

## REFERENCES

- Epigraph, Chapter 1. Martin Meyerson, "The Ethos of the American College Student: Beyond the Protests," *Daedalus*, Summer, 1966, p. 737.
1. As long ago as 1953 James B. Conant suggested among other things that there should be no expansion in the number or size of four-year colleges, that the programs of such colleges should not be expanded, that bachelor's degrees should be awarded after two college years, and that four-year colleges should become almost wholly corridors for entrance into graduate or professional schools. Cf. his *Education and Liberty* (New York: Vintage Books, 1965).
  2. Professor Bell's remarkable study, *The Reforming of General Education* (New York: Columbia University Press, 1966), is far more than an examination of the Columbia College experience. It is a brilliant and original contribution to present discourse on higher education, with particular relevance to the undergraduate college and its questions. This section of the Hampshire College position statement reflects a substantial debt to Professor Bell. Among many other things, Daniel Bell points out in connection with research that a single experiment by two scholars at Columbia to confirm the existence of the neutrino cost a million dollars in federal support, and that American universities today are spending a billion and a half dollars per year on basic research alone, under government contract.
  3. Bell comments that for the university-based colleges there are resultant difficulties different from those in independent institutions. The university college is likely to become the "stepchild" of the larger institution in terms of the teaching quality, funding, and prestige available to it. *Ibid.*, p. 103.
  4. Wesley Lindow, Executive Vice-President, Irving Trust Company, and Sidney G. Tickton, Vice-President, Academy for Educational Development, "Yesterday, Today, and Tomorrow," a paper of the Academy for Educational Development, New York, 1966. Mimeo.
  5. Daniel Bell, "The Disjunction of Culture and Social Structure: Some Notes on the Meaning of Social Reality," *Daedalus*, Winter, 1965, p. 210.

6. *Ibid.*, pp. 211-212.
7. *Ibid.*, p. 212.
8. *Ibid.*, p. 213. Italics and elisions added.
9. Kenneth Keniston, *The Uncommitted* (New York: Harcourt, Brace & World, Inc., 1965). Cf. also his "Faces in the Lecture Room," *Yale Alumni Magazine*, April, 1966, pp. 20-34. Professor Keniston, it should be said, is no gloomy student of American college youth. When it comes to prognosis, in his writing and in talk, Professor Keniston is far more sanguine about young people and colleges than this compressed sample of his views might suggest.
10. Bell, *The Reforming of General Education*, *op. cit.*, p. 308.
11. See Lionel Trilling, *Beyond Culture* (New York: The Viking Press, Inc., 1965), pp. i-xviii.
12. Miss Sontag (in *The Nation*, April 13, 1964) observes that a truly critical value is "a sensibility based on indiscriminateness, without ideas [and] beyond negation."
13. Bell, *The Reforming of General Education*, *op. cit.*, p. 311.
14. The influential work of the Physical Sciences Study Committee and Educational Services Incorporated, under the direction of Professor Jerrold Zacharias of MIT, expended more than \$6 million in remaking a single high school course, physics, and in preparing teachers to teach it.
15. Aspects of curriculum and other changes in secondary education are described usefully in a number of reports. Among these is *Innovation and Experiment in Education*, A Progress Report of the Panel on Educational Research and Development of the President's Science Advisory Committee, Washington: GPO, March, 1964.
16. Regrettably little improvement in high school programs has occurred for students not planning on college.
17. See John I. Goodlad, *School Curriculum Reform*, a report to the Fund for the Advancement of Education, Ford Foundation, March, 1964.
18. Professor Zacharias has remarked, at least in conversation, that—had he the opportunity to "do PSSC over"—he would not again move toward a single course in "physics" but toward a sequence in "science."

