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Brockport's Curricular Revolution:

The History of the Breakup of the Social Studies Department

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Introduction:

Beginning in 1942 Brockport College was considered a Teachers college (Rondinaro, Luke. *SUNY Brockport and the Curricular Revolution*, 1998). Until about 1965 Brockport's primary goal was the training of Elementary and Physical Education teachers (Progress Report on the Liberal Arts Curriculum, 1964). During this period the College had a number of Departments designed to educate their students in a way that would best serve their occupational needs; one of these was the Social Studies Department. Its course offerings included the subjects of History, Economics, Political Science, Anthropology, and Sociology. The professors from the Social Studies Department were expected to be able to teach courses from virtually all of these subject areas.

By the mid 1960's Brockport had begun reinventing itself as a liberal arts institution. As a part of this change, the Social Studies Department was broken up into the 5 smaller Departments that coincided with the course offerings. The staff from the Social Studies Department was assigned to one of the newly created Departments where they would narrow their field of expertise.

This dramatic change in the history of Brockport coincided with Al Brown's appointment as college president in 1965. Most accounts of Brockport changing to a liberal arts college credit the transformation, in most part, to Al Brown. Brown is widely described as a "dynamic" person, who was a great initiator of change. W. Wayne Dedman and John Crandall call the transformation that Brockport underwent in the 1960's the "Brown Revolution" (Dedman, W. Wayne. *Cherishing This Heritage*, p. 292, and John C. Crandall, *My Life in Review*, p. 145).

While Al Brown was a dynamic leader, I believe that Brockport was an institution that was already in the beginning stages of its transformation from a teacher's college to a liberal arts college when he arrived on campus. By examining the breakup of the Social Science Department I will demonstrate that Brockport's change into a liberal arts college was already underway when Al Brown arrived at Brockport in 1965. Al Brown saw this change beginning and attempted to speed up and enlarge this process.

My examination of Brockport's transition into a liberal arts curriculum focuses strictly on the Social Studies Department. This paper looks at the years 1963 through 1975. I have chosen 1963 as the

starting date because in that year the Curriculum Committee produced its suggestions for moving Brockport toward becoming a liberal arts college. I have chosen 1975 as the ending date because it is ten years after Al Brown proposed his 10 year plan for the college.

The first section discusses Brockport as a Teachers College. In this section I will show how and why the Social Studies Department was organized in a way that best suited the needs of Brockport's students.

The second section focuses on Brockport's move towards a liberal arts curriculum. This section discusses why Brockport decided to make this change, what changes needed to be made in the Social Studies Department, and the rationale for the changes. This discussion is crucial because it lays the framework for why Departmental reorganization was necessary.

Third, I will show that because of national and state-wide trends, Brockport took its first real steps toward creating a liberal arts curriculum in 1963, which was well before Al Brown arrived at Brockport. I base this conclusion on the Brockport faculty committee reports which establish that change was already underway in 1965, and that Al Brown adopted some of the staff's suggestions as the framework for a plan of his own.

The fourth section focuses on the role Al Brown played in the breakup of the Social Studies Department. My examination of Brown's 10 year plan shows that while Brown may not have initiated the change towards liberal arts, he certainly sped up and expanded the process.

In the fifth section of this paper I will prove that the new Social Science Department *did* reflect the new mission of Brockport as a liberal arts college. I will achieve this by discussing the changes that occurred from 1965 to 1975 in the following areas: Departmental organization, changes in staffing, publications, and Department course offerings.

My conclusion discusses how the changes that Brockport went through in becoming a liberal arts college created a very different institution. I will also "weigh" the effects of these changes in an attempt to determine what was gained and what may have been lost in the process for both professors and students.

I. Brockport as a Teachers College

Before examining Brockport's transformation into a liberal arts college, it is necessary to differentiate the educational goals of teachers colleges and liberal arts colleges.

Brockport Teachers college was what its name implied; a place that prepared Elementary and Physical Education teachers. This was the main purpose of the college from 1948 until roughly 1962. "As late as 1962, Brockport's program remained a mirror image of that available in 1948."(Ronald F. Satta, "A Metamorphosis: Brockport's Transformation from a Teacher's College to a Liberal Arts Institution," 1998) As Brockport was undoubtedly an institution that prepared Elementary and Physical Education teachers for their careers, a few important points need to be addressed about what type of education, in the area of Social Studies, was needed during this period, and even back to 1942.

