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HAMPSHIRE COLLEGE AS A COMMUNITY

. . . You can climb
Back up a stream of radiance to the sky,
And back through history up the stream of time.
And you were given this swiftness, not for haste
Nor chiefly that you may go where you will,
But in the rush of everything to waste,
That you may have the power of standing still—
Of any still or moving thing you say. . . .

ROBERT FROST
The Master Speed

POETRY may well provide, as Robert Frost once said, "the one permissible way of saying one thing and meaning another." The lines from his sonnet, "The Master Speed," suggest that the meaning of swiftness lies, paradoxically, in a greater power for stillness. Speed is not just for haste's sake, nor for that of caprice, either. "This swiftness" means a greater range for detachment, for "standing still," for seeing and thinking. Frost's paradox (to say nothing of the lovely, clean lines in which it is set) seems relevant to the question of what a college should mean and be in the swiftness of young lives.

On the other hand, the driving pressure in much of American higher education today, as in the secondary schools, is for intensive performance, the criteria of which are professional competence, quantifiable output, and haste. There is precious little elbow room for standing still, looking around, thinking about something that catches your mind's eye but isn't

in the fast-running program. In this sense, education reflects what Jules Henry called the *drivenness* of our general technological society. As Nevitt Sanford put it, "the American college, and American institutions of higher learning generally, are imbedded in our culture. . . . They are expressive of persistent trends, and persistent conflicts, in the American value system. . . ." ¹⁰² Because this is the case, performance pressures, which the society feels, are understandably visible in its schools, colleges, and universities.

The likelihood that the pressure to perform will be reduced generally in higher education in the near future would be a worse bet than wagering a dray-horse against Man o'War. A technological society of the kind we have now *needs* competence; precise, skilled, technical competent manpower-production, on a rapid assembly line basis, is in many ways the fundamental job our society has assigned to education. Large-scale change in education towards a higher function than this may come, but only as and if our society's operation and values change. ¹⁰³ It would seem as Kenneth Keniston says, that while one of the functions of the liberal arts college should be to provide an education and an environment that encourage students to gather intellect, ethical sense, and action into one related whole, and that while graduate education should assist the pre-professional to connect his inner self with the vocation that will occupy his life, "this too rarely happens." ¹⁰⁴

There are new and old institutions, however, where students do find high academic performance and an active connection between intellect and life very much a part of the college community. It is this fact that is hopeful. It shows that the great current, running in society and education, *can* be channeled to serve more than manpower training needs; that colleges, while imbedded in the culture, are not bound entirely by it. The fact that some colleges do enable students to "gather intellect, ethical sense, and action into one related whole" gives credibility to the thought that swiftness can have the meaning that Robert Frost meant, in the context of a new college.

The community of Hampshire College is founded on this belief. The form of the community is designed with the intention of supporting the kind of college culture, academic program, intellectual life, and moral concern touched on earlier in this paper. Some of the features of the College community are described or suggested here.

1. THE STUDENTS

It is necessary to describe a community according to its constituencies; in the case of Hampshire this necessity is regrettable, since it is the College's intention to emphasize an openness of relationship among individuals, younger and older, in community with each other.

The greatest number of Hampshire's individuals manifestly will be its students, in the term's usual meaning. But Hampshire hopes that the dominant spirit of its community will be that *all* within its precincts are students, in the sense that the community is one of people, whether young or old, sharing a common quest. This is not to deny differences in age and background, in achievement and experience, in authority and responsibility. It is to say that the understructure of these is an enterprise in which all have in common the pursuit of things that can only be pursued and never wholly gained.

Present plans, as a later section on campus design explains, call for Hampshire College to have approximately 1440 students when it reaches full strength. As nearly as possible, there will be a fairly even balance between numbers of men and women students. Hampshire will be the first coeducational private college among its sister institutions in the Valley.

The Hallmark of the Hampshire Student

The students who will find Hampshire College right for them are likely to have some very important things in common, no matter how diverse their backgrounds or interests. One of these is that they will have good minds; they will be people who respect intellect not as an end but as a means. Another is that they will have had preparation for entrance which Hampshire judges to be at least equal to that of students at other colleges of high quality.* A third is that they will be capable of handling a steady opening up of increased independence, responsibly and without undue anxiety. They will be young men and women who *want* to combine intellect and creativity with ethics and action, and who have a ca-

* Emphasis here is on Hampshire's judgment, not on necessarily standard test performance, secondary school course-completion, and similar criteria, although these will certainly be taken into account in most cases.

capacity for pride in the self-discipline and honesty that such a combination requires. They will have an instinct for civility, as that term was earlier used in this paper. They will be strong enough to stand critical discourse, to argue and be argued with, to hold their own convictions and act on them, to know the difference between courtesy and being either square or manipulative.

They will not be unbelievable paragons of all the virtues. The best of young American men and women really have these kinds of characteristics. And Hampshire proposes to begin with the best in these terms. None of these things demands a homogeneity of high test-scores, of uniform interests, or of social, economic, or ethnic backgrounds. Hampshire will be right for a great heterogeneity of students in kinds of intelligence, lines of creativity, fields of interest, and types of background. But Hampshire students will be a special kind as well, distinguished most by a strong reaching for maturity. If, in this, they represent a minority, they may be not so much set apart, as simply ahead of the majority in a general change. "It is the minority," Richard B. Sewall suggests, "that generally sense and sometimes set the tone and mood of a culture, or define what may really be stirring among the inarticulate many."¹⁰⁵

Hampshire College is selective in its choice of students; it is so on these kinds of grounds, which are much more difficult to specify and assess than SAT scores or athletic prowess. The students Hampshire selects will not be those for whom the term "experimental," as the 1958 New College Plan said, has "the implications that discipline is unnecessary, that the arts offer a way of life that can elude normal obligations and limitations, that the educational community should be set up in opposition to the society as a whole. . . ." ¹⁰⁶ The students the College actively seeks are not unlike those capable of enlarging the vanguard Professor Sewall has described in discussing what he sees of the undergraduate culture:

Its hallmark is neither rebellion nor negation. It is not the familiar story of the new generation denying the values of the old. Rather, it is a reaffirmation of values which the old still preach but fail to practice. In this sense, it is faintly conservative, even nostalgic; it is radical in that it goes to the roots of things. It wants to know why. If it seems to defy authority, the intention is not so much to dispossess authority as to remind it of its proper job. It will work happily under any au-

thority that provides a decent scope and opportunity for the realization of certain basic ideals. It wants to see justice done . . . ; virtue rewarded . . . ; morality, honesty, and the principles of democracy applied to international as well as domestic affairs. It has passed beyond the romantic self-expression of The Roaring Twenties, and beyond the nihilism of the beatniks, to the sense of an external world which it can and should influence, and to this extent it is much more politically sophisticated than my generation was. It wants to be a part of that world, not to run it, but to be heard in it. Just as it wants to break down the barriers that made the old undergraduate world a thing apart, so it attacks the barriers that make for divisiveness and separatism in our culture as a whole: it is increasingly interracial, interdenominational, intercollegiate, international, interclass, and coeducational.¹⁰⁷

Implicit in Professor Sewall's description, but not directly expressed by it, is the fact that, for all the disparagement of "leadership" that tends to be fashionable in the academic world of professionals and students, this vanguard of his is expressing in its own way a healthy aspiration to take the reins.

Hampshire intends to kindle as much interest in leadership and as much understanding of its necessity and responsibilities as a college can. We cannot, as John Gardner put it, choose not to have leaders, but we can have the kinds of leaders we want in the world of larger action. Deprecation of leadership as a factor in society is as wasteful as it is silly. Hampshire is not founded to serve a leaderless society. As an institution, the College wants to share in a reconstruction of the concept of leadership in the community of men, and help its students become effective and morally responsible leaders themselves, for the needs of their time.

b. *The Education of Men and Women at Hampshire College*

One of the most complex and interesting opportunities that Hampshire has is to try to redefine coeducation in terms that will make sense in our kind of society and culture. Doing so at all effectively is beyond the reach of the present paper; it will require intensive study and planning from now until the College opens, and continuous planning, innovation, and evaluation beyond that. The chief thing that can be done now is to underline Hampshire's awareness of a primary responsibility in this connection and an intention to do something about it.

