

Crown Center was made possible by gifts from the Crown family and by the Charles E. Merrill Trust of New York.

At the westerly side of the campus, immediately at the edge of the loop road which was extended to that point, six all weather tennis courts were constructed in the fall of 1971, and six more in the fall of 1972. Of the latter, four were covered by an air supported structure in January 1973. Two of the covered courts were used for tennis and the equivalent was used for basketball, tumbling, volleyball and general exercise.

In July 1972 the Kermensky farm on the south side of Bay Road in Hadley, was converted to the headquarters for the Buildings and Grounds personnel and equipment. For a sum of \$25,000, the former cow barn became a warehouse, workshop, and offices and the former milk shed a file room. The consolidation of the maintenance activities in modern and adequately roomy facilities was overdue and has contributed to the efficiency of the operations and the morale of the staff.

Personally, I am amazed at Hampshire's growth, its vitality, and its quality. I am pleased at its capacity for openness, tolerance and civility. It has already developed and displayed educational and social values which I admire and support. But it is new, it is fragile and it is unfinished, and it cannot be taken for granted. The next four years are as important to the College's ultimate character as the very hard and exciting four years we have enjoyed since the College opened in 1970.

Charles R. Longworth
November 1974

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 Peter V. Johnson II, *Adjunct Faculty Associate of Third World Studies* (1973), B.A., Earlham College.
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- Jerome Liebling, *Professor of Film Studies* (1969).
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- Robert Marquez, *Assistant Professor of Hispanic American Literature* (1970), M.A., Harvard University.
- Elaine Mayes, *Assistant Professor of Film* (1971), B.A., Stanford University.
- B. Randall McClellan, *Assistant Professor of Music* (1971), Ph.D., Eastman School of Music.
- Francia McClellan, *Assistant Professor of Dance* (1971), B.S., Juilliard School of Music.
- James McElwaine, *Assistant Professor of Music* (1972), M.M., Yale University.
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- Valerie L. Pilcher, *Assistant Professor of Music* (1972), M.A.T., Harvard Graduate School of Education.
- Lawrence Pitkethly, *Assistant Professor of History* (1973), M.Sc., London School of Economics (Ph.D. candidate, London School of Economics).
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- Francis D. Smith, *Professor of Humanities* (1968), B.A., Harvard University.
- Eugene Terry, *Assistant Professor of Literature* (1970), B.A., Howard University (Ph.D. candidate, University of Massachusetts at Amherst).

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- Emmon W. Bach, *Visiting Professor of Linguistics* (1973), Ph.D., University of Chicago.
- John Gray, *Faculty Associate in Television* (1973), B.A., Wayne State University.
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- Janet Tallman, *Assistant Professor of Anthropology* (1972), B.A., University of Minnesota (Ph.D. candidate, University of California at Berkeley).
- Yvette J. Tenney, *Assistant Professor of Cognitive Psychology* (1973), Ph.D., Cornell University.
- Christopher Witherspoon, *Assistant Professor of Philosophy* (1971), B.A., Arkansas Polytechnic College (Ph.D. candidate, University of California at Berkeley).

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- Merle S. Bruno, *Assistant Professor of Biology* (1971), Ph.D., Harvard University.
- Raymond P. Coppinger, *Associate Professor of Biology* (1969), Four-College Ph.D., Amherst, Smith, Mount Holyoke, and the University of Massachusetts.
- John M. Foster, *Professor of Biology* (1969), Ph.D., Harvard University.
- David L. Gay, *Associate Professor of Chemistry* (1973), Ph.D., University of the West Indies.
- Nancy Goddard, *Associate Professor of Biology* (1972), Ph.D., Ohio State University.
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- Kurtiss J. Gordon, *Assistant Professor of Astronomy* (1970), Ph.D., University of Michigan.
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- David C. Kelly, *Assistant Professor of Mathematics* (1971), M.S., MIT (Ph.D. candidate, Dartmouth College).
- Allan S. Krass, *Associate Professor of Physics and Science Policy Assessment* (1973), Ph.D., Stanford University.
- Nancy M. Lowry, *Assistant Professor of Chemistry* (1970), Ph.D., MIT.
- Lynn Miller, *Associate Professor of Biology* (1970), Ph.D., Stanford University.

- Brian O'Leary, *Assistant Professor of Astronomy and Science Policy Assessment* (1972), Ph.D., University of California.
- Saundra H. Oyewole, *Assistant Professor of Microbiology* (1973), Ph.D., University of Massachusetts.
- John B. Reid, Jr., *Assistant Professor of Geology* (1972), Ph.D., Massachusetts Institute of Technology.
- James R. Sears, *Assistant Professor of Botany* (1972), Ph.D., University of Massachusetts.
- Linda L. Slakey, *Adjunct Assistant Professor of Biochemistry* (1973), Ph.D., University of Michigan.
- Michael R. Sutherland, *Assistant Professor of Statistics* (1972), Ph.D., Harvard University.
- Louis V. Wilcox, Jr., *Associate Professor of Biology* (1973), Ph.D., Cornell University.
- Albert Woodhull, *Faculty Associate in Biology* (1973), Ph.D., University of Washington.
- Ann Woodhull, *Assistant Professor of Biology* (1972), Ph.D., University of Washington.

School of Social Science

- Richard M. Alpert, *Assistant Professor of Political Science* (1971), Ph.D., Harvard University.
- Carolee Bengelsdorf, *Assistant Professor of Political Science* (1973), A.B., Cornell University (Ph.D. candidate, MIT).
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- Michael Cole, *Adjunct Associate Professor of Psychology* (1970), Ph.D., Indiana University.
- Louise Farnham, *Associate Professor of Psychology* (1970), Ph.D., University of Minnesota.
- Monica I. Faulkner, *Assistant Professor of Sociology* (1972), Ph.D., University of California at Los Angeles.
- E. Oliver Fowlkes, *Assistant Professor of Law* (1973), J.D., Memphis State University School of Law.
- Penina M. Glazer, *Assistant Professor of History* (1970), Ph.D., Rutgers University.
- Leonard B. Glick, *Professor of Anthropology* (1972), Ph.D., University of Pennsylvania.
- Edward Greer, *Associate Professor of Political Science* (1973), J.D., Yale Law School.

- William Grohmann, *Assistant Professor of Education* (1972), M.A., Columbia University (Ph.D. candidate, Union Graduate School).
- Gayle D. Hollander, *Assistant Professor of Political Science* (1969), Ph.D., MIT.
- Thomas R. Holman, *Associate Professor of Psychology* (1972), Ph.D., University of Minnesota.
- Gloria I. Joseph, *Associate Professor of Education* (1972), Ph.D., Cornell University.
- James H. Koplin holds a joint appointment in the School of Language and Communication.
- Barbara H. Linden, *Assistant Professor of Sociology* (1971), Ph.D., Columbia University.
- Philip F. McKean, *Assistant Professor of Anthropology* (1971), Ph.D., Brown University.
- Lester J. Mazor, *Henry R. Luce Professor of Law* (1970), LL.B., Stanford University.
- Anson Rabinbach, *Assistant Professor of History* (1973), Ph.D., University of Wisconsin.
- Miriam Slater, *Associate Professor of History* (1971), Ph.D., Princeton University.
- Michael R. Sutherland, holds a joint appointment with the School of Natural Science.
- Barbara Turlington, *Assistant Professor of Political Science* (1969), B.A., American University of Beirut.
- Robert von der Lippe, *Associate Professor of Sociology* (1969), Ph.D., Stanford University.
- Mary R. Warner, *Assistant Professor of Folklore* (1973), M.A., University of Pennsylvania (Ph.D. candidate, University of Pennsylvania).
- Stanley Warner, *Associate Professor of Economics* (1973), Ph.D., Harvard University.
- Frederick Weaver, *Associate Professor of Economics* (1971), Ph.D., Cornell University.
- Barbara Yngvesson, *Assistant Professor of Anthropology* (1970), Ph.D., University of California at Berkeley.

Foreign Studies

- Seymour Pollock, *Visiting Assistant Professor of Spanish* (1970), A.M., Middlebury College (Ph.D. candidate, Middlebury College).
- James M. Watkins, *Professor of Languages* (1970), M.A., Middlebury Graduate School.
- John Kortecamp, *Faculty Associate in the Educational Studies Program* (1973), M.Ed., University of Maine.
- Kathleen Kraus, *Faculty Associate* (1973), M.A.T., University of Massachusetts.
- Ruth Stamas, *Faculty Associate* (1973), M.S., San Francisco State College (Ph.D. candidate, University of Massachusetts).

Note: Date of appointment to the college is within parentheses.

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APPENDIX IV

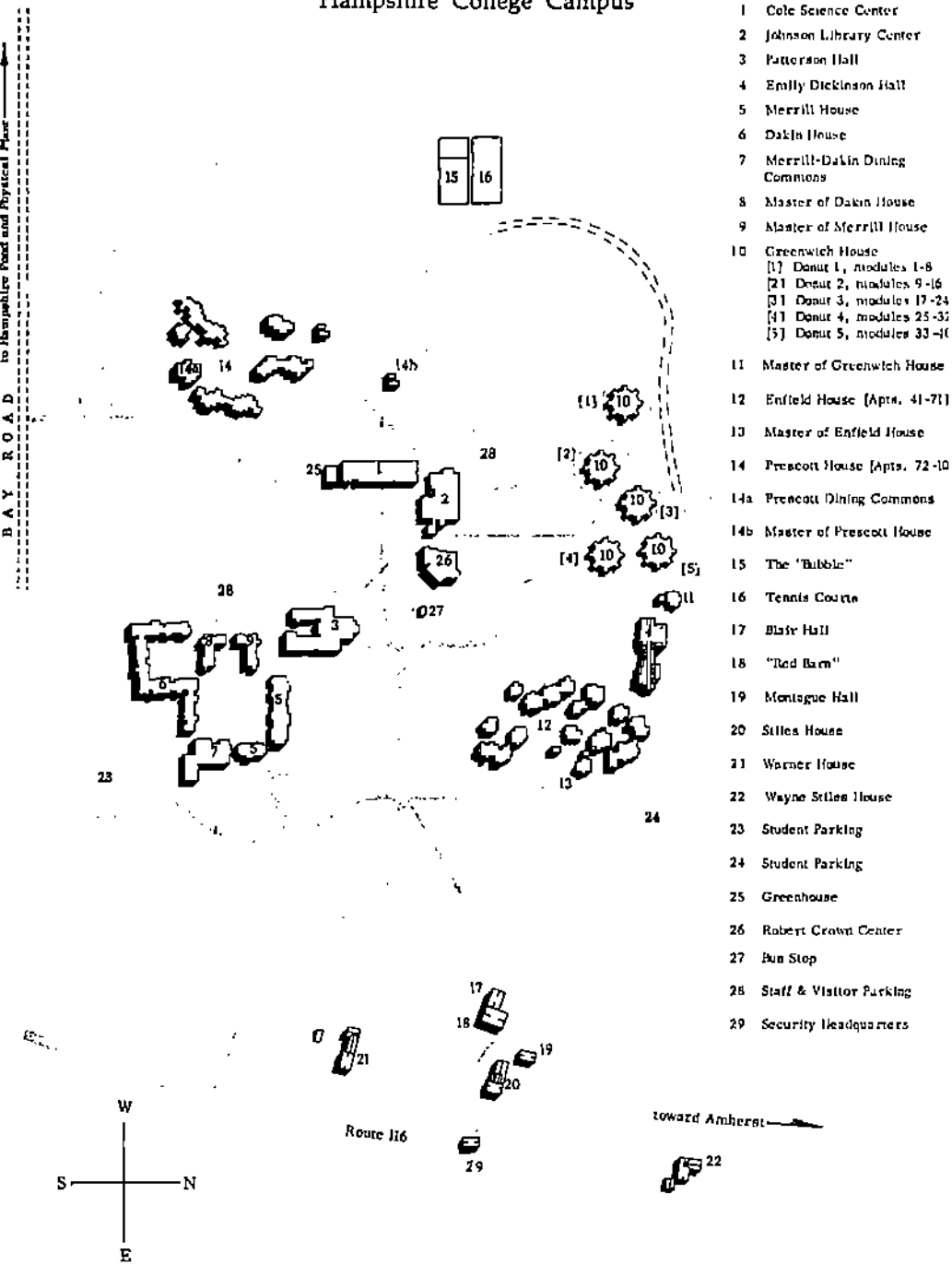
Government Grants and Loans to Hampshire College during the period 1965 to June 30, 1974.

<i>Government Grants</i>		
Fund for the Improvement of Post-Secondary Education	A System of Academic Progress of Examination	\$ 100,000
Department of Health, Education and Welfare, Office of Education	Patterson Hall Construction	750,000
	Johnson Library Construction	750,000
	Cole Science Center Construction	750,000
	Johnson Library Planning	114,297
	Equal Opportunity Grant Scholarships	108,444
	Work-study	29,961
	National Defense Student Loans	53,764
	Early Identification Program	42,772
	Direct Student Loans	29,138
	Equipment	41,038
Department of Health, Education and Welfare, Office of Education and Massachusetts Higher Education Facilities Commission	Dickinson Hall Construction	30,333
	Early Identification Program	196,065
Department of Health, Education and Welfare, Office of Education	Holyoke Model Cities Evaluation	21,840
Office of Equal Opportunity	Information Transfer Network	50,000
Department of Housing and Urban Development, Model Cities	Design Arts Curriculum	25,000
	Social Science Field Studies	22,680
National Endowment for the Humanities	Institutional Grant for Social Science or Natural Science	12,247
	Summer Pre-College Math Program	19,819
National Science Foundation	Summer Pre-College Math Program	28,373
	Natural Science Faculty Research Project	27,000
	Summer Pre-College Math Program	31,600
	Exportable Educational Packages	34,600
	Chautauqua Field Center Operation 1974-75	30,545
TOTAL — Government Grants		\$ 3,299,886

<i>Government Loans</i>		
Department of Housing and Urban Development	Merrill House	\$ 1,670,000
	Dakin House	2,185,000
	Greenwich/Enfield Houses	2,900,000
	Enfield/Greenwich Houses	100,000
	Prescott House	2,668,000
Department of Health, Education and Welfare, Office of Education	Greenwich House	764,000
	Dickinson Hall	*400,000
Department of Health, Education and Welfare, Office of Education and Eight Bank Consortium		705,750
TOTAL — Government Loans		\$11,392,750

*Final amount uncertain

APPENDIX V
Hampshire College Campus



- 1 Cole Science Center
- 2 Johnson Library Center
- 3 Patterson Hall
- 4 Emily Dickinson Hall
- 5 Merrill House
- 6 Dakin House
- 7 Merrill-Dakin Dining Commons
- 8 Master of Dakin House
- 9 Master of Merrill House
- 10 Greenwich House
 - [1] Donut 1, modules 1-8
 - [2] Donut 2, modules 9-16
 - [3] Donut 3, modules 17-24
 - [4] Donut 4, modules 25-32
 - [5] Donut 5, modules 33-40
- 11 Master of Greenwich House
- 12 Enfield House (Apts. 41-71)
- 13 Master of Enfield House
- 14 Prescott House (Apts. 72-10)
- 14a Prescott Dining Commons
- 14b Master of Prescott House
- 15 The "Bubble"
- 16 Tennis Courts
- 17 Blair Hall
- 18 "Red Barn"
- 19 Montague Hall
- 20 Stiles House
- 21 Warner House
- 22 Wayne Stiles House
- 23 Student Parking
- 24 Student Parking
- 25 Greenhouse
- 26 Robert Crown Center
- 27 Bus Stop
- 28 Staff & Visitor Parking
- 29 Security Headquarters

APPENDICES TO THE MAKING OF A COLLEGE

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APPENDICES

APPENDIX A

Synopsis
of
Report of the
COMMITTEE ON COOPERATION
to the Presidents of
AMHERST COLLEGE
MOUNT HOLYOKE COLLEGE
SMITH COLLEGE
UNIVERSITY OF MASSACHUSETTS

1956

INTRODUCTION

The committee had its inception in a grant made by the Fund for the Advancement of Education. In February 1955 funds were provided to relieve one teacher from each of the four institutions of a part of his regular work to study the problem of cooperative educational activities among the four institutions. The committee so formed was instructed to report its findings and recommendations to the presidents.

After initial misgivings about the possibility of accomplishing anything significant, the committee began to believe that if a thoroughgoing plan of cooperation among the four institutions could be devised and put into effect, it might be of more than local importance. It might indicate a pattern of action which could be successfully followed by other groups of colleges and universities. Of particular importance to the committee's thinking was the relationship between a public university and the private colleges and the effect cooperation might have in softening the criticism of the private colleges for their failing to meet the demand created by the increased number of college applicants.

1. Undergraduate Instruction

The first concern of the committee is cooperation at the undergraduate level. There are many handicaps to effecting cooperation. The interests of five groups must be coordinated. They are: the administrations, the departments, faculty committees on educational policy, the faculties as a whole, and the trustees. Requirements for general education and for majors and honors in each of the colleges must be observed, and an efficient mode of supervision of activities must be established. There are also practical impediments, including differences in accounting systems, the problem of transportation, discrepancies in calendars and class scheduling, and differences in salary scales and tenure provisions.

In spite of these obstacles, the committee is convinced desirable and workable proposals can be devised. Four possible modes of cooperation are suggested. They are: (a) joint appointments to supplement the work of departments in two or more institutions; (b) allocation of advanced or special courses to one of the four institutions; (c) the concentration of all work in one subject at one institution at the advanced level and, provision by the same institution at the intermediate and lower levels on the other campuses; (d) elementary and some intermediate courses on all campuses, with the advanced courses being distributed among the other institutions or at one institution but taught by members of the various faculties.

2. Cooperative Graduate Work

The committee feels that it is advantageous to cooperate in the offering of graduate work. Institutions offering the master's degree are expected to continue to do so. The cooperation in master's degree programs could be patterned after the suggestions for undergraduate cooperation. The Ph.D. degree should generally be given by the University although other institutions could retain or add programs.

General control of the program would rest with the University, under the Graduate Council, augmented by two representatives from each of the other institutions. The individual graduate departments would propose course offerings. The council would determine the makeup of the graduate departments. Development and operation of the program should lead to the establishment of a corporation which would not grant degrees nor give courses but would have administrative responsibility. The faculties of all the institutions might be utilized if approved by the appropriate department-head and president, thus increasing the teaching resources available. There would be some interchange where two or more institutions give the same degree,

or there are specialized courses in one location, or one school owns special equipment. This interchange should not be great.

Advantages of Development of a Cooperative Graduate Program

- (a) The ability to offer a full graduate program with a qualified staff.
- (b) The opportunity to satisfy top teachers who might otherwise leave for positions where they could teach graduate students.
- (c) Attraction of more and better graduate students.
- (d) The possibility of offering graduate assistantships even where the particular institution does not offer a graduate program itself.

