Hampshire College

PLANNING BULLETIN

Bulletin #5
THE HAMPshire Fellows Program
by
John R. Boettiger
Director, Hampshire Fellows Program
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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March 1969
Amherst, Massachusetts 01002
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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 instrument 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 education 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 institutional 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.
THE HAMPShIRE FELLOWS PROGRAM

1970-71

In 1970-71 Hampshire College will inaugurate a unique fellowship program for a small number of unusually able young men and women then in their senior year of undergraduate study. The Hampshire Fellows Program will offer those seniors an opportunity to complete their college work as participants in a new educational venture. Approximately twenty students, drawn from the other institutions of the Five-College community and from elsewhere in the country, will undertake together a specially designed year of individual study, integrative seminar work, and teaching. With the faculty and the other students of Hampshire's first year community, they will play an important part in the planning and conduct of the College's experimenting program of liberal education.

The nature of the Hampshire Fellows Program is derived, in considerable part, from the College's Division of Advanced Studies--the final, normally year-long, sequence of work expected of Hampshire's students before graduation. Viewed as a pilot project for the kind of advanced work to be undertaken in subsequent years by a larger number of students, the Fellows Program will provide experiences of extraordinary value to the College's planning for the future.
Individual Study

The Division of Advanced Studies (Division III) has been provisionally designed to incorporate two principal modes of study, both of which will be undertaken by the Hampshire Fellows in 1970-71. A substantial part of a student's academic time will be spent in the pursuit of an intensive single study or project, of manageable scope, within the discipline or disciplines in which he is concentrating his work. A substantial preliminary design for the project will be required as part of the process of admission to the Program. Refinement of the design, in collaboration with members of the Hampshire faculty, will occupy an important part of an introductory period at the College in the late summer of 1970. In the course of his study, the Fellow will meet weekly or bi-weekly with his faculty tutor to review work in progress. He may also consult periodically with other faculty at Hampshire or at one or more of the neighboring colleges. Depending on the nature of his project, field work or special research may take him away from the College for short periods.

The completion of a Fellow's study or project will take a form appropriate to his discipline or field. In some cases, perhaps particularly in the social sciences and natural sciences, completion of an advanced study will result in a thesis or paper reporting an original experiment or a useful replication study. In other cases, within the humanities and arts, a project might instead result in a solution to a prob-
lem of design, the composition and/or production of a dance program, a play or film, a portfolio of paintings or poetry, or a work of sculpture. The crucial requirement is that the project, through work during the year and in its final form, must embody the fullest, most mature command of his chosen field that a student can offer, in the judgment of the faculty. While the faculty tutor will bear chief responsibility for supervision and evaluation, other Hampshire faculty and outside scholars or artists will join in a final review of the Fellow’s work.

**Integrative Seminar**

The second element of the College’s Division III to be incorporated in the Hampshire Fellows Program is participation in an advanced integrative seminar. In such a synoptic seminar the Fellow will address himself to a complex problem demanding the application of insights from various disciplines, including his own. Methodological and philosophical presuppositions will be examined; the operation of disciplines in a wider context will be tested; and issues of judgment or moral choice will be raised. A given seminar might, for example, seek to elucidate some aspects of the quality of life in contemporary urban America; another might consider the intellectual and cultural or public policy impact of selected scientific theories; a third might be engaged with the various dimensions of human development—how growth as a person is to be understood psychologically, somatically, and in cultural and historical context.
The Fellow as Teacher

Throughout its early planning Hampshire College has placed a principal emphasis on devising practical ways to prepare students to teach themselves. The responsibility of an individual study or project in Division III—and in its pilot, the Hampshire Fellows Program—requires a considerable growth in maturity in the early college years. Of comparable concern to Hampshire's advisors and faculty is the conviction that students can engage in the teaching of others, with significant value to themselves and to those with whom they work. The ability to teach well is a demanding and precious possession, not alone for those working with children and youths in schools and colleges. We all teach, for better or for worse; when for better, it can be among the best of the liberal arts.

The Hampshire Fellows Program will involve Fellows in teaching first-year students entering the College in 1970, with faculty collaboration and supervision. The conduct of the Division I program for those first-year students will, of course, be chiefly the responsibility of the faculty of the College. But Hampshire Fellows will be engaged in leading discussion groups and occasional seminars, in acting as assistants to faculty in other classes, in investigating new curricular possibilities, and in informal counseling. In doing so—in coming to do so better—they will be working out (and showing others) their own variants of the truth that the arts of teaching and learning are of a piece.
The Community of Fellows and the Community of the College

Hampshire Fellows will not live apart from the rest of the College's student community, but as senior members of that community will live among the other students with whom they work. Each Fellow will have a single room and will be a member of a larger suite sharing kitchenette, social room, and bathroom. While thus serving as important members of the community of a suite, the House complex in which the suite is located, and the College as a whole, it is expected that Hampshire Fellows will constitute among themselves a community of warmth and civility. Groups of them will meet together in integrative seminars and teaching colloquia, and monthly dinners will be arranged with distinguished guests invited to share an evening with the Fellows.

Additional Information

The auspices under which a Hampshire Fellow undertakes a year's program at Hampshire College will vary. Some will formally transfer from the institutions of their previous enrollment. At the end of the year 1970-71, providing successful completion of their work as Fellows, such students will be the recipients of Hampshire's first B.A. degrees. For other Fellows, an arrangement may be negotiated with the institution in which they are enrolled to consider the period in residence at Hampshire a "senior year abroad." Their acceptance into the Program would necessarily be subject to a determination of the home institution's gradua-
tion requirements and their susceptibility to fulfillment within the framework of the Fellows Program. A stipend will be granted to each Hampshire Fellow.

An advisory committee to the Hampshire Fellows Program, drawn from the College's faculty consultants at other American colleges and universities is currently being formed. A provisional list of members is included below. Members of the advisory committee will occasionally join the Fellows in one or another aspect of their program at Hampshire. They will be available, as well, to advise students on their campuses interested in applying to the Hampshire Fellows Program.

In accepting the College's invitation to serve on the Advisory Committee to the Hampshire Fellows Program, President Esther Raushenbush of Sarah Lawrence College wrote: "At a time when cohesiveness among college students cannot be taken for granted, and when many forces separate students from the common intellectual purpose, a plan that encourages association of older with younger students by common work can do much not only for learning and teaching, but for important human associations." Mrs. Raushenbush here expresses the sense of promise that led the Hampshire College faculty to plan this fellowship program.

For further information, please write to:

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