In particular, the College will reexamine the question of the position of women in American society and the relation of education to their needs. Esther Raushenbush, President of Sarah Lawrence College, has been generous in giving Hampshire the benefit of her experience and wisdom in this matter. A number of women educators in the four colleges have given valuable assistance over the years to the development of plans for a new college. In the summer just ended, Hampshire has gained very useful suggestions and reactions from consultation with a number of women concerned with education, including Laya Wiesner, Elizabeth Hall, and Sister Jacqueline.* The writings of Alice S. Rossi, Edna G. Rostow, Jean D. Grambs, Esther Peterson, and others have helped shape Hampshire's present understanding of some of the dimensions of the question. These and other leaders will be worked with, if their interest and time permit, as the College continues its planning.

Hampshire is convinced that, while coeducation has no exclusive claim as *The Way* for colleges (and indeed has its own present share of deficits and difficulties), the education of men and women together is proper for the vision the College embodies. It is hard to see how growth towards human understanding, and the intellectual, affective, moral, and enactive realization of "self in society"—Hampshire's vision of liberal education—can be achieved without an educative community of men and women. The commitment of the College to coeducation involves at present at least the following views:

That coeducation *as is* in most colleges cannot be accepted as a given in its patterns or assumptions.

That coeducation, both in academic program and the community life of the College, is a proper concern for reexamination, innovation, and reconstruction.

That sex differences in human behavior and outlook in our culture run deep, and need to be considered in planning education for men and women.

That women face inequalities in our society which cannot be justified because of inherent differences and which may be productively dealt with by education.

*President of Webster College, Webster Grove, Missouri, and a spirited force in education everywhere.

That women, as well as men, should increasingly assume responsibility for their own decisions, being encouraged to think ahead to a whole life span in which marriage and parenthood are one thread among many in their lives.

That women, as well as men, should be able to find something of what Erik Erikson once called a "psycho-social moratorium" in college life, free not to make intense commitments across sex lines, and free to explore the dimensions of identity.

That education should help women see marriage and motherhood as a significant potential part of self-realization but not as its exclusive basis.

That education has a profound responsibility to help make it possible for women to lead lives of expanding independence; in which marriage and child-bearing are a genuine choice rather than a compulsion; and in which, if motherhood is chosen, there can be purposeful, independent, and satisfying life beyond it.

c. *Innovations in Admissions*

The College will rely heavily for guidance in the development of student recruitment procedures and admissions policies on the great reservoir of experience and understanding of these things among its sister institutions in the Valley. These institutions have the benefit of a long history, of being accustomed to look for quality in its many forms among prospective students, and of leadership by some of the best admissions officers in the country. Hampshire will be grateful for the advice and assistance that these institutions give it, on admissions as in other matters.

Thought will be given as well to new possibilities in admission, and these hopefully may be tested in discussion with officers of the other four institutions. Some of the possibilities presently in mind, without commitment to action on any, are mentioned below.

(1. *The Policy of Guaranteed Delayed Admission*)

As discussion indicated earlier, the College will seriously consider the feasibility and desirability of allowing students to be accepted but to delay their actual matriculation until a period as long as twenty-four months has gone by. The basic intention would be to allow the student, who wants and can benefit by a moratorium between secondary school and

college, to have it. The experience colleges had with returning G.I.s after World War II was that they had gained a degree of purpose and maturity which set them off markedly from young men who had not been away. It would be unwise to generalize extensively from the G.I. phenomenon, but colleges indeed learned something from it.

It appears to Hampshire that it would be very useful to some of today's high school graduates to leave the academic world for a few months, a year, two years, or conceivably longer, before tackling college. Work, military service, travel, or hibernation for a while, could well let a student come on to college afterwards with a clearer sense of himself. The problems any single institution would have in applying such a policy may make it unfeasible, but Hampshire intends to study the matter carefully and perhaps try it on a limited scale.

(2. *The College Before College*)

An intensive summer program for entering freshmen who, while able, are regarded as high risks because of lacks in their cultural background and in the quality of secondary schools they attended, is reported by the Carnegie Corporation as being very useful.¹⁶⁸ Certain "high risk" students, who have been admitted to college, enter an eight-week pre-college workshop in the summer preceding their freshman year. They live on campus and have an active experience with the way academic life goes. For a relatively small group (as few as thirty to thirty-five), an institution may assign five regular faculty members and six tutors, who are advanced undergraduates. Pre-freshman students are given slices of college-level course-work in such fields as sociology, history, philosophy, science, and the nature of ideas. Of even more importance, perhaps, tutors work with them closely in learning or improving such skills as listening to a lecture, taking notes that are usable, taking examinations, and organizing their time effectively. Hampshire regards pre-college summer training for selected entering students as an advisable thing, especially for young men and women from inadequate backgrounds.

(3. *Very Early Identification and Encouragement of Students with College Potential*)

This area of consideration falls into two parts, one of which is def-

inite enough to be a clear line of action, the other of which is in a most tentative state. Neither can be more than suggested here.

The first has to do with the very early identification and encouragement of able but disadvantaged boys and girls who are capable of benefiting from higher education. Ordinarily, colleges seriously consider students for admission only when they are in the final year of high school.

For the most part, colleges are then dealing with middle-class youth who have been encouraged (some, indeed, pushed) by their families to expect to go to college. The encouragement usually begins before the child is aware of it, and "preparation for college" is simply a given, an implicit assumption of the whole family environment. The middle-class child comes to realize early both that he is expected to go to college and that, one way or another, it will be possible. In a real sense, the family guarantees college for him, culturally and financially.

Quite the opposite is true of many very able children in lower-income families. Negro boys in low-income families of urban or rural slums, for example, are likely to have no such expectation or encouragement, regardless of their ability. Often, as in the Boston schools, their academic performance falls steadily during elementary school, reflecting school, family, and societal failure to support their intellectual growth. Thomas Pettigrew of Harvard has commented in discussion of this to the effect that, by the age of ten, "most Negro boys know what the score is and know it's for them." Professor Pettigrew means that Negro boys, by the end of the fifth grade, often have concluded that school really doesn't want them—and that they in turn do not want school.

The result at minimum is psychological withdrawal from any but apathetic involvement with school. In many cases apathy shifts to hostility; hostility is expressed in anti-social behavior, and the behavior leads to "dropping-out" or being dropped out. This happens with many very bright Negro boys of low-income families, as well as with many more who have less ability. The phenomenon is, of course, not at all limited to a single race, although in the case of Negro children of low-income background the factor of poverty is complicated by racial discrimination.

The upshot is that, by the time the last year of secondary school arrives, the boy is either not in school at all or, if he is still there, he is so ill-prepared and diffusely motivated that college is a poor bet for him if it is a bet at all.

Thus far, colleges for the most part have tried salvage operations with such youth only after the twelfth grade, or, at the earliest, a year before. Hampshire is certain that this can work for some disadvantaged students, but that it is far too late for many others.

The College therefore proposes, on a limited trial basis, to identify a small number of high potential children of disadvantaged homes in their tenth year, and guarantee the families involved that their children will have full scholarships at Hampshire, if the children proceed through the remainder of their schooling at an acceptable level. To this financial incentive, the College will also supply children so identified with voluntary tutorial help by Hampshire students during the seven years before their high school graduation.

Hampshire leadership believes that such a program of very early incentive and encouragement will demonstrate the utility of a totally new approach to admissions for children of poverty. To wait until the senior year of high school is to wait too long.

The second approach to early identification is so tentative that it can be formed only as a series of questions. Three assumptions are required. One is that total charges for private collegiate education will continue to rise in the foreseeable future. A second is that many if not most families would find it financially helpful to spread such costs over a period of years longer than the years of actual college attendance. Evidence of this lies in present bank-connected insured tuition payment plans which allow a family to spread payments *beyond* the graduation date for a period of several years. A third assumption is that some boys and girls might have a more productive and healthy secondary school experience if they were assured of a college place from the eighth grade on, and were able to work up to their levels of interest and ability without constant anxiety about standardized test scores and the junior-senior "college-entrance" lottery.