Disadvantages of Development of a Cooperative Graduate Program

- (a) A slight increase in teaching staff at the other colleges although they will be compensated for the time of those who teach graduate courses.
- (b) A partial loss of time in the services of some outstanding teachers.
- (c) The time-consuming work involved in making formal arrangements for cooperation.
- (d) The possibility that in some cases when a faculty member becomes involved in graduate teaching there may be a deterioration of his undergraduate teaching.

After inquiries among the four faculties, the committee concludes that for the time being cooperative enterprise would be directed primarily to fostering the growth of Ph. D. programs at the University by the sharing of courses and personnel.

3. A Graduate Program for Teachers

The University expects to expand its program in the professional education of prospective teachers who have completed a liberal arts degree. Practical consideration indicates that the number of students the other institutions can recruit for this project will be small.

4. Transportation

Transportation of students from one institution to another is one of the major difficulties in the way of cooperative action. It is assumed that institutions will prefer to provide supervised transportation.

5. Area Studies

One of the major criticisms of our American colleges is that they have developed curricula to deal almost exclusively with the history and culture of the West. The committee proposes introducing a cooperative program of various studies in the non-Western world and that possible ways of instituting a cooperative program be investigated by a representative or representatives of the four institutions.

6. FM Radio and Educational Television

A joint program of radio and television would be a means of participating in adult education, would improve committee relations, and would provide the means to experiment with some new approaches to instruction. After investigating the possibilities, the committee concludes that open or closed circuit television is too expensive, but that FM broadcasting is feasible. A sub-committee was formed which made recommendations which were subsequently transmitted to Presidents Cole, Wright and Mather.

7. Coordination of Lecture Programs, Concerts and Art Exhibits

The committee recommends joint enterprise in planning for lectures on several bases. The committee recommends sharing information about desires and intentions concerning concert programs in order to avoid conflicting dates and duplication in major features. The committee recognizes the possibility of reducing expense and broadening the selection of art exhibits should they be secured cooperatively. Recommendations were made for action to explore the possibilities.

8. A Joint Calendar

The committee recommends the publication of a joint calendar of major events for each semester of academic year.

9. Remedial Reading

The committee proposes that representatives from the four institutions study the remedial reading situation and make a recommendation for action to the presidents.

10. Speech Therapy

The committee proposes that the speech departments of the four colleges send qualified students from Smith and the University to Mount Holyoke

for a course in the technical aspects of speech therapy. Further development of the program, including graduate work, depends on building a larger staff and building more housing at the University.

11. Adult Education

The four institutions have cooperated in the field of adult education for forty years through the Committee on University Extension in the Connecticut Valley colleges. The committee has supplied many needs but has attempted to not duplicate courses from elsewhere. There is a great need for adult education in the sciences. Therefore, the committee proposes that the four institutions explore the possibility of offering science instruction in evening classes as their special contribution to adult education.

12. Audio-Visual Aids

The committee suggests that there are financial savings and improved service to be gained through a central depository for materials. The committee suggests that the Director of Audio-Visual Aids at the University be invited in cooperation with representatives from other institutions to propose a plan to the presidents.

13. Joint Appointments of Statisticians

The committee recommends the joint appointment of a statistician to serve the four institutions as advisor on statistical procedure in research projects, to advise on statistical procedures in the presentation of information to the public by the institutions, to advise in correlating instruction in statistics, and to make analyses for the benefit of the administration and faculties of the institutions.

14. Cooperative Recruitment of Staff

Because of the impending shortage of good teachers it was suggested that the information about available personnel be pooled to the advantage of all. It was felt that such pooling could avoid the waste inherent in duplicated time, effort and expense. A coordinator would be important to the implementation of this recommendation.

15. Implementation of the Report

The majority of the recommendations cannot be realized without the enlistment of someone to encourage and coordinate the work of planning

and implementation. He must be empowered to deal with complex and delicate problems including scheduled transportation, salaries, etc. The committee recommended and the presidents agreed to appoint an administrative officer. The committee closed its report with the following statement:

We are not advocating cooperation just for the sake of cooperation, nor merely as a response to such pressures. We are advocating it as a safeguard for the future. At this stage no one can tell how far these joint activities may develop. Certainly they will grow only so far as it is apparent that they afford real advantages to the participating institutions.

If joint activities eventually attain any considerable proportions, particularly in the field of graduate work, it will be advantageous to set up a separate corporation (as was the case with the Hampshire Inter-Library Center) for their operation. Some of the advantages accruing to a separate corporation are: (1) it can receive and use funds from foundations and other donors; (2) it can make agreements for the cooperating institutions with other organizations or individuals more easily than separate agreements can be reached; (3) it is able to take the initiative in developing new forms of cooperation without arousing the jealousy that might come from extensive leadership on the part of one of the member institutions; (4) it can serve as an arbiter among the members; (5) it can simplify the administrative tasks of the member institutions; (6) it can oversee the operation of cooperative enterprises better than member institutions; (7) it is free from a great deal of the institutional inertia of its constituents; (8) it can provide more continuity and persistence to cooperative efforts than can be secured from an opportunistic approach, and probably more than a single individual unless he served for a long time; (9) it might prove a convenient holding and operating corporation for affiliated enterprises such as the proposed FM radio station, HILC, funds for graduate or faculty research, a visiting scholars program, etc.

Our final recommendation, therefore, is that if, eventually, the major proposals made in this report are put into effect a separate corporation to administer them should be established.

At the time of the report's publication the following recommendations had been approved by the presidents:

1. That committees be formed to study the possibility of cooperation in instruction at the undergraduate level in the following subjects: Astronomy, Botany, Classics, Geology-Geography, German, Italian, Physics, Russian, and Spanish.
2. That the presidents recommend to their trustees that establishment and operation of an educational FM station in conjunction with the Lowell Institute Cooperative Broadcasting Council be undertaken by the four colleges; and that efforts should be made to seek outside financial aid for the station's creation and maintenance.

3. That the chairmen of the lecture committees be invited to consider the suggestions made in the report for coordinating the programs of the four institutions.
4. That the chairmen of the concert committees also be invited to consider ways of coordinating their plans for concert series.
5. That representatives from Amherst, Mount Holyoke and the University be appointed to confer with Mr. Parks of Smith on the possibility of securing an art exhibit to be circulated among the four institutions.
6. That a joint calendar of major events be published for each semester of the academic year.
7. That a committee be appointed to study the possibility of a joint program for remedial reading and to make a recommendation to the presidents by next January.
8. That a committee be formed to study the following proposals for cooperation in speech therapy: (a) the joint appointment of a speech therapist for students in the four institutions; (b) the establishment of joint courses at both the undergraduate and graduate levels.
9. That a coordinator in charge of the administration of these various cooperative experiments be appointed.

Recommendations which the committee made which were still being considered by the presidents were the following:

1. That a letter be sent to the other departments of liberal arts and the sciences inviting them to consider similar possibilities of cooperation through (a) the offering of joint courses in fields where enrollments are small and (b) joint appointments to supplement their staff in areas where a full-time member of the department is not needed.
2. That where there are any two or more departments in the four institutions which are interested in working out a cooperative program for the Master's degree they be encouraged to do so.
3. That committees be appointed to study the possibility of a joint program for the Ph.D. in two or three subjects; and, in the event workable plans are formulated, that a subvention be sought for the purpose of getting these joint departments established.
4. That the possibility of instituting a cooperative program in the field of area studies, particularly the non-Western world, be studied either (a) by one person on released time, or (b) by representatives of the "Curriculum" or "Educational Policies" committees of the four institutions.
5. That the four institutions should explore the possibility of offering science instruction at the college and graduate levels in evening classes as their special contribution to adult education.

6. That the Director of Audio-Visual Aids at the University be invited, in cooperation with representatives from the other institutions, to study the possibility of establishing a central collection of materials and equipment.
7. That a statistician be jointly appointed to serve the four institutions.
8. That a central file pooling all information available in the four institutions which would be of use in the recruitment of staff be established.
9. That, if eventually the major proposals made in this report are put into effect, a separate corporation to administer them should be established.

APPENDIX B

Synopsis of THE NEW COLLEGE PLAN A proposal for a Major Departure in Higher Education (November 14, 1958)

FOREWORD — Letter of Transmittal

I. THE NEW COLLEGE PROPOSAL—An Introduction and Summary View

American higher education is facing a crisis in qualitative and quantitative terms. Solving the crisis will require great resources and great imagination. Amherst, Mount Holyoke, Smith and the University of Massachusetts can make a contribution to the solution cooperatively by sponsoring a new departure in liberal education of the highest quality.

The new college would provide economies, particularly in the efficient use of teaching resources, and yet would provide an education comparable to that of the "prestige" colleges. Unless privately endowed institutions meet the challenge of maintaining high academic standards in the face of increasing costs, they may not retain their roles as educational leaders. New College proposes to restructure liberal education to help meet the challenge of maintaining high quality in the face of rising costs.

1. *A new role for the course*

American higher education fosters the assumption that a subject is closed to a student unless he "takes" the course. Thus, the typical college strives to be a university in miniature. New College dethrones the course as the unit of knowledge, reduces the number of courses, and devotes the savings in faculty time to teaching the student to teach himself. It also dethrones the idea of institutional completeness by demonstrating the advantages of mutual cooperation wherever institutions are located near together. Each teacher will give one lecture course at one time; students will have a three-course program. Time saved will be for seminars and independent study.

2. *Training in independence*

The goal of liberal arts colleges is to prepare students for a lifetime of

self-education. New College believes the average student in better colleges is capable of more independence, but must be given proper training and opportunity. New College will provide that training and those opportunities and test the result with rigorous field examinations in the junior and senior years.

3. *Common intellectual experience*

Students will share a common experience by taking two college-wide courses during a month-long midwinter term. One course will deal with some aspect of the Western cultural heritage, the other with some aspect of non-Western cultures.

4. *Teaching disciplines without departments*

Departmental organization working within the course system is chiefly responsible for proliferation of courses. New College will be divisionally organized, but recognize that the intellectual life of a college is structured by specialized disciplines. The training of faculty members will be exploited rather than ignored; each of the faculty will decide what he will teach, in consultation with his colleagues, and in response to his own interests and those of his students. Course offerings will be 100 per year. Each teacher will teach one lecture course at a time. The goal is free development of the curriculum in response to changing intellectual interests.

5. *Cooperation within the sponsoring institutions*

One of New College's great advantages is in utilizing some of the teaching resources of the four supporting institutions. Students will be required to take at least one semester away during their college career. If a discipline is not represented on the New College faculty at all, the student will not be able to concentrate in the field, although he can study the subject at one of the other colleges. In some cases a student may be able to organize a program of concentration at or with one of the other colleges. New College will avail itself of information about educational technology and take advantage insofar as possible of films, television and language laboratory facilities.

6. *Programs of concentration*

"Completeness" will not depend on the course offering, but on the student. Teachers will have time to help the student organize his program

because their course load will not be large. Programs in concentration will be developed frequently on an *ad hoc* basis, with the approval of a faculty committee drawn from the three divisions. Field examinations will periodically be set by outside examiners.

7. *Plans for the College as a community*

The goal is to carry into the rest of the life of the College the attitudes promoted by the curriculum. It is hoped that intellectual and social interests can be combined. Because of the strong emphasis on group life, it is important that each student have a place where he can work and be alone if he chooses.

Recreation, athletics and social life should avoid the domination of compulsive organization, while encouraging the free development of individual and group activities. There will be no fraternities or sororities, and no highly organized intercollegiate athletics.

8. *Economies*

The first interest of the New College Committee was to provide for liberal education of the highest quality. However, educational and economic advantages can be made to go hand in hand. Savings are expected to be in operating costs, not in capital outlay. The chief factor making savings possible is the 20:1 ratio of students to faculty. If this ratio can be approximated, the College can operate on tuition and fees except for the need to find scholarship funds. Other savings can come through the library, where faculty research needs can be met with inter-library loans and Hampshire Inter-Library Center, in avoiding some specialized scientific facilities, in eliminating a formal athletic program, and unforced arrangements for recreation.

The high cost of acquiring and developing a site and of building facilities cannot be avoided.

II. CURRICULUM AND ITS RATIONALE

1. *The academic program*

Each student takes three courses in the fall and spring terms of 14 weeks each, and two college-wide courses at midterm. Freshmen have two fall term freshman seminars in the humanities and social sciences, and a year-long required science course. In the spring freshmen participate in lecture-student seminars which combine lectures and seminars and train students

to work more and more independently. Freshman seminars will average twelve students; freshman lecture-student seminars will average twenty-four students. Upperclass lecture-student seminar courses, averaging forty-two students, are the staple of the curriculum after the freshman year.

Distribution requirement to be met by end of junior year: Each student to have four semesters in two different humanities, four in two different social sciences and three in science. Concentration programs occupy half and not more than two-thirds of regular course work the last two years. One field examination during junior year, two field examinations or one examination and a thesis during senior year. All juniors or seniors participate in at least one faculty-supervised advanced seminar averaging ten students.

No language requirement. Elementary languages will be taught, but not for credit.

Grades will be fail, satisfactory, distinction. Examinations will be de-emphasized and student work in projects and seminars will be important in evaluating performance.

2. *Establishing and sustaining the pattern of student initiative*

Student initiative is established first by the freshman seminar, which will require a large investment of faculty time. Thereafter, the lecture-student seminar courses will reinforce independence.

3. *The first-term freshman seminars in humanities and the social sciences*

Fall freshman seminars teach methodology by exploring limited subjects. Each teacher will select a subject and show a group of thirteen students how he works, and how they can work in his discipline. Subjects will be limited in scope. Students will be assigned independent work to encounter fundamental problems of topic and discipline.

Teachers will have to teach composition as it relates to their field (there may be a need for remedial work in composition). Oral reports will be part of the regular pattern.

4. *Science courses*

Freshman science seminars to be similar to the seminars in humanities and social sciences. Students will participate actively in operations of science chosen to be limited in scope and chosen to lead to a general understanding of scientific method and history.

A sophomore course on science and society will be an elective. Natural,

biological and social scientists to join together to discuss the impact of science on modern society.

5. *The freshman's transition to greater independence*

The first midwinter term will consolidate attitudes inculcated by the fall freshman seminars. Freshmen will work with upperclassmen who are more experienced and with faculty who are almost as unfamiliar with the topic as the student. Life of the mind becomes real rather than an abstraction.

Second semester freshman year science seminar can be larger and more open-ended so the student is left to resolve questions for himself. Freshman lecture-student seminars to deal with larger subject-matters. Instructors will sometimes leave, sometimes listen, sometimes be absent. They will give advice on techniques for successful student-led group efforts.

6. *The upperclass lecture-student seminar course*

Rely on assumption that freshman year established independent study as a style of life at New College. Independent work associated with lecture courses will require much faculty time and thought to work out collateral projects, to visit student groups at intervals, to check and read papers and to advise students. The unique thought is the relationship between independent work and the lecture course. Tying these together should save faculty time and increase the possibility of student initiative. High quality of lecture preparations is a key determinant in the success of the lecture-student seminar course.

7. *Programs of concentration*

Differing needs and interests to be met by a great variety of programs ranging from the comparatively well-defined program for conventional goals to programs that cut across disciplinary and divisional lines.

Part of the student's self-education is the designing of his own program. Essays outlining a program of concentration required by each student at the end of sophomore and junior years; to be approved by a faculty panel representing the three divisions.

8. *Field examinations and theses*

Field examinations will make possible flexible programs in independent work while maintaining standards. Examinations will be larger than any course, but not so large as to make cogent testing impossible.

Field examinations may fall within one discipline or may be distributed across disciplines and divisions.

A senior thesis not universally required. If undertaken, it may be substituted for one of the two field examinations at the end of the senior year.

Course examinations can be dropped for students who are making the course part of their program of concentration.

9. *The advanced seminar*

The pattern of lecture-seminar courses will be varied by seminars organized in the manner which is customary for advanced departmental majors. Assume careful guidance on the part of the faculty to enable the student to reach high levels of scholarship.

10. *Courses in neighboring colleges*

The requirement that students take at least one semester course at a neighboring college during their college career will: a) enrich their programs and b) give them educational experience in a different institutional setting. The possibility of such interchange will increase the prestige of the new institution assisting in recruiting able students. Adjusting credits should not be a difficult problem.

11. *The midwinter term*

The midwinter term will supplant regular courses and projects. The College, with its guests, will turn itself into a conference.

The subjects will be of vital importance to the whole community; one, organized around a Western topic and the other a non-Western topic. The particular subjects to be dealt with in the two courses will be determined by faculty interest. Interdisciplinary efforts will be stressed.

Half the faculty will be involved in any one midwinter course. It is proposed that teachers who participate be given extra compensation. The other half of the faculty will be free to pursue their own studies from the beginning of Christmas vacation to the second week of February.

The president and dean should participate in the midwinter program.

Outside lecturers will be engaged from neighboring institutions and beyond. The visits of younger scholars will: a) provide a way for the New College faculty to see people being considered for teaching appointments and b) an opportunity to judge the work of younger colleagues.

The two month-long courses will be equivalent to a single term course.

There will be required reading, papers, discussions and examinations. The courses may develop so they can be offered during the summer, to other students, to teachers, to alumni.

12. *Foreign and ancient languages and literature*

The language requirement has been eliminated; persons without aptitude taking required language courses gain too little to justify the cost to them and the College.

New College will promote the study of philology and of foreign and ancient literature. New College will encourage all applicants to acquire a reading competence in at least one foreign language. Elementary non-credit courses will be offered by part-time instructors from without the New College faculty. Language laboratory facilities will be available.

The New College faculty will offer intermediate and advanced work in literary and philological subjects. There may be seminars to study subjects in the language of the culture, and upperclass courses in literature read in the original.

13. *The treatment of individual differences*

New College students will normally stay for four years. Advanced standing may be granted and a student allowed to begin his field examinations in his sophomore year. In general, however, students will be encouraged to take additional examinations and additional programs rather than to graduate in less than four years.

III. THE INSTITUTION AS A COMMUNITY

The educational goals of the New College curriculum can be realized most fully if they are promoted all along the line.

1. *Admissions and the character of the student body*

New College is aimed at making the average student more resourceful. The admissions goal is to recruit a student body similar to those at first-rate colleges.

If it is difficult to secure a full quota of students it may be advisable to suffer a financial deficit rather than suffer the failure of the program because of poor students.

Recruiting may be helped by the prestige of the supporting institutions and by the dearth of good coeducational colleges in New England.

At a later date, after the College is proven, the program may be tried with less talented students.

Scholarship help must be available to make possible a well-balanced student body.

2. *The quality of New College will depend on the faculty*

In order to attract a good faculty New College must offer:

- a. Salaries at least equal to the sponsoring institutions.
- b. Tenure in accordance with AAUP and AAC recommendations.
- c. Help in the purchase or rental of homes and apartments.
- d. Research and study leaves.

It is important not to attract just experiment-minded people.

An important recruiting factor will be provision for research opportunities to offset the very heavy teaching demands at New College. Such opportunities are provided for half the faculty during midwinter term. Most leaves of absence will probably extend from before Christmas to the following September.

