

Coop Ed

POSITION PAPERS

FORT WORDEN

June, 1974

Here are the partial contents of our minds. We're excited to have provided a channel for them. We think this book will do us a lot of good as we think and meditate relaxedly on it all over the summer. We hope there can be a tradition of such "yearbooks" so we can stay in better touch with each other.

This document will serve as a thank you from all of us to Byron Youtz for the work he has done this year.

The Planning Committee

Peter Elbow
Marilyn Frasca
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POSITION PAPER - Ft. Worden, June 1974

Michael W. Beug

I. FACULTY RESPONSIBILITY IN THE USE AND MAINTENANCE OF MAJOR SCIENTIFIC INSTRUMENTS AND A NEW MODEL COORDINATED STUDIES SCHEDULE

All last summer and throughout this past year, I have worked to set up a laboratory where students can do environmental research in chemistry, where they can do organic synthesis, and where the equipment has been gathered to do studies on the chemistry of plants. In short, we now have a comprehensive organic-analytical laboratory. If I was not teaching in the eight-quarter Ecology and Chemistry of Pollution Program, that laboratory would now be disassembled, a full year of hard work down the drain. I am looking ahead to the end of summer, 1975. Current policy dictates destruction of the facility at that time. If that occurs, I will never again put in the tremendous effort required to create a useful research facility for students. It is too much work just to maintain the laboratory, to have to rebuild would be criminal.

Maintenance is what worries me most. In 1975 when I am teaching full time in "The Mind Freaks Out" program, who is going to see that the radiation tests are performed on the gas chromatographs; that the gas cylinder filters are changed; that the graphite furnace is serviced; and most importantly that the student about to inject acetone on the g.c. with the electron capture detector is pulling a no-no?

Right now some equipment in the science facility is shamefully under-utilized. The faculty members do not have time to keep the instruments up and operating or to instruct students. They must spend most of their time figuring out how to run their brand new untried program, plus designing another untried program for the following year. Science unfortunately requires some stability, it is also very demanding of time. I am asking here for a little more of both and maybe we will find in return a little less "burn-out".

Meanwhile, on the major laboratory facilities, it must be recognized that the science faculty must each take responsibility for the upkeep of certain pieces of equipment (as they have done for the most part), and that release time will be necessary on a regular basis for the execution of said responsibility.

Let me suggest a model that may help. Each faculty member should teach for three weeks in a given program and then take a one-week break to do research, handle students on individual contracts, or do laboratory work. To facilitate intellectual interchange, the scientists should all be "free" one week; the artists another week; the humanities a third week; and the social sciences a fourth week.

A second model involves a more radical departure from the current system. In this model, a faculty member teaches in a basic program for two weeks, and then is "free" for two weeks to meet with another program, do contracts, research, laboratory work, etc. On a rotating basis, students would be exposed to more faculty than they are now, but could retain the integrity of a single program. Faculty also would retain their home program. It may be desirable under this model to start the release time two weeks after the start of the quarter and end it two weeks before the end of the quarter so that each program would have a full complement of faculty at the start and finish of the quarter. Again rotations should be designed to free all artists at the same time, etc.

II. THE USE OF PORTABLE EQUIPMENT AT EVERGREEN

The time has come to change the one-for-all and all-for-one equipment policy at Evergreen because it is fast becoming a none-for-all situation. The symptoms are loss, theft and breakage. One cure is replacement (but who has the money); a sure cure is non-use (lock it up); a potential cure is usage strictly limited to program requirements with clearly defined student and program financial responsibilities. Secondly, a demonstration of technical and theoretical proficiency must be made prior to release of all non-trivial equipment (and funds set aside for preparation and delivery of proficiency tests). Thirdly, a quarterly renewal may be necessary established on a check-out and renewal system similar to that employed in the Library.

Evaluation Writing - Richard Brian

ASSUMPTION:

If a faculty member is willing to grant credit to a student for a quarter's work (this solely in control of the faculty member) then the faculty member and the student should be able jointly to draw up a statement of what that student did that quarter and how well he did it.

OBSERVATIONS: the following seem to be to be generally true.

1. Sixty percent of what I write in a student's evaluation is redundant to the material found in the student's self evaluation.
2. When I spend enough time in counseling a student as they write their self evaluations, they write a fairly complete document which is quite satisfying to me; i.e., I can sign it in agreement.
3. The goals of most Evergreen programs and contracts are sufficiently general that real "evaluation" (measurement against a standard) is at best difficult.
4. Most school registrars and potential employees are not going to read a 30-page transcript which we are preparing for our graduates.
5. Ambiguity between two evaluations can render the documents useless to those who read them.

SUGGESTIONS:

1. The final transcript evaluation be a single document drawn jointly by the faculty member and the student unless the student doesn't wish to participate, in which case the responsibility falls to the faculty member.
2. The faculty advisor's signature on that document be considered a certification that the document is true, correct, and satisfactory to that faculty member.
3. That it be the responsibility of the faculty member to see that the document is properly filed.

COMMENTS:

The assumption precludes a need for adjudication of disputes between the faculty member and the student. If you cannot agree with the assumption then you probably cannot agree with the suggestions.

POSITION PAPER FROM MERVYN L. CADWALLADER

ON THE NEED TO REDUCE EVERGREEN'S COMMITMENT TO COORDINATED STUDIES

Four and a half years ago in February 1970 I brought the idea of a team-theme courseless two-year program to Evergreen. A year later Richard Jones invented the label we now use. On the very day that I first explained the idea, I warned that a team-theme courseless program was difficult to design well and difficult to teach in. Unhappily I was much too successful in selling the program idea and not at all successful in getting anyone to listen to my warnings. I wanted two team-theme two-year programs in the moral curriculum (the liberal arts) each year. I assumed that they would require harder work than any other kind of teaching and an unusual willingness to follow a theme while working outside of the usual academic disciplines.¹ I said quite emphatically that very few faculty would want to teach outside of the disciplines and very few would want to subordinate their own individual interests to the common interest, the common theme, and the common book list of a two-year team-theme program. I may have been emphatic, but clearly I did not shout loudly enough. I had oversold the courseless program and over the next four years Evergreen became over committed to what we now call coordinated studies.

This over commitment has proven to be bad for all of us. It has been bad for us in at least three ways: (1) many of our coordinated studies programs have been poorly designed around themes that just did not work; (2) many of the faculty have become disillusioned with the idea of teaching as members of a team and are tired, nay exhausted, from having to work in poorly designed programs with faculty that they did not want to work with, did not like, and could not get along with; (3) teaching that could have been done much more effectively and pleasantly in many other ways, and yet hardly at all in a team-theme program, nevertheless has had to be done in something called coordinated studies. As a result it has been done badly and many of our teachers have been unhappy.

I am convinced that if we keep trying to offer a large number of coordinated studies programs, and keep insisting that every member of the faculty must teach in them frequently, then faculty and student dissatisfaction with and misunderstanding of coordinated studies will call the whole team-theme courseless program idea into question. As a matter of fact, that has already happened.

Three years of Evergreen history, much of it unnecessarily painful, tells me that it would be better to have far fewer coordinated studies programs, and to have them all well designed, and to have them all staffed with faculty who really want to work with each other on those teams in those particular programs. Fewer programs would reduce the number of shotgun weddings and painful divorces each year. It would be easier to give the designer and coordinator a happy team and it would be easier to admit to and correct mistakes in faculty assignments. The fewer programs would turn out much better than the many, they would be more fun to teach in, and the students would be happier and would learn more.

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1. Team-theme courseless programs need not be interdisciplinary (mine, in the moral curriculum, are usually non-disciplinary). We all know that courses can be very interdisciplinary. The question of interdisciplinary vs. disciplinary studies simply is not an issue in this discussion of Evergreen's over commitment to coordinated studies.

Here are a few suggestions for the implementation of this proposed reduction in the number of coordinated studies programs offered annually.

