

The Making of a College, Plans for a New Departure in Higher Education. By Franklin Patterson and Charles R. Longworth. Cambridge, Mass.: The MIT Press, 1966. \$4.95 (67-17785).

In the fall of 1969, some 360 freshmen will begin a four-year program of liberal studies at Hampshire College, a college initiated as a cooperative venture of Amherst, Mt. Holyoke, Smith, and the University of Massachusetts. If the program lives up to the promise presented in this report of Hampshire's first president, they will have an exciting experience and an opportunity to acquire a truly liberating undergraduate education.

The report serves well as a review of recent thinking about undergraduate education because Hampshire proposes to implement many of the best ideas which have been suggested: emphasis on processes of inquiry, student-initiated independent study, participation in social action programs, the abolition of the credit-hour and grade system in favor of "field" and "integrative" examinations, campus and organizational planning to achieve a sense of community among administrators, faculty, and students, and so on. In his rationale for the program, moreover, President Patterson draws upon some of the most penetrating of recent analyses, notably Daniel Bell's *The Reforming of General Education*.

College and university librarians will be particularly intrigued by the plan for a school of language studies, which will bring together analytical philosophy, psycholinguistics, information transfer and the technology of language, and, of course, modern language studies. Here important recognition is given to a multidisciplinary field which is closely related to their own profession. (Students who specialize in this field would be first-rate prospects for librarianship. Recruiters should take notice.)

At the same time, librarians will be disappointed at the lack of attention given to the role of the library in a curriculum whose unifying theme is the process of inquiry, in a program which calls for a great deal of independent study. The library is described as "far more than the ordinary conception of a library . . . the educative aorta of the College." But there is nothing in the report

to indicate how it will differ from the familiar old "heart of the college." It is to be in the center of the campus; 41,000 square feet is allocated to stacks, reading, faculty offices, with 6,000 square feet for undifferentiated "service"; \$2,029,500 is budgeted for building and furnishings; and \$600,000 capital outlay is budgeted for an initial 100,000 volumes. No estimate of the cost of processing is indicated. The only mention of library staff is this sentence: "The Director of Library Services should be a very able man in terms both of traditional librarianship, bookmanship, library display, and pioneering in the new."

When this report was prepared, plans for Hampshire College were, of course, very incomplete and tentative. (Calculations of faculty required to carry specific courses are, however, carried to the second decimal place, and space is allocated in detail for administrators, secretaries, and receptionists.) Since that time there has been a fruitful conference and considerable consultation about the library. Presumably, therefore, plans are now more thoughtful and detailed. Furthermore, the sponsorship of the college and the precedent of the Hampshire Interlibrary Center suggest that Hampshire students will have access, theoretically, at least, to the resources of four excellent libraries.

This reviewer is depressed, nevertheless, to find the library playing such a small part in this first published "organized vision" of undergraduate education in a liberal arts college which will in all likelihood join the handful which carry the standard of excellence in the academic procession.

What does it mean? Is it only that a good collection, a bookish librarian, "skilled in library display," and technological access to rich resources is simply a "given" for a good college? Or is it that we librarians have so little of an organized vision of our own that we leave entirely to others the intellectual challenge of effective use of the resources we acquire and organize?

These are questions for us, not for President Patterson. He has presented an inspiring report on "plans for a new departure in higher education." What we need in academic librarianship is new departures to complement programs as promising as this.—*Patricia B. Knapp, Wayne State University.* ■ ■

'This invention of yours
will create forgetfulness in the learners' souls
because they will not use their memories...
they will appear to be omniscient,
and will generally
know nothing.'

... from Plato's *Phaedrus*

Thus spoke the Egyptian god, Thamuz,
to the inventor of the alphabet.

Just as controversial—yet perhaps
even more important to the future of
education—is a more recent innovation:
the development of nationwide
information centers and learning labs . . .
linked together by the nationwide
complex of Bell System communications.

And what more natural a development?

For education must keep pace with
the community in which it exists.

And, as one of the nation's leading
educators recently pointed out:

"On this threshold of another great age
for the humanities, the entire human
community is being made into a global
neighborhood and an interacting whole."

Linking the nation in education



AT&T
and Associated Companies

