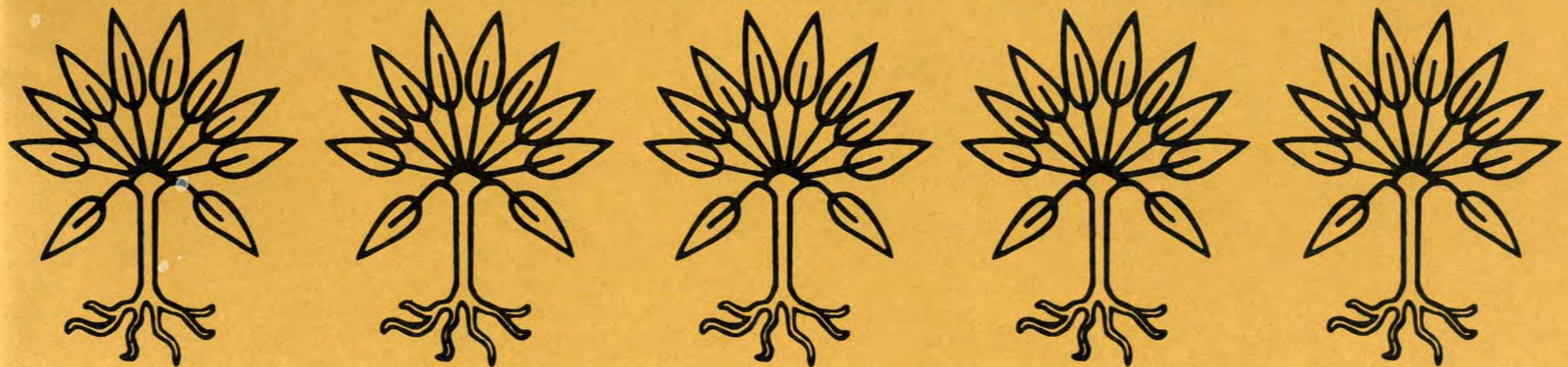
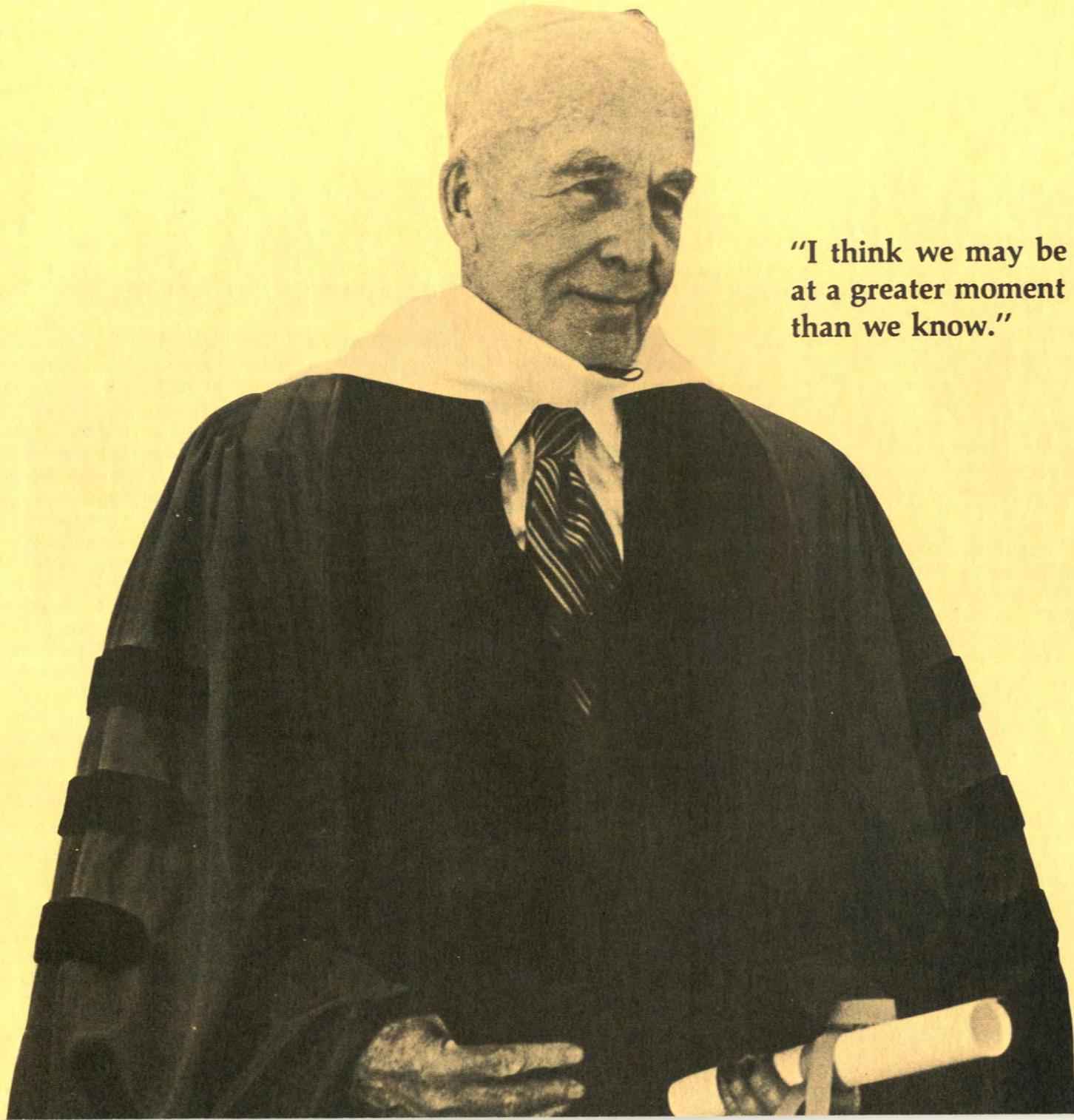




REFLECTIONS OF AN INAUGURAL CONVOCATION HAMPSHIRE COLLEGE, AMHERST, MASSACHUSETTS, OCTOBER 3, 1970





**"I think we may be present  
at a greater moment  
than we know."**

On an autumn day  
in a quiet inland valley  
of Western Massachusetts,  
a new experiment in higher education  
is formally begun.

# The Opening of Hampshire College

An Address by Archibald MacLeish at the Inaugural Convocation of the College

There was a time, not longer ago than an assistant professor can remember, when the innovation of a college was a routine occurrence to be recorded, if at all, on page eighteen or twenty of the *Times* back among the retrospective exhibitions and the amateur performances of the B Minor Mass. Colleges provided education. Education was a good thing. And good things weren't news.

They still aren't but the rest of the equation is out of date. Universal agreement that education is a good thing ended with the invention of the Silent Majority. Nothing, according to those who have been able to penetrate that enormous apathy, distresses the Silent Majority as much as a college unless it be a college student. And as for college students, there are even some of them who share the Silent Majority view. The best college, in the opinion of certain outraged gentlemen at Columbia a few years back, was a closed college—preferably burned.

That kind of intellectual reorientation alters even a newspaper's notion of news. Whatever the opening of a college may have been back in the cheerful days of the Great Depression or the two world wars, it must now be regarded as a major event: not merely news but drama and even melodrama—another fleet of costly buildings, another cargo of irreplaceable books, another

crew of hopeful teachers and ambitious students and courageous administrators launching themselves into the eye of the hurricane on a voyage as daring as Magellan's with the wild sea ahead already strewn with wreckage and haunted by confused, faint cries.

I have no idea, of course, what the Editors of the *Times* will think of the college opening we witness here today or on what page they will report it but I know very well what *our* emotions ought to be. We should see ourselves as gathered, not on the comfort of folding chairs under an autumn tent in a quiet inland valley, but on a promontory steep as the Butt of Lewis from which we peer into the driving sleet for a last glimpse of brave departing sails.

I persist in my metaphor not for the metaphor's sake but for the truth's. What is new, and newly exciting, about this occasion is precisely the sense of departure, of adventure, of voyage. We are now in the sixth or seventh year of what, following the mellifluous Irish, we might well call The Troubles—meaning, of course, The Troubles in the University. And the opening of Hampshire College is the first action I can think of seriously aimed at doing something about them.

Down to this time, universities and colleges have

acted defensively if at all. They have treated The Troubles as private, or at least internal, ructions between their students and themselves, and have attempted only to gird themselves for each Putsch as it came along. Parietal Rules have been modified not to say abolished. Administrative procedures, meaning disciplinary procedures, have been altered. Relations with the community have been reconsidered and frequently improved. A few changes of a public-relations, rather than a scholarly, significance have been offered in the curricula. But no important, positive efforts have been made by those best equipped to make them, which is to say by university and college faculties, to determine what these famous Troubles actually are or how they affect—should affect—the University's undertaking to educate the young.

We have been hearing, in the last few days, about the development of new police methods for academic use, including body guards for presidents and the F.B.I. on twenty-four hour alert. We have seen a good bit of faculty linen, not all of it well washed, hung out to dry. We have learned that there are still courageous Chancellors prepared to battle not so courageous Regents to the verge of coronary and beyond. But the only confident educational pronouncements of this troubled time have issued, not from the colleges or universities, but from Mr. Spiro Ag-

new. And all Mr. Spiro Agnew has had to tell us is that the whole thing is the doing of wicked boys and girls egged on by "the disgusting and permissive attitude of the people in command of the . . . campuses." By which Mr. Agnew means that the Troubles would go away if only the trouble-makers were eradicated. . . .