19. It is important in this connection to note that no national reform effort comparable to those in natural science, mathematics, social science, and foreign language has succeeded in getting under way in one of the most basic of subjects: English.
20. *Toward Excellence in Physics: Reports from Five Colleges*, Committee on Physics Faculties in Colleges, American Association of Physics Teachers and the American Institute of Physics, New York: The Committee, 1964, p. 2.
21. *Ibid.*, pp. 2-3.
22. The Harvard-MIT accelerator cost a very great deal in millions of dollars, but the Palo Alto facility cost much more.
23. Dean Wiesner has consulted with Hampshire College leadership about this and other questions.
24. Seymour E. Harris, *Higher Education: Resources and Finance* (New York: McGraw-Hill Book Company, 1962), presents data and analysis which make the financial requirements and constraints of higher education painfully clear. For the field as a whole, Professor Harris suggests that total national operating educational and general budget will reach as high as \$11,760,000,000 by 1970, contrasted with \$3,600,000,000 for 1957-1958. The pressures on private liberal arts colleges are reflected in one study of twenty-four institutions where in 1953-1963 the average tuition increase was 124%.
25. Algo D. Henderson, "The Economic Aspects," in *Universal Higher Education*, edited by Earl J. McGrath (New York: McGraw-Hill Book Company, 1966), p. 204.
26. Julius A. Stratton, Commencement Address, Massachusetts Institute of Technology, June 12, 1964, in "The Contemporary University: USA," *Daedalus*, Fall, 1964, p. 1241.
27. *University of Oxford: Report of Commission of Inquiry*, Vol. I, "Report, Recommendations, and Statutory Appendix," (Oxford: Clarendon Press, 1966), p. 33. For a highly informative discussion of the Oxford financial position and the expensiveness of discrete operations even in one institution, see Chapter V, "Costs in a Collegiate University," Vol. I, pp. 155-188.
28. James M. Cass, "Changes in American Education in the Next Decade: Some Predictions," in *Innovation in Education*, edited by Matthew B.

- Miles (New York: Teachers College Press, Columbia University, 1964), p. 618.
29. Derek J. Price, *Science Since Babylon* (New Haven, Connecticut: Yale University Press, 1961), provides a useful treatment of the kind of growth in science cited here.
  30. Gerald Holton, "Scientific Research and Scholarship: Notes Toward the Design of Proper Scales," *Daedalus*, Spring, 1962, pp. 362-399. See, especially, Figure 4, pp. 86-87, "Connections among the contributions in an expanding part of basic physics."
  31. P. B. Medawar, "Anglo-Saxon Attitudes," *Encounter*, August, 1965, p. 52.
  32. Bell, *The Reforming of General Education*, *op. cit.*, p. 77.
  33. *Loc. cit.*
  34. George A. Miller, "The Psycholinguists: On the New Scientists of Language," *Encounter*, July, 1964, p. 30.
  35. *Ibid.*, p. 29.
  36. *INTREX: Report of a Planning Conference on Information Transfer Experiments*, September 3, 1965, edited by Carl F. J. Overhage and R. Joyce Harman (Cambridge, Massachusetts: The M.I.T. Press, 1965), p. 51.
  37. The concern that this will not be the case, and that the information retrieval concept of libraries is relevant only for the sciences, has frequently been expressed. A recent expression was the address of Gordon N. Ray, opening the 85th annual conference of the American Library Association in New York City. See "Librarians Urged to Save the Book," *The New York Times*, Monday, July 11, 1966. Mr. Ray rightly emphasizes the virtues of the book itself as a highly flexible tool for information transfer. But he pays no attention to its limitations, such as those thoughtfully described by J. C. R. Licklider, *Libraries of the Future* (Cambridge, Massachusetts: The M.I.T. Press, 1965), pp. 4-8.
  38. Licklider, *op. cit.*, p. 6.
  39. Royce S. Pitkin and George Beecher, "Extending the Educational Environment: The Community as a Resource for Learning," in *Higher Education: Some Newer Developments*, edited by Samuel Baskin (New York: McGraw-Hill Book Company, 1965), pp. 174-195.

