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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.
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## 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

College holding differing assumptions, is a protean task I do not assume. Although I trust this report is not without objectivity, it must, for the most part, be my report of Hampshire College, a responsibility with which I am charged by the Bylaws of the College. In the development of the report, I am the grateful beneficiary of carefully prepared annual statements from many of the administrators of the various parts of the College, and I borrow liberally from them because they contain views and observations with which mine concur.

*most colleges change slowly*

Of the millions of Americans who are college graduates, very few have the rare privilege of participating in the founding of a college and of seeing it from the peculiar angle of proprietorship. Our experience with colleges, as with other American institutions, is to experience them as existing and on-going. Although they do change and evolve, they change slowly and not as much as they remain the same. We are likely to accept about them a set of assumptions which are based on secondary evidence: for example, if the graduates we know are successful, we assume the college does its job well. A college's reputation for quality has a persistence which is seldom challenged through careful scrutiny. Rather, the reputation continues to thrive by inference from the accomplishments of the graduates, the external reputation of the faculty, the beauty of the campus, and, perhaps, the success of the football team. It is hard to know what the quality of the undergraduate experience is; it is accepted that the established college knows how to educate — it's been at it long enough — and the burden of proof is on the critical student or observer to show why change or improvement is needed.

*Hampshire is intentionally different*

The new college, on the other hand, bears the burden of proof to justify its beginning, its existence, its philosophy, and its program. Hampshire College is intentionally different from its institutional colleagues (which I define broadly as undergraduate colleges attracting the same students as Hampshire). And, in its differences, it challenges the conventional wisdom, earning the most penetrating and critical scrutiny of the essential and central basis of the College — the curriculum and the pedagogy, and the epistemology on which the curriculum is based. These are the matters of the College which deserve scrutiny and merit understanding, and it is to the disadvantage of established colleges that they do not enjoy the kind of skeptical inquiry that Hampshire College does regularly.

The creation of a new institution with stated aspirations as high as those held out for Hampshire is very nearly unbeliev-

able. It is such an extraordinary challenge to normal experience, in which colleges exist but are not created before our eyes, that the challenge to belief seeks relief in two ways.

One is to accept the assumption of failure more readily than the assumption of success. A report of financial difficulties (true), rumors of bankruptcy (not true). A report of decline in the number of applicants for admission (true), rumors of a loss of interest by students in Hampshire (not true). It is difficult to believe that a new college can be founded and succeed before one's eyes. Failure restores a sense of rightness and sensibility. There is nothing malevolent or ungenerous about these inclinations. They are quite acceptably human.

The second channel for relief is to compress time; to get the newness and novelty over with and to assume the existence of the college for a long enough time to expect of it what we expect of other colleges — consistency, stability, predictability, reliability — and other institutional virtues. Hampshire College, or any new college (or business venture or other complicated human organizational undertaking) is just too young at four years to be expected to have cohered and coalesced into a steady state — operationally, fiscally, philosophically, or organizationally. And Hampshire, in particular, has no wish to evolve into a predictable institution in which the future of the educational program may be forecast with assurance to eternity.

*extraordinary support from individuals, institutions, foundations*

Nevertheless, there are reasonable expectations for Hampshire College which demand an accounting. Hampshire has been the beneficiary of extraordinary support of all kinds. The three colleges and the university which helped found the College — Amherst, Mount Holyoke, and Smith Colleges, and the University of Massachusetts — have extended help in more ways than could be recounted. Individual faculty, students, officers, trustees, and staff of the other colleges have been unflinchingly responsive to Hampshire's need for advice and assistance of all kinds. In the broader context of Five College Cooperation, the cooperative framework (then four colleges) in which Hampshire was welcomed has continued to serve the interdependent needs of the four institutions and to incorporate and facilitate Hampshire's contributing to and benefiting from the important shared arrangements among us.

The private foundations have been exceedingly positive and considerate of Hampshire College. Their willingness to distinguish between a new and an established venture has resulted in vitally important grants in key areas of program and organi-

zational development, and for building the new campus. (A listing of contributions from foundations, individuals and organizations is included in the appendices.)

*founding  
trustees*

The founding trustees were especially important in Hampshire's beginnings and growth, and they committed themselves in the belief that a new institution of the kind proposed was worth building. The founding trustee and first chairman of the Board of Trustees, Harold F. Johnson, initiated the activity which led to the College. His conviction of the need and his faith in the possibilities fired the imagination of others; his leadership in the Board set the early course for the College; his financial support made the beginning possible; and his continuing close interest and wise counsel and concern are of great value. With Mr. Johnson as founding trustees, each playing a vitally important role, were Winthrop S. Dakin of Amherst, the first Treasurer of the College; Calvin H. Plimpton (then President of Amherst College); Charles W. Cole, President Emeritus of Amherst College; and Richard G. Gettell (then President of Mount Holyoke College); and John W. Lederle (then President of the University of Massachusetts); Thomas C. Mendenhall, President of Smith College, and Elting B. Morison, Professor of Humanities and Social Science at the Massachusetts Institute of Technology.

*government  
officials*

Many able and hard working government officials with whom the College officials dealt over the last nine years acted out of a sense of optimistic hope for this new college. The College would not have survived without the absolutely extraordinary belief in its possibilities on the part of key people in the Congress and in the Department of Health, Education and Welfare, Housing and Urban Development, and the Higher Education Facilities Commission of Massachusetts. Mr. Richard C. Ulf, for many years Director of the College Housing Loan Program of HUD, deserves special mention for the sound advice and courteously facilitative attitudes he held toward Hampshire College. So, too, does Mr. James J. Sullivan, Regional Engineer, U. S. Office of Education. Representative Silvio O. Conte has been and continues to be a close and important friend of Hampshire's. (The government grants and loans to Hampshire, through June 30, 1974, are listed in the appendices.) Important and widespread help to the College has come from the National Advisory Council, a surrogate alumni body, composed of distinguished persons from many fields. The Council members have contributed ideas, advice, and money.

And, finally, extraordinary support has come from the most important of all those who have held expectations for Hampshire College: the students and faculty who have put their faith in Hampshire's program or have made their professional commitments in pursuit of Hampshire's stated aims.

*student,  
faculty support*

Thus, nine years after the planning began, and after four years of operation, what is and where is Hampshire College? How well have the expectations been fulfilled? What is Hampshire's place in the educational scheme? What are its prospects? What are the hopes for the future?

In the simplest and most obvious sense, Hampshire has spectacularly fulfilled the expectations held for it. Fundamentally, we sought to create a viable college, located in the five college context and cooperating with its founding neighbors. Hampshire is that. It has a good faculty of about 125 persons, devoted to the ideals on which Hampshire was built, and on which it is based. They are young, vigorous, and well trained. It has a student population of approximately 1,300, and an additional 366 on leaves of absence or field study leaves. The students are of sufficient academic ability, imagination, and financial means to have had the option to choose among a number of competitive colleges. They chose Hampshire.