This, unfortunately, is a conclusion which fails to satisfy. Those who know most about these wicked boys and girls—the men and women who teach them—are pretty well agreed that, far from being a generation of criminal delinquents, this new generation of the young constitutes the hope of the world—such hope, that is, as this raddled, soiled, abused, exploited world still has. The contemporary young have their faults, obviously. They include in their number the usual shoddy elements familiar to every undergraduate generation: the campus politician, the adolescent marching and shouting association and the plain bad actor—together with a new phenomenon, a certain scattering of young exploiters of the idealism of the young for whom there is no adequate epithet. But by and large the contemporary young are nevertheless, and have been for some years back, the most deeply concerned, the most humanly committed, generation we have seen in this century with the single exception of the returning veterans of the Second War.

But though it is fairly clear to those who face these facts that Mr. Agnew's simple explanation explains nothing but Mr. Agnew, it is still true that no other explanation has been forthcoming. No one—no one at least in a position to do anything about it—seems to have asked the next, the crucial, question . . . until Hampshire. If Mr. Agnew is wrong—if The Troubles cannot be blamed on some sudden, mysterious plague of viciousness affecting an entire generation of the young—where then shall the blame be put? How are we to explain the restlessness, rebellion, indignation, violence in college after college, university after university, from one coast of this country to the other and in Europe as well as the Americas, Asia as well as Europe?

This would seem to be the one inescapable question of the time, and particularly for the teachers of the time, for the scholars, for the faculties in all of their disciplines. If The Troubles are not "student troubles" in the simple-minded Agnew sense they must be something other than "student troubles." They must afflict the universities and colleges, not because the university, the college, has a particular relation to the young, but because it has a particular relation to something else. But *what* else?

The established faculties have not told us, but Hampshire College, struggling to draw first

breath, has faced at least the question and has hazarded an answer of its own. It sees the "something else" with which the university, the college, has to do, as something existing not within the academic pale but outside it in the time, in what we used to call the world. The Troubles, that is to say, are not disciplinary troubles whatever the politicians, the hard hats and the middle-aged generally may say about them. Neither are they, as the more romantic of the young believe, "revolutionary"—meaning political—troubles. They are troubles at the heart of human life, troubles in the culture itself, in the civilization, in the state of the civilization—troubles which cannot be cured by ranting at the government, however misguided or misdirected government may be, or by sending in the national guard, whatever the provocation, but only by restoring the culture to wholeness and to health—which means, by restoring the precarious balance between the society and the self which defines the culture at any given place or time. And that restoration, Hampshire College believes, is the business of the college, of the university.

I may not be summarizing the College's beliefs precisely for the crucial word, culture, means more to me, I must confess, than it seems to mean to the learned men quoted in Hampshire's

working papers. But on the essential question, the question of the responsibility of the college, of the university, I am not, I think, far wrong. Hampshire proposes—explicitly proposes—to accept for itself a responsibility for the restoration, for the maintenance, of the difficult balance between society and self. And in that acceptance it seems to me not only courageous but entirely right. That balance is the business of the universities and colleges.

Individuals—thinkers, organizations of thinkers, philosophers—can help. A true statesman, another Jefferson, even another Wilson, would be a Godsend. But it is the university, the college, which must bear the brunt of the responsibility because it is the university, the college, which is the trustee of the culture, the trustee of the state of the civilization, the trustee of the means by which the civilization descends from the always disappearing past into that eternal becoming which we call the present.

And it is as trustee of the culture that the university has failed in these years in which the culture has lost its human values and deteriorated into a mere technology which exploits knowledge as it exploits everything else, using even science itself not as a means for the advancement of civilization and the enrichment of life but as a ground for gadgetry and invention regardless of the human value of the thing invented, so that the triumphs of the epoch make no distinction between the glories of modern medicine and the horrors of modern war. When a civilization can declare tacitly and even explicitly that whatever *can* be concocted *must* be concocted regardless of the human consequences, we are already far into that disastrous epoch for which Yeats provided the image and the name:

*Turning and turning in the widening gyre  
The falcon cannot hear the falconer,  
Things fall apart, the center cannot hold. . . .*

Hampshire College, to its eternal credit, has dared to face Yeats' vision and the reading of history which underlies that vision. It has accepted as the critical contemporary fact the failure of the balance between society and self and has found the reason for that failure in the dehumanizing of the culture on one side and the dehumanizing of the self upon the other: the conversion of a once diverse and fruitful human culture into a crassly technological semi-culture, and the withdrawal of the withered self toward the uttermost wilderness of the self—toward that desert of solipsism in which some ghostly modern selves already wander. Moreover, having accepted the failure of the balance as the underlying ill, Hampshire has gone on to make the restoration of the balance its explicit undertaking: it has committed itself "to a view of liberal education" (I am quoting) "as a vehicle for the realization of self *in* society"—and it underlines the *in*.

It is a measure of the decline of the human in this sorry age that, far from resounding as a declaration of the obvious these words ring like trumpets—like the first courageous trumpets we have heard since The Troubles began. What would once have been a platitude becomes a call to arms. It is only, of course, *in* society that a self can *ever* be realized—in what John Keats called the arable field of events. But what would have been self-evident to the Father of the University of Virginia comes as a shock of blinding revelation to the generation of the depraved Los Angeles murders and the cold-blooded tortures in Connecticut and the brutal killings in Ohio and Mississippi. We suddenly *see*, as we reflect upon those words, what the self which has turned its back on society can become, and what society can be without the sense of self.

Our generation is the first in American history to understand what Daniel Webster meant when he cried, in those dark decades before the Civil

War, "Liberty and Union, one and inseparable, now and forever." Even Emerson misread him. Emerson rejected "Union" in that context as the young today reject what they have christened, the Establishment. Liberty was all that mattered—human decency—the freedom of the slaves. But when the Civil War finally came Lincoln took his stand where Webster had taken his—upon the preservation of the Union. For without the Union there could be no Liberty. And this, as always with Lincoln, was no such shrewd political calculation as we know so well today. It was human truth. Yeats's truth. Without a center that can hold, "things fall apart. . . . The falcon cannot hear the falconer." Without a center that can hold, human liberty becomes an in-human liberty to mutilate and murder. Without a center that can hold, freedom becomes the opposite of freedom.

Only when freedom is as human as humanity is free can a nation of free men exist. Only when the balance between society and self is both harmonious and whole can there truly be a self or truly a society. Hampshire has been founded on that proposition.

I do not know, ladies and gentlemen, how it is with you, but as I think for myself of this all but impossible commitment, and as I look around at the faces of the men and women who have made it, I feel a surge of excited hope. In a time like ours, it is only the impossible commitments which are believable, for only the impossible commitments are now worth making. If the probabilities of the future overwhelm us there will be no future which men, as we have known men in the past, will wish to live. It is precisely the probabilities—even the certainties—that must change. And only education can perform that miracle.

I think we may be present at a greater moment than we know.

Lucy Wilson Benson

A Distinguished Member of  
Merrill House

Hampshire College  
Amherst, Massachusetts  
October 2, 1970

These men and women have been  
honored on the occasion of  
the opening of Hampshire College  
for personifying the Hampshire  
ideal of Man Thinking, Man Caring,  
Man Acting

---

Lucy Wilson Benson  
Jerome S. Bruner  
Ely R. Callaway, Jr.  
John B. Coburn  
Charles Frankel  
Paul A. Freund  
Elsie M. Jackson  
Jeremiah Kaplan  
John H. Knowles  
Esther Raushenbush  
Charles E. Silberman  
Jerome B. Wiesner  
Laya W. Wiesner  
Robert C. Wood

10 a.m.

Six seminars were held, each addressing itself to an aspect of the question, "What is Relevance?" Among the participants were those designated as Distinguished Members of Merrill House, the College's first residential-academic-dining complex. On the previous evening, each of these men and women had been presented with a citation (example shown here) for typifying the College's ideal of a thoughtful, concerned, effective human being.

## THE COLLEGE AND THE QUESTION OF LEARNING

### *Raushenbush*

Sarah Lawrence began at a time when it had to take almost endless blows from the academic community because it was not regarded as being sufficiently intellectual, because it was concerned with things that the home and the church ought to be concerned with. In other words, things other than intellectual information gathering. . . . But I have always held to the idea that learning is a total process involving body, feelings, and intentions.

### *Silberman*

Education should involve a self-consciousness about the process of education. No one is truly educated unless he has thought about his own education and what its purposes are. . . .

Learning comes from all kinds of things. We discover this as parents. What affects the values our children develop are the kinds of lives we lead, not the lectures we give them. But we somehow tend to forget this when we come to formal education. We've got to remember it and build it into the nature of the institution.

### *Le Tourneau*

For the first time in human history we can build a society which will allow different kinds of institutions to encourage the fulfillment of human potential. We've never had that option before. Higher education has been regarded in two ways. One is the transmitting and preserving of knowledge and attempting to extend it through one small segment of the society via the university. The second way is training other people for a vocation because the economic system required it. But this prevented a kind of protean potential from exercising itself. Once a person 22 years



*Seated in front, clockwise: Esther Raushenbush, President Emeritus, Sarah Lawrence College; Jerome S. Bruner, Professor of Psychology, Harvard University; Charles E. Silberman, Board of Editors, Fortune; John J. Le Tourneau, Assistant Professor of Mathematics, Hampshire College; Seminar Chairman Francis D. Smith, Dean of Humanities and Arts, Hampshire College.*

old had made a life's choice of wife and family and job he was in that forever until he died. What we are struggling toward today is to allow individuals to change within their lives, to exercise various options. Colleges and institutions in general should attempt to maximize human options.