40. See John Keats, *The Sheepskin Psychosis* (New York: Delta Book Edition, Dell Publishing Co., 1966), 190 pp.
  41. Considerable attention to the desirability of a flexible student leave or sabbatical program was paid in discussion at the Hampshire College Conference of Consultants, June 13-15, 1966. Mr. Philip Sherburne, president of the U.S. National Student Association, was one of those who favored as permissive an arrangement as possible.
  42. Frederick Rudolph, *The American College and University: A History* (New York: Alfred A. Knopf, Inc., 1962, Vintage Books Edition, 1965), p. 92.
  43. See Pitkin and Beecher, *op. cit.*, pp. 185-188.
  44. Kevin Lynch, "The Pattern of Metropolis," *Daedalus*, Winter, 1961, pp. 95-98.
  45. John Dyckman, "The Changing Uses of the City," *Daedalus*, Winter, 1961, pp. 123-125.
- Epigraph, Chapter 2. Henry Steele Commager, "Social, Political, Economic, and Personal Consequences," in *Universal Higher Education*, edited by Earl J. McGrath (New York: McGraw-Hill Book Company, 1966), p. 16.
46. Albert E. Sloman, *A University in the Making: The BBC Reith Lectures, 1963* (New York: Oxford University Press, 1964), which, as he says, gets "down to brass tacks" in terms of the plans of the University of Essex, of which he was appointed first Vice-Chancellor in 1962.
  47. C. L. Barber, Amherst College; Donald Sheehan, Smith College; Stuart M. Stoke, Mount Holyoke College; Shannon McCune, *Chairman*, University of Massachusetts, *The New College Plan: A Proposal for a Major Departure in Higher Education* (Amherst, Massachusetts: The Four Colleges, 1958), 56 pp. Reprinted 1965.
  48. *Ibid.*, Prefatory statement, p. 2.
  49. A synopsis of the 1958 Report may be found in the appendix material of this paper.
  50. Letter, Charles R. Longworth, Secretary, Board of Trustees, Hampshire College, Amherst, Massachusetts, to Members of the Educational Advisory Committee, October 15, 1965.

51. Robert C. Birney, Amherst College; Alice B. Dickinson, Smith College; Frederick C. Ellert, University of Massachusetts; Roger W. Holmes, Mount Holyoke College; Sidney R. Packard, *Chairman*; Charles R. Longworth, Hampshire College, *ex officio*, *Report of the Educational Advisory Committee to the President of Hampshire College* (Amherst: Hampshire College, April 13, 1966), 52 pp. plus appendices. Mimeo. A synopsis of the 1966 Report may be found in the appendix material.
52. Italics added. The quoted material in these passages is drawn from John W. Gardner, "Agenda for the Colleges and Universities," Address to the California Conference on Higher Education, San Francisco, California, May 7, 1965. Mimeo.
53. Italics added.
54. Gardner, *op. cit.*, p. 10.
- Epigraph, Chapter 3. Stephen Graubard, *Daedalus*, Fall, 1964, p. 1028.
55. Elting E. Morison, *Men, Machines, and Modern Times* (Cambridge, Massachusetts: The M.I.T. Press, 1966), p. 223.
56. Alfred North Whitehead, *The Aims of Education, and Other Essays* (New York: The New American Library of World Literature, Mentor Edition, 1929), p. 93.
57. *Ibid.*, p. 26.
58. *The New College Plan, op. cit.*, p. 9.
59. Morton White, *Religion, Politics, and the Higher Learning* (Cambridge, Massachusetts: Harvard University Press, 1959), p. 3. These papers are acute in their discussion of the need for more adequate application of the tools of philosophical analysis in public affairs, education, history, and other fields. That this need is unmet, Professor White avers, is a condition for which philosophers cannot escape their share of responsibility. In consultation with Hampshire College, Professor White has suggested that important uses of philosophical analysis (not in the context of usual courses in "types" of philosophy, etc.) could be developed in the general curriculum.
60. P. W. Bridgman, "Quo Vadis," *Daedalus*, Winter, 1958, p. 92.
61. *Ibid.*, p. 93.
62. William Arrowsmith, "The Shame of the Graduate Schools, A Plea for a New American Scholar," *Harper's Magazine*, March, 1966, pp. 51-59.

