

Moving Towards Accessibility: A Brief History of Dartmouth College's Physical Accessibility Changes Prior to the Americans with Disability Act

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Dedicated to David T. Eckels



<i>Introduction</i>	3
<i>Section 1: The Very Beginnings</i>	5
<i>Section 2: Advisory Counsel to the Handicapped (1977–1980)</i>	9
Legal Context	9
Establishing the Committee on the Handicapped	12
The Beginning of the Committee’s Work and Early Budgetary Problems	17
The Self-Evaluations of Academic and Non-Academic Program Accessibility	20
Building and Construction Alterations: More Budgetary Problems	23
Miscellany	27
Questions About Compliance	28
Commentary from Students, Alumni, Staff, Faculty, and Visitors	31
Post-Committee Results	34
<i>Section 3: Section 504 Committee on the Handicapped (1986–1991)</i>	35
Establishing the Committee	35
Departmental Self-Evaluations	37
Changes to Campus	45
Smaller Accessibility Projects Outside of Priority Groups	55
The Problem of Aesthetics	56
Money Spent Elsewhere	60
Data Gathered	61
<i>Section 4: An Ode to Dave Eckels</i>	63
<i>Section 5: A Look at Today</i>	67
<i>Recommendations for Improvements Moving Forward</i>	69

Introduction

This paper is the culmination of a term of research at Rauner Library via the Historical Accountability Fellowship into Dartmouth's history of becoming more accessible prior to the implementation of the Americans with Disabilities Act in 1992. Unlike other areas of Dartmouth's history in dealing with different minority groups, there are some points when dealing with disabled individuals where the College behaved admirably. Without any federal laws or internal policies, faculty members acted as advocates for the ability of disabled students to excel in a classroom environment. Students and administrators alike advocated for campus to be made more accessible. There is very little documentation of the College resisting that changes that needed to be made.

Even with the general thread of commendable behavior, the College does have places where it must be held accountable for its poor decisions. Today, in 2019, Dartmouth College—a top-ranked, Ivy League university with an endowment of \$5.5 billion¹—is still not fully accessible. There were many times throughout the course of Dartmouth's recent history when faculty members and students who made use of wheelchairs would need to be carried to and from classes in different buildings.² Classes were changed to different rooms. Buildings that were inaccessible were somewhat ignored because classes could be moved. There were continued worries that changes made for the purpose of accessibility at the College such as the addition of ramps and signs would detract from the visual appeal of the College. In 2017, a legally blind student sued the College due to insufficient support from Student Accessibility Services. Ironically, the College itself has a handicap—its location in snowy, cold, and mountainous Hanover, NH. But a handicap should not prevent progress.

A disabled member of the class of 1989 provided perhaps the most accurate description of Dartmouth's attitude towards disability and accommodation:

Although the campus wasn't very accessible, and the system for requesting and receiving accommodations was rudimentary, I personally found that the College was good at making individual accommodations on the fly. In retrospect, I feel like the College relied on a rather vague but in their minds serious commitment to individual accommodation, almost as a substitute for more substantial accessibility. This was changing around the time I graduated, and I have seen good progress on my return visits to the campus. Their ad hoc approach worked for me, but I don't think it was really what was an adequate way to address accessibility and disability rights.

¹ Boutwell, Susan J. 2018. "Endowment Hits All-Time High of \$5.5 Billion Dartmouth News. September 13. Accessed at: <https://news.dartmouth.edu/news/2018/09/endowment-hits-all-time-high>

² Subject: Handicap access to training center to: John D. Wilson, from: Larry Levine, November 3, 1988 "The training center in the basement of webster [Note: Webster Hall] is not very accessible to a wheel-chair, yet one of our most frequent teachers is in a wheel-chair. She pointed out to me recently that her fiancé brings her to and from every class, having to negotiate stairs each way. It had not dawned on me that this is not a great situation. We can't count on her fiancé to always be available to escort her, and there is some danger in getting her up and down the stairs. She would also not be very comfortable with others escorting her—if it were not her fiancé, then I doubt if we could always assign the same person to escort her, there would have to be a variety of people. Since you're a college architect—what can we do about making the training center more accessible? (I can think of one plan immediately— let's move it!)"; Re: Self-Evaluation of Non-Academic Program Accessibility – an overview to: Files, Committee on the Handicapped, from: Subcommittee on Non-Academic Program Accessibility; Robert G. Barnum, Alfred T. Quirk, Alvin J. Richard, Committee on Disabled – 504, Rauner Library Dartmouth College; Philosophy Dept. Used to "carry a wheelchair bound student to the second floor of Thornton Hall"; Department of Russian Self-Evaluation by Barry Scherr, Chair, April 9, 1987, Committee on Disabled – 504, Rauner Library Dartmouth College

That said, I expect that was pretty common at colleges everywhere at that time, a few years before the ADA forced things to be a bit more formal.

The College during the time leading up to the implementation of the ADA would often make a concerted effort to improve upon its resources. These improvements were remarkable in their own rights for the time period that they were made in. Today, there is still that same emphasis on being committed to making changes to help students succeed regardless of physical ability at Dartmouth College.

This paper³ will proceed in the following fashion: Section One will discuss the precursor to the two Committees—a discussion that occurred between high-up administrators and workers at the College regarding the potential of making campus accessible. Section Two tells the story of the Advisory Counsel to the Handicapped: the first committee that was in effect from November 1977 to June 1980. It traces the legal context and critical work that the Committee accomplished before acknowledging the work that was still to be done on campus. It discusses the first series of departmental self-evaluations in detail and poses questions about legal compliance. Section Three performs the same task for the second committee—the Section 504 Committee on the Handicapped that was in effect from 1986 to late 1991. Although there was still work happening on campus for the purpose of accessibility, the work after the Americans with Disabilities Act was enacted in 1992 became the work of a third committee not discussed in this paper: the 504/ADA Committee. Section Three also acknowledges a recurring problem involving the aesthetics of accessibility changes—inside of the Committee itself, there were disagreements as to the extent to which the visual appeal of the College would be adversely affected by accessibility construction. Section Four, titled “An Ode to Dave Eckels”, does exactly what it states: praises Dave Eckels—a prominent member of all three committees, alumnus of the College, and a wheelchair user—for the work that he accomplished in the name of making the College more accessible. Section Five provides a brief look at some recent news in regard to disability on campus. Finally, this paper concludes with a series of small, low-cost steps for the College to take to make campus more accessible.

³ Technically, this is the length of a novella. But that just sounds pretentious.

Section 1: The Very Beginnings

In February 1967, John Scotford—a College Designer who worked at the Hopkins Center—sent a memo to President Dickey, Richard Olmsted, Edward Chamberlain, and Dr. Raymond Jackson regarding the potential of making Dartmouth College physically accessible.⁴ Scotford had visited the campus of Southern Illinois in 1966 and “was struck by the effort of that institution made to encourage crippled students to attend SIU.”⁵ SIU had made physical changes to campus by placing wheelchair accessible ramps around campus and made institutional policy changes such as setting aside special first floor dormitories for students with disabilities and creating an office for accessibility services.⁶ Scotford wondered if the College might continue doing the same. However, in a way indicative of his time, Scotford proposed accessibility using the following language:⁷

I do not know if many state colleges do this or are required to do it to meet the needs of their citizens, but I know of no Ivy League schools or other independent liberal arts colleges which make a point of making their campuses livable for crippled students. I have not noticed many crippled students at Dartmouth. I can think of only two recently. Undoubtedly there are many who would qualify for admission. Many are highly motivated. Many must want to go to a school like Dartmouth. Are we missing a bet in not making it easy for them to attend? Can we steal a march on our competition by making a few simple alterations in present buildings and planning future buildings with them in mind?

Indeed, Scotford proposed accessibility as something for the College to gain monetarily from. Surprisingly, the other administration and staff members responded with a great deal of kindness and compassion for the differently abled. Dr. Raymond S. Jackson, the medical director of the College, commented that there were many individuals on campus who had “less permanent handicaps that use crutches and canes” and students confined to Dick’s House because the campus was not well equipped for wheelchair use.⁸ He advocated for accessibility but also spoke in depth about the impracticalities associated with adapting campus. Dr. Jackson wrote that he did “not believe that it is very practical for students with a major physical handicap in locomotion to attempt to lead a self-sufficient life at

⁴ Re: Extending the opportunity of a Dartmouth education to a hitherto untapped minority group – crippled students, From: John Scotford, To: President Dickey, Richard Olmsted, Edward Chamberlain, Dr. Jackson, February 14, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for Handicapped, Rauner Library Dartmouth College

⁵ Re: Extending the opportunity of a Dartmouth education to a hitherto untapped minority group – crippled students, From: John Scotford, To: President Dickey, Richard Olmsted, Edward Chamberlain, Dr. Jackson, February 14, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for Handicapped, Rauner Library Dartmouth College

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⁷ Re: Extending the opportunity of a Dartmouth education to a hitherto untapped minority group – crippled students, From: John Scotford, To: President Dickey, Richard Olmsted, Edward Chamberlain, Dr. Jackson, February 14, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for Handicapped, Rauner Library Dartmouth College

⁸ Memo to Mr. John R. Scotford, Jr. Assistant Director of the Hopkins Center, CC: President Dickey, Mr. Olmsted, Mr. Chamberlain, Mr. Dickerson, March 6, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for Handicapped, Rauner Library Dartmouth College

Dartmouth College and it is, to my mind, important that they have this sense of self-sufficiency in any educational program that they embark on.”⁹

Mr. Al Dickerson—a staff member in admissions and the Dean of Freshmen— spoke about the cases of students in wheelchairs he had seen in his twenty years working at the College.¹⁰ The first student was a son of an alumnus “who “had long had Dartmouth as an aspiration, and who had academic promise, but at the time of admission was diagnosed as having an incurable disease...he did not live to finish his Dartmouth undergraduate career.”¹¹ He acknowledges that this admission was to benefit the student’s parents rather than the student himself as he writes that “as time goes on I am assailed by increasing doubts, with relation to the boy himself, whether the decision [to admit him] was kind or wise.”¹² This self-reflection speaks well of Mr. Dickerson.

The second student in a wheelchair was, once again, potentially an admission to the College based on pity. A young man from the town of Hanover became a paraplegic in his final year of high school and the town offered a groundswell of support to the family. Even though the student did not have a good enough high school record to gain admission, the College “arranged for him to enroll experimentally in Dartmouth classes to see how it worked out, as a special non-matriculated student. It didn’t work out at all.”¹³ This student left the College as his rehabilitation experience at a nearby facility was not to his liking. Mr. Dickerson also remarked that “in hindsight, too many warmhearted compassionate people gave [NAME REDACTED] too much sympathy at that crucial point when the severely handicapped person has to develop that super self-discipline which is needed for a handicapped person to overcome his handicap.”¹⁴ This is likely not the sole reason for the student’s departure from Dartmouth. It is likely that this student faced pressure from his lack of academic qualifications to attend Dartmouth and a lack of support of the form that would allow him to retain independence as an individual in a wheelchair.

The third student that Mr. Dickerson discusses is one that he refers to as “a very bright, and possibly brilliant student.”¹⁵ A student admitted to the College became a paraplegic in his final year of high school and received tutoring from member of the Dartmouth faculty during the remainder of his

⁹ Memo to Mr. John R. Scotford, Jr. Assistant Director of the Hopkins Center, CC: President Dickey, Mr. Olmsted, Mr. Chamberlain, Mr. Dickerson, March 6, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for Handicapped, Rauner Library Dartmouth College

¹⁰ Memo to John Scotford, CC: President Dickey, Mr. Olmsted, Mr. Chamberlain, Mr. Dickerson, February 20, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for the Handicapped, Rauner Library Dartmouth College

¹¹ Memo to John Scotford, CC: President Dickey, Mr. Olmsted, Mr. Chamberlain, Mr. Dickerson, February 20, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for the Handicapped, Rauner Library Dartmouth College

¹² Memo to John Scotford, CC: President Dickey, Mr. Olmsted, Mr. Chamberlain, Mr. Dickerson, February 20, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for the Handicapped, Rauner Library Dartmouth College

¹³ Memo to John Scotford, CC: President Dickey, Mr. Olmsted, Mr. Chamberlain, Mr. Dickerson, February 20, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for the Handicapped, Rauner Library Dartmouth College

¹⁴ Memo to John Scotford, CC: President Dickey, Mr. Olmsted, Mr. Chamberlain, Mr. Dickerson, February 20, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for the Handicapped, Rauner Library Dartmouth College

¹⁵ Memo to John Scotford, CC: President Dickey, Mr. Olmsted, Mr. Chamberlain, Mr. Dickerson, February 20, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for the Handicapped, Rauner Library Dartmouth College

high school career and matriculated to the College in September as he would have normally.¹⁶ Although he was very bright and capable, “frequent interruptions caused by the sores and infections to which some paraplegics suffer because of the lack of circulation below the waist” this student lasted for only two years at Dartmouth.¹⁷ Mr. Dickerson noted that, once again, “warmhearted people” tried to help this student to no avail.¹⁸ The College was simply not equipped for a paraplegic:

But the rigors of the Hanover winters and Dartmouth’s layout and physical structure made life very difficult. It was very hard for him to program his courses because he had to take into account the when and where the courses were given, and he was unable to take courses that he wanted to take, or that he should have taken at a given time because he couldn’t get to the 9 o’clock class in Filene to a 10 o’clock class on the fourth floor of Dartmouth Hall. And he found it a lonely life and a conspicuous one, being the only paraplegic on the scene... He left, at least half expecting to return to graduate from Dartmouth; but he finished [at a different college] with a distinguished record; will probably get his PhD this year and go into teaching

This is perhaps the most telling anecdote about how a student with severe physical handicaps would have experienced campus life during this time. A lack of infrastructure to support students—even basic ones such as coordinating class locations through the Office of the Registrar—would have severely strained any differently abled student’s academic experience. Even today, disability is often an isolating experience regardless of whether it is easily visible or not. One can only imagine how isolated this one student would feel alone in his struggle to acclimate to campus life without any codified support system and a complete lack of peer support.

Mr. Dickerson also spoke about how during his tenure the College had admitted five students who were “blind or almost blind,” and that the most recent blind student was in his first year here and “earned...three A’s for his first term.”¹⁹ While Mr. Dickerson had very clearly put a great deal of thought into disability and its place on Dartmouth’s campus, he also had reservations about inviting more students with physical disabilities to campus. He wrote:²⁰

I hope and trust that Dartmouth will continue its present concern for serving disadvantaged students. My present hunch is that we can utilize our particular environment, and the resources that we can muster, mover effectively in serving other types of disadvantage students than we could in becoming a specialized institution for the service of cripple[d] students

¹⁶ Memo to John Scotford, CC: President Dickey, Mr. Olmsted, Mr. Chamberlain, Mr. Dickerson, February 20, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for the Handicapped, Rauner Library Dartmouth College

¹⁷ Memo to John Scotford, CC: President Dickey, Mr. Olmsted, Mr. Chamberlain, Mr. Dickerson, February 20, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for the Handicapped, Rauner Library Dartmouth College

¹⁸ Memo to John Scotford, CC: President Dickey, Mr. Olmsted, Mr. Chamberlain, Mr. Dickerson, February 20, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for the Handicapped, Rauner Library Dartmouth College

¹⁹ Memo to John Scotford, CC: President Dickey, Mr. Olmsted, Mr. Chamberlain, Mr. Dickerson, February 20, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for the Handicapped, Rauner Library Dartmouth College

²⁰ Memo to John Scotford, CC: President Dickey, Mr. Olmsted, Mr. Chamberlain, Mr. Dickerson, February 20, 1967, Business Manager’s Office Subject Files, Buildings— Alterations for the Handicapped, Rauner Library Dartmouth College

This was the point that the College was at prior to the codification of any federal legislation. Conversations about disability and accommodation *were* occurring on campus and in high-ranking members of the administration and College staff. However, there was little internal motivation to change any policies in the College. There were very few students with substantial physical handicaps and, as indicated by the original document from Scotford, there was not enough money at play to make it worth the College's while to invest in new infrastructure. This is not meant to be a condemnation of the College. It is only meant to represent the hard truth of what the traditional priorities—beyond educating its student body—of a college of Dartmouth's stature are. The College ought to be recognized and commended for accommodating disabled students long before any legislation forced them to do so.

Section 2: Advisory Counsel to the Handicapped (1977–1980)

Legal Context

In 1970, John G. Kemeny's succeeded President Dickey as Dartmouth's President.²¹ In his inaugural address on March 1, 1970 during a time where civil rights and women's rights were a prime focus for most places of higher education across the United States, he emphasized the importance of diversity in both the context of these national conversations and Dartmouth's campus:²²

In an age of student protest, one listens and one hears at least two major themes. One is a cry for a diversity in the educational process, and one is the demand for each person to be treated as an individual and to participate in a first-rate undergraduate education... When I speak of this great diversity of students, I must pause for one moment to note a peculiarity. Dartmouth College, which has such a superb record in the admission of all minorities, does not today consider for admission a majority of high school seniors. It is my personal opinion that if we were refounding Dartmouth College today, we would, of course, *not* discriminate on the basis of race or religion. But I believe that if we were re- founding the institution today, we would also not discriminate on the basis of sex.

It is true that “Under Kemeny’s leadership, the College graduated its first coeducational class, achieved a rapid increase in racial and economic diversity in the student body, took a leadership role in improving opportunities for black students and poor students in colleges and universities nationwide. He also re-established the College’s commitment to Native American education that was part of the charter of 1769.”²³ By 1976, Kemeny had overseen a student body that was 27% female and 73% male—a sharp departure from the 11% female enrolled in 1972.²⁴ There were tangible steps that the Kemeny administration took towards establishing a more diverse campus that yielded tangible results. Apart from external social pressure (and, perhaps hopefully a good dose of internal motivation), these changes were heavily driven by Kemeny following his experiences on the Board of Trustees’ Committee on Equal Opportunity from 1968 to 1970.²⁵ However, in all of this effort to accommodate and welcome different minority groups, it took a federal law for the College to begin to consider the differently abled.

²¹ Platt, Bill. 2013. “Forty Years On: The Changin Face of Dartmouth.” Dartmouth News. June 17. Accessed at: <https://news.dartmouth.edu/news/2013/06/forty-years-changing-face-dartmouth>

²² Kemeny, John G. 1970. “Inagural Address” *John Kemeny Speaking: Selected Addresses, Talks and Interviews by John. G. Kemeny from the years of his Presidency of Dartmouth College, 1970–1981*. Edited by: A. Alexander Fanelli. 1999. Dartmouth College, Hanover, New Hampshire Accessed at: <https://math.dartmouth.edu/news-resources/history/kemeny-history/kemeny.lectures.pdf>

²³ Platt, Bill. 2013. “Forty Years On: The Changin Face of Dartmouth.” Dartmouth News. June 17. Accessed at: <https://news.dartmouth.edu/news/2013/06/forty-years-changing-face-dartmouth>

²⁴ Platt, Bill. 2013. “Forty Years On: The Changin Face of Dartmouth.” Dartmouth News. June 17. Accessed at: <https://news.dartmouth.edu/news/2013/06/forty-years-changing-face-dartmouth>

²⁵ Dartmouth College Mathematics. N.d. “Diversity” Accessed at: <https://math.dartmouth.edu/news-resources/history/kemeny-history/theman/diversity.html>

In 1977, The Rehabilitation Act of 1973—an act that prohibited discrimination with special focus on disabilities— was amended to include Section 504, a section created to extend civil rights to people with disabilities. Section 504 states that “no otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service.”²⁶ Led by the United States Government’s Department of Health, Education, and Welfare (HEW), the implementation of Section 504 required organizations all across the nation to make significant changes to internal policies and physical plants.²⁷ Although Dartmouth College is a private university, the codification of Section 504 led to the College making extensive changes to comply with the legislation.

Leading up to the implementation of Section 504, there were multiple correspondences and meetings discussing what the College would be required to do in order to meet legal requirements. On August 30, 1976, a memo was sent to outline some roles that the College would have to take on. It states that “there are two tasks facing us in connection with the proposed Federal rules on discrimination against the handicapped 1) evaluating the impact on the proposed rules on the College and communicating our views on the proposed rules— either individually or through the appropriate educational associations to HEW; 2) making plans for the implementation of the final HEW rules.”²⁸ In regard to the first task, the memo explains that the American Council on Education (ACE) had been spending the past few weeks to oppose certain components on the legislation. The unnamed writer of this memo believes that it would be “worthwhile to put Dartmouth’s name behind the criticism of those parts of these regulations of real concern to Dartmouth and other institutions of higher education” as Dartmouth may not have the “resources to deal with new burdens such as evaluation and compliance with new regulations.”²⁹ In terms of adhering to requirements of personnel and accessible construction alterations, the memo predicted large financial and operational strain. It also predicts the need to establish student support services and admissions resources.

It is not clear whether Dartmouth ever made the decision to back ACE’s efforts, but Dartmouth’s Institutional Diversity and Equity Records’ Civil Rights Subject Files do contain a working discussion draft of ACE’s letter to a Mr. Martin Gerry— a high-up lawyer in the Office for Civil Rights in the Department on Health, Education, and Welfare—dated August 17, 1976, less than two weeks prior to the sending of the August 30, 1976 memo. The letter notes that “Colleges and universities fully support the basic thrust of section 504...[and that] for many years postsecondary institutions of this country have, on their own initiative, educated thousands of handicapped individuals.”³⁰ It then begins to explain that ACE’s position is that “the case has not been made to support the proposition that an extensive federal regulatory scheme is essential to secure the education or rights of handicapped students” and that it supports that “a particular institution be designated within each state or region as the primary facility for providing service to handicapped students...[as

²⁶ United States Department of Labor. N.d. Section 504, Rehabilitation Act of 1973, 29 U.S.C Sec 701. Office of the Assistant Secretary for Administration and Management. Accessed at: <https://www.dol.gov/oasam/regs/statutes/sec504.htm>

²⁷ U.S. Department of Justice, Civil Rights Division. 2009. “A Guide to Disability Rights Laws” July. U.S. Department of Justice. July. Accessed at: <https://www.ada.gov/cguide.htm>

²⁸ Memo titled Re: Proposed Federal Rules on Discrimination Against the Handicapped, August 30, 1976. To: Mr. Morgan, Civil Rights Subject Files, Rauner Library Dartmouth College

²⁹ Memo titled Re: Proposed Federal Rules on Discrimination Against the Handicapped, August 30, 1976. To: Mr. Morgan, Civil Rights Subject Files, Rauner Library Dartmouth College

³⁰ Working Draft Letter to Martin Gerry from the American Council on Education, August 17, 1976, Civil Rights Subject Files, Rauner Library Dartmouth College

it] would ensure that at least one institution would have the capacity to provide total accommodations for all handicapped students within the region.”³¹ Throughout most of the draft, ACE discusses numerous small issues with the proposed legislation and individual sections of the legislation that are simply too vague to be implemented successfully.

However, there are portions of the draft that detail objections to the very foundation of equal access. In response to section 884.24 of the legislation which requires all new construction to be made with accessibility in mind, the letter exhibits the following complaint: “Must elevators now be included in warehouses, two-story buildings, and every other new facility build by a recipient? Must the retiling or other functional alteration of a flight of steps now render them accessible to all handicapped persons? The inflexibility of these provisions will almost surely provide recipients with innumerable problems in achieving compliance, and the breadth of the draft language is likely to provoke a sizable volume of disputes and complaints.”³² The letter also requests that if handicapped students require a different test that said student ought to pay more money to cover the costs of altering testing services, that professors be allowed to exclude the use of tape recorders in their classrooms as it “would seriously impair the right of instructors to determine the context and terms under which he or she lectures,” and that “students should be encouraged to do without auxiliary aids where it is at all feasible [as it] is necessary to instill the independence and requisite individual skills that will be necessary when the student leaves school.”³³

Considering this, it is necessary to return to the August 30, 1976 memo. The memo makes it clear that the College would comply with the regulation to the best of the College’s ability. It also attempts to establish a small working group in order to prepare the College for the upcoming accommodations. However, the memo also makes it clear that the College wanted to support a lobbying effort to oppose one of the most important precursors for the Americans with Disabilities Act for the simple reason that it would take resources on behalf of the College to implement. Additional evidence for the resistance on behalf of certain members of the administration is found in a May 10, 1977 memo that expresses relief that a “young man who [Dartmouth] admitted who was handicapped and in a wheelchair for the class of 1981 is going to Northwestern” and states that the College had been provided with “at least a one year reprieve.”³⁴

When members of the legal and planning staff attended federal hearings in 1977 about how to comply with the regulations, they also voiced some resistance. A letter to the Rye Association for the Handicapped on November 16, 1982 inquired about Dartmouth’s historical compliance with Section 504 regulation and whether it made more sense for the campus to partially comply or for one university in the region to simply become completely accessible.³⁵ President McLaughlin responded with the following story about the original hearings:³⁶

³¹ Working Draft Letter to Martin Gerry from the American Council on Education, August 17, 1976, Civil Rights Subject Files, Rauner Library Dartmouth College

³² Working Draft Letter to Martin Gerry from the American Council on Education, August 17, 1976, Civil Rights Subject Files, Rauner Library Dartmouth College

³³ Working Draft Letter to Martin Gerry from the American Council on Education, August 17, 1976, Civil Rights Subject Files, Rauner Library Dartmouth College

³⁴ May 10, 1977 letter from John G. Skewes to Bill Crooker, Gordon DeWitt, and Dick Plummer, May 10, 1977, Civil Rights Subject Files/ Business Manager’s Office Subject Files, Buildings—Alterations for Handicapped, Rauner Library Dartmouth College.

³⁵ Letter to Mr. Harry Chamberlaine, Rye Association for the Handicapped from David T. McLaughlin, November 16, 1982, Handicapped Access 1978–1986, Rauner Library Dartmouth College

³⁶ Letter to Mr. Harry Chamberlaine, Rye Association for the Handicapped from David T. McLaughlin, November 16, 1982, Handicapped Access 1978–1986, Rauner Library Dartmouth College

I have learned that members of our legal and planning staffs attended federal hearings in 1977 when the federal government announced the ‘504’ regulations. At that time...[our staff] together with others from our sister institutions in New England called attention to the fact that for each school to make the changes necessary to deal with all types of handicaps would overwhelm the institutions with intolerable financial burdens. They suggested that a more rational approach would be for a group of schools of roughly comparable caliber to agree that each out focus on different types of handicaps, so that any qualified handicapped student could receive an education at one of the schools regardless of his or her handicap. Unfortunately, the federal personnel who ran the hearings said that this was not the intent of the ‘504’ regulations, and that each school would have to make all of its programs available to all types of handicapped students.

Clearly, the College did comply with the words of the federal personnel. But it is a wonder that the original staff members who attended this meeting would even consider this action.

I hesitate to even make the comparison to follow as racial injustice in the United States to this day cannot, and ought not, be compared to the plight of the differently abled. To make comparisons of this caliber can often lead to miscommunications and work against attempts at transforming society to be more open and accepting of those who are not white and not traditionally abled. Although they both represent moral wrongs and great moral tragedies, ableism is not racism. But I make this comparison because that is, essentially, what these original conference attendees in 1977 did. 1977 is far after the overturning of the idea of “Separate but Equal” in *Brown v. Board of Education* (1954), but the idea that only one of the Ivy League schools should be accessible is very much in accordance with the failed notion of “Separate but Equal.”

Dartmouth and its sister intuitions believed that it would be too expensive and not worthwhile to open up each institution to all people. A world in which Dartmouth became a school for the deaf, Princeton became a school for those with problems with mobility, and Yale became a school for those with blindness and low vision is a world in which people with handicaps have fewer opportunities than those without any handicaps. The notion that students of different abilities would be able to receive comparable educations denies the idea that the differently abled still hold specific desires. To a certain extent, it would also give schools the leeway to bargain over which disabilities they felt comfortable accepting and which disabilities would require too many resources and too much work to accommodate. It is no wonder that the federal personnel in attendance stated that “this was not the intent of the ‘504’ regulations,” as anti-discrimination legislation ought not be used to give individuals and organizations the excuse to discriminate.³⁷

Establishing the Committee on the Handicapped

Prior to the actual work that any committee would do, there was a series of preconceived considerations regarding accessibility. These were akin to recommendations based on what were the current “best practices” in school accessibility reform. The areas for improvements were broken into four main cohorts—programs, study aids, grievance procedures, and facilities.³⁸ Programs had eight areas that needed to be addressed: employment, student admissions, student counseling, financial aid, health services and health insurance, athletics, academic programs (including off-campus

³⁷ Letter to Mr. Harry Chamberlaine, Rye Association for the Handicapped from David T. McLaughlin, November 16, 1982, Handicapped Access 1978–1986, Rauner Library Dartmouth College

³⁸ Programs and Facilities to be Considered, n.d. sometime in 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

opportunities), and extra-curricular programs.³⁹ Inside the first two subcategories, there were numerous questions that needed to be addressed.⁴⁰ In terms of employment, the College was to look into how it could recruit handicapped employees and how to maintain a good working environment for these employees.⁴¹ In terms of student admissions, the College would critically evaluate the ability of different capable handicapped students to respond well to tests and whether there could be a pre-admissions inquiry into a prospective student's health status.⁴² These two areas would prove to be especially complex issues for the College to establish policies. Facilities would also prove to be a difficult area for improvements. Each of the College's different cohort of construction—from buildings to campus pathways and transportation—would need to be evaluated. However useful as a guideline these best practices ended up being for the College, there was an interesting lack of recommendations at the end of the document for dealing with fraternities—very literally, instead of any guidelines, there were simply four question marks. This confusion surrounding the best practice for dealing with these purely social organizations would continue to plague accessibility to fraternity social spaces for decades. Even today, most fraternities on campus are not accessible.