### *Bruner*

The only justification in having educational institutions separated from the ongoing activity of a society is that they have the function of increasing variability within that society. One of the uses of the mind when detached from very specific objectives is that it can play around with

alternatives and formulate them. And any society has to have a fair output of hypotheses, ideas, values, forms of feeling and knowing. . . .

We sit around wisely on the advisory board of this or that institution, or as members of faculties, and we talk about what we're doing with our curriculum or with our design of the college. But I don't think we fully understand ourselves what we do in most instances. . . . We need desperately the power of the well-informed, fresh eye. We need anthropologists of education who can come into the institution and say what the culture is that we've created, and help us to see this.

## THE COLLEGE AND ITS CHANCES FOR SURVIVAL

### *Halsey*

With the growth of community colleges, many other small colleges are realizing that the only way they can get new students and be able to survive is to change their program radically—not a little Bandaid treatment of giving an urban studies course here or an ecology course there. And it seems to me that's where some of the real innovations are going to come.

### *Wiesner*

One of the great difficulties in the U.S. is that there is very little choice available to students even though there are thousands of colleges. When you look at them, you see that most are modelled on the same four-year curriculum and the courses aren't very different even though the names are. The great opportunity for the private institution is giving students a variety of different kinds of experience. . . .

We're going to have to learn to teach more efficiently. I believe that the lecture-recitation process is a poor one, and that we can do much better for much less cost. . . . It's conceivable to use modern technology so that more of a teacher's energy goes into improvement and working with students on a one-to-one basis.

### *Longsworth*

Hampshire is dedicated to finding economical alternatives to lecture-recitation learning. . . . Educational technology will be fully utilized. From our library to every student and faculty room, and to every teaching space in the college, there are conduits through which coaxial cables will carry computerized, tape-recorded or videotaped data. That is, instant reference material, concerts, films, slides, lectures. The teacher is in this way



*Ely R. Callaway, Jr., President, Burlington Industries, Inc.; Seminar Chairman Sheila A. Houle, Assistant Professor of English, Hampshire College; Jerome B. Wiesner, Provost, Massachusetts Institute of Technology; Van R. Halsey, Jr., Director of Admissions, Hampshire College. Not pictured: Charles R. Longsworth, Vice-President, Hampshire College.*

freed by technology to teach and to develop new course material. . . .

By eliminating the freshman-through-senior lock-step, we are eliminating the stigma that applies to someone who doesn't stay with his class from beginning to end. Students can take a year off from college, which may mean finishing in five years. Or a student, working at his own pace, may graduate in three years.

### *Callaway*

The basic problem is economic. It goes beyond the inflationary cost of the university to the economic problem of the U.S. Fundamentally, the question is: Can we compete in the world under our system? Unless we change some basic things in the country—our trade laws for instance—then we really won't be able to compete.

*Shannon McCune* [Member of the New College Committee of 1958]

The relationship between public institutions and private institutions is one that needs to be strengthened. The reason I was on the committee for the new college from the standpoint of the University [of Massachusetts] was that we wanted to see what could be done in terms of innovations which could then be applied to our own institution. Your report [*The Making of a College*, MIT Press, 1966], as well as the earlier one, has had a profound influence on publicly supported universities and colleges all over the country. New experimental colleges within the university are being developed everywhere. . . . Our real mission is to show how Hampshire College can be related to experiments taking place not just in the Valley but throughout the country.

## THE COLLEGE AND SOCIAL JUSTICE

### *Hollander*

When you consider compulsory birth control, there is the question, "Why do people have children?" And when you talk about arbitrarily limiting the family size across the board internationally, you have to consider how one culture views children as compared with another. And if there are no arbitrary limits, how do you decide whose culture gets priority?

### *Member of the Audience*

It's more than just family planning. It's a question of how you even out the wealth in the world. Even if you do reduce the population in the underdeveloped countries, they still don't have enough to eat.

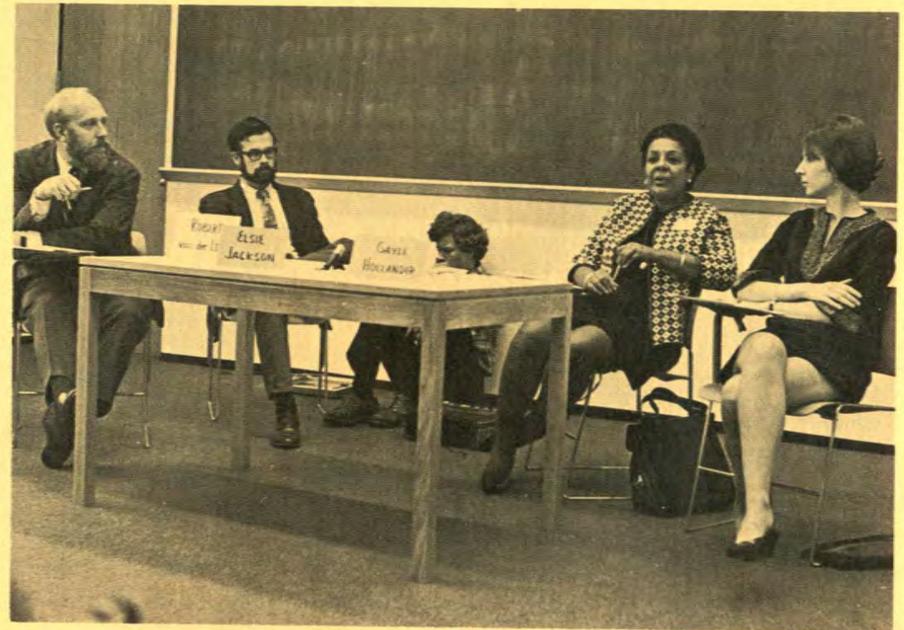
### *Jackson*

The only reason that health services and family planning are working in East Harlem, which is 40% black and 40% Puerto Rican, is that we have a real commitment to the respect of the individual and have gotten members of the community involved in their own health care and family planning. . . . Even if people don't have the same degree of education or the same amount of money as you do, they have developed a way of living that you have to respect and become part of. It must be a mutual learning experience.

When the Young Lords raised a fuss about lead poisoning of children, the Mayor and the Commissioner of Health listened. But the Lords couldn't go any farther. They needed organized medicine. So a lot of our energetic medical students began working on the lead poisoning problem. But their question was—did they have time to work and study, too? They really didn't. Their work in East Harlem became a conflict because there isn't time for social change or political action in the medical school curriculum. Is there at Hampshire?

### *Marsh*

There's nothing worse than a Ph.D. sociology type who goes into a depressed neighborhood or depressed part of the world to study people. Sure, an educational purpose is necessary to keep it honest and avoid the "Great White Father" image, but these motives should be secondary. What counts is making the resources of his institution and society available to people who need them.



*Seminar Chairman Robert P. von der Lippe, Associate Professor of Sociology, Hampshire College; William E. Marsh, Assistant Professor of Mathematics, Hampshire College; Elsie M. Jackson, Community Affairs Director, New York Medical College; Gayle D. Hollander, Assistant Professor of Political Science, Hampshire College.*

### *Charles Merrill [Headmaster of the Commonwealth School]*

I'm very sensitive about the issue of the irrelevance of the curriculum. It is one of the problems I have with the black students in my school. By the time my students cut out the subjects they feel are not relevant to the problems of the ghetto, what's left is running a mimeograph or building a machine gun. My response is that if you are going to be a leader, and you choose the purposes for your leadership and the goals for your life, we can supply you with some of the tools. The main tool is the ability to handle ideas and deal with new situations.

## THE COLLEGE AND POLITICAL ACTION

### *Benson*

The way to achieve a change in national policy is to persuade enough people to your point of view. The institutional route hasn't produced much—the population has, in fact, reacted against politics in the university. There is also the problem of using college property for political action. . . . What students need to do is get off the campus, to talk with people, and try to persuade them to vote for the candidates they want elected.

The problem is that, almost in a vacuum, many older people look askance at students in politics, and for that matter at everything students are doing—smoking pot, wearing different clothes and hair, not being respectful to their elders, etcetera. Yet when they meet students as individuals, the older generation tends to separate the individual from this general group view.

### *Rardin*

Political action is more than supporting the Republican or Democratic parties. . . . A university should criticize society, particularly the power-wielders in society. If politics is interpreted in the broader sense of power and its uses—the university, whether it does anything or not, is a political institution. Even a seemingly non-political act like admitting a class can carry great political implications.

### *Freund*

One of the university's missions is to foster the most searching, the most profound critical approach to our existing institutions, resulting in the paradox of the university, or college, being supported by the very forces which members of the institution can criticize. This means that the resources of the university can be used for studies which do not have a partisan political purpose. . . . There is no lack of opportunity to have some influence on the course of policy. What we lack is the imagination to develop these courses. . . .