63. Letter, Elting E. Morison, Cambridge, Massachusetts, June 17, 1966, to Franklin Patterson, President, Hampshire College, Amherst, Massachusetts.
64. Jacques Barzun, "The New Man in the Arts," *The American Scholar*, Autumn, 1956, p. 442.
65. Bell, *The Reforming of General Education, op. cit.*, p. 311.
66. *Ibid.*, p. 312.
67. Edward B. Tylor, *Primitive Culture*, Third Edition (London: John Murray, Publishers, Ltd., 1891) p. 1.
68. Alfred L. Kroeber and Clyde Kluckhohn, "Culture: A Critical Review of Concepts and Definitions," *Papers of the Peabody Museum*, 47, No. 1a, Harvard University, Cambridge, Massachusetts, 1952. 223 pp.
69. *Ibid.*, p. 157.
70. David Riesman, "College Subcultures and College Outcomes," in *Selection and Educational Differentiation*, Report of a Conference, May 25-27, 1959, Berkeley, California (Field Service Center and Center for the Study of Higher Education, University of California, Berkeley, California, 1959), p. 3.
71. See James G. Rice, "The Campus Climate: A Reminder," in Baskin, *op. cit.*, pp. 304-317, for a helpful recent summary.
72. *Ibid.*, p. 307.
73. Quoted in Burton R. Clark, "College Image and Student Selection," in *Selection and Educational Differentiation, op. cit.*, p. 158. Professor Clark reports findings on college culture as seen in the "image syndrome" held by entering students at Antioch, Reed, Swarthmore, and San Francisco State College.
74. *Ibid.*, p. 160.
75. Rice, *op. cit.*, pp. 307-308.
76. Letter, Professor Kenneth Keniston, Yale University, New Haven, Connecticut, July 9, 1966, to Franklin Patterson, President, Hampshire College, Amherst, Massachusetts. We are indebted to Professor Keniston for advice which is reflected in much of this discussion.
77. *Ibid.*
78. Letter, Mr. Philip Sherburne, President, U.S. National Student Association, Washington, D.C., June 25, 1966, to Franklin Patterson, President, Hampshire College, Amherst, Massachusetts.

79. Byron Stookey, "Starting from Scratch: The University of California at Santa Cruz," *Harvard Review*, Winter, 1965, pp. 22-34.
80. An interesting discussion of American students vis-à-vis the ascribed purposes of higher education is Edgar Z. Friedenberg and Julius A. Roth, *Self-Perception in the University: A Study of Successful and Unsuccessful Graduate Students*, Supplementary Educational Monograph Number 80 (Chicago, Illinois: The University of Chicago Press, January, 1954), 101 pp. Friedenberg and Roth are preoccupied with socio-psychological factors in achievement and underachievement. One comment about passive-dependent young men and their behavior in college may suggest why it is not enough to think of students as rational beings alone: ". . . these young persons frequently behave as though they expected that, in school, at last, they might find an environment in which their passivity would not matter; much of their subsequent difficulty may be ascribed to disillusionment and rage at finding that this is not the case." p. 73.
81. Bell, *The Reforming of General Education*, *op. cit.*, p. 152. Professor Bell's usage of the prefix *meta-* is taken not quite as the usual construction of "among," "along with," "after," or "behind," but to denote the sense of depth, complexity, change, and connectedness in these fields as the object of education. Italics added.
82. Alfred L. Kroeber, *Anthropology*, Revised Edition (New York: Harcourt, Brace & World, Inc., 1948), p. 291.
83. Morison, *Men, Machines, and Modern Times*, *op. cit.*, pp. 84-85.
- Epigraph, Chapter 4. Kingman Brewster, Jr., *Ventures*, Magazine of the Yale Graduate School, Spring, 1966.
84. A précis of each of these two reports is found in the appendix material of this paper.
85. For a list of consultants who have advised on the earlier and current approximations of Hampshire College's program, see appendix material.
86. Keniston, Letter of July 9, 1966, *op. cit.*, p. 2.
87. Letter, Professor C. L. Barber, Indiana University, Bloomington, Indiana, June 28, 1966, to Franklin Patterson, President, Hampshire College, Amherst, Massachusetts.