*a viable College*

Hampshire has a distinguished Board of Trustees, including business, educational, and other professional leaders.

Hampshire has a beautiful campus. It owns 555 acres of land in South Amherst and Hadley, and has an influential voice in 210 more contiguous acres. Since 1968 it has built thirteen major new buildings and six new smaller buildings, and has renovated seven others. Altogether, the College owns twenty-six buildings. (A listing of College buildings and a campus map is included in the appendices.)

*accomplish-  
ments to date*

The College has operated for four years, growing in size each year in student population and facilities and each year improving educational standards and organizational and operating capabilities. Thus far, it has survived financially without having to take drastic action for reasons of financial exigency.

Hampshire College is fully accredited, has graduated its first full class, many of whom have been accepted at excellent graduate and professional schools, and has been accepted on a

coordinate basis in the cooperative deliberations of the five colleges.

And, most important, we have a commitment to an idea — that a new college be created in which the individual student's educational needs and educational progress are the energizing and organizing forces.

All this portrays a picture of responsible accomplishments and success. But it is, largely, success measured by the criteria of the on-going institutions of which I spoke earlier. By what more fundamental measures can we judge Hampshire College? How does Hampshire stand relative to the rich and idealistic rhetoric of *The Making of a College*?

It may be early to tell. It is certainly as early as one can begin to say with any sense of certainty whether Hampshire College is fulfilling the expectations cast for it in the creative minds of Franklin Patterson and the others who contributed to its planning. Because it is early, and because I believe a comprehensive evaluation of the College is likely to be undertaken with more credibility by persons more disinterested than I, I will limit myself to speaking of what I consider several of the more important stated fundamental aims of the College and to making a personal appraisal of the College's progress with regard to those aims.

I have chosen to report on restructuring undergraduate liberal education in a general assessment of how Hampshire's plans for faculty and student freedom and flexibility have affected the capacity to learn and the capacity to teach. The other topics around which the report is organized are the role of the College as an instrument of change, the status of the experiment on Language and Communication, the progress in Five College cooperation, and the experience of the College in seeking financial self sufficiency. In addition, there are brief reports on the faculty and the contract system, the campus, and admissions.

## RESTRUCTURING UNDERGRADUATE LIBERAL EDUCATION

**T**he *Making of a College* summarized the fundamental aims of the College in its opening words. It recommends "that undergraduate liberal education at Hampshire College . . . be thoroughly restructured in terms of ends as well as means . . ." and that, "as Hampshire College is established, the four sponsoring institutions and Hampshire take a giant step forward in interinstitutional cooperation . . ." Finally, it recommends "that Hampshire College play an active part as a corporate citizen in contributing to the quality of life in the developing community of the Valley."

Under the first two of these rubrics I wish to examine briefly some of the principal issues, problems, and accomplishments of the College. For this report I shall not try to speak also to the issue of corporate citizenship, although it is worthy of consideration. In this area there are achievements and disappointments, and there are differences of view within the College of the proper role and means to serve effectively.

As the plans for the College were written, restructuring also means redesigning, and there has been a persistent, consistent, and extensive effort to structure and design the educational program of Hampshire to create a new context, style, and content for undergraduate education.

One of the principal stated aims of the changes is to "give students, for whatever use they themselves can make of it, the best knowledge, new and old, that we have about ways man may know himself and the world." "It will seek to strengthen his command of the uses of intellect to educate and renew himself throughout life. And it will try to enhance his feeling

restructuring  
also means  
redesigning

for the joy and tragedy that are inherent in life and art, when both are actively embraced."

In consideration of this aim, Hampshire College maintains the expectation that its students will achieve a high degree of independence from an established curriculum, grades, uniform schedules, and imposed evaluations. Therefore, there are no grades, no class attendance requirements, few course examinations, and no stated expectations regarding the duration of a college career. Instead, the student chooses from among a great range of options, formal and informal, and in a complex interactive and creative process with the educational resources of Hampshire and the other colleges, shapes his or her own educational program. The pace, direction, and intensity of study within that program is largely to be decided by the student. Progress is measured by optional evaluations at the conclusion of each course, or other form of learning activity, and, most importantly, by examinations at the end of each of the three Divisions, the different levels of experience and activity for students.

The student is assisted in the variety of difficult decisions he or she must make (and many of which he or she is not prepared or willing to make) by an academic adviser from the faculty.

Thus, a cherished goal of the College is to encourage and achieve a high level of independence on the part of its students. Independence is learned and must be carefully nourished. The student simply cannot be assumed to have the capacity to become independent by virtue of his or her presence at Hampshire College. As former Dean Richard Lyon said in his annual report at the end of academic year 1972, "The psychological costs of a let-alone policy adopted by the new University of Chicago under Hutchins in the '30's are a matter of record." Failure to progress to independence has serious consequences. There are psychological, educational, social, and financial costs when a student's experience is seriously impaired by his or her being unable to find direction or purpose.

The obverse of a let-alone policy is the wholly structured, fully required curriculum found at many colleges and schools in the last quarter century. In this approach, deciding for the student what he or she must "take," that is, must have, hence know, affords an easy transition to deciding for the student what is satisfactory, superior, or inadequate performance and what is valuable.

*independence  
on the part  
of students*

But for Hampshire, the emphasis is on the students playing a major, if not *the* major role, in these decisions, in the hope, belief, and expectation that accepting such responsibility and learning from making choices, results in an independent mind, a strong self-image, a capacity to seek, establish and know one's own values and standards, and to observe them in a socially responsible way.

The manifestations of success are obvious and satisfying. Students progress at extraordinary rates, do remarkable scholarly and creative work, and gain the admiration and respect of faculty at Hampshire and elsewhere. The lack of restraints unleashes immense amounts of creative energy.

The manifestations of failure are equally clear. Classes are poorly attended, courses are dropped, not in the interest of independent or accelerated study, but to avoid self confrontation; divisional examinations are delayed; leave taking is used as a way of escape, rather than a means of intensifying, enlarging or integrating learning and experience. These are among the hazards of the Hampshire program. In spite of them, there was distinguished undergraduate work during the first four years of the College, and, when Hampshire students took interchange courses at the other four colleges, the students' grades showed competence and diligence.

Moreover, faculty at the other four colleges report favorably on the Hampshire students' intellectual independence, curiosity and articulate probing of subject matter.

The task at Hampshire has been, and continues to be, to provide support without excess structure, advice without strong imperatives, sanctions that don't stifle initiative, standards without absolutism, evaluation without punishment or arrogance, and role models which have intrinsic integrity and yet are contrasting and contradictory. These tasks of utmost importance require sensitivity, dedication, and wisdom on the part of the faculty and administration.