From 1942-1967 a Social Studies Department existed that offered courses in the History, Economics, Political Science, Anthropology, and Sociology. The Social Studies Department's course offerings remained virtually the same from 1942 until 1963. A look at the typical course offerings during this time period suggests a few generalizations about what goals Brockport Teachers College had for its students knowledge in the Social Studies. I have chosen to discuss course offerings from the 1959-60 and 1960-61 academic years because they offer the last true representation of the teacher's college curriculum before the College began to change to a liberal arts curriculum in 1962-63. This also happens to be the last time that the classes offered by the Social Studies Department are listed as "Social Studies" classes, and not divided into their specific content area (e.g., Soc. St. 101 instead of Anthropology 100).

In the 1959-60, 1960-61 *Undergraduate Catalog*, the Social Studies Department had a total of 8 teaching staff, including Professors, Associate Professors, Assistant Professors, and Instructors. These eight people offered 46 total undergraduate courses, an average of just under 7 classes taught per Professor!

It is helpful if we categorize these courses into different fields of study, even though they were not listed as such yet. If we did this, the different fields of study would have included the following number of classes: Anthropology, 1 courses, Economics: 6 courses, History, 21; Political Science, 9; Sociology, 6.

And 3 courses were listed as “Social Studies” courses which dealt with a wide variety of material (All information from *Undergraduate Catalog 1959-60, 1960-61*).

The course titles convey the message that most of the courses had a very broad scope of study.

Examples include:

Soc. St. 102 The American Economy
Soc. St. 209 American History
Soc. St. 210 American Government
Soc. St. 310 Economic Principles
Soc. St. 318 Latin American History
Soc. St. 321 Canadian History
Soc. St. 323 Africa - Continent in Turmoil
Soc. St. 411 Labor problems
Soc. St. 412 American Foreign Policy

(Undergraduate Catalog, 1959-60,1960-61)

This sample show how the courses cover very broad topics, without narrowing in on specific historical, political, sociological, etc. concept. This brings me to the main difference between the “mission” of a teacher’s college and a liberal arts college.

Because Brockport was preparing the majority of its students to become either Elementary or Physical Education teachers from 1948 until 1963, the Social Studies Department had to teach a wide variety of subjects in a way that provided the future teachers with a *basic* understanding of History, Political Science, Economics, Anthropology, and Sociology. Physical Education teachers needed to learn just enough about these areas of study to make them capable citizens, while Elementary teachers needed to be able to teach just the basic concepts of each area of study to children ages 5-12.

A brief examination of one course description helps explain the ideas expressed in the prior paragraph. The course entitled, *Africa - Continent in Turmoil* is an excellent example of a “broad” course topic. Surely, more in-depth course topics could have been created to examine things such as tribalism, religion, apartheid, colonialism, nationalism, and other scholarly topics in Africa. But narrow, scholarly examination and research would have been of virtually no benefit to Elementary or Physical Education teachers. Instead, Elementary teachers needed to be able to point to where Africa is on a map, have an understanding of the basics of African history, and be able to discuss some of the

problems that Africans were facing at the time.

It was precisely for this reason that Brockport's Social Studies Department offered broad courses and had Professors who were adept at teaching a wide variety of topics within the Department. This was the perfect organization and implementation of the teaching talent Brockport had while it was a teachers college.

II. Brockport Moves Toward Liberal Arts

While the organization of the Social Studies Department may have been a perfect fit for a teachers college, national and state pressures began to promote liberal arts curriculums as the wave of the future. It soon became apparent that Brockport would have to follow SUNY's demands for a liberal arts curriculum (*Progress Report on the Liberal Arts Curriculum, 1964*).

The national literature on liberal arts curriculum points to characteristics on a national scale that were similar to what was occurring at Brockport during the late 1950's and early 1960's. For example, researchers at Harvard and Yale stated,

“College presidents and deans must come to terms with a generation that is making demands on the curriculum which are absolutely new. These demands are serious and scholarly. Like it or not, the better liberal arts colleges are now functioning as preparatory schools for graduate education.”