88. Charles R. Longworth, Hampshire's Vice-President, has variously suggested:  
 a vice-president in charge of revolution, "knowing what is happening in higher education and society and trying to get ahead of it."  
 an RD Laboratory (not Research and Development, but Radical Departure) . . . "a special educational laboratory on the campus for the really wild things to be tried . . . where institutional or faculty reputations would not be lost; only made."
89. Julius A. Stratton in interview by Robert C. Cowen, "Quality vs. Quantity in the Colleges," *The Christian Science Monitor*, July 28, 1966.
90. *Ibid.*
91. *Report of the Educational Advisory Committee to the President of Hampshire College*, *op. cit.*, p. 6.
92. *Education at Berkeley: Report of the Select Committee on Education* (Berkeley, California: University of California, Academic Senate, March, 1966), pp. 39-40. Hereafter referred to as *The Muscatine Report*, after the Committee chairman, Professor Charles Muscatine.
93. Morton White's Review of James A. Perkins', *The University in Transition* (Princeton, New Jersey: Princeton University Press, 1966), *The Sunday New York Herald Tribune, Book Week*, March 6, 1966, pp. 12-13.
94. *The New College Plan*, *op. cit.*, p. 10.
95. *Report of the Educational Advisory Committee to the President of Hampshire College*, *op. cit.*, p. 10.
96. *Ibid.*, p. 11.
97. *Ibid.*, pp. 11-12.
98. *Ibid.*, pp. 27-33.
99. Rudolph, *op. cit.*, pp. 305-306.
100. *Ibid.*, p. 442.
101. *Ibid.*, p. 452. Quoted from Irving Babbitt, *Literature and the American College: Essays in Defense of the Humanities* (Boston: Houghton Mifflin Company, 1908).
102. *Loc. cit.*

103. *Ibid.*, p. 455.
104. *Education at Amherst: The New Program*, edited by Gail Kennedy (New York: Harper & Brothers, 1955), 330 pp. This account is of particular interest because it represents an in-operation evaluation seven years after the inception of the new curriculum when, as President Charles W. Cole remarked in a foreword, the college had "had time enough to learn a great deal about the effectiveness of the new curriculum, but not time enough drastically to modify its intent," p. xi.
105. Bell, *The Reforming of General Education*, *op. cit.*, p. 38.
106. *Education at Amherst*, *op. cit.*, pp. 309-310. Italics added.
107. See, for example, the use Professor Gabriel A. Almond, a political scientist, has made of sociological concepts and analysis in comparative national studies, e.g., with Sidney Verba, *The Civic Culture* (Princeton, New Jersey: Princeton University Press, 1963).
108. See especially E. H. Gombrich, *Art and Illusion* (New York: Pantheon Books, Inc., 1960), for a discussion of the concept of "convention" in aesthetic experience.
109. See Bell, *The Reforming of General Education*, *op. cit.*, pp. 157-163. Bell draws on Thomas Kuhn, *Structure of Scientific Revolution* (Chicago, Illinois: The University of Chicago Press, 1963), Joseph J. Schwab, and Paul F. Brandwein, *The Teaching of Science as Enquiry* (Cambridge, Massachusetts: Harvard University Press, 1964), and others.
110. *The New College Plan*, *op. cit.*, pp. 8-9.
111. *Ibid.*, p. 9.
112. Bell, *The Reforming of General Education*, *op. cit.*, pp. 192-193.
113. Again, description here is indebted to Professor Bell.
114. *Ibid.*, p. 197. Italics added.
115. *Ibid.*, pp. 208-209.
116. *Ibid.*, p. 166.
117. *Ibid.*, pp. 170-171.
118. *Cf.*, for example, Franklin Patterson, *Man and Politics*, Occasional Paper No. 4, Social Studies Curriculum Program, Educational Services Incorporated (Cambridge, Massachusetts: Educational Services Incorporated, 1965).

