

THE MAKING OF A COLLEGE

A New Departure in Higher Education

by Franklin Patterson
and Charles R. Longworth

DECEMBER 1966
NEW EDITION 1975



THE M. I. T. PRESS
Massachusetts Institute of Technology
Cambridge, Massachusetts and London, England

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Second printing, April 1968
Third printing, new edition, July 1975
Library of Congress Catalog Number: 67-17785
Printed in the United States of America

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FOREWORD TO THE NEW EDITION

The Making of a College was written in 1966 by Franklin Patterson, the first President of Hampshire College, assisted by Charles R. Longworth, the second President of the College.

Mr. Patterson, who served as Hampshire's President from 1966-71, and Chairman of its Board of Trustees from 1971-74, originated the plans for Hampshire College. He wrote in the preface to the first edition of *The Making of a College* that Hampshire College was "designed not only to enlarge and strengthen higher education in the [Connecticut] Valley, but to provide a major demonstration which would contribute to educational development in the New England region and the nation as a whole."

Now, ten years later, Hampshire College has completed its fifth year of operation. It is an established and much sought after educational institution, created in accordance with the plans outlined in *The Making of a College*, and is widely regarded as one of the important experimenting institutions in American higher education.

Included in this new edition is Charles Longworth's President's Report for the years 1971-74. The Report represents an interim assessment of Hampshire's impact during its critical formative years, its problems, its successes, and its prospects for the future.

ACKNOWLEDGEMENT

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ACKNOWLEDGEMENT

published by New York Twentieth Century Fund; article by Stephen R. Graubard in **DAEDALUS**, Journal of the American Academy of Arts and Sciences; "The Economic Aspects," by Algo D. Henderson, in **UNIVERSAL HIGHER EDUCATION**, ed. by Earl J. McGrath, copyright © 1966 by McGraw-Hill, Inc., and used by permission of McGraw-Hill Book Company; **EDUCATION AT AMHERST: THE NEW PROGRAM**, ed. by Gail Kennedy, and used by permission of Harper & Row, Publishers, Inc.; **ANTHROPOLOGY**, by Alfred L. Kroeber, published by Harcourt, Brace & World, Inc.; **PHILOSOPHY IN A NEW KEY: A STUDY IN THE SYMBOLISM OF REASON, RITE AND ART**, by Susanne K. Langer, published by Harvard University Press; **LIBRARIES OF THE FUTURE**, by J. C. R. Licklider, published by The M. I. T. Press; "Anglo-Saxon Attitudes," by P. B. Medawar, published in **ENCOUNTER**; "The Ethos of the American College Student: Beyond the Protests," by Martin Meyerson, published in **DAEDALUS**, Journal of the American Academy of Arts and Sciences; "The Psycholinguists: On the New Scientists of Language," by George A. Miller, published in **ENCOUNTER**; **MEN, MACHINES, AND MODERN TIMES**, by Elting E. Morison, published by The M. I. T. Press; **INTREX: Report of a Planning Conference on Information Transfer Experiments**, September 3, 1965, ed. by Carl F. J. Overhage and R. Joyce Harman, published by The M. I. T. Press; "The Campus Climate: A Reminder," by James G. Rice, in **HIGHER EDUCATION: SOME NEWER DEVELOPMENTS**, ed. by Samuel Baskin, copyright © 1965 by McGraw-Hill, Inc., and used by permission of McGraw-Hill Book Company; **THE AMERICAN COLLEGE AND UNIVERSITY: A HISTORY**, by Frederick Rudolph, copyright © 1962 by Frederick Rudolph, Vintage Books 1965, and used by permission of Alfred A. Knopf, Inc.; **THE AMERICAN COLLEGE: A PSYCHOLOGICAL AND SOCIOLOGICAL INTERPRETATION OF THE HIGHER LEARNING**, ed. by Nevitt Sanford, published by John Wiley & Sons, Inc.; **LANGUAGE: AN INTRODUCTION TO THE STUDY OF SPEECH**, by Edward Sapir, published by Harcourt, Brace & World, Inc.; **THE TEACHING OF SCIENCE (AS INQUIRY)**, by Joseph J. Schwab and Paul F. Brandwein, copyright © 1964 by the President and Fellows of Harvard College, published by Harvard University Press; "The Undergraduate and His Culture," by Richard B. Sewall, published by **VENTURES**, Magazine of the Yale Graduate School; **A UNIVERSITY IN THE MAKING: THE BBC REITH LECTURES**, 1963, by Albert E. Sloman, published by Oxford University Press; article by Susan Sontag in **THE NATION**; "Extend our Vision . . . to All Mankind," by Adlai Stevenson, in **THE NATIONAL PURPOSE**, copyright © Time, Inc., 1960, published by Holt, Rinehart and Winston, Inc.; "The Contemporary University: USA," by Julius A. Stratton, published in **DAED-**