(Akenson and Stevens, The Changing Uses of the Liberal Arts College, 1969)

This national shift toward a liberal arts curriculum was mirrored by New York State as well. As early as 1958, the Master Plan for SUNY was altered to begin the transformation of the state's teachers colleges into “multi-purpose” institutions that included a liberal arts component (Ronald F. Satta, “A Metamorphosis,” 1998)

Truthfully, only minor changes occurred in most of Brockport's curriculum between the 1958 re-writing of SUNY's Master Plan and 1962. The events that laid the foundation for Brockport's “evolution” into a liberal arts college were the Curriculum Committee's suggestions reported in 1963-1964, which will be discussed in detail in the next section.

The most important question for this paper, about Brockport's change to liberal arts curriculum is how it affected the Social Studies Department. Earlier in the paper it was shown that the organization of the Social Studies Department during Brockport's teacher college years was a perfect fit. Now this discussion will explore why the same structure would not work at a liberal arts college.

Once Brockport began to move toward having a liberal arts curriculum, teacher training was no longer the sole purpose of the college. Students were now expected to "major" in a field of study, and after 2 years of "general" courses, narrow the scope of their coursework to their chosen field of study. This is completely the opposite of what students were supposed to do when Brockport was a teachers college. Thus the organization of the College's Departments, including the Social Studies Department, needed to be changed.

The Social Studies Department had to become more specialized to meet the changing needs of the College's students. Students would no longer need just a simple understanding of basic concepts from the variety of topics listed under the Social Studies' umbrella. Instead, students would now need in-depth courses on various historical, economic, political, anthropological, and sociological topics.

For the College to provide these new requirements, other, far reaching changes needed to be made. Because more specialized knowledge needed to be provided to the students, each field of study in the Social Studies Department needed to be able to offer more specialized courses taught by professors who were experts in that particular area of study. It would now be necessary for the specialized fields of study to separate into their own Departments.

Once these areas of study had become "independent", the new Departments would be able to offer a better liberal arts education to the College's students. These Departments now needed to hire more specialized staff who would allow for more advanced courses to be taught. The teaching load for each professor would be decreased to allow for more time for scholarly research. All of these things *needed* to occur in order for a liberal arts curriculum to be successful at Brockport.

Change was inevitable for Brockport once it decided to become a liberal arts institution. The broad departments, specifically that of the Social Studies Department, that had been so successful during Brockport's years as a teachers college would not work with the new liberal arts curriculum.

Brockport's staff realized this, and when called upon by President Tower in 1961, made recommendations for change that helped Brockport re-invent itself in the 1960's.

III. Curriculum Committee's Suggestions

One main purpose of this paper is to explain why the changes in the Social Studies Department were made during the 1960's, and what role these changes played in shaping Brockport into a liberal arts college. The turning points in this process of change were the reports made by Brockport's Faculty Committee on the Liberal Arts (1963) and the Progress Report on the Liberal Arts Curriculum (1964). It is not in the scope of this paper to discuss the committees' organization and membership. It is enough to know that the committees were comprised of Brockport faculty members. I will focus strictly on the suggestions each of these committees made; specifically, those suggestions that had an effect on the Social Studies Department. Once this has been established then I can compare the committee's suggestions to the actions of Al Brown to determine what changes were his own, and what moves were merely the President enacting changes suggested by his staff.

The faculty who wrote the *Recommendations of the Faculty Committee on the Liberal Arts* (1963) made a variety of suggestions to make Brockport's conversion to a liberal arts curriculum a more successful endeavor. Most dealt with the college's need for academic specialization in both administrative organization and instruction.

One of the first concerns of the committee was the fact that while some of the Departments had the staff to handle academic specialization, most Departments did *not*. Because of this, the immediate hiring of new staff was a top priority for this committee.

This committee also understood the role scholarly research and writing played in a liberal arts college. As discussed earlier, Brockport's existing staff needed to prepare themselves for the academic specialization that their students would need. As the committee stated in 1963,

“The committee believes that heavy teaching loads limit the teaching effectiveness of the college professor, in that he cannot, without neglecting his teaching duties, find adequate time to prepare intellectually and creatively in the

scholarly demands of his chosen field.”

(Recommendations of the Faculty Committee on the Liberal Arts, 1963)

The committee thought that not only the teaching load must be lightened, but also that professors' non-teaching duties had to be reduced as well. Faculty meetings, committee meetings, and even student registration were all things that the committee saw as obligations that made a professors' workload too rigorous.