New College should subsidize summer research work.

Each faculty member should have an individual office.

Approximately 10% of the faculty should be visiting teachers from other parts of the country to enrich, criticize and learn from the New College program. Part-time visitors from the neighboring faculties should be encouraged on the same basis.

Emphasis on student initiative makes possible the use of paid student teaching assistants for faculty and administration.

Faculty to be initially recruited to teach part-time in one of the four supporting institutions and spend part-time in planning and preparing for the opening of the new college.

Faculty already in existing colleges can be engaged from time to time to teach courses at New College where suitable people are not immediately available. Wherever possible, the advice of existing faculties should be enlisted in procuring the New College faculty.

3. *Administration*

The faculty should have a dominant role at New College. A senate

should be substituted for the usual board of trustees. Membership would include the president, dean, treasurer, division chairmen, three members at large elected by the faculty, three persons chosen by the senate to represent the public interest, three alumni and, initially, the presidents of the sponsoring institutions or their delegates.

The president would be chosen from and by the faculty for a five-year term.

A board of counselors, who are outside specialists, will advise the senate and treasurer on financial affairs. Alumni and friends will raise funds.

If the usual arrangement of a board of trustees and a president whom they appoint is adopted, the president should have the advice of a powerful faculty standing committee, and a third of the trustees should be persons professionally concerned with education.

If the board of trustees system is adopted, the trustees should delegate to a College Council many responsibilities for the operation of the College. The Council would represent all interested groups in the community and would be formed in a variety of ways according to the problem at hand.

Faculty committees should be kept to a minimum.

The division chairmen will do much of the work usually done by department chairmen.

The dean will work in the usual ways.

Under the dean will be a director of student activities to organize athletics, student affairs and other recreation.

The faculty will formulate educational policy.

The librarian and treasurer will have status as voting members of the faculty.

Student government should help organize social life, enforce discipline and be concerned with the solution of academic problems as well as extra-curricular matters.

4. *The library*

Self-education, emphasis on depth, seminar work, individual projects demand ample resources and training in how to use them.

Some factors which will help solve the library problem are:

- a. a limited curriculum
- b. membership in the Hampshire Inter-Library Center
- c. decision not to offer graduate work

- d. borrowing privileges for New College faculty at the sponsoring institutions' libraries
- e. according borrowing privileges to a New College student enrolled on a neighboring campus.

The neighboring libraries cannot make substantial contributions to regular undergraduate needs at New College.

Changes in book production and other technological advances may help solve the library problem. Such things are:

- a. microfilm for out-of-print books
- b. increase in the variety of paperback editions
- c. duplicated excerpts from uncopyrighted books
- d. anthologies created for the occasion by offset or mimeograph.

The librarian and his staff should have academic as well as technical interests. The librarian should be in charge of the College bookstore.

5. *Working facilities: the library, study centers, and laboratories*

The working life of the College will be centered in the library, the study buildings and the dormitories. The study buildings are for seminars, student seminars, and independent projects. This space should be close to the library reference room, the reserve desk and delivery desk.

There should be a large number of seminar rooms, some equipped with television monitors.

Study spaces would not be assigned. Library lockers would be provided for books and material.

There must be ample and well-constructed individual study spaces away from living quarters. Study buildings should have casual arrangements for easy social and intellectual interchange.

Auditoriums for large classes and the administration to be housed in a building near the library.

Science laboratories to be connected to the library by covered passages. Students enrolled in science courses at neighboring colleges to take laboratory work there, but New College to have adequate facilities to support its own courses.

6. *Living facilities*

Dormitories and dining halls should form subgroups, with the dining

halls being served from single kitchens. Dormitory units would have less than 75 students to encourage group loyalty and student responsibility. There should be open lounge space. Single rooms for all students who want them. Living facilities for married students in a trailer park.

7. *Social activities, religious life, recreation and athletics*

Social life, religious life, recreation and athletics are to be determined by flexibility and student initiative. No sororities or fraternities; no highly organized intercollegiate athletics. No extracurricular activities will have "tenure."

College should provide a small meditation chapel.

Sports will be encouraged which can be played informally and which provide skills to be continued after college. Intramural teams will be formed according to student interest. Skills will be taught by proficient students who will be paid. "Game weekends" will be focused on intramural games and championships and can be associated with other group activities such as the theater, music and a dance.

No required physical education program.

Recreation activity and athletic activity will take place in the Activities Center, which will include:

- a. fieldhouse type space
- b. a stage
- c. walls for exhibitions
- d. snack bar
- e. woodworking and metalworking shop
- f. multipurpose rooms to function as music studios, sewing rooms, game rooms
- g. offices for student organizations and for the director of student activities and his assistants
- h. special exercise room
- i. a swimming pool
- j. showers
- k. a stock room
- l. student health office
- m. simple kitchen facilities for student use

Playing fields and tennis courts and an outdoor amphitheater will be nearby.

Facilities for bowling, billiards and pool should be made available, but a charge should be made for their use.

All income from recreational and athletic activities will go to the College. The goals of the Activities Center are:

- a. To permit a great number of student activities to be supervised by a small staff.
- b. To avoid hardening of differences between student groups by having them all come to the same building.
- c. To avoid building up of empires within buildings that are "owned" by one group or one discipline.

8. *The campus and its architecture*

The dominant central building will be the library with its associated study center. In one direction from the library will be student living areas and in the other direction the recreation center, amphitheater and playing field. Automobile traffic should circle the central living and working areas.

Forthright modern architecture rather than a period style is favored. Flexibility of use of space is important. Maintenance costs should be considered at every point.

9. *Cooperation by the sponsoring colleges*

Cooperation among Amherst, Mount Holyoke, Smith and the University of Massachusetts is increasing. Possibility for cooperation in the future is only beginning to be appreciated. Perhaps the largest single opportunity is the cooperative sponsorship of new institutions such as New College.

APPENDIX C

Synopsis

of

The Report of the Educational Advisory Committee to the President of Hampshire College

May 2, 1966

Introduction

Committee suggests discussion of its proposals with the president. The *New College Plan* of 1958 was used as a "starting point." Nine most important proposals:

1. The freshman seminar and student discussion groups in other courses.
2. A four-divisional organization of the curriculum (with appropriate divisional examinations for majors and non-majors).
3. Emphasis upon independent projects and studies (including the "interim").
4. The abolition of any language requirement either for entrance or graduation (but abundant language study and use throughout College).
5. A virtually classless student body.
6. A small faculty, with assistants, and a relatively small number of courses.
7. A greater emphasis on academic counseling of students.
8. Appropriate provision for continuous curricular development and evaluation.
9. An administrative structure "to insure proper representation in decision-making by all elements in the Hampshire College community."

The Hampshire College "Image"

The College is founded on the principle that the best learning is that in which the student progressively acquires the ability to teach himself. Hampshire differs both from a university and a traditional college, in its view of teaching, in its curricular organization, in its emphasis on independent study, in its flexibility, and in its character as a laboratory for educational experimentation—especially experimentation in the methods by which a student best learns to teach himself. The life of the College includes visiting residence by talented outsiders, imaginative use of all media of communication, and opportunities to study and work in the world beyond the campus. The College is committed to a willingness to change.

Divisional Organization

Divisions may be argued for because departmentalization is an open-ended curse, but this is negative thinking and insufficient cause for going divisional. A positive reason for divisional organization for undergraduate education is that such organization allows a specialty to be treated but also to be fitted into a broad background. The *New College Plan* of 1958 proposed three divisions: *humanities, natural sciences, social sciences*. This did not provide suitably for studies of language, logic, mathematics, epistemology—for semantical and syntactical concerns. The current report suggests four divisions: *The Humanities, The Natural Sciences, The Social Sciences, and The Languages* (including mathematics and logic). Central concern of the fourth division would be communication, involving: a) study of three uses of language: analytic development of calculi and syntax, synthetic development of empirical statements and their semantic functions, and creative employment of language; b) history of language; c) foreign language study. Subjects represented and faculty who are appointed should be selected for their ability to contribute, beyond specialization, to the larger disciplines. The first love of faculty must be teaching.

1. *The Humanities Division*

- a. Thirteen professors with two courses each plus four or five majors.
- b. Ten (Group I) freshman seminars of twelve students per semester.
- c. Four (Group II) non-major courses of thirty students per semester.
- d. Twelve (Group III) major "lecture" courses per semester.
- e. Suggested faculty:

(Disciplines:)

- 1) Musicologist
- 2) Art historian
- 3) Literature scholars (3)
- 4) Philosopher
- 5) Historian
- 6) Comparative religion scholar
- 7) Historian of science

(Cultures:)

- 8) Orientalist
- 9) Classicist
- 10) Hebrew culture scholar
- 11) Near East scholar
- 12) Renaissance scholar
- 13) Scholar of Modern Age of Revolutions

Also a writer, musicians, an artist, and a dancer in residence.

- f. This division should show how different cultures have dealt with the question of values; it should use study of the arts as well as of history, philosophy, and religion to this end. Performance is key to appreciation and students should be involved in production as well as study.
- g. Goals of the division:
 - 1) Provide an introduction to liberal education through the freshman seminar.

Group I courses, e.g.:

Revolt in Western Music
Savonarola and His Enemies
Etc.
 - 2) Give non-majors appreciation of one or two major answers to the value problem.

Group II courses, e.g.:

Plato and Aristotle
Erasmus
Etc., built around great humanistic figures
 - 3) Provide intermediate and advanced program for Humanities majors.

Group III courses (intermediate) would be relatively like such courses in conventional liberal arts programs (e.g., Nineteenth Century English Poetry, etc.); the advanced program would consist entirely of independent studies under tutorial direction.

2. *The Natural Sciences Division*

This division should have four types of course offerings to meet four distinct student needs:

- a. *Unified program of mathematics, physics, and chemistry for the prospective scientist.* (Cf. Unified Science Program of University of Michigan) First two years, "half the student's work." Sophomores as research assistants to faculty scientists.
- b. *A science program for non-science students.* Three or four courses per year; cross-field in type; probably full year in duration.
- c. *Seminars in particular disciplines, for science students.* Designed to present methodology within framework of specific problem arising out of faculty interest. Could be freshman seminars; six to eight such per semester.
- d. *Upper-level science courses in specific disciplines.* Some available at other colleges. Twelve to fifteen courses per semester; one per full-time faculty member. Each such course would assume the background of the unified science program.

The minimum faculty: 15—biology, 4; chemistry, 3; mathematics, 5; physics, 3. Teaching load: 2 courses and six student tutorial hours per week.

3. *The Social Sciences Division*

The intention is to offer a coherent program dealing with the study of man in society, including origins, organization, ideology, behavior, systems, and methodology. Assumptions: a) current state of knowledge permits definition of such study; b) education for general knowledge is still possible; c) the division will offer sufficient alternatives to accommodate diverse student interests; d) there are excellent scholars who share this frame of reference. The course areas break down as follows, with an example course in each:

—Origins, e.g.:
Pre-literate Cultures

—Study of Social Organization, e.g.:

The Family

—Ideology, e.g.:

Social Values

—Methodology, e.g.:

Non-parametric Statistics

—Social Behavior, e.g.:

Behavior Analysis

—Social Systems, e.g.:

Political Parties

This division would include as faculty an anthropologist, a sociologist, a philosopher, a mathematician, plus economists, psychologists, and political scientists. Each of the six areas of courses should provide a freshman seminar. The specific disciplines are *implicit* in the course areas and courses, not explicit in the program. The offerings described provide not more than half the normal topical coverage found in the undergraduate major; tutorial and independent study will account for the other needed half. No special courses for non-social science majors foreseen.

4. *The Languages Division*

Mission: to promote understanding of variety of languages developed as instruments of human communication and as tools of artistic and intellectual achievement. Scope: the primarily formal structures (calculi of the mathematician and logician); the empirical communications of the natural and social sciences; the informal uses in everyday life; the artistic uses. Plus: the historical development of language, and through linguistics, the semantic, syntactic, and aesthetic factors. Argument: curricular innovation in this mission-scope direction is crucially needed and, at Hampshire, possible. Suggestions for courses (a few selected):

Group I—Freshman seminars

—Game theory

—Grammar and culture

Group II—For non-majors

—Finite mathematics

—Computer linguistics

—History of languages

Group III—For majors

- Symbolic logic
- Linguistic analysis: Metaphysics
- Topology

Proposals with regard to foreign language instruction: that none be "required," but that active offerings be made, and *for credit*. Desirable to use summers for a "total" approach; also adequate mechanical aids. Staff includes: coordinator of language instruction, director of language laboratory, and part-time persons for aid in elementary language instruction. Unanswered: whether (and, if so, what kind) tests of foreign language background and proficiency should be required for admission to Hampshire.

Other Proposals

1. The "Interim" Plan

Three or four week period between fall and spring semesters. Free rein to student study and other interests. Half of faculty present. Range: independent projects, faculty-directed projects, non-academic work, no formal evaluation. Reverse of inter-semester suggested by the *New College Plan* (1958).

2. The Library

Should be geared to highly independent study.

Summary of Implications of Proposals

1. Faculty

Not more than 50, if possible; salaries, etc., comparable to nearby institutions; load of two courses plus six hours of counseling per week; faculty assistants as needed; minimum pedagogical and administrative machinery; real faculty participation in administration.

2. Students

Freshman seminars; student discussion groups in lecture courses; three courses per semester; divisional examinations; open-ended calendar; adequate academic counseling; continuous evaluation (no grades as such); opportunities to serve as paid teaching assistants; encouragement of off-campus experience, as approved by College, in specific instances; assistance in continuing education.

Topics Where No Final Conclusions Were Reached

1. Admissions
2. Graduation requirements
3. Administrative arrangements
4. A device for insuring continuation of the College's "experimental nature"
5. A specific uniqueness for the College. Possible suggestions include subjects not now taught in the Valley.
6. Relationship to other four institutions

APPENDIX D

OFFICE OF THE COORDINATOR
9 Moore Laboratory of Chemistry
Amherst College, Amherst, Massachusetts 01002

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Amherst College, Amherst, Massachusetts 01002

Four-College Cooperative Program September 1, 1965

To: Presidents Gettell, Lederle, Mendenhall and Plimpton

From: Robert B. Whitney, Four-College Coordinator

Subject: Annual Report for 1964-65

It is my privilege to submit the following report on my first year's activities as Four-College Coordinator on a half-time basis. The year has been busy, interesting and enjoyable. As the job has unfolded itself it has seemed to me to consist of four parts—*communications*, helping in the exchange of ideas and information among the four institutions and between them and the outside world; *promotion*, furthering the interests of the Four-College enterprises and particularly in attempting to secure the cooperation of faculty members; *steering*, trying to see that directives are carried out in a way consistent with the policies and interests of the four institutions; and *evaluation*, studying the results of the various Four-College activities and trying to ascertain the reaction of faculty and administrative persons to them.

In order to indicate the present scope of Four-College activities, a copy of "Four-College Cooperation: Information for Faculty Members" is appended to this report. There are 27 areas in which some cooperative work is in progress.

The activities of the Coordinator have centered around 45 different meetings with twenty Four-College groups (those arranged by the Coordinator are marked with an asterisk).

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Massachusetts Review Directors	2
HILG	2
Registrars	1
*Lecture Committee Chairmen	1
Student Activities Personnel	1
*Four-College Seminar Committee	1
Four-College Alumni	1

Agenda and minutes were prepared for many of these, and an important part of the communications function of the Coordinator (as it seemed to me) was the distribution of these documents to a list of approximately 25 individuals, comprising the Presidents, the Deputies, the Business Officers, and the Deans of the four institutions.

Special mention should be made of the valuable discussions which the Deputies held with such experts as Provost Oswald Tippo and Dean I. Moyer Hunsberger on the future of the relation of the University to the other Colleges, Mr. Horace W. Hewlett, President of the Western Massachusetts Broadcasting Council, on new developments in communications, the Editors of *The Massachusetts Review*, Dean Edward C. Moore of the Graduate School of the University on the Cooperative Ph.D. program, and on the new computer developments at the University, and with Professor Herbert Spiro, Chairman of the Asian-African Committee.

Dr. Walter T. Schoen, Phillips Intern in Educational Administration, connected with Smith College, was a valuable help to the Deputies and the Coordinator in collecting resource information. (A project which Dr. Schoen and the Coordinator had hoped to complete during the year, namely the revision of the Book of Agreements, was not accomplished. Perhaps this is just as well since so many changes are now occurring. Also, the previous Coordinator, Professor Stuart M. Stoke, had put it into excellent condition and had given it wide distribution.)

Progress during the past year

The appearance of the four institutions to the outside world was bright-

ened in a significant way by *The Massachusetts Review* which achieved a new level of recognition in terms of subscriptions and critical acclaim, (and which incidentally abolished its old deficit, and acquired a small new one), and by WFCR which instituted successful local programming on a significant scale, broadcast four leading musical series (live), received an encouraging volume of fan mail and substantial financial contributions from an appeal to listeners. It should be noted also that WFCR has a very effective new station manager, Mr. Albert Hulsen, and that an expanding service to the four institutions has been the preparation of edited copies of the WFCR tapes of local lectures and concerts, for later use by the performers or their colleagues.

Small but worthwhile steps toward smoother and more effective cooperation were:

Establishment of more nearly coincident yearly class schedules, establishment of more convenient bus schedules resulting in a very large increase in patronage of the buses, improvement in Four-College registration procedures, working out of library rules, especially for graduate students, to the satisfaction of all of the Librarians, and the working out of new forms for faculty borrowing.

The Coordinator records but claims very little responsibility for these items.

Old Programs in Need of New Decisions

The Asian-African Committee, with a large amount of money still to be spent, and with almost completely new personnel begins the next to last year of its operation under the Ford Foundation grant. Many objectives of the subsidized program which began five years ago have been realized to a reasonable extent. The unusual turnover in personnel in Four-College Asian-African fields (itself a tribute to the success of a part of the program) leaves the four institutions with a sizeable task in getting the maximum benefit out of the generous funds remaining and in planning for the transition two years hence in such a way that this important field will not be neglected. The meeting of the Presidents with the Asian-African Committee on October 5th, 1965, should establish some directives.

The Four-College Astronomy Department, now under the temporary chairmanship of Professor Robert Gluckstern of the University Department of Physics, will need a revision of its administrative set-up as the University implements its plans in this field.

The Hampshire Inter-Library Center, which now is in need of additional

funds if it is to carry out adequately the successful program of the past thirteen years, should, in the Coordinator's opinion, be maintained even though the University research library gives promise of growing into a much larger collection. HILC performs a number of unique functions, which should be valuable for many years to come (see minutes of the Deputies' Meeting, May, 1965).