ALUS, Journal of the American Academy of Arts and Sciences; TOWARD EXCELLENCE IN PHYSICS, by Committee on Physics Faculties in Colleges, published by American Institute of Physics; PRIMITIVE CULTURE, by Edward B. Tylor, published by John Murray (Publishers) Ltd.; UNIVERSITY OF OXFORD: REPORT OF COMMISSION OF INQUIRY, used by permission of The Clarendon Press, Oxford; RELIGION, POLITICS, AND THE HIGHER LEARNING, by Morton White, copyright © 1959 by the President and Fellows of Harvard College, published by Harvard University Press; review by Morton White of THE UNIVERSITY IN TRANSITION, by James A. Perkins, in BOOK WEEK, used by permission of WORLD JOURNAL TRIBUNE; THE AIMS OF EDUCATION, AND OTHER ESSAYS, by Alfred North Whitehead, copyright © 1929 by The MacMillan Company, copyright renewed © 1957 by Evelyn Whitehead, Mentor edition 1929, used by permission of The Macmillan Company; ABBOTT LAWRENCE LOWELL, 1856-1943, by Henry Aaron Yeomans, copyright © 1948 by the President and Fellows of Harvard College, published by Harvard University Press.

Specific citations appear in the notes to this volume.

PREFACE

BEFORE COMING TO HAMPSHIRE, I had thought about schools and colleges from many points of view, but I had never faced head-on the whole question of what a college in this era should be and do. Suddenly, at the beginning of the summer of 1966, I found myself deeply involved in such a confrontation.

The experience was exhilarating and consuming. It was also more than a little humbling, as I began to realize the full reach of the question. This realization grew as I became more familiar with the careful planning that had gone into the conception and revision of the *New College Plan* from 1958 onward. It increased as I talked with faculty and administrators from Hampshire College's sponsoring institutions: Amherst, Mount Holyoke, Smith, and the University of Massachusetts. It was compounded by consultation with other scholars, artists, scientists, foundation officers, government officials, and architects. And everything that I read in the literature of higher education confirmed that the question of undergraduate liberal education was, to put it mildly, an open one. Out of all this, in two short but enormously full months, came this Working Paper and its framework of basic policy recommendations.

The preparation of the Working Paper would not have been possible without the collaboration of Charles R. Longworth, Vice-President of Hampshire College. In addition to co-authoring Chapter VIII, writing Chapter IX, and preparing all projections and appendices, Mr. Longworth gave thoughtful counsel which is reflected in the whole Paper.

A.

As the summer began, I found that the question of making a college, in the case of Hampshire, must be asked in three different, principal ways. One needed to ask again, even though eight years earlier

the *New College Plan* had given an answer: what should Hampshire College be as an undergraduate institution? One needed to ask further: what should the Connecticut River Valley complex of Massachusetts institutions be, and what role should Hampshire College play within the complex? And because the new college would inevitably affect and be affected by its non-academic environment, one needed to ask: how should Hampshire College participate in the changing community life around it?

The Working Paper seeks to answer the basic question as it is asked in these three ways. It recommends that undergraduate liberal education at Hampshire College be even more thoroughly restructured, in terms of ends as well as means, than the *New College Plan* of 1958 suggested. It recommends that, as Hampshire College is established, the four sponsoring institutions and Hampshire take a giant step forward in interinstitutional cooperation, so the Valley complex may become one of the great coordinated centers of higher education in America. And it recommends that Hampshire College, hopefully in close collaboration with its sister institutions, play an active part as a corporate citizen in helping shape the rapid, inevitable urbanization of the Valley.

Taken together, these recommendations of the Working Paper present a model for a total enterprise in higher education. They are designed not only to enlarge and strengthen higher education in the Valley, but to provide a major demonstration which would contribute to educational development in the New England region and the nation as a whole.

