PLANNING BULLETIN

Bulletin #9
FOREIGN STUDIES
by
Richard C. Lyon
Dean of the College
The Planning Bulletin series is intended to convey to the public a sense of the steps Hampshire College is taking toward its opening in September 1970. The Bulletins represent present thinking on programs planned in specific areas of concern. They do not attempt final portraits. But the intended direction of such steps is clear: the creation of a high quality college, using the most promising ideas to redefine the nature of liberal arts education. The ideas contained in these Bulletins reflect the thinking not only of the author indicated, but also of the Hampshire planning staff.

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June 1969

Amherst, Massachusetts
Background and Philosophy of Hampshire College

Hampshire College is a new, independent, experimenting liberal arts college which will open for students in 1970; it is intended specifically as a national pilot enterprise for innovations in American higher education. Hampshire was brought into being through the initiative of faculty and administrative leaders of four institutions in the Connecticut Valley of Massachusetts: Amherst, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. It is the result of planning begun in 1958, and its establishment was approved by the Trustees of its four neighboring institutions. In 1965, the new college received a pledge of $6 million from Harold F. Johnson, an Amherst alumnus, and was incorporated under a charter granted by the Commonwealth of Massachusetts. Exemption from federal income taxes as a charitable institution was granted in December 1965, and eligibility to borrow or receive grants-in-aid from the federal government was established in January 1967. In addition to Mr. Johnson's original gift, the most significant support has come from the Ford Foundation, which has given Hampshire a $3 million grant on a two-for-one matching basis, the largest Ford Foundation grant ever given to a college, and the only one given to a college not yet accepting students.

The College now owns 500 acres of land in the towns of Amherst and Hadley, and is in the process of planning a campus and buildings.
Construction of the first academic building, the first residential and dining unit, and the Hampshire College Library has begun. The architects, master planners, and architectural consultants are Hugh Stubbins and Associates; Sasaki, Dawson, DeMay Associates, Inc.; and Pietro Belluschi.

Hampshire plans to have a student body of approximately 1500 by the middle of the 1970's, and may expand in time to 3600 students. The history and character of the early planning for Hampshire College are detailed in Working Paper Number One, The Making of a College, by Franklin Patterson and Charles R. Longsworth (Cambridge: The M.I.T. Press, 1966). This volume, which elaborates the intentions of Hampshire College, is not considered a static blueprint, but a thorough approximation of all aspects of the College's planning.

The Hampshire College program, as presently planned, introduces a number of departures from conventional academic procedures; among them a three-School academic structure instead of the more fragmented departmental arrangement, a flexible time schedule of three sequential Divisions in lieu of the usual four-year rule, and replacement of fixed graduation requirements based on prescribed course credits by a system of comprehensive examinations and independent research or creative projects. Time off campus will be encouraged for travel, work periods, independent research, and community service.

Hampshire College will undertake an innovative role in several broad interrelated realms of higher education. The College will seek, through continuing experiment, consultation and review, to redesign liberal education so that it
better serves the growth in every human dimension—
intellectual, emotional, intuitive, sensuous—of those
who comprise its community, and thus offers a more
substantial ground for continuing self-education and
self-expression;
becomes a more effective intellectual and moral in-
strument of responsibility for the quality of life in
America.
Hampshire will seek new ways of securing the economic viability of the
private liberal arts college in an era in which the demand for quality
education is confronted with rapidly rising costs. And Hampshire intends
to spur the further development of interinstitutional cooperation in edu-
cation in the Connecticut River Valley of Western Massachusetts—
thereby serving the interests both of educational vitality and sound
economy. Hampshire hopes to demonstrate nationally the advantages of
a regional complex of closely cooperating public and private institutions.

Hampshire College is explicitly designed to serve as a source of
innovation and demonstration for American undergraduate education.
The implications of this fact are threefold. First, while determined to
avoid the kind of "laboratory school" role which so often compromises
the institution's primary responsibility for its own students, Hampshire
intends to develop and conduct its programs with a careful eye to their
transferability: many of the lessons learned should be applicable to
other settings. Second, the College will develop new techniques for in-
stitutional self-evaluation, so that its experimenting character does not
devolve into just one more narrow, rigid "experimental" orthodoxy.
Third, through a continuing series of conferences, consultations, and publications, Hampshire will solicit other relevant experience and make widely known the results and review of its own efforts. The subtitle of The Making of a College--Working Paper Number One--implies a series of monographs dealing with different and successive aspects of the College's life as it unfolds.