While the official committee was being established, Gordon DeWitt—an original member of the small working committee established in the August 30, 1976 memo—sent Richard Plummer a list of new projects to “accommodate the handicapped.”⁴³ It becomes clear that considerable work has already been done to pinpoint what changes the College would need to implement. By this point in time, handrails had been installed all around campus: on the Massachusetts Hall steps, Rollins Chapel, the interior and exterior of Dartmouth Hall, the front steps of Webster Hall, the President's House Garden, the interior stairs of College Hall, the main stairs in Parkhurst Hall, the two west aisles in Thompson Arena, and the front entrance to Crosby Hall.⁴⁴ Modifications to make bathrooms in the Hanover Inn and the basement of the Hopkins Center had been made to make them wheelchair accessible.⁴⁵ Wheelchair access to the Hopkins Center had been improved with the addition of a concrete sidewalk and ramp near Spaulding Auditorium and a similar accommodation had been made to make Baker Library accessible via the 1902 Room.⁴⁶ Sherman Fairchild, Cummings Hall, Murdough Center, and Thompson Arena had all been equipped with ramps. DeWitt also noted that Bradley Hall, Gerry Hall, Kiewit Computer Center, Kellogg Auditorium, Remsen, Gilman, and Dana Library were all designed with wheelchairs in mind and, accordingly, had either ground floor entrances or elevators. However, it was unclear whether any of these buildings that attempted to ascribe to accessibility requirements had accessible bathrooms. This issue of bathroom accessibility will become a continual struggle in Dartmouth's attempts at full compliance with disability regulation.

³⁹ Programs and Facilities to be Considered, n.d. sometime in 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁴⁰ Programs and Facilities to be Considered, n.d. sometime in 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁴¹ Programs and Facilities to be Considered, n.d. sometime in 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁴² Programs and Facilities to be Considered, n.d. sometime in 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁴³ Letter from Gordie DeWitt to R.W. Plummer Subject; Projects to Accommodate the Handicapped, August 26, 1977, Business Manager's Office Subject Files, Buildings—Alterations for Handicapped, Rauner Library Dartmouth College

⁴⁴ Letter from Gordie DeWitt to R.W. Plummer Subject; Projects to Accommodate the Handicapped, August 26, 1977, Business Manager's Office Subject Files, Buildings—Alterations for Handicapped, Rauner Library Dartmouth College

⁴⁵ Letter from Gordie DeWitt to R.W. Plummer Subject; Projects to Accommodate the Handicapped, August 26, 1977, Business Manager's Office Subject Files, Buildings—Alterations for Handicapped, Rauner Library Dartmouth College

⁴⁶ Letter from Gordie DeWitt to R.W. Plummer Subject; Projects to Accommodate the Handicapped, August 26, 1977, Business Manager's Office Subject Files, Buildings—Alterations for Handicapped, Rauner Library Dartmouth College

On May 12, 1977, legal counsel Cary Clark scheduled a “where-do-we-go-from-here” meeting with numerous members of the College’s administration for May 23, 1977 to discuss what the College must do to comply with Section 504.⁴⁷ Then, on July 5, 1977, Cary Clark signed an Assurance of Compliance with Section 504 of the Rehabilitation Act of 1973 and officially noted the College’s future compliance with Section 504.⁴⁸ Very soon after this, Robert G. Barnum— a member of the Dartmouth College Class of 1963 and a worker at the College—sent a memo to file a list of suggested names for a committee about accessibility following an August 25, 1977 meeting with a small working group.⁴⁹

Once again, while committees were being established and building renovations were underway, President John G. Kemeny wrote to all members of the College to reiterate the College’s now official outlook on the HEW regulations— a strong departure from the statement members of the college took in the private, August 30, 1976 memo. He writes to the college and states the following on August 29, 1977:⁵⁰

Because our campus is 200 years old, the regulations obviously impose some difficult challenges for us. The regulations, however, stress program accessibility. It is not necessary to make structural changes in existing facilities when programs can be made accessible by other methods such as reassignment of classes or assignment of aides to handicapped individuals... Dartmouth College is committed to the goal of non-discrimination against qualified handicapped persons. I am appointing a committee, including several handicapped persons, to assist the College in these efforts.⁵¹

President Kemeny sent a memo to the appointed members of the Advisory Council on the Handicapped on November 3, 1977. It listed the following members:⁵²

- Gordon V. DeWitt, Director of Facilities Planning
- William B. Durant, Jr., Executive Officer, Faculty of the Arts and Sciences
- Alvin Richard, Associate Dean for Academic Affairs
- Ann A. Becker, manager of Employment
- Alfred T. Quirk, Deputy Director of Admissions
- Margaret Bonz, Affirmative Action Officer
- Cary Clark, College Counsel
- Richard J. Luplow, Lecturer in Russian Language & Literature
- David Eckels, Director, Research & Stewardship

⁴⁷ Memo: Re: HEW Handicap Regulation from: Cary Clark, to: Mrs. Bonz, Mr. DeWitt, Mr. Durant, Mr. Lindberg, May 12, 1977, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

⁴⁸ Assurance of Compliance with Section 504 of the Rehabilitation Act of 1973, As Amended, July 5, 1977, Civil Rights Subject Files, Rauner Library Dartmouth College

⁴⁹ File from Robert G. Barnum titled Handicapped Regulations, August 25, 1977, Business Manager’s Office Subject Files, Buildings—Alterations for Handicapped, Rauner Library Dartmouth College

⁵⁰ Letter to All Dartmouth College Personnel Subject: HEW Rules Prohibiting Discrimination Against the Handicapped from: John G. Kemeny, Business Manager’s Office Subject Files, Buildings—Alterations for Handicapped, Rauner Library Dartmouth College

⁵¹ Letter to All Dartmouth College Personnel Subject: HEW Rules Prohibiting Discrimination Against the Handicapped from: John G. Kemeny, Business Manager’s Office Subject Files, Buildings—Alterations for Handicapped, Rauner Library Dartmouth College

⁵² Memo from John G. Kemeny to Members of the Advisory Council on the Handicapped through June 1980, November 3, 1977, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

- Suzanne D. Maitland, Asst. Professor of Clinical Psychiatry

In the letter, Kemeny instructed the Council to develop a transition plan and a self-evaluation plan, a grievance procedure in line with HEW regulations, and to examine programs and facilities to recommend steps to be taken to ensure accessibility. He also made note of the difficult task facing the Council. Kemeny wrote that members ought to make use of “creative imagination” in order to make programs accessible “at minimum cost...[due to] severely limited resources.”⁵³ He notes that the College has successfully accommodated many handicapped students and employees in the past.

There are a few worrying statements that Kemeny made in this letter—he stated that “any new expenditures automatically result in a reduction of funds available for salaries.”⁵⁴ It is not clear how Dartmouth organized its operating budget during previous years. However, it is a basic tenet of budgets that money is fungible. It seems unrealistic and improbable that the College would take money directly from the funds available for salaries. Including this notice in the letter to the Council—a council whose members are paid by the College—seems a bit coercive on the part of President Kemeny. Kemeny also maintains that the committee is capable of “find[ing] solutions to achieve the objective without requiring enormously expensive building modifications.”⁵⁵ While it is very reasonable to suggest remaining within budget, the specifications of building modifications does seem suspect—after all, accessibility to buildings and programs is, at its core, what the 504 regulations were about. The objective was to make Dartmouth accessible to those with different abilities. The Committee was to meet until June 1980, and after the next week’s meeting in the first week of December, the Committee was to meet once every two weeks.⁵⁶

On November 23, 1977, the Committee met to establish a plan of action.⁵⁷ They discussed federal regulations and transition plan drafts that were to be presented at the next meeting. There was a brief discussion of programs and facilities and Robert Barnum was to coordinate this section of the Committee’s work.⁵⁸ There was a discussion of whether there would be a program available from HEW to assist with funds and education, but it was not clear whether there would occur anytime soon.⁵⁹ The Committee estimated that “no more than 10 students in wheelchairs” would be in attendance on campus at any given point in time and established that the Transition Plan would require an “inventory of physical barriers,” identifying a series of actions to be taken, establishing a timeline, and designating a coordinator for the Committee.⁶⁰ The very beginnings of different policies of accessibility were discussed—should classrooms and lecture rooms be added to Webster Hall?⁶¹

⁵³ Memo from John G. Kemeny to Members of the Advisory Council on the Handicapped through June 1980, November 3, 1977, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

⁵⁴ Memo from John G. Kemeny to Members of the Advisory Council on the Handicapped through June 1980, November 3, 1977, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

⁵⁵ Memo from John G. Kemeny to Members of the Advisory Council on the Handicapped through June 1980, November 3, 1977, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

⁵⁶ Meeting of the Committee on Handicapped, November 23, 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁵⁷ Meeting of the Committee on Handicapped, November 23, 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁵⁸ Meeting of the Committee on Handicapped, November 23, 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁵⁹ Meeting of the Committee on Handicapped, November 23, 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁶⁰ Meeting of the Committee on Handicapped, November 23, 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁶¹ Meeting of the Committee on Handicapped, November 23, 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

Should the College waive language requirements?⁶² What grievance procedure should be adapted?⁶³ While 1980 was deemed as the federal mandated deadline for student accessibility, there was not yet legislation protecting employees. Therefore, the Committee opted to handle employee cases of accessibility on a case-by-case basis.⁶⁴

This first Committee meeting ended on an overwhelmingly positive note: the coordinator emphasized that there was an “open place on [the] [C]ommittee for [a] disabled student.”⁶⁵ Although the College was not always successful in gaining input from differently abled members of the Dartmouth Community, it did recognize very early on the importance of those voices. In later committees, the College would be successful in representing the voices of those most affected by these policies. The first committee meeting also worked with a document titled “Programs and Facilities to be Considered” that contained the following outline of what work the Committee needed to accomplish:⁶⁶

- A. Programs (as distinguished from the facilities in which they are located):
 - 1. Employment
 - Recruitment
 - Advertising
 - Pre-employment tests, inquiries, medical exams
 - Benefits
 - Rate of pay
 - Advancement
 - 2. Student Admissions
 - Tests
 - Pre-admission inquiry
 - publications
 - 3. Student Counseling
 - 4. Financial Aid
 - 5. Health Services (including health insurance)
 - 6. Athletics
 - 7. Academic programs (including off-campus programs)
 - 8. Extra-curricular programs
- B. Study Aids (including readers and interpreters)
- C. Grievance Procedures
- D. D.C. Facilities (as they relate to program accessibility)
 - Classrooms
 - Laboratories
 - Athletics

⁶² Meeting of the Committee on Handicapped, November 23, 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁶³ Meeting of the Committee on Handicapped, November 23, 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁶⁴ Meeting of the Committee on Handicapped, November 23, 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁶⁵ Meeting of the Committee on Handicapped, November 23, 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁶⁶ Programs and Facilities to be Considered, n.d (sometime in 1977, most likely), Civil Rights: handicapped Regulations, Rauner Library Dartmouth College

- Libraries
- Housing
- Dining
- Administrative offices
- Faculty offices
- Student Organizations ([R]obinson)
- Hopkins Center
- Campus pathways and/or transportation

E. Fraternities ????

The Committee would see progress—or, at least, gain information for work in the future—in each of these areas.

The Beginning of the Committee’s Work and Early Budgetary Problems

On December 1, 1977, Gordon DeWitt sent a message to the Committee on the Handicapped⁶⁷ detailing a preliminary working draft of a transition plan.⁶⁸ There were four parts needed for the transition plan.⁶⁹

1. Identification of physical obstacles that exist in Dartmouth College.⁷⁰ DeWitt emphasized that many buildings require physical changes as “physical barriers...exist in 31 of our major buildings (including academic, administrative, dining, athletic, and religious buildings as well as five of our dormitories).”
2. Description of methods that will be used to make facilities accessible.
3. Formulation of a time schedule for accomplishing physical change. They outlined a two year period, and divided up the schedule of construction within that time period. From July 1978 to June 1979, the College would perform modifications to the athletic, dining,

⁶⁷ Throughout many of the documents, there are changes in what the Committee is referred to. While Kemeny did refer to the Committee as a Council, it is more commonly referred to as a “Committee” by the committee members in their internal communications and meeting minutes.

⁶⁸ Transition Plan for Structural Changes to Facilities Necessary to Provide Accessibility by the Handicapped, December 1, 1977, Business Manager’s Office Subject Files, Buildings—Alterations for the Handicapped, Rauner Library Dartmouth College

⁶⁹ Transition Plan for Structural Changes to Facilities Necessary to Provide Accessibility by the Handicapped, December 1, 1977, Business Manager’s Office Subject Files, Buildings—Alterations for the Handicapped, Rauner Library Dartmouth College

⁷⁰ An unmarked document from the Facilities Planning Board records discusses the guidelines for determining accessibility. It asks questions about each building and its physical landscape and is extremely detail oriented, forcing the person reviewing each building to think through what the average person with limited mobility would think through on a daily basis. It inquires about whether there is parking in close proximity to the building, whether the approach to the building has any roadblocks (accessible entrances, ramps, whether there are steps, etc.), whether a doorway can accommodate a wheelchair, whether there are elevators, and not just whether a public restroom is available, but whether the restroom is truly accessible. Somewhat unfortunately, the questionnaire chose to omit important features of accessibility for an unknown reason. It chose not to ask about the “condition of walks outside, floors inside” or “other facilities, such as, telephones, elevator and light controls, water fountains, etc.” (n.t. n.d. Facilities planning construction file 1980–1991, Rauner Library Dartmouth College). This would become a problem later on in the College’s work on accessibility.

library, and public facilities such as the Hopkins Center and the Hanover Inn. From July 1979 to June 1980, the College would complete modification to other facilities.

4. Designate a person responsible for implementing the Transition Plan. The Committee designated DeWitt, as DeWitt was both willing to serve as this individual and work closely with the College's Building Manager— Mr. Skewes.

The next day, on December 2, 1977, the Committee met to discuss Transition Plan 1. Numerous individuals questioned the need to make different buildings accessible. In regard to Robinson Hall and Kiewit, there were some mildly upsetting conversations. The Committee “question[ed the] necessity to access this building since terminals are available in accessible locations.”⁷¹ They also, in regard to Robinson Hall, “question[ed the] necessity to access all or part of this building” even going so far as to question the need of disabled students to access Dartmouth College Radio and Aegis.⁷² More positively, the Committee decided that they should prioritize looking at lab equipment from standpoints of the blind and physically disabled.⁷³

On December 15, 1977, the Committee specified the language to be used in outlining and discussing Transition Plan I.⁷⁴ There were three priority stages. Priority I would be for construction that the College should do anyway, regardless of any federal mandate instructing them to do so. Priority II would be designated for construction that could be done quickly if the need arose. Priority III items would be those actions that the College would not have considered undertaking if not for Section 504.⁷⁵ Not all members of the Committee were in favor of this language. One member—Richard Luplow, one of the members of the Committee in a wheelchair—later “suggested that the word ‘priority’ as used in the Transition Plan, be changed to ‘stage.’”⁷⁶ On January 21, 1978, the Committee set the Priority I budget items, and on January 30, 1978, Dartmouth College News Services published a short brief on the College's progress.⁷⁷ The Board of Trustees voted in a recent meeting to make alterations to various College buildings in order to comply with federal regulation. The work would begin in the summer of 1978 and would focus on the following buildings: Baker Library, Clement Hall, Dana and Gilman Halls, Dick's House, the Fairchild-Steele-Wilder complex, the Hanover Inn, the Hopkins Center, Murdough Hall, Thayer Hall, Thompson Arena, and one dormitory that was yet to be decided.⁷⁸ DeWitt noted that the work would consist of “the construction of ramps,

⁷¹ Meetings of the Committee on the Handicapped, December 2, 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁷² Meetings of the Committee on the Handicapped, December 2, 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁷³ Meetings of the Committee on the Handicapped, December 2, 1977, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

⁷⁴ Handicapped Accessibility Transition Plan, December 15, 1977, Business Manager's Office Subject Files, Buildings—Alterations for the Handicapped, Rauner Library Dartmouth College

⁷⁵ As a spoiler—the College never implemented any of the Priority III construction.

⁷⁶ Meetings of the Committee on the Handicapped, July 6, 1978, Handicapped Access 1978–1986, Rauner Library Dartmouth College

⁷⁷ Access for the Handicapped, CEAF—Priority I Items Budget, January 21, 1978, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College; Dartmouth College News Services, “Dartmouth Trustees Approve Year's Work, costing \$93,500, to make programs accessible to handicapped,” January 30, 1978, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

⁷⁸ Dartmouth College News Services, “Dartmouth Trustees Approve Year's Work, costing \$93,500, to make programs accessible to handicapped,” January 30, 1978, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College; Also corroborated in The Dartmouth (Editorial Board, “Handicapped Help” The Dartmouth, February 13, 1978, Volume 135, Number 8, The Dartmouth, Rauner Library Dartmouth College):

Alterations to various College buildings to make them accessible to handicapped persons will be made at an estimated cost of \$93,500 in the coming year, according to a vote by the Board of Trustees at their recent

widening of doorways, modifications of bathrooms, and adjustments of fountains and telephones.”⁷⁹ There would be \$2,500 set aside to allow the College to put in curb cuts—areas on a sidewalk that allow a person in a wheelchair to easily cross the street.

The issue of curb cuts is worth discussing in significant detail. Hanover is a small town that owes a significant amount of its population to the College. However, the town of Hanover is often responsible for public infrastructure such as sidewalks. Accordingly, curb cuts—for the most part—were funded by the town of Hanover rather than the College. Throughout the entirety of the Committee on the Handicapped, though, the issue of curb cuts kept arising as an issue that needed to be dealt with. First acknowledged as a part of Priority I construction, curb cuts were largely forgotten about until August 1979 during the Committee review of Phase II and III of the Transition Plan.⁸⁰ As will be explained in greater detail at a later point in the Committee’s overall chronology, the criteria used to rank priorities within the later transition stages prioritized whether the proposed changes would be used by the general public or whether it was to be used mainly by Dartmouth students.⁸¹ Curb cuts were ranked as a top priority. By September 27, 1979, all curb cuts had been completed except for two needed at Leverone and the “budget need[ed] to be larger to accommodate these new changes” even though most of the costs were incurred by the town.⁸² Later, in October, the Facilities Planning Board determined that “curb cuts had such a minor cost that the College was to take action on them without consulting the board.”⁸³ However, there were still problems with the curb cuts in town. There are numerous points where Luplow and Eckels state that they are unable to easily travel throughout campus and town because there were insufficient curb cuts.

The funding surrounding curb cuts also raises an important, and ever-recurring, question about the role of money in transforming campus. The survey conducted between 1976 and 1977 by DeWitt and his colleagues in the small working group that was used in the January 21, 1978 Committee meeting helps to answer this question. While \$95,300⁸⁴ for Priority I items does seem like a significant sum of money, it pales in comparison to what completing all of the necessary renovations would cost. The full cost of what the survey recommended was \$3,612,350.⁸⁵ The entirety of the Transition Plan I cost was scaled down to \$592,300 by the Committee.⁸⁶ To get to that amount, members of the Committee chose to selectively invest in buildings. The idea behind creating Transition Plan I was that the College needed to quickly comply with Section 504 requirements. It was a very reasonable idea. However, it also meant that the changes made to campus during this time were often quick and cheap

meeting in Hanover. The work, which will begin this summer is being done to bring Dartmouth into compliance with a federal law which prohibits educational institutions from discriminating against a person because of physical disability. The work will include the construction of ramps, widening of doorways, modifications of bathrooms, adjustment of foundations and telephones, and curb cuts to ease the passage of wheelchairs over them, according to Gordon DeWitt, director of facilities planning at the College. The handicap law requires institutions to effect necessary structural changes by June, 1980.

⁷⁹ Dartmouth College News Services, “Dartmouth Trustees Approve Year’s Work, costing \$93,500, to make programs accessible to handicapped,” January 30, 1978, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

⁸⁰ Committee Review of Phase II and III of Dartmouth’s Transition Plan to Leonard Riser from Al Richard, September 21, 1979, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

⁸¹ Committee Review of Phase II and III of Dartmouth’s Transition Plan to Leonard Riser from Al Richard, September 21, 1979, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

⁸² Renovation of Facilities for the Handicapped Priority List, To Facilities Planning Board from Gordon DeWitt, September 27, 1979, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

⁸³ Facilities Planning Board Meeting Minutes of October 26, 1979, n.d., Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

⁸⁴ The Bureau of Labor Statistics calculates \$93,500 in 1977 currency is approximately \$387,628.47 in 2019 currency.

⁸⁵ The Bureau of Labor Statistics calculates \$3,612,350 in 1977 currency is approximately \$14,975,932.80 in 2019 currency.

⁸⁶ The Bureau of Labor Statistics calculates \$592,300 in 1977 currency is approximately \$2,455,533.10 in 2019 currency.

ones that inevitably caused problems for future College staff attempting to make campus more accessible.

It is here that we see how few College resources were spent during Transition Plan I's Priority I stage. It also raises the question of why the Trustees were unwilling to vote on allocating funds to Priority II and III budget at the same time as they voted on the Priority I budget. Priority I consisted of the following:

Building	Cost
Baker (main floor only)	\$16,700
Clement Hall	\$4,550
College Hall	\$550
Dana/Gilman	\$19,250
Dick's House	\$450
Dormitories ⁸⁷	\$16,000
Hanover Inn	\$16,950
Hopkins Center	\$4,000
Murdough	\$1,450
Steele	\$2,850
Thayer Hall	\$8,000
Thompson	\$250
Curb Cuts/Transportation	\$2,500
TOTAL	\$93,500

Out of the original 31 buildings that were deemed inaccessible, the College chose to only invest in 12 of them. The full Transition Plan only addresses 24 buildings. Out of all of the buildings in the original plan, only 8 of the buildings—Bradley Gerry, Fairchild, Kiewit, Murdough, Remsen, Rollins Chapel, and Thompson Arena— were allocated the full amount of money they required. As seen in the above table, only one of those buildings had any amount of money allocated toward it during Priority I— a stage that was, once again, reserved for construction that the College should do anyway.

The idea was that Priority I construction would conclude by June 30, 1979.⁸⁸ By the winter of 1979, work on the outside of buildings would be completed.⁸⁹ During the winter, the work inside of the buildings would be completed.⁹⁰ However, before Priority I construction was even underway, the Committee had a non-construction related task to oversee— a federally mandated self-evaluation done by different departments to act as a self-reflection on accessibility.

The Self-Evaluations of Academic and Non-Academic Program Accessibility

⁸⁷ Later, on July 6, 1978, the Committee determined that Streeter Dormitory would be made accessible for male students due to its accessible lounge and laundry room and that North Massachusetts Hall would be made accessible for female students because of its location and access to lounge. (Meetings of the Committee on the Handicapped, July 6, 1978, Handicapped Access 1978–1986, Rauner Library Dartmouth College)

⁸⁸ Meetings of the Committee on the Handicapped, July 6, 1978, Handicapped Access 1978–1986, Rauner Library Dartmouth College

⁸⁹ Meetings of the Committee on the Handicapped, July 6, 1978, Handicapped Access 1978–1986, Rauner Library Dartmouth College

⁹⁰ Meetings of the Committee on the Handicapped, July 6, 1978, Handicapped Access 1978–1986, Rauner Library Dartmouth College

On March 1, 1978, The Committee on the Handicapped found that federal guidelines dictated that departmental self-evaluations be conducted by June 2, 1978.⁹¹ On June 1, 1978, the Committee published an internal report of all of the self-evaluations they had received from the Subcommittee on Non-Academic Program Accessibility—a subcommittee consisting of Robert G. Barnum, Alfred T. Quirk, and Alvin J. Richard.⁹² They contacted five groups and areas that consisted of the following:

1. Associate Dean of the College (for dormitory programs); Director of Student Housing; Dean of Students (for housing responsibilities); Director of the Dartmouth Dining Association; Business Manager; Director of Personnel Administration
2. Dean of Libraries; Affirmative Action Officer; Dean of Freshmen; Dean of Students, College Proctor; Director of Reading and Study Skills
3. Associate Dean of College (for the Director of the College Center); Director of the Outward Bound Center; Director of Outdoor Affairs; Director of Athletics; Director of the Hopkins Center; Dean of the Tucker Foundation
4. The Registrar; Assistant to the Dean of Freshmen (for registration); Director of Financial Ai; Director of Admissions; Director of Health Service; Coordinator of Career and Employment Services
5. Interfraternity Council, Dartmouth Broadcasting, Council on Student Organizations, The Daily Dartmouth

All parties indicated a willingness to accommodate all students of different abilities. Certain departments deserve recognition for their support of accessibility. Dartmouth Dining Association had already implemented a system where any person unable to carry a tray to get their food would be assigned a person to carry their tray for them. The Office of Personnel Administration had already tried to encourage individuals with visual and physical impairments to apply for positions at the College by sending flyers to rehabilitation centers and organizations for the blind. Dartmouth Broadcasting—a student run radio organization—sent a very thoughtful letter in about how access to their programs poses a significant problem. As their program solely used an upper level of Robinson Hall, they were concerned about how any person with a physical impairment preventing them from going up stairs would be able to access their programs. They proposed either moving their organization to a different, more accessible building or putting an elevator inside of Robinson Hall. In later memos and letters throughout Dartmouth's accessibility endeavors, committee members chose to emphasize the importance of Dartmouth Broadcasting as a student organization that disabled members ought to have the opportunity to participate in. Perhaps that focus is a result of this self-evaluation.

However, not all of the self-evaluations rose to this level of excellence. In his self-evaluation, the President of the Interfraternity Council wrote that he foresaw “no problems or difficulties occurring if a handicapped person wanted to join a fraternity or sorority. Presently handicapped person could easily fit in to a fraternity or sorority if he or she wanted to. Thus, there is no need for future considerations on whether the fraternities could adapt to a handicapped person.”⁹³ This could

⁹¹ Subject: Program and Facilities Access for Handicapped Persons to: Fred Berthold, Gene Lyons, Greg Prince, and Agnar Pytte from W.B. Durant, Jr., March 10, 1978, Ass Dean of Hum—Handicapped, Rauner Library Dartmouth College

⁹² Self-Evaluation of Non-Academic Program Accessibility—an overview To: files, Committee on the Handicapped, from: Subcommittee on Non-Academic Program Accessibility, June 1, 1978, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

⁹³ Letter to Dean Alvin Richard from Ken Beer, President, Interfraternity Council, May 19, 1978, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

not be more short-sighted. One cannot talk about the history of Dartmouth in the last fifty years without talking about the prevalence of Pong on fraternities. Prior to 1977, the College sponsored pong as an official intramural sport and made pong the only College recognized drinking game in history.⁹⁴ Pong tables are in basements, and no Greek House built prior to 2015 has an elevator down to the basement. To this day, to even step in to the large majority of Greek spaces on campus, individuals must be able to climb up a few steps. The lack of realization on the part of the 1978 IFC President speaks to a certain privilege of able-bodied people to not realize how big of an obstacle a single step can be to someone who cannot walk. Furthermore, membership in a Greek House is often ensured based on a comradery that is gained based on familiarity with the house and its members. It is unlikely that an individual in a wheelchair would be able to become familiar enough with fraternity members in a purely social context unless that individual could enter the house to socialize prior to rush. It is highly unlikely that Greek Life would seek to purposely exclude individuals of different physical abilities. It is very likely that Greek Life leadership would not have purposely conceived of ways to proactively improve accessibility in their physical spaces.