A bold demonstration of this order is sorely needed. Undergraduate liberal education in the United States faces social, curricular, and financial pressures that will not be denied. The fiscal base and academic viability of the private liberal arts college are everywhere precarious. Except for a few institutions whose endowments and achievements still insulate them, the independent colleges and many of the university undergraduate colleges are as much in curricular disarray as they are in chronically difficult financial shape. Strong, coherent interinstitutional collaboration—perhaps the main hope for adequate quality, balance, and fiscal efficiency in higher education for the era just beginning—

lags far behind what is needed in the last third of the 20th century.

The Working Paper is directed at these needs. The design for Hampshire College calls for a redefinition of the purposes, structure, and operations of liberal education, to bring it in line with a new era. The College will explore ways the private liberal arts institution may regain a full relevance in American culture generally and higher education in particular, and do so within its own economic means. Hampshire's pursuit of answers about its own proper role as a college, about the nature of cooperation among Valley institutions, and about institutional responsibility in an urban society may be of service to higher education as a whole.

The establishment of Hampshire College means that a host of practical problems must be met and solved. The range of these problems, in their size and complexity and number, is very great. Meeting and solving them will test the full resources of initiative and imagination that a new Board, a new faculty, and new administrative leadership can bring to bear. More than this, establishing Hampshire College will test the meaning of interinstitutional cooperation in the Valley. There is always the possibility de Tocqueville wrote of, that men may "refuse to move altogether for fear of being moved too far," that they may not make, "when it is necessary, a strong and sudden effort to a higher purpose." The establishment of Hampshire and the strengthening of the Valley complex will require many hands and much time. Most of all, it will require in the beginning "a strong and sudden effort" by men and women who are convinced that such a venture is worth the boldness and energy it costs.

B.

The Working Paper deals principally with plans for Hampshire College. It examines the present context of circumstances in which a new college will be built, projects Hampshire's role as an agent of change, defines an organized vision of liberal education for a new era, establishes the groundwork of the College's academic program, outlines in provisional but illustrative detail the nature of the Hampshire curriculum, specifies *language* as a major new component of liberal education content, describes the community of Hampshire College, and forecasts the financial requirements and operations of the new institution. We

have treated the College further in a series of appendices which add information about its earlier planning, its present site, its potential resources, and the like.

What emerges is as accurate an approximation of Hampshire College as its present leadership can manage. I regard the word *approximation* as essential to emphasize, since the report is not a precise blueprint, but one in a series of successive approximations of what Hampshire will be and do. Other approximations will follow, as the faculty and staff of the College grow, and as experience further informs its planning. The College cannot be given a static definition, since it will embody, as well as speak for, change.

Hampshire College, as the trustees intend, will be built on a campus of 450 acres of land in South Amherst, Massachusetts. The Working Paper recommends that Hampshire be a coeducational undergraduate institution of approximately 1440 students and 90 faculty. It will be residential, but, as the 1958 *New College Plan* suggested, it will have neither fraternities nor sororities. It will have ample provision for intramural sports and recreation, but it is not likely to enter into intercollegiate athletics. Its academic program will be distinctive in its ends as well as in its means. And it will demonstrate that, through innovation, it is possible for a new private undergraduate college to achieve high quality without a heavy, continuing subsidy of its operations.

C.

The first chapter of the Working Paper deals with changing circumstances which affect all of higher education today, including Hampshire College. Revolutionary current changes in higher education and the general culture present problems which a new institution cannot afford to ignore. Severe economic questions of unlimited demand and limited resources haunt higher education, particularly challenging the viability of the private undergraduate college and demanding new solutions. A radical expansion of knowledge and the rapid emergence of new intellectual strategies and technologies for handling it call into question the capabilities of liberal arts colleges as they now are. Urbanization and community change likewise profoundly affect today's colleges and universities, and call for new responses. Specifically, these changing cir-

cumstances of society and culture, of the economics of education, of knowledge and intellectual technology, of urbanization and community, challenge us:

To reconstruct liberal education so that young men and women may find acceptable meaning in social order and acceptable order in the freedom of an increasingly subjective culture.

To put the private college in a strong cooperative relationship with other institutions, as well as economizing within itself, so that instruction will be adequate in quality and variety.

