

June 1, 1983

To: The Board of Trustees

From: Byron L. Youtz, Provost

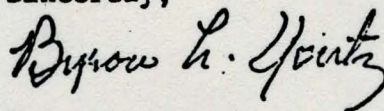
The attached document presents the proposed academic program and uses of the Native American Longhouse under consideration for the campus of The Evergreen State College. The original draft of this document was prepared by members of the Longhouse Planning Committee. That draft has been reviewed and revised prior to presentation for your consideration and discussion.

As you can judge from this and previous discussions, we believe that the realization of a traditional Longhouse and associated academic spaces for the Native American Studies Program on this campus will make The Evergreen State College an exceptionally attractive educational opportunity for Indian Students throughout the Pacific Northwest. It will provide the cultural setting in which Indian students will be able to retain contact with and deepen their appreciation of their native traditions while preparing academically to meet their needs in a plural society with which they are continually in contact. This combination of a traditional native Longhouse and a modern, state-supported college will be virtually unique in the country. It will represent to the Native American society, as well as to the peoples of other cultures, the commitment of the college to Native American Studies and to quality education for Indian students in a culturally diverse world.

An additional outstanding contribution which this Longhouse will make to the campus is the opportunity which it will provide to all of our students for contact with the richness of Native American culture. This Longhouse area will be a living, working example of tradition, hospitality and native art. It will provide an excellent opportunity to students from the predominant culture to experience cultural diversity and learn from the richness of other cultures.

We present this academic program with the realization that it is probably only the beginning phase of what could develop into a strong and prominent part of the college curriculum as the Longhouse reaches toward its full potential.

Sincerely,



Byron L. Youtz
Vice President & Provost

INTRODUCTION

Dr. Ernest Boyer, former U.S. Commissioner of Education and former Chancellor of the State University of New York, stated in a keynote address at the TESC Conference on Alternative Education in September, 1981, "I believe that in the 1980's innovators must tackle the toughest of all assignments. We must somehow find the way to bridge: to preserve individual differences and acknowledge the uniqueness of each student while also building a greater social understanding which gives meaning to individual lives. Putting it another way,....we must help students to confront their separateness and recognize their togetherness."

The development of a Native American Longhouse on the campus of The Evergreen State College will be a unique step in the direction suggested by Dr. Boyer on behalf of one of the major cultural groups in the State of Washington. It will provide a rich setting where all of our students may confront cultural differences, acknowledge uniqueness, build social understanding and recognize togetherness. It will provide a cultural home where Indian students may preserve a heritage and give meaning to their individual lives.

This Longhouse will be a symbol to the Indian peoples of this state of the commitment of The Evergreen State College to providing special educational opportunities to Indian students in the future, as we have done in the past.

Mary Ellen Hillaire came to Evergreen in 1972 with a special vision for the higher education of her people. This vision found reality through the invitation to alternatives which the college provided, and Mary opened the door to Native American Studies. A key part of her vision was the development of a traditional space in which this educational vision could be sustained, a cultural home for rediscovering and retaining the traditions of the Indian people while preparing for the world of work in whatever cultural setting might be required. In this traditional space the Indian student, while keeping faith with his or her cultural heritage, can develop academic skills to meet the demands of a plural society.

The Evergreen State College is in a unique position to perform this cross cultural educational function. We have a commitment to Affirmative Action goals which are far in advance of any other educational institution in the state. We have a flexible curricular structure which fosters and nourishes specially designed educational programs for special clientele. We are located in a part of the state which has more Native American tribes and bands than does any other educational institution in the state. We have a mandate, through the new C.P.E. Six Year Plan for Higher Education in the State of Washington, to serve the entire state with our unique educational programs. It is therefore entirely fitting that we should become the site of this unique educational structure.