To develop these plans, Hampshire College is assembling a small academic and administrative staff. Its most recent additions include the Dean of the College, Richard C. Lyon, formerly the Chairman of the Program of American Studies at the University of North Carolina at Chapel Hill; Francis D. Smith, newly appointed Dean of the School of Humanities and Arts, formerly the Community Relations Director of the Massachusetts anti-poverty program, after an extensive career as a novelist, playwright and teacher; the Dean of the School of Social Science, Robert C. Birney, who was Chairman of the Department of Psychology at Amherst College; and the Dean of the School of Natural Science, Everett M. Hafner, formerly Professor of Physics at the University of Rochester.
FOREIGN STUDIES

The study of foreign languages in American colleges and universities is apt to be an experience of forced feeding. The student is asked to submit with more or less discomfort to a four-semester dose of drills and exercises said to bring cultural benefits which are never quite made clear to him. Too often he remains restive and unconvinced, and soon forgets what little he had had to learn in the process of meeting the catalog requirements.

A part of the trouble lies in our failure to introduce the student to language study in and through his active concerns. His teachers should seek ways of making it clear that knowledge of a given language may open to him stores of information and insight about the matters that touch him nearly. The philosophy student challenged to discover Unamuno in the original, the student of film led to study of Italian through his interest in Italian films, the student of international monetary reform introduced to French in the course of pursuing the theories of Jacques Rueff: these connectings of ongoing curiosity with language study are sometimes made, but could and should be made far more often than they are through the guidance of faculty alive to the international dimensions of their studies. Foreign languages will be regarded at Hampshire College as tools useful for the study of any subject, and as tools indispensable for the study of
many subjects when explored deeply.

Language study approached in this way will be something more than forced-march drill and something other than a prelude to the study of a foreign literature, a nation's belles lettres. Many students will of course pursue their studies of a language through studies of its poems and plays and novels, and it is these students who will acquire the best sense of the subtleties and resources of the language. Yet Hampshire does not propose to restrict its definitions of language competence to a mastery of a literature or competence in philological study.

We have new insights about language; we have improved methods for language learning; we have a wider demand for language; yet we continue to direct our students toward a single goal, literary appreciation. By doing so we overlook the broader horizons of language study and thereby lose many students whose interest and talents are not exclusively literary.

This statement, drawn from the 1967 Report of the Northeast Conference on the Teaching of Foreign Languages, echoes a growing opinion. Yet it remains at present only an opinion. A new institution, Hampshire, can make conviction out of opinion, and fact out of conviction. As Professor James Watkins, Director of Middlebury College's Language Laboratory, has remarked, "To say that all students should learn German in order to delve into Maria Stuart is tantamount to suggesting that all United States freshmen, having learned English, should major in American literature. Can we not rather tell the student that, if done well enough, a language learned is a dimension gained, an extension added to all his activities? As such, its relevancy then is established in any subject, in any major, in any field which the student may subsequently undertake." Language skills are not less useful in the study of politics,
science, the economy, popular culture, or any aspect of a foreign civilization. Young people today are keenly interested in things foreign as they impinge upon problems of society at large—the dissemination of scientific information, the problems of the have-not nations, the student revolutions abroad.

Only by enlisting such interests can foreign language study be made profitable. The long hours of hard work required for real mastery will not be given willingly where the desire to learn is absent. Nor will mastery be achieved where basic aptitude is lacking. Even when highly motivated students study a foreign language intensively—as in Peace Corps language training programs—diversity in student aptitude is so marked that a few gifted students may attain high proficiency in two or three months, while other students make little or no progress in the same amount of time. "It makes scant sense," in the estimate of John Carroll, Senior Research Psychologist at Educational Testing Service, "to force students with little aptitude to expend the enormous amounts of time that it would require for them to meet a standard 'language requirement,' whether it is defined in terms of speaking and listening proficiency, as it is in some institutions, or in terms of a reading knowledge, the more normal definition. The fact is that the low aptitude student seldom reaps the benefits of his foreign language knowledge even if he manages to pass a formal requirement." Students who take a language on compulsion and without aptitude gain too little from the experience to justify what it costs them and the college.

Hampshire College will not, accordingly, make the demonstration of competence in a foreign language a requirement for graduation; the study of a language will be entirely at the option of the student. The entering Hampshire student will normally have had three years of instruc-
tion in a foreign language in high school or preparatory school, and it is our belief that increasing numbers of internationally minded students will, without our insistence, want to continue to study a language as a means of escaping the provincial, of widening their comprehensions of the world.