Probably the most influential suggestion of this committee dealt with administrative organization. The faculty on this committee understood the fact that academic specialization could not occur without the creation of new departments that were independent, and whose field of study was very narrow. The committee recommended that a Director of Liberal Arts position be created, which would be separate from the Department of Education. The newly created Director of Liberal Arts would have 11 Departments under his control. Some of these 11 Departments would be new, while some would simply no longer be under the control of the Department of Education.

The committee suggested that the following Departments be under the control of the Director of Liberal Arts:

Art	Arts and Crafts	English
Math	Foreign Language	Music
Philosophy	Psychology	Science
Social Studies	Speech	

This is a very interesting suggestion. While the committee understood the need for independent departments, they did not split up the Social Studies Department. Did they feel that the fields of history, economics, sociology, anthropology, and political science were too narrow in scope, or too specialized? Or did the committee realize that the staff of the Social Studies Department could not support 5 new, independent Departments? Even though I can find no data to prove either theory, my instincts suggest to me that the latter scenario would be the more sensible choice.

The Progress Report on the Liberal Arts Curriculum (1964) was just what its name implied; a report on how successful the college was at achieving some of the goals set forth by the Faculty Committee on the Liberal Arts (1963). In this report, a variety of topics were discussed that “proved”

that the college was making progress in its quest to become a liberal arts institution.

One of the first points to be discussed was the fact that the college would be accepting its first liberal arts freshmen in 1965. From this point, the document moved on to give a general description of the new curriculum as it would apply to a freshman in 1965. This new liberal arts curriculum was called the “2 on 2 plan”. In a nutshell, this meant that for the first 2 years of college a student would be taking mainly general education courses. In the last 2 years of college that same student would be taking courses from his or her chosen specialized field of study.

While there is virtually no mention of specific Departments, there is a section in this report that lists the 2 new “Social Science” staff who had been hired. These new staff members’ fields of expertise were listed as Latin American history and politics and Eastern European geography. By including this section, this committee seems to acknowledge the fact that new, specialized, staff must be hired if the Social Studies Department was to offer courses under the new liberal arts curriculum.

Finally, this report also reports on the faculty’s quest to be productive scholars. It reports that since the report of the Faculty Committee on the Liberal Arts in 1963, the Brockport staff had produced the following publications:

Books Published:	10
Books in Progress:	28
Professional Journal Articles:	31
Other:	33
Research Projects Completed:	11
Research Projects in Progress:	38

(Progress Report on the Liberal Arts Curriculum, 1964)

The two committees’ reports from 1963 and 1964 suggest that a movement had begun in about 1963 to change Brockport into a liberal arts college and that the college was well on its way to achieving its goal as early as 1964. I feel that these committees laid the groundwork for the establishment of a college capable of delivering a liberal arts education at Brockport. The ideas of academic specialization through departmentalization and scholarly research and writing were concepts that were firmly in place at Brockport by 1964.

In 1965 Al Brown walked onto a college campus that had already made a commitment to the liberal arts and was taking the necessary steps to ensure its survival.

IV. Al Brown's Contribution to Brockport's Transition

While the above shows that Al Brown did not *initiate* Brockport's transformation from a teachers college to a liberal arts college, it is important to stress the fact that Al Brown's leadership and dynamic personality quickened the pace of change at Brockport, and widened the scope of that change as well. Brown's insistence on widening the scope of change at Brockport may have affected the Social Studies Department more than any other Department at the entire college. This can be demonstrated by an examination of the 10 Year Academic Plan that Al Brown devised for the College in 1965, as well as some of his subsequent actions.

Al Brown agreed with the 1963 and 1964 curriculum committees desire to create independent, specialized Departments. However, Brown did not want to wait for new staff to be hired before he created these new Departments. Brown set out on a mission to create the new, specialized, Departments the college needed, and then fill these new Departments with the finest quality professors available. The following quote gives a perfect example of the vision Al Brown had for the college,

“Recent designation of the institution as a College of Arts and Science with the general purpose of broad service to the area of higher education has necessitated the development of new Departments within the college, and the strengthening of existing ones. ...and the following lists represent the planned emergence of new Departments in the academic divisions indicated.