To reconstitute the context of liberal education to include greater attention to the *language* of knowledge, both in terms of processes of inquiry and technologies of information transfer.

To reorient the college as a corporate citizen, active in the civic problems and processes of its surrounding community.

In responding to these challenges, as the second chapter emphasizes, Hampshire College will seek to be an agent of change, both an undergraduate institution of excellence and a laboratory for experimenting with ways the private liberal arts college can be a more effective intellectual and moral force in a changing culture.

D.

The vision of liberal education taken by Hampshire College is one of hospitality to the possibilities of contemporary life: the task of the College is to help its students learn to live their adult lives fully and well in a society of intense change, immense opportunity, and great hazards. As the third chapter suggests, the College should:

give students, for whatever use they themselves can make of it, the best knowledge new and old that we have about ways man may know himself and his world. This means that the College must help them acquire the tools with which it looks as though men in the future may be most likely to be able to build lives and a society they consider worthy. The most continually experimental thing about Hampshire College will be its constant effort, in collaboration with its students, to discern what these tools are and how best they may come to fit one's hand.

The College is committed to a view of liberal education as a vehicle

for the realization of self in society. To this end, it will try to help each student gain a greater grasp of the range and nature of the human condition, past, present, and possible future. It will aim at assisting each student toward a greater sense of himself in a society whose meaningfulness and quality *depend in significant degree on him*. It will seek to strengthen his command of the uses of intellect to educate and renew himself throughout life. And it will try to enhance his feeling for the joy and tragedy that are inherent in life and art, when both are actively embraced. The total college program through which Hampshire will pursue these ends emphasizes intellectual inquiry, artistic experience, engagement with the non-academic world, and a college culture that will support these things.

E.

I have suggested the general organization of the Hampshire College academic program in the fourth chapter of the Working Paper. The principal element the academic program of the College will depend upon for coherence and continuity will be *conceptual inquiry*. This central organizing principle means that education at Hampshire will be unsatisfied with *knowledge about*, which Whitehead described as producing inert ideas. Conceptual inquiry follows Whitehead's definition of education as "the acquisition of the art of the utilization of knowledge." It means exercising the intellect to learn, use, test, and revise ideas, concepts, theoretical constructs, propositions, and methodological principles in active inquiry. This process is at the heart of Hampshire's intention and program.

One of the basic propositions the College will test, as I have noted earlier, is that an academic program of good quality can be organized in a private college collaborating with nearby institutions, with its costs met principally out of tuition income.

Academic planning toward this economic end, as well as toward the ends mentioned earlier, begins with certain base-points. Among these are the following principles: that curriculum development at Hampshire must be a continuous process in order to avoid academic obsolescence as much as possible; that this means continuing institutional self-study and the provision of ways an innovative climate can be maintained; that the "academic" program must be actively connected with student

experiences in the "real" world; that cooperation with other Valley institutions is essential; that the Hampshire academic program should have a highly flexible organization; and that students should have preparation and experience in teaching both themselves and others.

The College will not be departmentalized. It will be organized instead by major fields of disciplines and subjects into four Schools, designated as:

- The School of Humanities and Arts
- The School of Natural Sciences
- The School of Social Sciences
- The School of Language Studies

Students will have a substantial introduction to each of these four fields, and they will have intensive experience in at least one of them before they graduate. Schools, in Hampshire's sense, will be fields of study in which to enter, *not* places of residence and study.

Hampshire students will progress through a three-phase divisional sequence in their academic work, rather than through the usual four-phase freshman-senior sequence. Division I will introduce students to the intentions of liberal education at Hampshire and to the fields its Schools deal with. In Division II, students will enter (i.e., concentrate in) one of the four Schools for preparation in the concepts and methods of a single discipline, after having explored the School fields further. Division III will occupy students with advanced studies in their chosen field and integrative studies across disciplines and fields. In the divisional sequence, students will move steadily toward greater independence in study.

No courses in the three-phase divisional sequence will be required in the literal sense, and no fixed accretion of course-credits will be held to for graduation. Most students will be likely to spend one academic year in Division I, two academic years in Division II, and a year in Division III. Most will take three courses in each of eight terms. But it will be possible for students to vary all of these arrangements with the advice and sanction of the College. The only absolute requirements for graduation from the College are that the student:

- Pass the basic field and integrative examinations for Division I.