The History of Science enterprise has just completed its first year with Dr. Harold Fruchtbaum. He will be teaching four different one-semester courses, one at each institution (and in addition doing extra work at Amherst College in connection with honors students, guest lecturing and preparing for the new Problems of Inquiry program). This will hopefully be better than the past year's program in which the same elementary course was repeated at each of the four institutions, and one advanced course only was given, at Amherst College. Since Dr. Fruchtbaum is what he calls an "external" historian of science, instead of an "internal" one, it seems that extensive prerequisites are not needed for his courses. Indications are that at least some of the institutions would like to see expansion in this important field. In any case it was the understanding of the History of Science Committee that the third year program would be different from the second, and a study of this should be undertaken at a fairly early date.

Student Exchange

A complete tabulation of students taking courses at other colleges than their own was sent out somewhat after the middle of each semester. The following is a resume. The grand total of courses taken by students at other colleges was 467 for the past year as compared with 422 for 1963-64, and 365 in 1962-63. Of the 467 during the past year, 337 were undergraduate interchange courses, 30 were enrollments in "cooperative" courses, 28 were course enrollments by cooperative Ph.D. candidates, and 72 were enrollments by other graduate students.

Faculty Exchange (numbers of semester courses are given):

a) Overtime borrowing:	Amherst to Asian-African Program	— 2
	Mount Holyoke to Amherst	1
	Mount Holyoke to Smith	1
	Smith to Amherst	2
	Smith to Mount Holyoke	5
	University to Mount Holyoke	3
	University to Smith	5

- b) Released-time borrowing: University to Asian-African Program 2
- c) Joint appointments:
- History of Science (all four colleges) (1 person)
 - Chinese (Smith and the University) (1 person)
 - Astronomy (all four colleges) (5 persons)

New Ventures

In the early stages of planning are a program of cooperation in regard to student activities (which incidentally should probably involve some form of Four-College evening transportation), and a Four-College Faculty Seminar program. One meeting of the committee which the Presidents appointed indicated some rather fundamental differences of opinion as to how this should be carried out in detail. One such seminar, that in Latin-American Studies, will be subsidized to the extent of \$800 during the coming academic year. It is hoped that foundation support can be secured for an expanded program.

Last but not least in July the establishment of Hampshire College was announced and Four-Colleges, Inc., had its incorporation meeting. The incorporators of the latter are the four Presidents, the four chief Business Officers and the Coordinator. In addition to these nine persons as directors, the incorporators elected Mr. Robert McCartney, Secretary of the University, as a director and secretary of the Corporation, and Mr. George B. May, Comptroller of Amherst College, as a director and treasurer of the Corporation. The final issuance of legal papers by the state is expected to take place in September. It is hoped that the existence of this corporation will gradually simplify and make more efficient several of the existing Four-College ventures and will allow for the establishment of new ones in the course of time.

Hampshire College represents the culmination of one of the early great dreams of Four-College cooperation. The evolution of the plans of the 1958 New College report (prepared by Shannon McCune, now president of the University of Vermont; Cesar Barber, now at the University of Indiana; Stuart M. Stoke, now retired and Donald Sheehan, Smith College) is welcomed and will present many interesting problems and possibilities for ingenious schemes in cooperation.

The Coordinator would like to express his gratitude to the Presidents, the Deputies (Professor William E. Kennick of Amherst College, Miss Florence S. Kimball, Registrar of Mount Holyoke College, Professor George W. de Villafranca, of Smith College, and Dr. William C. Venman, Assistant

to the Provost at the University), and the Business Officers for the frequent help which they have given him. The Secretaries of the Boards of Trustees of the four institutions (Mr. J. Alfred Guest, Amherst, Miss Mary Tuttle, Mount Holyoke, Miss Florence Macdonald, Smith College and Mr. Robert J. McCartney, University of Massachusetts) as well as Mr. Horace W. Hewlett, Secretary of Amherst College have given valuable advice and help. In the complexity of the rapidly expanding University situation, Provost Tippo, Dean Hunsberger and Dean Moore have been most generous in sharing their wisdom and knowledge. Finally I should like to thank my predecessors Professors Sidney R. Packard, and Stuart M. Stoke for all that they started, as well as for the helpful advice which they gave me when I began the job.

Respectfully submitted
 ROBERT B. WHITNEY
 Coordinator

APPENDIX E
Four-College Student Interchange
1962-63 to 1965-66

	<i>Interchange Course Enrollment</i>	<i>Cooperative Course Enrollment</i>	<i>Total Graduate Course Enrollment</i>	<i>Cooperative Ph.D. Students</i>
1962-63	253	123	N. A.*	21
1963-64	320	25	89	32
1964-65	336	30	90	43
1965-66	578	45	120	101

*Not available.

Interchange course enrollment—undergraduate enrollment in courses on campuses other than the students' own.

Cooperative course enrollment—undergraduate enrollment in courses taught cooperatively by two or more of the four institutions.

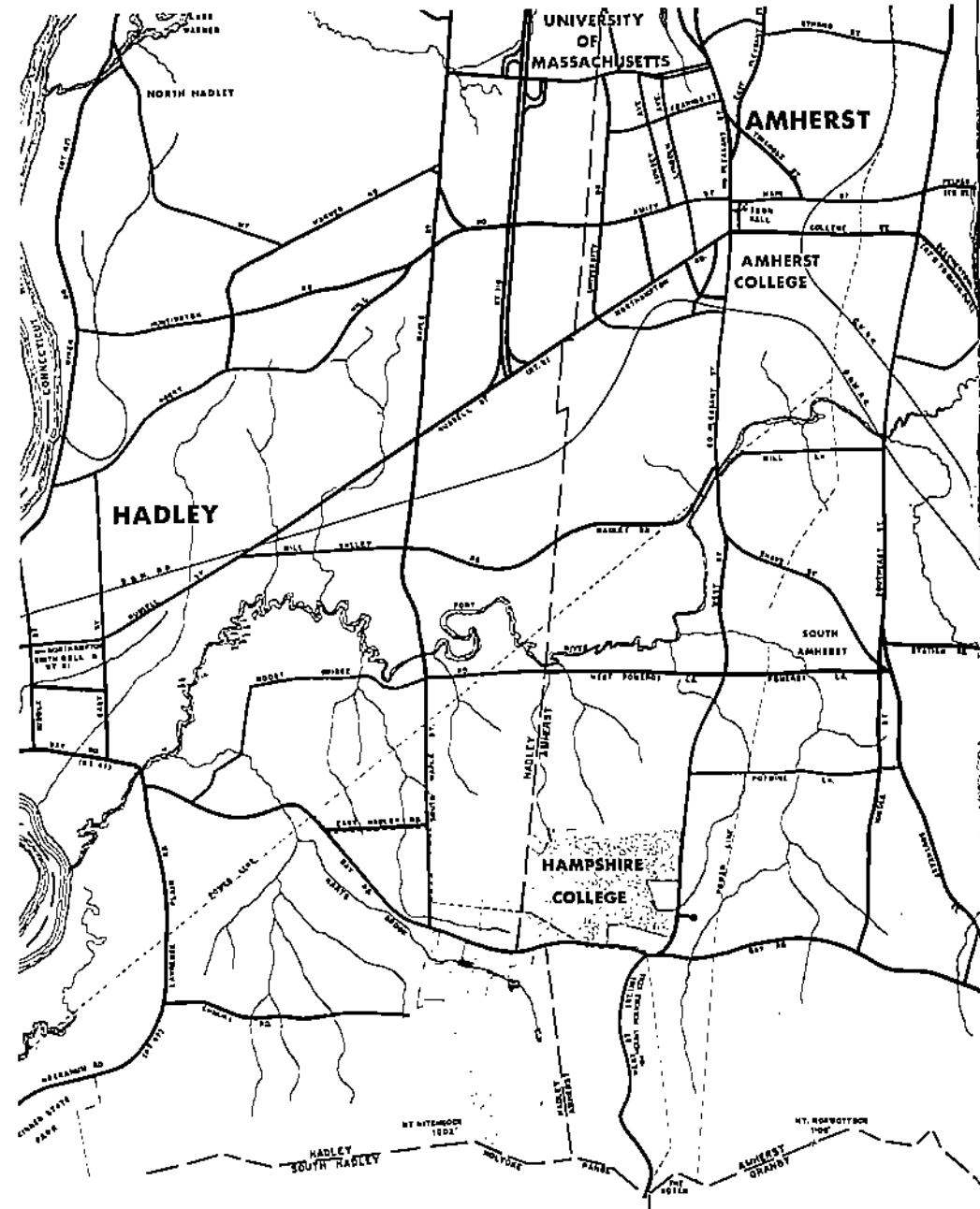
Total graduate course enrollment—graduate enrollment in courses on campuses other than the students' own. Includes cooperative Ph.D. enrollment.

Cooperative Ph.D. students—number of students enrolled at the beginning of the first semester.

APPENDIX F
Estimates of the Resources of the Four Connecticut Valley Colleges
Amherst, Mount Holyoke, Smith, University of Massachusetts

	<i>Amherst</i>	<i>Mount Holyoke</i>	<i>Smith</i>	<i>University of Massachusetts</i>	<i>Totals</i>
# Faculty	155	175	235	750	1,315
# Vols. library	550,000	300,000	477,000	300,000	1,627,000
# Departments	24	24	32	60	140
# Courses	203	250	250	1,000	1,703
Endowment	\$73,000,000	\$22,800,000	\$37,600,000	\$846,600	\$134,246,600

APPENDIX G

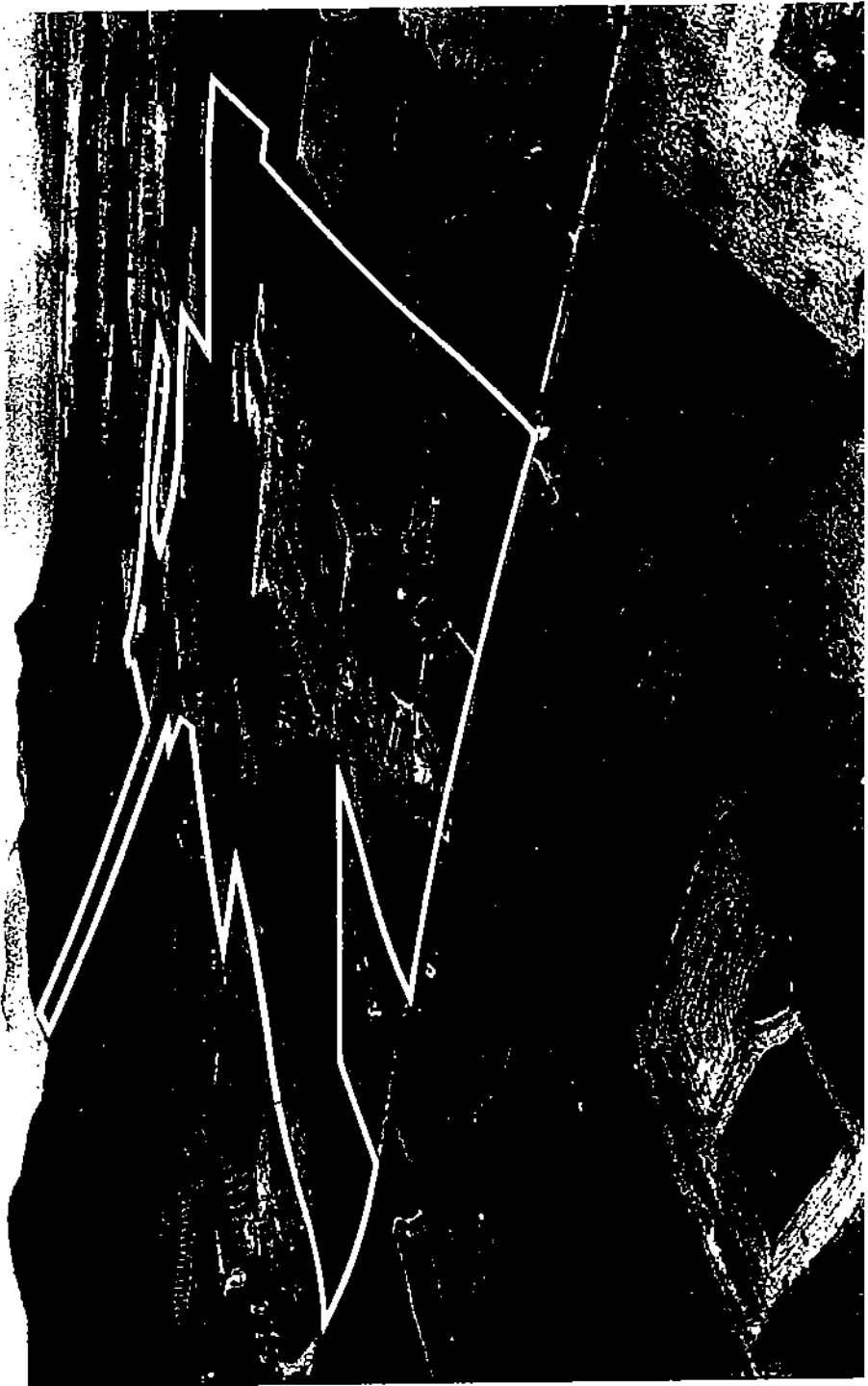


AMHERST - HADLEY AREA
SITE OF HAMPSHIRE COLLEGE

↑ NORTH
MAY 1966 SCALE:
NOTE: MANY MINOR ROADS ARE OMITTED
SOURCE: U.S.G.S. FIELD SURVEYS, AERIAL PHOTOS
PREPARED BY T.S. BACON, PLANNING CONSULTANT,
AMHERST, MASS.

APPENDIX H

Aerial View
Hampshire College Property



APPENDIX I

Estimated Square Footage and Cost of Hampshire College Physical Facilities and Campus

One House — 360 Students

Facility	Gross Square Feet	Assumptions
Living/study	100,800	Gross 280 square feet per student, 360 students, bedroom-study, toilets, social, service, library.
Dining/kitchen	10,260	One dining room each house; 18 square feet per seat; one kitchen for four houses.
Instructional Space		14 square feet net per station; 200 stations.
Lecture hall (1)	4,200	
Seminar/classrooms (2)	3,375	15 square feet net per station; two rooms, 75 stations each.
Administrative offices		
Master and Secretary	375	Net 250 square feet.
Proctor	250	Net 167 square feet.
Faculty offices (16)	2,880	Net 120 square feet/office
Residential		
Master	2,000	
Proctor	750	
Faculty (duplex)	2,800	
	129,435	

One House — 360 Students

	Gross Square Feet	\$/S.F.	Cost
*Living/study	100,800	25	\$ 2,520,000.
*Dining/kitchen			
Dining	10,260	32	328,320.
Kitchen	1,745	40	69,800.
*Instructional Space			
Lecture hall	4,200	27	113,400.
Seminar/classrooms	3,375	27	91,125.
*Administrative offices	625	27	16,875.
*Faculty offices	2,880	27	77,760.
Residential-non-student	2,750	25	68,750.
			\$ 3,286,030.
		x 4 houses	\$13,144,120.

*Includes furnishings.

Library
Square Footage

<i>Facility</i>	<i>Net Square Feet</i>	<i>Assumptions</i>
1. Stack space	20,000	10 vols./s.f.; 200,000 vols.
2. Reading, browsing	10,000	500 spaces, 20 s.f./space
3. Faculty research offices	5,000	50 @ 100 s.f.
4. Service	6,000	20% of total stack and reading (Excluding faculty offices)
	41,000	
Net S.F.	41,000	
Gross S.F. x 1.5	61,500	
	Library	
	<i>Cost</i>	
	*61,500 S.F. @ \$33/S.F.	\$2,029,500.

*Includes furnishings.

Schools
Humanities

<i>Facility</i>	<i>Net Square Feet</i>	<i>Assumptions</i>
Dean's office	300	
Secretary		
Seminar/Conference room	300	
Faculty offices	600	100 S.F. net (3) 150 S.F. net pooled offices (2)
Classroom	900	15 S.F. per station; 60 stations
Music practice rooms	640	8 @ 80 S.F. each
Dance practice rooms	2,500	50 stations @ 50 S.F. each
Experimental theatre	2,500	2,500 S.F.
Graphics	1,750	50 stations @ 35 S.F. each
Sculpture	2,500	50 stations @ 50 S.F. each
Photography, darkroom	500	
	12,490	
	<i>Humanities</i>	
	Gross S.F. x 1.5	18,735
	<i>Humanities Cost</i>	
	*18,735 S.F. @ \$25	\$468,375

*Includes furnishings.

Schools
Social Sciences

<i>Facility</i>	<i>Net Square Feet</i>	<i>Assumptions</i>
Dean's office Secretary	250	
Seminar/Conference room	300	
Lecture room	2,250	150 stations, convertible, 15 S.F./station
Laboratory space	1,600	
Net S.F.	4,400	
Gross S.F. x 1.5	6,600	
<i>Social Sciences—Cost</i>		
*6,600 S.F. @ \$27/S.F.		\$178,200

*Includes equipment and furnishings.

Schools
Languages

<i>Facility</i>	<i>Net Square Feet</i>	<i>Assumptions</i>
Dean's office Secretary	250	
Seminar/Conference room	300	
Language Laboratory	1,000	50 stations @ 20 S.F.
Language Lab. office	120	
Linguistics Laboratory	1,600	
Classrooms	4,050	270 stations @ 15 S.F. each
Intran Center Director's office Secretary	250	
Television studio	1,000	
Engineering room	300	
Computer center	600	
Offices	600	200 S.F. each (3 double offices)
Unspecified reserve	2,000	
Net S.F.	12,070	
Gross S.F. x 1.5	18,105	
<i>Languages—Cost*</i>		
18,105 S.F. @ \$35/S.F.		\$633,675

*Includes equipment and furnishings.

Schools
Natural Sciences

<i>Facility</i>	<i>Net Square Feet</i>	<i>Assumptions</i>
Dean's office Secretary	250	
Seminar/Conference room	300	15' x 20'
Faculty offices	1,680	Ten 12' x 14'
Lecture/Classroom	3,000	200 stations, two 100 capacity rooms, 15 S.F./station
Laboratories		
Biology)		
Chemistry)	17,500	Lab space, storage, preparation, 350 students @ 50 S.F./station
Physics)		
Preparation, shop, stock, mechanical, etc.	4,000	
Net S.F.	26,730	
Gross S.F. x 1.5	40,095	

Natural Sciences—Cost

*40,095 S.F. @ \$50/S.F. \$2,004,750

*Includes equipment and furnishings.

Health Services

<i>Facility</i>	<i>Net Square Feet</i>	<i>Assumptions</i>
Outpatient facilities, nurse's office, doctor's office	4,000	20 beds @ 150 S.F./bed 3 offices @ 150 S.F./bed Examination; treatment
Net S.F.	4,000	
Gross S.F. x 1.5	6,000	
	<i>Cost</i>	
*6,000 S.F. @ \$27/S.F.		\$162,000

*Includes equipment and furnishings.