Division of Social Sciences

<i>Dept. of History</i>	<i>est. immediately</i>
<i>Dept. of Political Science</i>	<i>1967</i>
<i>Dept. of Anthropology</i>	<i>1967</i>
<i>Dept. of Economics</i>	<i>1967</i>

(Albert W. Brown, 10 Year Academic Plan, 1965)

Al Brown did, however, realize that these new Departments needed staffing increases in order to become successful. In the 10 Year Plan of 1965 Brown addressed the need not only for increased staffing, but, also the College's need to attract professors with scholastic excellence. How Al Brown

measured excellence can be seen in the following statement,

“Emphasis has been placed on employing persons with terminal degrees in their area of academic competence, years of successful professional experience, and active participation and commitment to their field as represented by publications, and active participation in professional organizations.”

(Brown, Alan. 10 Year Academic Plan, 1965)

He gave the very important job of recruiting new staff to a young Social Science professor named John Crandall in 1966 (John C. Crandall, *My Life in Review*, p. 146). Crandall was energized by the enthusiastic new President, who placed him in charge of recruiting new professors who possessed leadership qualities for the newly created, and understaffed departments of economics, political science, and sociology. Over the course of the next few years Crandall sought out new professors to meet the needs of the ever-growing Social Science Departments. Without listing every Crandall hire, almost all of the people he chose met Brown’s standards for excellence, and continued to shape the college for the next 30 years. As time has proven, Brown’s appointment of Crandall was a wise one.

When examining the 10 Year Academic Plan created in 1965, it is apparent that President Brown took the changes that were occurring in Brockport and gave them a strong, calculated push. These actions by Al Brown forever changed the “old” Social Studies Department, as well as the College itself. By 1975, Brockport was a place that definitely reflected the goals of the liberal arts college that had been set up just 10 years prior.

V. The Social Science Department as a Reflection of the College’s Goals

This section examines whether Brockport achieved its goal of becoming a liberal arts college by 1975 (10 years after the 10 year plan!). The Social Science Department will be used as a reflection of the entire College. While it is difficult to reach absolute conclusions about the College using this technique, it should suffice for the limited scope of this research paper.

By using *Undergraduate Course Catalogs*, “Undergraduate Course Schedules,” and other College publications I will examine whether the Social Science Department reflected the mission of a liberal arts college during the time frame of 1965 to 1975, in terms of the following:

- 1. The number of different Departments created in the Social Sciences**
- 2. The number of professors in the Social Science Department**
- 3. The number of publications produced by the Social Science Department**
- 4. The number of course offerings in the Social Sciences**

As I have discussed already, the goal of a liberal arts college is to have small, specialized Departments that focus on narrow fields of study. One way to determine if the Social Science Department represented a liberal arts education would be to see if these small, specialized Departments were actually created.

In 1965 there were no social science departments outside of the “old” Social Studies Department (*Undergraduate Course Catalog, 1965-66*). In 1970 the “old” Social Studies Department had split into the 4 social science departments of Economics, History, Political Science, and Anthropology/Sociology (*Undergraduate Course Catalog, 1969-70*). By 1975 the social sciences departments had increased to 6 departments, having separated Anthropology and Sociology, and added African and Afro-American Studies. (*Undergraduate Course Catalog, 1974-75*)

The data discussed in the last paragraph points to a definite conclusion. In terms of creating new, more specialized Departments, the Social Science Department had definitely reached the goal of a liberal arts college. Another specific goal of Brockport’s transformation into a liberal arts college, as spelled out by President Brown, was to increase the number of teaching staff at the college. The newly created departments could not function properly without new, highly trained professors. So let us look at the numbers of professors in the Social Science Department and its offspring during the years 1965-1975.

In 1965 the “old” Social Studies Department had 19 staff members (*Undergraduate Course Catalog, 1965-66*). In 1970 the social science departments had 55 staff members (*Undergraduate Course Catalog, 1969-70*). In 1975, the social science departments had an amazing combined total of 100 staff members (*Undergraduate Course Catalog, 1974-75*).