- Epigraph, Chapter 5. Abbott Lawrence Lowell, from Aaron Yeomans' biography, *Abbott Lawrence Lowell 1856-1943* (Cambridge: Harvard University Press, 1948), pp. 160-161.
119. Professor Meyerson's essay, "The Ethos of the American College Student: Beyond the Protests," in *Daedalus*, Summer, 1966, pp. 713-739, is a most perceptive assessment of where students and their colleges stand today.
120. Professor Bruner dealt with curriculum generated around these questions in his Presidential Address to the Seventy-Third Annual Convention of the American Psychological Association in September, 1965. An adaptation of the text of that address is in Jerome S. Bruner, *The Growth of Mind*, Occasional Paper No. 8 of the Social Studies Curriculum Program of Educational Services Incorporated (Cambridge, Massachusetts: Educational Services Incorporated, 1966).
121. Bell, *The Reforming of General Education*, *op. cit.*, p. 163.
122. Schwab, *op. cit.*, p. 39.
123. Quoted in Bell, *The Reforming of General Education*, *op. cit.*, p. 164. Professor Bell remarks of his colleague: "This is how *he* teaches it; but regrettably, not all do."
124. *Ibid.*, pp. 164-165.
125. *Cf. Unified Science Program*, A bulletin of the College of Literature, Science, and the Arts, and the College of Engineering, The University of Michigan, Ann Arbor, Michigan, August, 1964, 2 pp. This is a two-year sequence for highly selected freshman and sophomore students with marked proficiency in mathematics. It includes physics, chemistry, and mathematics.
126. *Cf. The Muscatine Report*, *op. cit.*, p. 128, with regard to a new one-year Contemporary Natural Science (CNS) course at Berkeley for non-majors, covering "principles of physical, chemical, and biological science, together with their implications for society."
127. *Report of the Educational Advisory Committee to the President of Hampshire College*, *op. cit.*, p. 24.
128. *The New College Plan*, *op. cit.*, pp. 17-18.
129. "The Freshman-Seminar Program" (multilithed report circulated to

- the Faculty of Arts and Sciences of Harvard College, February 1963), p. i.
130. *Ibid.*, p. 97.
  131. *Ibid.*, pp. 97-98.
  132. C. L. Barber, *More Power to Them: A Report of Faculty and Student Experience in the Encouragement of Student Initiative* (Amherst, Massachusetts: The Committee for New College, 1962), 75 pp.
  133. *Ibid.*, pp. 56-57.
  134. *The Muscatine Report*, *op. cit.*, p. 135.
  135. *University of Oxford, Report of Commission of Inquiry*, *op. cit.*, Vol. I, pp. 101-102.
  136. *Loc. cit.*
  137. Quoted in Bruner, *op. cit.*, p. 14.
  138. White, *Religion, Politics, and the Higher Learning*, *op. cit.*, pp. 71-72.
  139. *Ibid.*, p. 73.
  140. *Ibid.*, p. 74.
  141. *The New College Plan*, *op. cit.*, p. 25. The way this was put in 1958 leaves some doubt that the Committee then had entirely "dethroned the course" in their own minds as a customary unit of knowledge!
  142. *Report of the Educational Advisory Committee to the President of Hampshire College*, *op. cit.*, p. 44. The résumé and quotations in this portion of the text are from pp. 44-45 of the *Report*.
- Epigraph, Chapter 6. Susanne K. Langer, *Philosophy in a New Key: A Study in the Symbolism of Reason, Rite and Art* (Cambridge, Massachusetts: Harvard University Press, 1942), p. 103.
143. Edward Sapir, *Language: An Introduction to the Study of Speech* (New York: Harcourt, Brace & World, Inc., Reprint of 1921 edition in Harvest Book Series, 1949), p. 23.
  144. Langer, *op. cit.*, p. 18.
  145. White, *Religion, Politics, and the Higher Learning*, *op. cit.*, p. 1. Discussion throughout this section is heavily indebted to Professor White's thinking, as Hampshire College understands it, but he bears no responsibility for the shortcomings it must certainly have.