At the conclusion of the summary report, the subcommittee had made a single policy change—the Office of the Dean of Freshmen would be appointed as the “initial contact point for all handicapped students.”⁹⁵

The Academic Departments’ self-evaluations had similar overtones of frustration at the College’s lack of accessibility and a willingness of department leaders and professors to accommodate disabilities. Most interestingly, there was a sharp difference in the responses from STEM departments and Social Science and Humanity departments. The majority of STEM departments cited individual cases where department leaders and their professors went above and beyond to accommodate students and laud disabled students’ talents. The Physics Department spoke highly of a totally deaf student who took Physics 13–14, Astro 2, and Science 10 and requested that “the lecturer speak while facing him and ‘he barely seemed handicapped and did very well.’”⁹⁶ They also spoke about accommodating blind students and students in wheelchairs. A member of the Class of 1976 who was blind took numerous classes in the Biology Department and used a telescope in class to see the board and used a tape recorder to record lecture. This student used a department-provided aide in lab and had a reader to help with the text.⁹⁷ The Math Department accommodated numerous students. A member of the class of 1973 had low vision and the department prepared special examinations by hand with ½ inch block letters.⁹⁸

Non-STEM department self-evaluations told a different story of the College’s ability and history of accommodation. Humanities departments remarked that there was a real lack of accessible spaces to hold classes in. They specifically mentioned a need to access “the first floor of Thornton, 13 Carpenter (because of its large but intimate character suited to large lecture-discussion courses),

⁹⁴ Cara, Scotch M., Kotran, Joshua D., Stahel, John S., Jones, Erik R., Morrison, Brian A. 2018. “The Definitive History of Pong” *The Dartmouth Review*. Winter, Accessed at: <http://dartreview.com/the-definitive-history-of-pong/>

⁹⁵ Self-Evaluation of Non-Academic Program Accessibility—an overview To: files, Committee on the Handicapped, from: Subcommittee on Non-Academic Program Accessibility, June 1, 1978, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

⁹⁶ Physics Department Self-Evaluation, June 1978, Civil Rights-Handicapped, Committee on 1977–1980 Rauner Library Dartmouth Cares

⁹⁷ Self-Evaluation of Non-Academic Program Accessibility—an overview To: files, Committee on the Handicapped, from: Subcommittee on Non-Academic Program Accessibility, June 1, 1978, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

⁹⁸ Self-Evaluation of Non-Academic Program Accessibility—an overview To: files, Committee on the Handicapped, from: Subcommittee on Non-Academic Program Accessibility, June 1, 1978, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

and 105 Dartmouth (for similar reasons.)”⁹⁹ David Sices, the Department Chair for the Department of Romance Languages and Literatures, remarked in his official self-evaluation that he was disappointed in the College’s lack of plans to invest in buildings used by the humanities departments.¹⁰⁰

I am curious to know, however, why, with the exception of the Hopkins Center, none of the buildings housing Humanities programs have been included in the plan for program accessibility, at any level of priority. Does that mean that access to these programs is considered to be less urgent?

The Philosophy Department commented that their official policy during previous years was to carry wheelchair bound students up the stairs to the second floor of Thornton Hall. Hoyt S. Alverson, the Chair of the Department of Anthropology, remarked that one of his students who graduated in the class of 1970 became a paraplegic his senior year due to an accident.¹⁰¹ Although this student did complete his major, he found it extraordinarily difficult to physically attend classes due to both a lack of administrative support in providing an aide for mobility and the Registrar failing to thoughtfully move classes to accessible buildings. Alverson wrote “I wish in this memorandum to record my dismay that the College was totally indifferent to the problems that he faced in getting to classes and other educational activities.”¹⁰²

For as much valuable and detail-oriented commentary as these departments provided in support of accessibility, there were also departments that gave lack-luster, slightly unfortunate commentary. The Geography Department noted that they thought that blind students would likely “suffer from the fact that so much of our work is related to maps.”¹⁰³ The Russian Department referred to disabled students as “crippled”— the only piece of official record that uses that slur during the 1970s and onward.¹⁰⁴ The entirety of the Music Department was inaccessible, and the Committee commented that “the presumption was that accessibility to the Music Department would be affected in some manner with a planned addition to the Hopkins Center, but the status of this addition is at this time in considerable doubt, and the matter therefore remains unresolved.”¹⁰⁵ Following these self-evaluations, the Committee did not choose to resolve this issue. This lack of adaptation following departmental feedback continued plaguing the Committee.

Building and Construction Alterations: More Budgetary Problems

There were a series over overlapping conversations on what building alterations and procedures were required in the name of accessibility. Roughly, they can be broken into two large groups: Miscellany and Priority II and III.

⁹⁹ Self-Evaluation Summary Report: Subcommittee for Academic Program Accessibility, July 7, 1978, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

¹⁰⁰ Department of Romance Languages and Literatures Self-Evaluation, April 5, 1978, Civil Rights-Handicapped, Committee on 1977–1980, Rauner Library Dartmouth College

¹⁰¹ Memo to William B. Durant, Jr from Hoyt S. Alverson, April 14, 1978, Civil Rights-Handicapped, Committee on 1977–1980, Rauner Library Dartmouth College

¹⁰² Memo to William B. Durant, Jr from Hoyt S. Alverson, April 14, 1978, Civil Rights-Handicapped, Committee on 1977–1980, Rauner Library Dartmouth College

¹⁰³ Self-Evaluation Summary Report: Subcommittee for Academic Program Accessibility, July 7, 1978, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

¹⁰⁴ Self-Evaluation Summary Report: Subcommittee for Academic Program Accessibility, July 7, 1978, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

¹⁰⁵ Self-Evaluation Summary Report: Subcommittee for Academic Program Accessibility, July 7, 1978, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

Priority II and III

In November 1978, the Committee put alterations on the Handicapped Accessibility Transition Plan and provided a detailed account of Priority II and III line-items and changes. This is the best account of what improvements the Committee wanted to make to campus architecture. This section will not, in detail, explain the alterations made to each building as the budgets will be included in the Appendix. It will, instead, discuss general trends in Priority II budget items.

Most of the plans (Gym, Bradley-Gerry, Cummings: Thayer School, Kiewit, Leverone, Reed, Remsen-Vail, Richardson Hall, Robinson Hall, Rollins Chapel, Silsby, Stell Hall, Woodward Hall—total cost of \$156,000¹⁰⁶, representing approximately 30% of the total costs of Priority II and III construction) included a \$12,000¹⁰⁷ cost for adding accessible bathrooms into each building.¹⁰⁸ The compartments for toilets were often modified and widened to allow for individuals in wheelchairs to maneuver around the bathroom, and grab bars were often added as well.¹⁰⁹ Another common construction cost was adding on ramps and ramp lips to provide for best access into particular buildings. The cost for best access ranged between \$100 and \$1,500¹¹⁰ for each building included in this budget.¹¹¹ Certain buildings (Cummings, Silsby) had plans to add elevators. The total cost of Priority II and III buildings was estimated to be \$507,700¹¹². Later, when the trustees voted on the budget following the conclusion of Priority I funding on June 8, 1979, they opted to only consider funding the renovations in Priority II and III for \$186,450.¹¹³ Certain renovations not funded by the College were still to take place—the \$17,000¹¹⁴ Tuck School renovations would be paid by the Tuck School; the \$27,400¹¹⁵ cost for dormitory renovations would be funded by the Dormitory Pool Budget; Robinson Hall's \$231,850¹¹⁶ renovation would be treated as a gift opportunity. However, Robinson Hall was not renovated during this time as the funds for the gift opportunity were never found. This caused problems for later committees on accessibility.

One must wonder whether the College did not, in fact, have the money to fund Robinson Hall or whether the Trustees fell prey to sticker shock. Yearly tuition in 1979 was \$8,546.¹¹⁷ There were

¹⁰⁶ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$602,255.71 in 2019 dollars.

¹⁰⁷ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$46,327.36 in 2019 dollars.

¹⁰⁸ Alterations to the Handicapped Transition Plan, November 1978, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

¹⁰⁹ Alterations to the Handicapped Transition Plan, November 1978, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

¹¹⁰ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as a range of \$386.06 to \$5,790.92 in 2019 dollars.

¹¹¹ Alterations to the Handicapped Transition Plan, November 1978, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

¹¹² The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$1,960,033.47 in 2019 dollars.

¹¹³ Handicapped Access Transition Plan Voted by Trustees, June 8, 1979, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

¹¹⁴ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$65,630.43 in 2019 dollars.

¹¹⁵ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$105,780.81 in 2019 dollars.

¹¹⁶ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$895,083.24 in 2019 dollars.

¹¹⁷ Fiske, Edward B. 1979. "Costs at Some Universities Will Rise Above \$9,000 This Year, Survey Finds" *The New York Times*. May 21. Accessed at: <https://www.nytimes.com/1979/05/21/archives/costs-at-some-universities-will-rise-above-9000-this-year-survey.html>; The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$32,992.80 in 2019 dollars.

approximately 4,000 students who attended the College.¹¹⁸ Assuming that the College offered scholarships, let us assume that the revenue from tuition for the College was around 30 million dollars. The cost of Robinson represents .8% of that amount. Obviously, the College's yearly expenses were significant enough to where there was not .8% to spare. But .009% of the budget spread out over a decade would have easily covered the cost of Robinson Hall and interest on a loan to fund the construction. This is without evening acknowledging the existence and opulence of Dartmouth's endowment. Accessibility to what the self-evaluations deemed an important center of a Dartmouth student's non-academic life should not be presented as a gift from the College's alumni— it ought to fall under the cost necessary to comply with the spirit of Section 504.

Gift opportunities, historically, served as an important piece of the College's attempts at accessibility. At one point prior to the Trustees' approving the aforementioned funding, there was a memo that suggested that the entirety of Priority II and III be funded by a gift opportunity.¹¹⁹ This may indicate a reluctance on the part of the Trustees to allocate funds for accessibility. Further evidence for this sad statement is found in an internal memo sent on June 8, 1979—the same day that the Trustees voted on the Priority II and III budget. It alerted the Committee that the remaining items on Priority II and III budgets (beyond Tuck School, dormitories, and Robinson Hall for reasons explained previously) will require individual approval from both the Facilities Planning Board and the Trustees Executive Committee. The memo also stated the following:¹²⁰

It was clear from the discussion at the Trustees' meeting that we must adopt a go-slow posture on any further renovations for the handicapped in hopes that gift opportunities or federal funding will become available. The Trustees do not want to commit Dartmouth College resources to accomplishing any of these unless the Committee feels certain of these are extremely important and must be done

Simply put: The Trustees did not want to prioritize accessibility. Their lack of desire to commit funds to multiple projects and their urging of the Committee to use a slower approach to planning renovations is good support for this. It is not clear by the records what The Trustees wanted to prioritize over accessibility, but it is clear that they did not deem it to be a priority— even when a federal mandate urged the College to make these necessary changes.

At the urging of the Trustees, the Committee prioritized the buildings that would undergo construction following the conclusion of Priority I. They established the order that the College should pursue buildings based on three criteria: “1) whether it was used by the general public 2) whether it was used primarily by Dartmouth students 3) immediacy of the need to access the facility.”¹²¹ The prioritized the buildings in the following order:

1. Curb cuts
2. Alumni Gymnasium

¹¹⁸ Brozan, Nadine. 1977. “Dartmouth Struggles with Coeducation as Students Press for More Women.” *The New York Times*. May 28. Accessed at: <https://www.nytimes.com/1977/05/28/archives/dartmouth-struggles-with-coeducation-as-students-press-for-more.html>

¹¹⁹ Facilities Improvements for the Handicapped as a CFD Gift Opportunity to: George Barr, from: Ad Winship, May 14, 1979, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

¹²⁰ Subject: Trustees' Action from Gordon V. DeWitt to Alvin J. Richard, Chairman Committee on the Handicapped, July 8, 1979/August 21, 1979, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

¹²¹ Subject: Committee Review of Phase II and III of Dartmouth's Transition Plan to: Leonard Rieser, from: Al Richard, September 21, 1979, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

3. Silsby
4. Cummings
5. Kiewit
6. Rollins Chapel
7. Bradley–Gerry
8. Carpenter
9. Leverone
10. Reed
11. Remsen Vail
12. Transportation Van

By September 27, 1979, the Committee had attempted to secure funding for the first three items on this list from the Facilities Planning Board.¹²² Curb cuts had been, for the most part, completed. There were two that needed to be completed at Leverone, and a few near the Hanover Inn that required a slight increase in budget to the tune of \$1,800.¹²³ The estimates from November 1978 to renovate Alumni Gym and provide access to the ground floor which held the swimming pool, basketball court, and exercise room were slightly off—the work had been delayed and the Committee requested a removable stair be added to the swimming pool—and had increased to \$41,000¹²⁴ (up from \$31,100¹²⁵).¹²⁶ Silsby Hall also saw a need for an increased budget as the porch lift required an extension. Accounting for inflation, the Committee asked the Facilities Planning Board to approve a \$44,200¹²⁷ amount (up from \$35,900¹²⁸).¹²⁹

It would be reasonable to ask why the Committee chose to invest in Silsby over a different academic building. The answer, although not found explicitly in any particular document, is simple. Silsby had good classroom space for many different non-STEM classes. Silsby was also not a cornerstone of Dartmouth’s architectural landscape. Numerous times throughout the course of

Another question that was raised during the Committee was whether spending more than \$200,000¹³⁰ on making Robinson Hall accessible was necessary. The commentary on this debacle is quite interesting:¹³¹

Dick Luplow¹³² questioned the necessity of spending \$200,000 on making one building, Robinson, accessible to the handicapped. He stated that the student offices located in this building should be able to take their activities to handicapped students. Al Quirk responded that Robinson is occupied

¹²² Subject: Renovation of Facilities for the Handicapped Priority List, to: Facilities Planning Board from: Gordon V. DeWitt, September 27, 1979, Civil Rights- Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

¹²³ Subject: Renovation of Facilities for the Handicapped Priority List, to: Facilities Planning Board from: Gordon V. DeWitt, September 27, 1979, Civil Rights- Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College; The U.S. Labor Department’s Bureau of Labor Statistics calculates this amount as \$6,949.10 in 2019 dollars.

¹²⁴ The U.S. Labor Department’s Bureau of Labor Statistics calculates this amount as \$158,285.15 in 2019 dollars.

¹²⁵ The U.S. Labor Department’s Bureau of Labor Statistics calculates this amount as \$120,065.08 in 2019 dollars.

¹²⁶ Subject: Renovation of Facilities for the Handicapped Priority List, to: Facilities Planning Board from: Gordon V. DeWitt, September 27, 1979, Civil Rights- Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

¹²⁷ The U.S. Labor Department’s Bureau of Labor Statistics calculates this amount as \$170,639.12 in 2019 dollars.

¹²⁸ The U.S. Labor Department’s Bureau of Labor Statistics calculates this amount as \$138,596.02 in 2019 dollars.

¹²⁹ Subject: Renovation of Facilities for the Handicapped Priority List, to: Facilities Planning Board from: Gordon V. DeWitt, September 27, 1979, Civil Rights- Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

¹³⁰ The U.S. Labor Department’s Bureau of Labor Statistics calculates this amount as \$772,122.70 in 2019 dollars.

¹³¹ Subject: Minutes of the November 9th Meeting to: The Committee on the Handicapped from: Alvin J. Richard, Chairman, November 16, 1978, Handicapped Access 1978–1986, Rauner Library Dartmouth College

¹³² As a reminder, Richard Luplow was one of two members of the Committee use used a wheelchair.

by student organizations that would typically attract a handicapped student- emphasizing that the students should be able to participate without constantly having to change locations. Al Quirk also stated that the College must start recruiting handicapped students and that the activities located in Robinson would be attractive to a handicapped person. Al Richard added that to comply with the spirit of the law, Dartmouth would probably want to accommodate these students. The fact that non-academic activities often become career oriented after college adds another dimension to that discussion. Following the discussion, the committee decided that Robinson's proposed cost would be submitted to the Facilities Planning Board.

It is not clear whether Quirk's arguments here were accurate. It is not clear what activities present in Robinson Hall would be especially "attractive to a handicapped person."¹³³ It is also not clear whether Quirk was correct in his assumption that there could be no other static location found for these activities. It also seems odd that Quirk would argue against students needing to accommodate other students in this fashion. This is also a place where the documentation surrounding this Committee meeting leaves much to be desired— Why did Luplow raise this point about funding? Did Quirk argue against students accommodating other students because he believed that it was the College's obligation to make programs accessible? Or did he argue against it because he doubted students' capacity to accommodate the differently abled?

Miscellany

The term "miscellany" may seem unimportant. This is not the case. This category of campus alterations simply indicate a series of accessibility-related questions that were discussed by the Committee that were not fully encompassed by the Transition Plan budget sheets.

In November 1978, a discussed occurred as to how to make Sanborn House Library accessible.¹³⁴ At this point in time, there was no usable ramp suitable "to self-propelled items as [the] ramp was made for chair-racks and book-trucks...[even the] current staff has difficulty getting heavy items up the ramp."¹³⁵ Luplow made two suggestions: adding a wooden ramp that would be in compliance with federal regulation or potentially adding a signaling device to either the 1902 room or the entrance to Sanborn to notify individuals inside the building when a handicapped individual requires assistance.¹³⁶

Numerous points around campus required permanent handrails. In April 1978, Luplow talked with Hoyt Anderson, about accessibility at the College Museum.¹³⁷ Anderson raised concerns about the exterior stairs at the museum. However, his focus was not on the student population— he had seen several elderly individuals fall down the stairs.¹³⁸ Much of the investments on campus were completed in areas of campus that were used more often by community members than students. This

¹³³ Subject: Minutes of the November 9th Meeting to: The Committee on the Handicapped from: Alvin J. Richard, Chairman, November 16, 1978, Handicapped Access 1978–1986, Rauner Library Dartmouth College

¹³⁴ Re: Handicapped Access at Baker Library to: Marj Boley from: Stanley W. Brown, November 28, 1978, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

¹³⁵ Re: Handicapped Access at Baker Library to: Marj Boley from: Stanley W. Brown, November 28, 1978, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

¹³⁶ Re: Handicapped Access at Baker Library to: Marj Boley from: Stanley W. Brown, November 28, 1978, Civil Rights: Handicapped Regulations, Rauner Library Dartmouth College

¹³⁷ Re: College Museum to John G. Skewes from Marj Boley, April 17, 1978, Business Manager's Office Subject Files, Buildings— Alterations for Handicapped, Rauner Library Dartmouth College

¹³⁸ Re: College Museum to John G. Skewes from Marj Boley, April 17, 1978, Business Manager's Office Subject Files, Buildings— Alterations for Handicapped, Rauner Library Dartmouth College

is not to say that the College did not attempt to prioritize students, but it is to say that places which would bring the College donations— the Hopkins Center, the College Museum, and admissions buildings, for example— were heavily discussed during Committee meetings.

Questions About Compliance

For many years following the original 1976 attempt at altering the Section 504 legislation, there was no official discussion at all about the legal ramifications of Section 504 beyond how to effectively comply with the federal mandate. However, once construction was underway, the College realized how truly arduous an endeavor all of the construction would be. In May of 1979, Cary Clark— College Counsel— reached out to external council at Verner, Lipfert, Bernhard, McPherson, and Alexander to see if they “would attempt to get [the College] as accurate a reading possible as to how strict HEW will in fact be in enforcing the regulations and in particular the June 3, 1980 deadline.”¹³⁹ Although Clark emphasized the College’s desire to make campus more accessible by remarking about the number of improvements that would have been done without a federal mandate, he also remarked that the renovations would take time. He also cited concerns that other schools have shared about the possibility of backlash over the cost of the accommodations. Most upsettingly, he saw “the possibility that, despite the strong lobbying by special interest groups involved, the requirements and deadlines might be allowed to slip so long as a school is not discriminating in its admission and hiring procedures and is taking care of the handicapped students, faculty and staff who are actually present at the school.”¹⁴⁰ Clark is without a doubt correct about the room for discretion by the federal government in enforcing laws, it does seem suspect to comment that the deadlines ought to be allowed to slip by. It also is odd that he specifically referred to a general term of special interest groups rather than referring to the differently abled.

In May of 1978, members of the facilities staff questioned the need for accessible parking near accessible dorms.¹⁴¹ Citing concerns about the available space for personal vehicles on campus, Bob Barnum stated that he would “prefer that parking for the handicapped be kept to the peripheral lots and not create special spaces near handicapped dormitories” and that students be shuttled to and from the dorms and parking by a wheelchair accessible van.¹⁴² Ultimately, in January 1982, the College did reserve accessible parking spaces— one each in the parking near Blunt Alumni Center, Collis and Robinson, the Hopkins Center, Middle Fayerweather, and the Thayer School; two in the parking near Fairchild; and four near Thompson Arena.¹⁴³ The fact that there were many years of discussion and negotiation to make this policy does allude to a lack of full awareness of the implications of not providing accessible parking.

The argument could be made that the facilities staff was simply evaluating the number of people who would use non-accessible parking spots in relation to the number of people who would use accessible parking spots. Obviously, there are many more people—even proportionally, in relation to the number of non-disabled students in relation to the non-accessible parking spots compared to

¹³⁹ Re: Compliance with Handicapped Regulations from Cary R. Clark to Berl Bernhard, May 28, 1979, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

¹⁴⁰ Re: Compliance with Handicapped Regulations from Cary R. Clark to Berl Bernhard, May 28, 1979, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

¹⁴¹ Subject: Programmatic Facilities for the Handicapped to Bob Barnum from: R.W. Plummer, May 8, 1978, Business Manager’s Office Subject Files, Buildings—Alterations for the Handicapped, Rauner Library Dartmouth College

¹⁴² Subject: Programmatic Facilities for the Handicapped to Bob Barnum from: R.W. Plummer, May 8, 1978, Business Manager’s Office Subject Files, Buildings—Alterations for the Handicapped, Rauner Library Dartmouth College

¹⁴³ Re: Handicapped Access to Ann Smallwood, from Marj Bolely; January 29, 1982, Handicapped Access 1978–1986, Rauner Library Dartmouth College

the number of disabled students in relation to the supposed accessible parking spots—who would be affected by the lack of parking on campus. However, this argument fails to consider the implications of this numbers game. Simply put: whether a non-disabled person can find a parking spot is a matter of whether that person is lucky enough to find a spot. If a disabled person cannot find a parking spot because the College has not made one available to her, that is most certainly not a matter of luck. In the former case, different individuals would be affected each time in terms of their inability to not find parking. In the former case, the *same* wheelchair using individual would be required to ride the bus to and from a far-away lot every day of her Dartmouth career. That amounts to a systematic devaluing of that individual's time. There is little specific information about the parking policy during this time in Dartmouth's history. However, there was a memo sent in April 1978 where James F. Coakly and John G. Skewes commented that the College's "parking regulations might be interpreted as discriminating against the handicapped."¹⁴⁴ There was no copy of this regulation present in the files, so it is unclear exactly what these two gentlemen were referring to in the policy. This could have been remarked upon as a part of a self-reflection, but there was no mandate given for such a policy. There is also no record of what, if any, policies were changed as a result of this memo.

Another question regarding the College's compliance came towards the end of the time period allotted for the construction. James Busselle of the New Hampshire Post-Secondary Education Commission visited campus and clarified the definition of an "accessible" building to the Committee.¹⁴⁵ Up until this point in 1980, multiple official documents had declared buildings to be accessible if they had a ramp leading to the entry floor of the building.¹⁴⁶ However, there were numerous buildings following Priority I construction that were designated accessible—Clement Hall, Cummings Hall, Kiewit Center, Leverone Field House—if they had no toilet available for the handicapped.¹⁴⁷ As Mr. Busselle clarified, these buildings cannot be classified accessible by the letter of the law.¹⁴⁸ Other buildings—Blunt Alumni Center and Thayer Dining Hall—were classified as accessible when they were still under construction.¹⁴⁹ This was a mistake on the part of the Committee as these mistaken classifications would plague the College's accessibility efforts into the late 1990s and early 2000s.¹⁵⁰ Without accurate data, spaces were often left inaccessible for decades as the internal reviews later on never caught them. It often took members of the faculty and staff raising accessibility issues to different committees and offices several times to rectify these mistakes. Furthermore, it is kind of ludicrous that the Committee would classify buildings as accessible if they were not actually accessible. It is more understandable that the Committee would classify buildings as accessible if there were no accessible bathrooms as it is difficult for able-bodied people to proactively understand the need for an accessible bathroom. But it is ridiculous that an official document would classify a building still undergoing construction to make it accessible as a "accessible building."

¹⁴⁴ Re: Handicapped James F. Coakly and John G. Skewes, April 17, 1978, Business Manager's Office Subject Files, Buildings—Alterations for Handicapped, Rauner Library Dartmouth College

¹⁴⁵ Re: Handicapped Access to Robert G. Barnum from Marj Boley, April 28, 1980, Handicapped Access 1978–1986, Rauner Library Dartmouth College

¹⁴⁶ August 1979 Accessible Building, August 1979, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

¹⁴⁷ August 1979 Accessible Building, August 1979, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

¹⁴⁸ Re: Handicapped Access to Robert G. Barnum from Marj Boley, April 28, 1980, Handicapped Access 1978–1986, Rauner Library Dartmouth College

¹⁴⁹ August 1979 Accessible Building, August 1979, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

¹⁵⁰ Subject: Baker (Serials Reading Room) public restroom to Nancy Pompian, Phillip A. Chaput, John G. Crane from: Pamela I. Ploeger, August 11, 1999, Baker Library Construction Files Section 504 Files, Rauner Library Dartmouth College

In a review of completed Priority I modifications, Richard Luplow provided a look at architectural modifications from his “wheelchair perspective.”¹⁵¹ It cannot be emphasized enough that this review occurred *after* all of the planned renovations for Priority I occurred. He found that although the ramped walkway to Clement Hall was adequate, it was also “unusually long and rather steep. The Personnel Office should be made aware that unaided access for certain handicapped people would be difficult or dangerous, especially in bad weather.”¹⁵² In numerous places around campus—Streeter dormitory and a bathroom in Dana-Gilman are mentioned by name— the “door handles are of the standard round, smooth type and are not useable at all by a quadriplegic; they would cause difficulty for anyone in a wheelchair or for someone with impaired hand function. Such handles should be routinely replaced with rectangular bar-type handles.”¹⁵³ Luplow also noted some additional, truly ludicrous problems with the bathroom in Dana-Gilman: the bathroom “deficient in the placement of so-called ‘grab bars’ around the toilet. There is a seemingly useless bar behind the toilet (a most strange location) and there is a bar along only one side of the toilet instead of both sides...Getting to the bathroom in Dana...involves traversing some rather narrow library stacks.”¹⁵⁴ He also explained that even people on crutches would have difficulty using the space and recommended moving the library shelves that obstruct the route to the bathroom. In another problem with Dana-Gilman, Luplow notes that the walkway that constituted the accessible entrance was much too long and steep to the point that a wheelchair user would be unable to use it without assistance.¹⁵⁵ Furthermore, when Luplow went to Dana-Gilman, this walkway was blocked by a delivery truck because of a lack of signs marking the walkway as an accessible entrance.¹⁵⁶ In a final remark, Luplow noted that the walkways around campus were functional, but the one near Baker Library was likely too steep to qualify as being in compliance with federal compliance: “In the unlikely event of a check by some federal folk, the ramps could be found legally unsuitable and Dartmouth in this respect in non-compliance.”¹⁵⁷

Luplow’s review is both remarkable for its detail-oriented nature and its content. Simply put, at this stage in Dartmouth’s accessibility chronology, there should not have been this many glaring errors. To this day, errors like these remain present on Dartmouth’s campus. In much of the East Wheelock dorm cluster, the round door handles that Luplow describes are still present. These dorm buildings were built in the 1980s—far after Luplow’s noted, official complaint of these handles.

¹⁵¹ Subject: Review of Completed Architectural Modifications to Comply with Section 504, August 27, 1979, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

¹⁵² Subject: Review of Completed Architectural Modifications to Comply with Section 504, August 27, 1979, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College; underline found in original document

¹⁵³ Subject: Review of Completed Architectural Modifications to Comply with Section 504, August 27, 1979, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

¹⁵⁴ Subject: Review of Completed Architectural Modifications to Comply with Section 504, August 27, 1979, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

¹⁵⁵ Subject: Review of Completed Architectural Modifications to Comply with Section 504, August 27, 1979, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

¹⁵⁶ Subject: Review of Completed Architectural Modifications to Comply with Section 504, August 27, 1979, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

¹⁵⁷ Subject: Review of Completed Architectural Modifications to Comply with Section 504, August 27, 1979, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

Commentary from Students, Alumni, Staff, Faculty, and Visitors

The first complaint about accessibility construction is recorded as occurring prior to the Committee's establishment in August 1976. Dean Ralph N. Manuel sent the following memo to John G. Skewes:¹⁵⁸

What is our policy with regard to the Massachusetts Hall handrail? I have memos from Dave Eckels regarding all the reasons that it should be in place, as well as memos from Bob Belden, Chairman of Mass Hall, outlining the reasons as to why it should not be in place. I see the handrail there, and I wonder what will happen to it in the fall when the students return. Is the installation temporary? If that is not the case, I will have to get in touch with the residents of Mass Hall very early on and attempt to save it from the same fate which occurred last September

John G. Skewes had what can only be described as a near perfect response:¹⁵⁹

Frankly, I didn't know that we had to have a policy if the College, the owner and landlord, wanted to install a handrail to help its alumni and elderly guests. However, our policy is the handrail stays as far as I am concerned. A year ago we installed it, but because we didn't give the students notice (which I don't see any reason why we had to but, nevertheless, we didn't), we took it down. This year they were given ample notice---one year, so I see no reason to take the handrail down. If they want to take it on themselves to destroy the handrail which helps crippled and elderly people, then I guess they can settle with the face that goes with that.