Even if members of the university feel a sense of moral outrage at events, it doesn't follow that their institution should take a stand. Whose views are being expressed? The trustees, the alumni, the staff? There are all sorts of problems since the university isn't set up as a representative political organization with procedures for taking a vote.



*Paul A. Freund, Carl M. Loeb University Professor, Harvard University; Lucy Wilson Benson, National President, League of Women Voters; Robert B. Rardin, Assistant Professor of Linguistics, Hampshire College; Seminar Chairman Lester J. Mazor, Henry R. Luce Professor of Law, Hampshire College.*

### *Member of the Audience*

We've got one half of the 17–21 age group in college. We're directing a huge portion of our national income into education, and certain groups, in certain universities, have immense power. I would predict that Harvard and others will some day soon be more like Latin American universities which are highly political for just these reasons. Latin American universities are extraordinarily influential in the economic, cultural, and social life of these countries, and our universities are gaining that same importance. Which means that political action within the university is almost unavoidable.



*Jeremiah Kaplan, President, The Macmillan Company; Robert C. Birney, Dean, School of Social Science, Hampshire College; Seminar Chairman Barbara B. Yngvesson, Assistant Professor of Anthropology, Hampshire College; Eugene Terry, Assistant Professor of Literature, Hampshire College.*

## THE COLLEGE AND THE VALUES IT TRANSMITS

### *Kaplan*

I have been familiar with the University of Chicago since 1946. It has been consistent throughout that period in stressing its supreme value: high academic achievement in traditional subjects. And it is interesting to watch how this value has been preserved immediately after the War by a student group to a period when it is maintained by a faculty group. After the War there was a general dislocation of the University with the breakup of the Hutchins experiment and a mass migration of faculty to other institutions. But there were students who returned after the War as graduate students who carried with them their ideas of the University before the War. And in a curious way the entire culture was being transmitted from one generation of students to another rather than through the faculty.

### *Birney*

I've had close experience with three colleges. At Glassboro State Teachers College, the values transmitted by the institution were simple and clear. Students saw college as a chance to improve their economic situation. Their object was upward mobility. At

Wesleyan, the primary concern among students was values. While the question at Glassboro was whether or not one would become competent, at Wesleyan this competence was assumed. The main thing was how you'd use it. At Amherst, the answers to the question of values were felt to be obvious. The real problem there was how to conduct yourself so as to reflect these values. Amherst tried to instill the ability to make good—that is, correct—decisions.

### *Terry*

In the past, many black students saw education as a means of personal release. Now there are more who are concerned with the release of their brothers. . . . At Howard we were taught by the best of our professors to see not only the horror of our situation in America but the beauty and joy of our black heritage. My first job was at Southern University in Baton Rouge. The students there were working—struggling is a better word—to get out of the situations from which they'd come—off the white folks' farms, out of the white folks' kitchens. My goal as a teacher was to help them do this.



Seminar Chairman Raymond P. Coppinger, Assistant Professor of Biology, Hampshire College; Robert C. Wood, President, University of Massachusetts; Kenneth Rosenthal, Executive Assistant and Assistant Professor of Law, Hampshire College. Not pictured: Arthur Hoener, Professor of Design, Hampshire College.

## THE COLLEGE AND ITS ENVIRONMENT

(Due to mechanical problems, this seminar was not recorded. The following statements, however, say something about Hampshire College's approach to its own environment.)

### *René Dubos*

The creation of an environment in which scientific technology renders man completely independent of natural forces calls to mind a dismal future in which man will be served by robots and thereby himself become a robot. The humanness of life depends above all on the quality of man's relationship to the rest of creation—to the winds and stars, to the flowers and the beasts, to smiling and weeping humanity.

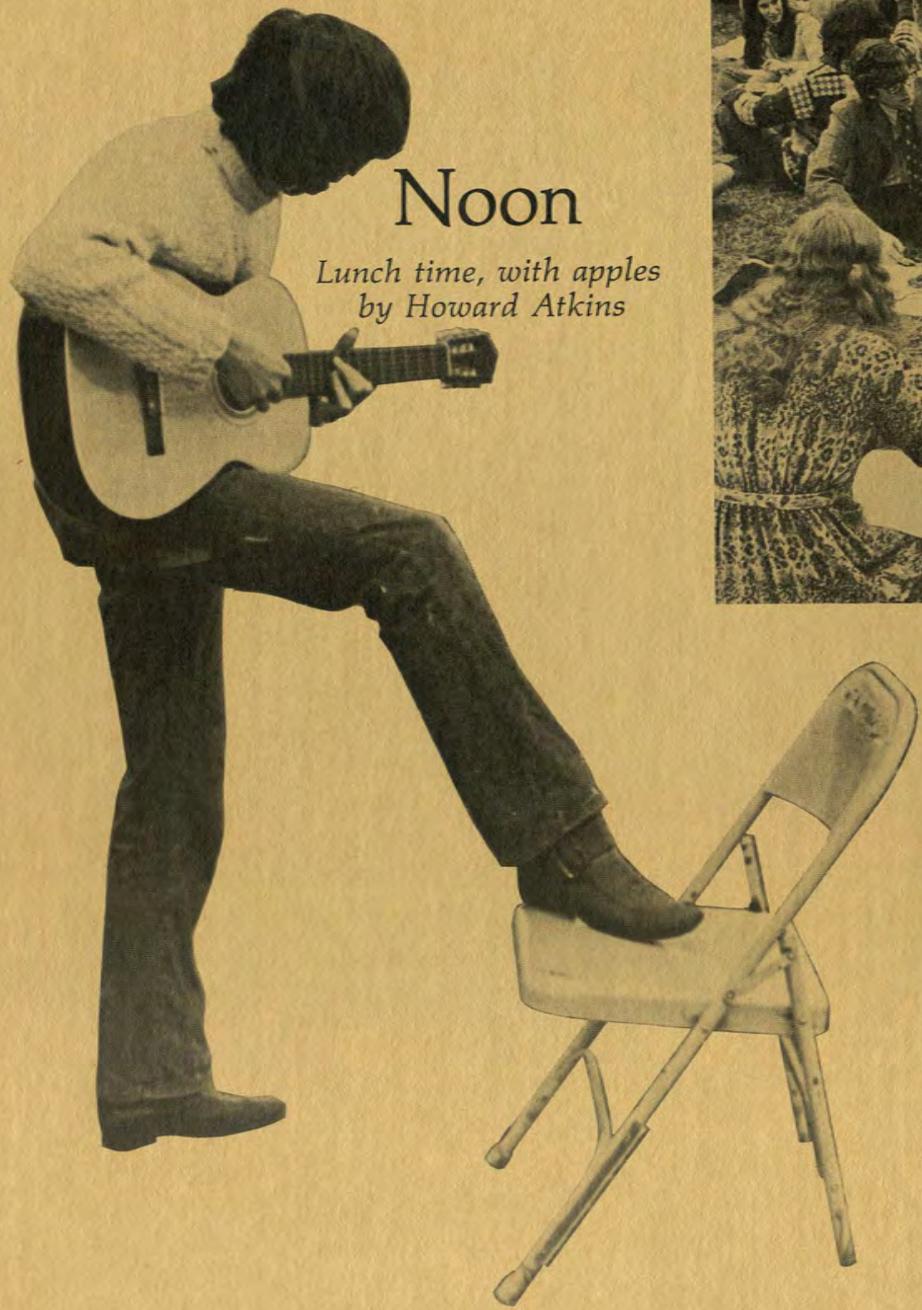
### *Hampshire Catalog*

A most important challenge that Hampshire College has set for itself is to provide its advanced undergraduate science students with the opportunity to concentrate in human ecological studies.

To meet the challenge, we must work with a set of disciplines, mainly but not exclusively within biology, which are normally separate.

### *R. P. Coppinger, Fall Course Announcements*

Most Americans are now aware of their rapidly deteriorating environment as an accompaniment of our expanding affluence, our neglect of air and water quality, our misuse of soils and other natural resources, our contempt for the survival of other species that share the planet with us, and our sense of priority in paying more attention to the advance of technology than to the dangers implicit in that advance. As one of Hampshire College's responses to the obvious need for study and action, we offer students an opportunity to join a Program in Environmental Quality designed to give a general review of the problem and a selection of special areas of study. Courses in science and technology include Campus Design, Chemistry and Analysis of Pollutants, Enzymes and Ecosystems, Explosion and Control, Waste Disposal, and an Ecology Workshop with emphasis on field and laboratory studies. Additional seminars are offered by the School of Social Science in "Law and Environment" and by the School of Humanities and Arts in "The Man-Made Environment."