Given these assumptions, a question Hampshire will investigate is whether it might be feasible and desirable to enable a family to arrange for provisional acceptance of a child at twelve years of age, conditional upon (a) the child's later decision in the twelfth grade that Hampshire was indeed the college of his choice, (b) assessment by the College of the adequacy of the young person's preparation and development at the twelfth grade, and (c) the family's participation in a tuition payment

plan beginning when the child is twelve and continuing through his college years. Such an arrangement could be abrogated by any of the parties involved at any point up to matriculation with no loss of capital by the family, except for insurance and bank handling charges. Abrogation after matriculation, if needed, would provide for suitable reimbursement to the College.

If such an arrangement—considered most tentatively here—proved both workable and desirable—it would help the parent or other source of funds by spreading tuition charges over a period of at least nine years, with continued full insurance coverage. It would help the College by stabilizing to some degree its tuition income. And it would help the student by freeing him from a good deal of the pressure for extrinsic rewards that now fills the high school years.

2. THE FACULTY

Teaching in American colleges today faces a number of hazards, pressures, and opportunities.

One of the hazards, which American faculties are not notoriously loath to name, is that of over-administration. Discussion will return to this question in the next section.

Another hazard, touched on at the beginning of this paper, arises from the commanding position of the various disciplines and their associations and the condition of the academic marketplace. In these communities of the professional, the central preoccupation is professionally recognized scholarship; the most prized membership often is not in a community principally concerned with the education of young men and women, but in an association where life's prizes are won at the annual meeting and in the pages of the professional journal.

Much good, of course, results. There is a constant challenge to faculty to be scholars, to share in pressing the edges of human knowledge forward. In many ways this helps to place today's American college teachers among the most highly informed and actively knowledgeable professors in the world. Students gain in consequence.

Professionalization in the disciplines, however, can move the instructor's principal allegiance from the campus and classroom to the quarterly. Competition with colleagues in one's discipline can become more basic

than discourse with students. In the process, community within the institution is not nourished. These tendencies are more commonly encountered in the large universities than in the colleges.

Hampshire's sister institutions in the Connecticut Valley have been singularly able to avoid an unnecessary conflict between teaching and research and to achieve a coherent sense of community. These are institutions with a tradition of fine teaching *and* excellent research, whose testament is found both in their graduates and in distinguished contributions of faculty in the sciences, the arts, and public service. One of the challenges before Hampshire College is to build a faculty which can match this tradition.

Guidance for Hampshire lies in what the 1958 Four-College Committee had to say about the faculty of what was then called the New College. Present leadership of Hampshire cannot improve on what was said eight years ago.

The College must offer:

salaries on a scale at least equal to that of any of the sponsoring institutions, tenure in accordance with the joint recommendations of the American Association of University Professors and the Association of American Colleges, substantial help in the purchase of homes or rental of apartments, and regular research and study leaves. The prospect of taking part in a fresh start should certainly draw able people. And a committed, indeed, dedicated faculty will be essential to make the program work. But at the same time it will be necessary deliberately to avoid, here as with the student body, a group entirely composed of experiment-minded people. Variety and reliability will be as important as dedication.

An important factor in attracting substantial scholars can be a generous provision of opportunities for research. The New College curriculum requires people who are vitally interested in teaching, ready to devote time and imagination to attending to the *students'* thinking, not just to their own. But there need be no dichotomy between teaching and research. During the twenty-eight weeks of the fall and spring terms at New College, the teaching demands on the faculty will be very heavy. But during the midwinter term, fifty per cent of the faculty in any given year will not be involved and so will be free to pursue their own studies from before Christmas until early in February. This should prove a substantial attraction to research-minded people.

Since the heaviest demands on faculty time come in the fall, when the freshman seminars are being given, most leaves of absence will probably extend over the whole period from before Christmas to the following September. Those who do take part in the midwinter term each year (probably about half of the faculty) will also have a stimulus to learning, for along with extra pay they will have occasion to explore subjects of fresh general interest, or to push further, in delivering lectures and preparing readings, etc., their understanding of what is general in their own specialty. . . . Individual offices, properly equipped, should be provided for all faculty members.

. . . The midwinter term will be an occasion for interchange with visiting scholars. The Committee believes that for the fall and spring terms also a certain part of the faculty—not more than 10%—should consist of visiting teachers from other sections of the country, brought in to observe the New College program by taking part in it. This device would spread information about the successes and failures of New College while bringing criticism and fresh perspectives to its faculty. In addition to such full-time visitors from a distance, there should be a considerable amount of part-time visiting by members of neighboring faculties. A number of courses can be given simultaneously at New College and neighboring institutions, sometimes in the same form, sometimes in two different forms, so as to provide experimental parallels.

The emphasis in the curriculum on student initiative will provide a basis for a much wider use of students as teaching assistants than is usually possible. It is proposed that every member of the faculty and administration enlist, as his paid assistants or aides, one or more talented and congenial upperclass students to work with him in reading papers, gathering data for lectures or research, perhaps sometimes giving lectures and conducting seminars. Such student assistants would constitute an intellectual elite—and their experience might well lead a good proportion of them to enter the teaching profession. Their wages would in many cases function as a supplement to scholarship funds, though ability and willingness rather than need should be the basis of selection. In certain situations, for example in the case where an upperclass lecture-seminar course has a particularly large enrollment, it will be valuable to employ several student teaching assistants to assist one teacher.

. . . A substantial proportion of the faculty needed for the first class should be appointed a year in advance. . . . In the first four years of the College, as class after class is added and staff procured, it should

be possible for the decisions as to the representation on the faculty of the various disciplines to be governed in a measure by the pattern of student demand as it emerges.¹⁶⁰

Earlier discussion mentioned the desirability of providing semester sabbaticals at full pay for faculty after every third year of service. Another feature of faculty time is that a usual teaching program would be the equivalent of three courses. Such steps are intended to free faculty for frequent self-renewal and for participation in the College as a community of people.

Both the 1958 and 1966 Committee studies proceeded on the assumption that the New College could be organized to provide a high quality of education with a faculty to student ratio of 1 to 20. This is in contrast to other private colleges of high quality in America where ratios are often less than half this. If the ratio expected by the study committees were achieved, this would mean that Hampshire could have, at a full student strength of 1440, a faculty of 72. The question of whether such a ratio and a high quality of education are genuinely compatible remains to be resolved. If the total number of full-time faculty is 90, as suggested in the preceding chapter, the ratio would still be 1 to 16, or very substantially greater than that at nearby private colleges.

The College plans to have the greatest number of its faculty be men and women who are at the beginning of their careers, engaged at the instructor and assistant professor level. Young scholars and teachers can bring with them a degree of enthusiasm about their material which makes it as vivid and exciting for students as it is for themselves. The next largest group will be established scholars at the level of professor. The smallest of the three groups will be men and women in mid-career, with the rank of associate professor.

A possibility, discussed tentatively, is that unlike other colleges, Hampshire might begin with only two faculty groups or ranks. A senior group of full professors, distributed in the four School fields of the College, would be one of the two. These would be men and women of mature experience in the academic world, with demonstrated achievement in scholarship and teaching. Their positions would carry tenure and perquisites comparable to those of full professors at leading Ameri-

can colleges and universities. The second group, perhaps three times the first in number, would be made up of very able young men and women who were in the process of completing doctoral programs, who had just done so, or who had recently completed other graduate study or special work relevant to the teaching program of Hampshire.

The College will emphasize in every way it can usefully do so, the integration of faculty with students and administrators in a genuine community. Faculty will not be asked to submerge their lives in incessant "life" with students. Good faculty would refuse, as they should; and students would not want it. A "genuine community" in Hampshire's sense means among other things that faculty and students will have opportunity for a substantial degree of informal contact outside the classroom.

The campus design explained in the last section of this chapter is intended deliberately to make faculty and students easily available to each other, and yet to protect the independence and privacy of both. Student housing is decentralized into villages or clusters known as Houses. Each House or village cluster will have its own identity, as one might expect. In addition, a good part of the academic facilities of the College will be decentralized into the Houses or village clusters: some classrooms, lecture halls, seminar rooms will be a part of each. And most of the College faculty will have their private office-studies in the academic facilities of the Houses; faculty of each of the four Schools thus will be largely dispersed among the Houses, rather than quartered in central offices of a "departmental" kind. Some junior and senior faculty will live in college residences of their own within each village cluster or House, but their residences will be separate and as private as faculty would wish them to be.