Administration — Service

Facility	Net Square Feet	Assumptions
President's office	400	
Secretary	120	
Dean	225	
Secretary	120	
Vice-President	225	
Secretary	120	
Admission	600	1 office 10' x 10' 1 office 10' x 15' Work space 10' x 20' Reception waiting 10' x 15'
Registrar	400	1 office 10' x 10', waiting area, secretarial, clerical
Development	300	1 office 10' x 12' Secretarial, work area
Business Mgr./Comptroller (Purchasing officer) (Personnel officer)	650	3 offices 10' x 12' Secretarial, clerical work area

Administration — Service

Facility	Net Square Feet	Assumptions
Conference/Board room	600	Divisible into two rooms 15' x 20'
Buildings and Grounds	800	1 office 10' x 15' 1 office 10' x 12' Secretarial, work area
Student government	400	1 office 10' x 10' Work, meeting space
Reception/waiting	200	
Institutional R & D	250	1 office 10' x 12' Working area
Dean of Students	500	1 office 12' x 15' 1 office 10' x 15' Secretarial
Net S.F.	5,910	
Gross S.F. x 1.5	8,865	

Administration—Service Cost

*8,865 S.F. @ \$27/S.F.

\$239,355

*Includes furnishings.

College Center

Facility	Net Square Feet	Assumptions
Shops		
Coffee	2,000	
Snack bar	2,000	
Book and record	2,000	
Barber	400	2 chairs
Woodworking, metal-working	2,000	
Gallery	2,500	
Auditorium/Theatre	8,000	800 seats, 10 S.F. per seat; divisible into smaller units
Production area	2,500	
Offices		
Director S.A. Secretary	300	
Asst. Dir. S.A.	150	
Net S.F.	21,850	
Gross S.F. x 1.5	32,775	
	<i>Cost</i>	
*32,775 S.F. @ \$32/S.F.		\$1,048,800

*Includes equipment and furnishings.

Recreational — Athletic

Facility	Net Square Feet	Assumptions
A. Indoor		
Swimming pool	6,300	42' x 75' plus apron, lounge
Locker rooms, showers	4,000	Two 50' x 40'
General exercise	4,000	
Spectator	1,500	
Covered space	6,000	Geodesic dome or inflated bubble
Net S.F.	21,800	
Gross S.F. x 1.5	32,700	
B. Outdoor		
	<i>Gross S.F.</i>	
12 tennis courts	86,400	60' x 120'
2 basketball courts	9,000	50' x 90'
4 badminton/volleyball courts	7,200	30' x 60'
4 softball fields	250,000	250' x 250'
1 baseball field	122,500	350' x 350'
4 touch football, soccer fields	324,000	225' x 360'
	799,100	
	<i>Recreational facilities—Cost</i>	
Indoor		
32,700 S.F. @ \$30/S.F.		\$1,131,000
Outdoor		
Tennis courts \$10,000 each	120,000	
799,100 less 86,400 =	65,600	
@ \$4,000/acre		
Cost		\$1,316,600

Maintenance, Heating, Storage

Facility	Gross Square Feet	Assumptions
Storage, Buildings and Grounds Equipment, Personnel area, Central Heating (?)	10,000	
Gross Square Feet	10,000	
	<i>Cost</i>	
10,000 S.F. @ \$22/S.F.		\$220,000

Site Development

Grading, seeding, planting, and drainage	50 acres @ \$3,300/acre	\$165,000.
<i>Roads</i>		
Main and secondary access		160,000.
Interior service		125,000.
Parking	500 spaces @ \$300/car	150,000.
Outdoor social space		85,000.
Lighting		100,000.
		<u> </u>
		\$ 785,000.
<i>Other Capital Outlay</i>		
Library books	100,000 @ \$6/book	\$600,000.
Vehicles, maintenance equipment	Lump sum	50,000.
Language laboratory equipment		100,000.
Audio visual, TV equipment		250,000.
Computer		100,000.
		<u> </u>
		\$1,100,000.
<i>Fees</i>		
Architects, landscape architects, engineers	10% of total cost of building site development	\$2,223,000.
<i>Additional Land</i>		
Purchase land		\$ 200,000.

APPENDIX J
MASTER PLAN STUDIES
HAMPSHIRE COLLEGE
Amherst, Massachusetts

I SITE EVALUATION

Sasaki, Dawson, DeMay Associates, Inc.
July 1966

APPENDICES

Mr. Charles R. Longworth
Vice President
Hampshire College
Amherst, Massachusetts

Re: Hampshire College

Dear Mr. Longworth:

Please find enclosed, *Master Plan Studies—Hampshire College Site Evaluation*.

This report summarizes our analysis of the College's existing land-holdings and evaluates their potential for economic campus development. Major issues of college-community relationships and a preliminary schematic plan for the South Amherst area are also discussed.

As a progress report, the study presents the best information and evaluation available at this time. Some of the material is incomplete, however, and will be refined as the Master Plan Studies continue.

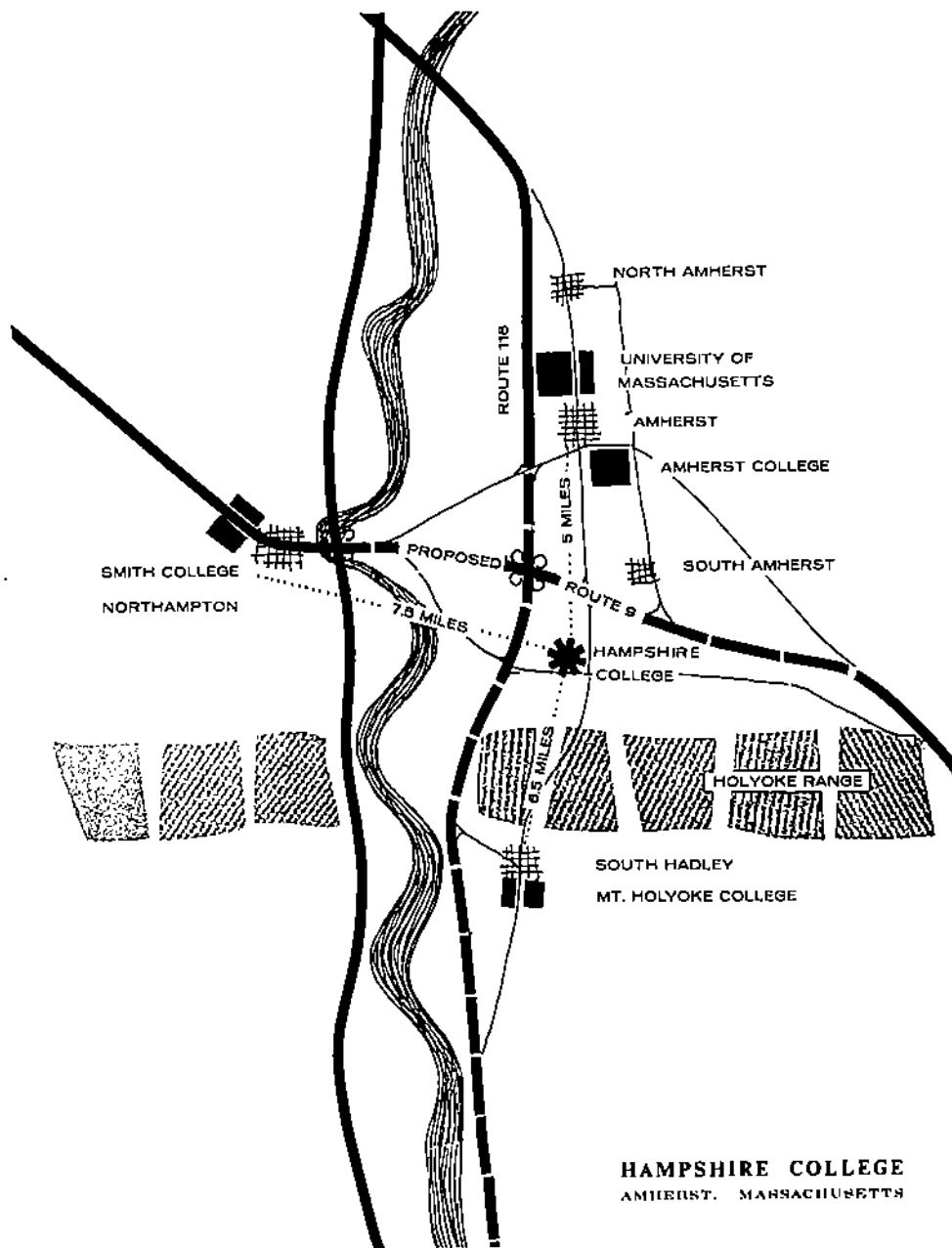
In our opinion, the site is very well suited to the development of Hampshire College. The site offers a handsome setting, prime building sites for economic development, good accessibility and an opportunity to plan rewarding community relationships.

Sincerely,

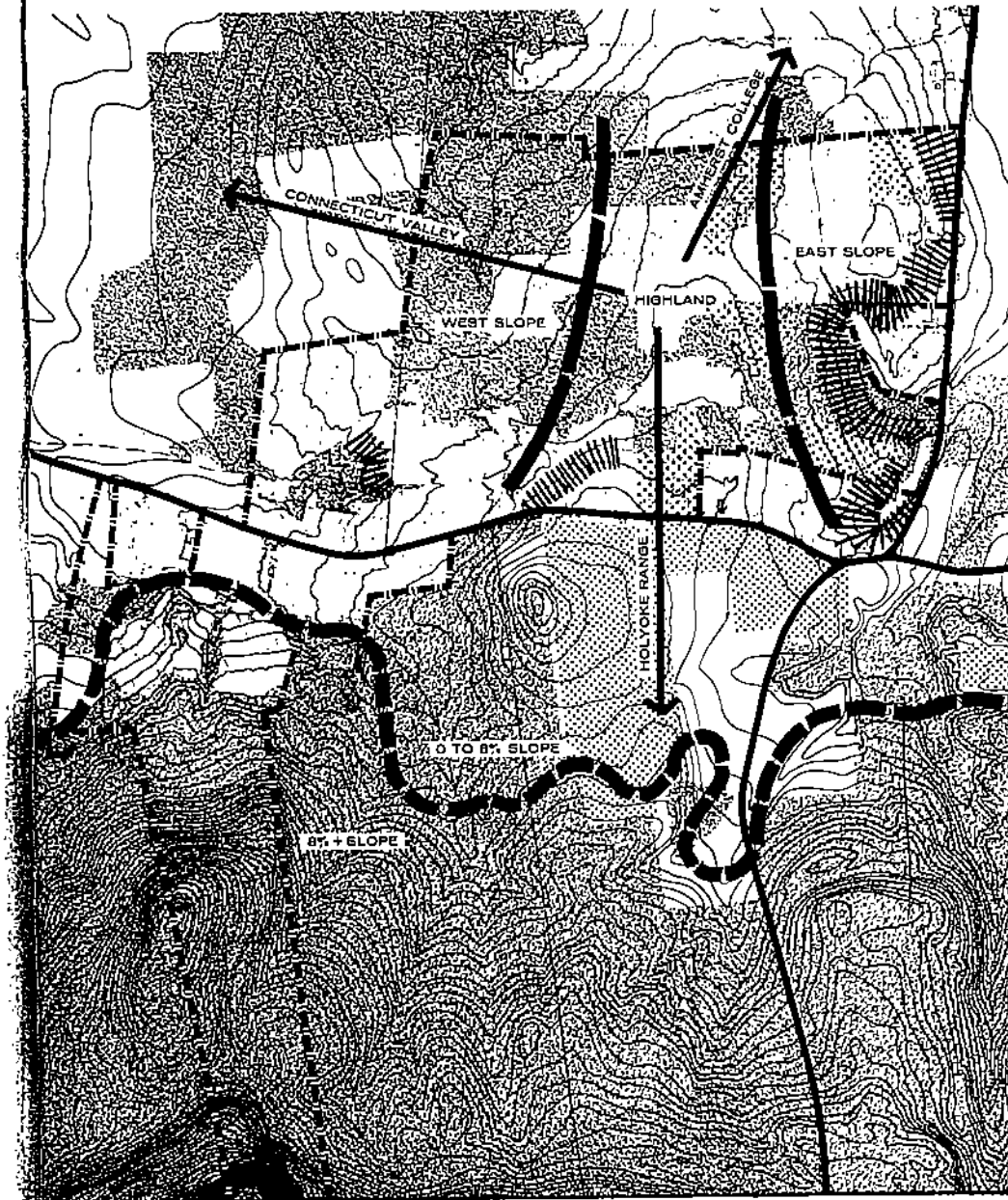
Sasaki, Dawson, DeMay Associates, Inc.

RICHARD F. GALEHOUSE

RFG:cs
Enclosure



HAMPSHIRE COLLEGE
AMHERST, MASSACHUSETTS



MAJOR ELEMENTS OF THE SITE

- TREE COVER
- ORCHARDS
- 8% + SLOPE
- VIEWS

HAMPSHIRE COLLEGE
AMHERST, MASSACHUSETTS



I. HAMPSHIRE COLLEGE SITE: DESCRIPTION & ANALYSIS

A. REGIONAL LOCATION

Hampshire College is centrally located in the Connecticut River Valley, five miles south of the town of Amherst, Massachusetts. The site is within seven miles or fifteen minutes driving time of its sponsoring institutions: Smith, Mount Holyoke, Amherst and the University of Massachusetts. Frequent interchange between these institutions and the bountiful educational, cultural and recreational resources of the Valley is one premise on which the Hampshire College program is based. The College's strategic location will afford this accessibility.

B. SIZE, TOPOGRAPHY, VEGETATION

The Hampshire College property covers 434 acres in the southern parts of Amherst and Hadley. The land varies from gently rolling farmland and orchards to the precipitous slope of the Holyoke Mountain Range. Bay Road separates the farmland to the north from the mountains to the south. The site is further divided under two political jurisdictions; the western portion lies in Hadley, the eastern in Amherst.

SUMMARY OF LAND HOLDINGS AND SLOPE CHARACTERISTICS

	<u>Land in Amherst</u>	<u>Land in Hadley</u>
North of Bay Road		
Open land—land under 8% slope*	120	34
Wooded land—land over 8% slope	128	6
Subtotal	248	40
South of Bay Road		
Open land—land under 8% slope		32
Wooded land—land over 8% slope		114
Subtotal		146
TOTAL ACRES (July 1966)		434

*Land of 0-8% slope is most suited to economic building and open space development. Wooded land which requires clearing and land which requires extensive grading places a premium cost upon campus development.

The prime developable area on the site is presently considered to be 120 acres of open land north of Bay Road in Amherst. There are practically no limitations imposed by slope except where the land rises from Bay Road on the east side.

A pocket of poorly drained land exists on the northeast portion of the Amherst parcel. Other sluggish drainage areas have been noted in the scrub woods, near the Amherst-Hadley line north of Bay Road. These pockets of poorly drained land are not considered prime building sites.

The tree cover on the campus north of Bay Road is generally not of significant value. There are, however, individual specimen trees and twenty acres of apple orchards which are a distinctive and positive asset. At present, the orchards are leased and maintained by a fruit grower. Continuation of this arrangement might be considered after the campus is developed.

Most of the land south of Bay Road above 300' elevation (approximately 90 acres) is not suited to economic building and open space development because of steepness and forests. The scenic value and recreation potential of this land is important to the College. The mountain is an important part of the visual background to the main campus north of Bay Road. Adjacent properties on the mountain side owned by Amherst College, the Federal Government and the town of Hadley will probably remain undeveloped for the foreseeable future.

The general orientation of the site is north toward Amherst. From the mountainside south of Bay Road one sees the magnificent Valley of the Connecticut River. Lower, on prime building land north of Bay Road, the view is less far reaching but sweeps a full 360° to surrounding hills and mountains.

C. SOIL AND SUBSOIL CONDITIONS

An investigation of subsurface soil conditions was made by a soils engineer to determine the feasibility of economic building development. The detailed findings of the geological reconnaissance, based on 7 to 12 foot test pit excavations, are found in Exhibit I.

The Hampshire College site falls in an area once covered by a glacial lake which stretched from southern Connecticut to northern Vermont. A beach line marking one edge of the lake has been found on the property south of Bay Road. As it receded, the lake left extensive deposits of clays and plastic silts in the Valley. The reconnaissance confirmed that though these unstable soils occur beneath the site, they are confined to a very small portion to the west and northwest below 220' elevation. The majority of

the site is covered by glacial till or till with outwash deposits consisting of stratified sands and gravels. To quote from the engineer's report:

"The site from the standpoint of soils and foundations is excellent. Buildings could be supported on economical shallow spread footings throughout the site. In small areas at the lower elevations along the western border and at the northwest corner of the site cohesive lake deposits underlie alluvial sands. If buildings of more than two stories were to be constructed in these areas additional explorations should be made to determine thickness, extent and consolidation characteristics of the clay soils. In all other areas the soil at the site could support high rise structures on shallow footings after stripping organic materials.

"It is our opinion that bedrock will not be a problem at this site for shallow excavations in the order of 10 feet or less. If deeper excavations are planned, then the possibility of encountering bedrock in the cuts must be considered.

"The earthwork required for site grading and road construction will be economical as it is not expected that rock excavation will be required. Also there are sands and gravel deposits on the site to utilize as fill and even for base courses under paved areas."

D. EXISTING STRUCTURES, RIGHTS OF WAY

At present, there are four farms and a single house existing on the site. One farmhouse on West Street is being converted into temporary headquarters for the College administration. Two other houses and three acres surrounding each are held in life tenancy. The remaining structures which border West Street and Bay Road are old, in poor repair and do not appear to be of any significant historic or architectural value.