Of course, Skewes commented that this handrail was responded to help alumni and elderly guests—not students. It does refer to the differently abled as “crippled.”¹⁶⁰ But this scathing condemnation of those who would seek to remove this handrail speaks for itself. People are often more reserved in writing than they are in person. One can only imagine what was said about the addition of this one handrail. Students had attempted to remove handrails in the past. As this represents the very beginning of largescale progress being made at the College, it is clear that the College would receive pushback from students resistant to change. This commentary also represents a time where a handrail would be seen as a temporary novelty rather than a permanent, necessary accessibility device. Today, many may not even consider a handrail as a fixture of accessibility as it is so widespread and commonplace.

Very few alumni are recorded as engaging with the process for compliance with Section 504 throughout the course of this committee. The ones who did, however, did not have very positive things to say. A member of the Class of 1947 sent a letter directly to President Kemeny expressing his distress at the cost of renovations.¹⁶¹ He urged the Committee to take the advice of an outside

¹⁵⁸ Mass Hall Handrail from Dean Ralph N. Manuel to John G. Skewes, August 13, 1976, Business Manager's Office Subject Files, Buildings— Alterations for Handicapped, Rauner Library Dartmouth College

¹⁵⁹ Re: Mass Hall Handrail from John G. Skewes to Dean Ralph N. Manuel, August 17, 1976, Business Manager's Office Subject Files, Buildings— Alterations for Handicapped, Rauner Library Dartmouth College; note: triple hyphens were used in the original document. It has not been changed to an em dash to ensure accuracy.

¹⁶⁰ Re: Mass Hall Handrail from John G. Skewes to Dean Ralph N. Manuel, August 17, 1976, Business Manager's Office Subject Files, Buildings— Alterations for Handicapped, Rauner Library Dartmouth College;

¹⁶¹ Letter to President Kemeny from Richard Hollerith, August 15, 1979, Handicapped Access 1978–1986, Rauner Library Dartmouth College

consultant because the total of \$600,000¹⁶² for renovations seemed “on the high side.”¹⁶³ The response that this alumnus received was quite straightforward: the Committee had already consulted numerous experts, and that the \$600,000 was a mere fraction of what the total costs of completing renovations to make the campus completely accessible would be.¹⁶⁴ This response can be contrasted with the kind support of William Gerstley II¹⁶⁵ of the Dartmouth Class of 1963. Gerstley responded to the College’s attempts at accessibility with a generous donation that was earmarked only for “use...in the general area to provide facilities for the handicapped.”¹⁶⁶ It cannot be understated how important unrestricted donations like these were to making campus more accessible. Much of the time, donations from alumni were given to specific projects. While of course this money did prove useful, Gerstley’s donation allowed the Committee to allocate the money as they saw fit. While many other alumni donations for accessibility were given with the intention of receiving recognition and received a plaque¹⁶⁷, it is not clear whether Gerstley ever received any external recognition for his generosity. So— for perhaps the first time in public record—thank you Mr. Gerstley for your support of the College and its efforts.¹⁶⁸

In 1979, a potential Dartmouth student visited campus after he was to be admitted into the class of 1983.¹⁶⁹ This potential student had recently been injured and was just getting used to using his wheelchair.¹⁷⁰ The young man’s doctor reached out to Albert Quirk— the Director of Admissions— with the following kind note:¹⁷¹

I would like to thank you on behalf of all physically handicapped youngsters who seek admission to the leading colleges in America. Your preparation for the visit of [NAME REDACTED] and his family, your careful attention to all details in considering his application to Dartmouth reaches far beyond the requirements of any admissions office. It was a thrill for me as physician, as a friend of [NAME REDACTED]’s, to see him enter the meeting which you had carefully orchestrated, finding there, not one, but two representatives of Dartmouth in wheelchairs.

¹⁶² The U.S. Labor Department’s Bureau of Labor Statistics calculates this amount as \$2,316,368.10 in 2019 dollars.

¹⁶³ Letter to President Kemeny from Richard Hollerith, August 15, 1979, Handicapped Access 1978–1986, Rauner Library Dartmouth College

¹⁶⁴ Letter to President Kemeny from Richard Hollerith, August 15, 1979, Handicapped Access 1978–1986, Rauner Library Dartmouth College

¹⁶⁵ This may be a mistake in the records as online it appears as though William Gerstley III attended the College. There is no record of a William Gerstley II attending the College. This would be understandable as many of the documents contain small errors like this due to the heavy use of typewriters.

¹⁶⁶ Personal Letter to William Gerstley II to: William Gerstley II, From; Alvin J. Richard, August 12, 1980, Handicapped Access 1978–1986, Rauner Library Dartmouth College

¹⁶⁷ As will be explained later in the paper, alumni often donated to signage projects as a plaque could be easily added on to a sign or map.

¹⁶⁸ William Gerstley III ’63 passed away on August 31, 2005. He was survived by his mother—Carol Kaffenburgh Gerstley—who died at the age of 94 in 2011, his sister, many cousins. (Dartmouth College Class of 1963. Forty-Fifth Memorial Service. Wednesday, June 11, 2008. Accessed at:

<https://alumni.dartmouth.edu/sites/default/files/Files/1963memorialserviceprogram.pdf>; Downey, Sally A. 2011.

“Carol Gerstley, a civic activist.” *The Inquirer Daily News*. April 1. Accessed at:

http://www.philly.com/philly/obituaries/20110401_Carol_Gerstley_a_civic_activist.html)

¹⁶⁹ Subject: Addendum to Letter from Dr. Judson Randolph to Alfred Quirk, February 26, 1979, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

¹⁷⁰ Subject: Addendum to Letter from Dr. Judson Randolph to Alfred Quirk, February 26, 1979, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

¹⁷¹ Letter to Albert Quirk from Judson Randolph, February 16, 1979, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College

It is to Dartmouth's everlasting credit that it has taken advantage of Dick Luplow's intellect and allowed him to make a place for himself on your sterling faculty. Needless to say his warmth and enthusiasm for Dartmouth, recounted from the perspective of a wheelchair was refreshing and encouraging to a newly injured 18 year old scholar/athlete. The bright, witty, friendly, David Eckles, Director of Development completed the picture. We are all grateful to you for giving your entire Saturday morning in this way. Please accept my congratulations for such an open, enlightened attitude, for your warm and most helpful reception of [NAME REDACTED], and your splendid representation of Dartmouth College.

Dick Luplow later sent a follow up not to Alvin Richard, President Kemeny, and the other members of the Committee. He noted that the young man's parents "expressed some surprise and very high praise for the progress Dartmouth had already made in its architectural modifications for the handicapped in comparison with other Ivy League colleges...[the mother] specifically asked how we were able to do so much so soon when others seemed just to be beginning. Although this opinion of the [FAMILY NAME REDACTED] was just that, an opinion, and not a studied comparison, it was nonetheless very satisfying praise for all members of the Committee on the Handicapped present."¹⁷²

This one experience cannot be universalized to all of the experiences of the differently abled desiring admission during this time period because, simply put, there are no other documents like this one. However, what can be adequately supported by internal documents is that the College did consistently seek out the opinion of—when they were available—differently abled faculty members, students, staff, and community members. The Committee consistently had its members who use a wheelchair perform examinations of buildings to gain the perspective of individuals who uniquely require the renovations to be effective.¹⁷³

Very rarely did staff members go on record to comment on the improvements to campus. One of the only compliments that the Committee received was from June Hicks, the Associate Director of Library Services. She proactively reached out to DeWitt to comment on "what a handsome piece of work the new black iron railing for the handicapped entrance to the library is!"¹⁷⁴ Members of the library staff were proactive about reaching out the Committee to comment on how thoughtfully the Committee treated renovations. There was a great deal of thought put into how the renovations could be completed while remaining consistent with the aesthetics of the College. The Baker railing indicates that accessibility can most certainly be aesthetically appealing.

¹⁷² Subject: Addendum to Letter from Dr. Judson Randolph to Alfred Quirk, February 26, 1979, Civil Rights: Handicapped, Committee On 1977–1980., Rauner Library Dartmouth College

¹⁷³ Subject: Review of Completed Architectural Modifications to Comply with Section 504, August 27, 1979, Civil Rights: Handicapped 1976–1980, Rauner Library Dartmouth College

¹⁷⁴ Letter to Gordon DeWitt from June L. Hicks to Gordon DeWitt, November 2, 1979, Handicapped Access 1978–1986, Rauner Library Dartmouth College.

Post-Committee Results

The Committee seems to have concluded in the early months of 1982.¹⁷⁵ In December, 1981, the Survey of Services for Handicapped Students provided by Institutions of Higher Education listed five students with mobility impairments and one with an artificial arm.¹⁷⁶ The Oryx Press's College Facilities and Services Questionnaire in October 1981 listed that "1–5 mobility impaired students" were enrolled at the College.¹⁷⁷ 51%–75% of classrooms and labs, 1–25% of studios and dorms, 76%–100% of dining halls; 26%–50% of the gym, and 51%–75% of the student unions were considered accessible— a considerable improvement from the campus in 1976.¹⁷⁸ The College noted that they provided numerous specialized services for handicapped students that consisted of "financial aid counselling, psychological counseling, vocational counseling, text flexibility, classroom flexibility, registration assistance, and campus assistance in relation to attendance."¹⁷⁹ With all of these improvements, the Questionnaire also acknowledged the inherent difficulty of making campus truly accessible: the weather. Hanover, New Hampshire is not known for its warmth nor is it known for quick winters. The Questionnaire had a portion where the College needed to rate the correctness of the prompt "Physical terrain and layout of campus is manageable for mobility impaired persons."¹⁸⁰ Obviously, they could not answer a resounding "yes." Instead, they answered "yes, except from December to March when snow and ice make walks and crossings hazardous."¹⁸¹

The College cannot control the weather. But it can create policies to help mitigate the formation of ice across campus. Even today, the amount of ice present during the winter is both daunting and dangerous. It was a large step for the College to acknowledge the inherent difficulties it faces in making its campus accessible. Until this point in time, there had been no discussion in the Committee about the problem of ice.

Progress ought to be lauded. However, even though the College had made significant progress in the realm of accessibility, there was still more room for it to improve. The lack of monetary investment during this time harmed the College's ability to sufficiently adapt campus. Construction costs would only increase for the College.

¹⁷⁵ Re: Handicapped Access to Ann Smallwood, from Marj Bolely; January 29, 1982, Handicapped Access 1978–1986, Rauner Library Dartmouth College; this is the latest document regarding accessibility present in the files on the Committee. On August 19, 1980, a memo was sent to Al Richard from John G. Kemeny that was received on August 20, 1980 (To: Al Richard, From: John G. Kemeny, Received August 20, 1980, August 19, 1980, Civil Rights: Handicapped, Committee On 1977–1980, Rauner Library Dartmouth College). This document seems to have been mistakenly written as it asks the Committee to continue "until June 30, 1980." It is likely the case that the Committee would have stopped convening in June 1981 and then a dean would have finished out the paperwork. Either way, the final years of the Committee and the time immediately after the Committee (mid-1980 to 1982) were significantly more slow-moving than the first half of the Committee.

¹⁷⁶ Survey of Services for Handicapped Students Provided by Institutions of Higher Education, n.d. approximately December 4, 1981, Handicapped Access 1978–1986, Rauner Library Dartmouth College

¹⁷⁷ College Facilities and Services Questionnaire from the Oryx Press, October 27, 1981, Handicapped Access 1978–1986

¹⁷⁸ College Facilities and Services Questionnaire from the Oryx Press, October 27, 1981, Handicapped Access 1978–1986

¹⁷⁹ College Facilities and Services Questionnaire from the Oryx Press, October 27, 1981, Handicapped Access 1978–1986

¹⁸⁰ College Facilities and Services Questionnaire from the Oryx Press, October 27, 1981, Handicapped Access 1978–1986

¹⁸¹ College Facilities and Services Questionnaire from the Oryx Press, October 27, 1981, Handicapped Access 1978–1986

Section 3: Section 504 Committee on the Handicapped (1986–1991)

Establishing the Committee

From 1981 to 1986, there are very few records as to the College's progress when it comes to issues of accessibility. It can be extrapolated based on the plans of the first committee and construction records that the College continued to maintain accessibility. On November 4, 1986, a memo was sent out to Margaret Bonz (co-chair), Lisa E. Baer (co-chair), Doug Bowen, Gordon DeWitt, John Dill, Ken Freeman, Jennifer Kates, Barbara Klunder, Richard Plummer, Richard Sheldon, Tom Shemanske, and Carl Thum.¹⁸² These members of the College would make up a “new administrative standing committee to review the College's compliance with legislation regarding institutional accessibility for handicapped person[s]” and would meet for the first time on November 13, 1986.¹⁸³ On November 13, 1986, they were to establish a name for the Committee—they settled on the “Section 504 Committee”—and go over the broad plan for the Committee: conduct institutional self-evaluations, evaluate facilities for accessibility, and create a plan for community awareness and education.¹⁸⁴

Unlike its predecessor, this committee would acknowledge and create future plans for addressing learning disabilities as well as physical impairments. Much of the work that was done during this Committee, therefore, does not fall under the purview of this particular research. But be sure that the College took this time to create policies for dealing with learning disabilities such as dyslexia and attention related disorders. For the first year, the committee focused on how to identify and support these students. The long-term goals of the Committee were to “eventually examine the accessibility of buildings to disabled person” by winter of 1987.¹⁸⁵ In the fall, they began to discuss the need to have physical accessibility on campus. Much of the discussion focused around the lists of accessible buildings in relation to the previous renovations that happened as a part of the Transition plan of 1978 where the College “spent money in a few buildings on a Priority I basis, some money on priority II, but nothing on priority III.”¹⁸⁶

In November 1987, the Committee established a list of Accessible Buildings and categorized it in the following way:¹⁸⁷

- Entry Floor Only
 - Andres Hall
 - Baker Library, Sanborn House
 - College Hall, Collis Center
 - Crew Facility
 - Fayerweather Hall

¹⁸² Date: November 4, 1986, Handicapped Access 1978–1986, Rauner Library Dartmouth College

¹⁸³ Date: November 4, 1986, Handicapped Access 1978–1986, Rauner Library Dartmouth College

¹⁸⁴ Date: November 4, 1986, Handicapped Access 1978–1986, Rauner Library Dartmouth College

¹⁸⁵ Re: Next Meeting to Members of the Section 504 Committee, from: Lisa E. Baer, December 23, 1986, Committee on Disabled – 504, Rauner Library Dartmouth College

¹⁸⁶ Subject: 504 Update to Lisa Baer from: R.W. Plummer, November 4, 1987, Committee on Disabled – 504, Rauner Library Dartmouth College

¹⁸⁷ Accessible Buildings at Dartmouth College— Gordon V. DeWitt, George Hathorn, Marjorie L. Boley; November 2, 1987, Committee on Disabled – 504, Rauner Library Dartmouth College

- French Hall
- Hinman Hall
- Kiewit Center
- McLane Hall
- Morton Hall, Brace Commons, E. Wheelock St.
- North Mass
- Streeter Hall
- Thompson Arena
- Kade German Center (at Maxwell)
- Zimmerman Hall
- No Toilet for Handicapped
 - Bradley, Filene, Gerry
 - Cummings Hall
 - Kiewit Center
 - Leverone Field House
- First Two Floors Only
 - Alumni Gymnasium
- No Restrictions
 - Berry Athletic Facility
 - Blunt Alumni Center
 - Dana, Gilman, Kellogg Auditorium
 - Dick's House
 - Fairchild, Steele, Wilder
 - Hanover Inn
 - Hood Museum
 - Hopkins Center
 - Murdough Hall
 - Remsen, Vail
 - Silsby, Rockefeller
 - Thayer Dining Hall
 - Wilson Hall

This list of buildings would act as the building block for future discussions about building progress. It would be updated accordingly throughout the lifetime of the Committee. However, the Committee also recognized that many of these buildings were not actually accessible—" One problem even with buildings that are accessible via ramps, etc., is that the doors to some buildings are too heavy to open easily, and oftentimes, disabled students must wait for assistance in opening the door."¹⁸⁸ Another now-obvious requirement that was later discovered by the committee was that standards for accessible access require that there be an accessible toilet on an accessible floor.¹⁸⁹ Therefore, even fewer of the buildings listed above qualified as being truly accessible spaces. This would pose additional costs and worries for the Committee.

¹⁸⁸ Re: Minutes of the October 13, 1987 meeting, to: Members of The Section 504 Committee from: Lisa E. Baer, November 3, 1987, Committee on Disabled – 504, Rauner Library Dartmouth College

¹⁸⁹ Re: Minutes of the January 18, 1988 Meeting To: Members of the Section 504 Committee from: Lisa E. Baer, February 5, 1988, Committee on Disabled – 504, Rauner Library Dartmouth College

At the beginning of the 1987 winter term, the Committee requested an institutional self-evaluation be completed by members of each department.¹⁹⁰ They would later use these results to shape the work that the Committee would accomplish.

Departmental Self-Evaluations

What is most apparent in these self-evaluations is the extent to which the professors at Dartmouth College thought critically about and did their best to accommodate the differently abled. It is also apparent that some departments vastly underestimated the ability of persons with impairments.¹⁹¹ Largely, the self-evaluations call for immediate action on the part of the College to assist faculty in accommodating disabled students. Certain departments were much stronger in their condemnations of the College's decisions and attitude towards accessibility than others.

The Department of French and Italian wrote, perhaps, one of the strongest condemnations. They write at great length about what they consider to be the failings of the College to address faculty needs, building adaptation, and general institutional concerns regarding accessibility.

Furthermore, the Department condemns the very request of a self-evaluation:

It appears to us that the Departmental self-evaluation cannot be carried out in serious and professional way without the participation of educators specifically trained in the teaching of the handicapped. Any efforts on our part to anticipate the ways in which a multitude of impairments would affect learning in our courses would be, at best, the work of well-intentioned amateurs. Moreover, to conduct such a review would require that several members of the Department be relieved of their teaching duties to devote the appropriate amount of time to this new task. We propose that a specialist in these matters review our syllabi and visit a number of our classes in order to prepare for the Department an evaluation that will allow us to make provision for the eventual teaching of the disabled.¹⁹²

This is unique within all of the department self-evaluations and represents a great deal of critical thought on the part of the Department. They bluntly comment that the building in which they teach—Dartmouth Hall—“has no provision to facilitate access to students with difficulties of mobility. Even a student with sprained wrist would have difficulty opening the doors of the building.”¹⁹³ The Department of Russian also made similar remarks about the state of Dartmouth Hall, stating that the building was “not readily accessible to a person confined to a wheelchair.”¹⁹⁴ The Women's Studies Program concurred.¹⁹⁵

¹⁹⁰ Subject: Section 504 of the Rehabilitation Act of 1973: Institutional Self-Evaluation to: Department Chairs, From: Section 504 Committee, February 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

¹⁹¹ This section contains segments written by the author that was published a blog post for the Historical Accountability Fellowship. It can be accessed here: <https://raunerlibrary.blogspot.com/2019/02/faculty-advocates-for-accessibility.html>

¹⁹² Re: 504 Department Self-Evaluation, French and Italian, To: Margaret Bonz, From: John D. Lyons, Acting Chairman, French and Italian, March 8, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

¹⁹³ Re: 504 Department Self-Evaluation, French and Italian, To: Margaret Bonz, From: John D. Lyons, Acting Chairman, French and Italian, March 8, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

¹⁹⁴ Department of Russian Self-Evaluation, Berry Scherr, April 9, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

¹⁹⁵ Women's Studies Program Self-Evaluation by Women's Studies Program Steering Committee, April 30, 1987, Handicapped Access 1987–1988

The two other buildings that were consistently listed in the departmental self-evaluations were Reed Hall and Carpenter Hall.¹⁹⁶ While Reed Hall simply had no ramps that would allow a person in a wheelchair to enter the building, Carpenter Hall was in significantly less shape accessibility wise. The Art History department noted:¹⁹⁷

for even the ground-floor classroom, C13, there are three or four steps up or down—impeding wheelchairs and requiring a couple of people, likely, to lift one—from all three building entrances... Carpenter upper floors are very difficult to access for those having difficulty in moving and climbing stairs. There is no passenger elevator, and the existing freight elevator is probably impossible for wheelchair use, and generally inappropriate for passengers.

This problem of disabled students being unable to reach faculty offices was noted in several different evaluations. The English Department lamented that “faculty offices are divided between the top floor (2 ½ flights up: inaccessible for totally non-ambulatory students) and the ground floor (1/2 flight down, possibly difficult even for semi-ambulatory students, and a puzzling maze, we found, for a blind student...nothing short of an elevator would solve the problem completely.”¹⁹⁸ Although every department that listed inaccessible offices also stated their willingness to accommodate students by meeting in other locations, the 504 Committee did question whether simply moving to meet students would be the most wise and ethical decision. The members had lengthy conversations about whether “something great is lost” in not being able to access the same physical spaces as other students.¹⁹⁹ This question would be returned to later in the College’s accessibility process.

Another general problem that the self-evaluations pointed to was a lack of administrative support for teachers accommodating disabled students. The Department of Mathematics and Computer Science stated a “very significant concern...that to date there has been very little formal assistance on the part of the College to help the Department in its attempt to accommodate the blind student who is currently enrolled in courses offered by the Department.”²⁰⁰ Department Chair Richard H. Crowell explained that the blind student who was enrolled in classes had gone to his or her professors to have course material put into a “appropriate” format and that professors obliged the student.²⁰¹ While this speaks well of Dartmouth professors, it does seem problematic that the administration did not know that a student required support. Professor Crowell proposed a solution: “when the Admissions Office agrees to admit a blind (or otherwise handicapped) student), there should be triggered a special support system in the Freshman Office which will make the necessary accommodations, help supply the materials, and assign an upper-class advisor to oversee the details

¹⁹⁶ “Reed Hall is in no way accessible to the physically handicapped, yet it is largely in Reed Hall that we offer most of our courses in Classics and Classical archaeology.” Department of Classics Self-Evaluation by Edward M. Bradley, March 9, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College; Women’s Studies Program Self-Evaluation by Women’s Studies Program Steering Committee, April 30, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College;

¹⁹⁷ Department of Art History Self-Evaluation by Jim M. Jordan, Chair, April 28, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

¹⁹⁸ English Department Self-Evaluation by Peter Saccio Chair of the Department, May 6, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

¹⁹⁹ Re: Minutes of the November 12 Meeting to: Members of the 504 Committee from Lisa E. Baer, November 24, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

²⁰⁰ Department of Mathematics and Computer Science Self-Evaluation by Richard H. Crowell, Dept. Chair, March 16, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

²⁰¹ Department of Mathematics and Computer Science Self-Evaluation by Richard H. Crowell, Dept. Chair, March 16, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

during the critical first year.”²⁰² At the very least, Professor Crowell noted, professors ought to be given significant notice to have the time available to convert course material as the technical material of the department requires a large amount of time and effort to be converted.

Many of the self-evaluations argued passionately for the capacities of disabled students. The Chair of the Math and Social Science Program, Robert Norman, told the following story:²⁰³

One of the best and most exciting students I have had in class was one who was totally deaf from birth. He taught me early in the course that if I always write the important concepts and key words on the board that it makes lip reading much easier (more than the ‘at best’ only 30% to 40% of the sounds of spoken English mentioned in Lisa Baer’s report). His speech was not easy to understand, but he gave one of the finest oral reports for his term project I have ever experienced. That was the unanimous opinion of the class. I had offered him the opportunity to give his report in writing or to have someone read it, but he didn’t want that. I am sure his suggestions on how to help communications in class helped the rest of the class almost as much as they did him.

It is the professors at this institution who can best speak to students’ academic potential. Professor Norman’s passionate emphasis on this student’s ability—in contrast to this student’s disability—is commendable. In general, a disabled person’s aptitude for a particular activity is often defined by how well they perform it as a disabled person. This student was compared not to other deaf students. Instead, he was compared to his fellow classmates. This is as close to an ideal model that we could expect for this time period: accommodation was offered to a student, the student made an autonomous decision to forego the accommodations offered, the professor adapted the grading scale to weigh more heavily the content of the speech rather than its eloquence in regard to speech and speech pattern, and then the student was compared to the entirety of the class. Accommodating disability does not always require giving completely different assignment to disabled student. Instead, it can simply mean fairly evaluating the content received. This is most commonly seen in a College policy not taking points off of the in-class assignments of dyslexic students who make spelling errors.

Professor Norman’s evaluation also featured the following:²⁰⁴

I have also had a nearly totally blind student. In order to read what I wrote on the board he had to peer through a small instrument. Through his needs I learned to write larger so that he could see what I wrote. We worked out a means of testing and communication that he found satisfactory.

This is once again indicative of an individualized approach to accommodations. It is also clear that Professor Norman spent a great deal of time altering his own behavior and learning from this student. Many of the accommodations that these students required were alterations in communication techniques.

Something noteworthy in both of these discussions of students is that Professor Norman called out inconsistencies in College reports. In specifically mentioning that the deaf student could

²⁰² Department of Mathematics and Computer Science Self-Evaluation by Richard H. Crowell, Dept. Chair, March 16, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

²⁰³ Math/Social Science Program Self-Evaluation by Robert Z. Norman, April 16, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

²⁰⁴ Math/Social Science Program Self-Evaluation by Robert Z. Norman, April 16, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

read “more than the ‘at best’ only 30% to 40% of the sounds of spoken English mentioned in Lisa Baer’s report,” Professor Norman spoke to a dilemma of administrative members perhaps not always thinking that disabled students could exceed expectations.²⁰⁵ In this way, faculty members were often extremely good advocates for disabled students.

The two final departments that now will be discussed could not be more different: the Department of Education represents an outflow of support for disabled students; the Department of Drama represents perhaps the best attempt by a department to exclude disabled students from participating in its programs.

The Department of Education started similarly to each of the other self-evaluations— it expressed a desire to accommodate disabled students. Immediately following that, the self-evaluation spoke about concerns the department had about accessibility well beyond their own classrooms. They discussed in detail the College’s plan to put affinity housing on inaccessible residential floors:²⁰⁶

We are disturbed by the lack of access to some of Dartmouth’s less overtly educational opportunities. Primary among these is housing. As ‘residential education’ becomes a more important part of the residential life of the campus it becomes important that handicapped students have the same access to the full range of housing opportunities afforded non-handicapped students. This, in our minds, applies equally to fraternities, sororities, and college residence halls. As an example of the problem, the College is sponsoring three ‘affinity group housing units’ on the fourth floor of the new East Wheelock cluster. It is important, we believe, for it to be made clear that the ability to vault to the fourth floor is not a prerequisite for studying Russian, Women’s Studies, or Educational Studies in these affinity units. We feel that renovations to housing facilities must be undertaken soon, and prior to the demonstration of need by any individual student. This is particularly the case in Fraternities, where the lack of facilities surely does suggest in powerful terms that the handicapped student is not wanted

There are a few things to note here. First, the Department of Education urged the College to be proactive about making more residential areas accessible. There are no other records at this point that clearly emphasize the need to make reforms to campus prior to a student need. Second, the Department condemns the College in no uncertain terms for facilitating affinity housing in inaccessible locations. By closing off these spaces to disabled students, the College most certainly made a mistake. These spaces were unique opportunities for education that were made exclusive based on their locations. Third, they make a clear emphasis that social spaces on Dartmouth’s campus like fraternities are exclusive. They do not try to place blame on any one actor (although fraternities do seem, in the mind of the Education Department, to hold most of the blame). There are certain stories that do prove that certain Greek Houses were open to disabled students.

Around the time that the Department of Education wrote this self-evaluation, there was a student with acute health issues who made use of a wheelchair in the class of 1989. This student joined Phi Tau— a coeducational fraternity—and lived in the house for his junior and senior years. He was most certainly wanted at this fraternity, and wrote that the College did make accommodations for him:²⁰⁷

²⁰⁵ Math/Social Science Program Self-Evaluation by Robert Z. Norman, April 16, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

²⁰⁶ Department of Education Self-Evaluation, April 25, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

²⁰⁷ Re: Request from Dartmouth Student Regarding Historical Accessibility on Campus. From: Samantha Koreman To: [REDACTED] ’89

When I joined Phi Tau Coeducational Fraternity, I was able to move in to live in the house from for my Junior and Senior years. These days that probably wouldn't be a big deal, and the college didn't make it a big deal for me, but I am pretty sure there were people who were aware they were taking a chance in some vague way letting a guy with a home ventilator live in a fraternity ... (though crucially perhaps one of the better behaved ones!). For comparison, I wasn't able to spend a night in a hospital at home with my ventilator unless I was an ICU until well into the 2000s, because hospitals were too nervous to have anyone on a vent in a regular room.