1. Decrease the number of courseless team-theme programs to the point where they require no more than approximately one third of the Evergreen faculty;
2. Revise and repeat the good programs. Offer good sequences and then repeat them;
3. Increase the number of group contracts and modules offered each quarter, offer sequences of both, and repeat them;
4. Stop trying to force the teaching of mathematics, foreign languages, music, drama, studio arts, film, and introductory sociology into the courseless program format; and
5. Promulgate and use a taxonomy of coordinated studies programs so students, faculty, and administration can start thinking and talking clearly about the many different kinds of things that now go on under that all too sloppy rubric.²

I thought it might be useful to solicit a bit of support in behalf of my proposal. I asked those whose signatures appear below to read my statement and join me in an urgent request that this matter be discussed fully and frankly by the entire faculty in September.

Mervyn I. Cadwallador

Lauri Swenson

Mark Levensky

Peter Elbow

Robert R. Allen

Chris Kelly

A.M. Wiedemann

Will Humphreys
Dave Hitchcock

2. I am working on just such a taxonomy, an Evergreen Periodic Table of Programs. Perhaps I'll have it ready for our discussions in September. The need for such a taxonomy seems more urgent every time I get into any kind of a discussion about coordinated studies. We simply cannot expect to have clear and sensible discussions about what we are doing if we use the same label, "coordinated studies program," to describe Man and Nature, Democracy and Tyranny, and Individual in America.

The Eskimos could not have survived in the Arctic if they had had only one concept, one word for snow. They invented and used a whole bunch of words for what we casually refer to as snow because their lives depended upon their ability to make lots of distinctions. I think we had better invent and learn to use a whole bunch of words for these many, many different things that an Eskimo might casually refer to as coordinated studies.

Peter Elbow called our attention to some of the distinctions over a year ago, but we have remained blinded by our paucity of categories to this day.

POSITION PAPER - Ft. Worden, June 1974

Time at Evergreen - Richard Cellarius

I need to find ways of better arranging my time so I will survive. I've thought and listened. Written down here are some of the results. They are presented as suggestions and guidelines, not rules. Maybe they'll be useful to others; many of them come from others.

(1) Family, sex, etc. should be given their proper priority. It should be clearly indicated to students and other colleagues that there are times when you do NOT want to be bothered with their academic or non-academic trivia or non-trivia.

(2) Time for self--preparation, professional growth, development of "other-disciplinary" competence, consulting, etc.--should be given at least equal priority with time for students. Without it, we can't do a good job. Many claim a functioning faculty seminar is absolutely essential for coordinated studies. I agree. I think we need at least two and preferably three times as much time set aside for ourselves as we give to our students. (It seems reasonable to expect that they should have an equivalent amount of time available for their own work and preparation.) This time needs to be scheduled and set aside in large enough chunks so that work can be accomplished. I usually require 1/2-1 hour just to find the top of my desk before I can get down to accomplishing something.

(3) The above point suggests that "class time" should be no more than about 15 hours per week and preferably less. I know this is less than the present average; we and the students will have to learn to live with less time together.

(4) One of the glories of TESC is the freedom to design our own schedules without being locked into fixed one hour blocks. (The shortage of seminar rooms does affect that, however.) I have tried to give two hour lectures (Yes, Virginia, there are lectures at Evergreen.), but even with a break in the middle, that may be too much information to assimilate at one time. Some activities (seminars, workshops, labs) can appropriately go for a full day with great effectiveness. The problem is how to best schedule activities that are of short duration so that similarly short blocks of time fore and/or aft are avoided or also used effectively. Any suggestions?

(5) Some of the greatest successes have been in those programs that have crammed all their group activities into 2-2 1/2 full days each week with the remainder pretty much off or individual work days. I find this an appealing idea and will try it myself next year. For programs that are intense (as most turn out to be), provision should be made for one or two open weeks each quarter, in which nothing is scheduled except the four "r's" (reading, 'riting, recuperating, and recreating). They should not be used for the deans' scheduled faculty program-planning work weeks. (See point 7, following.)

(6) "Time off" should not mean open office hours. Most, if not all, of the off or down time should be clearly indicated as times when the faculty member is not available for student consultation. In a more positive sense, so students know they can find us sometime, we should designate specific limited periods for individual student consultations on either an open door or appointment basis.

(7) With the advent of working dean's groups, full days set aside exclusively for

faculty meetings (faculty work days) are probably unnecessary. Approximately one afternoon (Wednesday?) each month should be set aside for meetings in which the faculty (community?) as a whole can get together to talk about issues related to the Evergreen philosophy. More time may need to be reserved for program planning early in the fall. If a full week is to be so designated (and I question whether that's the way to go about it), meetings should be set up for only mornings or only afternoons (preferably the latter), so that major breaks in academic programs are avoided. It would be useful as the academic calendar is drawn up for next year if planning for those weeks be done in advance so that (a) it can be determined whether the time set aside is really necessary and can be used effectively and (b) the schedule is not changed after programs have constructed their own schedules around it. (Some will argue that we need to be ready for the unanticipated, i.e., be flexible. I agree, but that is NO excuse for introducing uncertainty and chaos for their own sakes.)

(8) In coordinated studies programs which have a series of relatively short workshops or modules parallel to the core of the program, provision should be made for each member of the team to have one of those periods off. This will increase the student/faculty ratio for the other faculty in the program and will be more feasible for programs with 5-6 faculty than for those with 3-4. But I suspect it will be worth it.

Scheduling is perhaps the most obvious and formal mechanism for getting at the time problem. I suspect a lot of time gets wasted not only in seemingly unnecessary meetings but also in venting--or sublimating--wrath at colleagues because of their (or our) intransigence or incompatibility. In discussions at Fort Worden, it was noted how many of our so-called coordinated studies have been thoroughly UNcoordinated. Many also felt they should, nevertheless, remain as an important part of the curriculum. While I believe we all need to accept assignments anywhere the deans feel is appropriate, much attention needs to be given to developing compatible teams and incompatibilities need to be discovered very early in the planning process. Open and frank discussion of personal interests, philosophies and dislikes and a listing of the kinds of questions each person expects the program to deal with should be the first items on the planning agenda. The book list should be the last. I suspect that in at least a few cases, the reverse has been true. I hope the deans will devote some time to this problem in their discussions over the summer and very early fall, long before the decisions have to be made.

POSITION PAPER - Ft. Worden, June 1974

On Moving Every Year - Richard Cellarius

I like the idea of moving offices every year for one reason: it keeps us together with the people we will be teaching with. But moving is a terribly expensive endeavor in terms of faculty time and energies. The number of person hours (faculty) alone is probably 1000-1500, with an equivalent dollar cost of over \$10,000 each year. Moving would be incredibly easier if we did not have to pack up books in boxes and unpack them each year.

I propose that the college purchase or have built a number of book cases with sturdy wheels and replacable front panels (so the books don't fall out in transit). These will have to be of a size that is convenient for the offices, can be set side-by-side, and fit through office and elevator doors. On moving day, drawers are exchanged in desks and filing cabinets and the book cases, with books inside, are rolled to the new offices. We would probably need 400-500 such book cases, and they would probably cost about \$100 each, for a total cost of \$40,000 - \$50,000. The cost would probably be amortized over the first five years of an incredible less hassled faculty.

POSITION PAPER - Ft. Worden, June 1974

Teaching and Learning - Susan Christian

I got very tired and irritated at Fort Worden until I got drunk. We all talked too much. It was all utterly fascinating. None of it was about anything.

Why do we discuss teaching all the time? Why don't we tell stories about it?

I'm going to be you people's visiting artist for one year. Here's what I'm going to do. I'm going to find a place off campus (absolutely not my idea) where me and some students can work, in privacy and peace. We'll spend a lot of time together and invite the rest of you over when we have something to show you. It should happen about once a week. Somehow we'll get some tea or coffee or wine or something together and we hope you'll bring some too. We'll need you absolutely desperately. You need us, too.

We're going to be very very happy, like lovers, in a kind of self-sufficient security, an alert confidence, an attentive generosity. If you need us for anything, please let us know. We will love talking it over, whoever we are.

That's my position.