Hampshire students who do choose to study a foreign language and give evidence of aptitude for it through MLAT tests and/or their high school records, will be given special opportunities to develop their skills, through

1. Hampshire Foreign Language Institutes
2. the College language laboratory
3. overseas study

By means of these programs and facilities (described in detail below), the student who has declared his interest in a foreign language will be expected

a. To achieve proficiency in listening, speaking, reading, and writing, the required level of competence to be determined by the language faculty. The level will in any case be high. To define the oral-aural proficiency desired for the Hampshire student, one might use the Foreign Service Institute's description of an "S-3" rating:

Can participate effectively in all general conversation; can discuss particular interests with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.

Only with such proficiency, matched by an "R-3" (reading) com-
petence of a similarly high level, will the language student be able to move with ease among the people and literature of a foreign country.

b. Having reached such proficiency, to apply it in his chosen studies.

The achievement of such proficiency will become a part of the language student's record and will be given considerable weight in determining his readiness to advance to Division II (Disciplinary Studies) or Division III (Advanced Studies). His proficiency must in any case be demonstrated not later than the examination period which culminates his work in Division II. The second requirement, the utilization of his language proficiency in the pursuit of his studies, may be fulfilled in connection with his disciplinary work in Division II, or in connection with the special advanced project of Division III.

Extensive course offerings in foreign languages are not part of the Hampshire plan. Yet, in seeming paradox, the College academic program gives close attention to foreign language learning—in special ways:

1. The Intensive Summer Language Institutes

One of the prominent features of the Hampshire academic program is its intention to offer intensive language training in special summer programs on the Hampshire campus. These will be designed to serve Hampshire's own students, those who may be interested from the other four institutions, and students from elsewhere (ranging in age from their early teens or younger to late adulthood, and including independent students as well as those who may be enrolled in regular institutions).

The Peace Corps and the Foreign Service Institute agree that a

*One model for such a range is the summer program of the University of Poitiers at Tours, where a class group has been known to include a ten-year-old English boy, a fifteen-year-old American boy, a twenty-four-year-old Australian girl, and a sixty-six-year-old Turkish businessman—as well as a number of others—all taking French by the "direct method."
language can really be learned well only when it is studied intensively, and when it is learned exclusively. Each Summer Institute will run for not less than six weeks nor more than eight, and during that period the student will spend some thirty hours weekly in language learning in the class and laboratory.

In the beginning, the Hampshire Foreign Language Institutes will be a small experimental program. In time, the intention of the College is to develop on its campus a highly active, large-scale summer program. One purpose will be to give Hampshire and other students who desire it intensive experience in elementary, intermediate, and advanced study and use of foreign languages. A second purpose will be to create, among the five institutions of the Valley, a unique and strong instructional service which will contribute to the educational resources of the five-college complex in a significant way. No other institution among the Five Colleges offers intensive language training, and by choosing French and Spanish as the two languages which in the beginning will be taught in its Summer Institutes, Hampshire College will usefully supplement the language programs as well as the area studies programs of its neighboring schools. Asian-African Area Studies and Latin American Area Studies are represented by a wide diversity of course offerings at Amherst, Mount Holyoke, Smith, and the University of Massachusetts.

French is clearly indicated as a crucial language in the context of Asian and African Studies, aside from its use in the study of France and the culture of Europe. It is not without good reason that, in addition to its World-Wide English, the Voice of America transmits to Africa in French. Crossroads Africa is also known as Carrefour-Afrique, and even in its American recruiting looks for French-speaking students. French and English are the two second languages throughout most of the
continent. An equal role has devolved upon French in Southeast Asia. In what was formerly Indochina--comprising not only North and South Vietnam but also Cambodia and Laos--French remains a second language. Stores of documentation for Asia and Africa are recorded in French. It is a language used in UNESCO. And although peripheral, the predominant use of French in the European Common Market (whose administration is located in a French-speaking city) is no less pertinent consideration.

The study of Spanish, the language to be offered in a second institute in the initial summers of Hampshire's program, is not less relevant to the Five College interest manifest in the many Hispanic and Latin American course offerings, and not less relevant to the revolutionary changes of modern times. South America and the Caribbean present an extraordinary arena for the study of reform and revolution in uneasy relation.