Phi Tau—even today—is a well-behaved Greek House. It is not home to many open to campus parties, although they do host “milk and cookie” events throughout the term where people can come and help bake and eat different types of cookies. It is not fair to universalize the experience of this one student at Phi Tau to the experiences of all disabled students on campus attempting to enter Greek spaces during this time. However, it does give good evidence for there being some amount of support within the Office of Greek Life for disabled students on campus. There is no evidence as to how disabled students were treated in fraternities.

To tell a quick anecdote about current student experiences: during one disabled student's time undergoing sorority rush in the fall of 2017, she chose to not complete the process. She expressed concerns about being able to physically get to certain houses in the winter and whether the Office of Greek Life could make accommodations if needed. The Office of Greek Life and the student members of the Inter-Sorority Council expressed considerable interest in making any accommodations necessary. This student also told an upperclassman in a sorority that utilizes “bump groups”—a system where sisters talk to potential new members in a particular order in order to ensure that each potential new member talks to the same number of sisters—that she was uncomfortable going up stairs during the rush process.²⁰⁸ This sorority organized a system of bumping so that the potential new member talked to the same number of sisters while remaining on the first floor of the building. In houses where the disabled student did not warn the house ahead of time, she simply told the first sister she talked to about her disability and the sister would let the sisters in charge of rush know about the dilemma. This student also told stories about how houses during the rush process accommodated potential new members with injuries that prevented them from going upstairs—individuals in charge of rush logistics at each sorority would help injured potential new members up the front stairs into the house or take them around the back to accessible entrances into the house if they existed. No potential new member was made to feel bad for being unable to go into inaccessible parts of the house.

This anecdote is in no way meant to invalidate the commentary from the Department of Education. Instead, it is meant to show progress in Dartmouth's institutions and culture on campus surrounding disability.

To return to the Department of Education's self-evaluation—the evaluation concluded with the following strong remarks:²⁰⁹

²⁰⁸ Sorority Girl 101. 2012. “One, two three, bump” January 28. Accessed at: <https://sororitygirl101.com/2012/01/28/one-two-three-bump/>

²⁰⁹ Department of Education Self-Evaluation, April 25, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

Equalizing access to Dartmouth's educational resources will require substantial commitment from the trustees, the administration, and the faculty of individual departments. In many cases this commitment means spending money. In other cases, we feel that steps can be taken without massive expenditures. For example, a course guide that identifies the amount of reading, type of assignment, and any required field work for each course will enable students with a range of disabilities and special needs to choose a course plan that suits them

The Department of Education called for the College to make reforms throughout campus. In some ways, this message indicates a lack of inter-departmental communication. The other self-evaluations indicate that faculty members in different departments were already investing considerable resources to assist disabled students. But, more clearly, this message calls for departments to be proactive. It calls for faculty members to make public syllabi to facilitate students of different abilities independently making accommodations for their own schedules and needs. It calls for the administration to be proactive. It calls for the entirety of campus to work together to provide and implement comprehensive accessibility policy.

Today, we can see some of these recommendations in action. Modern syllabi often reflect this rudimentary list of best practices for accessibility. Students can go online and look at representative syllabi of different courses and determine whether a particular class is a good fit. Certain syllabi contain an exact list of how many pages a student will be asked to read in any given week. Modern syllabi also contain some semblance of the following message: "Student requiring accommodations of any kind should contact the Professor as soon as possible, ideally within the first two weeks of classes. All discussions remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation requested."²¹⁰

Sadly, in contrast to the groundbreaking swell of support that disabled students received from the Department of Education's self-evaluation, the Drama Department's self-evaluation represents a near opposite. The Drama Department's evaluation is several pages long. Most of the writing describes each of the courses offered in the Department and how disabled students would be incapable of participating in most of them.

The self-evaluation opened with this passage:²¹¹

Modern theatre contains numerous roles written for handicapped actors. Many roles in classic theatre may also be successfully presented by actors with a variety of disabilities. Casting can be disability 'color blind' in the same way that it is racially 'color blind'. Many roles can be played by a variety of actors, but certain roles have specific requirements which necessitate the choice of an actor who can fulfill those requirements. This can work for as well as against the disabled. The aesthetic appropriateness which leads to the choice of one actor over another is present with both the disabled and the non-disabled actor. Ultimately the casting choice must remain with the director. Finally, feasibility of participation should be dealt with through discussion between student actor and student/faculty director on a case by case basis. Probably the greatest factor determining feasibility is the interest and determination of the student. The success of an actor is determined far more by inner qualities than by any handicap.

²¹⁰ Syllabus for Phil 1.05: Introduction to the Problems of Philosophy: Reasons, Values, Persons for Fall 2017, Professor Samuel Levey

²¹¹ Section 504 of the Rehabilitation Act of 1973 Drama Department Self-Evaluation, April 27, 1987, Handicapped Access 1987-1988, Rauner Library Dartmouth College

This passage, by itself, is not especially problematic even though it might not have aged well. From the allusion to “color blind” casting, to the use of the term “handicapped”, it is clear that this is a relic from some previous era.²¹² In recent years, theater has begun to question the need to keep actors racially consistent. However, being a relic from a few decades ago does not excuse the Department’s wrongdoing. The Department should not be demonized, but it certainly should still be held accountable for its wrongdoing. On the issue of casting, it is important to note that—even today—very few acting jobs for portraying individuals with disabilities are given to those individuals who actually have those specific disabilities. This casts doubt on the Department’s claim that being disabled could work in favor for casting. It is also not clear whether the Department was, in fact, choosing to put on plays and musicals that had characters that were disabled. The broad concept that actors ought to be chosen purely for their qualities rather than preconceived notions should be lauded. But there are doubts at the Department’s willingness to accommodate students and try to actively facilitate participation in the dramatic arts when one looks at the rest of the document.

Following the initial remarks, the self-evaluation discusses every class that the Department offers. This is a distinct departure from the rest of the evaluations that the Section 504 Committee received. Common practice was to discuss characteristics of particular courses or series of courses that would need to be overcome for students with disabilities. In some of the courses, the Department simply stated that faculty members would work with students to accommodate needs. However, in the majority of courses, certain disabilities were mentioned as being impossible to accommodate. Each of these courses and excuses were treated differently. For Acting 1–4 and Classical Acting, the Department wrote:²¹³

All classifications of disability would experience difficulty in performing the normal requirements of these courses, which dictate specific movements and vocalizations basic to actor training. Accommodation and adjustment could readily be made with the following exceptions: semi- and non-ambulatory students and those with sight and coordination problems would have to be excused from participation in physical exercises. Sight impaired, hearing impaired and learning impaired students might require aides for such things as writing, memorization and performance. Classroom scene work would need to be modified to accommodate the student’s abilities. Severely speech-impaired students and quadriplegics might find it difficult or impossible to perform in even modified classroom activities, which, by the very nature of the art of acting, must be performed.

There is much to unpack here. First, the assumption that all disabled people would have difficulty with “performing the normal requirements of these courses” is only true if there were no accommodations made. A legally blind student, for example, has no medical reason why she would be unable to memorize lines. She would only require a script of the appropriate sized font. It ought not be the normal requirement of a course for a student to read words of a certain size. Second, the exceptions listed for accommodations that the department “could readily” make consist of a substantial percentage of accommodations that exist. It might, perhaps, be a mistake of the syntax of the letter, but it does seem that this represents an unwillingness to accommodate any students that have any disabilities at all. Third, and most importantly, there is no general rule about what individuals with disabilities are and are not capable of completing. If a speech-impaired person—perhaps a person

²¹² Section 504 of the Rehabilitation Act of 1973 Drama Department Self-Evaluation, April 27, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

²¹³ Section 504 of the Rehabilitation Act of 1973 Drama Department Self-Evaluation, April 27, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

with a stutter—is taking an acting course, she is likely doing it to either improve upon her speech or due to a genuine passion. Pedagogically, it is absurd that a professor would decide not to help a person with either of these goals just for the simple reason that it might be difficult for the professor to do her job.

Two other discussions of classes are to be discussed together—Dance 1–4 and Lighting Design 1 and 2:

Dance I–4: Because of the nature of a dance class, these courses would be inappropriate for people with non-ambulatory, semi-ambulatory, vision, or co-ordination disabilities due to injury or disease. Students with hearing disabilities, speech impairments, or learning disabilities would be accommodated.

Lighting Design 1, 2: Any disability affecting the hands and arms would make these courses difficult unless an aide is provided. Since the ability to observe how light affects us in life and on stage is crucial to the learning process in this course, Drama 44 and 45 would be unsuitable for the visually impaired.

Both of these portions of the evaluation greatly underestimate the abilities of people with disabilities. There are blind dancers. There are individuals with coordination disabilities that use dance to help their coordination. There is choreography available for persons in wheelchairs. A lack of ability on the part of a dance instructor or choreographer to teach and work with persons of different abilities does not indicate a lack of ability on the disabled persons part. Another dilemma with both of these assessments of courses is that they assume that all disabled people with the same disability have the same capacity in regard to their ability. This equates all disabilities to a lack of use of the particular facet of their health that is affected by disability. These courses should not be deemed categorically “inappropriate” or “unsuitable.”²¹⁴

The discussion of Costume History and Design 1 and 2 indicates a complete exclusion of individuals with disabilities from the entirety of a course based on a single component of the course:

These courses consist of a study of costume history and design theory. Students are required to prepare costume design projects and sketches. Both courses would be inappropriate for vision and manually impaired students

Half of this course is devoted to history of costume design. The Department of History does not exclude students with vision impairments from taking its courses. Manually impaired students often do not completely lack the use of their hands. There is no evidence that the Drama Department ever looked into what the specific limits of individuals with disabilities would be. The worst mistake that the Drama Department continually makes in this evaluation is assuming a lack of capabilities due to disabilities. For Directing 1 and 2.²¹⁵

The directing student is required to evaluate text, coach the actor vocally and physically, and communicate successfully with the other theatrical disciplines. Evaluation is based on written materials, classroom participation and scenes or plays directed by the student. Semi and non-

²¹⁴ Section 504 of the Rehabilitation Act of 1973 Drama Department Self-Evaluation, April 27, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

²¹⁵ Section 504 of the Rehabilitation Act of 1973 Drama Department Self-Evaluation, April 27, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

ambulatory and coordination disabilities might necessitate modifying the directing process but can be readily accommodated. Vision and hearing impaired students, depending on the degree of their disability, would be more or less able to evaluate the achievement of their actors and designers. The director be able to do such evaluation. Aides might be of limited help but at some point the aide becomes more than interpreter of information and begins to interpret an aesthetic. At such point, the aide becomes the defacto director and the purpose of the aide is lost. This can only be determined on a case by case basis and, as in acting, depends greatly on the determination of the students

Once again, the issue here is not with the acknowledgement of the descriptive limits of disabled people. The issue is with categorically denying the capacity of certain disabled students to contribute originally to a particular field—directing. Without having good descriptive and data driven explanations towards actual capacity, it is prejudicial to assume capacity. A blind student could hear students run lines and provide comments. A deaf student could interpret the scene or the emotions on an actor's face.

In the case of all of these comments from the Drama Department, it is clear that the higher-ups at the Department did heavily consider the potentialities associated with policies surrounding disabilities. However, they only did so with a preconceived notion of how disability presents itself. It appears as though the Department had a lack of familiarity with teaching disabled students. While nearly every other department self-evaluation alluded to prior experience in teaching disabled students, the Department of Drama did not even have a section for past experiences.

To briefly conclude this section on self-evaluations: these self-evaluations present, perhaps, the richest and most detailed look at Dartmouth's educational institutions during this point in time. It represents diversity and disagreements in approach throughout departments and reflects a generalized desire to accommodate. It is not clear whether the policies mentioned throughout these evaluations ever did come to fruition. While the College did eventually create a department to centralize and entrench student accessibility into the College, the College also survived for a substantial amount of its existence without these services. While many faculty members did make good faith efforts to accommodate students, many faculty members did not.

The results of the self-evaluations proved to be invaluable for assisting the 504 Committee in its endeavors to make the College more accessible.

Changes to Campus

In December 1987, the Committee used records from the self-evaluations and the records from the Handicapped Committee to give a list of priorities for changes to Dartmouth's physical plants. They ranked it in the following fashion:²¹⁶

- Robinson (Accessible entrance/elevator)
- 105 Dartmouth (accessible entrance/lift or elevator)
- McNutt (access to basement/elevator)
- College Hall (elevator)
- Parkhurst (access to ground level)
- Reed (access to first floor)

²¹⁶ Re: Minutes of the December 3, 1987 meeting; January 6, 1988, Handicapped Access 1987–1988, Rauner Library Dartmouth College

- Thornton (access to first floor)
- Russell Sage (Access to first floor)
- Thompson (small ramp)
- Bradley (small ramp)
- Baker (entire building should be made accessible)

As discussion on what buildings would need to be made accessible began to occur more frequently on campus, one major change would be made to this list: the addition of the Hopkins Center. In February 1988, a student worker at the Hopkins Center from the class of 1989, published a short opinion article about the need to improve many of the buildings on campus:²¹⁷

Most of the centers, including the Hopkins Center, Fairchild, Baker, and the Career and Employment Services, to name just four, fail miserably when it comes to providing ramps or elevators for people in wheelchairs and motorized chairs. I shall focus on the Hopkins Center for now. Two reasons why it is inexcusable to have overlooked providing satisfactory handicap entrances in this particular center are: 1) it is perhaps the most vital and vibrant center, a true landmark for students and visitors; and 2) the Hop's relative modernity ought to have insured that "modern conveniences" such as a simple ramp would be included in the building's design. Now, more than a decade later, there is still a pitiful lack of assured passageway for chairs that does not involve inconveniencing tours. As a Hopkins Center head usher, I'm aware of the times an audience member at Center Theatre, for example, comes within six yards of Center Theatre only to be stopped by those half-dozen steps in the Hop's lobby. They must wheel outside past the Inn and H.B.'s before coming inside again... all for a lousy half-dozen steps.... In the Hop's lobby, perhaps a ramp could be situated under the stairs that leads to the Top of the Hop. Cost may be a factor, but it ought not prevent ramps' construction at problematical places such as Loew's, Spaulding, and Faulkner Recital Hall. It all seems unfair to the handicapped.

It is not clear whether this student's article was what pushed the Committee to add the Hopkins Center to its list. But it is clear that this article represents some amount of student support for the renovations to campus.

In March 1988, the Committee propose a preliminary list of construction to the College that included the Hopkins Center.²¹⁸ They were aware that—due to the astounding costs of these renovations—many of the renovations may not have been able to be funded. They were also aware that change could not come all at once. Accordingly, they provided “a three-phase approach to addressing accessibility problems: 1) Items for which funds can be identified within the 1987–88 budget year; 2) priorities identified for completion within the 1988–89 budget year; and 3) those identified for completion within the 1989–90 budget year.”²¹⁹ They referred to each of these as,

²¹⁷ “Handicapped Facilities Remain Unsatisfactory”, February 18, 1988, *The Dartmouth*, Volume 145, Number 34, p. 4–5, Rauner Library Dartmouth College

²¹⁸ To: John Strohbehn, Chair, Facilities Planning Board, from: Lisa E. Baer and Margaret Bonz, Co-Chairs, Section 504 Committee, March 8, 1988, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

²¹⁹ To: John Strohbehn, Chair, Facilities Planning Board, from: Lisa E. Baer and Margaret Bonz, Co-Chairs, Section 504 Committee, March 8, 1988, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

respectively, Priority Group I, Priority Group II, and Priority Group III.²²⁰ The total estimated cost for these groups is presented in the following table:²²¹

Building	Treatment	Estimated Project Cost	Access Toilet
Brace Commons	Interior Ramp	\$10,000 ²²²	Yes
Bradley Hall	Ramp at West Entry	\$2,500 ²²³	No
College Hall ²²⁴	See Robinson Hall		
Dartmouth Hall	Addition of Interior Elevator & Exterior Ramp	\$300,000 ²²⁵	No
Hopkins Center, Spaulding Auditorium, & Music Department	Addition of Exterior of Elevator on South Side	\$200,000 ²²⁶	No
McNutt Hall	Ramp to Ground Floor & addition of interior Elevator (all floors except third)	\$300,000 ²²⁷	No
Parkhurst Hall	Addition of Ramp to access Ground Floor	\$30,000 ²²⁸	No
Reed Hall	Addition of Ramp to access first floor	\$15,000 ²²⁹	No
Robinson Hall	Addition at rear to include Elevator, Stairs & Entry, Also link at Second Floor to College Hall	\$400,000 ²³⁰	No
Rollins Chapel	Wood ramp to be added Spring '88	Funded	No
Russel Sage Hall	Exterior entry & ramp currently being	Funded	Yes

²²⁰ To: John Strohbehn, Chair, Facilities Planning Board, from: Lisa E. Baer and Margaret Bonz, Co-Chairs, Section 504 Committee, March 8, 1988, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

²²¹ Re: Minutes of the January 18, 1988 Meeting To: Members of the Section 504 Committee from: Lisa E. Baer, February 5, 1988, Committee on Disabled – 504, Rauner Library Dartmouth College; attached table from 11 February 1988

²²² The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$21,277.43 in 2019 dollars.

²²³ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$5,319.36 in 2019 dollars.

²²⁴ Note: Today, College Hall is the Collis Center

²²⁵ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$638,322.91 in 2019 dollars.

²²⁶ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$425,548.61 in 2019 dollars.

²²⁷ In different documents, this estimate is listed as \$310,000. There is no document discovered at this point that describes any reason from the discrepancies; The U.S. Labor Department's Bureau of Labor Statistics calculates this larger amount as \$659,600.34 in 2019 dollars.

²²⁸ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$63,832.29 in 2019 dollars.

²²⁹ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$31,916.15 in 2019 dollars.

²³⁰ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$851,097.21 in 2019 dollars.

	planned for March 1989 completion		
Thompson Arena	Addition of Small Ramp at West Entrance	\$2,500 ²³¹	Yes
Thornton Hall	Addition of Ramp to access First Floor	\$20,000 ²³²	No
<i>14 March 1988</i>			
College Hall Basement	Exterior Ramp	\$25,000 ²³³	No
Hopkins Center; Center Theater Entrance	Interior Ramp	\$40,000 ²³⁴	Yes

The Priority breakdown of the previous table would be broken down in the following fashion:

- Priority Group I (1987–1988)—\$15,000
 - Reed Hall
- Priority Group II (1988–1989)—\$1,100,000²³⁵
 - Dartmouth Hall
 - McNutt Hall
 - Robinson Hall
- Priority Group III (1989–1990)—\$250,000²³⁶
 - Hopkins Center
 - Parkhurst Hall
 - Thornton Hall

It is clear that the renovations to physical plants—at a total cost estimate of \$1,365,000²³⁷—would be extraordinarily expensive to fund. The lofty estimate also does not account for the money that would need to be allocated to smaller projects such as signs detailing accessible locations for visitors to campus. On August 21, 1988, the Board of Trustees voted to approve one million dollars for renovation projects.²³⁸ This would not include renovations to Robinson Hall as those had been identified as a project in connection with College and Thayer Halls.²³⁹

In May 1989, this priority list was retroactively updated to reflect the following changes:²⁴⁰

²³¹ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$5,319.36 in 2019 dollars.

²³² The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$42,554.86 in 2019 dollars.

²³³ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$53,193.58 in 2019 dollars.

²³⁴ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$85,109.72 in 2019 dollars.

²³⁵ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$2,340,517.33 in 2019 dollars.

²³⁶ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$1,383,032.97 in 2019 dollars.

²³⁷ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$2,904,369.23 in 2019 dollars.

²³⁸ Section 504 Handicap Committee Minutes, October 5, 1988, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990, Rauner Library Dartmouth College

²³⁹ Section 504 Handicap Committee Minutes, October 5, 1988, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990, Rauner Library Dartmouth College

²⁴⁰ Updated Renovations Priority List, May 15, 1989, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990, Rauner Library Dartmouth College

- Priority Group I (1987–1988)— \$30,000
 - Thornton Hall
- Priority Group II (1988–1989)—\$660,000²⁴¹
 - Dartmouth Hall
 - McNutt Hall
- Priority Group III (1989–1990)—\$280,000²⁴²
 - Hopkins Center
 - Parkhurst Hall

Robinson Hall was taken out of the plan completely due to cost and plans to build a new student center. The cost of the project was scaled to more adequately reflect the budget that was approved by the Trustees. There are some confusions regarding this priority group list, though. As will be discussed in the next few subsections, many of these construction plans either did not occur or were completed at different times during the plan.

Priority Group I

Reed Hall is a building located in clear view of the Green. It is home to the Department of Classics and hosts Humanities courses. Remember, during both rounds of self-evaluations, professors brought Reed Hall's lack of accessibility to each committees' attention. The 504 Committee ranked Reed Hall highly in its priorities for accessibility. In the original ranking for building construction, the 504 Committee placed it in the Priority Group I and assigned it an estimated cost of \$15,000—one of the lowest amounts of needed funding throughout the entirety of the project. They stated that the renovations and the added ramp to access the first floor “will allow for an additional classroom building to become accessible. The Registrar, a member of the 504 Committee, strongly feels the need for further accessible classroom space because of problems currently faced in accommodating handicapped students.”²⁴³

After a significant amount of infighting between the Committee and the Facilities Planning Board, the renovations were prevented from occurring. As an explanation, the Facilities Planning Board's Subcommittee on the Handicapped Proposal stated the following:²⁴⁴

No unobtrusive way was found to provide handicapped access to what is one of Dartmouth's best buildings. As an alternative, the group visited Dartmouth Hall and observed that designs be developed for accessing the rear of that building. Since the center of the 1st floor is raised, it would be necessary to construct a ramp at both the north and south rear entrances. This would make about the same number of general classrooms accessible as the Reed scheme, and it was considered a better choice because the rear of Dartmouth Hall, with the previously added snow protection enclosures, has already been architecturally compromised.

²⁴¹ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$1,404,310.40 in 2019 dollars.

²⁴² The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$1,404,310.40 in 2019 dollars.

²⁴³ To: John Strohhahn, Chair, Facilities Planning board from: Lisa E. Baer and Margaret Bonz, Co-Chairs, Section 504 Committee, March 8, 1988, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

²⁴⁴ Subject: FPB Subcommittee Handicapped Proposal Update to: Facilities Planning Board, from: George T. Hathorn, May 25, 1988, , Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

It is not clear what distinguished Reed from Dartmouth Hall. It is not clear what special or distinct architectural value Reed Hall possesses. Nor is it clear how the addition of a ramp in the back of a building would infringe upon that value. Today, Reed Hall is still not accessible.

Another component of Priority Group I planning would be that a discussion would take place regarding the location of the Handicapped Student Services Coordinator. There is no discussion on how this decision was originally made, but the original location for the Coordinator was in a non-accessible location—the basement of College Hall.²⁴⁵ Because an accessible ramp to this location would open up into the basement and cut into classroom space, it was decided that a first-floor space would be used for scheduled appointments when needed.²⁴⁶ It is not clear why the decision was not originally made to make the Handicapped Student Services Coordinator's office in an accessible location.

Very few projects were even started during the original timeline for Priority Group I. Part of this is due to a lack of a realistic timeline for receiving funding from the Trustees—the Committee only received funding in August 1988—after the end of the financial year planned for Priority Group I.²⁴⁷

Priority Group II & Priority Group III

Although originally Priority Group II & Priority Group III were proposed as separate stages of construction, they were essentially treated as a single group. The bulk of the changes to campus occurred during this time.

In the fall of 1988—almost a year before the construction was planned to begin—the renovations for Thornton Hall had been started.²⁴⁸ Thus, this technically means that the renovations for Thornton could be counted as a Priority Group I construction project. It is likely the case that the Committee, in that retroactive priority grouping from May 1989, categorized this project as a Priority Group I to emphasize that work had been done to make campus more accessible during the first planning stages. The renovations to Thornton Hall were completed by May 1989 and came in on budget.²⁴⁹ The implication of Thornton Hall being made accessible is that more classrooms were made available for students. However, Thornton Hall was not made completely accessible—there was accessible restroom in the entire building.²⁵⁰ This holds true today. There is one restroom on the second floor and there are two sets of restrooms in the basement. Both require stairs; both do not have adequate room for wheelchair maneuvering. The records indicate that Thornton Hall was the only large-scale construction completed in 1988.

Rollins Chapel was the next location addressed during the construction. Originally, Rollins was not included in the 504 Committee's plans. In July 1987, Mrs. Elizabeth Ballard—wife of Dr. William Whitney Ballard '28, Professor Emeritus of Biology at Dartmouth and daughter of Senator

²⁴⁵ Section 504 Handicap Committee Minutes, October 5, 1988, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990, Rauner Library Dartmouth College

²⁴⁶ Section 504 Handicap Committee Minutes, October 5, 1988, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990, Rauner Library Dartmouth College

²⁴⁷ Section 504 Handicap Committee Minutes, October 5, 1988, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990,, Rauner Library Dartmouth College

²⁴⁸ Section 504 Handicap Committee Minutes of October 5, 1988, November 7, 1988, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990, Rauner Library Dartmouth College

²⁴⁹ Section 504 Committee Meeting Minutes for May 11, 1989, October 2, 1989, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990, Rauner Library Dartmouth College

²⁵⁰ Accessible Buildings at Dartmouth College to Gordon V. DeWitt, George Hathorn, Marjorie L. Boley, July 18, 1989, Committee on Disabled – 504, Rauner Library Dartmouth College

Ralph Flanders of Vermont²⁵¹—wished to attend a Revel Trio performance in Rollins.²⁵² It appears as though Mrs. Ballard was a wheelchair-user who required “custodial help” arranged by the College in advance of her arriving at the show.²⁵³ In response to the special arrangements that needed to be made by the College for Mrs. Ballard, Colleen Jennings—the Acting Director at the Hopkins Center²⁵⁴—“spoke with Dean Breeden about providing a more permanent solution to the problem of wheelchair access to Rollins Chapel. It is a matter that [Jennings] believe[d] is most important for those wishing to attend the various programs, religious and artistic, that take place in the Chapel.”²⁵⁵ This discussion led to Rollins Chapel being placed on a list of priorities for the 504 Committee. However, in October 1988, the Committee was tasked with finding a new source of funding for the ramp for Rollins as they were wrongly informed that funding for the project had already been secured and therefore did not include Rollins on the priority list approved by the Trustees.²⁵⁶ A little more than a year later in November 1989, funding had been found from an unknown location and the Committee only had to allocate \$5,000²⁵⁷ to offset the costs of building an exterior ramp and an accessible bathroom.²⁵⁸

In July 1989—midway through Priority Group II & Priority Group III timeline—the Accessible Building List was updated to reflect the changes that the Committee had accomplished:

- Entry Floor Only
 - Andres Hall
 - Baker Library,
 - College Hall, Collis Center
 - Boat House
 - Fayerweather Hall
 - French Hall
 - Hinman Hall
 - Hallgarten Hall
 - Kiewit Center
 - McLane Hall
 - Morton Hall, Brace Commons, E. Wheelock St.
 - North Mass
 - Russel Sage, Butterfield
 - Sanborn House
 - Streeter Hall
 - Thompson Arena
 - Thornton Hall

²⁵¹ Martin, Douglas. 1998. “W.W. Ballard, 92, Scholar With Wide Interests” *The New York Times*. September 24. Accessed at: <https://www.nytimes.com/1998/09/24/us/w-w-ballard-92-scholar-with-wide-interests.html>

²⁵² Subject: Wheelchair access to Rollins to: Gladys Costello from: Colleen Jennings, July 29, 1987, 1986–1988 Affirmative Action Files, Rauner Library Dartmouth College

²⁵³ Subject: Wheelchair access to Rollins to: Gladys Costello from: Colleen Jennings, July 29, 1987, 1986–1988 Affirmative Action Files, Rauner Library Dartmouth College

²⁵⁴ LinkedIn Profile of Colleen Jennings-Roggensack Accessed at: <https://www.linkedin.com/in/colleen-jennings-roggensack-197b295>

²⁵⁵ Subject: Wheelchair access to Rollins to: Gladys Costello from: Colleen Jennings, July 29, 1987, 1986–1988 Affirmative Action Files, Rauner Library Dartmouth College

²⁵⁶ 504 Committee Meeting Minutes of Oct 5, 1988, November 7, 1988, 504 Correspondence 1989–1990, Rauner Library Dartmouth College

²⁵⁷ The U.S. Labor Department’s Bureau of Labor Statistics calculates this amount as \$10,149.68 in 2019 dollars.