The College still strives to accomplish these lofty and elusive goals. It will never have cause for self satisfaction, for success in these endeavors cannot be achieved in a definitive and comprehensive way. Constant improvement, redesign, structural and procedural changes, and evaluation have and will continue to occur as we develop the College.

The role of the faculty in this scheme accents versatility. The teacher must be an educational consultant, a tutor, a

*support witho.  
excess structu*

## HAMPSHIRE COLLEGE AS AN INSTRUMENT OF CHANGE

Chapter II of *The Making of a College* is entitled, "Hampshire College as an agent of change," and says that Hampshire College will be "an innovative force in higher education." Certainly one of the general expectations held out for Hampshire from its antecedents in the *New College Plan* through to the current rhetoric about the College is that it would serve as an experimenting institution which would propose or adopt new ideas and new solutions in all areas of undergraduate education, would evaluate those experiments, and would share the results with others. The role was to be both in the Five Colleges and nationally.

If clear and unambiguous and easily transferrable results which could be ascribed to Hampshire were expected, the College's impact is disappointing.

In a more general sense, however, there is considerable evidence that the College has taken seriously its innovating and experimenting role. Plans for Hampshire College, as expressed in *The Making of a College*, had a significant effect in the planning of new colleges, public and private, throughout the country, beginning in 1966. Although it is not the practice in higher education for one institution to credit another's ideas, the designs of new or renovated colleges, the frequency of interchange between them and Hampshire, and the frequent comparisons which are drawn, and the similarity of ideas in the colleges, can give Hampshire planners personal satisfaction that their ideas helped identify, clarify, and touch off responses to problems which were of widespread concern.

In a more specific way, Hampshire has helped address a

*planning of  
new colleges*

number of important national educational issues. It would be fatuous to claim exclusivity or uniqueness in any of these areas, but few colleges, new or old, can cite as extensive a list of contributions to a rapidly changing educational scene as can Hampshire. Much of Hampshire's impact has been among the five colleges, and I have described that briefly in the section on cooperation. (p. 299-301.)

It is unlikely that any cataloging of Hampshire's general impact I can do will be complete or just in the eyes of the many Hampshire people deeply committed to change in higher education. With that caveat, I shall record in summary those matters which are prominent in my mind as representative of Hampshire's accomplishments to date as an instrument of change:

- The *study of language and communication as a central component* of an undergraduate college curriculum (a more thorough report on this pioneering effort is made in the section entitled "Language and Communication" pp. 295-298).
- Establishing the relationship between the College and individual *faculty members by renewable contracts, rather than by tenured appointments*. The national debate on tenure, faculty unionization, early retirement, and financial exigency as a basis for dismissal, turning on issues of institutional quality, flexibility and survival, has brought a large volume of inquiries to Hampshire for information or for panelists or speakers to report on our experience.
- An aggressive program started by Van R. Halsey, Director of Admissions, and colleagues from the Dean's office, to help undergraduate colleges and medical and law schools *understand the implications of the differences between undergraduate evaluation systems and professional school admissions policies*. These are acute problems for colleges which, like Hampshire, believe that student evaluations should be more individualized than can be represented by grades, rank in class, etc. We believe this issue is important to the quality of practice in the professions concerned. Approximately twenty-five law and medical schools and nine undergraduate colleges have shared in the deliberation of these important issues.
- Hampshire was a pioneer in, if not the originator of, *delayed guaranteed admission*. That, and sanctioned leaves and

admission without secondary school degree, have been encouraged, experienced, and reported by Hampshire.

- *Examination as the principal measure of educational progress* is part of a national concern for competency based certification. (This stands in opposition to subject and credit hour requirements for certification.) Progress by examination is a central feature of Hampshire's program. Our effort has been recognized, supported and reported through a major grant from the Fund for the Improvement of Post Secondary Education to examine and improve our academic advising system and to evaluate progress by examination. Vice-President Robert C. Birney has become a member of the Syracuse University Research Corporation Task Force on Competency Based Education.
- The creation of an *undergraduate program in law studies* now acknowledged nationally as one of the leading efforts of its kind. It is not a pre-law program. Rather it introduces students to the law as a fit subject for undergraduate study because of its rich documentation, ample field study opportunities, and because law is formed at an intersection of disciplines, affording abundant interdisciplinary opportunities.
- The development of undergraduate *film and graphic design cooperatives* in which faculty members who are practicing professionals in film and design assist students to organize to accept real assignments as film makers and designers. Films have been made for Exeter Academy, Sturbridge Village and others, and graphic design work done for a variety of clients, including Hampshire College.
- Construction of *student housing of superior design* by methods saving of time and money. A large number of interested visitors have toured Enfield and Greenwich Houses before designing and constructing housing on their campuses, and Hampshire people are sought frequently as consultants on housing.
- Design and use, with evolutionary improvements, of a *modular residential furniture system* which is flexible in use, giving students a greater measure of control over room arrangements and use. A number of colleges and schools have examined the furniture; some have borrowed or adapted the design.
- A *natural science program* designed to engage the interest of inexperienced or unaccomplished students as well as to give full experience to highly talented students. It is

modular, self-paced, and increasingly the elements are packaged in written or video form.

- An *outdoors program stressing individual skills*, coeducational and carry over activities, and urging participation, rather than competition. A strong trend toward such programs and away from intercollegiate athletics is emerging, and Hampshire's has been one of the few models available to other colleges.
- A program of *intervention in the education and cultural lives of deprived fourth grade students* in Holyoke, Massachusetts. The Early Identification Program, now in its fourth year, is a significant contribution to increasing educational opportunity, in the opinion of the Office of Economic Opportunity, which provided the initial funding.
- Written policies and encouraged behaviors to *eliminate bias against women* in hiring, promotion, benefits, part-time employment or access to other educational or employment opportunities in the College. We receive a large volume of inquiries about faculty contracts for couples. Hampshire is one of six northeastern colleges chosen to participate in the Carnegie Corporation Women's Project.

#### VITAL:

research and  
development  
fund

I believe the College can and will continue to experiment with and develop new ideas which may be of direct or indirect assistance to other institutions. One of the ways we are trying to assure that is by the maintenance of a research and development fund which is separate from the regular operating budget. It is called Ventures in Teaching Administration and Learning, and its acronym VITAL is truly indicative of the importance we attach to the opportunity to make relatively small in-house grants (average \$1200) to faculty, students and administration, to experiment in pedagogy or program development or to do a piece of research or field study with curricular implications larger than the interests of the individuals involved. VITAL has been funded by three grants from Rockefeller Brothers Fund and by the IBM Corporation.

The major deficiencies in Hampshire's achieving a role as an instrument of change are in the evaluation and promulgation of our efforts to make them useful to others. Seldom is a project organized with the evaluative component considered and built in; thus post hoc evaluation is difficult. And we have

not been inclined to think about our institutional colleagues, and to forward our experiences for their consideration. And, finally, we have yet to create a vehicle for reporting of our activities. Vice-President Birney, who is responsible for reporting Hampshire's role in educational change, has proposed a regular newsletter and expects publication will begin in 1974-75.