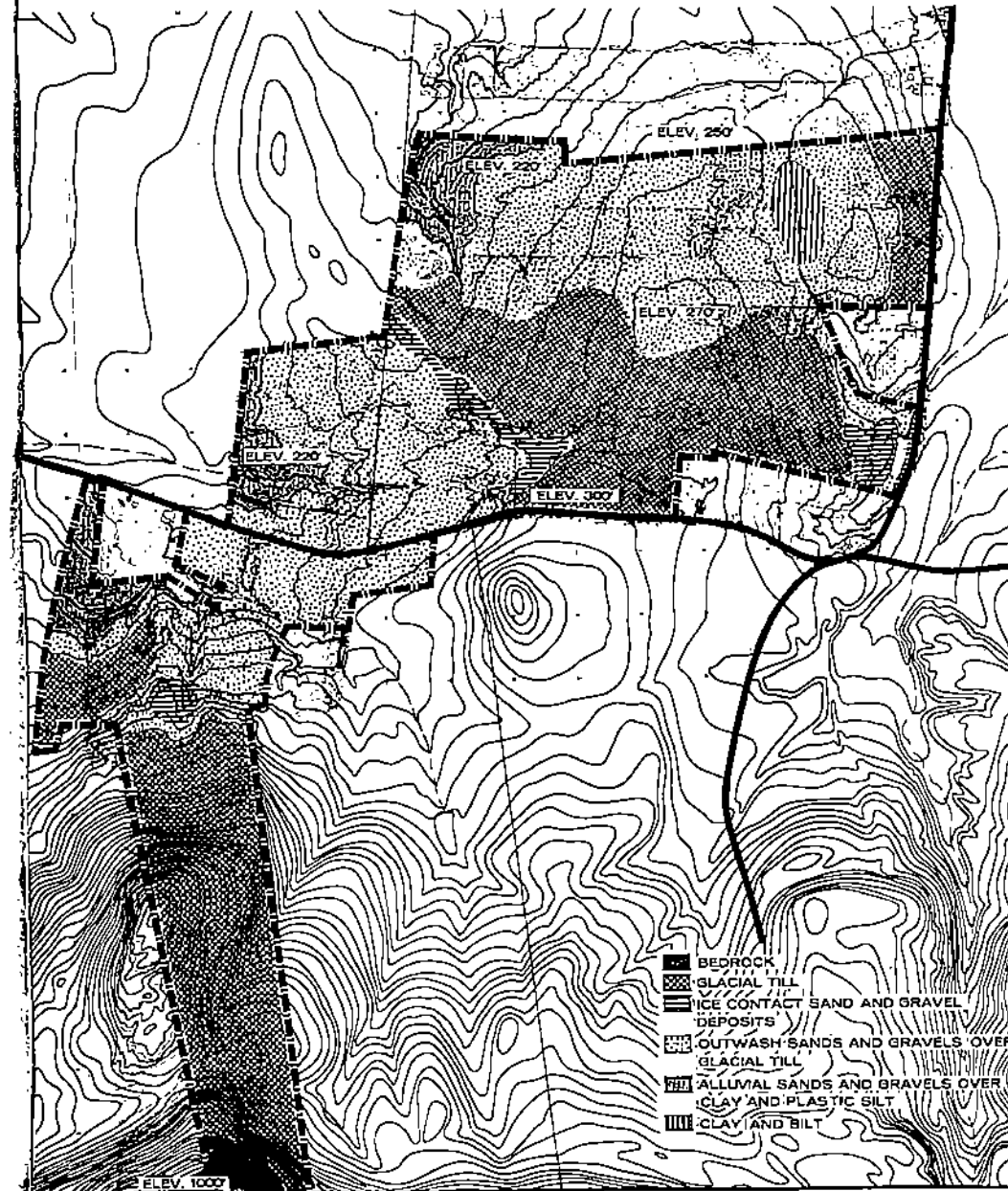
There are three rights of way crossing the site; The Hadley Water Supply District, Western Massachusetts Electric Company, and American Telephone and Telegraph Company. A pipeline to the Hadley Reservoir is located south of Bay Road. A power line easement crosses Bay Road one-third of a mile from the corner of West Street and angles northwest. AT&T's buried cable cuts the southeast corner of the property.

None of the rights of way are expected to limit development opportunities, but all must be considered in future site planning.

E. UTILITIES

A small water line along West Street is the only utility presently serving the Hampshire College site.

In anticipation of future requirements, the Town of Amherst has undertaken a program to enlarge most of its water mains to twelve inches and



SOIL AND SUBSOIL CONDITIONS

SOURCE - HALEY B. ALDRICH
CONSULTING SOIL ENGINEERS

HAMPSHIRE COLLEGE
AMHERST, MASSACHUSETTS

0 120' 240' 360'

extend sewer facilities into South Amherst from the pumping station on West Street. Both water and sewer facilities will be placed east of the campus in or near West Street. A new million gallon storage tank, with a twelve inch connecting line is planned for a site south of Bay Road east of the College.

This planned distribution system for sewerage and water will provide the capacity necessary to serve Hampshire College.

F. PROGRAM

A preliminary program of space requirements for the College has been compiled and tested against the amount of readily developable land on the campus. There seems to be adequate land of suitable quality for the accommodation of 1,440 students, the faculty and supporting staff.

Lacking a definitive program at this time, it was assumed for the purposes of testing site size that structures would be no more than three stories high. At a two-story average approximately 310,000 square feet or 7 acres of ground are covered by buildings.

In the program, parking and playfields are the most extensive users of space. Daily parking requirement for 760 cars can be accommodated on 9 acres. The capacity may need to be increased for special occasions. Field parking offers a convenient simple solution to the overflow problem except in mud or snow seasons.

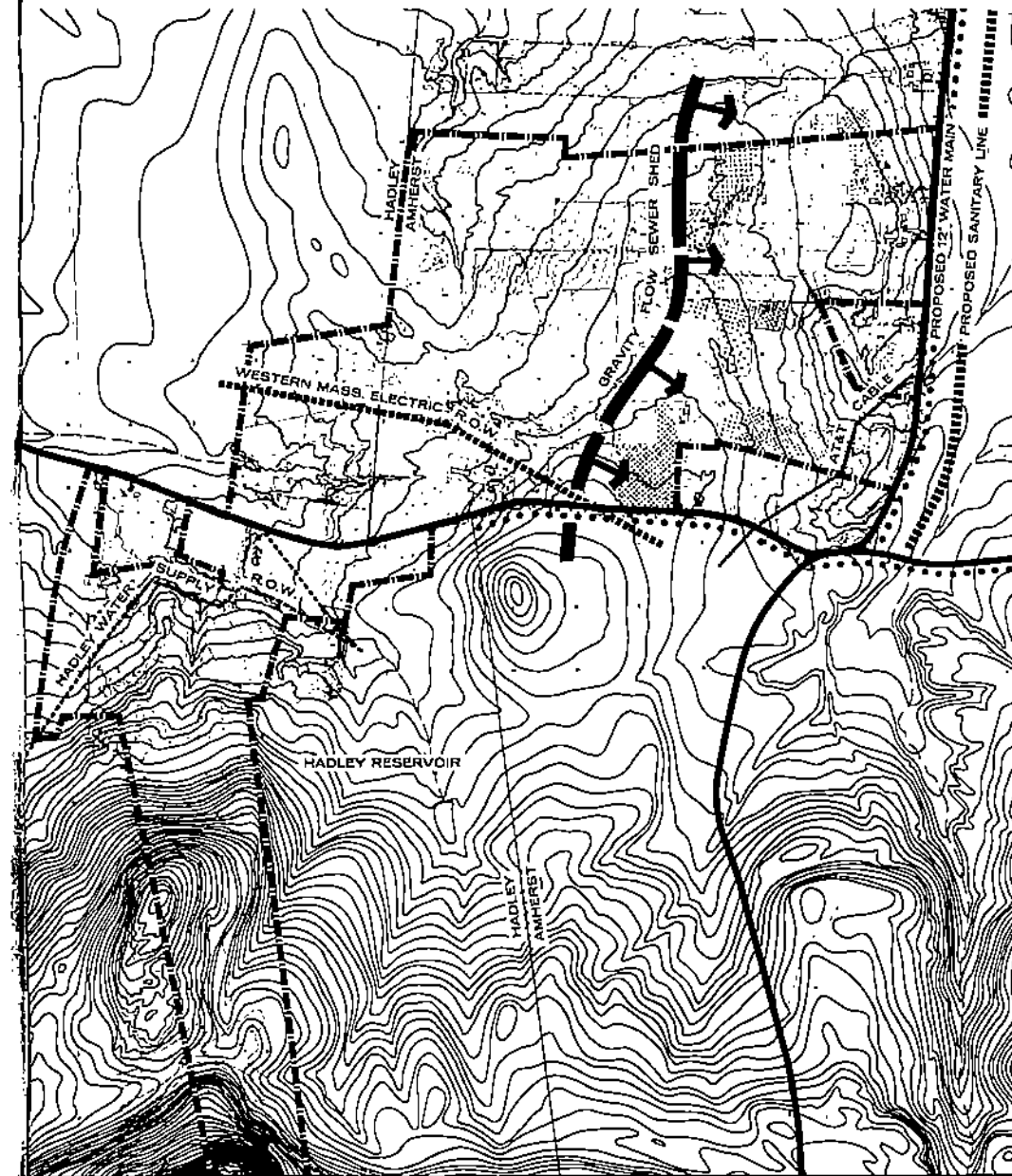
The playfield requirements for tennis, outdoor game courts and large playfields for general use require 18 acres.

G. LAND ACQUISITION

Acquisition of additional land should be considered in light of the following questions: First, does the college have sufficient developable land for its future space requirements; second, are certain select parcels needed for optimum campus development?

There is sufficient buildable land on the Amherst parcel to accommodate the requirements of 1,440 students. However, institutions are long-lived and some consideration will have to be given now to the probable growth and objectives of the College in the decades ahead. Development pressures in Amherst continue to mount, and open land now surrounding Hampshire College will be completely developed in the near future.

The most desirable direction for additional acquisition of acreage would be to the north and northwest of the Amherst parcel. This land is contiguous and has very good development potential.

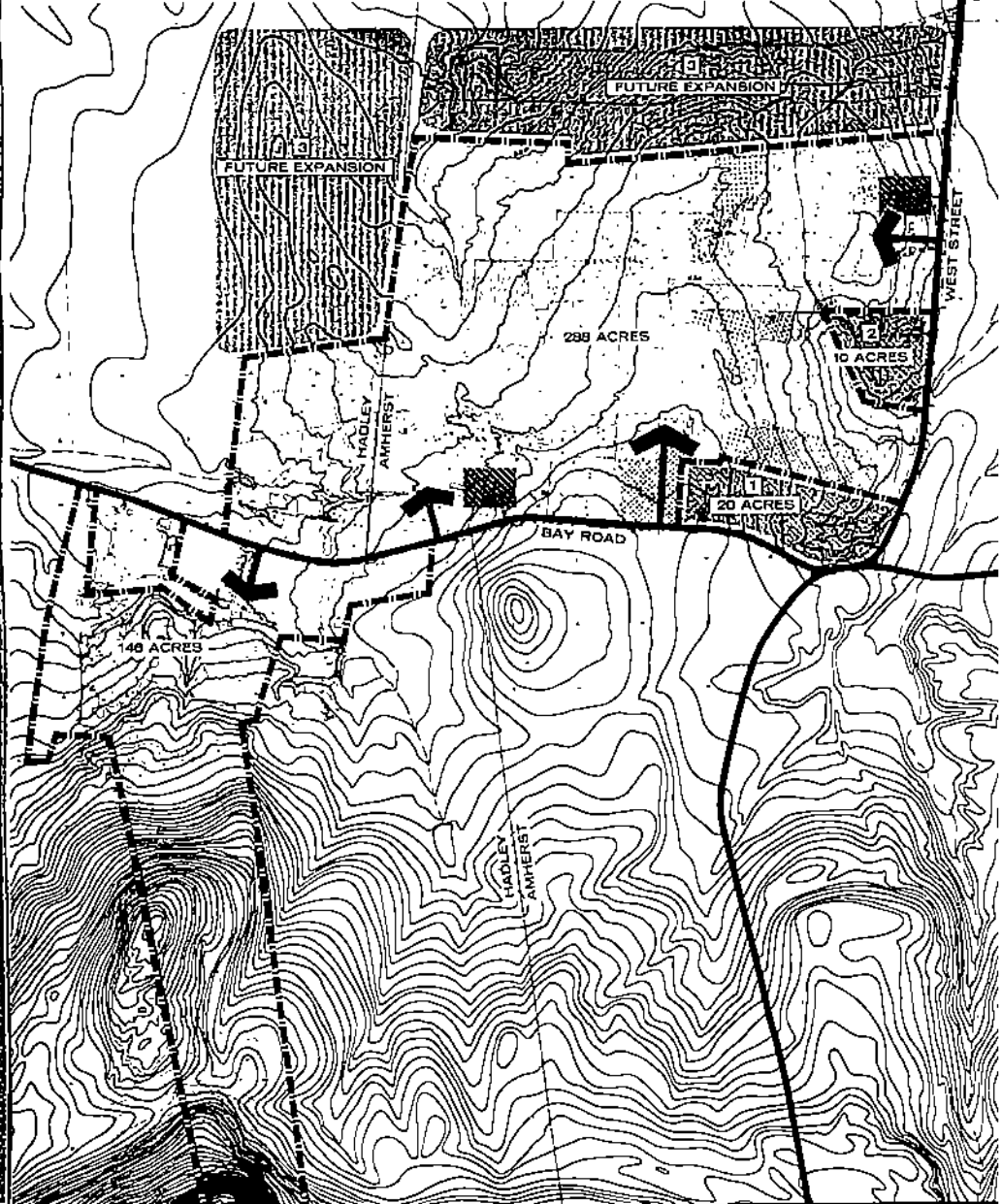


UTILITIES AND RIGHTS OF WAY

SOURCE - PLANNING BOARD
TOWN OF AMHERST

HAMPSHIRE COLLEGE
AMHERST, MASSACHUSETTS

0 400' 800' 1600'






PROGRAM SPACE REQUIREMENTS

-  BUILDING SPACE
-  PARKING
-  PLAYFIELDS

HAMPSHIRE COLLEGE
AMHERST, MASSACHUSETTS



FUTURE EXPANSION AND DEVELOPMENT

-  POTENTIAL SITE ENTRANCE POINTS
-  RECOMMENDED PURCHASE
-  3 ACRES LIFE TENANCY

HAMPSHIRE COLLEGE
AMHERST, MASSACHUSETTS



At this time we strongly recommend the acquisition of the Warner, Ives and Kielbasa properties on Bay Road and West Street. These properties comprise only 30 acres and do not, therefore, increase the total aggregate of developable land significantly. They are, however, visually prominent and strategically located along the principal approaches to the campus and are critical to the control of these approaches.

II. RELATIONSHIP OF HAMPSHIRE COLLEGE TO THE COMMUNITY

A Master Plan is being prepared now for the Town of Amherst, and Hampshire College has an unusual opportunity to contribute to its development. The land of South Amherst between Fort River and the Holyoke Mt. Range is still open. By articulating its ideas to the town and the Planning Board, the College can be instrumental in the planning and development of the area. Continuing interest in new development which will supply housing and service-commercial facilities is consistent with the College's concern to be a part of the vital and beautiful community.

A. EXISTING DEVELOPMENT IN SOUTH AMHERST

At the present time South Amherst is largely rural, but it is developing rapidly. There are a total of thirteen subdivisions in South Amherst, most of which have been started in the last few years. Major new trunk lines for sewer and water are being planned. The growth of the University and the presence of Hampshire College will increase all development pressures on remaining open lands.

The South Amherst community is marked by natural boundaries to the north, east and south: Fort River, Lawrence Swamp and the wall of the Holyoke Mountain Range. More intensive older development in South Amherst occurred along South East Street and South Pleasant Street, with a natural locus of activity at South Amherst center. Newer development is moving southward along the roads and penetrating the open agricultural land.

The entire area is zoned for low density residential use with one small commercial center at the intersection of Pomeroy Lane and West Street. Some non-conforming light industrial and commercial uses are scattered through the area.

B. PRINCIPAL DEVELOPMENT PROBLEMS

In addition to the overall need for comprehensive planning for the entire South Amherst community, certain key development problems have emerged. The most important development considerations are: first, the location of Route 9 through South Amherst; second, the location of additional service commercial centers in South Amherst; third, the disposition of major areas of land with great conservation and recreation potential; fourth, of more concern to the College, the control of the foreground and approaches to the College along Bay Road and West Street.

1. *Proposed Route 9*

The proposed Route 9 will be a four lane, limited access divided highway passing through South Amherst.

The major objective of the highway is the provision of high volume-high speed access to generators in Amherst: the University, Amherst College and the community itself. A secondary objective is the provision of improved access for through traffic.

The highway will have a major impact on traffic flow through Amherst and will significantly influence patterns of land use in Amherst and Hadley.

Two alternative alignments for Route 9 have been advanced by state and local officials. A northern alignment (Alternate A) generally follows the course of the Fort River from east to west across Amherst; a southern alignment (Alternate B) runs between Lawrence Swamp and Bay Road and crosses West Street near the northeast corner of the campus.

Exhibit II contains a detailed evaluation of these two alignments. On most counts, the northern alignment would most effectively serve the community. However, it splits the extensive land holdings of Amherst College. Should this alignment seriously inhibit the long range development of the College, another alignment would have to be found.

Hampshire College's concerns lie in three major areas: first, safe and convenient access into the college and to its sister institutions in the Valley; second, the impact of the highway on the development of the campus and surrounding land use; and third, the impact of Route 9 on the landscape.

From a transportation standpoint either the northern or southern alignment would serve Hampshire College equally well. On several counts, however, the southern alignment would have a negative impact on the college. It is uncomfortably close to the northern boundary of the campus passing through lands which might be considered for future expansion. The southern alignment of Route 9 coupled with the extended Route 116 would tend

to limit access into the college from the north and west and create a barrier to close integration with the surrounding community. Finally, the road would be both audible and visible from the campus detracting from the quality of the present landscape.

Two additional alignments are suggested in an attempt to minimize the limitations of the alignments already proposed. Both skirt the south side of Lawrence Swamp, circumvent Mt. Pollux (Alternate C to the north, Alternate D to the south) and generally follow the south bank of the Fort River to Route 116 extended. An extension of East Street is shown as a by-pass to South Amherst Center. Interchanges indicated at the East Street extension, West Street and Route 116 would provide good accessibility to Hampshire College.

Either Alternate C or D offer multiple advantages: less disruption to existing development than Alternate A; better alignment in relation to Hampshire College than Alternate B; good alignment in the east of South Amherst in a belt of low lying land less desirable for residential development, and in the west in a valley formed by Fort River.