²⁵⁸ Re: 504 Committee to: Lisa Baer from: Marj Bolely, November 7, 1989, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

- Kade German Center (at Maxwell)
- Zimmerman Hall
- No Toilet for Handicapped
 - Bradley, Filene, Gerry
 - Cummings Hall
 - Kiewit Center
 - Leverone Field House
 - Sanborn House
 - Thornton Hall
- First Two Floors Only
 - Alumni Gymnasium
- No Restrictions
 - Berry Athletic Facility
 - Blunt Alumni Center
 - Dana, Gilman, Kellogg Auditorium
 - Dick's House
 - Fairchild, Steele, Wilder
 - Hanover Inn
 - Hillcrest
 - Hood Museum
 - Hopkins Center
 - Murdough Center
 - Remsen, Vail
 - Silsby, Rockefeller
 - Thayer Dining Hall
 - Wilson Hall

In August 1989, Hallgarten Hall was added to the list as having no restrictions— a ramped entry and accessible toilet had been added.²⁵⁹ It should be noted that Hallgarten Hall was not included on the list of Priority Groups. Instead, it appears as though some other entity of the College—perhaps a graduate organization as Hallgarten is today used for graduate courses—funded the construction.

McNutt Hall took several different iterations of planning to make accessible. The plan was to construct an interior elevator, accessible toilet, and an exterior ramp.²⁶⁰ The estimated cost was \$310,000.²⁶¹ However, after construction started in Fall of 1989, it was found that the elevator was to be more expensive than projected as the doors of the elevator would need to open on both sides

²⁵⁹ Re: Updated List of Accessible Buildings at Dartmouth College to: Members of the Section 504 Committee on the Disabled, from: Merillee A. Perkins, Executive Secretary, Office of Equal Opportunity and Affirmative Action, August 2, 1989, Committee on Disabled – 504, Rauner Library Dartmouth College

²⁶⁰ Re: 504 Committee to Lisa Baer, from: Marj Boley, November 7, 1989, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

²⁶¹ Re: 504 Committee to Lisa Baer, from: Marj Boley, November 7, 1989, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College; The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$629,280.00 in 2019 dollars.

rather than just one.²⁶² This caused budget cuts in other areas of the 504 projects and raised a concern about how accurate funding would be:²⁶³

This will cut the other 504 projects to the tune of \$34,000²⁶⁴. I think you and the 504 Committee should be aware that the estimates for these projects were only budget figures. I don't expect to be closer than 10% either way (which is the case with McNutt) on any of them. We could very likely get to the end of the allocation and not have funding for the last project. I thought everyone understood that point. These are very difficult projects to get a fixed cost on.

The final cost estimates for McNutt Hall would be \$409,000²⁶⁵ and it would be completed by February 1990.²⁶⁶ Even after McNutt was completed, there was concerns regarding the full accessibility of the building. The 504 Committee had knowledge in February 1990 that "snow and ice fall from the cover to the ramp of McNutt," but there were no plans to solve this problem with a roof extension.²⁶⁷ George Hathorn had considered the issue in an April 6, 1990 letter—"primarily after a heavy snow, the snow can build up well into the valley and when it releases, it hits the roof with such force that it bounces off and onto the unprotected portion of the walk. Following that revelation, we explored the cost of extending the roof to solve the problem. It seemed prudent to avoid the roof extension when the cost of that work was estimated to close at \$10,000²⁶⁸." Jay W. Bliss—a higher-up in Buildings and Grounds—responded angrily with the following:²⁷⁰

Although we have agreed to cooperate to the best of our ability in keeping the ramp open, I would like to discuss the concept of saddling B&G with another maintenance item, as opposed to incorporating a design that would have eliminated the need for additional maintenance. To eliminate the need for additional maintenance would have required an addition cost of \$10,000. Instead, we have an added maintenance cost, the inconvenience of having the ramp closed several days a year, and the potential for serious injury if our warning signs and blockades are violated, all of which will continue for years and years. Does this make sense? This short-sighted approach concerns me as it seems to be becoming the normal mode of operation—I can give numerous examples. We seem to be more concerned with individual budgets than we are with what is good for Dartmouth College over the long haul. In the process, we are creating a legacy that our successors will have to struggle with for years. Is there a solution for this dilemma? Probably. It is likely that anything will be done in the near future to promote cooperation among College constituencies so we will all be working in the

²⁶² Re: McNutt from: George Hathorn to: Edwin L. Johnson, October 5, 1989, Facilities planning construction files 1980–1991,, Rauner Library Dartmouth College

²⁶³ Re: McNutt from: George Hathorn to: Edwin L. Johnson, October 5, 1989, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

²⁶⁴ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$69,017.81 in 2019 dollars.

²⁶⁵ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$830,243.61 in 2019 dollars.

²⁶⁶ Section 504 Committee on the Disabled Minutes Nov 28, 1989, April 24, 1990, 504 Correspondence 1989–1990, Rauner Library Dartmouth College

²⁶⁷ Subject: George from: Nancy Pompian to: Merillee Perkins, Lisa E. Baer, February 14, 1990, 504 Minutes/Membership 1989–1990/504 Correspondence 1989–1990, Rauner Library Dartmouth College

²⁶⁸ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$20,299.35 in 2019 dollars.

²⁶⁹ Subject: McNutt – North Entrance to: Jay W. Bliss from: George T. Hathorn, April 6, 1990, 504 Correspondence 1989–1990, Rauner Library Dartmouth College

²⁷⁰ Re: McNutt North Entrance to; George T. Hathorn, From: Jay W. Bliss, April 12, 1990, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

best interests of Dartmouth College as opposed to protecting our own little autonomies? I won't speculate.

This is perhaps one of the most telling memos from this time period. Although Buildings and Grounds has always been readily consulted when it came to largescale changes, it is clear that in this particular circumstance they were not. Bliss's complaint that the College was more concerned with small budgets is legitimate and accurate, but it was not the fault of the 504 Committee. \$10,000 for a roof was \$10,000 that the Committee just simply did not have to spend. Oftentimes, the Committee would have to make compromises that nobody on the Committee actually wanted to make due to the severe lack of sufficient funds.

A problem of funding came up again in regard to Dartmouth Hall. Originally, the plans for renovating Dartmouth Hall would include an internal elevator to allow individuals with disabilities to access every floor. The updated priority list called for "addition of interior elevator and two exterior ramps (north and south sides). Addition of a door-opening device for exterior doors...[as] members of the Dartmouth Community, as well as the public at large, are being denied access to the many public events held in this building, especially 105 Dartmouth. This large classroom building is not accessible to Dartmouth Students who are wheelchair bound."²⁷¹ The renovations were put on hold due to "mechanical problems with the placement of the elevator," but were set to be started in the Spring of 1990.²⁷² These mechanical problems would later be found to be two-fold: first, the planned internal elevator would take away space from classrooms; and, second, the cost of removing asbestos from the building would cost upwards of \$70,000²⁷³ and would need to come out of the original \$1 million allocation from the trustees.²⁷⁴

There were numerous attempted solutions for this. One of the first ones was the attempt at creating an elevator on the back of the building that would not need nearly as much asbestos removal to be implemented.²⁷⁵ However, this still raised the problem of upsetting the professors in Dartmouth hall who were "terribly concerned about disruption during elevator construction."²⁷⁶ Ultimately, an elevator to provide access to the building would prove to be too expensive—a lift was placed in Dartmouth Hall to provide access to the basement floor.²⁷⁷ However, this lift would be rudimentary due to a lack of sufficient funds and a lack of regulation on the part of New Hampshire over what lift would be required.²⁷⁸

The final large project that was noteworthy during the Priority Groups II & III period was the addition of the ramp inside the front entrance of the Hopkins Center. Construction was started on

²⁷¹ Updated Building Renovations Priority List, May 15, 1989, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990,, Rauner Library Dartmouth College

²⁷² Section 504 Committee Meeting Minutes of October 3, 1989; November 28, 1989, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990, Rauner Library Dartmouth College

²⁷³ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$142,095.48 in 2019 dollars.

²⁷⁴ Subject: [N/A], to: Merillee Perkins, Lisa E. Baer, CC: George T. Hathorn, from: Nancy Pompian, December 14, 1989, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

²⁷⁵ Subject: George from: Nancy Pompian, to: Merilee Perkins, Lisa E. Baer, February 14, 1990, 504 Minutes/Membership 1989–1990/504 Correspondence 1989–1990, Rauner Library Dartmouth College

²⁷⁶ Subject: George from: Nancy Pompian, to: Merilee Perkins, Lisa E. Baer, February 14, 1990, 504 Minutes/Membership 1989–1990/504 Correspondence 1989–1990, Rauner Library Dartmouth College

²⁷⁷ Section 504 Committee Minutes for January 24, 1991, February 28, 1991, 504 Committee Meetings/Membership 1990–91, Rauner Library Dartmouth College

²⁷⁸ Section 504 Committee Minutes for January 24, 1991, February 28, 1991, 504 Committee Meetings/Membership 1990–91, Rauner Library Dartmouth College

March 4, 1991 and was set to be finished by the beginning of April.²⁷⁹ Technically, the Hop was accessible. However, it was difficult to get to. This step to add a ramp into the Hop was the most public change made in favor of making accessibility easy rather than making buildings technically accessible in accordance with legal code.

Smaller Accessibility Projects Outside of Priority Groups

In the Kiewit Business Office, there were two heavy doors that posed a problem for an employee in computing services. The head of Kiewit sent the following memo to the 504 Committee:²⁸⁰

Project Description: Both entrances to Kiewit Business Office have heavy double doors that constitute a hardship for a Computing Services employee who uses a wheel-chair. It is requested that doors be installed that can be easily opened by handicapped persons. The door should be capable of securely remaining in an open position. There is a need for doors in order to provide security for the Business Office area.

Timing: ASAP. This situation has persisted for approximately four years.

Funding Sources: Unfortunately, I am not aware of any funds available for such requests at Dartmouth. I am told that funds for improving accessibility college-wide are already over committed. I do not feel it would appropriate to allocate monies from Computing Services' operating accounts to make modification to a college building that is inadequate because Computing Services employees a person who uses a wheel-chair, and instead feel this is a college responsibility.

It is odd that Levine found the need to state that funds for the renovation should not come from Kiewit's fund. After all, it would seem reasonable to say that accessibility construction should come from either a construction budget or the 504 Committee budget. Paul Tougas, an architect for the College, responded in the following fashion:

Kiewit has brought to our attention a problem with the existing doors. They have employed a woman in a wheelchair who has great difficulty with the doors leading to the Business Affairs end of the building. The doors are too narrow and closers do not function properly. The estimated cost is \$2400²⁸¹. Funding for this project has not been identified. Kiewit feels this is a physical plant problem and should not come from departmental funds. Buildings & Grounds has no budget for projects of this type. Since this is not on the list of projects approved by the 504 Committee, they are reluctant to divert funds from approved projects. Will the FPB provide funding?²⁸²

There was not enough room in the 504 budget to fund a \$2400 door cost.

²⁷⁹ Section 504 Committee Minutes for January 24, 1991, February 28, 1991, 504 Committee Meetings/Membership 1990–91, Rauner Library Dartmouth College

²⁸⁰ Subject: Installing automatic doors, Kiewit Business Office from: Lawrence M. Levine, October 29, 1990, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

²⁸¹ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$4,871.85 in 2019 dollars.

²⁸² Re: Kiewit Business Office Doors to: George T. Hathorn from: Paul L. Tougas, December 5, 1990, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

The second main smaller project that fell under the 504 Committee's purview was to provide equipment for hearing impaired students and community members following a request made by "some older area residents, including Dartmouth alumni, who have trouble hearing, even minimally."²⁸³ There were three options for providing this equipment: FM, infrared, or loop technology.²⁸⁴ Loop technology was not considered. Infrared cost between \$3,000 and \$5,000²⁸⁵ but it had the problem that it would not work during daylight hours.²⁸⁶ Because of this, it was considered for auditoriums in the Hop.²⁸⁷ FM systems were all around more effective as they could be used during the day and in outside events, but they were substantially more expensive.²⁸⁸ During Winter 1991, the Committee officially considered these options.²⁸⁹

Due to its close proximity to campus, the Dartmouth Club of the Upper Valley made a contribution of up to \$1,500²⁹⁰ for use in providing sound equipment in Spaulding Auditorium or the center theater in the Hop.²⁹¹ It made this donation on two conditions: "1) DUV should be recognized by a small plaque on the wall recognizing the contribution 2) decision to go ahead with the project must be made this year, hopefully before annual dinner on April 10."²⁹² The equipment would be installed by March 1991 in the Hopkins center.²⁹³ In alerting President Freedman of this development, Pompian and Baer reminded him that the Americans with Disabilities Act would become effective in January 1992 and would require equipment for hearing accessibility to be available for all public events at the College.²⁹⁴

The Problem of Aesthetics

Upon first glance, it seems odd that someone would consider the question of aesthetics so heavily when it comes to complying with legislation surrounding disability. However, there were numerous points throughout the 504 Committee's work where the appearance of the College became a crucial concern. In an interview with *The Dartmouth* in 1990, College Architect George Hathorn made the following remark:²⁹⁵

²⁸³ Re: Sound Enhancement to: President James O. Freedman, from: Lisa Baer and Nancy Pompian, January 22, 1991, 504 Committee Meetings/Membership 1990–91, Rauner Library Dartmouth College

²⁸⁴ Re: Sound Enhancement to: President James O. Freedman, from: Lisa Baer and Nancy Pompian, January 22, 1991, 504 Committee Meetings/Membership 1990–91, Rauner Library Dartmouth College

²⁸⁵ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as a range of \$6,089.81 to \$10,149.68 in 2019 dollars.

²⁸⁶ Re: Sound Enhancement to: President James O. Freedman, from: Lisa Baer and Nancy Pompian, January 22, 1991, 504 Committee Meetings/Membership 1990–91, Rauner Library Dartmouth College

²⁸⁷ Re: Sound Enhancement to: President James O. Freedman, from: Lisa Baer and Nancy Pompian, January 22, 1991, 504 Committee Meetings/Membership 1990–91, Rauner Library Dartmouth College

²⁸⁸ Re: Sound Enhancement to: President James O. Freedman, from: Lisa Baer and Nancy Pompian, January 22, 1991, 504 Committee Meetings/Membership 1990–91, Rauner Library Dartmouth College

²⁸⁹ Section 504 Committee Minutes for February 28, 1991, n.d., 504 Committee Meetings/Membership 1990–91, Rauner Library Dartmouth College

²⁹⁰ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$3,044.90 in 2019 dollars.

²⁹¹ Letter to Nancy Pompian & Lisa Baer from: Huntly Allison, VP of Dartmouth Club of the Upper Valley, February 12, 1991, 504 Committee Meetings/Membership 1990–91, Rauner Library Dartmouth College.

²⁹² Letter to Nancy Pompian & Lisa Baer from: Huntly Allison, VP of Dartmouth Club of the Upper Valley, February 12, 1991, 504 Committee Meetings/Membership 1990–91, Rauner Library Dartmouth College.

²⁹³ Subject: Sound Enhancement to: President James O. Freedman, from: Lisa E. Baer and Nancy Pompian, March 13, 1991, 504 Committee Meetings/Membership 1990–91, Rauner Library Dartmouth College

²⁹⁴ Subject: Sound Enhancement to: President James O. Freedman, from: Lisa E. Baer and Nancy Pompian, March 13, 1991, 504 Committee Meetings/Membership 1990–91, Rauner Library Dartmouth College

²⁹⁵ "Making a commitment to accessibility". April 20, 1990, *The Dartmouth*, Volume 147, Number 64. Pp. 4–5

My first responsibility is to preserve the beauty of the campus architecture. Even though I realize the need for and importance of renovations, I am also aware of their impact on the aesthetics of the campus. It's hard to walk that fine line between providing accessibility on one hand, and retaining the beauty of the school on the other.

During this time, it is clear than many people found accessibility measures and aesthetic appeal to be diametrically opposed forces. Instead of conceptualizing a ramp as just as appealing as stairs, many viewed these changes as destructive to campus's visual appeal.

Perhaps the largest and most controversial project that was considered a risk to the College's aesthetics was the addition of signs and maps. Concurrently with completing the self-evaluations and turning them in to the Federal Office of Civil Rights, the 504 Committee began to implement a campus sign program to let visitors to and members of campus know where accessible entrances to buildings were.²⁹⁶ Although now the existence of signs seems a combination of basic, commonplace, and obvious, during this time people were extremely averse to the existence of signs. There was a somewhat acute anxiety surrounding letting the aesthetics of campus be ruined by signs. Hathorn—came out strongly against “blanketing the campus with signs on every building.”²⁹⁷ While he conceded that it would be reasonable to install signs in buildings widely used by the public like the Hopkins Center or Thompson Arena, he had concerns about the aesthetics associated with putting signs around campus.²⁹⁸

I know this may sound callous, but it is at least consistent with my opinion regarding other campus signs – which is that any wide use of a uniform system of signage inconsistent with the preservation of the aesthetic values and rural character that have prevailed for so long at Dartmouth should be resisted

Hathorn recognized the problematic nature of his comment and should be commended for that. However, he should under no circumstance be excused from valuing the aesthetics of campus over the ability of people to easily use it. Prioritizing aesthetics over people is an awful thing to do.

The Committee had tried to preempt concerns about adhering to the College's architecture. In May of 1987, the Buildings and Grounds Department purchased a sign making machine in order to “standardize on a type style in keeping with [the College's] colonial tradition.”²⁹⁹

Portions of the sign project would not be funded by the College. In 1989, the Committee requested that class gifts be used to donate a campus map to be placed in the front of the Hopkins Centered and centered in front of a handicapped parking space to indicate accessible buildings on campus and would be able to be updated as the project continues.³⁰⁰ The estimated cost for this project would be a mere \$5,500, but there was not enough money for it in the budget.³⁰¹ The Committee

²⁹⁶ Re: Minutes of the October 13, 1987 meeting, To: Members of the Section 504 Committee, From: Lisa E. Baer, November 3, 1987, Committee on Disabled – 504, Rauner Library Dartmouth College

²⁹⁷ Subject: Directions for Handicapped Access to: Jack Skewes from: George T. Hathorn, December 2, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

²⁹⁸ Subject: Directions for Handicapped Access to: Jack Skewes from: George T. Hathorn, December 2, 1987, Handicapped Access 1987–1988, Rauner Library Dartmouth College

²⁹⁹ Subject: Campus Signs to: all departments from: Richard W. Plummer, Director of Buildings and Grounds, May 20, 1987, 1986–1988 Affirmative Action Files, Rauner Library Dartmouth College

³⁰⁰ Re: Class gift funding for campus accessibility map, From: Lisa Baer and Nancy Pompian to: Barbara Whipple, March 24, 1989, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990, Rauner Library Dartmouth College

³⁰¹ Re: Class gift funding for campus accessibility map, From: Lisa Baer and Nancy Pompian to: Barbara Whipple, March 24, 1989, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990, Rauner Library Dartmouth College

requested “funding from a Class Gift (or Gifts), because using money from the \$1 million for the map would prevent the construction of a ramp for Dartmouth Hall.”³⁰² A mere .055% of the budget that the Trustees provided—the equivalent of a rounding error in the budget—could not be funded by the College. In 1989, the Class of 1944—at the urging of Dave Eckels—financed a \$10,000³⁰³ gift over the course of five years for this purpose.³⁰⁴

Unlike the campus signs project that would be placed around campus to illustrate where accessible entrances to buildings would be, the backlash surrounding this particular sign was that there were “worries of blocking the view of the green.”³⁰⁵ Ultimately, the sign was placed as planned and the Committee received a great deal of positive feedback for it.³⁰⁶

This would not be the end of the argument over aesthetics. In 1994—during a third committee called the 504/ADA Committee (1993~2004) not discussed in this paper—Dave Eckels and George Hathorn had another disagreement. Hathorn released a letter to the 504/ADA Committee that was regarding a decision made by the Design Review Committee over the potential to place more signs around campus. This letter was not received well by Eckels, who responded with the following letter:³⁰⁷

I've waited a week to write, but I'm still FURIOUS with your March 15th letter to the 504 Committee. You still don't get it! Buildings don't need to be accessible because of the ADA< but because it's the right thing to do—give those with handicaps the chance to be just a little more independent.

Building design must begin with a consideration of function. Then comes safety, durability and now, accessibility. And then we worry about beauty which is very important, but comes as an envelop for the rest. The Hood would not have turned out to need directions to find the main entrance; would not need a lovely structure each winter to protect us from ice; would not need special attendants each time there is a program in Loew's to make the elevator accessible' and would not have doors on Loew's that can't be opened or closed without bothering those attending the show.

The same goes for signs. Directions need to stand out and the blue and white handicapped signs are something that we are used to looking for. Stop signs are red and white because they need to be seen, not for their beauty.

You and I have argued before about the beauty of ramps. For those of us that need them they are beautiful. In new designs they can easily be hidden, but if architects don't think about it at the right stage, they can be both costly and ugly (like Webster).

³⁰² Re: Class gift funding for campus accessibility map, From: Lisa Baer and Nancy Pompian to: Barbara Whipple, March 24, 1989, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990, Rauner Library Dartmouth College

³⁰³ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$20,299.35 in 2019 dollars.

³⁰⁴ Section 504 Committee Meeting Minutes of October 3, 1989, November 28, 1989, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990, Rauner Library Dartmouth College

³⁰⁵ “Making a commitment to accessibility”. April 20, 1990, *The Dartmouth*, Volume 147, Number 64. Pp. 4–5

³⁰⁶ Section 504 Committee Meeting Minutes, February 28, 1991, 504 Committee Meetings/Membership 1990–91, Rauner Library Dartmouth College

³⁰⁷ To George T. Hathorn, from Dave Eckels, May 1, 1994, received from Paul Tougas's files at the Facilities Planning Office on February 28, 2019

The 504 Committee DOES care about the beauty of the campus, but help us to make it beautiful for those with bum legs too. We need your support, not opposition, to get these things done.

Hathorn's response:³⁰⁸

Thanks for your letter. Let me begin by explaining that the purpose of my letter on March 15, 1994, to the ADA/504 Committee was to report a decision reached by the Design Review Committee regarding a request for additional signs. Representing the 504/ADA, Jack Wilson brought the request to the DRC for action and I, as Chair, was simply conveying that group's recommendation. The letter was not, as far as I was concerned, and despite Ozzie's insinuation to the contrary, unsolicited, nor, as he also insinuated, was it meant to be unconstructive. It reported the points raised by the DRC members including the Committee's feeling that, although they did not support a widescale addition of signs, an exception deserves to be made in the case of McNutt, and went on to describe how that might be done. Furthermore, I should tell you that the whole sign issue, not just for the disabled, is one which has been debated for the last ten years and continues to defy a clear resolution. I won't go into that here except to say that there continues to be general ambivalence, with some arguing that more signs are needed, while others argue that signs should be limited because they undermine the quality of the environment for the undergraduate majority, who find their way around very soon after arriving.

I agree, for the most part, with your points about the functional importance of buildings and that there is no reason for new buildings to not adequately address the needs of the disabled. Where we evidently disagree is on how and to what extent an institution like Dartmouth should go in adapting its older buildings and campus landscape to meet those needs. The last sentence in the first paragraph of your letter is reasonable: 'give those with handicaps a chance to be a LITTLE (my caps) more independent' but the tone of the rest of the letter in my opinion, goes beyond this. As an example, the McNutt project, where the College spent over \$400,000³⁰⁹ in accessibility renovation, has, as part of a subsequent plan, included the installation of a sign at the accessible entrance only to now have the Committee request yet another layer of signs, including a sign, or more accurately, a series of signs, directing persons from the front door to the accessible entrance. This step goes beyond ADA requirements and seems to me to go beyond 'a chance to be a little more independent'.

As I know you understand, part of my role as College Architect and a major part of the role of the Design Review Committee is to be attentive to preserving the campus architecture which, in the case of Dartmouth, consists of a collection every bit as valuable as that which resides in the Hood Museum. Accommodating requests such as this from the ADA/504 Committee can't avoid occasionally being in conflict with this charge and the Design Review Committee felt this was an example of such a conflict and simply didn't support going forward with these signs.

³⁰⁸ To Dave T. Eckels from George T. Hathorn, May 12, 1994, received from Paul TOugas's files at the Facilities Planning Office on February 28, 2019

³⁰⁹ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$679,384.62 in 2019 dollars.

It is clear that there needs to be a better understanding of the different roles played by the ADA/504 Committee, by the Design Review Committee and the College Architect. Over the years I have supported, designed and worked on a myriad of projects aimed at providing accessibility. While I have been careful, I have not been unsupportive. Between new buildings and renovations our office has handled millions in dollars in projects to assist those with disabilities and we will continue to do so. The healthy tension that should characterize our interactions and lead to satisfactory compromises in the best interest of the institution is, I feel, being replaced by a growing sense of defensiveness and that of course gets in the way of what we are all trying to accomplish. All the more reason then for us to get together. I would like to involve the entire Design Review Committee in a productive discussion of these issues with the ADA/504 Committee and will leave it up to you and/or Nancy Pompian and Ozzie Harris to notify me enough ahead of time so that I can get representation from the Design Review Committee at a future ADA/504 Committee meeting.

In summary, I look forward to continuing to work with the ADA/504 Committee to find balanced and reasonable solutions to the problems faced by the disabled at Dartmouth. I have every hope our collaborative efforts can productively debate the merits of various changes with less conflict and a better spirit of cooperation.

These two letters are presented in full to represent a tiny sliver of the sheer amount of internal dialogue and disagreements that occurred between different members of the staff. George T. Hathorn spent a great deal of time and effort making this campus accessible. But he did not fully understand Eckels's perspective from a wheelchair. Although it was Hathorn's job to consider aesthetics and he did that admirably, his arguments regarding signs do ring hollow and fairly privileged. Aesthetics are important. Dartmouth College is beautiful. But signs with the dimensions of 5-7/8" x 5-7/8" would not have destroyed the aesthetics of the College.³¹⁰

Money Spent Elsewhere

It is clear that all of the construction that was planned during this time would be exceedingly expensive. One might think that the College had only enough money to complete the Committee construction. In part, this is a correct assumption. But it also misses the larger picture regarding how much money was spent on construction during this time that was funded by alumni donations.

In October 1988, an alumnus gifted \$150,000³¹¹ to create a new baseball field and conduct renovations "which would create a small stadium featuring new dugouts, bathrooms, concession stand and seating for approximately 2000 spectators."³¹² This generous donation likely was shock full of good intentions. However, it would cost more than the \$150,000 to complete the renovations to the baseball stadium—a construction cost that the College would have to bear.

This is not the last time that an endeavor for Dartmouth's athletics would cost the College a significant amount of money. In August 1989, members of Dartmouth College Football team would ask the College for a lift to videotape team practices.³¹³ The price to purchase a new lift would be

³¹⁰ Dimensions taken from Purchase Order made on May 22, 1990 by the 504 Committee for a total cost of \$1,360; packing slip received from Paul Tougas's office on February 28, 2019

³¹¹ The U.S. Labor Department's Bureau of Labor Statistics calculates this amount as \$319,161.45 in 2019 dollars.

³¹² Subject: New Baseball Stadium, to: Gordon V. DeWitt, From: George T. Hathorn, October 24, 1988, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

³¹³ Subject: Lift for Videotaping Team Practices, to: Dick Jaeger from: Jack Wilson, August 2, 1989, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

\$40,000.³¹⁴ The previous year's model would cost \$37,900 and had the option to be leased for \$1950 per month, or \$23,400 each year.³¹⁵ These numbers are quite large for a piece of technology that the team had been competing successfully without up until this point.

If the College had not needed to make changes to campus for accessibility reasons, these numbers would be irrelevant. Obviously, athletics are an important part of campus life and an attraction for donors. However, there *was* money needed to make campus more accessible. Many alterations to campus such as renovations to Dartmouth Hall could not be completed due to exceedingly large cost restrictions. One million dollars sounds like a lot of money, but it simply was not enough money to accomplish the entirety of renovations required to make campus truly accessible.

In the context of a lack of money available for renovations, the Equal Opportunity and Affirmative Action Department (EO/AA) does not look very good either. The EO/AA department was responsible for facilitating the 504 Committee. Lisa E. Baer was a prominent member of the Department—the Associate Director of Equal Opportunity and Affirmative Action. She attended several conferences that were directly related to the goals of the Department. She also attended the Conference of National Association of College and University Attorneys in Honolulu, Hawaii for a total cost of \$1341.72.³¹⁶ It does not appear that the conference had any direct relevance to Baer's position at the College. Al Richard—the head of the EO/AA and the Special Assistant to the President—treated himself to frequent meals at the Hanover Inn to the tune of a total of \$595.95 on the College's budget.³¹⁷ The total amount of miscellaneous or personal expenses that the College funded for the EO/AA department was \$2427.19 for the financial year of 1989 to 1990.³¹⁸

This is not to comment that this particular department was unique in its use of College money. This is more to say that the same individuals involved with allocating funds for accessibility on campus—the same people who knew that there was not enough money in their budget to accomplish the basic tasks that the Committee wanted to do to comply with 504 regulations—spent this money on themselves rather than on construction. There is an argument to be made that the Department perhaps deserved some extra compensation for their work on the Committee. But money is fungible, and the fact of the matter is still that the College paid for Pine lunches for employees before they paid for signs, ramps, and elevators.