## FINANCIAL PLANNING AND PERFORMANCE: IS SELF SUFFICIENCY POSSIBLE?

The financial planning of Hampshire College has its origins in *The New College Plan* of 1958, in which it was proposed that the new college should attempt (or would have to attempt) to operate on the income from student fees, after the campus was built, the basic equipment acquired, and the operating deficits expected until the college attained full size, were met. It was concluded that innovations in teaching approach, resulting in a proposed faculty:student ratio of 1:20 would make this approach feasible.

Hampshire College was created according to these ideas, but there have been significant variations as a result of experience or judgment since the time of *The New College Plan* or because of circumstances which have made it impossible to realize the ideals of the earlier planning.

The first significant variation is that Hampshire College has a faculty:student ratio of 1:16, rather than 1:20, thereby increasing proportionately the cost of instruction.

The *New College* planners underestimated the amount of advising each faculty member would incur in facilitating student independence, underestimated the difficulties the faculty must overcome in assuming a new kind of teaching role, and miscalculated the demands placed on the faculty from the high level independent projects of Division III (or advanced) students.

In my judgment, the sophistication and complexity of a system of individualized education is such at this point that a 20:1 ratio would be impossible and that the judgment to reduce it to 16:1 was sound.

Our experience indicates that a 16:1 ratio is a feasible basis educationally and fiscally to allocate institutional resources. Our budgeting technique means that the 16:1 calculation determines the money available for instructional salaries, not the real number of people. The actions of School Deans in expending the money, coupled with Hampshire's net outflow in five college interchange, results in an effective student-teacher ratio of about 13.5:1. The difference in salary dollars expended in 1973-74 between a 16:1 and a 20:1 ratio would have been \$225,000.

The second variation concerns the College's basic capital development.

debt obligations

Although *The New College Plan* assumed that the money for housing would come from gifts, by the time *The Making of a College* was in preparation, the original assumption was questionable for two interrelated reasons. Private philanthropy, particularly those areas to which Hampshire College, without alumni, had access, was decreasing its support of buildings for colleges, and federal programs had become the major and usual source of funds, in the form of three per cent loans, for student housing. Under HUD's College Housing Loan Program from 1951 to 1974, HUD made available loans in the amount of \$4.6 billion to private and public colleges, and it became the assumption of private donors that dormitories would be financed through HUD.

In 1966 I estimated that Hampshire would eventually borrow \$11,400,000, an amount of \$10,400,000 from HUD and \$1,000,000 from HEW, completing its borrowing with the loan on Prescott House for \$2,668,000 delivered in 1974. In fact, in order to complete the residential and academic parts of the campus, the College has borrowed \$11,387,000.

With the borrowing we have incurred annual debt service and retirement obligations of \$550,000 in 1974, rising to and leveling off at \$635,000 by 1976-77. This is a significant factor in an annual budget (1974-75 projected) of \$6,800,000, even though the rate of interest on all borrowed money is three percent.

In real dollars the debt burden is a declining cost in a period of rapid price inflation and high interest rates. The purchase of buildings with deflated dollars becomes less and less a financial burden in real terms. On the other hand the debt burden does add to the general financial problems of the private colleges. The effects of inflation on the operations of an un-

endowed new college are terribly serious. It is difficult to pass through cost increases at the rate they are incurred without increasing the risk of the loss of applicants because of the public/private education cost spread. And it is certain that price increases without large increases in financial aid (a self-defeating cycle) reduce the social and economic diversity of the student population, which is generally believed to be a disadvantage to the educational process.

The debt service and retirement items, however looked at, do represent currently an annual operating cost obligation of about eight to nine per cent of the annual budget and the squeeze on the College's income makes this heavy freight. In 1973 Harold F. Johnson contributed the beginnings of a debt service fund, the income from which is used to help offset the annual debt service obligations. Mr. Johnson added to the fund in 1974. We hope to add to the fund to relieve further the debt service load.

The third important variant in the planning is the amount of financial aid funds expended from general income of the College. *The New College Plan* does not mention financial aid. In *The Making of a College*, we estimated an amount for financial aid in the fourth year of operation of \$106 per student (clearly not every student receives "aid," although the College subsidizes every student by charging less than the full cost of education; the per student calculation is intended to make easy the comparison of plans and experience). The comparable per student number in 1973-74 was \$328.

increased  
student  
financial aid

The estimates in *The Making of a College* were unrealistically low in consideration of the politics of financial aid in higher education and insofar as there is a demonstrable relationship between social and economic diversity and educational equality. In fiscal terms the current level of support is unrealistically large in consideration of the economic well being of the College.

These three factors, the size of the faculty relative to the student body, the debt service and retirement obligations, and student aid, represent the major differences between planning and experience. It is clear that relief from the debt service obligation above would enable the college to operate rather comfortably at its present enrollment level with the income from tuition and fees. To say that the College is weakened by these variations from the original financial planning is simplis-

tic, for each of the variations has significance which transcends the financial considerations. Yet, the College does have to survive, and it is still not certain that it has sufficient financial strength to mature and thrive. To date, the results are encouraging and I think it is not imprudent to be cautiously optimistic about the future.

In addition to these matters, Hampshire College faces a special problem as its now young faculty becomes more senior. Aspiration and reality are in conflict: Hampshire College wishes to build a strong, loyal, and personally and professionally fulfilled faculty. That means that a number of the faculty will be at the College for a long time, perhaps their entire professional careers. However, the experience of many institutions is that they cannot afford to carry the aggregated salaries of senior faculty in large numbers relative to the total size of the faculty.

In addition, many, though certainly not all, institutions have been hampered in their efforts to change by a senior faculty that is overly conservative or committed to the status quo.

For both the shorter term reasons of financial survival and the longer term and more complex reasons of institutional vitality, Hampshire has instituted procedures to evaluate faculty performance which is expected to help maintain a balance of ages and experience in the faculty. (A detailed discussion of the evaluation policy and our experience with it is under the section entitled "The Faculty and the Contract System," p. 303.)

The basis for establishing budgets for instructional salaries must result, as the faculty grows older and more experienced (assuming changes in rank and increases in salary), either in increasing productivity per faculty member, or a gradual renewal in the composition of the faculty to maintain an approximate equivalency between budgeted and actual faculty positions by number. The alternative, increasing income and decreasing expenses in other areas, may be possible to some extent, but is unlikely to provide sufficient relief to avoid confronting the very difficult budgetary problem in institutions which are inherently unviable in economic terms.

The fiscal future of the College is uncertain. If the country reestablishes relative economic stability and if the College continues to develop its extraordinary educational program, I have every confidence that Hampshire College will survive and gain strength. It does not have financial reserves to survive a period of reduced enrollment which could result from a prolonged period of national economic recession, and if such should

faculty

contract system

Hampshire will  
survive and  
gain strength

occur, only radical reductions in salary expense would make survival possible.