3. COMMUNITY ORGANIZATION AND GOVERNMENT

One of the minor hazards of the academic community is that of over-administration. We have a peculiar American genius for organizing and engineering virtually everything from the automated production of automatic transistorized widgets to soft landings on Mars. This organizational and engineering genius of ours is wedded everywhere in our society to a kind of metastatic growth of bureaucracy which puts earlier

German models to shame and demonstrates that C. Northcote Parkinson may be the social Einstein of our time. Bureaucratic or not, administration has come to be a massive component of American collegiate and university education. There is a tendency in American colleges and universities to increase the administrative staff and the administrative detail out of proportion to the essential responsibility of teaching. This development has not gone without consequences or notice. Last year John Gardner commented in California that "administrators" had become something of a dirty word in recent campus troubles, perhaps the only dirty word at Berkeley not spelled with four letters.

Perhaps as dangerous as over-administration is its opposite, where leadership is too late and too little. The fact is that there is an absolute need for bold and decisive administrative leadership in the college community. If there had not been such leadership in American higher education in the 1950's, working hard and under great pressure, America would not have the college and university resources now at its command in the 1960's. Real danger comes when administration becomes an end in itself, as most human activities tend to be if let alone, when it tends to multiply and bureaucratize, or when it tends to vacillate, run to ambiguity, and fail to help a community define and articulate its limits and its aspirations.

Hampshire College aims to be a community which is not over-administered, and not one more illustration of the correctness of Professor Parkinson's several laws. Within the community, a deliberate effort will be made to avoid a centralized bureaucracy, out of keeping with either the College's human concerns or its size. To a substantial degree, administration will be decentralized in several ways. Access to the administrative structure of the College by students and faculty will be as open as possible.

On the other hand, Hampshire College does not intend to be inoculated with what Mr. Gardner has called the "anti-leadership vaccine" commonly urged as the basic specific for true democracy. Perhaps Walter Prescott Webb was too extreme in once defining a committee as a group of people who individually cannot solve a problem, and collectively decide that there is no solution. And perhaps, as a senior professor and historian, he extended his extremism even further when he said

that "God so loved the world that He did not send a committee, and for that we should all be thankful."*

Hampshire College is traditional in that it has an organized Board of Trustees with ultimate policy authority under State charter for the governance of the institution. Hampshire is also traditional in the sense that, under the policy-making power of the Board, authority and responsibility for operating leadership of the College is given to its chief executive officer, the President. His responsibility and authority are not solely negative, nor in practical terms could they be. It takes more than vetoes to build a new institution, particularly one which will be dedicated to a vigorous and imaginative reconstruction of private undergraduate education so that it may survive at a level of high quality in the face of unpromising and difficult conditions for all small, independent colleges.

Hampshire College begins with confidence in itself as an idea produced over the years by daring men and women of the four colleges, as a bold act of faith by its organizing trustees, and as an institution which must now be defined in fact by decisive action. Leadership in this new academic community cannot take refuge in the modern art of reaching a decision without really deciding. It cannot justify itself by sending out questionnaires, requiring reports, gathering statistics, using new and expensive machines, and finally escaping the solution of its own problems by appointing committees. As the institution takes form and continues, its leadership must have all the facts and guidance that it can get. But:

after the facts are in, the leader must in some measure emulate the little girl who told the teacher she was going to draw a picture of God. The teacher said, "But, Mary, no one knows what God looks like"; and Mary said, "They will when I get through."**

Again, the example may be exaggerated to make a point. Colleges certainly cannot afford to be led by Men of Destiny who believe they know

* Professor Webb made these pungent comments in "A Letter to a New College President," in the *Graduate Journal* of the University of Texas, Fall, 1960.

** John W. Gardner used this not too unlikely story in his essay. "The Anti-Leadership Vaccine," included in the 1965 *Annual Report* of the Carnegie Corporation of New York.

all the answers. Neither can they afford to be led by Nervous Nellies who will flutter with every wind that blows.

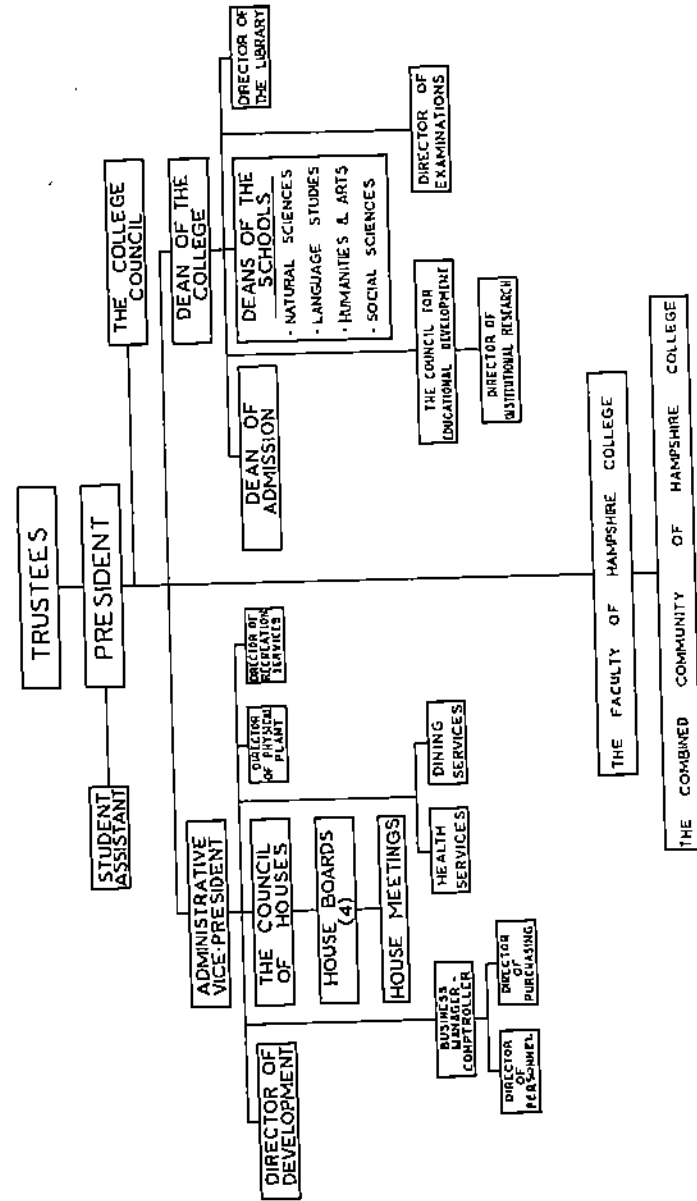
The organization of Hampshire College as an institution and as a community is intended to permit active participation in processes of planning and operation by faculty, students, trustees, and administrators. It should be possible for innovations and evaluation to be freely initiated by any member or group in the community. It is not intended that a multiplicity of permanent committees be established, but that a very few representative committees should have considerable responsibility for helping to shape the nature of the College. It is also intended to have a simple, clear, decentralized administrative structure in which lines of specific responsibility and authority will be effective channels through which information, decisions, and services can flow.

Organization charts are one of the banes of modern society which fall in the category of artistic fictions. By and large, human relationships and institutional problems are always more complex than any organizational chart can disclose or accommodate. With this assumption understood, the organizational chart which is included here may be seen as a provisional approximation and not as something ready to be graven in stone.

The President, of course, is directly responsible to the Board of Trustees and serves at their pleasure. At Hampshire College, the President is assisted by two chief administrators who report directly to him. One of these is the Dean of the College or Academic Vice-President; the other is the Administrative Vice-President. In addition, the President of the College is aided by a Student Assistant to the President. The Student Assistant to the President is exactly that: an executive assistant who works closely with the President, assisting him in every reasonable kind of responsibility. The Student Assistant to the President is chosen by the President from a group of three senior students elected for consideration by the general student body. The Student Assistant's experience could be an intensive internship in educational leadership undertaken by him as the special study which would ordinarily require at least half of his time in any case during the Division III year.