Data Gathered

Throughout the 504 Committee's existence, there were different data points gathered in order to show what progress the College made in conjunction with accessibility and to illustrate to the national arena what progress national disability policy would accomplish. In a Fall 1989 newsletter to campus, James Wright—the Dean of Faculty—and Alvin Richard alerted the Arts and Sciences Faculty to the following:³¹⁹

³¹⁴ Subject: Lift for Videotaping Team Practices, to: Dick Jaeger from: Jack Wilson, August 2, 1989, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

³¹⁵ Subject: Lift for Videotaping Team Practices, to: Dick Jaeger from: Jack Wilson, August 2, 1989, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

³¹⁶ Pay slip and Budgetary Information, Affirmative Action Office Subject Files 1989–1991, Rauner Library Dartmouth College. United States Bureau of Labor Statistics calculates this amount as \$2,583.99 in 2019 dollars.

³¹⁷ Pay slip and Budgetary Information, Affirmative Action Office Subject Files 1989–1991, Rauner Library Dartmouth College; United States Bureau of Labor Statistics calculates this amount as \$1,147.73 in 2019 dollars.

³¹⁸ Pay slip and Budgetary Information, Affirmative Action Office Subject Files 1989–1991, Rauner Library Dartmouth College.; United States Bureau of Labor Statistics calculates this amount as \$4,674.47 in 2019 dollars.

³¹⁹ Subject: Student Disabilities, Fall 1989 (September 13, 1989) to: Arts and Sciences Faculty, from: James Wright, Dean of Faculty; Alvin J. Richard, Special Assistant to the President, September 13, 1989, Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

The number of disabled college freshmen in the United States has tripled since enactment of Section 504 of the Rehabilitation Act of 1973, which mandates academic adjustments and auxiliary aids for disabled students in post-secondary institutions. Dartmouth is committed to providing access to programs for all students. We are, therefore, writing to remind you of ways in which you may be able to assist disabled students in your classes. Physical disabilities in the Dartmouth student population include blindness and low vision, hearing impairments, chronic illnesses such as heart disease and cancer, and many kinds of mobility impairments. Academic accommodations for physically disabled students may include relocation of classrooms, more time on examinations, pre-recording of textbooks, the provision of readers and notetakers, and tape recording of classroom material.

In a survey of undergraduates, the following answers were given to the question “Do you have a permanent physical handicap? Check all that apply”.³²⁰

- .8% (5 respondents) Yes, Restricted Mobility
- .7% (5 respondents) Yes, Other
- 3.7% (26 respondents) Yes, restricted vision
- .3% (2 respondents) Yes, restricted hearing

These surveys represent a great change to the way that the College—as well as all colleges—were being forced to consider disability. Even though these numbers are small, it is clear that disabled students were being recognized as members of the Dartmouth community. Visibility is important.

In addition to these updates on student demographics, there was also a survey done of the number of buildings accessible in relation to the total number of buildings on campus. In December 1989, an internal review was conducted by the EO/AA Department on the progress of accessible construction.³²¹ Out of the 113 campus buildings—exclusive of rental housing and inclusive of Ledyard—there were 20 buildings that were fully accessible and 26 additional buildings that were partially accessible.³²² It was stated explicitly that the information on buildings “is not to be published or shared with anyone other than this Handicapped Affairs Office [at the Ivy League Affirmative Action Officer’s Group].”³²³ It is not clear why this information was to be kept confidential.

³²⁰ Campus Center Survey, Undergraduate Responses, n.d., Facilities planning construction files 1980–1991, Rauner Library Dartmouth College

³²¹ Date: 11 December 1989 to Marge Boley from: Lisa E. Baer, December 11, 1989, 504 Minutes/Membership 1989–1990/504 Correspondence 1989–1990, Rauner Library Dartmouth College

³²² Date: 11 December 1989 to Marge Boley from: Lisa E. Baer, December 11, 1989, 504 Minutes/Membership 1989–1990/504 Correspondence 1989–1990, Rauner Library Dartmouth College

³²³ In December 1989, an internal review was conducted by the EO/AA Department on the progress of accessible construction.³²³

Section 4: An Ode to Dave Eckels

David T. Eckels was admitted to the Dartmouth Class of 1944.³²⁴ After acting as an officer in the Naval Supply Corps during World War II, Eckels returned and graduated from the College in 1947.³²⁵ He was born in November 8, 1921 in Manitowoc, Wisconsin and married his wife, Patricia, in 1948.³²⁶ Eckels worked in the grocery industry for a few decades before moving back to Hanover in 1966 where he was appointed to be a development officer at Dartmouth.³²⁷ In 1968, Eckels underwent spinal surgery and began to use a wheelchair.³²⁸ Perhaps more than anyone else mentioned throughout this paper, Eckels transformed this campus. He was a member of Hanover's Disabled Accessibility Advisory Committee, Dartmouth's Handicapped Committee, and Dartmouth's 504/ADA and Design Review Committee.³²⁹ He performed several "wheelthroughs" of campus. Following his retirement in 1987, Eckels served on the 504 Committee for several years.³³⁰ In December 1987, Eckels went to support the Women's Basketball Team with his wife and sent the following letter to Gordon DeWitt.³³¹

We went to see the women play basketball the other day; parked in the disabled space, found our way in to the nearby door when someone came our (the doors were locked); bought our tickets, found an officer to assure us that we could go to the elevator through the doors marked 'emergency exit only' went to the second level and behold, the ticket taker was standing at the bottom of about a dozen steps. "How do we get to the seats?" we asked. He looked a bit blank and told us he could probably get me up the steps! So, we went back down and sat on the floor at the end of the stands as we did in the old gym. Looking up at the area behind the seats it looked as if we couldn't have seen over the Berlin Wall even if we had gotten there and I couldn't have placed my wheelchair at the head of the aisles without blocking the steps. No open rail like in Thompson.

The question is: How can it happen? The building is named for a '44; the class has had its project the placement of railings and ramps you spent a morning in a wheelchair with me to get a feeling for the problems; there is a committee that is supposed to watch out for this sort of thing; and yet, here we are with a new building where the architects weren't required to consider accessibility for wheelchairs! As usual, the low-cost solutions now become high cost. I begin to understand a bit better the handicapped who have gotten nasty about barriers. I

³²⁴ Obituary of David T. Eckels, Valley News—Saturday, November 6, 1999, Rauner Library Alumni Files: David T. Eckels, Rauner Library Dartmouth College

³²⁵ Obituary of David T. Eckels, Valley News—Saturday, November 6, 1999, Rauner Library Alumni Files: David T. Eckels, Rauner Library Dartmouth College

³²⁶ Obituary of David T. Eckels, Valley News—Saturday, November 6, 1999, Rauner Library Alumni Files: David T. Eckels, Rauner Library Dartmouth College

³²⁷ Obituary of David T. Eckels, Valley News—Saturday, November 6, 1999, Rauner Library Alumni Files: David T. Eckels, Rauner Library Dartmouth College

³²⁸ Obituary of David T. Eckels, Valley News—Saturday, November 6, 1999, Rauner Library Alumni Files: David T. Eckels, Rauner Library Dartmouth College

³²⁹ Obituary of David T. Eckels, Valley News—Saturday, November 6, 1999, Rauner Library Alumni Files: David T. Eckels, Rauner Library Dartmouth College

³³⁰ Affirmative Action Newsletter Winter 1991, Rauner Library Alumni Files: David T. Eckels, Rauner Library Dartmouth College

³³¹ DCAC Athletic Facility to Gordy, from: David T. Eckels, December 29, 1987, 1986–1988 Affirmative Action Files, Rauner Library Dartmouth College

don't understand why it is so difficult to include the barrier problem in any planning you so. The town is doing well in this area and there are plenty of us willing to review plans when changes can still be made, just ask!

P.S. Sitting on the little balcony behind the backboard doesn't seem like much of a solution.

Eckels received a response explaining that there were accommodations available.³³² However, the people providing tickets did not know what those resources were. Very soon following this experience, Eckels would leave retirement to once again assist the College.

On February 15, 1988, Eckels officially joined the Section 504 Committee at the request of the President.³³³ Immediately following this, he sent this letter to the Chairman of the Board of Trustees:³³⁴

The President has asked me to serve on the committee which is charged with bringing the campus into conformity with Sec. 504 in connection with disabled students. At the first meeting, it became clear that a sizable expenditure of funds is going to be needed if the necessary elevators are to be build into the buildings which need them: Dartmouth Hall, Robinson Hall, Spaulding Auditorium, etc. We have developed a list of needs in priority order that will obviously cost a good deal more than anyone on the committee sees in what recognize as tight budgets.

It seems that the Trustees are going to have to make a substantial commitment to accomplish what really should have been done years ago. I served on a similar committee in 1977 and the list of recommendations that grew out of their deliberations were barely touched. Would it be possible for the Trustees to commit \$1 million a year for three years to meeting these goals. The estimated costs on some of the projects run as high as \$400,000 also this commitment does not appear to be too large to get the job done.

One other factor that begs consideration is snow removal. B&G did, for years, a wonderful job of keeping the walkway into Blunt clear and dry so that I was able to get in without danger. But the town and much of campus remain impassible for wheelchairs without special effort. I continually see our current wheelchair student in the middle of the road as he tries to get to class. It was frustrating to find the sidewalk to Collis (where our first meeting was held) uncleared because it was Washington's birthday!

The committee hopes to review future construction plans well in advance so that errors like adequate wheelchair access to Leede Arena and the need to make expensive alterations in Brace no longer occur. We are anxious to minimize the costs of making the campus accessible, but it is clear that a major investment is needed to get to an acceptable level.

³³² Re: DCAC Berry Athletic Facility to: Dave Eckels, from: Gordon V. DeWitt, January 7, 1988, 1986–1988 Affirmative Action Files, Rauner Library Dartmouth College

³³³ Re: Minutes of the February 15, 1988 meeting, Date: March 8, 1988, Committee on Disabled – 504, Rauner Library Dartmouth College

³³⁴ Letter to Norman F. McCullough, Jr. Chairman of the Board of Trustees from David T. Eckels, February 26, 1988, Committee on Disabled – 504, Rauner Library Dartmouth College

It was in August of 1988 year that the Trustees identified \$1 million dollars to fund accessible construction projects.³³⁵ It is impossible to know the extent to which Eckels influenced this decision.

In the Office of Equal Opportunity and Affirmative Action's Winter 1991 Newsletter, Eckels was interviewed as a member of the 504 Committee.³³⁶

- 3 -

A VISIT WITH SECTION 504 COMMITTEE ON DISABILITIES MEMBER: DAVE ECKELS

Q. Exactly how long have you been affiliated with Dartmouth, and what brought you here?


I'm class of 1944, and had kind of a split education. I came back after serving in the Navy and finished in 1946. In 1966 I came back to raise funds for the Thayer School. I traveled for about a year and a half before my leg gave out. I had been having problems with numbness in my feet and my right leg began to atrophy. I then had a back operation in 1968. After that, I was able to develop a new job as Director of Stewardship. I retired in 1987, but I am still working for Dartmouth's Section 504 Committee and the Town of Hanover Committee for the Disabled.

Q. You are a member of the 504 Committee. What is the role of this committee and what is your perception of any changes or improvements that have been brought about by the committee?

The role of the committee is to monitor Dartmouth's compliance with the regulations under Section 504 of the Rehabilitation Act of 1973. This includes ensuring accessible facilities and making accommodations, for example, for people who have a hearing or vision impairment. There was a committee about 10 years ago that looked at ways to make buildings accessible, and at that time I was on crutches and was anxious to get handrails put around. So, my class of '44 paid for a lot of the handrails that are on campus. The cost of big projects, like installing elevators, was well beyond us. There has been a change in attitude more than anything else. One of my classmates had a son in the class of '73 who had polio and used a wheelchair. A student helped push him around campus. The faculty refused to move his class (on the third floor of Reed Hall) and the student literally had to carry him up and down the stairs every time he went to class. Obviously today we are at a point where that isn't the question. The classroom would be switched to accommodate the student. The whole town has also gotten better. There were no curb cuts in Hanover 10 or 15 years ago. Now I can go practically any place in town.

Q. What are some of the issues or concerns that the 504 Committee has been addressing as of late?

The Board of Trustees gave the committee \$1 million to renovate several campus buildings to make them accessible by ramp and/or elevator. The elevator in McNutt Hall is the first one that was installed. We've also targeted five to six other projects, including providing access to 105 Dartmouth Hall. We are trying to get approval from the State of New Hampshire to install a wheelchair lift that would move someone from the main floor to the level of Room 105. So many things take place in that room; it's one of the few 200-person classrooms on campus and it is quite necessary that it be accessible. We also met recently to discuss purchasing sound enhancement equipment for Spaulding Auditorium. The Dartmouth Club of the Upper Valley will be sponsoring some part of that project.



DAVE ECKELS

The committee has also undertaken a multi-phase signage project to install a campus map, exterior signs indicating accessible building entrances, and internal directional signs. What all of us are looking for is to be independent. We want to be able to go and do the same things you do. I think the project is helping people to achieve greater independence.

The thing that has always concerned me is that someday we may get a student who will be an activist and force us to do all these things yesterday. And the law may now compel us to do that. If it took \$5 million to do it very quickly, we may have to spend that kind of money. I think if we go along the way we are now—very planned, long range work—we can work it out for a good deal less. We clearly need more money to continue our work.

Q. What is the biggest obstacle in recruiting people with a disability for employment?

So many things depend on the type of disability. After Blunt Alumni Center was rebuilt and an elevator was installed, it was fine for me. But, as Director of Stewardship, it was desirable to personally visit with faculty members. Occasionally that wasn't possible because many of the buildings were still not accessible. In those instances, the job didn't get done very well. My guess is that your first inclination wouldn't be to hire someone with a hearing impairment as a receptionist. However, what the 504 regulations have taught us is that for a qualified handicapped individual we would need to make reasonable accommodations such as installing an extra loud bell and sound enhancement equipment on the telephone. With these small modifications to the workplace, the employee would be able to function effectively.

Q. From your perspective, is there anything that the institution should be doing that it is not to overcome these obstacles?

No, I think we are doing them. We've spent a lot of money on signage, even though we could spend more. For example, I went to the Thayer School the other day and there is a wheelchair symbol on the entrance door, but once you get inside the building, there are no directional signs of any kind. There were no people on the lower level that day to ask for directions, and I

Cont'd. on p. 5

Affirmative Action Newsletter Winter 91

³³⁵ Section 504 Handicap Committee Minutes for Oct 5, 1988, November 7, 1988, 504 Minutes/Membership 1989–1990/ 504 Correspondence 1989–1990, Rauner Library Dartmouth College

³³⁶ Affirmative Action Newsletter Dartmouth College, Volume 4, Number 2, Winter 1991, Alumni Files of David T. Eckels, Rauner Library Dartmouth College

Eckels Cont'd. from p. 3

couldn't find the elevator. It would be very simple to install directional signs; in fact, this is another phase of the signage project I mentioned previously. Unfortunately we have had to delay this phase due to lack of funding.

Q. From your perspective, what do you think is the level of awareness of disability issues among the Dartmouth Community?

Well, it's probably 100 times better than it was 10 years ago. But there is still a long way to go. My big complaint is still with architects. I know of only two architects in the Hanover community who really start their plans with a concern for people with disabilities and for accessibility.

I went to a basketball game in the new Leede Arena. When I got off the elevator there were another dozen steps up to the top of the seating. And then there was a "Berlin Wall" that you can't see through if you were going to park your wheelchair up there. There is no excuse for that. Simply relocating the elevator would have solved the problem—if the architect had thought a minute about it. And, it doesn't cost a lot if you do these things at the right time during construction.

The 504 Committee has instituted a system whereby all of the College's construction and renovation plans are reviewed for accessibility before construction has

begun. That way, we are able to catch things before the concrete is poured. It's a heck of a lot cheaper to change plans at this stage!

Q. What can be done to raise awareness?

My theory for architects is that they all should have to spend two weeks during their schooling in a wheelchair. We did that here as a matter of fact. We borrowed six wheelchairs from the hospital one day and people at the Hopkins Center and Buildings and Grounds spent the morning in a wheelchair. It's amazing the changes that it made. You really begin to understand when you encounter doors that are too tight, aisles that are too narrow, and elevators that are difficult to find.

Q. Comments?

Planning is the big thing and it needs to be done at the architectural level. The Americans with Disabilities Act which passed last July will now make it a civil right that these things have to be done correctly. There are now fines for architects who design incorrectly. You'd like to have these things happen without force, but there comes a time when you must simply point to a law and say you've got to do it.



It is clear that Dave Eckels was one of the single most influential advocates for accessibility both on this campus and in the town of Hanover for several decades. Sadly, Eckels passed away in November 1999.³³⁷ His obituary states that he "will be remembered for his integrity and candor, his belief that all must take responsibility for making this a better world, and his zest for living each day to the fullest, meeting each new physical challenge with courage and humor."³³⁸

Now, I hope that to those of you reading this, Eckels will be remembered for his unmistakable resolve in fighting to make Dartmouth College and Hanover, NH accessible to all during times when these changes were seen as wasteful, ugly, and unnecessarily bureaucratic.

Remember Eckels each and every time you use an elevator on Dartmouth's campus; whenever you see a blue and white accessibility sign; and constantly in the winter when ramps and walkways are inadequately plowed.

³³⁷ Obituary of David T. Eckels, Valley News—Saturday, November 6, 1999, Rauner Library Alumni Files: David T. Eckels, Rauner Library Dartmouth College

³³⁸ Obituary of David T. Eckels, Valley News—Saturday, November 6, 1999, Rauner Library Alumni Files: David T. Eckels, Rauner Library Dartmouth College

Section 5: A Look at Today

On April 30, 2018, President Phillip J. Hanlon ⁷⁷ announced “The Call to Lead: A Campaign for Dartmouth.”³³⁹ The “most ambitious campaign in [Dartmouth’s] history, with a \$3 billion goal” is meant to transform Dartmouth in numerous areas and would conclude in 2022.³⁴⁰ One of the campaign goals is to perform renovations to Dartmouth Hall:³⁴¹

Dartmouth Hall represents the heart of interdisciplinary learning at the College, and a group of alumnae leaders has provided a dollar for dollar match—up to \$12.5 million—to revitalize this campus icon. Your gift of any size to support the project will be **doubled**—and will help make this beloved building fully accessible to all members of the Dartmouth community; provide new teaching technologies; reconfigure classroom, office, and common spaces for more innovative research and teaching; and bring together language programs and the Guarini Institute for International Education. You can help optimize Dartmouth Hall for the kinds of close-knit interactions that are a hallmark of Dartmouth’s academic experience. Give now to build a new and lasting legacy at Dartmouth.

Language related to “accessibility” is found constantly throughout the Call to Lead website. However, often it is used in relation to bringing programs and scholarship to First-Generation or Low-Income Students. Because of the vague use of “accessible” in regard to the changes that are set to be made to Dartmouth Hall, it was necessary to reach out to the Office of Planning, Design & Construction to see what the plans were. The Office was extremely helpful—all new planning will fully comply with regulations set forth by the Americans with Disabilities Act and the IBC Building code.³⁴² An elevator is set to be added to the building and accessible restrooms that comply with the ADA and IBC Building Code will be provided.³⁴³

For the first time in Dartmouth’s 250 years, students who cannot make use of stairs independently will be able to look out at the Green from the upper floors of Dartmouth Hall. They will be able to meet in their professor’s office for office hours. This may not seem like much, but Dartmouth Hall is one of Campus’s most iconic buildings.

In Spring 2019, the English Department will be offering ENGL 55.17: Disability and Literature. Taught by Professor Michael Chaney and Professor Sara Biggs Chaney, the course will have two aims: “first, to explore literary representations of physical, developmental, and neurological conditions associated with disability and its constructions; and, second, to engage with foundational theories from critical scholarship on ability and disability in order to understand how medical narratives as well as socio-historical contexts impact embodied experiences of human difference.”³⁴⁴ Students will be required to “design and implement an outreach event to raise public awareness about

³³⁹ Hanlon, Phil. 2018. “Announcing The Call to Lead: A Campaign for Dartmouth” Dartmouth College. April 30. Accessed at: <https://www.dartmouth.edu/~president/announcements/2018-0427.html>

³⁴⁰ Hanlon, Phil. 2018. “Announcing The Call to Lead: A Campaign for Dartmouth” Dartmouth College. April 30. Accessed at: <https://www.dartmouth.edu/~president/announcements/2018-0427.html>

³⁴¹ The Call to Lead: A Campaign for Dartmouth. N.d. “Dartmouth Hall.” Accessed at: <https://calltolead.dartmouth.edu/opportunities/dartmouth-hall>

³⁴² See: “Buildings and Facilities – Providing Accessibility and Usability for Physically Handicapped People” .1986. Accessed at: <https://webstore.ansi.org/Standards/ICC/ANSIA1171986>

³⁴³ E-Mail correspondence between Koreman and OPDC on February 26, 2019

³⁴⁴ Syllabus for ENGL 55.17: Disability and Literature Spring 2019, taught by Michael Chaney and Sara Biggs Chaney

the issues addressed in the course.”³⁴⁵ Throughout reading and discussing books ranging from *Blindness* by Jose Saramago, *Bartleby* by Herman Melville, and *Of Mice and Men* by John Steinbeck, students will critically evaluate the way that disability is constructed both in these novels and in society.³⁴⁶ In asking the professors why they chose to create this course, Professor S. Chaney responded that her work on the rhetorical history of Autism and her work with Professor M. Chaney on Autism’s representation in graphic novels heavily influenced their decision.³⁴⁷

While there have been certain courses throughout the years such as “Music and Social Identity” taught by Professor William Cheng that explore critical applications of disability in the humanities, this course is set to be the first humanities course in the past few decades that explicitly mention disability in the title and focus primarily on disability as an academic lens.

While all of the above certainly indicate progress in terms of the social construction of disability on Dartmouth’s campus, there is much room for the College to grow. In April 2017, a member of the class of 2018 filed a lawsuit against Dartmouth for failing to “adequately provide the accommodations that she was entitled to under the Americans with Disabilities Act.”³⁴⁸ As a part of the settlement, this legally blind student will now have a protocol named after her—The Manella Protocol—where the College will “implement new policies and procedures that will address the needs of students with disabilities, including a mandatory training program for faculty and staff.”³⁴⁹ It is clear that Dartmouth has room to grow in accommodating students.

³⁴⁵ Syllabus for ENGL 55.17: Disability and Literature Spring 2019, taught by Michael Chaney and Sara Biggs Chaney

³⁴⁶ Syllabus for ENGL 55.17: Disability and Literature Spring 2019, taught by Michael Chaney and Sara Biggs Chaney

³⁴⁷ E-Mail correspondence between Koreman and Professor Sara B. Chaney and Michael A. Chaney; February 8, 2019

³⁴⁸ Janowski, Elizabeth. 2019. “After Lawsuit settlement, Mannella Protocol established.” *The Dartmouth*. February 21. <http://www.thedartmouth.com/article/2019/02/mannella-students-with-disabilities-policies>

³⁴⁹ Janowski, Elizabeth. 2019. “After Lawsuit settlement, Mannella Protocol established.” *The Dartmouth*. February 21. <http://www.thedartmouth.com/article/2019/02/mannella-students-with-disabilities-policies>

Recommendations for Improvements

Moving Forward

It is difficult to change institutions. It is equally difficult for institutions to realize that they must change. In terms of accessibility, change often comes slowly. During the course of this project, I have spent a great deal of time reflecting on what steps the College could take to improve accessibility on campus. Unfortunately, most of the largescale changes that need to occur are incredibly costly and most of the small changes that would greatly help the day-to-day lives of differently abled individuals are too small to be noticed by people who don't need the help. The following improvements would be reasonable, relatively low-costs steps for the College to take in improving campus accessibility:

1. Require an accessibility survey once every few years

In a conversation with the Office of Facilities, Planning & Design, it became clear that many of the places on campus that are classified as accessible do not meet today's standards for accessibility. In most cases, these changes are minor and do not impact building accessibility on a functional level. However, there have been times in Dartmouth's history where these changes have caused major problems.³⁵⁰ As no largescale surveys of campus have been completed in the past several years, there is no way of knowing whether there are areas of campus classified as accessible that are not, in fact, accessible. As laws begin to change, this could pose an extreme liability to the College.

By requiring a survey of every few years—by having workers from either the Office of Planning, Design, and Construction or Buildings and Grounds check periodically on the accessibility of campus—the College can both be proactive about adapting to new legislation and about ensuring that campus is reasonably up to current standards. Standards for accessibility are constantly changing and the College should perform the survey against whatever the current standards for that year are.

For example, in Hinman Forum in the Rockefeller building, there was an accessible map that was from 2004. It had not been updated in 15 years. It was also almost 5 feet off of the ground—way too high for any person in a wheelchair to comfortably look at it. Since pointing out this outdated map to individuals who work at Rocky, this map has been updated and there are plans to move the map to a lower location on the wall. This would have been caught earlier if someone was tasked in checking up on how the accessibility measures on campus were fairing.

³⁵⁰ Subject: Baker (Serials Reading Room) public restroom, to Nancy Pompian, Philip A. Chaput, John G. Crane from: Pamila I. Ploeger, August 11, 1999, Berry Construction Files, Library Building Committee, 504/ADA Accessibility, Rauner Library Dartmouth College

“I took a quick look at the plans for that restroom off the current reference room. From my reading, no renovations are planned (the drawing seem to reflect the existing situation, with a rather small bathroom and the existing janitor's closet remaining). My guess is this bathroom was defined as “handicapped accessible” many years ago because it is all on one level, not because the size was adequate. Since this space will be the Serials Reading Room and the route to a truly “accessible” toilet is rather long and circuitous, perhaps we should rethink the way that space is designed. I doubt it meets current requirements for accessibility”

An important part of these surveys would be to ask for volunteers from the community who are differently abled to participate in it. Differently abled people who require accessibility are more likely to quickly see the more subtle areas of campus that demand improvement. This would also have the additional benefit of allowing the College to reach out to the differently abled and actively include them in this process that is for them, increasing agency and accountability. If the College is proactive in making campus accessible, there's a lot of potential for the College to gain some good press.

If the College were to only implement a single policy, it should be this one. A designated survey would lead to broader institutional change by establishing a consistent approach to gathering information that, in turn, will provide a series of actionable steps for the College to take.

2. Change the Wilder Hall door handle

The Wilder Hall door handle is awful. I have had two classes in that building, and it is nearly impossible for me to open the door. The door is egregiously heavy, and the handle requires a person to simultaneously push down on the button and pull the door to open it. For a person with basically anything other than joints in perfect condition, this is upsettingly difficult. There is an accessible entrance into Wilder—one must walk through Fairchild, go up a few flights of stairs (or take an elevator), and go across a ramp that connects these two buildings. It takes several additional minutes to take the fully accessible entrance—several additional minutes that students trying to get to class simply do not have. Students with disabilities want to make it to class on time, too. Replacing the Wilder Hall door handle with an L-shaped or push handle would easily solve this. For a few thousand dollars—the cost of a single student's on-campus living fees or a single meal plan—the College could also implement an automatic door opener.

3. Change the door handle on the second floor of Carpenter Hall outside of the elevator

Following the implementation of the ADA, the freight elevator in Carpenter Hall was converted to be used by people. This is extremely helpful. However, on the second floor, the elevator opens into what used to be an office space. Therefore, the door handle to exit the office is a small, round handle that is not easy to open. Replacing this handle to be an L-shaped one would be extremely helpful.

4. Reach out to Alumni and current students with disabilities to see how their experiences are

People who are differently abled are the best judges of whether an institution is meeting their needs. The College must make it a point to talk to those people who will be impacted the most by their policies. In the era of modern technology, this could consist of a yearly survey sent via blitz. It would take very little effort from the College, and it would provide valuable feedback to Student Accessibility Services.

Some alumni who are disabled have gone into different forms of disability policy and activism in their careers. These alumni are unique in the fact that they both experienced College policy and know what the current standards and best practices for accessibility are. Reaching out to them to gain feedback and recommendations would provide an invaluable resource.