Pass the intermediate School examination, field examinations, and integrative examination for Division II.

Pass the advanced School and integrative examinations for Division III.

Complete and have accepted a Division III advanced study or project, and

Pass a foreign language examination, demonstrating competence in understanding and speaking a language other than English.

In principle, if not in any but the rarest practice, a student could receive his degree at Hampshire as soon after matriculation as he could accomplish these requirements and might, in the process, take no courses at all. What may happen, much more usually, is that students will move through the divisional sequence at different rates. Some may take less than four years, while other students may take longer, particularly if they are given sanctioned leaves for work, travel, military service, or other purposes.

Examinations may be given in courses where faculty find them useful. In any case, only three categories of grades will be given: fail, pass, and distinction. No grades will be more than advisory, except for those on the divisional field and integrative examinations, and on Division III studies and projects.

Foreign language offerings in the Hampshire program will be limited during the regular academic year. Course work will be supplemented by an excellent language laboratory, to which individual students and groups may have ready access. During the summer term, on the other hand, Hampshire College will conduct intensive foreign language institutes. These will not resemble "summer schools"; their character will be that of *total-culture simulations*, in which students will live with a language and its culture day and night for a period of six to eight weeks. Such institutes, making use of native-speaking teachers and aides, will provide an instructional service of use to students from the other Valley institutions, will aid Hampshire students, and will move the College facilities in the direction of full use in the summer period.

F.

The fifth chapter of the Working Paper offers provisional models of curriculum for the Hampshire divisional sequence. To compress these

models in a preface would distort them beyond recall. I should like only to underline several points about the Working Paper's discussion of curriculum. One point is that the course examples, while detailed in some cases, are offered simply as illustrations of ways the general intentions of the College might be expressed. A second point is that the curriculum for Division I marks a deliberate break in content and structure from what is usually the work of the freshman year. The Division I curriculum is intended to do several things: to serve as a controlled decompression chamber after the high-pressure information-ingesting, test-scoring period of high school; to enable students to begin to see the meaning of liberal education in Hampshire's terms; to use a structured sequence to introduce students to the fields and educational procedures of the College; and to give them preparation for greater independence in their studies. A third point is that, in Division II and Division III, independent study shifts from a minor proportion of the program to a major proportion.

The curriculum outlined in chapter five's discussion would concentrate faculty heavily in Division I, as the 1958 Plan suggested for its freshman year. The total faculty (or full-time faculty equivalents) that the College would require for all Divisions at a full strength of 1440 students would be approximately 90, a faculty-student ratio of 1 to 16. This is not quite the "ideal" ratio of 1 to 20 suggested in 1958; detailed calculations and discussions lead us to conclude that a ratio of 1 to 16 approaches the limits of practicability within the kind of program the College desires to offer. Even so, such a ratio is very considerably higher than that at most private colleges of high quality and still represents a workable figure from the point of view of ultimate fiscal independence for the institution.

G.

I have recommended in the sixth chapter of the Working Paper that a new principal field be added at Hampshire to the usual three found in the academic programs of liberal arts colleges. In addition to the humanities and arts*, the natural sciences, and the social sciences,

*The report emphasizes the lively and expressive arts as being integral to Hampshire's view of the humanities.

Hampshire College will introduce a fourth field, that of *language*. This should not be taken to mean simply foreign language studies, although these would be subsumed in the field. The School of Language Studies at Hampshire will comprehend within it the study of "language" in its many aspects, through analytic and linguistic philosophy, psycholinguistics, the historical development of natural languages, the study of symbolism, structural linguistics, mathematics as a language, computer language evolution, and other approaches.

In addition, the School of Language Studies will have a principal responsibility for leadership in the improvement of information transfer capabilities in the College. As the Working Paper says, "Hampshire College is far from committed to any idle notion that gadgetry will do the job in liberal education." But neither does it propose to repeal the 20th century nor revive the 12th. A concentrated emphasis on the human uses of the new technologies or information transfer means simply that Hampshire intends to exploit them for the ends of liberal education and economy wherever it is sensible to do so. In addition, I hope that Hampshire's internal emphasis on the improvement of information transfer capabilities may be orchestrated with external developments in this field from which all of the Valley institutions could profit.

H.

The seventh chapter of the Working Paper discusses the community and campus of Hampshire College.