Without question the preceding data proves that Brockport did indeed increase the number of professors in the newly created departments in the social sciences. With these new professors the

College would be able to offer more courses that were highly specialized, which was one of the main goals of the College's move to a liberal arts curriculum in 1965. Not only did the College need more professors to teach courses in these narrow fields of study, they needed professors who were experts in these fields. Professors who continued to gain knowledge often did so through scholarly research and writing. A barometer that is often used by administrations to determine if professors are keeping current in their field of study is the amount of published material produced. It is assumed that the more someone is published, the more knowledgeable they are in that subject area. For the purposes of this paper I will make the same assumption. Therefore, I will look at the publishing records of the professors from the Social Science Department in order to prove that professors knowledge improved over the ten year span from 1965-1975.

In 1965 the Social Studies Department was responsible for 2 publications, both of which were written by one professor (Publication Records, 1965). In 1970 The social science departments produced 32 publications by 13 different people (Publication Records, 1970). In 1975 the Social Science Department produced 28 publications by 14 different people (Publication records, 1975).

It appears that the "expertise" of the Social Science staff did increase dramatically from 1965 to 1970. However, there was a slight decrease in publications from 1970 to 1975 despite the overall staff increasing from 55 to 100 over the same time period. Maybe a plateau was reached after the initial demand for scholarly publication was issued in 1965, and then leveled off in 1970. Possibly the new staff hired between 1970 and 1975 were too busy working on their doctoral dissertations.

Regardless, the point has been proven that scholarly research, writing and subsequent publication increased after Brockport adopted a liberal arts curriculum, and therefore the faculty's expertise had increased as well. Increased publication by the faculty was a definite goal as outlined by both the faculty committees of 1963/1964 and by Al Brown's 10 Year Academic Plan. In this regard, the evolution of the "old" Social Science Department definitely reflected the mission of the liberal arts curriculum.

I have established as facts that the Social Science Department had increased the size and quality of its faculty. The whole reason the College had undertaken these changes in the first place was to be able to provide *more* specialized courses to a larger student population. So the question now is; Did the

number of classes offered between 1965 and 1975 increase?

To find evidence I looked at Brockport's Undergraduate Course Schedules. These were the actual documents the students received when making their course choices. Unfortunately, the school's records only go back to 1967. So for my comparison of the number of courses offered by the Social Science Department, I will have to start in 1967 and not 1965.

During the Spring semester of 1967 the Social Science Department offered 35 different undergraduate courses ("Undergraduate Course Schedule," Spring 1967). In the Spring of 1970 the Social Science Department offered 100 different undergraduate courses ("Undergraduate Course Schedule," Spring 1970). In Spring, 1975 the Social Science Department offered 193 different courses.

The number of courses offered by the Social Science Department increased during the years 1967 to 1975 by 551 percent! This increase shows that the Social Science Department had achieved, and exceeded the goals set by the college regarding offering more classes to more students.

So far I have proven that from 1965 to 1975: (1) the number of Departments created by the Social Science Department increased; (2) the number of professors in the Social Science Department increased; (3) the number of publications produced by the Social Science Department increased; and (4) the number of courses offered in the social sciences increased. It is safe to say that the Social Science Department *did* reflect the mission of a liberal arts college during this time period.

Conclusion

First, I have established that Al Brown did not initiate Brockport's move toward a liberal arts college, but instead grasped the changes that were already occurring and expanded them. Second, I have proven that the Social Science Department during the years 1965-1975 did reflect Brockport's mission of becoming a liberal arts institution. Both of these are important aspects of the change that occurred in Brockport starting in 1963, but I would now like to look at the "big picture", and generalize about how these changes affected the entire college experience at Brockport.

To conclude this paper I would like to discuss how Brockport's decision to become a liberal arts school created a very different college than existed prior to 1965. In doing this I hope to weigh the

effects of these changes in an attempt to determine what may have been gained and what may have been lost during this transformation.

Some positive characteristics of Brockport were lost in this revolution. One aspect of Brockport's transformation to a liberal arts college that changed the college forever was the dramatic increase in size. The tremendous increase in the numbers of students and faculty, as well as the resulting increase in facilities seemed almost paradoxical to the original goals of the change to liberal arts.

In the early 1960's Brockport's Social Studies Department had anywhere from 8 to 19 professors working closely with a relatively small number of students (*Undergraduate Course Catalog, 1965*). For the most part these professors' sole responsibility was to educate their students. Faculty and students could become familiar with each other, if for no other reason than the small numbers at the college.