The Dean of the College will have under his supervision all of the academic activities of the institution. Reporting directly to him will be

THE ORGANIZATION OF HAMPSHIRE COLLEGE



the Deans of the separate Schools of the Natural Sciences, Language Studies, the Humanities and Arts, and the Social Sciences. In addition, the Dean of the College will be directly reported to by a Dean of Admissions, the Director of the Library, and the Director of Examinations. The latter position is one which will be required by the institution's heavy emphasis on field and integrative examinations as the basic requirements for graduation from the College. The Dean of the College will also have responsibility for oversight of the Council for Educational Development, described earlier on the basis of Professor Kenneth Keniston's suggestion to Hampshire College. The Council for Educational Development will function to maintain a continuous review of the effectiveness of the academic program and to originate, study, and forward recommendations for innovations to be considered by the faculty. The Council for Educational Development will be chaired by the Dean of the College, and composed of four faculty members elected by the faculties of the four Schools, two students elected by the combined student body, the Administrative Vice-President, and the Director of Institutional Research. The latter will report directly to the Dean of the College in connection with continuing institutional research and evaluation.

The Administrative Vice-President will be reported to directly by several administrative officers, including the Director of Development, the Comptroller, and the Director of Physical Plant. In addition, the Administrative Vice-President will be charged with general oversight of the Council of Houses. The Council of Houses will be the basic agency for administering and co-ordinating the collective affairs of the four Houses into which the College is divided for residential and instructional purposes. Each of the House clusters will be headed by a Master, who will be a senior professor in residence. Each Master will be assisted by a full-time administrative executive with the designation of Proctor. Most of the student-related administrative functions which are ordinarily centralized in college (Deans of Students, etc.) will be decentralized at Hampshire through the House system, with major responsibility carried by the Masters and Proctors. The Council of Houses will be composed of the four Masters, the four Proctors, four students (one elected from each of the four Houses), the Dean of the College, and the Administrative Vice-President. Chairmanship of the Council of Houses will be

rotated yearly among the four Masters. For administrative purposes, the Chairman of the Council of Houses will report to the Administrative Vice-President. A College-wide Director of Recreation Services will be under the general oversight of the Administrative Vice-President but will report directly to the Chairman of the Council of Houses and will be an ex-officio member of that Council. It is expected that each of the four Houses will have its own student-faculty governing board and will make appropriate arrangements for House meetings and student participation in government of House affairs.

The third major Council of the College will be known as the College Council, of which the President will be Chairman. This body will be intended to provide a central representation for all of the principal elements of the College for regular consideration of College needs, programs, planning, evaluation, and questions of policy affecting the community as a whole. The College Council will be composed of four faculty members elected by the School faculties, four students elected by the student body at large, the Chairman of the Council of Houses, one Proctor elected by that group, the Dean of the College, and the Administrative Vice-President.

It is expected that each of the separate Schools of the College will organize its faculty as seems best to the Dean and his colleagues. Further detailing of arrangements of faculty participation in the development of decisions and for student participation in all-College life of the community will be a matter for concentrated further study as plans for the College move forward.

4. HAMPSHIRE COLLEGE CAMPUS DESIGN: A MODULAR APPROACH

The work of site planning and development on the 450 acres of beautiful land which is the Hampshire College campus is in its initial stages. The firm of Sasaki, Dawson, and DeMay is proceeding with a staged series of site studies and landscape design which will accomplish several things of importance to the College's future. Hideo Sasaki and his associates have completed a fundamental survey-assessment of Hampshire College land resources.* They have examined the surrounding

*See appendix material for the Sasaki analysis.

community environment of South Amherst to determine its principal current characteristics (in terms of zoning, land use, traffic, commercial services, etc.) and have projected what these characteristics may be in the future. They have tried to estimate the impact the College will have on the changing South Amherst community, and how the surrounding environment will affect Hampshire in the years ahead. Further work of Professor Sasaki's firm will assist the College in developing a coherent, functional, economical, and attractive master plan for the use of its land.

To design and develop the buildings of Hampshire College, the Board of Trustees has chosen one of the foremost of modern architects, Hugh Asher Stubbins, Jr. Mr. Stubbins heads the versatile and distinguished firm of Hugh Stubbins and Associates, Cambridge, Massachusetts. The recipient of many honors and awards for architectural design in America and Europe, Mr. Stubbins has demonstrated keen understanding and creative insight in dealing with the architecture of academic institutions. He has executed important commissions for Bowdoin College, Harvard University, the Massachusetts Institute of Technology, Princeton University, the University of Massachusetts, Mount Holyoke College, Brandeis University, and other public and private schools and colleges. In addition he has designed major modern television facilities, office buildings, churches, museum quarters, and other structures.

In undertaking the commission for building design and development at Hampshire College, Mr. Stubbins has an unusual opportunity to help shape a whole institution from the beginning. In terms of site selection, master planning, and landscape design, Mr. Sasaki has a similar opportunity. From the start, Mr. Stubbins and Mr. Sasaki will cooperate with each other closely. The College is fortunate to have the interest of such a distinguished architect and such an outstanding authority in landscape design.

These men and their associates will have direct responsibility for design and development in their distinct but related fields. In addition, but separate from actual project work, the Trustees and College administration have been privileged to secure the services of Mr. Pietro Belluschi as the Board's architectural adviser and consultant.

Policy decisions about architecture and campus design are being

considered by the Trustees and the College administration. Several principles are implicit in present planning and development:

The campus design should express in every possible way the distinctive social and educational character of Hampshire College.

The campus design should provide variety within a coherent context, not rigid sameness of style or appearance.

The campus design should respect and enhance the natural beauty of the land.

The campus design, while helping state the distinctive identity of the College, should not present the institution as a walled tower but as an "open city," with a sense of relatedness to the surrounding world in which it exists.

The campus design should contain a substantial flexibility in order to allow for adaptation to possible *change* in the College's functions and *growth* in the size of its enrollment.

The campus design should capture some of the variety and richness of city life, in the spirit of the city so well expressed by Jane Jacobs, some of the quality of small, coherent living communities, and some of the serenity and openness of the rural scene.

The campus design should enable the institution to use the automobile, *not be used by it*.

The architecture should be modern and beautiful, without being monumental or externally uniform in a rigid sense.

The architecture should be of economical and flexible design, probably using modular economies of the sort suggested by the School Construction Systems Development project sponsored by the Educational Facilities Laboratory. The architecture, in any case, should consider radical departures from usual college construction engineering.

The architecture, while varied in expression, should (a) give a sense of over-all harmony when the campus is seen as a whole; (b) utilize some materials (e.g., brick and wood) which have a historical continuity in the culture of the Valley; and (c) *not* be a series of unrelated "statements" by architects more interested in self-expression than the needs and intentions of the institution.

These and other principles guide present thinking about the physical nature of the Hampshire College campus. At present, operating decisions

about over-all design and specific architecture are in the making. What follows is a description of a provisional schematic model of campus and physical organization which College leadership has developed. It is *provisional*, it should be emphasized, and not yet explicated in terms of design applications. The reader should understand that the following is a highly simplified model, which will be considered by the College among other alternatives.

a. *The College as a Metaphor of Metropolitanism*

The essential feature of the campus design for Hampshire College presented here is a combination of *centralization* and *decentralization*, both *capable of substantial expansion*. A metaphor which has its hazards is that, in microcosm, the campus design should resemble a metropolitan area with an urban core city and surrounding suburban communities. This metaphor features the College's physical design as having an "inner-city" core or College Center, with major facilities and varied campus-wide services and opportunities efficiently but interestingly centralized, surrounded by a series of relatively small residential-academic coeducational clusters, called Houses. Both the size of the College Center and the number of House-modules should be capable of expansion within certain limits. There should be economical and easy access from House to House, and from House to the College Center. The essential feeling the campus design should convey to students and faculty is that there is interesting life and work to be found in its satellite communities (the modular Houses) *and* in its central core complex.

There should be a "home base" feel about the Houses; the combination of life and work there should provide students with a sense of identification with a comprehensible community in which they are members, and in which they feel the morale of membership. At the same time, the complex of central facilities should provide students with many things that cannot be found in the life of the House. Among these would be richer intellectual resources, interchange with students and faculty from all of the other Houses, opportunities for shopping in small privately operated shops in the central complex, the full resources of the central library and all that goes with it. The central complex would not be simply a monolithic administrative convenience (although

in many ways it would provide for administrative economies and efficient arrangements), but the coherent "urban" heart of the campus. Its design, while having strong underlying features of efficient organization (in terms of engineering, transit, conduits, etc.) should have the feeling of variety and surprise that Jane Jacobs describes in the city.

b. *The Essential Features of the House Module*

For the immediate future, Hampshire College would have four Houses in its satellite ring surrounding the College Center. All of these would be modular, in the sense that they would incorporate in their *underlying* organization and structure certain standard features. But in their overt physical expression and community style, each would be unique and distinctive, with its own identity. Each House would have a membership of approximately 360 students. These would be equally divided, as far as possible, between men and women. Each would include residential components and certain basic academic facilities.