As its main constituency, the College community will seek students of diverse backgrounds who are as able as those attending the other major institutions of the Valley. Hampshire will be an innovative, "experimenting" place, giving its students an approach to liberal education that emphasizes understanding self and society through fields in which inquiry and expression are the central concern of study. The College's intention is to equip students as well as possible to handle their own education and their own realization as people. Such preparation cannot usefully be given in wholly abstract terms. From the beginning, therefore, students at Hampshire will have a good deal of experience with self-direction in their studies and campus life. They will face, in consequence, the responsibilities that go with increasing degrees of free-

dom for a mature person. While Hampshire will be innovative, innovation will not be an end in itself, and its students will not be those who are simply attracted by "experimentation" for its own sake. Hampshire's students will have to be abler to handle responsibility, abler to learn discipline of self in study and campus life, than most students at most colleges are expected to be. At their best, they will be like the best of American students today—neither privately disaffiliated "achievers," technocratic conformists, nor deviants. I hope they will be questioning themselves and the society they find themselves in. I hope they will look for honesty in the values of society, be contemptuous of fraud when they are sure that is what it is, be willing to go down hard roads that make genuine sense, and be unafraid to laugh.

Hampshire will build a faculty devoted as much to teaching in the terms the College stands for, as to scholarship and art. The Hampshire faculty will have, as its largest group, very able young men and women who are still relatively close to college age themselves. The second largest group will be senior faculty members, men and women of professor's rank, with mastery of their fields and a right to the title of master teacher. The third and smallest group will be faculty in mid-career, in touch with the frontiers of their fields and with teaching. Faculty salaries, tenure, and similar matters will be governed by standards comparable to those at other undergraduate institutions of high quality. Within the College's general framework of purposes and its accent on the centrality of method in disciplines of inquiry and expression, faculty will have unusual freedom to teach in terms of their own principal intellectual or artistic interests.

The organization, government, and administration of the College will be committed, as will the campus design, to building an academic community where intellectual and artistic discourse is as easy and natural outside the classroom as it is inside. The College will be guided by the basic policy decisions of its trustees and the leadership of the president who serves at their pleasure. But the internal governance of the College will be shaped by all of the community's constituencies. The major governing bodies of the community will be few, but students will have representation on each of them. Faculty will have at least as much voice in shaping the academic affairs of the College as they have at

Hampshire's sister institutions. Over-administration, as well as over-committeefication, will be avoided like the plagues they are. Presidential leadership will not be equivocal, but will articulate alternatives, project goals, and mobilize the energies a vigorous institution requires.

The community of the College, not only in residential terms but in many academic and administrative ways as well, will be decentralized. The design of the College will feature a series of residential-academic clusters, each of about 360 men and women students, grouped loosely around a central College and library complex. These clusters will be known as Houses. Each will have its unique identity in architecture and in the qualities given to it by students and faculty. Each House cluster will combine student residential units with related academic facilities, including individual office-studies for at least sixteen faculty members from the four Schools. The House in each case will have a Master, a senior faculty member provided with a commodious residence, who will give approximately half of his time to administrative responsibility for the House. Each House will have, as well, a full-time Proctor or executive associate of the Master, also with a separate residence. Provision is made in each House cluster for the separate residence of two younger faculty members and their families.

Master planning of the whole campus is being done by Hideo Sasaki, a noted landscape architect, and his colleagues in the firm of Sasaki, Dawson, and DeMay. The design and development of the House clusters and the central College complex are in the hands of Hugh Stubbins, one of America's most distinguished architects. In addition, the trustees and the College administration are advised on general architectural questions by Pietro Belluschi, former Dean of Architecture at the Massachusetts Institute of Technology. I trust that we may create a campus that will not be a walled tower but an open city, that will allow for individuality, for unity, for urban intensity and rural serenity, for a sense of connection and a sense of detachment. Among other things, we want to create a campus which will respect the great natural beauty of the land as the setting of its human community.

I.

I have urged two considerations in the eighth chapter that directly

involve Hampshire's sponsoring institutions. One of these concerns the strengthening of interinstitutional collaboration in the Connecticut River Valley of Massachusetts. The other emphasizes the role that Valley institutions of higher education could play as corporate citizens of the larger community, shaping the form that urbanization takes as it continues to develop here.