Practice in Interpretation - Thad Curtz

The problem: Students here tend not to learn craft skills in the humanities - close reading of various kinds in literature, extracting the argument from a philosophical text, working on the assumptions structuring an historical narrative, etc.

One of the reasons is that each seminar in a basic coordinated studies is likely to contain a few people who want to do literary interpretation, a few who might want to do philosophical analysis, etc. As a result, most of the talk tends to be about themes and moral questions. I think that's as it should be, but I think we need someplace for kids to acquire the analog of lab skills if we are ever going to be able to run really sophisticated advanced coordinated studies.

(There are places where students are learning such things, I think -- in some group contracts, but I don't think many students are learning them.) I think that the lecture series I'm proposing, which would split craft skills sharply off from anything else, might be a very painless way for a lot of students to get exposed to what disciplined work in the humanities is about.

What I would like:

We would meet in a lecture hall once a week. Each week one volunteer would deal with a short text - a poem, a slide, a myth, a dream, a piece of non-verbal behavior, a film of a therapeutic interview, a philosophical or historical text, a Biblical passage, a legal case, etc. Generally speaking, the shorter the text the better. Each week the lecturer would try to display a different way of dealing with the text. Sometimes, these might be exploratory techniques based on body movement, on writing dialogues with the work, etc. Most of the time the lecturer would probably be telling people things, asking them questions he knew the answers too, etc. Leading them around by the noses saying look at this, look at that, what do they have in common, etc. My notion is that we would be focusing on minute particulars most of the time. Exposing students very briefly to all sorts of ways of proceeding with a text after you've looked at it once.

I was talking to Ron Woodbury about this, and he said he thought there were three levels involved in dealing with historical writing: (1) getting the words off the page - remedial reading problems; (2) being able to give a clear summary of the argument when you'd finished the book - lots of college graduates can't do this; (3) criticizing the logical structure of the argument and the assumptions behind it - usually done in senior seminars for history majors or in graduate school. Now, I think what I'm interested in is at level 3 and its analogs in other disciplines, at least primarily. (Extracting the argument from a philosophical text is level 2, but Mark Levensky doing that for 30 minutes would show students a lot about what the discipline of philosophy is about.)

If 10 or 20 people would each volunteer to help on one occasion, I would try to do arrangements, publicity, refreshments out of the Learning Services budget. Please drop me a note if you're willing to help. I'll probably try to persuade you all face to face in the fall as well.

A Partly-Redundant Position Paper About Faculty Seminars at Evergreen

—Leo Daugherty

Lots of people at the Fort Worden Retreat were talking about lots of things: curriculum, faculty burnout, "Is Coordinated Studies Worth All the Grief?" and a million other problems that somehow seem connected.

We live in a time when everything seems connected.

At least, all problems do.

While hopes and wishes and aspirations seem not to be, except as one more hope.

And we keep looking for an answer that will unify them and make them — make "it" — happen.

Rudy Martin and Richard Jones suggested in meetings that the Faculty Seminar is a good answer. I believe that. It has worked for me. And it has worked for just about everybody I know here who has really tried it. It isn't an all-purpose panacea. But it is also not merely a placebo that makes you feel better for no organic reason. It is organic. And it is good medicine, both curative and preventive. Mostly because it is fun.

So here are ten ideas I have about Faculty Seminars:

- 1) Hold them. Once a week.
- 2) Make them your top priority in Coordinated Studies — the most important thing you do during your week.
- 3) A good idea is to make them public, with students and deans and the Provost and the President invited. The students in your program should not, probably, be "required" to come, or "strongly expected" to come, but just announce to them the time and place of your meeting. Once you get settled, however, lock the door and put a Do Not Disturb sign up. Communicate the idea that this is a very important thing to you, and that people should be on time or not come. In the two programs I've taught in, we experimented with the idea of "pretending that students aren't there." The faculty sit around a table, with students grouped in another area of the room, and with it being understood that they can't talk, even to ask questions at the end. That's because the Faculty Seminar is for you, not for them. Yet lots of them will want to be there, and they will like it. The alternative is to exclude them totally, but my experience has been that there's no reason to do this if the above rigidities are held to.
- 4) Make the Seminars about books or topics you're reading together.
- 5) #4 means do no do any program business at them.
- 6) #4 also means that personal stuff (your nervous breakdown, divorce, etc.) should be kept to a minimum. (That kind of stuff is better dealt with over a beer or a cup of coffee off-campus, and it usually must be dealt with, and not avoided, by you and your teammates. But the Faculty Seminar is something else.)
- 7) Make no overt attempt to have the Faculty Seminar feed into your teaching. It is for you. Both you and your teaching will be better for doing it this way.
- 8) Write position papers for them. One position paper per meeting is usually enough. They can be in the form of letters.

9) #2 and #8 seem to add up to your taking all day for the Faculty Seminar. Prepare in the morning (through reading or writing your position paper or writing a response to last week's meeting), have lunch, and meet in the afternoon. I've found Friday to be the best day to hold them. There are lots of reasons why, but the most important one is that it gives you something fun to really look forward to all week. (The objection is that, since it isn't a required function, your students might take a three-day weekend. But we've already given our students so much of our trust at Evergreen that this seems a trifling consideration. Just tell them that you don't want them to take a three-day weekend (if you don't), and suggest some things they might do on Friday if they don't plan to attend. You'll have lots of ideas.)

10) Memorialize them. Make tape recordings. Take extensive notes on what people say. Ask artistic students to make sketches. (Videotape is a point of controversy here. It usually isn't very good. I have no idea why.)

p.s.: It is tempting to talk about teaching problems in the Faculty Seminar. Different people will respond to that temptation in different ways. My own suggestion is to minimize such talk during the Fall Quarter meetings, while forcing yourself to really talk about books and issues, unless you have a teacher on your team who is new to Evergreen or new to teaching.

p.s.: Yes, I think it will still work for people teaching in Individual Contracts or Group Contracts. The main problem is in organizing your weekly meetings and in getting the real commitment from yourself and your colleagues to be there. I would suggest that the constituencies be formed around common types of books and issues being taught during the quarter — not around personalities.

p.s.: I've been presumptuous enough to hard-nosedly suggest all these things only because, with the exception of my 2nd p.s., they've really worked for my colleagues and me over the past two years. I believe in them and I hope you'll try them. I hope you'll let me know how it goes. Good luck.

POSITION PAPER - Ft. Worden, June 1974

George Dimitroff

I. COLLEAGIAL SUPPORT FOR INDIVIDUAL CONTRACT FACULTY

Chuck Nisbet suggested that faculty make an effort to leave their offices for lunch, to meet in CAB, to discuss problems, and to share successes. I believe a lot of publicity ought to be given to this proposal among faculty, so that they know that there is a time and a place for meeting and talking that is more than just coincidental.

Bill Aldridge mentioned that last year some Individual Contract faculty got together, formed a faculty seminar group, and had their offices located together. This should be encouraged, perhaps to the extent that some priority be given to such groups by the Space Desk in making office assignments and by putting all faculty of the same seminar group into the same Dean grouping. All this should be widely known.

II. INVOLVING STUDENTS IN PROGRAM PLANNING

Much publicity should be given to programs that have already been planned with student participation. Tom Rainey spoke of a group contract he helped plan with a great deal of student participation; there are other group contracts. I am currently helping to implement a proposal for a Coordinated Studies program, Developmental Learning, which was initiated in Maxine Mimms' section of the ICS program and was developed largely by students who will be interning as facilitators in the program this fall. Their excitement and enthusiasm for planning and creating has been infectious and exciting.

Students should be brought into program planning at the beginning, on the first day that program proposals are submitted to the Deans. The recruiting of students might best be accomplished through their existing programs. The first student-faculty program proposals should come out of groups that are formed within programs. Then Deans should sift and sort, and students and faculty should be given the chance to choose the programs they wish to help plan. Then students should be paired or grouped with faculty, and the program planning process should be treated as a learning experience; after all, we faculty are not quite at the point where we know all the answers.

Neither students nor faculty should feel committed to any program they propose during those first few weeks, but no program should be passed along by the Deans at the crucial last sift unless it has a faculty member in on the planning who is willing to coordinate that program.