In time Hampshire College will expand its summer program to include other languages--Russian or Arabic, Chinese or Indonesian, perhaps Japanese or Hindi. Adjustment of certain of the Institutes to serve the teacher training purposes of the National Defense Education Act or of the Peace Corps could be a useful service.

The Hampshire Foreign Language Institutes will not be of the nature of usual "summer schools." They will instead be total-culture simulations, somewhat in the sense the 1966 Advisory Committee suggested:

...taught exclusively by native speakers in a simulated foreign atmosphere in which students pledge themselves to hear and speak nothing but the language of their choice.... (The 1966 Report, p. 42)

When Spanish, for example is the focus of an Institute, one of the
Houses would be, in effect and as far as possible, converted into an Hispanic environment. All students of the Spanish Institute would live in the House cluster, as would their faculty. Students and faculty would take all meals in the House. All bulletin boards, announcements, directions, and the like would be solely in Spanish. A modest House library of Spanish materials would replace any other House library collection; a news store would sell only Spanish-language newspapers, periodicals, and paperbacks. All conversation and all instruction would be in Spanish.

A higher faculty-student ratio than that in the regular academic year would be needed. Tutorials and small-group instruction would be the predominant pedagogical mode. On frequent occasions, students would attend lectures, motion pictures, and other presentations in larger groups. All formal and informal instruction not requiring the laboratory would occur in the academic and lounge facilities of the House. The laboratory would, of course, be used daily.

Tests in the ordinary sense would be minimized. Tuition charges for the Institute would at minimum equal those for one-half of a regular semester; room and board fees would approximate those for a similar period. The Spanish and French Institutes will be a matter for careful planning by the Director of Foreign Studies and by the permanent foreign language staff of Hampshire during the regular academic year, and will require their detailed management during the summer term.

2. The Foreign Language Laboratory

Hampshire College intends to have the most modern and well-equipped language laboratory it can develop, for use during the regular academic year as well as in summer. The electronic systems and instructional materials will be expressly designed to foster self-teaching.
It may in time be possible to make available to students self-instructional materials in exotic languages such as Chinese and Arabic; experiments at several Midwest colleges have proven the feasibility of such arrangements.

The resources of the laboratory will be managed by the Director of Foreign Studies with the assistance of a staff which will be small in the fall and spring terms and substantially larger in the summer. The permanent staff will include part-time or joint-appointment faculty, technical assistants for laboratory operation (some of whom will be student associates or interns from Hampshire and the other institutions), and native-speaking part-time assistants to act as tutors. Some few group courses may be offered, but the laboratory will be primarily a place of independent study. The student who has declared his intent to achieve proficiency in a foreign language should include an hour daily (or better, two hours) of independent work in the laboratory. It will be possible, of course, for other students to make use of the laboratory for individual reviews, brush-ups, and other purposes.

3. Study Abroad

Hampshire College is convinced of the great value to the college student of time spent in other countries. Language learning as well as understanding of alien peoples usually proceeds abroad at a pace that cannot be equalled by classroom or laboratory study or through time spent with tutors. But most college and university planning of student programs in a foreign country has been bound by certain fixed assumptions about what the overseas experience should be, and by limited notions of its possible value to the student. It has been assumed, for example, that "study abroad" must necessarily mean the student's enrollment in
a foreign university. Yet a hundred memoirs of American students enrolled abroad in the last century and in this make it clear that most of the great lessons they learned (and remembered) were truant's lessons, experiences had outside the lecture hall. It has been assumed by others that one full year in another country, no more, no less, is the only appropriate term of stay. Others have argued that the year abroad should come in every case as the student's second year, others have argued for the third. But in fact learning a language and a culture by first-hand experience may occur most profitably in the student's first year or his second or his third: the case must be judged individually, in terms of the student's history, his study program, and his language competence.

Those with high-level proficiency achieved through Hampshire's intensive-training programs will be encouraged to spend a year abroad, in a foreign university or in work with a government or business agency. Every effort will be made to assist such students in the procurement of fellowships or scholarships for overseas study. Other Hampshire students, less competent in language, may also profit from experience abroad--a semester of travel, or six weeks spent with a foreign family in the summer. Hampshire College will develop multiple possibilities for international experience, establishing many contacts with overseas families and universities and agencies, to the end that the student may find the place and the activity most apt to profit him in terms of his development as a scholar and human being. In this as in other ways Hampshire proposes to be flexible, when to be flexible is demanded by the variability of student nature.