2. Location of Additional Service-Commercial Centers in South Amherst

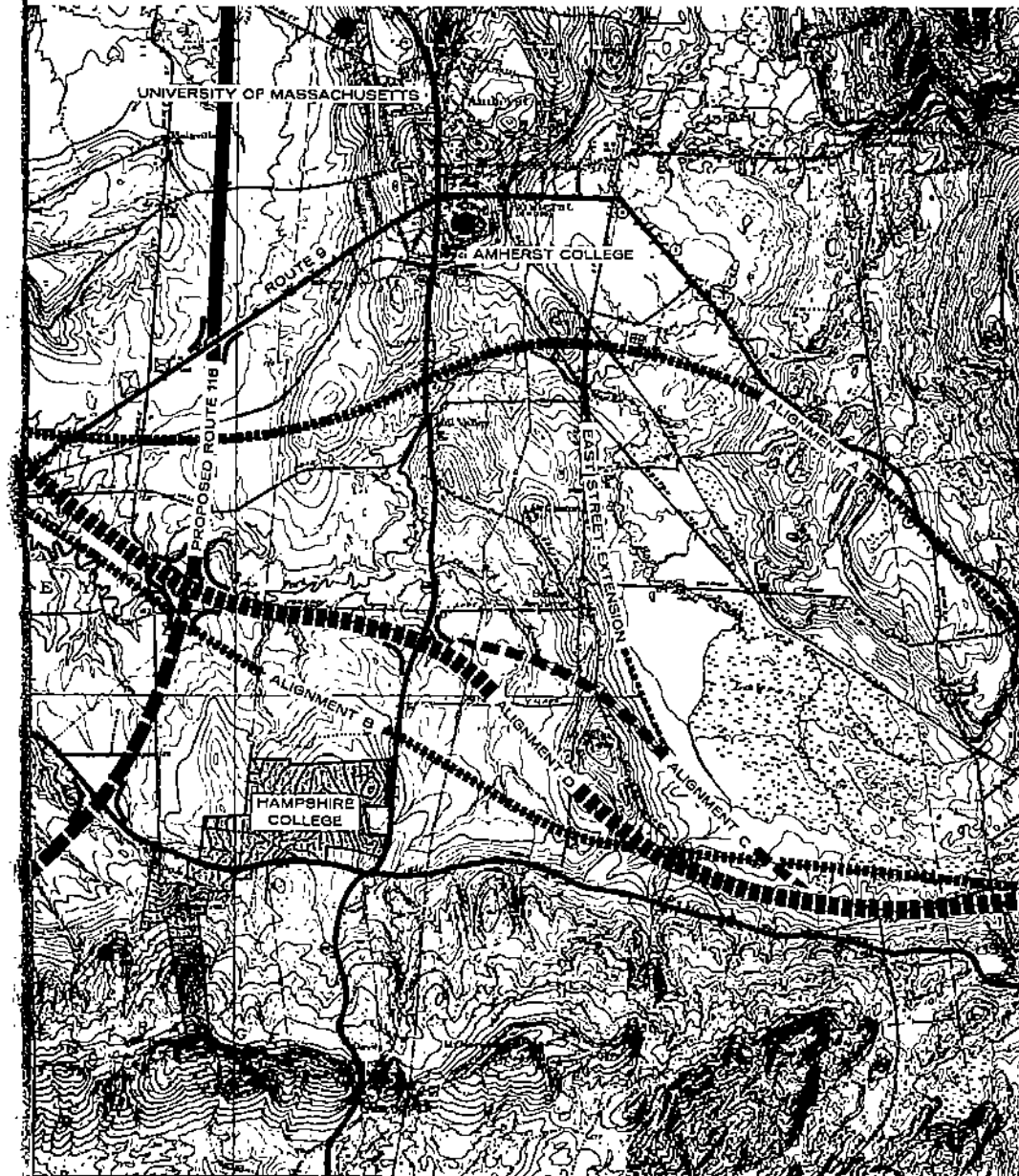
At the present time the only commercial zone in South Amherst is at the junction of West Street and Pomeroy Lane. A test of developable land in South Amherst shows that a population of 15,000 persons could be accommodated if all land is residentially developed as presently zoned. Clearly, additional service-commercial facilities will be required. The present business zone is centrally located and its controlled expansion seems warranted. Activity in this business zone would be reinforced by the nearby interchange of Route 9 as shown on the schematic plan for South Amherst.

Additional service-commercial facilities might also be located at Bay Road and West Street. At this corner the facilities could provide more immediate support to Hampshire College. Their controlled development in this latter location is critically important.

Under current Amherst zoning, additional service-commercial facilities can be introduced as part of an integrated higher density development plan by permit from the Zoning Board of Appeals.

3. Conservation and Recreation Areas

Lawrence Swamp, Fort River and the Holyoke Mountain Range have unusual potential for development in conservation and recreation uses in the Amherst community. Fortunately, the town is slowly assembling large



ROUTE 9 ALTERNATE ALIGNMENTS

SOURCE - DEPARTMENT OF PUBLIC WORKS &
SABAKI, DAWSON, DEMAY ASSOCIATES

HAMPSHIRE COLLEGE

AMHERST, MASSACHUSETTS

0 1/2 1 MILE

portions of Lawrence Swamp to conserve it and to protect Amherst's water supply.

Amherst College, Hampshire College, and the Federal Government own large portions of the north slope of the Holyoke Mountain Range. Additional acreage of the Holyoke Mountains is under consideration for a State Park.

The recommended alignment of Route 9 along the Fort River could aid in the development of the river for conservation and recreation purposes. For example, damming the Fort River just north of the College could create a small chain of lakes.

All three areas contribute positively to the quality of the environment of Hampshire College. The Holyoke Mountain Range is a dominant element in the visual background of the College and offers potential ground for skiing, rock climbing and hiking. Lawrence Swamp and Fort River are prominent on approach to the campus from the north and east. Depending on their development as recreation or conservation areas they may be enjoyed and used by members of the College.

Any assistance the College can lend to insure the development of these areas for recreation or conservation will be in their own and the community's best interests.

4. *Control of Approaches to Hampshire College*

Consideration of the immediate edge of the college to the community is a concern to most institutions. Many institutions with frontages on public streets have seen the opposite side of the road develop in an uncontrolled manner. Hampshire College should look to the control of its foreground and approaches along West Street from the north, and Bay Road from both the east and west.

On the north side of Bay Road the college owns .6 miles of frontage from West Street west towards Hadley. Approximately .4 miles of frontage on the south are in direct college control. Mr. Atkins, the owner of the largest remaining frontage on the south side of Bay Road, has apparently expressed willingness to develop his lands in cooperation with the College.

The west side of West Street is in College ownership except for the Warner and Ives properties. Their purchase by the College is recommended. A subdivision has already been started on the east side of West Street. Control of the remaining frontage poses a real problem. Ultimate control over the land use would be achieved by ownership. Barring this Hampshire College might extend its influence by one or more of the following methods: tradi-

tional zoning controls; realignment of local roads; incorporation or association with property owners.

Planning, zoning and building controls are already being exercised in the town of Amherst, and have been effective in setting the standard of general orderliness. However, these are less effective in guiding the pace and quality of new development. A master plan for the whole community is being prepared but, in the meanwhile, the street frontage may be developed in uses incompatible to the College.

The intersection of Bay Road and West Street is badly aligned with poor sight distances. It will undoubtedly become more dangerous over time as the volume of traffic increases. Preliminary appraisal, which can be verified in the detailed design period ahead, suggests that redesign of the intersection could create a Common in the tradition of the New England community. The Common would fall on College property, thereby insuring direct control over the intersection and immediately surrounding uses.

The College may find it feasible to participate in a land corporation which would have among its powers the purchase and improvement of land. (See Exhibit III). Another alternative might be an association of property owners in the given area. This relatively new concept, permissible under zoning ordinances, allows local authorities with limited eminent domain powers to plan and implement neighborhood plans.

By taking the initiative at an early stage, Hampshire College can better insure the satisfactory development of its environs.

EXHIBIT I

LETTER FROM SOILS ENGINEER
CONCERNING HAMPSHIRE COLLEGE SITE

5 August 1966
File No. 66-1580

Sasaki, Dawson, DeMay Associates
23 Main Street
Watertown, Massachusetts

Attention: Mr. Richard F. Galehouse

Subject: Proposed Hampshire College
Amherst-Hadley, Massachusetts

Gentlemen:

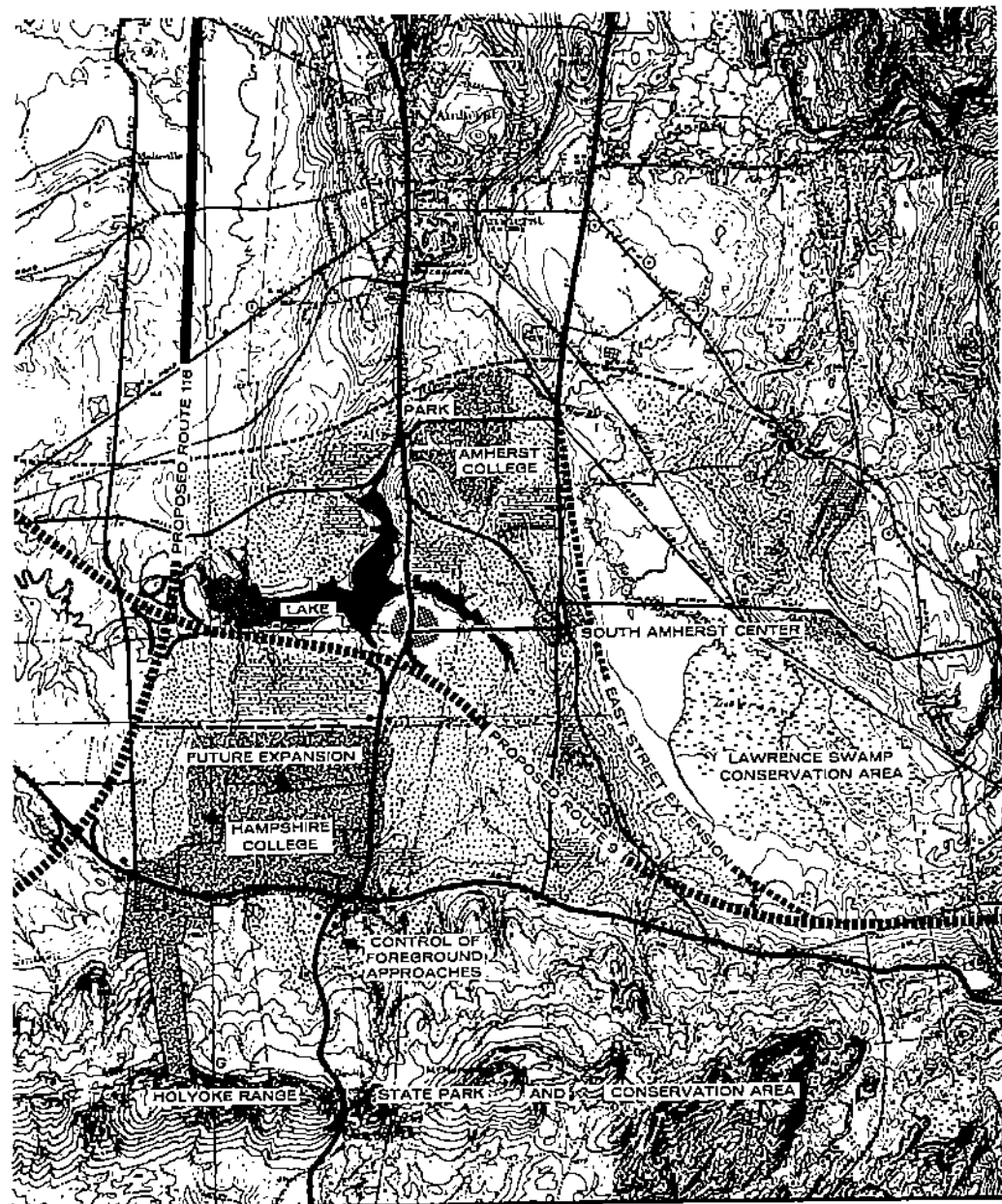
This letter presents the results of our soils and foundation investigation of the site of the proposed Hampshire College in Amherst-Hadley, Massachusetts. The study was undertaken at the request of Mr. Richard Galehouse. A brief report on the geological reconnaissance of the site, performed on 8 and 9 June 1966, was sent to you on 13 June 1966. The test pit program, recommended at that time, was approved by you in your letter of 19 July 1966 and the test pits were excavated on 28 and 29 July 1966 as soon as a backhoe became available.

The soil and rock conditions at the site and the locations of test pits are shown on the enclosed map. Logs of test pits are also enclosed. A total of twenty one test pits were excavated, examined and logged during the two days of field investigations.

The test pits confirmed the general conclusions reported in our letter of 13 June 1966. They also disclosed that while glacial lake clays and plastic silts do in fact occur beneath the site they are confined to a very small portion of the overall site area. This was the major uncertainty remaining after completion of the geological reconnaissance.

The principal subsurface units are as shown on the legend on the enclosed Soil and Rock Map. In order of deposition from bottom to top they are as follows:

1. Bedrock
2. Glacial till
3. Ice contact deposits (sand)



PROPOSED SOUTH AMHERST COMMUNITY

- EXISTING SUBDIVISION
- COMMERCIAL SERVICE CENTER
- POTENTIAL HOUSING AREAS

HAMPSHIRE COLLEGE

AMHERST, MASSACHUSETTS

0 1/2 1 MILE



4. Outwash over glacial till
5. Alluvial sands and gravels over cohesive lake deposits
6. Post glacial shallow pond deposits

Bedrock outcrops are rare and were only observed south of Bay Road. A small linear zone of diabase breccia outcrops at the locations shown on the Soil and Rock Map between TP19 and TP20. A red-brown arkosic sandstone outcrop was observed at the crest of the ski-slope hill and of course a portion of the massive basalt scarp of Mt. Hitchcock is included within the bounds of the site at the extreme southern limit. No bedrock was encountered in any of the test pits with the exception of TP21 and at this location it is not certain as to whether the excavation penetrated a highly weathered boulder in the till or the actual weathered upper surface of rock. It is our opinion that bedrock will not be a problem at this site for shallow excavations in the order of 10 feet or less. If deeper excavations are planned, then the possibility of encountering bedrock in the cuts must be considered.

The rock underlying the site north of Bay Road is believed to be part of the Triassic sedimentary rocks, sandstones, siltstones and shales which occupy the Connecticut basin in this area. South of Bay Road both diabase, basalt and sedimentary rocks occur.

The till at the site is conspicuous for its fine grain and general absence of cobbles and boulders. It is classified as a dark red-brown sandy silt with a trace to little coarse sand and gravel. It is slightly plastic, very dense and relatively impermeable. The till is directly overlain throughout much of the site by outwash sands and gravels and by a few ice contact deposits.

The ice contact deposits consist of isolated kames, a kame terrace and an ice channel filling. In general, they are believed to consist primarily of fine sand although coarse to medium sands may occur in their upper layers.

The outwash deposits over till consist of stratified sands and gravels. The gravel strata are often coarse and contain many cobbles. The origin of this granular blanket over the till is obscure. It appears, however, to have been laid down by a stream flowing generally east-west and whose course moved continually downslope keeping pace with the receding ice.

The alluvial sands and gravels over cohesive lake deposits are found at lower elevations along the western border and in the northwest corner of the site. From the test pit data and topographic considerations the upper limit of this deposit is taken at Elevation 220. Clay was actually encountered in only one test pit, TP18. Here the material was a uniform stiff gray clay. It was not varved, but rather a number of thin layers of silty fine sand were

found scattered randomly throughout the stratum. It is believed that silt and clay occur as a wedge shaped deposit feathering out to zero thickness at El. 220 and increasing in thickness downslope i.e. to the north, northwest and west.

The small shallow pond deposit in northeast corner of the property consists of interbedded clayey silts and clayey sands. It is a thin post-glacial deposit formed by washing of fine materials from the adjacent slopes into a small undrained depression in the outwash. The 6.5 feet of plastic material noted in TP6, taken in the approximate center of the deposit is believed to represent about the maximum thickness of cohesive soils to be found in this unit. The clayey silt was relatively stiff.

A few areas of sluggish drainage were observed in which shallow organic soils have accumulated, possibly as thick as 3 feet. No significant deposits of organic soils however occur within the bounds of this site.

The site from the standpoint of soils and foundations is excellent. Buildings could be supported on economical shallow spread footings throughout the site. In small areas at the lower elevations along the western border and at the northwest corner of the site cohesive lake deposits underlie alluvial sands. If buildings of more than two stories were to be constructed in these areas additional explorations should be made to determine thickness, extent and consolidation characteristics of the clay soils. In all other areas the soil at the site could support high rise structures on shallow footings after stripping organic materials.

The earthwork required for site grading and road construction will be economical as it is not expected that rock excavation will be required. Also there are sands and gravel deposits on the site to utilize as fill and even for base courses under paved areas.

If you should desire additional or more detailed information, do not hesitate notifying us.

Very truly yours,

HALEY & ALDRICH, INC.
JAMES F. HALEY
DONALD E. REED

JFH:mp
Enclosures

EXHIBIT II

PRELIMINARY EVALUATION OF THE
ALTERNATIVE ALIGNMENTS FOR THE
PROPOSED ROUTE 9 IN AMHERST

July 26, 1966

Mr. Charles R. Longworth
Vice President
Hampshire College
Amherst, Massachusetts

Re: Hampshire College

Dear Mr. Longworth:

At your request we have summarized our preliminary evaluation of the alternative alignment for the proposed Route 9 so that this information could be made available to the community.

The primary objective of our evaluation has been to order and weigh the principal criteria for judging the alternative alignments. No recommendation is made for either alignment.

We hope that this preliminary evaluation will help to clarify some of the issues involved and stimulate more detailed study of those elements which are critical to a final determination.

Sincerely,

SASAKI, DAWSON, DEMAY ASSOCIATES
RICHARD F. GALEHOUSE

RFG:ms

PRELIMINARY EVALUATION OF THE ALTERNATIVE
ALIGNMENTS FOR THE PROPOSED ROUTE 9 IN AMHERST

Two alternative alignments have been proposed for the new State Route 9 through Amherst. A northern alignment would depart from the existing Route 9 in east Amherst, follow the Fort River to North Pleasant Street and continue west to a connection with Route 116 in west Amherst near the existing Route 9 - Route 116 interchange. A southern alignment would depart from the existing Route 9 in Belchertown and generally follow a course west-northwest between Lawrence Swamp and Bay Road, cross West Street immediately north of Hampshire College, connect with the Route 116 extension about 1.6 miles south of the existing Route 9 - 116 interchange. The proposed Route 9 will be a 4 lane divided highway with access at only a few major north-south streets in Amherst.

The three main objectives for constructing the new highway appear to be:

1. Provision of high volume - high speed access to generators in Amherst: the University, Amherst College and the community itself.
2. Provision of a high volume - high speed road for traffic passing through Amherst to destinations east and west.
3. Provision of improved east - west inter-community access.

As part of planning studies for Hampshire College, preliminary evaluation has been made of the alternative alignments at the community level and college level. The proposed Route 9 will have a major impact on traffic flow through Amherst, and will significantly influence future patterns of land use, in Amherst and Hadley. In addition, the proposed Route 9 will exert direct and immediate influence on the development of Hampshire College.

Considerations of the various criteria at both levels are presented for consideration.

The Amherst Community

The concerns of the Amherst community should include: first, the functional effectiveness of the road; second, the impact on land use and the local economy; third, the impact on the landscape; fourth, the impact on the "sense of community"; and fifth, construction feasibility.

1. *Functional Effectiveness*

If the primary objective of Route 9 is to provide improved regional

access to the generators of traffic in the Amherst community, the northern alignment would be preferable. It is adjacent to Amherst College, the most densely developed portion of the community and the central business district, and it would provide the closest access to the principal traffic generator—the University.

If Route 9 is intended primarily as a bypass for through-traffic, the southern alignment would be preferable. Were this the case, a route south of the Mt. Holyoke range might even be more desirable.

The Massachusetts Department of Public Works' current study should provide fairly conclusive evidence on the functional effectiveness of the alternative alignments.

2. *Impact on Land Use and the Economy*

A northern alignment of Route 9 appears to have more negative impact on existing land use than a southern alignment. More homes and developed land would be immediately affected. Amherst College's holdings would be divided with a possible deleterious effect on future development of the College.

On the other hand, a northern alignment of Route 9 would probably serve the area's economy better, by supporting existing business in Amherst Center, and the newly developing commercial interests in Amherst and Hadley at the present Route 9 - Route 116 interchange. Detailed cost benefit analysis could be made of the alternative alignments to give correct emphasis to the highway's economic impact.