The major importance of interinstitutional cooperation and its enlargement was touched upon at the beginning of this Preface. From the 1958 *New College Plan* on, the evolution of Hampshire College has been premised on the notion that economy and quality in higher education are most possible through cooperation among institutions. *All* institutions, even the most well-endowed and powerful, need the benefits of interinstitutional cooperation today, and will need them urgently in the near future. New England is relatively backward in recognizing this, as it has been in recognizing the need for strong support of public higher education. The institutions of the Valley constitute an exception; the beginnings of interinstitutional cooperation have been made here in the past twenty years. Because this is the case, the Valley institutions have a rare opportunity now to make a strong and sudden effort toward much greater collaboration. In so doing, as noted earlier, they would benefit themselves and present a model that could have a profound effect on higher education in New England and elsewhere.

To this end, Hampshire College proposes the creation of a Valley Center for Cooperative Development in Education, with its own corporate governance representing at the highest level the academic and other interests of the four colleges and the University. The Valley Center should have its own adequate headquarters, its own chairman or director and small but full-time professional staff, its own funding and budget. A principal purpose of the Center would be to assist the participating institutions in the active development of cooperative services, ventures, and programs, sometimes only coordinating these, sometimes undertaking partial or complete responsibility for their operation. Such a Center should be established simultaneously with the establishment of the College. We propose, therefore, that land for a Center be donated by Hampshire to Five Colleges, Inc., a corporation representing the Valley institutions, that funds be sought for Center construction and an initial

operating budget simultaneously with the seeking of a major foundation grant for Hampshire College, and that funds be sought to enable the participating institutions to enlarge their cooperation substantially during the next ten years.

The financial projections for Hampshire College, and for a rapid strengthening of the cooperative institutional environment in which the College will be set, are presented in the ninth chapter. From these it is apparent that given support to meet its capital requirements and initial operating deficits, Hampshire College could thereafter manage mainly on its own. In doing so, it would demonstrate the proposition put forward by the 1958 *New College Plan*: that a private institution of academic excellence can be organized to function principally on its tuition income. It is also apparent from the projections what would be required to demonstrate the advantages of active, serious collaboration among an important group of public and private institutions.

These projections together make clear the dimensions of "the strong and sudden effort" which I recommend as the proper course for Hampshire College and the institutions which have helped bring her into being. The delivery of the new College into the world is not an event discrete from the needs and purposes of the Valley community of institutions. As the first conception of the New College in 1958 was an expression of the linked interests of institutions, the birth of Hampshire College is a time to strengthen the family of which it is a part.

While the Working Paper represents valuable ideas and assistance from many quarters, shortcomings or errors in it are my responsibility alone.

An appendix lists individuals who, in various ways, have contributed to the evolution of ideas about Hampshire. I owe a special debt to Professor Daniel Bell of Columbia University, whose thinking about general education in the present period has substantially influenced my own. I am deeply grateful, too, to Mrs. Virginia H. Aldrich and Mrs. Ruth G. Hammen, whose devotion and care in the preparation of the manuscript made its early publication possible.

FRANKLIN PATTERSON
President

December, 1966

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ISSUES AND PERSPECTIVES IN UNDERGRADUATE EDUCATION

As new schools are founded, we shall, if we exert our options, be able to develop them with new educational philosophies, or with known ones, newly clarified. We have shown relatively little innovation in recent years either in the ends or in the means of higher education. A few small liberal arts colleges, such as St. John's or Antioch, continue to be our sports. New schools such as Hampshire College . . . may help revitalize the thinking about how new schools can create a special character.

MARTIN MEYERSON
Daedalus, Summer, 1966

HAMPSHIRE COLLEGE intends to pick up the glove that Martin Meyerson says the times have cast down for it. The elision in the prefatory quote from President Meyerson says correctly that the founding of Hampshire was prefaced "by asserting that it was concerned primarily with new means rather than ends in education. . . ." This separation in the College's conception of itself is no longer true. Hampshire is vitally interested in new means in higher education and proposes to demonstrate its interest by positive action. But it is equally interested in new and older ends for education in an epoch of radical growth and change. The discussion that follows is premised on the idea that ends and means are in reality inseparable.

Hampshire College begins its existence as an institution in the midst of enormous change and growth in American society. Undergraduate education as a whole is caught up in this total social flux, but for a new