POSITION PAPER - Ft. Worden, June 1974

Evaluation of Faculty Seminar, Academic Year 1973-74 - Carolyn Dobbs

A regular high point in the week's activities is the faculty seminar. Last spring Bill, Earle, Carol, Wini, and I agreed to form an Individual Contract faculty team. We requested rooms next to one another and made a pact to do the "book/support thing" that is expected of Coordinated Studies teams. In this way we hoped to overcome the reported isolation suffered by individual contract personnel last year.

We began meeting in the fall and were soon joined by Betty K. and Lorraine, two welcome additions to the group. These additions meant that the male members of the group were outnumbered five to two, another first at Evergreen we're sure, and one that doesn't seem to have caused undue stress or anxiety for Bill or Earle!

We have met faithfully for two hours once a week. We rotate from one house to another, discussing books, general experiences, and teaching problems. Our intent was to read books that would explain our fields to each other and have the discussions led by the appropriate expert. The plan didn't work as well as we had expected, but a good time was still had by all.

We have used the seminar to share with one another and to build or strengthen friendships. I don't think any of us have suffered in the least from isolation except that Betty sometimes feels left out because she's in the Lab Building and she envisions this constant chit-chat among those of us in the 2400 Hall. Actually, it is nice having adjoining offices because there is a running casual interchange when doors are open.

In conclusion the experiment can be deemed a success - one that I recommend strongly for future contract pool members.

Curriculum Planning: A Critique and a Plan - Peter Elbow

In our curriculum planning, I think we are putting more and more trust in a model, and less and less trust in the teacher's and student's instincts about what to teach and study. What's wrong with these instincts? The choice and commitment of the teacher and student is the strongest motor for learning that we have.

We seem to be assuming unquestioningly that the mind resembles the hoary standard curriculum: that people learn breadth before they learn particulars; that therefore we should have all beginning students in broad coordinated studies and only let returning students do group or individual contracts.

But this doesn't make sense. As often as not the mind works just the other way round: a student starts from some very narrow or particular interest and by pursuing that is led to broader interests. If it were a debate about models of learning, I think the particular-to-general model is superior and we should insist that all entering students be in group or individual contracts. If someone is going to study, say, counseling or ecology, in depth, it makes more sense to consider the study of government and literature as consequences of the pursuit of counseling or ecology, rather than as preconditions. I know it would be handy if the student had a smattering of everything before going deeply into something, but that's not how the mind often works: getting good at something makes you willing--gives you a reason and a handle--to wander into everything.

But let's not have a debate about models. Evergreen is just the sort of place that shouldn't build its curriculum on a model. Or at least not yet. Let's have teachers teaching what they believe in and students studying what they believe in. Let's have some easy programs and some hard ones and some in between. (Words, Sounds, and Images indicated to me that it can be useful to mix experienced and inexperienced students; there's a trade-off.)

But let's not assume that "beginning" equals "broad," or "basic" equals "coordinated study." I think we should respect the desire of beginning students who want to study something narrow--who would like to be in a group contract or even an individual contract--so long as some teachers can be found willing to teach them.

We are also drifting into the assumption that a coordinated study is the best place to teach basic skills. Seems crazy to me. Surely, a group contract is just as good if not better.

Many of our coordinated studies are really more or less loosely allied group contracts. Why not call a spade a spade and really let them be group contracts. Then they could be planned better and they would be more likely to have students in them who knew and chose what they were getting into. Group contracts don't have to be a whole year long.

Frankly, I think we are killing the coordinated study mode. What a perverse way of punishing Merv for having introduced it: taking his baby and embracing it to death. What a nasty trick: turning the moral curriculum into the duty mode. It has become everyone's duty to teach or study in coordinated studies. People are only allowed to "get out of them" after they have "gone through" them. What is this a metaphor for? Freshman English? The Ph.D. Spinach? Abstinence? When we push people into them against their will, it means we no longer believe

they have a payoff people could actually desire. If no students or teachers will freely choose them, I think we should drop them. Merv certainly never wanted coordinated studies to take over as the main mode. Fifty per cent of the college would be plenty--more than he suggests.

Let me assure you that I actually believe that study in a broad interdisciplinary group is inherently superior to individual or disciplinary study. I think it provides greater sources of insight, understanding, and motivation. But my experience here--with our huge emphasis on seminars and broad interdisciplinary groups--makes me actually embrace the contrary truth: there's nothing wrong with studying something narrow or disciplinary or by yourself. And if that's what a student wants to do, it's crazy to force her/him into a coordinated study where she'll/he'll be a hindrance to others who wanted to be there.

Notice our faculty backlash: more and more teachers saying, "I don't want to teach beginning students any more. Give me advanced students." I think this feeling may be a reaction not so much against beginning students, as such, but against the quality of life in a coordinated study that has a significant proportion of students who don't want to be there. And I suspect, also, that many of the problems of seminars are not really problems of seminars, as such, but rather problems that result from students who lack any sense of having chosen what the seminar is about. One of the consequences of having such a large proportion of the college in coordinated studies is that there are many fewer options to choose.

We are drifting into the condition that made most of us leave other places: not lecture courses or departments--nothing necessarily wrong with them--but an institution filled with people studying what they don't really want to study, taught by people who don't really believe in what they are teaching. This spells disaster for us.

Let's admit--celebrate--the fact that there are special payoffs to coordinated studies. But let's not force people to take them till they want those payoffs.

Way to plan curriculum

The problem is to find a better way for teachers and students to reveal to each other what they want--and a procedure for negotiation when the two are out of phase with each other.

Teachers up against the wall!

Let there be a war room. One wall for teachers--with enough space on it so each teacher can put an 8 1/2 x 11 sheet of paper somewhere on it. Starting in September, each teacher simply puts briefly on the sheet her/his desire for the following year (or 2 years). You don't have to have a plan, just the truth about your desire. Thus, in September, many would say, "I don't know." Fine. But some would be more specific, e.g., "a group contract in x, y, or z," or "a coordinated study involving the arts," or "individual contracts," or "working with advanced students, please," or "so-and-so and I would like to do something together." And some would have a specific plan--either for a coordinated study or a group contract. As the weeks went by and we could see what others were thinking about, specificity would slowly increase.

There could even be color coding, e.g., one color for "I really feel pretty strongly about this" and another for "this is just an idea; I could happily do something

very different." The wall would be easier to read if there were vague regions: upper spread for advanced students, lower for beginning; one horizontal spread for each of the three modes; a place for programs that don't distinguish between advanced and beginning students; and a big space for people who aren't sure.

There would be another, smaller wall, for people to put up notes. Teachers might write "hey, no one is doing a program to prepare people for so and so," or "no one is doing a program for freshman who aren't sure what they're interested in." Students might say "hey, there's nothing in media," or "the following 15 people and I are very interested in studying x: who'll be our teacher?"

Students into the bowels of the machine.

Each returning student would have a number for the computer. Each would tell the machine her/his desires for the next year (or two). Again, the truth is all that's needed. There would be a button for "I don't know." But also buttons for general subject-matter areas; coordinated study, group, or individual contract; basic, advanced; internship. And there would be a number corresponding to each teacher so that a student could indicate if she/he wants something actually proposed by a specific teacher; or even indicate that she/he wants to study with a particular teacher. Perhaps there also ought to be a button to distinguish whether these desires are strong or mild. We need the truth--not necessarily definite choices. The more people who don't care, the better, so long as we know the limits of their not caring.

Students and teachers could change their desires as often as they want. But the faculty mind would always be in view; and there would always be a readout of the mind of student information that will help teachers and deans figure out what to do: the numbers of students who want to do what kinds of things.

Obviously, teacher and student desires may not match up. Though they may come closer than we suspect. When teachers express their commitments and say what they really want to teach, it will become much more attractive than listings that consist of what students supposedly ought to study.

But supposing there is a large disparity. At least we can see what the disparity is. And then we can go into a process of gradual negotiation. Trying various compromises. The main thing is that this plan will let that process be slowly in little bits. Little changes here and there will ease the picture. One or two teachers who make a change could fix up the whole situation. And it wouldn't be a change forced on them, it would be something they thought of which they would probably be happy to do.