The following abbreviated tables indicate the operating performance of Hampshire College during the first four years.

## FINANCIAL INFORMATION SUMMARY

### Operating Income and Expenses

	1970-1971	1971-1972	1972-1973	1973-1974
Number of Students	268	645	998	1,235
Number of Faculty (Full time equivalency)	49 (32)	69 (47.5)	88 (62.5)	100 (81.5)
<b>INCOME:</b>				
Fees: Tuition	\$ 2,500	\$ 3,000	\$ 3,200	\$ 3,300
Room & Board	1,300	up to 1,300	up to 1,300	up to 1,390
Total	\$1,206,102	\$2,851,000	\$4,311,600	\$5,479,513
Grants:	329,391	503,390	260,385	306,542
Financial Aid Support	102,000	131,000	220,000	262,215
Other (Including Interest & Sponsored Programs)	83,749	6,000	10,000	227,059
Total Income	<u>\$1,721,242</u>	<u>\$3,360,390</u>	<u>\$4,801,985</u>	<u>\$6,275,329</u>
<b>EXPENSES:</b>				
General Administration	\$ 465,243	\$ 629,371	\$ 672,175	\$ 658,091
Instruction	748,862	976,141	1,571,309	1,860,429
Student Services	160,987	220,545	307,632	357,729
Libraries	194,121	196,074	233,505	264,887
Physical Plant	122,907	210,225	594,945	416,005
Other (Including Sponsored Programs)	367,851	508,512	467,256	958,745
Auxiliary Enterprises	214,587	649,057	828,000	1,404,154
Financial Aid	130,000	286,000	426,000	491,855
Total Expenses	<u>\$2,404,558</u>	<u>\$3,675,925</u>	<u>\$5,100,822</u>	<u>\$6,411,895</u>
Surplus/ (Deficit)	(\$ 683,316)	(\$ 315,535)	(\$ 298,837)	(\$ 136,566)
Expenditure per Student	\$ 8,972	\$ 5,744	\$ 5,100	\$ 5,192
Typical Charges per Student	3,800	4,300	4,500	4,690
Subsidy per Student	5,172	1,444	600	502

The deficit numbers recorded are consistent with the planning. The gift income figures have been adjusted to show gifts used to meet expenses when received.

## LANGUAGE AND COMMUNICATION

The 1966 Committee to Advise the President of Hampshire College was formed to parallel the composition of the New College Plan Committee. A representative from each of the colleges was chosen to reexamine *The New College Plan* in light of the time that had passed since its writing and to present the results of the examination to the President of Hampshire College, who was yet to be appointed. The members of the Committee were Professors Robert Birney (Amherst College), Alice Dickinson (Smith College), Frederick Ellert (University of Massachusetts), and Roger Holmes (Mount Holyoke College). Professor Sidney Packard of Smith College was chairman.

One of the Committee's recommendations was that Hampshire College add to the usual three division organization of Humanities and Arts, Social Sciences, and Natural Science and Mathematics, a fourth division of Languages, which would focus on human communication. The Committee, in its report of May 1966, proposed that the "Division of Languages would involve a study of language in its three uses: the analytic development of calculi and their syntaxes, the synthetical development of empirical statements and their semantical functions, and the creative employment of language in literature." In addition, the history of language and foreign language study was to be part of the division's responsibility.

Franklin Patterson accepted the Committee's proposal and incorporated it in *The Making of a College*, converting "divisions" to "Schools" and recommending a School of Language Studies as a major component of the undergraduate curriculum of the new college.

Working from a general proposal to the particularizations of a curriculum means an enunciation of and agreement on fundamental questions of philosophy, scope, and emphasis. This proved to be a very hard task for the planning faculty and their consultants. In addition, the introduction at an undergraduate level of disciplines and subjects generally reserved for graduate study posed problems of selection and judgment to estimate the capacity of students to cope with material, and the possibility of achieving teaching objectives in the time available. And, finally, the unfamiliarity from prior education of most students with the basic ideas of the components of the School made uncertain the enrollment estimates in Divisions II and III after the required Division I examinations were over.

It was decided, therefore, to begin in 1970 with a Program in Language and Communication, a beachhead with the prospects of expansion into a School. In April 1972 the members of the Program proposed that School status had been earned, and the College agreed. The proposal said, in part, "The field of inquiry which we have centered in the School of Language and Communication belongs in undergraduate education because, like the more traditional school divisions of natural science, social science, and humanities and arts, it implies a major perspective on man. The other schools view man as a natural, social, or artistic being. The School of Language and Communication adds another dimension by seeing man as a communicating, thinking, and symbolizing being. It provides a fourth arc sweeping through the academic spectrum."

From these efforts has emerged an exciting and promising educational effort, perhaps unique to undergraduate colleges. It is conducted with intellectual vigor by a group of young faculty persons who have a sense of vision about their role in expanding in a very important area the scope of liberal arts education. The School's description of itself in the Fall 1974 Hampshire College Course Guide is an excellent statement on its role and status.

#### WHY L & C?

Symbols are the foundation of all human activity. Perception is coding the physical world into a symbolic representation, thought is manipulating symbols, communication is transmitting symbols. The study of symbolic processes is one of the keys to human nature. The School of Language and Communication is an experiment which brings together the disciplines that study the

forms and nature of symbolic activity. Although these are among the most vital disciplines in current intellectual life, they are taught as a central part of liberal arts education only at Hampshire.

#### WHAT IS IN L & C?

The program of the School of Language and Communication is organized into two interdependent parts. The first part is devoted to the study of thought and language, and is composed of linguistics, mathematical logic, computer science, analytic philosophy, and cognitive psychology. The second part of the program is devoted to the study of communication both in face-to-face social interaction and in the mass media. This part of the program is composed of mass communications, and parts of anthropology, psychology, sociology, and American studies, and it includes courses in television production and journalism.

*School faculty,  
courses*

The faculty of the School is fifteen people, full or part time and includes the following disciplines: Cognitive Psychology, three; Computer Science, two; Interpersonal Communication, one; Linguistics, two; Mathematical Logic, two; Philosophy (Analytical), three; and Public Communication, five. The School is aggressively cooperative in the five colleges. The joint Hampshire/University of Massachusetts appointment of Professor Emmon Bach, a distinguished linguist, is an important manifestation.

Perhaps the easiest way to sense the School is to sample the course guide and to enjoy the range and variety of faculty proposals and to sense their individuality. More important is the aggregate weight of the twenty-four courses in establishing a new dimension of the intellectual life of a college. In linguistics there is "Introduction to the History of English"; in cognitive psychology, "Psychology of Language: Fundamental Issues"; in face-to-face social interaction, "Modes of Inquiry in Non Verbal Communication"; in philosophy, "Practical, Moral and Ethical Theory"; in mathematical logic, "Formal Logic"; in computer science, "Introduction to Computers and Problem Solving"; and in public communications, "Mass Communications, Mass Culture, Mass Society."