# Noon

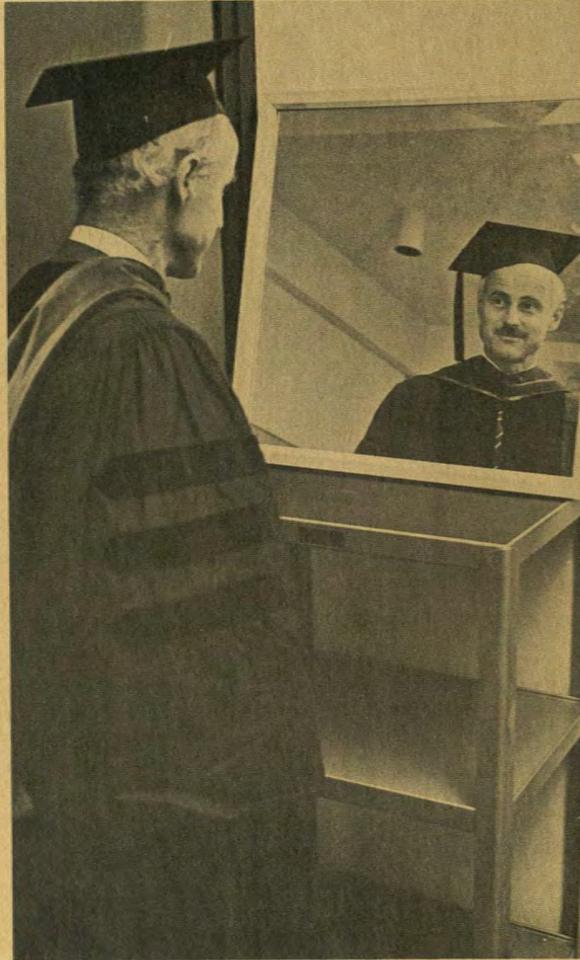
*Lunch time, with apples  
by Howard Atkins*





1:45 p.m.

*Gowning*





2:00 p.m.  
*The Procession*

## OPENING STATEMENT by Harold F. Johnson, Chairman of the Trustees, Hampshire College

I have been told that the words of anyone over thirty are suspect. Since I can account for well more than twice that many years, a certain amount of skepticism is permissible on your part—but I go brashly ahead, for I have one or two things I want to say—and a duty to perform.

This is the ceremonial day of the opening of Hampshire College. In the annals of American colleges, this may turn out to be an exciting—even a memorable day. And then, it may not.

If these years of thought and work in planning and forming this college serve only to increase the number of college places by a few hundred or more, we have done a little. But only a little.

On the other hand, if our hopes and expectations come true—that this should be a new college instilled with new ideas of teaching and learning—then this may in truth turn out to be a memorable day.

But a new college is a frail thing. Without tradition, without alumni, without endowment, it cannot well endure the slings and arrows of outrageous fortune. It cannot long survive destructive interference, whether from within or from without. It must have a certain amount of time and tranquility to prove itself; and I think we can all agree that it should have a chance to prove itself.

And here I speak directly to members of the college community. I charge you—faculty and students—with the affirmative duty to see to it that this college does have a chance to develop without harassment, to grow to full stature in an atmosphere of mutual trust and tolerance. Obviously I am not speaking of passive acquiescence—the college must change as it grows. But

I am speaking of an active role to defend and preserve its freedom. I hope—and I believe—when I say these things, I am speaking your thoughts as well as mine.

And now, in this context—the context of a new college with new ideas, I turn to Franklin Patterson.

FRANKLIN PATTERSON, on behalf of the Trustees and the Community of Hampshire College and its friends, I wish to express our affection, admiration and gratitude for your leadership in making this college into an institution from an idea. A goodly number have worked with you, but you, more than anyone, have shaped this college according to your vision, have given it its especial character; have defined its ways of going about its business of education. In this work, you have given of yourself without stint. As the years roll on, it will be recognized how well you have wrought. We are happy to go forward with you as our leader.

And now, Sir, I as chairman of the Trustees of Hampshire College, formally invest you, FRANKLIN PATTERSON, with the title and the office of President of Hampshire College, and I charge you with the duty to fulfill the obligations of that office to the best of your ability.

*Harold F. Johnson  
invests Franklin Patterson  
as President of Hampshire College.*



## INAUGURAL REMARKS by Franklin Patterson, President of Hampshire College

*Mr. Chairman, Trustees, Faculty, Students, Members of the National Advisory Council, Staff, and all Friends of Hampshire College:*

Thank you for this responsibility and this honor. I will continue to do the best I can to help build this new institution, with God's help and yours.

There is a certain irony in being inaugurated five months into the fifth year of one's service as president of a college. These days in the United States the average actual tenure of a college president is something less than four years. A good many presidents, it seems, do not last nearly that long. Thanks to Providence and a long planning period, my tenure as President of Hampshire College has well exceeded the national average even before this moment of inauguration. I am duly grateful for such longevity.

Manifestly, the important thing about today in this place is that a college is being inaugurated, not a man. We are here to celebrate a formal beginning, a true commencement, not of a man's tenure short or long in a particular office, but of a new institution.

I am humble before the task of leading the College which is inaugurated here today. And I am thankful for the privilege of having a hand in the making of Hampshire. But I am profoundly aware that Hampshire College now exists and moves into the critical future of American higher education as the embodiment of the ideas, and hopes, and help, and hard work of many, many people: including students and senior scholars, the Faculty here and at our neighboring institutions, individual donors and foundation officers, Trustees and townspeople, government repre-

sentatives and officials, architects, contractors and workers, special consultants and members of the National Advisory Council, and, far from least, a devoted staff with a passion for doing their jobs far beyond the call of ordinary duty.

This, in the deepest sense, is an inaugural ceremony for all of you who have been associated with the forming of the College, all of you who will carry the College forward to a steadily fuller realization.

Because in their way they spurred us on, we may be grateful today even to those few cynics and Cassandras who doubted it was possible to form a new American college at all these days, let alone one which could realistically make a difference in the troubled world of higher education. The fact is we are doing both things. We intend that Hampshire will indeed make a real difference in the lives of students here, and in the character of college education elsewhere.

I would like to speak briefly about both of these aspects of Hampshire.

First, our students and the College. The Founding Class of this College is made up of exceptional young men and women. I do not say this for the reasons you might expect, either out of sheer presidential rhetoric or out of the fact that for every student enrolled this fall Hampshire had to turn down more than seven others. I say it out of a deeper reason. Hampshire's young men and women are exceptional on grounds that have to do with the intelligence, moral purpose, promise, beauty, and joy of the best of a whole new generation being forged in the troubles and oppor-

tunities of this time. Hampshire's first students are exceptional representatives, across the board, of a great new wave of young adults who are reaching for individual lives and a re-born culture whose range and quality will be worthy of the best that is now possible.

Our students in this sense mark a major positive turning point in the swiftly changing world that we share with them. This is what moves me most about our circumstances here at Hampshire. These young men and women have sought out membership in the community of this College because they want to share in the building of a new kind of institution which is desperately needed, and whose time has come. They are here because they sense a college can be created in which individual freedom can indeed be joined with individual responsibility, in which intellectual excellence and the informed heart and the sensual beauty and hard challenge of physical experience can be made whole, in which the private person and the public citizen are inseparable dimensions of human existence at its best, in a community which honors and respects and encourages these things.

Hampshire's students, not alone but in common with most young men and women elsewhere in this fall of 1970, mark a major turning point for our common history. They have many rightful, deep-running concerns and criticisms of the society they spring from, and uncertainties about a future fraught as much by hazard as by promise. With Edwin Muir, they can say

*One foot in Eden still, I stand  
And look across the other land . . .*

as they build their lives and a new, more fully human world.

Second, a word about Hampshire and college education elsewhere.

If the founding students of this College represent a positive turning point in the relationship of the generations to each other and in developing a more human future, Hampshire itself is a turning point, too. Institutions, like people, define themselves by their acts. Hampshire is defining itself in two ways: first, as an undergraduate institution creatively responsive to the human needs of a new generation of young men and women, who are its students, and second as an innovative force in higher education generally.

We believe, with Henry Steele Commager, that:

*[Our society is] required to reconsider the functioning of our whole educational enterprise, . . . to look at it not so much in historical context as in the context of present and future requirements.*

And we are brash enough to believe that Hampshire College, small and young as it is, can be a constructive force in this reconsideration, especially now, when the need for new patterns and a new spirit is so painfully clear.

Proposing that this College will be "an innovative force in higher education generally" means that Hampshire must be bold enough to make no small plans. The College is an "experimenting" one, not tied to a narrow or doctrinaire "experimental" orthodoxy. We do not intend to be pretentiously precious or so special we cut ourselves off from the mainstream of college and university life, or from the wisdom and experience of the great past of higher education. Instead, Hampshire intends to be both an undergraduate institution of educational excellence for its own students—in terms that will be respected by the academic world, *and* to be a useful experimenting, pilot center for that academic world,

in a time of great need for change. To have any meaning beyond presidential rhetoric these generalities must be spelled out in specific ideas, and these ideas must be transformed into reality. This is precisely what all of us here are engaged in doing and have been doing since the initial conception of the New College in 1958.

A few concrete examples of Hampshire in action as an agent of experimentation, demonstration, and change are these:

■ We are breaking the academic lock-step that has been standard American practice from kindergarten to graduate school. Some students here are admitted a year before they will actually be in attendance, others may have sanctioned leaves during their time here, and students may complete their degrees in three, or four, or more years according to their own pace.

■ We are committed here to seeing the status of teaching as *the* primary obligation of faculty, putting the student in increasing charge of managing his own learning, and creating a college which will not be either an extension of high school or simply a prep school for graduate education.

■ We are abandoning the time-clock approach which assumes that a student is educated if he spends 128 semester-hours in supervised classroom attendance. Instead, we are placing the burden on the student to demonstrate his progress through a limited number of examinations, whose nature he will help to shape.

■ We are asking students to take a major share of responsibility in the governance of college community life, and providing students with a substantial share in shaping academic policies and practices.

■ We are creating a campus, built around the House concept, in which the human scale of a community of learners and teachers replaces bigness, impersonality, and the artificial separa-

tion of classroom and other kinds and ways of learning.