I think this plan will easily permit us to move to curriculum planning for two years in advance instead of just one. We could then put out a regular catalogue and new students wouldn't have to choose Evergreen in total ignorance of what will be taught. (That may be one of the things that hurts our admissions efforts.)

Most teachers would be happy to indicate their desires for two years instead of just one--especially when you remember that "I don't know" is an acceptable answer. Most of us would welcome more continuity and more gradual planning. Also more and more of us realize the need to repeat programs.

Portnoy's Dilemma - Peter Elbow

Marilyn and Greg and I were wondering on the porch Monday night at Ft. Worden about why there was so little sense of community among the faculty at Evergreen. There are lots of obvious reasons. E.g., time: we're always busy, don't have enough time for unstructured visiting. Or pressure and anxiety: being unsure of what we're doing most of the time and suffering from a sense that we are probably doing it wrong -- this ought to bring us together for support, but in fact it tends to make us crawl home and lick our insecurity alone. Besides, teachers tend to be loners.

But two not-so-obvious reasons came up. I want to put them in the form of two related metaphors that came to me.

(1) Portnoy. The adolescent kid who wants to get laid so bad and never does. The REASON he doesn't get laid is BECAUSE HE WANTS IT SO BAD. I think it may be the same with us and our lack of community. What I'm not sure of is WHY wanting something badly keeps you from getting it. Is it something about being so desperate -- it mattering too much -- that you are unable to act freely or casually? We benefit from games like volleyball and softball. We're all so serious, really, about community and the possibility of the whole being greater than the sum of its parts. But we seldom score.

Or is it something about fooling oneself about what one wants? As Greg said, the kid pretends he wants some deep personal relationship when all he wants is to get laid. Or vice versa? Or thinking he wants a girl but really he is suffering from his growing distance and revolt from family and wants back in, wants his mommy -- and daddy -- but can't admit it? If so, then what is it that we're not admitting we want?

(2) I was separated, then divorced, and lonely, and wanting to have a close relationship. I was extraordinarily bad at it in spite of being supposedly eligible and being somewhere full of possibilities. It wasn't EXACTLY the same as Portnoy. It wasn't just that I wanted it badly but that I think I knew too much about what I wanted. I wanted a lot. I wanted everything. I wanted a full complete close relationship. For some reason this made it harder.

Actually this was a metaphor I made to illustrate to myself a point that Marilyn made straight out: that the faculty are too expert. We all know TOO much about closeness and community and synergy. One of the main reasons why many of us came here is because we were good at producing it in our classes, we knew it was important, and we knew Evergreen was a place where it could be central in teaching. And we THOUGHT it would be central among the faculty.

For some reason, when people are specially good at something and also specially committed to its importance, they are often SPECIALLY SKILLFUL in deviously avoiding it or defending against it in their own lives. Like the way psychiatrists, whose job is to help people deal with scary feelings, are themselves so often expert at NOT dealing with their own scary feelings.

Is it something about becoming a psychiatrist -- dealing with other people's scary feelings -- BECAUSE one feels the need to deal with one's own but doesn't really dare? Translation: we want closeness but fear it, so we get it vicariously by peddling it for our students?

Or is it something about the fact of knowing all about it and therefore not being willing to settle for anything less than perfection? We have a vision, an experience, a memory of great community. We're disdainful snobs of anything less -- of any of the painful awkwardnesses that come first -- when you actually try to do it yourself with real people -- as opposed to standing above and helping students do it? We're easily disdainful of foibles in our colleagues. Who wants to be close to people with foibles! We're waiting for the perfect faculty. Why settle for something imperfect when we are experts.

Any ideas for where to go from here?

Faculty Burnout - Peter Elbow

I. Is it really a problem?

After all, we get paid a lot of money for 10 months work. Why shouldn't we work hard? Why shouldn't we be tired in June? Program secretaries probably work just as hard if not harder for a fraction of the salary. In other colleges some of the teachers work just as hard.

But it's not a matter of how hard we work but rather how intelligently. I think we do have a problem that could be called "burnout." It involves an unintelligent kind of work: rushed, pressured, always feeling behind, always feeling things coming at you from six directions at once, feeling under a cloud; without perspective, without calm, without foresight. This is stupid. It has two bad effects. (1) After a while, people do "burn out." That is, they go into reaction and become cynical, absent, withdrawn, completely uninvolved. Maybe they shouldn't. But moralism won't help. They do. And nothing can stop them. You can't legislate involvement. The college suffers. (2) The college also suffers from lack of wisdom, thoughtfulness, and perspective. We don't get enough long-range, large-minded thinking, enough calm, imaginative, slowly-nurtured thinking. All our energy goes into short-range survival and petty procedures. We scurry down paths, just trying to get through each week and don't have enough energy to really think about whether the paths are the right ones. Lynn's memo spoke to the same thing: we get completely caught up in petty matters.

II. Where does it come from?

Let me give my own personal answer. (But I think it applies to most of us.) My first impulse is always to blame it on quantity of work, but I don't think that's right. When I'm really clever and firm with myself I have to admit that being harrassed, rushed, under a cloud is associated with a particular set of feelings: being unsure of what I'm doing, unsure of whether I'm right, unsure of whether I'm appreciated, and generally anxious in a somewhat low-level undercover sort of way. When these feelings are absent, then I handle my objective duties with calm and control and perspective. I start being intelligent.

So let me briefly try to describe the ways in which I think Evergreen produces a peculiarly virulent strain of uncertainty and anxiety.

Students want so much from us. We are their only teacher in most cases -- where in most colleges they would have 3-5 teachers at once. In fact they want so much from us that their wants are contradictory.

They want us to give them both less leadership and more leadership at the same time. On the one hand most of them came here because they wanted more freedom and autonomy: to be treated like adults. Yet at the same time they really want more from us. They want us to change their lives. They want special, magical, enriching, transforming, growth-producing relationships with their teachers. That's what we advertise, really.

They want us to be swinging, experimental, brave, speculative, able to deal out of our field. Only they also want us to be professional, to be confident, to be sure-footed, to know what we are talking about.

They want a seminar or a group to be a united, synergistic community of concerted productive activity. Only they also don't want to do anything they are not already interested in.

We feel an increased pressure on us because here we can't count on what Dave Powell calls "the old fuckers." In other colleges we used to be able to count on the old fuckers to force them to learn the hard stuff, the basics, to give tests, to be tough with them. We could be liberators, we could tell the students "why not?" But here we have to try to be the old fuckers too. If they can't read or write or think, we have to worry. This complete education seems to rest on one set of shoulders at any one moment.

Another source of strain here is the centrality of the personal, compared to other colleges. So many things that are academic or objective at other colleges are personal here. In most places it is a question of whether the material is relevant or exciting: here it's a question of whether I'm relevant or exciting. Teaching is a constant test of whether I'm sufficiently honest, sensitive, perceptive -- i.e., am I really an authentic person? I can study hard to try to know my material better -- I don't know how to study to be a more authentic person. If I'm not rehired at some other college, it's because they used some stupid external criterion that has nothing to do with my real worth: if I'm not rehired here -- where we have no tenure, of course -- it's because I'm a bad person. When I want to push my students to learn, to work, to struggle, I've got nothing to hit them over the head with -- no grades, no major, no long tradition of hard work -- nothing but my bare naked personality or character. To have such an uncertain implement so overused makes for real strain and anxiety.

At Evergreen I'm more dependent upon my students for my feelings of self-worth than I ever have been anywhere else. In other places there tend to be other channels: relationships with a department, with your whole professional discipline, research, committee work, and work outside the university. And also in most colleges one is teaching 3 courses so that one can worry less if one course just goes down the drain: it's easier to take chances and try things out, take risks. But here very nearly 100% of one's survival juices must come from that one program, that one set of students.