146. Langer, *op. cit.*, p. 20.
147. *Ibid.*, p. 21.
148. Ernst Cassirer, *An Essay on Man* (New Haven, Connecticut: Yale University Press, 1944), p. 207.
149. *Ibid.*, p. 221.
150. White, *Religion, Politics, and the Higher Learning*, *op. cit.*, pp. 36-37.
151. Bridgman, *op. cit.*, p. 87.
152. *Ibid.*, p. 88.
153. Langer, *op. cit.*, p. 143.
154. George A. Miller and David McNeill, "Psycholinguistics," 198 pp. plus bibliography and charts, Mimeographed, May, 1966. This draft review of the entire field was generously made available to Hampshire College by Professor Miller of the Center for Cognitive Studies at Harvard University. Professor Miller was joined in its preparation by Professor McNeill of the University of Michigan; between them, they have produced a most useful and comprehensive résumé of the whole rapidly developing field of psycholinguistics. The twenty-three page bibliography of American, British, French, and German studies is extraordinarily helpful. Discussion in the present section is principally drawn from Miller and McNeill.
155. *The New York Times*, August 1, 1966. The *Times* of that date carried an important letter by Mr. McGeorge Bundy to the Federal Communications Commission, as well as the supporting briefs with regard to proposals for satellite uses for educational and commercial television.
156. *Ibid.*, Mr. Bundy's letter.
157. President Pusey is quoted by David O. Ives in "TV Comes to Harvard," *Harvard Today*, Spring, 1966, p. 30.
158. *The Revolution in the Schools*, Ronald Gross and Judith Murphy, editors (New York: Harcourt, Brace & World, Inc., 1964), 250 pp.
159. William Clark Trow, *Teacher and Technology: New Designs for Learning* (New York: Appleton-Century-Crofts, 1963), 198 pp.
160. Bell, *The Reforming of General Education*, *op. cit.*, p. 267.
161. *Report of the Educational Advisory Committee to the President of Hampshire College*, *op. cit.*, pp. 34-36.

- Epigraph, Chapter 7. Robert Frost, "The Master Speed," *Complete Poems of Robert Frost* (New York: Holt, Rinehart and Winston, Inc., 1936), p. 392.
162. *The American College: A Psychological and Sociological Interpretation of the Higher Learning*, Nevitt Sanford, editor (New York: John Wiley & Sons, Inc., 1962), p. 17.
163. Donald N. Michael, *The Next Generation: The Prospects Ahead for the Youth of Today and Tomorrow* (New York: Random House, Inc., Vintage Books, 1965), p. 83.
164. Kenneth Keniston, "Faces in the Lecture Room," *op. cit.*, p. 33.
165. Richard B. Sewall, "The Undergraduate and His Culture," *Ventures*, Magazine of the Yale Graduate School, Spring, 1966, p. 12.
166. *The New College Plan*, *op. cit.*, p. 30.
167. Sewall, *op. cit.*, pp. 12-13. Professor Sewall was Master of Ezra Stiles College, Yale University.
168. See the *Carnegie Quarterly*, Summer, 1966, pp. 6-7, for a brief report of the program at Brandeis University.
169. *The New College Plan*, *op. cit.*, pp. 31-32.
- Epigraph, Chapter 8. Dael Wolfe, "Diversity of Institutional Goals," *Science*, Vol. 150, p. 969, 19 November 1965.
- Jean Gottmann, *Megalopolis: The Urbanized Northeastern Seaboard of the United States* (New York: The Twentieth Century Fund, Inc., 1961), pp. 3-16.
170. *Ibid.*, p. 5.
171. *Report of the Committee on Cooperation to the President of Amherst College, Mount Holyoke College, Smith College, University of Massachusetts*, June, 1956, p. 4.
172. *Loc. cit.*
173. *Ibid.*, p. 19.
174. Rudolph, *op. cit.*, p. 491.
175. Stuart Stoke, "Some Perspectives on Cooperation, with Implications for Amherst, Mount Holyoke, and Smith Colleges, and the University of Massachusetts," 1962.
- Epigraph, Chapter 9. Adlai Stevenson, "Extend our Vision . . . to All Mankind," *The National Purpose* (New York: Holt, Rinehart and Winston, Inc., 1960), pp. 30-31.

## REPORT OF THE PRESIDENT

1971-1974

Charles R. Longworth

It is my privilege to submit to you a report on the first four years of Hampshire College, of which I have been President for the last three, since June 1971.

In the preface to *The Making of a College*, the key planning document which Franklin Patterson and I wrote at flank speed in six weeks in the summer of 1966, Mr. Patterson said:

"The establishment of Hampshire College means that a host of practical problems 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."

The cost in energy has been high, the demand for boldness large. Now it is time to begin to report the results. To report fully and to the satisfaction of observers and participants in the