The School has encountered the problems it anticipated: conceptual differences; student perceptual problems; and less

*incorporation  
into the  
academic plan*

enrollments than other Schools. It has resolved the first of these insofar as any group of intellectuals come to working agreements and has achieved a high order of morale and organizational coherence. As the College matures, the students have begun to inherit the understanding achieved by their predecessors and the School's program has become less mysterious and forbidding. And, as a result, enrollments have increased.

But, it is important that the School be regarded as an experiment and that it be evaluated carefully and soon for its contributions to the educational life of the College. The School of Language and Communication is a bold concept and has been ardently and enthusiastically developed by its proponents. It seems to have achieved or be on the way to achieving its goals. I find it an exciting experiment wholly appropriate to Hampshire College.

## FIVE COLLEGE COOPERATION

Interinstitutional cooperation was a strong trend in higher education in the 1960's, but lost its lustre when it proved not to be a quick acting panacea to the colleges' educational and fiscal woes. Lately, there has been a resurgence of interest as the colleges finally have become convinced that their problems are not temporary and that a determined and sustained effort to cooperate may be a way to maintain educational quality.

The history and development of cooperation among Amherst, Mount Holyoke and Smith Colleges, and the University of Massachusetts, one of the oldest cooperative arrangements in the United States, and, since 1965, including Hampshire College, is extraordinarily interesting and has been of significance to other efforts in country. Formal organized cooperation began in 1957, although it had occurred informally for nearly a century between or among two or more of the participants.

*The Making of a College* proposed that, beginning with the base established primarily in the decade from 1955-1965, the four colleges and Hampshire, as Hampshire was established, take a "giant step forward in interinstitutional cooperation, so that the Valley complex may become one of the great coordinated centers of higher education in America." And in that giant step, Hampshire was cast in the role of catalyst, partly because it was felt that Hampshire's extraordinary needs as a new college berthed in a household of giants would elicit a surge of new cooperative interest, and partly because Hampshire's untrammelled enthusiasms and fresh viewpoints were to stimulate a new thinking about the cooperative intentions often voiced among the Valley colleges.

*Hampshire  
as catalyst*

Although it is relatively easy to see substantial progress in five college cooperation in the last half dozen years, it is difficult, perhaps impossible, to estimate well Hampshire's contribution to the changes that have occurred. Five college cooperation is dynamic and complex, the number of new variables introduced since Hampshire College began are many and important. Among them is North Burn, whose skillful and determined work as Five College Coordinator has meant so much. Each of the colleges (except for Smith) has had a different president or chancellor since 1968. Each has a different dean or equivalent. The faculty composition and attitude have changed. Most important, perhaps, are the students and their needs and expectations. They seek out variety and meaning and are more aggressive in their search. They identify less with a "college" or a "campus." We know that the opportunity for five college interchange is an important factor in the quality and size of the applicant pools at each of the private colleges. (The scale of the University makes it less susceptible to this kind of generalization.) And we know from the increases in interchange enrollments (1100 in 1968-69; 6000 in 1972-73) that the opportunity is one of which the students take advantage.

*cooperative activities*

A cataloging of cooperative activities which have emerged since 1968 would help illustrate progress in cooperation. Some significant steps have been:

- the sustained availability through remote terminals to the private colleges of the University of Massachusetts CDL 7600 academic computer;
- schedule improvements to provide half hourly bus service among the four colleges and the University. (Bus ridership has increased more rapidly than interchange enrollments, probably indicating the increase in interchange for cultural, social, and other extra-curricular activity.)
- a University-led program of five college faculty appointments;
- a major five college radio astronomy research and teaching faculty;
- agreement to provide full access of all undergraduate libraries to five college students. (Major studies now underway probably will lead to important further steps in library cooperation.)
- a meal exchange agreement for the convenience of interchanging students.

These are a few examples which illustrate the vigor and centrality of five college cooperation. They are in addition to the well known and established student interchange program, the Massachusetts Review, WFCR-FM, faculty colloquies, the Five College Astronomy Department and a host of other cooperative activity, formal and informal. They reveal a set of relationships among a diverse group of private colleges and a great state university which makes Five Colleges, Incorporated the most successful educational consortium in the United States.

More important, but less easily expressed, however, is the quality of the attitude toward cooperation.

In the last five or six years, five college cooperation has been accepted as an integral part of the individual colleges and the University; the collective enterprise is assumed as important to us all. Cooperation gets increasingly more attention from the faculties and administrations (both academic and non-academic) and, of course, by the students whose behavior ultimately determines whether cooperation will flourish.

Hampshire's role in cooperation is not easy to delineate sharply. The creation of the new college certainly stimulated thinking about cooperation. The needs of Hampshire students for interchange opportunity probably have accelerated the flow of students among all the colleges, and the resultant increase in related demands, such as for library privileges, has undoubtedly brought to the attention of faculty and administrators the related advantages and disadvantages of more interdependence, and has helped encourage the necessary solutions. Hampshire's four-one-four calendar experience probably helped persuade the other colleges to adopt a similar calendar. And Hampshire's experience with individualized student programs has probably helped the other colleges in considering the merits of such alternatives.

*increased inter-institutional relationships*

I believe the five colleges will take significant steps in increasing cooperation in the next five years. For Hampshire, I welcome the possibilities.

It is indisputable that a series of steps (perhaps not "a giant step") in cooperation since 1966 have resulted in a vastly changed interinstitutional relationship. The interdependence of the colleges is greater than it was as the values of cooperation are seen as positive by faculty, administrators, and students, and they begin to initiate and encourage cooperation, and to accept formal agreements and codifications which have a direct impact on member institutions.

## THE FACULTY AND THE CONTRACT SYSTEM

Hampshire College continues to be powerfully attractive to faculty; to young faculty whose experience in graduate school has led them to seek an alternative to the university guildship that they would face on the first teaching jobs; to more experienced faculty whose careers have led to interest in pedagogical experimentation or to a desire to seek a more integrated professional and personal life or both. Hampshire's reliance on the teacher's own subject interest as an appropriate way to introduce the beginning college student to the methods of inquiry and scholarship, and the opportunity for independent curricular planning afforded by the five college relationship mean that the faculty need not put primary emphasis on subject "coverage," thus affording the faculty the freedom to experiment with technique and teaching content.

The Hampshire College faculty has done an incredible amount of productive and hard work in the first four years of the life of the College; some, even before that, during the planning period. The faculty has taught and learned well. The faculty's continuing efforts to develop and adjust the curriculum to meet student needs with a limited number of faculty, the increasing interest in program development, the refinement of faculty evaluation practices, the careful and thorough selection of colleagues, the imaginative employment of students in Schools, the advising experiments, the cross-School and team teaching efforts, the progress in measuring the achievement of students by examination, and the efforts to use educational technology are strong and exciting and reassuring evidence of the integrity, ability, and commitment of the faculty to the success of the College.