There is always a sense of whether a teacher is a desirable teacher to have. Last year (1972-73) I was perceived as out of it, not someone that students wanted to

study with. Winter quarter, the students had a measure of choice and it began to look as though perhaps I wouldn't have any students except those that somehow got forced to me. I submit that all of us feel this somewhat -- even when we are popular: for we all know how fickle and changable such student attitude can be. And I submit that it hurts, however cool we pretend to be.

In fact, there is a stinger in Evergreen's emphasis upon the personal. Not only the strain of feeling it, but also the strain of pretending -- sometimes even to ourselves -- that we don't feel bad about student esteem. We all go around carefully proving that of course we don't give a damn, we're above that -- but of course subtly making sure people realize that students really do respect us and like us.

At Evergreen we are supposedly trying to reduce the centrality of value-judgments in education. We don't grade each others' or students' work. But I think we spend a correspondingly larger amount of time and energy grading each others characters and personalities.

Perhaps all this sounds like an argument for trying to reduce this tyranny of the personal. But it's not. I finish this year more convinced than ever that it is a good thing: it's correct and salutary that our bare naked characters should play such a central role in teaching. It forces one to try to learn how to teach. Personal relationships are the most appropriate plasma for carrying learning.

But let's recognize and compensate for the price we pay -- in strain and anxiety -- for this kind of teaching.

We're always doing things for the first time, and always engaged in trying simultaneously to plan something entirely different. (Surely we can change this situation without loss.)

We are so often teaching out of our field of competence. We're liable to be talking baloney every other second and we know it. That's why we deal so much in safe (and empty) generalizations. But it makes us feel guilty.

What if we're all wrong in our college here? What if we're leading our students down the garden path? Will they blame us for not having given them a structured enough curriculum full of the standard stuff? I think most of us must suffer from feeling that many of our students are not learning as much, or just plain working as hard, as we did in college -- or as they would in a regular college. (Our habit of pretending that no learning goes on in regular colleges is wearing a bit thin.) We all imbibed the ethic of hard work. We still believe it: look at us. Yet supposedly we are calm and relaxed at the prospect of all our babies imbibing the opposite ethic.

III. What can we do about it?

This isn't a plea to give up on our experiment. But it is a plea to recognize the psychic price and to figure out things to compensate: balms and supports. Two things emerged loudest to me at Fort Worden: time and colleague-support.

(1) Better uses of time. Better rhythms, better ways to divide up the day, the week, the term. Something seems wrong -- as though we could do more with less. Some random thoughts about time:

- The Fort Worden experience seemed helpful: a genuine stopping and catching a breath of perspective. How about having a 2-day retreat right in the middle of each term. Even going away. I think we'd get more done than in the 4 or 5 faculty workdays.
- That would fit in with the idea of a down week in the middle of each term. Which sounds right to me. At Oxford they have 6-week vacations when people are supposed to get reading done; at Harvard they have reading period for the last three weeks of term before exams. But for us, the middle of term seems more appropriate.
- There tends to be a widespread assumption here that classes or seminars for less than 2 hours and with more than 10 people are worthless. If you operate on that assumption, it means that you can never deal with more than 10 people in a half-day. Are there certain kinds of learning activities -- in addition to lectures -- for which it is appropriate to meet with more people and/or for a shorter period? That would mean you could do two things before lunch. Perhaps we could be more sophisticated about specifying the nature of the learning that is supposed to go on in a meeting and thereby be better about knowing its organic size and length.
- Dreams and Poetry met with groups for a morning, then broke for writing, and then again in the later afternoon to share what was written. Perhaps they got more of a certain kind of thing done in those 6 or so hours than would be done if the 6 hours were spread out over the week.
- Dreams and Poetry had expensive supplementary faculty. I guess it's not generally feasible. PORTALS, I gather, had cheaper supplementary teachers. How did it work? Is it exportable?

(2) Support from colleagues. We need to learn to get self-esteem and gratification from each other and not just from students. This will give us more perspective, more strength, more ability to take risks. (I took more risks when I was teaching at MIT. I was amazed and chagrined when I realized that.)

The main vehicle for colleague-support is now the faculty seminar. There is never a lack for testimonials to how important and salutary the faculty is. That's not at issue. What needs explaining is why a group of intelligent and well-meaning people like us so seldom succeeds in having good faculty seminars. I'm a good guy and smart, I've taught for two years with good smart people, but I've had fewer good ones than bad. And I believe in them. Something's fishy.

Let's look at it through the marriage metaphor. When you teach in a program with someone it is like marrying them. (When I told Bob Gottlieb that, he didn't think it was funny. He still doesn't.) The thing about a marriage (one of the things about a marriage?) is that it can't survive if too many needs have to be satisfied there.

Somehow, one feels locked into a kind of life-and-death struggle with one's team (to continue the marriage metaphor) and it's not always easy to give and get support from them when they are the only ones one is getting it from. I think the women's movement has made it clear how much one needs to depend on "sisters" or "brothers" if one is to come at a marriage with any strength. I think I could have done better with my team if I'd had other support. When something is the only source of sustenance, the risks feel too high: it's hard to muster the bravery and openness that's necessary for good sharing and support.

Perhaps all this is wrong. But I'm confident I'm right when I call for better uses of time and more and better vehicles for colleague-support.

IV. A special note about Coordinated Studies

As I've said, I don't think we should stop doing the things that put more strain on us and lead to burnout. But rather that we should do other positive things to relieve the strain. But there is one exception. I think we should retreat on the number of coordinated studies. Coordinated studies are the mode of study which is the greatest cause of the kind of strain which causes faculty burnout. For the following reasons:

- They are almost always a complex, fragile organization. They take lots of time to try to bring together. Lots of time for meetings week by week just to figure out all the mechanics. A huge strain. The whole thing can go down the drain despite one's best efforts.
- The relationships between teachers are almost always complex and fragile. Great strain there. Almost always the sense of an imminent fight or collapse. It's almost always hard to get agreement on crucial issues -- and even harder to get agreement on the spirit of a coordinated studies -- and it is, after all, the spirit of it that determines whether it will work.
- In a coordinated study, you tend more often to be teaching out of your own field; feeling that half of what you say is probably false; scrambling for any sense of competence or security or competence.
- One is more apt to feel bad because of a sense that the students aren't really getting a solid grounding in anything.

I think we should have few enough coordinated studies so that teachers and students are in them, because they have freely chosen to seek the particular and unique values of a coordinated study. And not just because they are freshmen or couldn't find anything else to take.

THE EVERGREEN STATE COLLEGE

May 13, 1974

M E M O R A N D U M

TO: Rudy Martin
FROM: Tom Foote
RE: Curriculum Plan

Several things are on my mind regarding the whole process of determining what gets to be curriculum and what doesn't. As you know it has been a source of much anxiety and irritation for people at all levels involved with this process.

I thought that the Wednesday a.m. shot you did with the butcher paper flow diagram was a very worthwhile enterprise. It's too bad more people didn't show for that presentation as at least they would have become more aware of the administrative hassle of getting the goodies out on the table.

I'm not pinging on you for our difference of opinion regarding whether the Country Music Contract gets to be three terms or not so much as I think that is the short of it. The long of it has more serious implications for growth and development of Evergreen.

Consider this: we have no long-range curriculum plan. In some respects this is good as it gives us additional latitude in moving swiftly in non-traditional directions. I feel, however, that ultimately it will continue to create tensions and make for a less than optimum operation. Some things are not clear to me yet. For instance, when we hire people we lay a mandate on them that demands they get out of their credentialed areas and develop new, innovative approaches for the study of subject matter. In doing so and complying with this, the Deans call for curricula proposals. The Deans then make cuts, as you noted in your presentation, and some people are faced with double disappointment; (1) they don't get to implement their innovative idea, (2) they get assigned to a program they don't want to be in. Now, one doesn't have to be an Aristotle to follow that to its logical and dangerous conclusion. How many double disappointments is one able to withstand before one ceases to generate new and creative ideas? Two times? Three times? How long will it be before one discontinues generating new ideas and settles back into quiet acquiescence and resignation to an expeditious faculty assignment year after year? I, for one, do not want to see Evergreen become a retirement colony of disgruntled people merely going through the motions.