(1. *The House as a Residence*)

Residential facilities might be somewhat similar to the University of Rhode Island housing complex developed by Belluschi, Sasaki, and others. That is to say, the residential facilities of the House may feature clusters of cottages or row houses.

There would be two related clusters; one for men, one for women.

Each cluster would be made up of four cottages housing approximately 45 students each.

Each cottage would have five suites for nine students.

Each suite of nine might include three doubles and three singles, all having individual desk carrels as at Rhode Island. (The carrels would be a special feature here, designed not only for as much privacy as possible, but also for maximum immediate and long-term development of on-line and electronic service.)

Each suite would have a furnished living room, a tiny kitchenette, and toilet facilities adequate for nine.

Each cottage would have a separate entrance and a downstairs lounge and kitchenette.

Each of the House modules would have related to it a separate duplex with apartments for two faculty members and their families.

In addition, the housing of the module would include a separate but related, commodious, and attractive residence for the Master of the House. Further, there would be a smaller, attractive residence for the Proctor, who will serve as full-time administrative officer for the House under the supervision of the Master.

(2. The House for Dining and Social Activities)

The House module would have one dining hall capable of serving 360 students, with major food preparation facilities centralized for two Houses or more. The dining hall should be convertible to social purposes, and it should be supplemented by an adjoining lounge.

(3. The House as a Place for Decentralized Academic Work)

The House module would have certain academic facilities closely related in a physical sense to the housing clusters and the dining-social facilities. The academic facilities of the House should be highly flexible for many and varied uses. These facilities would provide two principal sections: one for flexible use with small and intermediate sized groups, and the other for flexible use with groups of larger size.

The section for use with smaller and intermediate groups would be comprised of two separate rooms, each with a total student capacity of 75. Each of these two rooms should be easily convertible into three seminar-classrooms of 25. Each also should be readily convertible into one room of 50 capacity and one room of 25 capacity. This section, then, should give each House two rooms of 75, or six rooms of 25, or two rooms of 25 and two rooms of 50. The section would have a maximum total capacity of 150 students at any one time.

The second main element in the academic facilities of the module would be one large enclosed area with a capacity of 200, which could be easily converted into two lecture rooms with a capacity of 100 each.

Great attention should be given in the design of these rooms not only to *flexibility* but to *soundproofing* with flexibility. In addition, all of the rooms should be equipped for audio-visual uses, with provision of modular electric outlet grids, coaxial connection with college-wide op-

eration from a central studio laboratory, rheostatic overhead light control, window-darkening, and the like.

Approximately sixteen faculty members would be assigned to office space in each House's academic facilities. Each faculty member should have a private study-office useful for tutorials and other academic work.

The academic facilities also would include administrative offices for the Master (who would be expected to spend half of his academic time overseeing the study and life of the House) and for the Proctor. The Proctor of the House would be a full-time administrative assistant to the Master, charged with over-all supervision of day-to-day life and arrangements of the College. The term "Proctor" is borrowed, with some modification, from Oxford usage. It is likely that in each House the Master would be a senior male professor, and the Proctor would be an academically well-qualified woman interested in college administration and counseling.

The academic facilities for each House should include one relatively small (perhaps 1,000 square feet), quiet library-reading room. In addition, the academic facilities should include a small lounge for faculty and students, with civilized equipment for having coffee and talk, or tea and sympathy.

c. The College as Four Houses

Four House modules of the kind described would house 1,440 students, eight faculty members in duplex apartments, four Masters in separate residences, and four Proctors in separate residences.

Seen College-wide, the academic facilities of the four House modules would provide a large number of variable uses for the College's 1,440 students. The House academic facilities would provide for approximately 64 faculty-study offices. The four large lecture-multipurpose rooms would have a total combined capacity of 800. The 8 lecture-demonstration rooms of 75 capacity would be convertible to 24 seminar rooms of 25 capacity or 8 lecture rooms of 50 capacity plus 8 seminars of 25 capacity. The total full-use capacity of these 8 rooms would be 600 students. College-wide, the House modules would provide a total of eight administrative and clerical offices, four small library-reading rooms, and four small academic lounges.

College-wide, the combined dining and social facilities of the four House modules would provide dining hall capacity of 1,440 minimum. These dining halls would be convertible to social and community purposes of the several Houses or of the College as a whole and would be connected to four lounges offering additional study and leisure space.

d. Central College Facilities Serving the House Modules

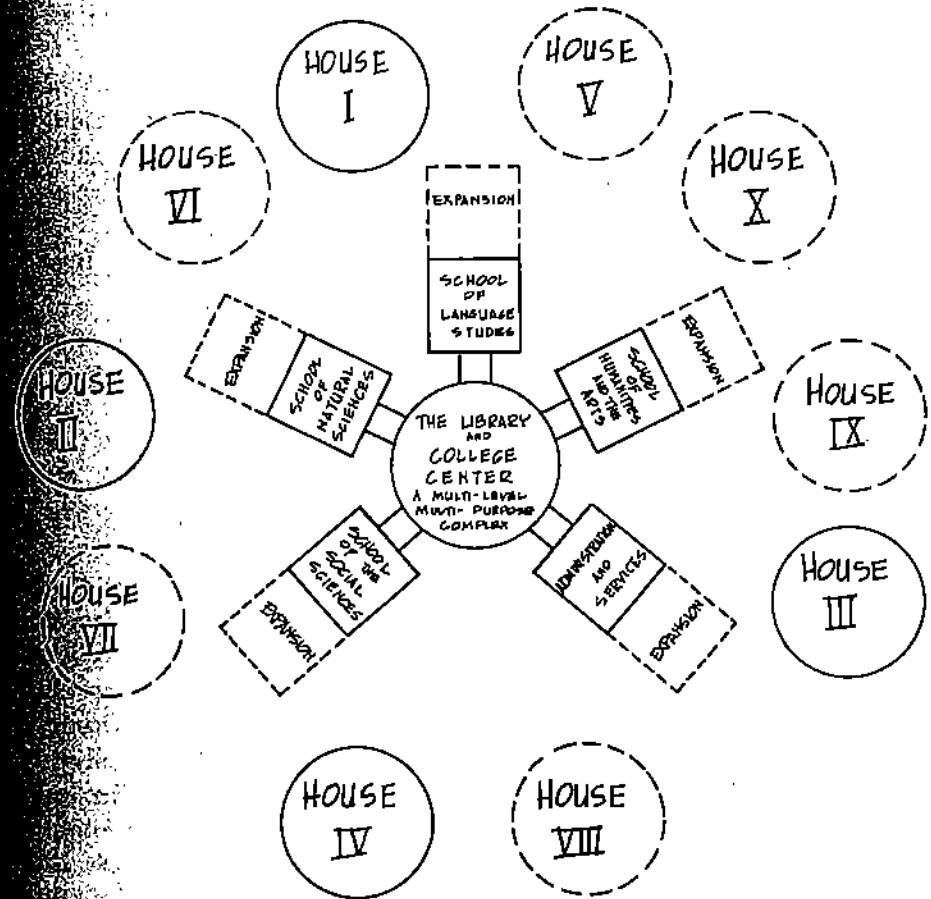
A basic principle is that all central services should be economically, functionally, and attractively convenient to the modules. Another basic principle is that all central services should be planned with expansion in mind. This means that at the beginning some of the central facilities should be already larger than the demands that would be put upon them by the four House modules. It also means that all central facilities and services should be planned from the beginning to be readily capable of structural and other enlargement as the College grows.

