

NEWS IN BRIEF

● **Ph.D. CUTBACKS:** A Modern Language Association commission, appointed to explore the job market in modern languages, recommends that no new Ph.D. programs in English or foreign languages be established and that enrollments in existing programs be curtailed in face of the current scarcity of teaching positions. The commission's report is backed by an MLA survey revealing a 23 percent decline in the number of new full-time positions in English from last year to this year. The report, which also recommends ways to help graduates find jobs, appears in the November *Publications of the Modern Language Association*.

● **STUDENT COSTS RISE:** While the rise in charges for students attending state colleges and universities was not as great this year as last, university officials hold out little hope that tuitions will level off. Statistics are contained in a joint report on 1970-71 student charges by the American Association of State Colleges and Universities and the National Association of State Universities and Land-Grant Colleges. Copies may be obtained from Suite 700, 1 Dupont Circle, NW, Washington, D.C. 20036.

● **RADICAL SCIENTISTS AND THE AAAS:** Scientists and Engineers for Social and Political Action (SESPA) are planning some political action at the AAAS Chicago meeting in December. SESPA's publication, *Science for the People*, has called on its members to send proposals for meetings and demonstrations and to submit articles critical of the conference's undertakings.

● **ENVIRONMENT CORPS:** The Peace Corps and the Smithsonian Institution have announced a joint program whereby teams of volunteers will be sent to developing countries to work on projects relating to conservation, wildlife preservation, resource development, watershed and forestry management, and pollution prevention. Some 200 volunteers, most of whom will come from postgraduate schools in biological sciences and natural resource management, are expected to participate in the program next year. Send applications to the Office of Ecology, Smithsonian Institution, Washington, D.C. 20560.

tors, faculty, and students are acutely aware of this, and, as one faculty member put it, "Now we're just getting the plan off the ground; everybody is in there pitching."

The spirit at Hampshire reflects a sharp awareness that the college scene has changed dramatically in the last decade. According to President Patterson, the "dawning realization that we were involved in real cultural change" brought some revisions of assumptions. Perhaps the most specific instance was something of a retreat from the original emphasis on instructional technology. "Autoinstruction was modish in the 1950's, and I did think we would use more of these devices than I do now." Patterson doesn't rule out instructional technology, however. The availability of tape cassettes and cable television, he says, opens broad new possibilities. Patterson went on to observe, "Clearly this is something many students today feel comfortable with," and facilities and equipment at Hampshire are being made available in ways meant to encourage students to take the initiative in using and developing technology.

As far as underlying philosophy goes, Patterson says, "It may be utterly essential to the institution which deals with young adults to adopt new forms of educational curriculum which have validity because of changes in the general society." For his own part, he says he feels he is "more sensitive now than in 1966 to the need for balance in undergraduate life between affective, emotional experience and intellectual experience."

The translation of theory into practice, of course, depends heavily on the faculty. In recruiting faculty, says Patterson, the college wanted people who had solid academic credentials but who were "not committed to the professional life model" familiar at research-oriented universities. Hampshire faculty members are expected not only to be good teachers but to play a part in the total life of the college.

A major Hampshire innovation is the abolition of tenure. Faculty are hired on contracts which run 3 to 7 years. Application for a job usually requires submission of a short description of what the applicant would hope to accomplish as a Hampshire faculty member.

The question of the method of reappointment is one that can yet be answered only in theory. The formula calls for a review committee in each school, on which students will be rep-

resented. The comments of these committees along with the recommendations of the dean of the school would be forwarded to the dean of the college and the president and, ultimately, to the trustees. Patterson says that keeping a faculty member will depend less on quantity of publications than on "aspects of teaching and other service." Faculty ranks at Hampshire will be limited to professor, associate professor, and assistant professor. The plan calls for maintenance of a ratio of one professor to two associate professors to four assistant professors, so that upward mobility will be limited and young faculty at Hampshire may live somewhat dangerously as far as career advancement goes. It is possible, however, as one faculty member predicted, that "de facto tenure" will develop.

This year there is the equivalent of 30 full-time faculty members on the roster, and these members have been heavily involved in designing the curriculum and, particularly, in preparing courses for Division I students.

Disenchantment with High School

There obviously is serious concern among faculty and administrators at Hampshire that many students are disenchanted by their experience in high school. As Everett M. Hafner, dean of the School of Natural Science and Mathematics, put it, "for some it was come here or nowhere. They saw the opportunity to make their own metamorphosis coincide with the metamorphosis of the college."

Science presents a special problem. Patterson notes that the "impulse toward science has slackened"—in part because science instruction is "unhappily didactic" and in part because "students as well as scientists understand that applications of science can be terrible as well as beautiful."

Hampshire offers none of the old standby courses in freshman chemistry, physics, or biology, and no science survey course for the scientifically unwashed. Rather, the curriculum is built of a variable mixture of seminars, workshops, lectures, and tutorials with apparently no rigid boundaries or barriers separating instructional forms. Hampshire is putting emphasis on small-group instruction in the first year on the theory that students will be able to handle independent study later on.

A 2-day visit to Hampshire and brief opportunities to observe classes and to talk to students provide a slim basis for comment, but the impression