It seems reasonable if Evergreen is willing to commit to a faculty person for a three-year term then that faculty person should get to do whatever he/she wants to do for one of those three years. With the mandate from the Provost to function successfully in all three learning modes, it also seems reasonable that the faculty person would do that best in a group contract designed in an area of prime interest. If that interest coincides with the druthers of students, every consideration should be made on the part of the administration to respond to that need.

Rudy Martin
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A long-range curriculum plan might not be the panacea to cure the myriad of curricula ills, but it would certainly ease pressures some if the one-out-of-three policy could be implemented. Then the Deans could say, "Look, your idea is sound, has merit and is academically respectable, and it will fit nicely into the curriculum for 1975-76 in conjunction with the BiCentennial Celebration," or some such thing. That way the faculty person proposing the learning experience is assured that it will happen in the near future, and he/she can tell the students when it will be possible to pursue with vigor that particular area of interest, and continue serious planning accordingly. The strain of dues-paying in terms of an assignment to an unattractive learning mode or program would be much lessened.

I am certain that I am not the only faculty concerned with the problem based on several conversations I have had regarding my own experience with the curriculum machine this year. That being the case, I hope that you and the other Deans give this thorny matter every consideration.

cc: Deans
Provost

POSITION PAPER - Ft. Worden, June 1974

Some thoughts and feelings about our conversation in Creativity, Burn Out and Time, a discussion group at Fort Worden. - Marilyn Frasca

As people spoke about what they felt were pressures at Evergreen, I realized that they were describing my experience in Words, Sounds and Images. The people who allowed as how they felt just fine described more or less my experience this spring in a group contract. People who tried to focus on serious problems usually took for granted that these would be in a coordinated studies program not so much in individual or group contracts.

Mark Levensky said the worst thing he could imagine was having to come to school here, in the winter, in the morning when its raining and dark, to work with a coordinated studies team he wasn't getting along with. I came to school in the winter to work in a program that wasn't going well. From the tales I heard about programs at Evergreen during the past two years, I could see that our program was short of the middle. To try a big change, if that were possible, would be to tempt disaster. Disaster in this context would have been the truth. We weren't working together, our program wasn't interdisciplinary it was difficult and unfocused. I persuaded myself that I was an initiate and that I had better fear for the program's dissolution rather than hope for it. I had already learned from the same tales that if one didn't "save the program" one became personally responsible for extracting Evergreen's eye teeth.

Helena said that personal solutions to stress tend to be defensive. That seems smart to me. I hadn't yet experienced a group contract but my intuition did and helped me design two for next year. I gave these to Rudy during curriculum planning week. He didn't say anything about these but welcomed me into the Communications program. He said if it was impossible, I could get out. I've never been drafted before and felt what I imagine Israeli women feel, charged with an important task for their country. The difference here is that the program wasn't my country. But when I came to Evergreen, I got rid of many of my own possessions including half-worked, half-tried plans for learning and teaching. Here was my chance to give it all up and start in new territory. Rudy's charge could be taken as a throw of the I Ching. Or could it?

I was given a program title, a coordinator and two other faculty members. We didn't know each other very well and had no agenda hidden or otherwise. Out of this fertile soil we began our plans. Tom Rainey said when you have one bad program experience, you exert more control on the next one and things get worse. We began planning meetings, and I did what I could to control some of the structure so I wouldn't be in the same mess I was in before. We are all busy learning what and how to control next year now.

Dave Peterson thinks the reason we talk so much about control is that we are in a hostile environment. A jungle he said. I think people who choose to go into a jungle have some reasons to do that and prepare themselves for it as a matter of course. I think they probably have a great time. If you fell out of an airplane into Borneo or were told to go there cause it would be good for you, it would be difficult. If you don't know and feel why you're there, all you can do is talk about the weather and watch out for snakes.

The Deans are not the I Ching; you need six for a hexagram.

I cannot afford to go against my own doubts in an environment that allows those doubts to enter my consciousness for the first time. I learned this year that one

of the reasons programs have trouble is that some faculty are more or less drafted into them. I would like to abolish the draft. Rudy said that we feel guilty because we try to say yes to everybody everytime, that we feel like sinners, missionaries. I think that people feel guilty when they think they've done something wrong. The wrongness comes from going against one's own intuitions, from not paying attention to rational doubt. We should not draft people into coordinated studies any more. We should instead develop volunteer interdisciplinary programs where people get time and support to create focus and synthesis of real concern to faculty and students.

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ADVANCED PROGRAMS AT EVERGREEN

We assume that the Evergreen curriculum should include advanced studies in all areas where there is reasonable faculty expertise. Now that we have had a few years of experience with more basic programs, we have begun to see ways to facilitate and improve the more advanced. We offer here a set of general principles, based on the college's current practices, that should allow us to organize the kind of advanced work that will give students the skills and expertise usually assumed of someone with a B. A.

We are thinking here about preparation for careers or for further study. But we are convinced that such preparation is only one element of Evergreen's curriculum and that basic programs of all kinds, other sorts of advanced work, and unclassifiable offerings are equally significant. Indeed it may be more important to help students to acquire skills and expertise not usually assumed of B. A.'s than to do what we discuss here.

We assume that we will continue to operate with a general student/faculty ratio of about 20:1. We assume that at any time there will be relatively small numbers of students who want to study any subject at an advanced level and that these students will be handled primarily by one faculty member in each field who is assigned to contracts at a ratio of about 15:1 and can group his contract students to some extent. But we do not exclude other modes. In fact, we look forward eagerly to advanced coordinated studies, interdisciplinary colloquia, overlapping and rotating teaching, and every other sort of experiment.

Principle 1: Planned Faculty Rotation.- We want to be able to offer advanced work without committing even the majority of Evergreen's small faculty to the task, since we have other vital commitments to meet. Equally important, we are not interested in binding ourselves to year-in, year-out instruction in our individual, specialized competences. But we want to ensure that advanced work continues to be available here for students who need it.

Therefore, we recommend a loosely planned rotation of the advanced teaching in each area. In a given year and area, one or two people would organize advanced work around their areas of special competence (see *Expertise*); the next year, one or two others would rotate in.

What is new about this? Only that the rotation would be agreed upon for several years in advance. This is a considerable departure from our present practice. We envisage plans being developed informally by the small number of faculty concerned with each subject area and being harmonized with the rest of the curriculum year by year (see the section on *Mechanics*). These plans are to be tentative (see *Staying Loose*) but very public, so students can see ahead a little.

Principle 2: Expertise.- Faculty members doing advanced work should primarily do what they are most expert in, while maintaining a breadth suitable for work with undergraduates. We recognize that Evergreen students will not be able to "cover their fields" at an advanced level, but that kind of study is more appropriate for graduate school anyway. We feel it is more important for them to learn general principles and methods of their fields and to learn how to apply them in a few areas, as determined primarily by the expertise of the faculty. On this plan, students will do somewhat more limited work than the traditional undergraduate major, but what they do they will do very well. We think they can learn best by working very closely with faculty members who are doing the things they know best. Of course, we interpret "the things they know best" in a broad sense; we assume that faculty members will extend themselves by teaching as broad an area as they feel reasonably comfortable with and that they will want to educate themselves more by helping students learn things in which they themselves are not experts. (We should like to point out, incidentally, that by encouraging this mode of teaching we are also addressing the problem of faculty burnout. People should be able to look forward to doing what they do best as professionals, hopefully with well-prepared student colleagues, every few years at least.)

Principle 3: Innovation.- Faculty members should try to create attractive nontraditional advanced programs. Or, other things being equal, "if you must choose between the chances, choose the odd" (Auden). Any other college can offer a series of traditional courses in the traditional subdivisions of a field. Evergreen should be able to do better. People should be able to generate group contracts that cut across traditional lines or look at an old problem from a new viewpoint. Advanced coordinated studies which assume that their students have already gained considerable knowledge in a few subjects could broaden the outlook of students who might otherwise be tempted to overspecialize and could serve as capstones which integrate and round out a senior's previous work. The variety possible for advanced work is as endless and exciting as that for basic coordinated studies.