5. Provide instructions and training to Building and Grounds and Custodial staff across campus

Hanover is home to difficult winters. It would be unreasonable for anyone to think that every day of the year would be perfectly plowed. However, it is completely reasonable for wheelchair ramps to be made accessible—snow must be cleared from the ramp *and* a path must be cleared to a road. There are many times when the path is not cleared. There are many times when a foot of snow sits at the bottom of a wheelchair accessible ramp. In general, this is not a huge problem—the staff members at the campus are wonderful and hard working. But it would still be helpful to explain that accessible entrances—ramps and pathways—should be the top priority for snow removal as individuals in wheelchairs or any mobility assistance physically cannot exit or enter any building that is blocked by even a few inches of solid snow. This is in contrast to an abled bodied person who can simply pick his or her legs up higher to get through the snow.

Obviously, this is nowhere near a comprehensive list of suggestions. This is simply put here to let the College know that there are small changes that it can make to greatly help its differently abled community members. Without small changes and active behavior on the part of the College, accessibility will never be truly achieved on Dartmouth's campus. While it can be the job of people like me to help the College hold itself accountable, it should not be only my job. The College ought to take responsibility. The College ought to hold itself accountable without the urging of people like me for the simple reason that it is the right thing to do.

There are some people who because of a lottery of birth are born disabled. But unlike other traditionally marginalized groups, not everyone who is disabled was born that way. Something as simple and common as car accident can irrevocably change a person's life and mobility. Anyone can begin to lose their hearing or eyesight. Every person at Dartmouth could lose some physical ability of theirs with very little warning. And it is because of this fact that Dartmouth must be proactive in altering its campus and its policies with accessibility in mind.

Appendix

This appendix contains documents discussed in Section 2 and found in the folder Civil Rights: Handicapped, Committee On 1977–1980. It consists of internal documents from the first Committee.

BUILDING ACCESSIBILITY STUDY

I. Statement of Purpose

Factors Studied

Overall Rating

II. Description of 21 Building Units

III. Chart of Building Accessibility

IV. Campus Map - Best Access Marked

V. Suggestions

VI. Conclusions

The following guide was used in the evaluation of campus buildings for accessibility to individuals with physical disabilities.

Parking

Is an offstreet parking area available to the buildings.

Approach

1. Which entrance is most accessible?
2. Is the approach to this entrance at ground level?
3. Is there a ramp in the approach to or at entrance door?
4. If any steps, what is the number?
5. If steps, is there a sturdy handrail?

Entrance

1. Width of doorway.
2. Door automatic?
3. No. of steps between entrance and main areas or corridor.
4. Are there sturdy handrails?

Elevator

1. Passenger
2. Serve all essential areas?

Public Rest Rooms

1. Would one need to go up or down steps to get to?
2. If so, does each flight have a sturdy handrail?
3. Is there an appropriate number?
4. Are they accessible to physically handicapped persons?
5. Is there a toilet room entrance doorway of 32 inches?
6. Is there space to permit a wheelchair?
7. Are there handrails or grab bars?

Parking Lots

1. Are accessible spaces approximate to the facility?
2. Are they identified as reserved for use by individuals with physical disabilities?

Ramps

1. Do ramps have a slope no greater than 1 foot rise in 12 feet?
2. Do ramps have handrails on at least one side?
3. Do ramps have a non-slip surface?

Doors and Doorways

1. Are they at least 32 inches wide when open?
2. Do they operate easily?
3. Is the floor inside of each doorway level?

Items Omitted:

Condition of walks outside, floors inside

Other facilities, such as, telephones, elevator and light controls, water fountains, etc.

ACCESS OF DARTMOUTH COLLEGE BUILDINGS TO HANDICAPPED PERSONS

This survey of building accessibility on the Dartmouth College campus is to provide information regarding the degree of accessibility to major buildings used by students and the general public. The survey deals specifically with the ease of access to a particular building or group of buildings for individuals who are physically handicapped.

There are many disabilities which should be provided for in the construction of buildings, both public and private, which are used for large numbers of people. These would include: sight disabilities, hearing disabilities, non-ambulatory disabilities such as would require the use of crutches, and coordinating disabilities caused by a brain, spinal, or nerve injury. The intent of this report is not so much to study building access with regard to hearing disabilities. It is a widely held view that, when properly trained, blind persons have a somewhat greater freedom of mobility than those who are confined to wheelchairs. The focus of this study is specifically aimed at non-ambulatory persons.

Buildings on campus have been examined for the following details:

1. Grade level entry and elimination of steps.
2. Placement of handrails at the entrance to a building, where steps are required.
3. Inventory of steps inside buildings which inhibit the movement of wheelchair individuals to classrooms and to rooms used by the public.
4. Inventory of rest room facilities.
5. Availability of parking close to the buildings under study.

Initially, the campus buildings were grouped into 21 categories. The first 18 of these are academic buildings used by all departments on campus, Hopkins Center, Kiewit Center, Webster Auditorium, the Gymnasium, the Dining Hall, and the student/faculty infirmary. The last 3 categories include 3 groups of dormitories which are

most accessible for handicapped students and at the same time most proximate to the academic buildings. Since many of the buildings on campus are used strictly for non-academic purposes, (e.g., Parkhurst, McNutt, Crosby, etc.) these are excluded.

Finally, after the inventory had been taken, two steps conclude the study. First, an overall rating from A to D was established as an indication of the accessibility of a particular building. The four point rating should be interpreted as being relevant to this campus only and not, necessarily, to the ideal situation. The buildings were ranked according to the degree of accessibility to handicapped individuals on the Dartmouth Campus with A being the greatest. The four points evolving from this study pertain to the freedom of mobility which the handicapped person would find with respect to (1) approach, (2) entry, and (3) movement within buildings and also with the following facilities: (4) elevators, (5) rest rooms and (6) parking space close to the building. Explanation for each rating is as follows:

- A. The handicapped person could be completely independent approaching, entering, leaving and moving about inside the building.
- B. Steps are at a minimum but the individual in a wheelchair would need assistance; all facilities are reasonably available.
- C. The handicapped person would need assistance approaching and entering the building; freedom of mobility within is definitely restricted.
- D. Building is totally hostile to the movement of handicapped individuals with regards to the entry and facilities within the building.

Secondly, ways to improve the accessibility of buildings on this campus are discussed.

1. Baker - Sanborn - Carpenter (General Library, English Library, Art Galleries, Lecture Hall)

Main Entrance - One step but revolving doors are too narrow for wheelchair entry when locked open. North Main and College Street entrances - more than six steps followed by revolving doors which are also too narrow. Lower North Main Street entrance to Reserve Corridor--more than 12 steps. Most accessible entrance at rear of building off Elm Street. Curbing is cut away; entrance is centered between Baker delivery platform and newly cut fire exit to 13 Carpenter, and on the level of the Reserve Corridor. One step outside and none inside doorway. Hallways lead to two small passenger elevators in Baker; one of these is public and all levels of Baker Library can be reached including bookstack levels, but excluding the mezzanine which has no classrooms. Also, via this entry, a keyed elevator to Carpenter levels can be reached. The first floor of Carpenter can also be reached through the Special Collections Room in Baker Library. 13 Carpenter has a newly constructed fire exit with 2 steps. Sanborn House can be reached with one step by crossing a grassy, sloping area about 20 feet long leading to the side entrance of the Sanborn Reading Room by way of a breezeway connecting Sanborn to the 1920 Room at Baker. There are rest room facilities in Baker Library on the ground floor and the second floor and small bathrooms in the stacks on levels 2, 8 and 9. Rest Rooms in Carpenter - for women on 1 and 3, for men on 1 and 4.

2. Bartlett (Mathematics and Psychology) (1st Floor, Drama, Asian Studies; 2nd floor, Language Lab). Main entrance - 5 steps from driveway; rear entrance - down 12 steps; rear entrance to labs - up 12 steps. No elevator; rest rooms for women on 1st floor; men and women on 3rd floor. Accessible entrance to 1st floor only.

3. Bradley-Gerry - (Mathematics and Psychology) More than a half dozen entrances to these two buildings; by far the most accessible is the one facing Elm Street which is connected by a level concrete walk from the rear of Kiewit. There are no steps at this entrance. Inside the building there is level access to the front of Filene Auditorium as well as sloping hallway leading to the rear of Filene. Rest room facilities for men and women on the ground floor in Gerry Hall; also an additional women's room on the second and men's room on the third. Rest room facilities in Bradley for women on the ground and third floors; for men, on the third and fourth floors. Access to Bradley can be reached from inside Gerry Hall and keyed elevators in both buildings will reach all levels. The two buildings are connected by outdoor ramps at the upper 2 levels.
4. Cummings - Tuck - Murdough (Engineering, Business and Environmental Studies) These three buildings are inter-connected.
- Cummings - Building entered via 12 steps in front, more than 12 steps at one north entrance, 25 steps at another north entrance and 7 at the rear delivery entrance. A new entrance is under construction through the south wall of the building at a level mid-way between the basement and first floors. There is a keyed freight elevator to all floors from basement level; non-callable at other levels. Rest room - Men's facilities on the first and second levels. Women's - one only on the second level. Best entrance is through the loading dock.
- Murdough - Building entered at main door via several steps and at distances of greater than 50 feet from East and South. Best Access is into the entrance on north side of the building via the sidewalk in front of Tuck and the sloping sidewalk leading to Murdough. There are no steps and once inside the building

access to Cook Auditorium level and all other levels is good. Steps to exterior doorways have railings along the walls of the building.

Elevator: Public elevator at the north end to all floors; public elevator at the south end to Cook Auditorium and third levels only.

Rest rooms--first floor has doorways and grab bars for the handicapped, men's and women's facilities on 2nd and 3rd floors.

Tuck - Many steps at all entrances including 12 at main door and several at the underground passageway to Murdough. Woodbury dorm breezeway connects with Tuck Hall by 8 steps. No railings outside; public elevator to all levels; rest room facilities with grab bars but narrow doorways on 1st level.

5. Dana - Gilman - Kellogg and Chilcott Auditoriums - Remsen - Vail (Life Sciences and Medical); interconnected. Of the many entrances to these buildings in the Gilman Biomedical Center, there are two desirable ones for handicapped individuals. Access to the enclosed walkway between Gilman and Dana Library is easily obtained by a delivery entrance from College Street with one step at the building entrance. Through Gilman one can move about this complex without any other steps. There are elevators in Dana, Gilman, Remsen and Vail as well as several rest room facilities for men and women throughout. The most accessible entrance to these buildings is reached by driving through the Hitchcock parking lot on Maynard Street to the northwest entrance of Kellogg Auditorium. Parking spaces are available immediately outside the building; no steps at the entrance. There is free access to the entire complex by way of level hallways and elevators. Kellogg Auditorium, immediately inside this doorway and to the right, is easily accessible, although there are no removable seats to accommodate a wheelchair. Chilcott Auditorium can be reached by elevator at the lower floor level through three doors which is at the front row level. Chilcott Auditorium is not accessible by wheelchair from the outside

entrance. The main entrance to the Veil Building is entirely level; some distance from the closest parking area however.

6. Dartmouth - (Classics, Comparative Literature, German, Romance Languages and Foreign Study Program) There are six steps up to the rear and front entrances. The only rooms in the building which are accessible are 107, 108, and 109. Room 105, the lecture hall, is not accessible. There are no elevators and no rest room facilities on the first level.
7. Reed (Economics and History) - The entrance facing East Wheelock Street is at the top of a steep hill with six steps leading to the first level. The side entrance which has three steps to the first level is the more accessible of the two. There are no elevators or rest room facilities on the first floor.
8. Thornton (Philosophy and Religion) - Five steps at both the front and rear entries. No elevator and no rest room facilities on the first level.
9. Wentworth (Speech Department - Third Floor) - Two steps up to the only entrance to the building. Three classrooms on the first floor; no elevator. There is a women's rest room on the first floor and a men's rest room four steps below the first floor.
10. Hopkins Center (Drama, Music and Visual Studies) - Of the many entrances to Hopkins Center by far the most accessible is the one by the Hinman Post Office via the parking lot behind the Main Street stores. There are no steps to the building nor inside the building and a public elevator is available within 50 feet. All levels can be reached with this elevator with the exception of the public entrance to Spaulding Auditorium which is not accessible. There are six steps inside the main door and 14 steps leading to the entrance by the Hanover Inn Terrace. Hopkins Center can also be entered via a steep ramp from the Hanover Inn. Rest room facilities are located adjacent to the box office.

11. Kiewit (Computer Center) - Aside from a slight lip at the main entrance, the computer terminals are on the first level and easily accessible. Rest rooms for men and women on 1st floor but have 3 doors and are not suitable for wheelchairs.
12. Silsby (Sociology, Government, Public Affairs, Psychology) - Both entrances to the first level of the building have two steps up to the exterior door and either six steps down to the lower level or six steps up to the first level. An entrance from the rear of the building is less accessible to the basement level. There is a keyed elevator which reaches every level from the basement to the fourth. Rest room facilities are available but very small.
13. Steele - Wilder - Fairchild (Chemistry, Physics, Geography, Earth Sciences) Of the more than half dozen entrances to this science complex the most accessible one is the main entrance to Fairchild. This is reached by a blacktop walkway from the road with a step at the curb. Inside the building there is an elevator which reaches all floors of all three buildings except the fourth floor of Wilder. Rest rooms are easily accessible on these floors. The second most accessible entrance to these buildings is through the front door of Steele Hall, two steps up from the road.
14. Webster Hall (Auditorium) - 4 entrances; many steps up to each; the least is the front entrance with 8; rest rooms in basement; no elevator.
15. Wilson Hall (Anthropology - Art Galleries) - This building and Webster Hall among the least accessible on campus. There are 10 steps up into this building and no handrails. The stairways are long and there is no elevator. Rest room facilities in basement.

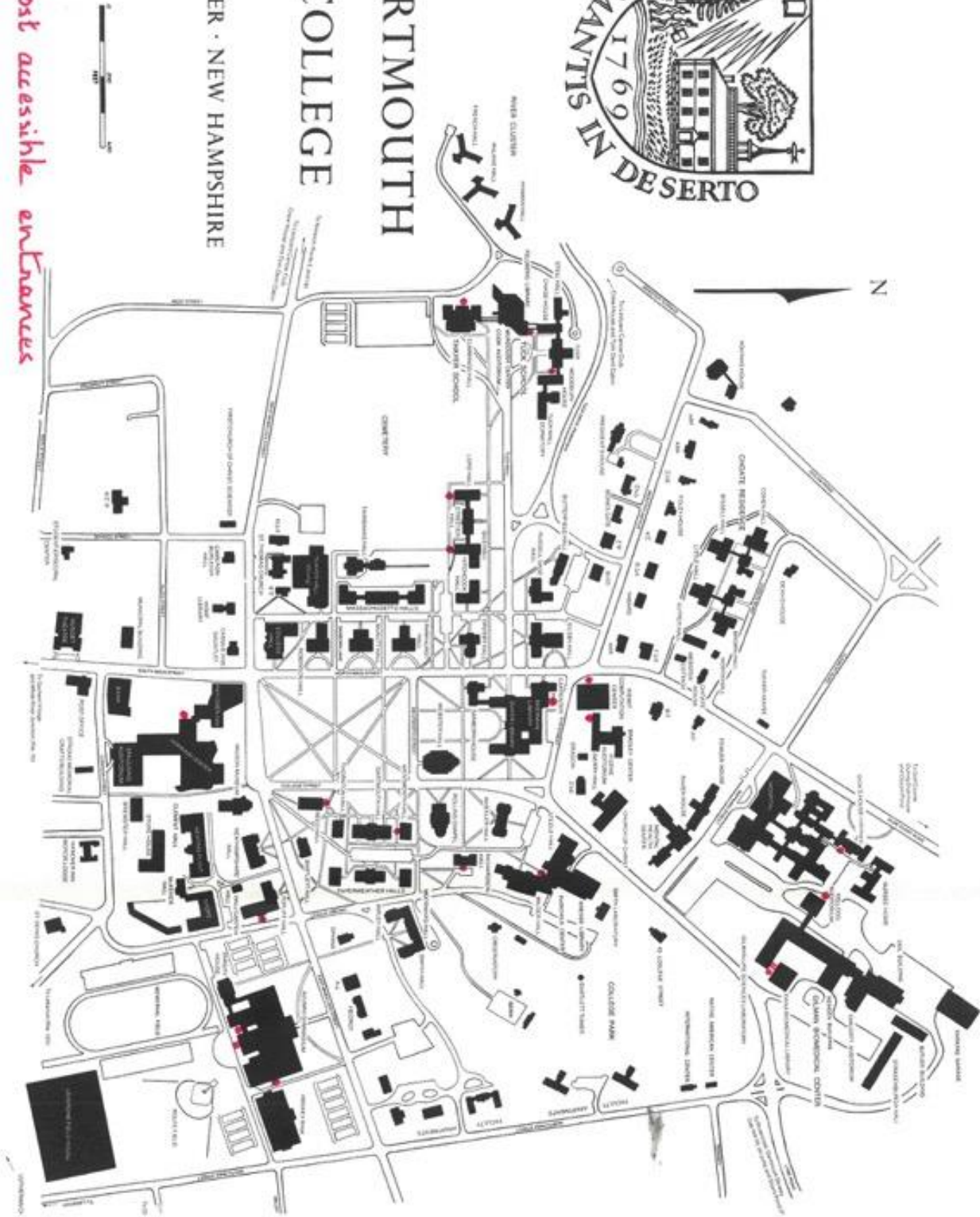
16. Gymnasium - Main entrance to the gym has eight steps plus three others and can be considered inaccessible. Two areas are fairly accessible--the pools and the basketball court. The most accessible entrance to the basketball area would be from the rear driveway and through part of the heating room into the court. Entrance to the pool areas for women and men is easily accessible; for women, one step at the east doorway would lead to level access of locker rooms, pool areas, shower and rest room. For men, locker, shower room and pool can be reached from the rear building entrance with no steps. There is no elevator in the gym.
17. Thayer Dining Hall - 4 entries to building plus delivery dock; each entails several steps; 2 side entrances are unused. Rest Rooms: women on second floor; men on basement level. Elevators - for freight only and 30" from floor level.
18. Dick's House (Student Infirmary) - Best entrance at rear of building west of entrance to Kellogg Auditorium; elevator and rooms with baths.
- DORMITORIES
19. Lord - Streeter - Gile - Lower level rooms and bath facilities are most easily reached from the rear entrance of these three dormitories. Each dorm has one step up and two down to the lower floor. Each of these dorms has rooms with private baths on the ground floor. Parking could be made available near rear door.
20. South Topliff - Crosby Street entrance is the most accessible one to Topliff. The entrance is reached by a level blacktop paved area from the road; inside the building there are two steps up to all of the rooms and common bath facilities the lowest level of the dormitory. Parking nearby could be made available.
21. Richardson - 1st floor (Rooms 101-110) Easily accessible with no steps from rear entry and sloping drive to building. Room 110 has a private bathroom. Parking available 10 feet from this entrance.



DARTMOUTH COLLEGE

HANOVER · NEW HAMPSHIRE

• Most accessible entrances



SUGGESTIONS

As a result of this survey, it is clear that the mobility of the handicapped on campus could be improved. There are certain buildings which are clearly out of wheelchair range in any practical sense, for instance: Bartlett Hall, Dartmouth Hall, Silsby, Thornton, Webster and Wilson. In other buildings only the upper floors are inaccessible such as Reed and Wentworth. In these cases, classes scheduled for the upper floors having handicapped registrants could be relocated.

In a few instances a simple one or two step ramp and/or elevator keys would make available to students entire academic areas such as Baker - Carpenter and Bradley-Gerry. Once access to buildings is available to the handicapped the next step would be to provide adequate handrails which can be grabbed by the fist and improved rest room facilities including a 32 inch doorway, grab bars for one men's and one women's room in each building, and showers in selected dorms into which the individual could wheel. The design for rest rooms used in Murdough Center are the best available on campus and are ideal. Following are suggestions for specific buildings:

1. Baker - Sanborn - Carpenter:
 - A. Ramp step of Elm Street entry to Carpenter - Baker.
 - B. Have key available for students and public needing to use Carpenter.
 - C. Ramp fire exit to 13 Carpenter.
2. Bartlett: (None)
3. Bradley-Gerry: Good Shape
4. Cummings - Ground Level Entrance or a ramp is needed.
Tuck - Ground Level Entrance or a ramp is needed.
Murdough - Remove one or two seats at level entrance to Cook Auditorium to allow space for wheelchair.

5. Gilman Bio-Medical Center
 - A. Ramp the step to the Dana-Gilman Annex.
 - B. Remove a seat or two in Kellogg Auditorium to accommodate wheelchairs.
6. Dartmouth Hall: Inaccessible⁽¹⁾
7. Reed: Three steps on north side could be ramped.
8. Thornton: Inaccessible
9. Wentworth: Two steps could be ramped.
10. Hopkins Center:
 - A. Rest rooms are inadequate for wheelchair use.
 - B. Ramp inside from snack bar to Spaulding Auditorium or pave a walk and ramp 3 steps to north exitway outside snack bar.
 - C. Remove 1 or 2 seats in the wide row at the center of the Auditorium.
 - D. Reserve a parking space for the handicapped outside the Hinman Post Office.
11. Kiewit: Good Shape
12. Silsby: Inaccessible
13. Steele - Wilder - Fairchild
 - A. Break front curbing and slope more gently toward Richardson Dorm.
 - B. Ramp entrance to Steele (2 steps).
14. Webster: Inaccessible
15. Wilson: Inaccessible
16. Gymnasium: Ground level good shape. Upper levels inaccessible.
17. Thayer Dining Hall: No suggestions practical for present structure.
18. Dick's House: Good Shape.
19. Lord or Gile: Rear entry for one of these two dorms could be ramped up one step outside and down two inside. The rooms with baths are closer to the entrance in these dorms than in Streeter.
20. Topliff: Two steps inside ground level could be ramped.
21. Richardson: 1st level in good shape.

(1) Inaccessible indicates that individual would need to be lifted up more than 5 steps and ramping is not a practical solution.

This report has attempted to point out the accessibility of College buildings for handicapped persons, specifically, those in wheelchairs. In general, the older the building the less likely it would have a stepless entrance, an elevator, an adequate bathroom facility for men and especially for women. However, the availability of parking space close to the building has no relation to the age of the building. Also, while many of the recently added buildings have been designed with several steps either inside or outside the main entrance, (e.g., Fairchild, Murdough, Hopkins Center) there is usually an accessible wheelchair entrance but handrails are often lacking.

In many instances, simple ramps could make the difference in building accessibility. With others, for example, Dartmouth Row, Webster and Wilson Halls, a major investment would be required for their adaptation to the handicapped.

With regard to the availability of elevators in buildings, there are 16 counted in the group of buildings under discussion. While several of these are key operated this was not felt to be an obstacle since a key could be issued for use of essential elevators. It is unfortunate that the elevator in Baker Library is situated in such a tight shaft and therefore, very small. However, it is readily accessible which is a great help for the handicapped. As a footnote to this discussion on elevators, it should be noted that several guests of the College have asked if there was an elevator available to serve the Carpenter Art Gallery and were told that there was not. Actually, there is an art freight elevator which might be made available when the occasion warranted it such as for guests who cannot climb the more than two flights of stairs to the gallery.

The bathroom facilities for the handicapped are, as expected, more convenient in newer buildings. In some buildings they are virtually inaccessible (Cummings, Dartmouth, Wentworth (Men), Kiewit, Reed, Silsby, Thayer Hall, Thornton, Webster, Wilson). The ideal rest room facilities for the handicapped on campus can be found in Murdough. Here, on at least two floors there are compartments within the men's and ladies' rooms that are wide enough for wheelchair entry and also have grab bars installed.

The availability of parking near buildings is another question which is pertinent to this discussion. Self-driven or otherwise, parking reserved for the handicapped is more and more considered proper for building planning when used by the public. This could be done at Hopkins Center. In the case of handicapped students on this campus, places could be reserved, where and when needed, in most instances. The accessibility chart indicates where space is available close to the buildings under study.

As for student housing, there are a few dormitories on campus which are clearly more desirable for handicapped students. The two selected for this report as the most accessible when considering a non-driving student are Lord and Richardson Halls. In the case of a student who has vehicular mobility, others might be more convenient. Generally, it would depend somewhat upon the particular program of study which the handicapped student was pursuing as to which dormitory would be most convenient.

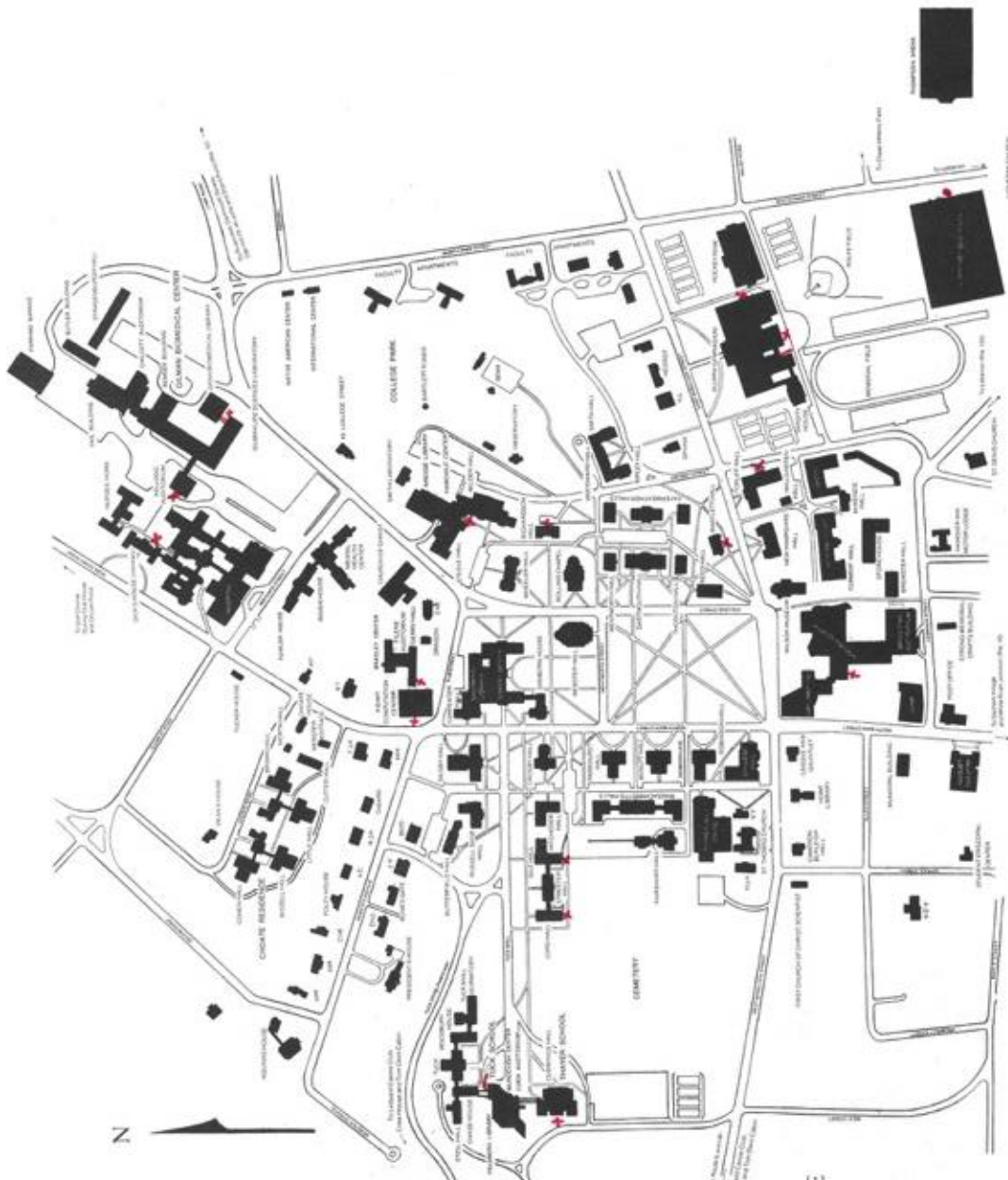
As a result of this study of 21 buildings, taken singly and in complex units, eight can be considered to be barrier-free for the handicapped person in a wheelchair. In these, the individual could move into and about completely independent of assistance. Eight buildings are also considered to be moderately accessible in the essential areas of the building when facilities are taken into account although the individual would need the assistance of others, usually to enter the building. There are ten buildings or sections of buildings which are completely inaccessible to the handicapped when analyzing all factors.

Finally, it is certainly out of the question that all buildings on Dartmouth College campus could be made absolutely barrier free to the handicapped. For one thing, many are very old and, due to terrain and long winters, were most likely designed and built with steps as a function of service. Today, much could be done to alleviate many of the present architectural barriers. In future planning, ease of accessibility should be given careful consideration so as to render new campus buildings available to the handicapped.

MECH GARBIERS - BLDG ACCESS

PEOPLE OF BLDG ACCESS & RATING OF
 A - GARBIERS
 B - FLOOR
 C - NONE
 D - LEAST

Garagey	#	ENTRANCES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000



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