In the long run perhaps, the effect of the highway on Amherst College may be the most important single factor in considering the impact on land use because the educational institutions in Amherst are the basic source of the community's livelihood. High priorities should be given to the plans and interests of Amherst College.

3. *Impact on the Landscape*

The northern alignment in the Fort River Valley is shorter in length than the southern alignment and for a certain distance follows a natural cleft in the physiographic features of the community. The road might be more easily fitted into the landscape in the river bottom than on side slopes at the foot of Holyoke Range in South Amherst.

The southern alignment crosses rolling and poorly drained land in Lawrence Swamp and consequently, the road bed would have to be elevated or diked. Following no topographic line of cleavage impact on the landscape might be unduly obtrusive.

The community would be well advised when a general course for the highway has been chosen, to seek the services of a landscape architect in the review of the State's design of alignments and interchanges.

4. *Impact on the Sense of Community*

The Fort River Valley is a natural boundary and a recognized division between Amherst and the South Amherst communities. A northern alignment would not appear to inhibit easy interchange within the South Amherst community or access to Amherst Center.

The southern alignment visually and physically splits the South Amherst community. As a limited access road, there would be no cross access between the point of departure from the existing Route 9 to West Street. The southern alignment tends, therefore, to isolate a long wedge of the community along Bay Road.

5. *Construction Feasibility*

Overall construction costs for the northern route may be less than the southern route. The shorter length of the northern route should be weighed against probable higher land acquisition costs, some poor soil conditions in the Fort River Valley and difficult intersections.

The northern alignment will have much greater immediate relief to traffic congestion on community roads since the new Route 9 can be tied to the community's principal north-south road, Route 116, with only a short extension of 116.

A southern alignment will depend for the foreseeable future on the utilization of existing N. Pleasant Street for access to Route 9 from Amherst Center.

Hampshire College

Hampshire College's concerns lie in three major areas: first, access to the college and its sister institutions; second, the impact of the highway on the use of the college's land and the impact on land use in the immediate community; third, the impact of Route 9 on the landscape.

1. *Access*

Because of its unique program of sharing facilities with Mount Holyoke, Smith, Amherst and the University of Massachusetts, safe and convenient access to these institutions is of prime importance to Hampshire College.

Either route provides equally good access to the other colleges, as well

as the regional transportation system and Amherst. Were the northern route chosen, a complete interchange would be built at Route 116 and in the future an interchange at the intersection of Bay Road and Route 116. This, in all probability, would unload more traffic on Bay Road than if the southern route were chosen. With a southern alignment, traffic to and from the college would travel West Street, from a ramped intersection at Route 9 and a complete interchange at 116 and 9.

2. *Impact on Land Use*

The alignment of Route 9 will influence the location of the main entrance(s) to the college and the development of the community in the immediate environs of the college.

A northern alignment for Route 9 makes all sides of the campus accessible, with a possible future east-west extension to Potwine Lane north of the present holdings. The southern route tends to limit potential entrances to the east, from West Street, or to the south, from Bay Road.

A southern alignment of the road with Route 116 to the west could be viewed as creating a "buffer" to the north and west of the college or a real and psychological wall preventing close integration to the community. It would place increasing pressure for non-residential development along West Street in the vicinity of the college.

3. *Impact on the Landscape*

A southern alignment of Route 9 will be both visible and audible to Hampshire College. These considerations, when combined with those previously stated concerning the road's impact on the landscape of South Amherst, would make the road seem a negative presence in the vicinity.

EXHIBIT III

LAND CORPORATIONS IN MASSACHUSETTS

The formation of a land corporation falls under legal regulations governing the formation of any business corporation in the Commonwealth of Massachusetts. Pre-incorporation actions involve the execution of a written agreement of association defining rights, provisions and purpose of the corporation. In the case of a land corporation, whose intent is to purchase, improve, subdivide land and develop housing, the delineation of the location and area of land prior to corporation would probably be mandatory. The advance commitments of investors in an undertaking which depends on a large initial investment would practically necessitate this. Otherwise, the procedure follows precisely defined steps and must comply to all the regulations of the normal business corporation. A final note: the advantages of forming a corporation with centralized management and limited liability should be carefully thought out for the disadvantages, including administration and taxes, might eventually predominate.

Control over land and development exists in other guises, but none is as powerful as ownership. Governmental control by police power tends too often to set minimum standards or rigidly conventional rules. Planning zoning and density controls are the accepted means of insuring general orderliness and protecting the neighborhood environment. However, these have seldom been used effectively to guide the pace and quality of new development. Taxation, with its incidence on land and improvements, can be carefully adjusted to insure control to some extent, but benefits to some are detriments to others. Public ownership whether complete, partial or temporary would be applicable in highway and flood control areas or land reserved for open space and might be used in conjunction with other methods for the directed development of the area surrounding Hampshire College.

APPENDIX K

The Future of Library Automation*

The rapid growth of student population, the inter-disciplinary character of most academic endeavors have placed great demands on libraries serving higher education. At the same time rising costs of books and increasing library operating expenses make it difficult to add to the staff or to improve inadequate physical facilities in spite of constantly rising budgets.

Librarians have long ago recognized that no one institution can or should store all the books that its patrons may need and they have developed a strong tradition of regional cooperation. It is apparent that to continue the level of service libraries must render, the area of cooperation must be extended. Much of the processing work in college libraries is similar from a procedural viewpoint and deals with almost identical elements of bibliographic information. Data Processing equipment could be employed to carry out the clerical functions incident to the acquisition of books, accounting and budgetary control, preparation of statistical data, catalog preparation and maintenance, circulation control, etc.

To the extent that there exists overlap in the acquisition of material, the cost of acquisition and cataloging could be shared by cooperating institutions.

A cooperative library data processing institution could evolve in the following manner:

Under the leadership of a committee of librarians representing their institutions, a study should be made of the existing practices and agreement reached on a common classification scheme, bibliographic standards, etc. The degree of overlap in acquisitions and holdings between the libraries should be investigated. Each library might start independently of the others with the use of data processing equipment in acquisition. With a minimum of equipment, such as the installation of a typewriter-key punch or paper-tape punch, bibliographic information could be captured in machine-readable form. Upon receipt of the book ordered, cataloging would be performed at each library from Library of Congress proof sheets and the same data processing equipment used to prepare the necessary catalog cards. The machinable data would be processed for accounting and budgeting information on a computer at one of the institutions. Periodically, the acquisitions of each institution or of all cooperating libraries could be processed on a computer to prepare a catalog in book form. If it represents

the acquisitions of all the libraries and indicates the location of each item, this would be the first new product of the computer: A union catalog.

While at first limited to new acquisitions, it could be printed in multiple copies, distributed throughout the campus of each institution, and thus facilitate utilization of the resources of the libraries of the area.

As a by-product of the acquisitions process, each institution would also obtain a machinable book-card which would facilitate the installation of a recording device to charge out books in circulation.

In due course, consideration must be given to the conversion of the holdings of the libraries into machine readable form. Depending on the degree of overlap, determined by the study, one of the libraries could convert its catalog by key punching. The other libraries would match their holdings by punching a minimum of information from the shelf-list. Unmatched items would have to be updated to indicate location. Thus by cooperating the libraries could at minimum expense create a union catalog of their holdings.

It is hoped that in the near future the Library of Congress will make machinable information available. At first this will be a relatively small portion of the total acquisition but will undoubtedly continue to expand. Complete compatibility with LC format is therefore essential.

Within 3-5 years the cooperative system should be at the point where the traditional catalog, as well as the book catalog, can be abandoned in favor of a computer-stored catalog. This catalog would be accessible from remote points (dormitories, classrooms, laboratories, faculty offices) via terminal units equipped with keyboards and Cathode Ray tubes which would display the desired information. Searching via terminal would be under control of the computer program which would also instruct the user in how to use the system, offer alternatives, etc. The information would always be as up-to-date as the latest transaction processed. Circulation recorders would likewise be on-line, and thus show availability of a book at time of inquiry saving the user unsuccessful trips to the library. At that time it is to be expected that cooperation will extend beyond processing to acquisitions and the librarians may be able to agree on acquisitions policies making it unnecessary for several of them to buy the same expensive books not likely to be frequently used.

Parallel with this development is to be expected the increased use of non-book material: journal articles, conference proceedings, etc. Computers will be used to perform Current Awareness services for faculty and students. SDI (Selective Dissemination of Information) is an existing computer pro-

gram comparing interest profiles of people to index profiles of documents. In case of a "match" notices are prepared and sent to the individual, calling his attention to an item in his sphere of activity. Retrospective searches to prepare bibliographies can be made of the data banks which have been stored.

In the next 5-10 years substantial changes will occur in the publishing field and information will be marketed in different "packages": in book or journal form, on microfilm or microfiche or on magnetic tapes or chips. It will therefore be possible not only to search the catalog remotely but to ask for the desired information to be displayed and printed out over the telephone wire. The library will eventually come to the user rather than forcing the user to make the effort to go to the library which often requires several trips.

The impact on scholarship when one can surround oneself with a substantial portion of the world's recorded knowledge is not difficult to envision.

The proposed evolutionary development of a cooperative college library system can be implemented in its initial phases with commercially available data processing equipment.

To make a start we would like to offer our assistance in conducting a seminar for interested library personnel to acquaint them with the possibilities and limitations of equipment, set the stage for the initiation of studies to arrive at agreement on system specifications and compatible procedures.

*This statement is excerpted from a letter to Hampshire College by Steven E. Firth, International Business Machines Corporation, August 29, 1966.

APPENDIX L

Modification of "Recognition of Candidacy for Accreditation" to Permit Application for College Housing Loans for New Institutions

(The following is an excerpt, with minor modifications, of a statement by Prof. Livingston Hall, Secretary, Simon's Rock, Inc., Great Barrington, Massachusetts, to the New England Association of Colleges and Secondary Schools, on June 9, 1966.)

The definition of educational institutions eligible for College Housing Loans from the Federal Housing and Home Finance Administration was amended in 1965 to include institutions which had not yet commenced operations. Any public or private non-profit educational institution is now eligible if it "offers, or provides satisfactory assurance to the Administrator that it will offer within a reasonable time after completion of a facility for which assistance is requested under this Title, at least a two-year program acceptable for full credit towards a baccalaureate degree."

The U.S. Office of Education has confirmed the fact that such "satisfactory assurance" from its Office can be obtained for a new institution only upon certification from its Regional Association.

At present the New England Association does not appear to have any sort of candidacy for accreditation for which new schools which have not yet begun operations are eligible. Its "Recognition of Candidacy for Accreditation" requires that the institution must be (1) authorized to grant degrees, and that (2) "one class must be enrolled; and normally (3) one year of operation must be completed."

The Middle States Association of Colleges and Secondary Schools has already done this. In April, 1966, it granted certification of satisfactory assurance to Eisenhower College, Seneca Falls, New York. This is a new college, chartered in New York January 28, 1965. It will not enroll its first class until the fall of 1967, and building construction did not begin until the spring of 1966. It now has only a provisional charter, and it is without present degree granting authority. (Degrees may be conferred upon its graduates by the University of the State of New York, only if in the judgment of the Regent they have duly earned the same.)

The initial step under the Middle States Accreditation Program for a new institution is to become a "Correspondent of the Commission." In order to give the Association sufficient information to entitle the new institution

to a "satisfactory assurance" to the Office of Education, the institution must go on to the second step in the Middle States Association Program, by becoming a "Candidate for Accreditation." The requirements of the Middle States Association for this are comparable to those of the New England Association for its "Recognition of Candidacy for Accreditation." But the Middle States Association does not require either authorization to grant degrees or the enrollment of one college class, before it will certify the institution for a College Housing Loan.

The Conditions for Recognition could be rewritten to eliminate the absolute requirements of authorization to grant degrees, and of enrollment of one class. The first part of the second paragraph on "Recognition of Candidacy for Accreditation" might be changed to read as follows:

"The conditions for recognition in this category are as follows:

1. Any unaccredited institution, old or new, may be considered for recognition under the following provisions:
 - (a) The institution must have been in existence as a non-profit educational institution for a period of not less than one year;
 - (b) the institution must either (i) have enrolled one class, and normally have completed one year of operation, and be authorized to grant degrees; or (ii) its basic structure, management, resources, and program must provide satisfactory assurance that within a reasonable time after its admission to Recognition of Candidacy for Accreditation it will offer at least a two-year program acceptable for full credit toward a baccalaureate degree, and will be eligible to apply for authorization to grant degrees; and
 - (c) the institution must be developing in accordance with the general standards of NEACSS."

If some modification along these lines is made, the New England Association might also wish to consider establishing a new preliminary status such as "Correspondent of the Commission," as the Middle States Association has done. While not crucial in determining eligibility for federal funds, this might be a desirable means of establishing an initial consultative relationship between a new institution and the New England Association.

APPENDIX M

Architects, Landscape Architects and Planning Consultants, and Architectural Consultant to Hampshire College

Architects

Hugh Stubbins and Associates
806 Massachusetts Avenue
Cambridge, Massachusetts

Landscape Architects and Planning Consultants

Sasaki, Dawson, DeMay Associates, Inc.
23 Main Street
Watertown, Massachusetts

Architectural Consultant

Pietro Belluschi
1 Fairfield Street
Boston, Massachusetts

APPENDIX N
Hampshire College
Biographical Data
Trustees and Administrative Officers

Trustees of Hampshire College

Harold F. Johnson

Harold F. Johnson is chairman of the Board of Trustees of Hampshire College. He is retired from the practice of law, as a partner in Coudert Bros., Paris, France, and New York City from 1932-1942, and as a consultant, administrator and advisor to the United States State Department, to the United States Ambassador in Paris, France, and as a member of the Economic Mission to Turkey for the World Bank. Mr. Johnson is a graduate of Amherst College and of Harvard Law School, and is a member of Phi Beta Kappa.

Charles W. Cole

Charles W. Cole, vice-chairman of the Board of Trustees of Hampshire College, is president-emeritus of Amherst College. He was president from 1946-1960. In 1960-61 he was a vice-president of the Rockefeller Foundation and from 1961-1965 was United States Ambassador to Chile. Dr. Cole has written or edited a number of books and articles on European history and economics. He is active as a consultant to educational institutions and as an historian. Dr. Cole is a graduate of Amherst College, holds an M.A. and Ph.D. from Columbia University, and is a member of Phi Beta Kappa.

Franklin Patterson

Franklin Patterson is the first president of Hampshire College. He was appointed in 1966. From 1957-1966 he was director of the Lincoln Filene Center for Citizenship and Public Affairs at Tufts University and was a professor of government and education. During the same period he had leaves of absence to serve as co-director of the Social Studies Curriculum Program of Educational Services Incorporated, and as staff director of the Carnegie Commission for Educational Television. Previous responsibilities include the chairmanship of the Department of Secondary Education at New York University, associate national education director of the National

Conference of Christians and Jews, and history teacher and curriculum coordinator in the Pasadena City Schools, Pasadena, California. He has taught at Vassar College, Claremont Graduate School and the University of Michigan. Dr. Patterson is the author of a number of books and pamphlets on civic affairs, curriculum development, political action and education. He is a graduate of Occidental College and has a Ph.D. from the Claremont Graduate School. He is a member of Phi Beta Kappa.

Winthrop S. Dakin

Winthrop S. Dakin, treasurer of the Board of Trustees of Hampshire College, is a member of the Massachusetts and American Bar Associations and practices law in Northampton, Massachusetts. He is a newspaper columnist, Moderator of the Amherst Town Meeting, and chairman of the Massachusetts Board of Higher Education. Mr. Dakin is a graduate of Princeton University and of Harvard Law School.

Richard G. Gettell

Richard G. Gettell is president of Mount Holyoke College, which he has served in that capacity since 1957. Dr. Gettell taught previously at Berkeley, Harvard, Wellesley, and Yale. Prior to his appointment at Mount Holyoke he was, successively, assistant to the publisher and chief staff economist of *Fortune* magazine, economist for Time, Inc., and chief foreign economist for The Texas Company. Dr. Gettell is a graduate of Amherst College and holds a Ph.D. from the University of California.

John W. Lederle

John W. Lederle is president of the University of Massachusetts, the post to which he was appointed in 1960. Previously, Dr. Lederle taught political science and served as a dean at Brown University, and was a professor of political science and director of Institute of Public Administration at the University of Michigan. He is a member of the Michigan Bar and practiced law in Michigan prior to his appointment at Brown University. He has served as a public administrator as controller of the State of Michigan and head of the Michigan Department of Administration and as a legislative consultant to the United States Senate and the United States House of Representatives. Dr. Lederle is a graduate of the University of Michigan, from which he also has received a law degree and a Ph.D. in political science.

Thomas C. Mendenhall

Thomas C. Mendenhall is president of Smith College, the post to which he was appointed in 1959. Prior to his presidency at Smith he was a professor of history and Master of Berkeley College at Yale University. Dr. Mendenhall is the author of several books on general European and English history. He received an undergraduate degree from Yale, after which he earned a Ph.D. at Yale and as a Rhodes Scholar to Oxford, B.A. and B. Litt. degrees. He is a member of Phi Beta Kappa.

Elting E. Morison

Elting E. Morison is Sloan Fellows Professor of Industrial History at the Massachusetts Institute of Technology, where he has taught since 1946. Previous teaching experience was at St. Marks School and Harvard College. For the academic year 1966-67 he is Acting Master of Ezra Stiles College, Yale University. Mr. Morison is the author of several books, including *Turmoil and Tradition, A Study of the Life and Times of Henry L. Stimson*, and is the editor of *The Letters of Theodore Roosevelt*. He is a graduate of Harvard College, from which he also holds an M.A. degree.

Calvin H. Plimpton

Calvin H. Plimpton is president of Amherst College. Prior to his appointment in 1960 he was assistant dean and assistant professor of clinical medicine of the College of Physicians and Surgeons at Columbia University. Previous teaching and medical experience was at Presbyterian Hospital in New York, Columbia University, and as professor of medicine and chairman of the department at American University of Beirut, Lebanon. Dr. Plimpton is a graduate of Amherst College and of Harvard Medical School. He also has an M.A. degree from Harvard University and a Med. Sc.D. from Columbia University.

Administrative Officers of Hampshire College*Franklin Patterson*

President

Charles R. Longworth

Vice-President

Charles R. Longworth is administrative vice-president of Hampshire College and secretary of the Board of Trustees. He was assistant to the president of Amherst College from 1960-1965. Previous experience was with Campbell Soup Company and Ogilvy, Benson & Mather Inc., New York advertising firm. Mr. Longworth is a graduate of Amherst College and of Harvard Graduate School of Business Administration. He is a member of Phi Beta Kappa.

APPENDIX O

ADVISORS AND CONSULTANTS TO HAMPSHIRE COLLEGE
PLANNING (THROUGH SEPTEMBER, 1966)

The administration of Hampshire College expresses its gratitude to the following persons and committees, as indicated below, for important contributions to the thinking that resulted in this working paper.

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