(1. The Library and College Center

In a highly schematic fashion, not at all representing the kind of originality of design which it would require to execute the intentions expressed in the above paragraph, the chart opposite will suggest something of the functional nature of the Library and College Center, as well as its relationship to the Houses. The College Center is a coherent, connected complex which in various ways would house nearly all of the central facilities and central personnel of the College. Among other things, its underlying structural coherences are intended to accomplish economies in many kinds of operations. The Library and College Center complex will house the library proper; the College's main administrative and service offices; the headquarters and central facilities (some conference rooms, laboratories, offices, studios, workshops, etc.) of the College's four principal Schools (the School of Language Studies, the School of Humanities and the Arts, the School of Natural Sciences, and the School of Social Sciences); ground level shops; coffee shop and/or coffee houses; if possible, a below-grade auditorium for college-wide activities and performances; central heating, electrical, and other services for the whole complex; malls, terraces, walkways, and the like. This is asking a lot, but it is the kind of dense, variegated, "urban" mix that Hamp-

HAMPSHIRE COLLEGE

SCHEMATIC FRAMEWORK SHOWING A HIGH-DENSITY COMPLEX OF CENTRAL FUNCTIONS SURROUNDED BY SATELLITE RESIDENTIAL-ACADEMIC MODULES.



NOT DRAWN EITHER TO DESIGN OR SCALE. OVER-SIMPLIFIED TO TEST CONCEPT OF COMBINING CENTRALIZATION AND DECENTRALIZATION

LEGEND:
 ——— SOLID LINE - IMMEDIATE PROJECTION
 - - - - - BROKEN LINE - POSSIBLE EXPANSION

| | |
|--------------------------|----------------------------------|
| HOUSE I | 360 STUDENTS |
| HOUSE II | · |
| HOUSE III | · |
| HOUSE IV | · |
| <hr/> | |
| 1440 | STUDENTS |
| <hr/> | |
| HOUSES V-X (360 EACH) | 2160 |
| <hr/> | |
| 3600 | TOTAL PROJECTION WITH TEN HOUSES |

shire College's distinctive character requires at the heart of its campus.

As the schematic drawing shows, the individual Schools and the administrative headquarters of the College should be physically connected to the total complex and capable of horizontal and/or vertical expansion. Ways must be found to make it possible in original planning for the Center itself to be expanded; it seems likely that this would need to take the form of vertical expansion. Because active interplay between the satellite House communities and the College Center is a prime consideration, it will be a crucial, practical consideration to provide easy circulation of people between the Center and the satellite Houses under all conditions of weather. Similarly, it will be important to make practical plans for relatively easy circulation among Houses, either directly from House to House or via the College Center.

The schematic drawing indicates immediate projection of four satellite Houses with a total student population of 1,440. The diagram indicates a possible future decentralized increase of satellite Houses to a total number of ten, at which point the student population of the College would be 3,600. This is probably the maximum growth the College could reasonably contemplate without going beyond the limits of feasible expansion of the Central complex.

The Library proper is far more than the ordinary conception of a library. It is the educative aorta of the College. It should be by far, in every sense, the major building on the campus. It will be physically the biggest construction of the College Center, and it will have to be capable of sizable expansion and modification, etc., as educational needs change and as the College creates additional modules. It should not be monumental, but it must be beautiful and alive, with promise of the excitement of learning, with the civilized pleasure of being with other people who are learning, and with being in the midst of treasures of intellect and culture. The Library will house the College's main collection of books and periodicals in the usual sense. The Director of Library Services should be a very able man in terms both of traditional librarianship, bookmanship, library display, and pioneering in the new. The Library will aim from the beginning to acquire materials *selectively* to avoid unnecessary duplication with the other four colleges and to support the nature and purposes of Hampshire. The Library will also strive to be *financially*

economical in its selection of materials, both in acquisition of an initial collection and in seeking the best possible alternatives to standard letterpress books that present technology can provide. The Library should have general and special reading rooms, a limited number of reading carrels not electronically equipped, and a limited number of private research rooms for faculty and advanced students who are undertaking special studies dependent upon the Library's resources.

(2. *The Administrative Wing*)

The Administrative Wing should be an "official" entrance to the College for protocol purposes. The Administrative Wing would house the President of the College and his secretary; the Vice-President for Administration and his secretary; the Academic Vice-President-Dean of College and his secretary; main administrative services (e.g., development, records, bursar, admissions, etc.); and facilities for official and unofficial college visitors. In addition, the Administrative Wing should have a Board room which can be used for meetings of the Trustees, meetings required by the President and Vice-Presidents, and meetings of major College committees. The Administrative Wing likewise should provide an office, with access to secretarial help, for the principal elected student leader of the College. The offices of the President, the Academic Vice-President-Dean of College, and the Administrative Vice-President, should be large enough and appropriately furnished to accommodate small group meetings.

(3. *The Social Science Wing*)

The Wing for the School of Social Sciences should provide a suitable office for the Dean of the School, an office for secretarial assistance, and an adjacent seminar-conference room for meetings of the Social Science faculty of the College, for committee meetings, and for advanced study seminars. Upper division and advanced major study in the social sciences would be principally undertaken in this Wing and would require appropriate lecture room, seminar room, and laboratory facilities. It appears desirable for the School initially to have an enclosed teaching space which would allow for conversion into six seminar rooms of 25, two lecture rooms of 75, two classrooms of 50 plus two of 25, or into a large lecture hall of 150.

(4. *The Natural Science Wing*)

The Wing for the School of Natural Sciences would have similar requirements for the Dean of the School, his secretarial support, and faculty conferences. In addition, it is expected that the majority of the science faculty of the College would have their offices in this Wing. The other members of the science faculty would have their offices equally divided among the four Houses. Each of the four Houses should have in office-residence at least one natural scientist and one mathematician. The Science Wing will require lecture-demonstration rooms capable of handling 100 students each; it seems likely that two such rooms would be immediately needed. In addition, the Science Wing will require laboratories for physics, chemistry, and biology. These will be principally needed for the Division I and II unified science programs. Provision will have to be made, however, for flexible laboratory installations to accommodate the needs of a limited number of natural science majors who concentrate their work on the Hampshire campus.

(5. *The Humanities Wing*)

The Wing occupied by the School of the Humanities and the Arts will be designed to accommodate the functions of the approach to arts in the humanities that Hampshire College has chosen. The Dean of the School will require office, secretarial support, and conference facilities similar to those of the other Deans of Schools. In addition, the School of the Humanities and the Arts will require space for a varying faculty in music, graphic arts, plastic arts, drama, dance, and creative writing. It is not yet decided whether all of these fields will be covered in the School of the Humanities and Arts, and it is likely that some of the Arts staff will be part-time and from off-campus. For the time being, three private offices for individual faculty members and a multi-purpose office room for occasional faculty would be satisfactory. In addition to the arts fields noted, Hampshire may offer opportunities for creative expression in the cinema and study in that field. In any case, this Wing should provide a seminar-sized classroom for music theory and other art theory instruction, and perhaps eight small instrumental studios. All music facilities, including the seminar room, should be soundproof. Cubicles for listening to recorded music will not be provided, since it is intended

to make the music tape resources of the Library available by wire to headsets in student carrels in the residential rooms. With flexibility to allow for change in the developing program of this School, the principal balance of its space should be given over to studios for individual and group work in the several arts mentioned. The School should have at least one flexible room with a total capacity of 75, similar to those in the satellite House academic facilities, capable of easy conversion to three seminar rooms of 25 capacity or two rooms of 50 capacity and 25 capacity respectively.

(6. *The Languages Wing*)

The School of Language Studies would occupy a Wing with complex and changing requirements. The Dean of the School will require office, secretarial, and conference facilities similar to the other Deans. The School should also have a 75 capacity convertible room similar to that just described for the School of Humanities and the Arts. In addition, the School of Language Studies will have special needs, specifications for which will be complex and technical, with space and other requirements which cannot fully be foreseen at this stage. Certain of the following needs would be met immediately; others would be met over a period of time as research and project funds became available:

(a) *The Foreign Language Laboratory*

This should be no less than a 50-station laboratory with as advanced console control, tape service, and feedback mechanisms as the College can manage. The laboratory will require an office for the Director of Foreign Language Studies, secretarial space, and its own convertible 75 capacity classroom. A special study of office and classroom needs for the intensive summer programs in foreign languages and English as a second language (for foreign students entering the United States) is required.