ACADEMIC PROGRAM

The proposed Longhouse and associated academic spaces will serve as the focus and primary setting for Native American Studies on the Evergreen State College Campus. It will provide an academic home for the following Native American Studies activities:

1.) Northwest Native American Studies Specialty Area

The major goal of the Northwest Native American Studies Specialty Area is to provide an open educational opportunity for Native Americans to study; it is not merely a place to study Native Americans. However, this interdisciplinary area is designed to serve two specifically different student groups: Indian students who are interested in living and enriching their unique cultural heritage while developing strategies for self-determination in the pluralistic society in which we live, and students interested in learning about traditional Native American cultures and values, including the dynamics for change in a plural society.

The Northwest Native American Specialty Area will include at least one major program and two auxiliary programs each year, as well as a minimum of one course each year. In addition, the specialty area will collaborate and design symposium components with other areas on topics such as health, science, art, environmental studies and management. The college's new emphasis on Indian Education within our Teacher Certification Program provides a new and special opportunity for collaboration. In particular, this area will provide programs to prepare Native American students to enter the Teacher Certification Program and will advise students wishing to prepare to become certified teachers. This area will also provide a setting in which the non-Indian Teacher Certification student may satisfy the new Standards for Certification requirement for cross-cultural experience.

Within the cultural setting familiar to Native Americans, this area will provide opportunities for students to prepare themselves for the following career pathways, taking advantage of the curriculum available within the rest of the college, as well: Indian Affairs, Tribal Government, Indian Education, Marine Studies, Environmental Studies, Health Studies, Social Services, Community Development, Management Studies, Computer Studies, Traditional and Contemporary Expressive Arts. Each student will have an interview with a member of the Native American Studies faculty and plan an individualized course of study to prepare the best curriculum possible for satisfying that student's particular educational needs.

Students within the Northwest Native American Studies will work to develop the following abilities: Individual Identity, Group Loyalty and Personal Authority. Having developed these abilities and the particular set of skills they need, students will be able to return to their communities and have a positive impact on the world around them.

Degree-Oriented Native American Contributions to the College Curriculum.

The following subjects for study would be available through the Native American Studies Program, on a periodic basis, to the students of the campus as a whole:

- a. Native American Studies
- b. Survey of Indian History
- c. Sociocultural Anthropology*
- d. Comparative Philosophy
- e. Contemporary Problems
- f. Tribal Government
- g. Treaties and Laws
- h. Political Geography
- i. Literature and Mythology*
- j. Contemporary Drama*
- k. Native Languages
- l. Native American Religions*
- m. Native American Music*
- n. Native American Dance*
- o. 2D and 3D Art*
- p. Ethnobotany
- q. Native American Nutrition
- r. Traditional Native Architecture and Technology*

*Subjects for which the Longhouse facility is particularly beneficial.

3.) Other contributions to the College.

Provide a resource for the development of Native American Curriculum materials for the schools or for other classes on campus.

Provide culturally diverse opportunities and curriculum skills for teacher certification students of all races.

Increase the attractiveness of the campus for Third World students.

Be an artistic resource for the traditional and contemporary Indian Arts.

Serve as an archive and research center for the study of Native American affairs.

Provide space for cultural events such as: Ceremonies, Art exhibits and displays.

Summary:

In summary, the proposed Longhouse will serve a number of functions for the campus.:

a) The Longhouse will provide a focus and primary setting for Native American Studies on the Evergreen State College campus.

b) It will be an important recruitment tool for Indian students by providing a culturally relevant setting for a specially designed academic program.

c) It will be a place where the cultural, spiritual and artistic elements of the Native American can be preserved.

d) It will be a living museum and a place for demonstration and discussion between Native and non-Native Americans. It will be a place to celebrate Indian culture and a place of inspiration to Native Americans and non-Native Americans alike.

e) It will be a center of communication and a bridge between cultures. It will provide a significant cross-cultural experience for non-Native Americans, including our Teacher Certification students.

f) It will serve as an Affirmative Action effort, easing the transition for