This scenario changed as the college grew larger. As the number of faculty grew, so did the number of students. While the subjects studied became more specialized, the student faculty relationship became much less personal. Professors needed to become much more concerned with their research and publication demands. To many professors, the classes they were required to teach, and the students in those classes, became of secondary importance.

The increased size of the departments created other problems as well. Once these new Departments were created as a result of the liberal arts curriculum, a new sense of competition developed among the Departments. The more new Departments that were created, or "emancipated" meant that money for professors, equipment, research, etc. would have to be fought over. Departments justified their need for money based on research results, the number of staff they employed, student enrollment and other criteria. This meant that these Departments were now in competition against each other for limited, and at times dwindling, amounts of money.

This competition was in stark contrast to the early 1960's at Brockport. During this time the small size of the school and limited educational scope of the College fostered a much more cooperative rather than adversarial spirit between the different Departments at Brockport.

What was gained? Well, Brockport had been successful in its desire to become a liberal arts college. A more specialized curriculum was established, with many more expert professors employed to

teach more courses to a much larger and diverse student population.

By 1975 graduates of Brockport were entering into a much wider array of occupational fields than the graduates of 1965. Brockport graduates who had majored in History in 1975 were now going into diverse areas such as law, business, teaching, public administration, and theology.

Also, students entering Brockport in 1975 had a variety of educational options at their disposal. Many incoming freshmen now entered Brockport with no desire to become teachers. That fact alone changed the character of the student body at Brockport. Not only had the curriculum changed at Brockport by 1975, but the characteristics of the students had been altered dramatically as well.

The new liberal arts curriculum changed how students viewed college and their courses. The more Brockport began to become a liberal arts college the more students began to view their college experience as occupational or graduate school training rather than as a well rounded education. These students were forced to narrow their scope of study. While this made these students much more knowledgeable in the field they chose, it also narrowed their occupational choices because their area of expertise would be so limited. While this would benefit the college student who knew without a doubt what he or she wished to do with their college degree, many college juniors and seniors were not ready to make that decision. The college experience had become more of a means to an end rather than a learning and maturing process.

Overall, Brockport lost its ability to provide an education in a small and personalized manner as it had prior to 1963. Faculty and the students may have lost a sense of camaraderie that promoted learning. To weigh the changes in a negative light, Brockport went from being a small, tight knit college concerned with educating students in a broad manner to a large sterilized mass producer of specialists. In a positive light, because of the changes, Brockport was able to provide a more thorough education in many more areas of study, to a wider variety of people.

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Undergraduate Course Schedule, Fall, 1974

Undergraduate Course Schedule, Spring, 1975

"Recommendations of the Faculty Committee on the Liberal Arts." 1963

Bibliographical Essay:

The search for information about the topic of this paper was a fairly difficult one. Much of the information I gathered came while looking through the shelves of the College Archives randomly for topics that might contain a bit of useful information. Once I found a 'lead', I then could look more specifically for data that I knew would be of use.

The Archives provided a great deal of the information that I used for this paper. The undergraduate catalogs for the years 1959-1978 were very useful in determining course offerings, the number of professors, and course descriptions. These were located in the College Archives, on the shelves to the west of the room.

The two *Stylus* articles were also located in the College Archives as well. They were located in the *Stylus* record books which were on the shelves in the middle of the room. The interview with John Kutolowski was located in his personnel file in the Archives also. These files are kept in a filing cabinet against the north wall of the room.

The document entitled "10 Year Academic Plan, 1965" was located on the left end of the western shelves of the College Archives. The records for professors' publications were located on the same western shelves. The documents called "Progress Report on the Liberal Arts Curriculum" and "Recommendations of the Faculty Committee on the Liberal Arts" were located on the center shelf in the archives.

Finally, the undergraduate course schedules from 1967-1975 were more difficult to locate. These documents gave me information of professors' teaching schedules, course credits, the number of courses offered each semester, how courses were listed Departmentally, etc. This information proved to be essential. I finally located these records in the Allen building. They were being stored in the Office of Institutional Research. A Xerox paper box containing actual newspaper copies of course schedules from 1967 to the mid-80's offered a wealth of information that hopefully other researchers can make use of as well.