(b) *The INTRAN Center*

It is important to emphasize that the INTRAN Center may well become the central nervous system of information transfer for the whole College, particularly including interconnection with

all student carrels in residential quarters. From modest beginnings, but with adequate space for its developing activity, this *information transfer center* (INTRAN) will engage in the following things:

Conducting applied research and development to maximize the effective use of new technologies for information transfer in the College as a whole, with particular attention to increasing the resources and usefulness of the Library, increasing the electronic availability of information on call at student carrels in their rooms, increasing the same for professors in their own studies and teaching, and increasing administrative effectiveness in handling information with regard to the life, management, and evaluation of the College. For these purposes and others, it will be essential for the INTRAN Center to concentrate its attention on finding ways and means to achieve computer utilization in storage and retrieval.

Operating information transfer services such as closed-circuit television to student rooms and classrooms; wire transmission of recorded lectures, reviews, music, etc. Here, in addition to developing computer services for the College, INTRAN will need to plan, develop, and operate other electronic systems for information selection and distribution.

Serving a demonstration function for students exploring the field of information transfer and as a vital training laboratory for advanced students in the School of Language Studies.

Providing a workshop where students and faculty can learn to develop and construct graphic and oral materials for communication.

In cooperation with the Library director, developing and helping to maintain:

Collections of electronically and photographically recorded material;

Special equipment for access to such materials in the Library: e.g., eight millimeter closed-loop cartridge-loading film projectors, etc.;

Central rooms for individual and group viewing and listening in connection with audio-visual materials which are

not practical to decentralize to student carrels or to classrooms. The function here is similar to that of the remarkable new audio-visual center at Phillips Andover Academy.

Collaborating actively with the other four Connecticut Valley institutions in exploring the possibilities of information transfer, and developing them on an interinstitutional basis. The aim here would be to achieve as *great economy and as little duplication of effort* as possible, and to move toward pooling via information transfer techniques as much as possible of the separate intellectual and cultural resources of the several institutions so that such resources may be more accessible to all members of the interinstitutional community.

INTRAN obviously will require time, money, and leadership for its development. Of crucial importance will be locating an extraordinarily able Director and developing a highly competent staff.

The functions of INTRAN touched upon here would provide many opportunities for students to become intern staff members of INTRAN, and in the process develop fields of concentration in this area. It should be possible for the School of Language Studies to offer students at the other four colleges the opportunity to take advanced work in this field.

The space requirements of the Center are, at this stage, difficult to specify. They are likely to be relatively small at the beginning but to require ready access to additional space for expansion. For this reason, it would be sensible to allot to INTRAN from the beginning more space than its immediate needs require. At the least, this would mean providing the Director with an office, secretarial space, space for at least three double offices, and an engineering room which from the beginning would be interconnected with the Library, the other Schools, and the academic and residential facilities of the four Houses. In addition, it would be desirable for INTRAN to have a small soundproofed television studio equipped both for two-camera, video tape recording and closed-circuit transmission. Further, as a reserve and for instructional uses in the immediate future, it would be desirable for INTRAN to have a convertible 75 capacity room useful for small, medium, and larger groups.

The computer requirements of INTRAN and the development of wide-band interconnection systems for decentralized multiple self-instruction and group instruction purposes are being actively explored with corporations, other institutions, and individual consultants.

(c) *The Linguistics Laboratory*

This additional part of the School of Language Studies will be a laboratory and workshop for advanced study by students and research both by them and by faculty in psycholinguistics, games development, simulation development, perception studies, semantic and philosophic analysis. Ideally, this laboratory should be a very flexible area of space and should be reasonably accessible to the Dean of the School of Language Studies. The Dean and other faculty in the School of Language Studies will use this laboratory principally in connection with the work of students who are entering a concentration in the field or carrying on and completing advanced work. For games development, simulations, experimental studies in perception, and other purposes, it would be desirable to have a workshop room of approximately 1,600 square feet, capable of multiple-purpose use, assisted by swingout partitions which can be easily operated, by multi-outlet electric grid for the easy connection of various kinds of recording and other equipment, by as thorough acoustical control as possible, and the like. In addition, the laboratory should have at least one permanent seminar conference room with a capacity of 30, plus one 75 capacity room convertible to smaller units.

(7. *Other Considerations of Physical Design*

With regard to sports and recreation, the College would plan to build a large, enclosed multipurpose area at the lowest cost designed to provide a simple, heated (and cooled) area for a wide variety of intramural recreational and sports activities in inclement weather. This would not be either a gymnasium or field house, but something simpler and easier to maintain than either. The simplest example, only for illustration of intent, would be a large geodesic dome of Buckminster Fuller design

over bare earth. This facility would be physically related to central separate shower facilities for men and women and to an adjoining swimming pavilion.

The enclosed swimming pavilion would be as much a social and recreational place for the college community as an athletic one. If it is possible to achieve this facility, it should not be dominated by the large public bathroom aesthetic of most institutional swimming pools. Instead, it should be as attractive as possible, with opportunities around it for students to relax and talk and mix and have fun. It would be of especial importance, in view of the intensive use planned for the Hampshire College campus during the summers, to design the swimming facility so that it would not only be warm and comfortable in the winter, but could be to some extent opened to the air and sun in the summer. This is possible to do, as present construction of swimming facilities at resorts and hotels in the northern part of the country demonstrates.

In further connection with sports and recreation, the College would plan to make simple field sports possible on playing fields adjacent to each of the Houses. This does not mean constructing a full-scale playing field for each House, but being sure that near each House is some reasonable room for the playing of softball, touch football, tennis, volleyball, and outdoor basketball. With land on the Holyoke range, the College will be able to make some skiing available to students. It would be particularly pleasant if a skating pond could be located on the campus relatively near the Houses, equipped with a warm-up hut and night lighting.

No suggestion is here made for health services and their location, but they should be central. The head of health services at the University of Massachusetts has offered to advise Hampshire College in connection with developing its own unit. Possibilities exist for cooperation with the University in the area of health maintenance.

No mention either is made here with regard to the location of grounds and buildings services, but it would seem that these facilities should be well out of view of the main community. The Director of Physical Plant at the College, however, should have his office in the administrative wing of the central complex.

The present discussion does not mention the question of automobile

access, transit, and parking. The notion of a centralized-decentralized campus discussed here would seek to keep all private automobile circulation and parking on the perimeter of the House clusters and the College Center around which they revolve. Two exceptions to this would be the need for delivery access to the College Center, which could be designed to be handled as unobtrusively as possible, and the need for one major in-and-out automobile access route to the official entrance to the College Center. Beyond this, it is hoped that planning would make it possible for people to move within the campus system easily and comfortably on foot.

(8. *The Campus: Micropolis in a Context of Developing Urbanism*)

It would be easy but incorrect to infer from the discussion and schematic drawing in this section that, contrary to its announced principle, the College would be far more of an enclave closed to the surrounding community than an "open city."

It is true that the model being considered for Hampshire College has none of the complete monolithic "urban" character of the new Scarborough campus of the University of Toronto. And the Hampshire model is equally unlike Harvard Square, in that it intends not to be at the mercy of automobile traffic.

The dangers of most exurban campus designs have been elegantly depicted by Ervin Galantay of the Columbia University faculty in architecture. Professor Galantay comments that:

The campus becomes a ghetto neatly walled in by a ring road, parking and buffer zones. It may be adequate as a hive for learning and perhaps mating; but not a single shop is permitted on campus, let alone a bar, discothèque, cinema or motel. The same two-dimensional mentality triumphs in the unquestioned segregation of undergraduates, graduates, married students and faculty. Yet great universities thrive on a cheerfully overlapping relation of town and gown, students and masters.

The entire concept of the exurban campus should be rethought.*

While the Hampshire model intends to keep the disruptive automobile outside the House clusters and the College Center as much as possible,

* *The Nation*, June 27, 1966, pp. 789-790.

an inventive approach to design should make it possible for people to come and go easily between the college community and its surrounding world. The exclusion of random automobile traffic does not necessarily mean a circumferential anti-automobile wall around the College. It should be easy for cars to come and go as far as proximity to the Houses goes. This occurs in the Claremont Colleges now. In Hampshire's case, each House area would in effect be a gateway to the campus, providing openness in both directions.

Further, the "urban" metaphor expressed by the notion of the College Center gives opportunity for the creation of shops, discothèques, movies and the like in the middle of things. Hopefully, just as Hampshire students would find it easy to go out into the Valley and its other institutions, students from the other four campuses and people from the general community would find things worth coming into the College Center to enjoy.