■ We are bringing the newer artistic, instructional, and informational technologies into an active role in liberal education, trying to make the computer, the film, the television camera, the video recording, the electronic music synthesizer, increasingly serve human purposes.

■ And we are doing everything we can to use institutional planning and financial control, in a context of cooperation with our sponsoring institutions, to prove that the small private college can indeed have both excellent quality and fiscal solvency.

These are bare bones of some of the Hampshire effort to serve as a testing ground and demonstration center for higher education generally. To these, I could add much, much more, especially things having to do with a radically changed curriculum and intentional alteration of methods of instruction. If I were to do that, I would want equally to emphasize Hampshire's commitment to the study of basic things in the sciences, mathematics, language, history, philosophy, literature, the lively arts, the social sciences. And I would want to underline how in all of what we do, we see direct experience, practical actual participation of the student as absolutely integral to learning: experience in the challenge of the outdoors, in the laboratory, in the city, in the arts, and elsewhere.

But enough by way of very general inauguration of the College today. If my words about Hampshire seem to reach far too far beyond our grasp, and make it seem that we are overcome with delight at having, to everyone's presumed advantage, at last discovered the Wheel, forgive me. Chalk it up to our enthusiasm, and chalk it up to our very real sense of promise that Hampshire, though born just now, is born to the spirit of the age, with a future worth all the love and labor all of us can give her.



*Henry Steele Commager, Silvio O. Conte, Archibald MacLeish*

## SILVIO O. CONTE

Member of the House of Representatives of the United States; member of the Massachusetts bar; member of the Senate of the Commonwealth from 1950–1958—and since then continuously representing the First District of Massachusetts in the Congress; member of the House Committee on Appropriations; active leader in federal support for education, conservation, environmental quality, racial justice, and small business; public servant in the truest sense. Your devotion to the interests of your constituents is equalled by your independence of conscience and action in serving the larger public interest. Both show in the record innumerable quiet acts of assistance to individual citizens who need a voice to speak for them, and a willingness to stand and be counted in public on issues of the war, of integration, of dissent. I think for example, of your

June 30, 1970 speech against certain segregationist amendments in which you said: "Mr. Speaker, by now it should be abundantly clear that this malicious, misbegotten and discredited policy of the past is doomed to well-deserved oblivion. . . ." We have called you to Hampshire College to recognize, as we begin, a true public servant who helps without stint, who stands for the right things as he sees them, who works for equal rights now, and believes with us that education is the cornerstone of our democracy.

*Under the Charter granted by the Commonwealth of Massachusetts, and by virtue of the authority vested in me by The Trustees of Hampshire College, I confer upon you the degree of Doctor of Laws, honoris causa, with all the rights and privileges pertaining thereto.*

"Hampshire College will now welcome her first honorary graduates . . ."

The President and Trustees of  
HAMPSHIRE COLLEGE  
in Amherst, Massachusetts

Have, on the Occasion of the Opening of the College,  
Created and Appointed

Silvio O. Conte  
Honorary Doctor of Laws

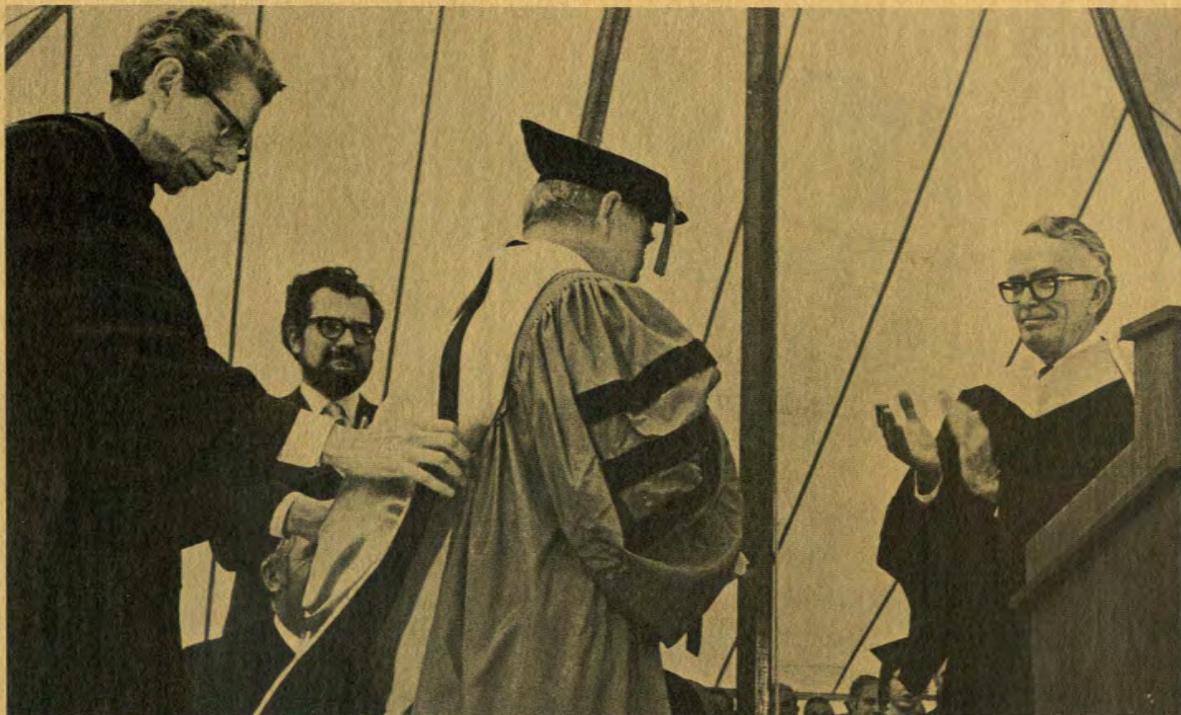
And have given him all the rights and honors  
pertaining to this rank.

The degree is conferred in recognition that, in connecting knowledge with zest for life, he has achieved a productive interplay between study and performance, inquiry and expression, sense and sensibility. In so doing, he has become the personification of the Hampshire ideal of Man Thinking, Man Caring, Man Acting.

*Franklin Patterson*

Signed by the President on the Third Day of October,  
Nineteen Hundred and Seventy





*Richard C. Lyon, Dean of the College, places the doctoral hood—displaying the Hampshire colors of yellow, orange, and green—on Professor Commager.*

## HENRY STEELE COMMAGER

Teacher; historian; citizen of the United States and of the world; professor of history at Amherst College since 1956; student at Chicago, Copenhagen, Cambridge, and Oxford; Fellow of Peterhouse and honored by a host of academic and civic awards in this and many other lands; prodigious scholar and writer; untiring fighter for freedom of inquiry and expression. Your curiosity of mind recognizes no stay or limit, and is matched by a memory that puts most of us to shame. In the summer of 1966, you gave Hampshire College a temporary home in your seminar room and study at Amherst, where our basic planning document was written. Whatever weaknesses that document has are its own. But

any strengths it contains are in no small part a result of the rich library and thoughtful setting in which you enabled it to be composed. We have called you to Hampshire to recognize, as we begin, a true scholar and teacher of the great tradition, a professor symbolic of the faculties of our sponsoring institutions, a man who honors and knows the past, yet, like Hampshire itself, faces towards tomorrow.

*Under the Charter granted by the Commonwealth of Massachusetts, and by virtue of the authority vested in me by The Trustees of Hampshire College, I confer upon you the degree of Doctor of Letters, honoris causa, with all the rights and privileges pertaining thereto.*

“... scholar and teacher  
of the great tradition”

The President and Trustees of  
HAMPSHIRE COLLEGE

in Amherst, Massachusetts

Have, on the Occasion of the Opening of the College,

Created and Appointed

Henry Steele Commager

Honorary Doctor of Letters

And have given him all the rights and honors  
pertaining to this rank.

The degree is conferred in recognition that, in connecting knowledge  
with zest for life, he has achieved a productive interplay between  
study and performance, inquiry and expression, sense and sensibility.  
In so doing, he has become the personification of the Hampshire ideal  
of Man Thinking, Man Caring, Man Acting.

*Franklin Patterson*

Signed by the President on the Third Day of October,  
Nineteen Hundred and Seventy





“You exemplify . . . the best of what I hope education at Hampshire will mean”

## ARCHIBALD MACLEISH

Poet; playwright; essayist in the great tradition; teacher; Librarian of Congress; three times recipient of the Pulitzer Prize; winner of awards and honors in this and other lands; unflagging foe of sham and tyranny; constant friend and servant of the public interest. Your poetry has celebrated love and life in lyric words that will outlast us all, and it has spoken equally to the condition of tragedy that man, with whatever pride and fortitude, must face as man. You exemplify in your life the best of what I hope education at Hampshire will mean for all who learn here: to know, to feel, to act, not for oneself alone, but for the welfare of the community of mankind. You join in your life faith with fact, art with action, public service with private fulfillment, youth's vision with the elder's wisdom.

We call you here to Hampshire as friend and Conway neighbor. You honor this new College by letting us find a modest way in which we can honor you, grateful that we can have you with us as Hampshire begins. You once wrote of Yeats and of the Belief in Life. That belief is at least as strongly yours as it was the credo of Yeats, and it lies at the heart of this College, of what is past, or passing, or to come.