*faculty  
accomplish-  
ments*



faculty  
contract system  
replaces tenure

One of the policies of the College which has received substantial faculty attention in the four years is that governing their reappointment. Hampshire College is experimenting with an alternative to the tenure system generally used by American colleges. In the tenure system, after a trial period of from five to seven years, the faculty who are qualified are appointed "without limit of term," or essentially for life. Tenure is defended as the only way to insure the protection of academic freedom, as a means providing a stable and secure climate to foster research, creative and scholarly activity, and to give faculty financial security.

In the late 1960's questions were raised about the effectiveness of the procedures whereby tenure decisions were made: the quality of tenured faculty in many colleges did not seem to validate the judgments implied by the granting of tenure. Also, the increasingly apparent need for experimentation, innovation and reform in higher education often seems to be resisted successfully by a large number of faculty satisfied with things as they are. So, trustees, administrators, and many faculty called for experimenting with alternatives to tenure.

Hampshire's faculty contract system was devised by faculty and administrators in the 1968-69 planning period, and anticipated the main lines of the current and continuing debate about tenure.

Briefly, the Hampshire contract system substitutes for tenure four to seven year renewable contracts, subject to the outcome of a combination of annual reviews and a thorough evaluation completed seventeen months before the contract's terminal date.

To date, the history of our contract system is as follows:

Academic Year	Number Reviewed for Contract Renewal	Number Recommended for Reappointment	Number Not Recommended for Reappointment
1970-71	9	8	1
1971-72	24	23	1
1972-73	16	15	1
1973-74	10	8	2

This has lead some to conclude that Hampshire's alternative to tenure appointments as usually awarded is "instant tenure," and that the policy will, by never providing overtly for seniority and security, inhibit critical judgments and, in the long run, enshrine mediocrity. I believe that that is too easy a judgment, and is inconsiderate of the conscientious and courageous effort being made by the faculty. However, more time

and experience are needed to improve the policy and work procedures and to gain the confidence of the participants.

Although after four years of trial, the faculty view the contract system with attitudes ranging from reluctant acceptance to strong endorsement, the system in practice causes high levels of anxiety and in some cases resentment on the part of persons undergoing evaluation. The anxiety is no different in origin or intensity from that caused by the more conventional tenure review. However, it differs in some other respects. For tenure, the review is one time; at Hampshire the review is periodic. Some faculty who come to Hampshire from tenured positions resent the apprenticeship implications of evaluation. And, finally, Hampshire's qualities as a place "to be from" are insufficiently clear as to reassure faculty not renewed of their wider "marketability."

Hampshire's emphasis on strong teaching performance seems to ask for regular review, and the current proposals<sup>1</sup> for improving tenure appointment procedures make of central importance stricter and more frequent evaluations. Emerging in higher education is an effort to strike a new balance between the acknowledged benefits of tenure, properly administered, and the widely acknowledged abuses of tenure, poorly administered. Achieving this new balance is likely to cause faculty anxieties remarkably like those generated by the Hampshire College experiment.

emphasis  
on teaching

<sup>1</sup>In 1973, the Keast Commission was preparing its report, "Faculty Tenure, A Report and Recommendation by the Commission on Academic Tenure in Higher Education," William R. Keast, Chairman, which reaffirms tenure as the best means for protecting academic freedom and insuring the independence, security and creativity of the professoriate, provided that higher standards are established and enforced through a searching evaluation at the time of the tenure decision, thereafter on a periodic basis.

## ADMISSIONS

The admissions patterns among private colleges, in general, is unstable. The number of conventional age college eligible persons has stopped growing and the percentage of eligible persons who seek a baccalaureate degree has leveled or declined. The result has been increasing competition among colleges to attract students, a change in the pattern of application, decision making (by both sides), and matriculation, and a deep concern by the colleges about the future.

On the other hand, a few colleges, whose programs have seemed to manifest changes consonant with the needs of college bound students, have shown marked increases in applications.

The variety of admissions experiences which may be observed by college administrators has decreased the possibility of taking comfort in the unavailability of being affected by a strong running tide, and has heightened anxiety in the face of difficult to understand admissions "successes" and "failures."

Obviously, a college must have (paying) students, and many of the less fortunate institutions, particularly the private ones, have seen a decline in applicants to the point that the ability of the institutions to continue to function is in serious jeopardy.

The margin of operating feasibility has been narrowed as a result of the heady optimism of the past decade. During this time increased enrollments and available money caused faculty expansion (now arriving at senior levels and, in many faculties, mostly tenured), and campus expansion, often with borrowed money and dependent on resident students for repayment. The result often was a commitment to a size and educational pro-

gram which may not be sustainable in present conditions, but which the faculty and the capital commitments will not permit abandoning.

The reaction of admission officers, encouraged and supported by their colleges, have been several:

- Increased recruiting efforts with more travel to visit schools, more staff and more promotional activity (some national popular magazines are actively soliciting college advertising campaigns.)
- Acceptance of large numbers of students for early decision, or in mid-year, even though in the latter case the students' reply date was May 1.

The likelihood of more devices to capture and hold students through deadlines and deposits may work to the detriment of students, and the advent of highly competitive activities to recruit students may necessitate the formation of committees on ethics and standards.

Hampshire's admission experience in the first four years of its operating life is atypical of the general experience of north-eastern private colleges and may be expected to revert to the norm, with the possibility of important variations probably attributable to some factors which are subject to analysis and understanding, and some which are not.

The gross numbers are of greatest interest to a person interested in the survivability of an institution. Assuming that the persons who apply are "qualified" for admission, how many applicants do we get for the available number of places? That is, do we have a choice — or is our admission policy one of "warm body — good check"?

Second question: of those we accept, how many accept us? This factor is known among admission officers as "yield" and is an indicator of the degree to which the college is a first choice or an alternative choice for your applicants. Fifty percent — that is, for every two accepted, one comes — is considered a very healthy "yield"; seventy percent is about as high as any college experiences.

Hampshire's experience in the first four years follows:

Fall	1 # Applicants	2 # Accepted	3 % Accepted	4 Yield % (rounded)
1970	2002	280	14.8	89
1971	2559	460	18.9	79
1972	2146	640	30.0	68
1973	1788	597	33.3	68

*atypical admissions experience*

In addition, in the fall of 1973 we had 301 transfer applications of which fifty-seven were accepted and 110 delayed admission applicants of which sixty-six were accepted.

By those measures the admissions office has been able to apply, the quality of applicants in terms of test scores, experience, recommendations, academic records, and interview performance has not changed significantly in four years.

We expect the number of applicants to remain at about the level experienced for the fall of 1973. The current class marks the end of a period of growth in the college from an opening class of 251 to its current active enrollment of 1300 with additional students on leave. Therefore, the number of acceptances will be decreased and the competition for places is likely to sharpen.

