books and supplies, depending on his chosen coursework and inclinations about such things as establishing a personal library.

Basic costs for a year at Stockton will range from \$500.00 to \$600.00 per year for residents of New Jersey. This estimate does not include room and board nor the cost of commuting. For those students residing away from home while attending Stockton, room and board costs may likely range from \$800.00 to \$1,000.00. Commuting students should probably allow \$200.00 to \$400.00 for travel and meals.

## financial aid

Various forms of financial aid are available to students attending college in New Jersey. Some sources of aid are administered through the Financial Aid Office of the College while others are directly available to the student.

If you seek aid from Stockton you must file the Parents' Confidential Statement (PCS) with the College Scholarship Service (CSS) by February 1, 1971. Forms are available from the secondary school guidance office or by writing to the College Scholarship Service, P. O. Box 176, Princeton, New Jersey 08540. **You must instruct CSS to send a copy of their analysis to Stockton State College.** When your PCS is received by Stockton from the College Scholarship Service you will be considered for all available scholarships, loans, and work-study programs. Awards will be made on the basis of financial need and will generally be a combination of several kinds of aid. Since the number of applications is likely to exceed the amount of Federal and State funds available to the college, we suggest that you also explore other opportunities for financial aid such as the following:

**The New Jersey State Scholarship Program.** Apply to the State Scholarship Commissions through your high school guidance

counselor early in your senior year (November 1 is the usual deadline for applications to this program). Awards cover the cost of tuition up to an annual limit of \$500.

**Higher Education Loan Program (HELP).** Low cost, deferred interest loans are available by your application to any participating bank or savings and loan association or by writing to: New Jersey Higher Education Assistance Authority, P. O. Box 1293, Trenton, New Jersey 08625.

**Rehabilitation Educational Grants.** Write to the New Jersey Rehabilitation Commission, Labor and Industry Building, John Fitch Plaza, Trenton, New Jersey 08625.

**War Orphans Educational Program.** Write to Division of Veterans Service, P. O. Box 1390, Trenton, New Jersey 08625.

**Note:** If you are not living with your parents and are self-supporting you should not file a Parents' Confidential Statement (PCS) with CSS. Rather you should contact the Office of Financial Aid at Stockton State College and request a Students' Confidential Statement (SCS). Return the completed SCS to the Director of Financial Aid, Stockton State College.

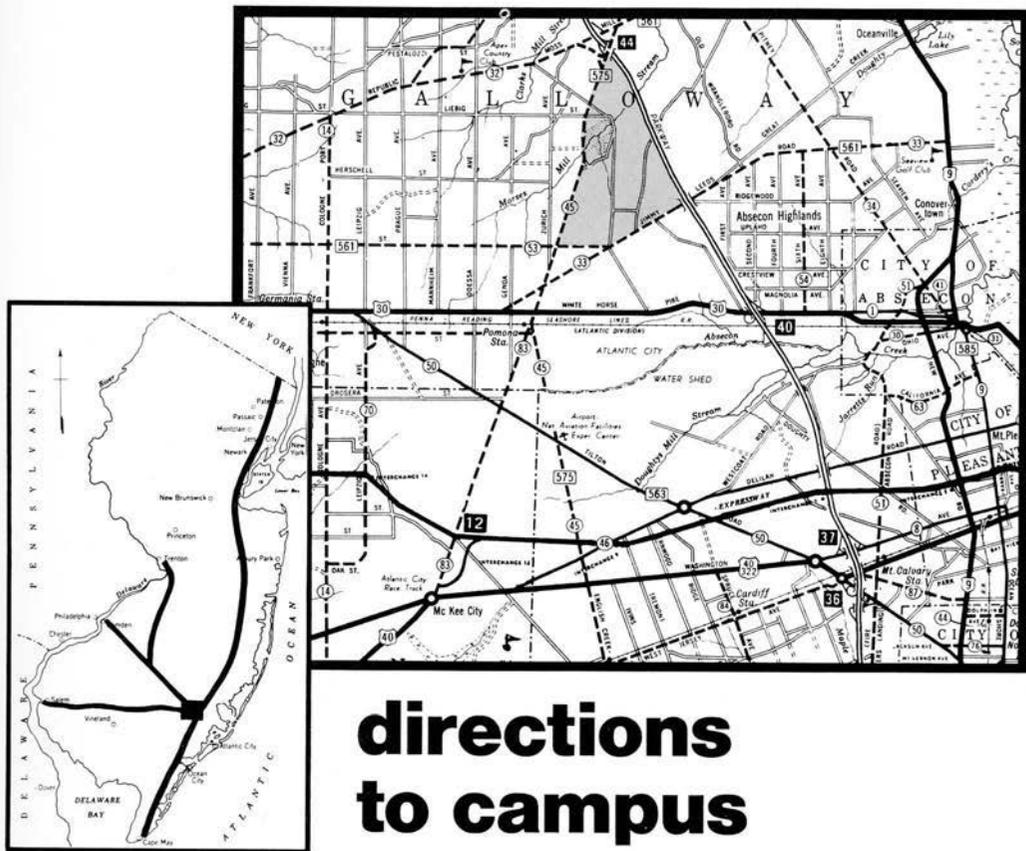
County/Community College transfers who have been receiving financial aid while at the colleges should request that the Financial Aid Officer there notify Stockton State College of the amount and type of aid.