*Under the Charter granted by the Commonwealth of Massachusetts, and by virtue of the authority vested in me by The Trustees of Hampshire College, I confer upon you the degree of Doctor of Letters, honoris causa, with all the rights and privileges pertaining thereto.*

The President and Trustees of  
HAMPSHIRE COLLEGE  
in Amherst, Massachusetts  
Have, on the Occasion of the Opening of the College,  
Created and Appointed

Archibald MacLeish

Honorary Doctor of Letters

And have given him all the rights and honors  
pertaining to this rank.

The degree is conferred in recognition that, in connecting knowledge with zest for life, he has achieved a productive interplay between study and performance, inquiry and expression, sense and sensibility. In so doing, he has become the personification of the Hampshire ideal of Man Thinking, Man Caring, Man Acting.

*Franklin Patterson*

Signed by the President on the Third Day of October,  
Nineteen Hundred and Seventy





Presentation of  
The Founders' Award

*"In recognition of your work in 1958 and your constant further encouragement of the creation of Hampshire College . . . in recognition of your work in 1966 and your continued further contribution to the building of this new College . . . we are proud to be able to honor you today as members of these two committees. On behalf of The Trustees of Hampshire College, and with the thanks and good wishes of the College's students, Faculty, and friends, I present you with the Founders' Award of Hampshire College. May it signify to you our abiding gratitude."*

### New College Committee of 1958

*Shannon McCune*, now Professor of Geography at the University of Florida;

*Donald Sheehan*, now President of Whitman College in Walla Walla, Washington;

*Stuart M. Stoke*, now Mary Lyon Professor Emeritus, Mount Holyoke College;

*C. L. Barber*, now Professor of Literature and Vice Chancellor for Humanities, University of California, Santa Cruz.

In 1958, this distinguished Committee, representing the University of Massachusetts, Smith College, Mount Holyoke College, and Amherst College, and working under sponsorship of The Ford Foundation, developed the exciting first ideas for a new, experimenting institution here in the Connecticut River Valley. Their labors resulted in publication of *The New College Plan: A Proposal for a Major Departure in Higher Education*. This publication, which brimmed with new approaches to undergraduate education, was truly the founding document of Hampshire College. For now, even more than twelve years ago, *The New College Plan* carries meaning, as the College then first envisioned becomes a reality.

### Educational Advisory Committee of 1966

*Robert C. Birney*, Dean of the School of Social Science of Hampshire College, formerly Professor of Psychology at Amherst College;

*Alice B. Dickinson*, Professor of Mathematics at Smith College;

*Frederick C. Ellert*, Professor of German Language and Literature at the University of Massachusetts;

*Roger W. Holmes*, Mary Lyon Professor of Philosophy at Mount Holyoke College;

*Sidney R. Packard*, Professor Emeritus of History at Smith College.

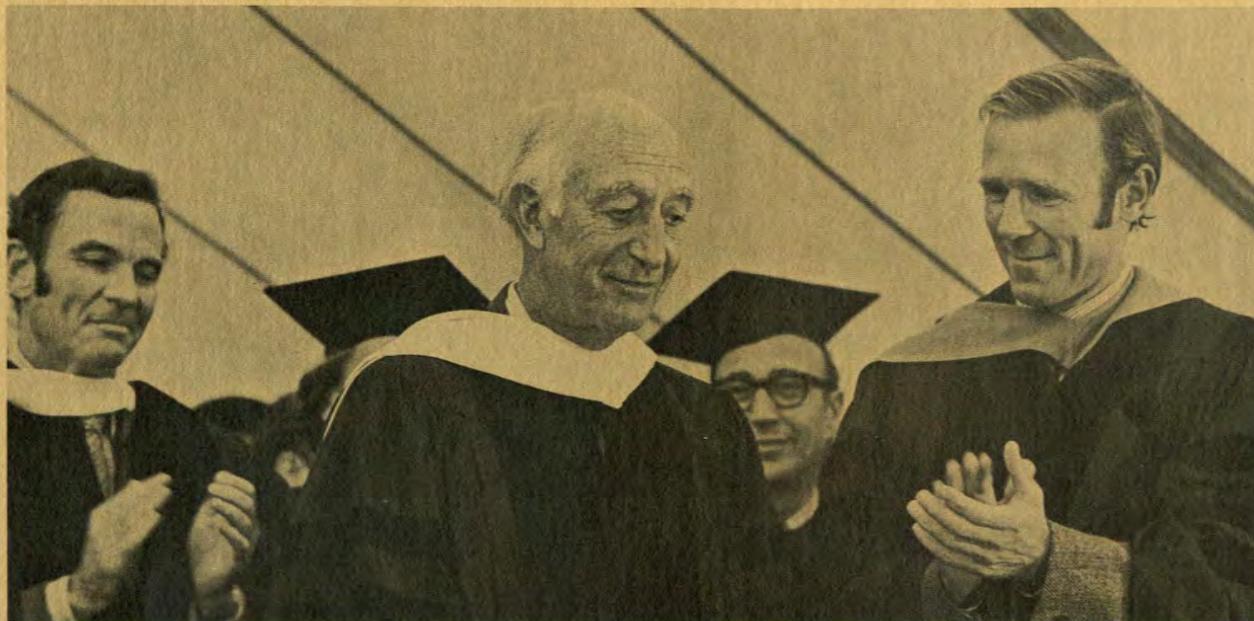
In 1966, under the chairmanship of Mr. Packard, this able Four-College Committee reviewed the New College Plan in the light of eight years of change in higher education, and prepared further proposals for guiding the formation of Hampshire College. The report of the Educational Advisory Committee of 1966 combined practicality with vision, and greatly influenced planning decisions later set forth in *The Making of a College*. The report was another significant instance of the many ways in which Amherst, Mount Holyoke, Smith, and the University of Massachusetts have helped create Hampshire College.



“... a constant and powerful partner”

**Charles R. Longworth, Vice-President of Hampshire College** . . . there was a time in 1966 when the professional staff of the College included only you and me. One good thing about that arrangement was that our personnel overhead was small and we had no one else to blame for costs but ourselves.

But there were many, many other more important good things about working with you then, as there are now. In the dawn hours and late at night, here at our College farmhouse and out traveling the country for funds and faculty, working with Trustees and architects and government officers and countless others, you were a constant and powerful partner. Equally able to deal with ideas and people, with physical planning and academic innovation, and somehow to come up with a laugh when the going got toughest, your contribution to making this College has been unsurpassed. With personal respect and affection, and with the gratitude all of us feel for your leadership and service in the cause of Hampshire College, I am privileged to present you with a Special Founders' Award, on this day.



*Trustee Edward N. Ney; Mr. Johnson; Trustee Herman H. Goldstine; Vice-President Charles R. Longworth.*

“This great and dramatic building will stand through the years as a living symbol of your essential role in founding the College.”

**May I ask Harold F. Johnson, Chairman of the Trustees of Hampshire College, to come forward?**

Sir, we have tried this afternoon to pay respect directly and indirectly to all those who by deed, spirit, and example have helped start the ongoing process of forming a college. In these proceedings, since the Sheriff first called the meeting to order, we have saluted the students and Faculty, the advisers and donors, the Trustees and staff and all other friends, who together are sharing in the making of Hampshire. But there has been, thus far, one great lack, which we propose now to correct.

Amherst Class of 1918, Phi Beta Kappa, Harvard-trained lawyer, aviator who rides rough skies as well as calm ones with equanimity, long-time partner in the firm of Coudert Brothers in Paris; American Chairman, North Africa Economic Board during World War II; officer of the French

Legion of Honor; financier and investor; collector of art; lover of beauty in architecture. As the single man without whom the buildings around us would not have come to exist, as the central figure in making Hampshire College a possibility through one of the largest single gifts in the philanthropy of higher education, you deserve the most lasting and major honor the College can bestow. In recognition of this, and despite your diffidence, the Trustees of Hampshire College have acted unanimously to name the principal building of Hampshire College the Harold F. Johnson Library Center. It is with a sense of privilege and pride that I convey this decision to you on behalf of the Trustees. This great and dramatic building, designed by Mr. Hugh Stubbins, this true center of the Hampshire campus, will—as the Harold F. Johnson Library—stand through the years as a living symbol of your essential role in founding the College.



*The Harold F. Johnson Library Center*

## Student Address



Lois E. Bailey, first student to have been enrolled at Hampshire College.

Hampshire College: A revolution in higher education. That's what the literature told me, but myself being somewhat of a skeptic, I was inclined to want to see this marvel for myself before I put my faith in it. I first had a chance to taste this professed uniqueness in the spring of 1969 when I came for my interview. I remember distinctly entering the admissions office a bit on the defensive, bracing myself against the torrent of weighty, pointed questions that I'd been used to at other college interviews previously. And I remember finding instead a man who greeted me with such warmth, his feet on his desk, leaning back, hands behind his head, feet crossed, and asked me casually if I'd like to join him in a cup of coffee. I left his office with the distinct impression that I'd rediscovered an old friend. And also that I'd been reunited with an old dream of mine that I'd shoved aside long before as unrealistic: that education should and could be a joyful experience—indeed, a very condition of life, a never-ending series of exciting discoveries that should never be bound by the limitations of time and space, but should thrive in every aspect of any given community.