The more elusive factors which determine a college's attractiveness are difficult to quantify and forecasting their effect is impossible.

We do believe that the increasing strength of Five College cooperation is a critically important factor in the strong admissions picture of Hampshire College (and of our four neighbors). A student in any one of the Five Colleges may truly enjoy the advantages of all of the colleges, and, in the aggregate, they represent a rich and varied educational, cultural and social environment in a very pretty setting.

Beyond that basic point, it is Hampshire's own program and the way it is perceived that is important.

Finally, the way the admissions office staff represents the College is a significant determinant in the number and quality of applications and in the yield. Hampshire's easy going, out going and open admissions staff has either developed, or refined a number of important approaches which undoubtedly work to the advantage of the College:

- Student interns who work as interviewers and whom candidates report as very effective.
- Group interviews, whereby a substantive conversation is often started, as contrasted with oftentimes stilted interviews of which the nervous applicant is the subject.
- Delayed guaranteed admission, a program through which students who may not be ready for college, or who wish to have more experience after secondary school, are encouraged to take an alternative year. The Hampshire College admissions office has started an alternative year newsletter to assist young people in considering the alternatives. The number of persons accepted for de-

*continuing high quality of applicants*

*Hampshire's approach to admissions*

layed admissions has grown from twenty-two in 1970 to sixty-six in 1973.

- Admissions office as examining office. Hampshire College does not accept credits from transfer students as certification in lieu of examination. The admissions office, in collaboration with the School Deans and faculty, has established a capacity to examine transfer students at the time of application and to establish at what level that student may enter the College. We believe it should be possible, then, to deal with persons who present other than formal educational experience as evidence of progress and engage them at the appropriate point in Hampshire's scheme.

## THE CAMPUS

Hampshire College has tried to build a residential campus of beauty, variety and utility. Housing was designed to accommodate a variety of tastes and needs in the belief that students prefer an on-campus location if the accommodations are comparable in key respects to the available off campus housing. The key elements are the Hampshire houses, units of from two to three hundred students, each with a staff, and each designed to contribute, in some way, to the idea of an integrated campus community, aimed at closing the gap between living in a place and learning in another place.

A number of building projects were completed during the three years 1971-74, and two were started but are not yet complete. For the most part, the building represents new construction which was part of the long term plan of the College for growth in its first four years. In addition, there were some renovations to make for efficient use of existing space or to convert former farm buildings to College use.

The major projects were the completion of Dakin House and accompanying facilities, three additional units for Greenwich House (House III), of Enfield House (House IV), and of Prescott House (House V), the building of twelve all-weather tennis courts, four of which were covered by an air structure, and the conversion of the Kermensky farm to a headquarters for Buildings and Grounds.

Robert Crown Center, the recreation and athletic facility, and the conversion, according to student plans, of the red barn, originally owned by Robert Stiles, one of the owners of the College's first land acquisitions, to a student center, are to be completed in the fall of 1974.

*major building  
projects*

Dakin House, designed by Hugh Stubbins and Associates, and constructed for completion by September 1971, is of concrete frame and brick, houses 296 persons, and is located in the southeast quadrant of the campus. It forms a cluster of activity with Merrill House, completed in the fall of 1970, and the first academic building, Franklin Patterson Hall. In Dakin House, about ninety-five percent of the students live in single rooms, arranged in groupings of twelve students who share a living room with a small kitchen.

Integral in concept with the construction of Dakin House was an addition to the central dining facilities constructed originally in connection with Merrill House and a Master's House built as a mirror image of the Merrill Master's House.

Dakin House is named after Winthrop S. Dakin, a founding Trustee and first Treasurer of the College.

Greenwich House was begun in the summer of 1971 after a decision in May to increase the size of the student body for the fall of 1971 by ninety students over the earlier plans. The programming, design, siting and construction of the first two units was completed by Fontaine Modular Structures in Northampton, Massachusetts, in approximately three months. The units are round, house forty-four students each in seven or eight person apartments with full kitchen accommodations. The units surround a center common room. Based on the success of the first two units, three more were built in the summer of 1972 so that Greenwich House accommodates 220 students.

As in each of the other houses, a home was built close by for the house Master.

Enfield House represents another step in the effort to create varied and comfortable housing opportunities for Hampshire College students, part of the program the College has developed to maintain and strengthen the idea of a residential college. This House consists of five, six, seven, or eight person apartment-style accommodations for 206 students, a Master's House, an academic and dining building (now named Emily Dickinson Hall), and a small service building. It was designed by Callister, Payne, and Bischoff, architects, in association with Fontaine Modular Structures of Northampton, and was constructed off site of wood frame modules. It was Hampshire's second experiment supported by the Department of Housing and Urban Development to provide superior student housing at a lower cost, and to build into the design some provisions for convertibility to non-college housing if the attractions of living off

campus should make it impossible for the College to rent successfully the space to Hampshire College students.

Emily Dickinson Hall was funded by a combination of Housing and Urban Development and Health, Education and Welfare three percent loans as an experiment in integrating social and academic facilities and in adopting materials and construction techniques that shorten the time and reduce the cost of new college buildings.

Enfield House was originally planned for completion in early September 1972, according to a schedule that began construction only in April 1972. Although a very strong effort was made by the architects, the constructors, and the College staff, headed by Mr. Howard Paul, approximately half the housing was incomplete by the time the term began, and 120 students had to be housed elsewhere on campus or in housing rented temporarily from the University of Massachusetts.

All the housing was completed by late October and Emily Dickinson Hall was completed in February 1973.

Greenwich House was the first project at Hampshire College designed to demonstrate how superior housing could be constructed at a lower price and in less time than had been usual on a college campus. Greenwich House was also the first of the apartment style houses which provided full kitchen facilities and, hence, began Hampshire's program of diversifying what used to be called "room and board" and recognizing that college students are people, not different in their living needs from others who are not college students.

Prescott House was constructed for the fall of 1973. It is an integrated cluster of apartments, seminar rooms, faculty offices and social space, located in a high crowned forest west of the Cole Science Center. In all the struggles and complexities of designing and financing housing to enable the College to grow, the ideal of a functionally integrated house seemed to be beyond our capacity. It was finally achieved in Prescott House and there will be the test of the "House concept" as it is elaborated in *The Making of a College*.

Robert Crown Center is a major project for completion in the fall of 1974. It is a play center — for recreation, games, athletics — and is forty feet from and connected to the Johnson Library in an effort to make visible and real the interrelatedness of physical and intellectual growth and development. Robert Crown Center contains a swimming pool, lounge, game room, sauna, general activity floor for basketball, etc., an indoor climbing wall, and may be used for large meetings. Robert

apartment-style  
living for  
students

athletic and  
recreation  
facilities

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

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

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

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

*Charles R. Longworth*  
November 1974

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