## housing for students

While the college anticipates eventual construction of residence facilities for 50% of the student body, no on-campus housing will be available before academic year 1972-73.

For 1971-72 the college will assist students who desire to secure housing in the community. Inquiries about student housing should be directed to: Housing 71-72, Office of the Dean of Students, Stockton State College, Pomona, New Jersey 08240.





# directions to campus

- from Atlantic City—Take U.S. 30 to County Road 575 (Mays Landing-Port Republic Road) in Pomona. Turn North and follow the college signs. An alternative would be to take the Atlantic City Expressway to Exit 12 (Tolls—50c) and follow 575 North from the race course approximately 5 miles to Pomona. From there continue north and follow the college signs.
- from Northern New Jersey—Proceed south on the Garden State Parkway to Exit 44. Turn right and follow the Mays Landing-Port Republic Road approximately ½ mile southwest to the college area and follow the college signs.
- from the Camden-Philadelphia area—Follow the Atlantic City Expressway to Exit 12. Turn left onto Mays Landing-Republic Road and proceed north approximately 5 miles crossing U.S. Route 30 in Pomona. From there continue north and follow the college signs.
- from Southwestern New Jersey & Delaware Memorial Bridge—Follow U.S. Route 40 to the traffic circle with Route 322 at the Atlantic City Race Course. Turn left at the race course onto Mays Landing-Port Republic Road. Proceed north to Pomona, approximately 5 miles. After crossing U.S. Route 30 in Pomona, continue north and follow the college signs.
- from the Cape May-Wildwood area—Follow the Garden State Parkway North to the Atlantic City Expressway interchange. Go west toward Camden and Philadelphia until you reach Exit 12 (Atlantic City Race Course). Leave the Expressway and proceed to your right—or north on the Mays Landing-Port Republic Road, approximately 5 miles to Pomona. After crossing U.S. Route 30 in Pomona, continue north and follow the college signs.



#### **A Note About Richard Stockton—**

Richard Stockton, for whom the college is named, was a native son of New Jersey, born near Princeton in 1730. Stockton was a member of an illustrious family, one of the first graduates of the College of New Jersey (later renamed Princeton University), and first of the New Jersey delegates to sign the Declaration of Independence. One of the most eloquent lawyers in the colonies, known for his brilliance of mind, Stockton resided at the ancestral home in Princeton, "Morven", which now serves as residence for New Jersey's first family. He and his wife made Morven a cultural mecca, assembling an art collection and a library among the finest of colonial times.

Defeated by William Livingston in 1776 for the governorship of the state after a tie on the first vote, Stockton refused to be named Chief Justice and turned his energies, instead, toward service in the Congress. Betrayed by Loyalists, he was captured and imprisoned first in Perth Amboy, then in New York. Illness combined with his war injuries to make him an invalid until his life ended. He was not destined to see the triumph of the cause to which he had contributed much. He died at Morven on February 28, 1781, eight months before the British surrendered.



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