Hampshire asked us, the would-be students, faculty, and administration, all together, to help to turn that philosophy into reality. It seemed to need us, and which one of us could resist that challenge? The first steps aren't easy, we can all admit that. We're stripped of our security, out on a limb where there are no traditional boundaries, no structures, norms, or venerable, unshakable edifices to lean ourselves against for support. I'm sure all of us, in quieter moments of personal reflection, doubt our own capabilities occasionally to meet such a challenge. We feel almost like children coming into the world for the first time, apprehensive and unsure. But like children, too, we rediscover the innocent and pure joy that arises within us when we take our first few steps. And we also discover that

wonderful things happen to people when confidence and faith are placed in their ability to accomplish and when they are given an opportunity to exercise their creative powers without restraint. We discover that they flourish and they realize how infinite those capabilities are.

For those of you not members of the Hampshire community, I do wish you'd been with us to share the euphoric week of Fall Colloquy. As President Patterson said afterwards, "If it all ends tomorrow, it would have been worth it." In that week the student body and the faculty in their phenomenal diversity of interest, background, and experience, brought their efforts and contributions to the college in such a variety of ways that practically no aspect that I could imagine of the community's development was ignored. But as diverse as we all may be, we—the faculty, the students, and the administration—share alike one common belief, and at this point I'm going to call upon Alfred, Lord Tennyson to help me express something far more eloquently than I ever could myself.

*... all experience is an arch wherethrough  
Gleams that untravelled world, whose margin  
fades*

*Forever and forever when I move.*

*How dull it is to pause, to make an end,*

*To rust unburnished, not to shine in use!*

*As though to breathe were life! Life piled on  
life*

*Were all too little, and of one to me*

*Little remains: but every hour is saved*

*From that eternal silence, something more,*

*A bringer of new things; and vile it were*

*For some three suns to stir and hoard myself,*

*And this great spirit yearning in desire*

*To follow knowledge like a sinking star,*

*Beyond the utmost bound of human thought.*

Thank you very much.

## Faculty Address



James M. Watkins, Professor of Language.

The occasion is solemn, and so should be the words which mark it. But words of dignity are no longer that easy to come by. By now, we have shouted them all in epithet, drowned them all in rhetoric or waved them at the end of a stick.

And to the first difficulty of *finding* the words is joined, in this case, a second: finding someone to *say* them. For, as I'm sure you all now know, spokesmen for a college faculty are equal in number to the faculty itself, and that the natural state of this body politic is amoebic anarchy!

And so, to find what was first acceptable to say, and then an acceptable authority for saying it, we turned, as usual, to technology:—the words and the voice you now hear, therefore, are the result of a computer program played through a Moog synthesizer. I am standing here before you merely to mimic the modulations.

As a faculty, a large share of our tribute today goes out to our neighboring colleagues—at the

the University of Massachusetts, at Mount Holyoke College, at Amherst College, at Smith College. (Please note that your names were cited at pure random, since we here of the Hampshire Community have voted to challenge that last tattered trapping of the past: alphabetical order!)

Our thanks to these our colleagues for that day twelve years ago when you began spawning us for the natural sciences, fashioning us for the humanities, sensitizing us to the social sciences, and talking us into language and communication.

And so here we are: the test-group for your experiment—the “Hampshire hamsters”—as already we're being called.

In looking at us *now*, you must certainly be reminded of how unsure you were *then* of what you wanted. But, as you remember, you felt it really didn't matter, so long as we would all be different from one another—*very* different—and so long as we could later enjoy, in our diversity, the benevolence, the richness—of daily warfare!

Rest assured that you did not commit the sin of “homogeneous grouping”—(or, as a student of mine once said: “homogenized”).

Nor did you put us in an ivory tower, but smack out here in the open, where, as we “do our thing”, barefoot in the apple orchard, we'll be playing to a hard-hat gallery, and to Yankee farmers standing in the wings. In fact, to go from stage to film, and just between you and me . . . I sometimes dream I'm William Buckley watching *Easy Rider*, as played by John Wayne and directed by Henry David Thoreau!

Well—I repeat—here we are: the price you must now start paying for that instant of pleasure twelve years ago!

Different, we are; but together, we work. And while we do so now with some awkwardness,

we do so with good-will—for none of us wants to be the Undoing of a College.

Together, we shall try to distinguish between teaching and talking, between innovation and novelty, between the blue equality of ragged, unsmiling uniformity, and the true equality of individual excellence.

Together, we shall try to discover why the better world we want will have to be more than all fun and first names; to explain why, if there's a gap between ages 20 and 40, the gap narrows between 30 and 50, to then disappear between 60 and 80.

Together, we come with hope: some, with hopes strong because they have survived . . . others, with hopes strong because as yet untried.

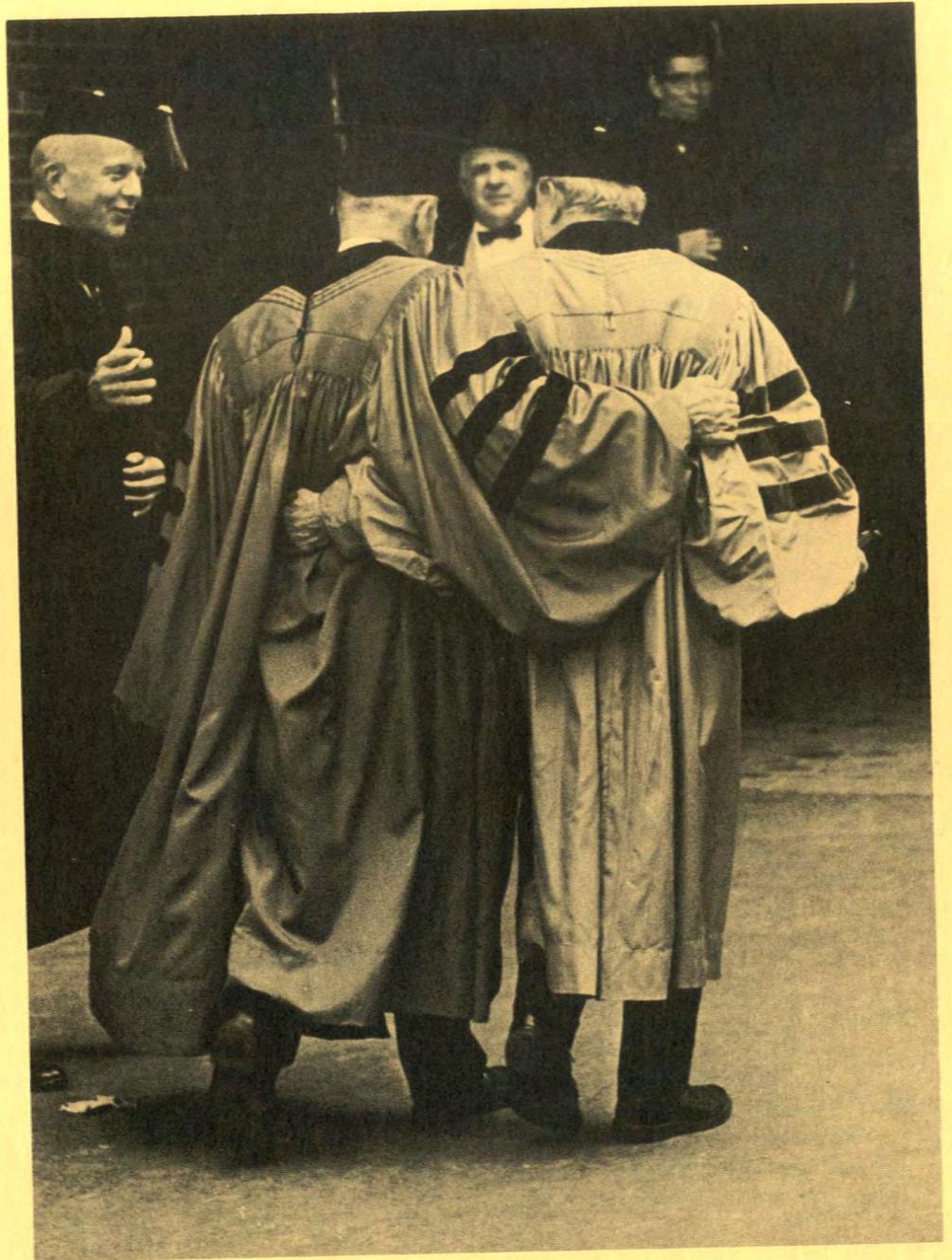
Together, we shall be earnest, but not grace-less; neither patronizing in our age, nor pompous in our youth. We shall believe that the respect of our students is never gained at the price of self-respect; that life is more than just a “style”; that rather than a learned society, we should form a society of learners; and that while, as our motto says, “to know is not enough”, to act without knowing is much less.

Today marks for Hampshire College the end of planning and the beginning of plans. But on the perfect form of a circular path, end-points and starting-points are distinguishable only in the *effort* it takes to go from one to the other, in the *will* it takes to begin again, and in the *humor* it takes to recognize that the labels have once more changed.

And so, on this day, we gather our scattered unities together, not knowing whether we're Sisyphus or Voltaire and thus being both . . . and together, as a faculty, we pledge our service . . . to an office . . . to a man . . . and through them both, to the institution we now become.



Three times the Sheriff raises his ceremonial mace, three times it resounds against the wooden platform—and the Inaugural Convocation is over.



non satis scire



to know is not enough