Though new openings overseas for the placement of students may have to be constantly sought, the College will seek to develop special relations with certain areas. The Caribbean and South America are
among these. In any of the twenty-one Republics of South America (with the exception of Brazil) Hampshire's students may communicate in a single language. Their Spanish study at Hampshire would equip them to explore Latin American literature, the indigenous ethnic variables offered by the Indian cultures of the pre-conquest era, as well as the cultural and literary contributions of the Iberian peninsula. Or again, study of such a country as Puerto Rico could bring Hampshire's students to dramatic awareness of problems of social change and economic development, of rising nationalism, and of the denials and deprivations now faced by the emigrants of Puerto Rico in the United States.

In the opening up of opportunities for student work and/or study abroad, Hampshire will avail itself of the experience and opportunities provided by the overseas programs of its neighboring institutions. The University of Massachusetts maintains special relations with the University of Freiburg in Germany, and Hokkaido University in Sapporo, Japan, in addition to other overseas programs; Smith College has for some years conducted a Junior Year Abroad program, and has special ties with the University of the Philippines; Amherst College has an exchange program with Doshisha University in Japan.

Hampshire College will join with the Summer Schools of the Mount Hermon School at Northfield, Massachusetts. This national summer high school for highly motivated public school students includes in its program the "Mount Hermon Abroad" programs, courses of summer residence, study, travel, and recreation conducted in eight cities and countries: Augers, France; Valladolid, Spain; Osnabrück, Germany; Rio de Janeiro, Brazil; Thessaloniki, Greece; Kyoto, Japan; Florence, Italy; and Cambridge, England. The students selected are placed with families for several weeks en famille, in the belief that the best way
to understand the people of another country is to live with them. In addition, group travel and language instruction is conducted by two or three faculty. As students in the program or as tutors, Hampshire's undergraduates will find the range of their opportunities for overseas study and experience greatly enlarged through Mount Hermon-Hampshire cooperation.

To oversee its Foreign Studies Program, Hampshire College will soon add to its faculty a Director of Foreign Studies, whose responsibilities will include:

1. Direction of the Summer Language Institutes, to begin in the summer of 1971.
2. The hiring of Summer Institutes faculty, preferably native speakers.
4. Maintaining liaison with foreign language and area studies staffs at neighboring colleges.
5. The conducting of aptitude and placement exams for the guidance of students wishing foreign language study.
6. Developing evaluation procedures for gauging student progress in language studies.
7. Working with Hampshire faculty to encourage the extension of student interest into foreign language and area study.
8. Multiplying the opportunities for student study and work abroad.
9. Conducting research on policies and methods of foreign language instruction.

Hampshire College will shortly select a particular area or country for special attention in the curriculum of its three Schools, thus providing an Area Studies concentration for its students and for the students of the
other Valley colleges. Several possibilities are now under serious discussion: Puerto Rico and the Caribbean, South America, modern China, Indonesia. Thus the study of Spanish, Chinese, or Indonesian would be complemented by course offerings in the history, government, art, literature, sociology, or economics of a particular area. When the choice has been made, "Area Studies at Hampshire" will be the subject of a subsequent Planning Bulletin.

A Note on Admissions and Non-Resident First Year Studies

Qualifications for admission to Hampshire College will normally include (as noted above) three years of foreign language study in high school or preparatory school. Students who wish to pursue their language study abroad (as well as study of a foreign culture) in the year prior to their entering Hampshire may do so through the provisions for Non-Resident First Year Studies. This program permits the student, on acceptance to Hampshire College, to submit to Hampshire for evaluation a projected year of experience and study, to be undertaken before taking up residence at the College. Such a program may include a proposal for study abroad, or for foreign language study as a part of his study of an ethnic minority of native-language speakers in this country. The acceptability of such a proposal for Non-Resident Studies with full credit would depend on the following:

1. The candidate must have been accepted by Hampshire College through the regular admissions process.
2. The candidate must present evidence of considerable aptitude and readiness for independent living and study.
3. Hampshire College must approve the basic plan submitted by the student.
4. The student must agree that for the year in question he considers himself, as we consider him, a full-time Hampshire undergraduate, responsible for the presentation of progress reports and subject to review and evaluation by his Hampshire faculty supervisors.

Under its program of Guaranteed Delayed Admissions, Hampshire will accept a limited number of graduating high school or preparatory school seniors who wish to have a year free before entering Hampshire as Division I students. Such students need not present a formal proposal (as outlined above for students engaged in Non-Resident Studies) but many will perhaps wish to gain experience abroad during the interim between secondary school and college.