Principle 4: Staying Loose.- We should avoid several kinds of rigidity. First, we must not let a plan carry us out of touch with what students and faculty want and need (see *Reality Checking*). Second, we must not let a plan make it hard for any two or several faculty to work together because of being out of phase in the rotation. Third, a plan should not result in students seeing the same faculty members year after year.

Therefore, advance plans must be tentative rather than final. People will decide to go on leave or become dean. Students will decide that only taxidermy offers a secure, humane future. Think up an unpredictable contingency yourself; these things will continue to occur and we must continue to respond to them by trading assignments, merging groups, postponing plans, or whatever is necessary.

Principle 5: Reality Checking.- In particular, there must be constant attention to changes in the student population and in the faculty that would call for modifications of the long-range faculty and program arrangements. Advance planning of the kind we are suggesting carries the real danger of creating machinery that grinds away on its raw material without knowing or caring whether it is chicken, soy beans, or rodents. This is a great way to make hot dogs, but lousy for a college. We must avoid it. Student input, especially, must be sought in every way--through hallway chats, questionnaires, student participation in planning meetings, and so on.

Principle 6: Repetition.- No offering should have a permanent place in the curriculum, but some should probably be repeated once or twice. And when it seems to promise much improved results, some continuity of faculty in a repeating program may be useful (for example, two out of five in a coordinated studies team might stay on for a second year).

Mechanics.- So much for our assumptions and rhetorical principles. How will this planning actually be done? We feel that much can remain informal, as at present, but that one new formality is needed--a meeting of faculty groups to agree on the tentative schedule. Here is how it would work.

The final responsibility for curriculum planning would remain with the deans, counseled by a Curriculum Planning DTF. They would assess the proposals for coordinated studies and group contracts, make the definite faculty assignments, and look after the balance of the curriculum.

The distribution of advanced teaching would be worked out by "natural faculty groups." These are to be divisional in size, but might form around other centers than the traditional divisions. They would be called, for example, Humanities, or Communications. Each year the deans would recognize a definite, small set of these groups--for the moment probably only Humanities, Arts, Social Sciences, and Natural Sciences. Faculty members would choose which group(s) they would belong to; an individual might belong to more than one.

The natural groups would meet to work out tentative advanced offerings and corresponding faculty assignments for the next several years. These arrangements would be based on informal agreement among faculty concerned with the various subareas of the group. (For example, for literature, within Humanities, Carlson and Simon's group would seem a good way of responding to the wave of interest in Shakespeare for next year, Curtz would try his panel discussion format the year after, Daugherty's scheme would be postponed until he rotated back from running the food service, Elbow would respectfully decline any advanced teaching so Powell's Drama of Sleep idea would be set for the following year, and so on. Everyone would, of course, Stay Loose and Check Reality, and it should be possible to stay friends as well.)

Next, in the natural group's meeting, these agreements would be harmonized with staffing needs in proposed coordinated studies and group contracts. After the system gets under way, the natural group will spend time reviewing the previous year's plans to see if they still make sense for the next couple of years and to make necessary changes.

The deans and the Curriculum Planning DTF, composed of a person from each natural group, would review the whole curriculum and future plans for balance and realism. Finally, the whole would be published.

The members of the Curriculum Planning DTF are not to be political representatives. They are to keep alive the reasons behind each natural group's plans, to help generate ways of resolving difficulties, and to help convey the rationale for the final curriculum back to the rest of the faculty.

The whole business would be part of the yearly curriculum planning process. The deans would charge the DTF and would ensure that the natural groups met; they would probably attend the natural group meetings.

This needs debate. And before that we need to try to put together plans for each natural group and subarea to see what price we would pay in flexibility and breadth of offering under this proposal.

Bob Gottlieb

Burt Guttman

Jeff Kelly

Rob Knapp

Sig Kutter

Al Leisenring

Dave Milne

Peter Taylor

Byron Youtz

POSITION PAPER - Ft. Worden, June 1974

Communications Media Faculty - Margaret Gribskov

The almost total lack of non-white and female faculty able to teach about communications media constitutes a serious problem at Evergreen, I believe. I am the only female faculty in this field, and we have no non-whites. Yet the media are extremely important to both groups in two ways. First, the media are important to non-whites and women as potential fields of employment; both groups are severely under-represented in all of the media, and are practically nonexistent at higher levels of management. This situation is changing, and future graduates should find opportunities with the media. Second, some knowledge of the media constitutes a basic type of literacy in this age, especially for anyone interested either in social or political change. Neither of these objectives can be accomplished for non-whites and women if the media faculty continues to be almost entirely white and male.

Suggested Action:

- 1) Do not hire any more white males in the area of communications media.
- 2) Actively search for female and non-white faculty with communications media background.* In the case of non-whites especially, consider their non-white experience as a discipline for purposes of establishing interdisciplinary competence.

*Such individuals exist even if they are not applying to Evergreen. Journalism schools around the country are graduating several hundred non-whites each year with backgrounds in a variety of media, and thousands of women.

FORT WORDEN POSITION PAPER

It seems that the TESC faculty have failed to come to grips with priorities as far as coordinated studies are concerned. In order to relate to one another and work together in a coordinated studies program it seems only logical that the faculty should interact more outside their current assignment, whether it be in faculty work day sessions or in social ways, before even attempting to teach together. The problem then arises as to how; TIME is the deterring factor.

Evergreen faculty are terribly pressured now and what they don't need is another commitment. I can sympathize with this problem but I can't help but feel that its a matter of priorities. Each and every faculty must first decide that it is important to discover and meet the people around them in order to make coordinated studies a more fulfilling experience as well as a means for faculty to "find" one another.

I have had an extremely good experience to relate the above to. The program secretaries were floundering with problems individually only to find that all nine of us had mutual concerns. Working together has created a new closeness plus provides an outlet to ventilate problems whether solvable or not. We program secretaries, too, are pressured but felt that our first priority must be to relate to one another in order to work more effectively for Evergreen.

I feel that the faculty should put a type of "gathering" or "meeting" as top priority and not feel it would be an imposition on their time.

Joan Hopper
6/14/74

Coordinated Studies - Richard M. Jones

David Powell finally asked it flat out: "Is coordinated studies worth it?" I want to try to give you my answer, David, but first I have to pose an intimately related prior question: what makes the difference between a good coordinated studies program and a bad one? Do we have enough experience with the thing by this time to finger those critical make-or-break components which when they are present leave the faculty in June saying: "Yes, I'm exhausted, but damn if that wasn't one hell of a fulfilling year of work." And the students saying: "I succeeded here and failed there. I learned this and didn't learn that. I got more of this than I ever dreamed possible and less of that than I'd hoped. But, on balance, my one complaint is it ended too soon."

And when they are absent leave the faculty saying: "There must be a better way of earning a living than that. I'm bushed, wrung out, living in a jungle." And the students feeling uncertain, incomplete, unsatisfied and vaguely guilty about the way they lived a year of their lives.

Because what I impulsively wanted to say to you was: "Yes, a good coordinated studies program is definitely worth it (I'll get to what I mean by "worth" and what I mean by "it" in a moment) and a bad coordinated studies program is emphatically not worth it."

I think we do have sufficient experience by now to identify those essential components the presence of which makes failure impossible and the absence of which makes failure inevitable. At least I feel I have sufficient experience to identify them to my own satisfaction. I have taught in three programs (yes, I am looking forward to doing a group contract next year) thus far: a remedial one (Human Development I), a basic one (Human Development II) and an advanced one (Dreams and Poetry). Each has been a good one; the first, marginally so; the second very much so; the third exceedingly so (although it could be better if we did it again). I also helped write Some Big and Little Wheels Which Probably Don't Need To Be Rediscovered," (see appended) which, I believe, stands as the single most useful planning document the faculty has produced to date. But for the purpose at hand, I am not concerned with fine-tuning considerations of how to make a good program better; I want only to identify the make/break components. They are:

- (1) The program is designed and taught by personally congenial faculty team; people who get on well together and who enjoy and respect each other's minds.
- (2) The program is conceptually centered on a theme, problem or project which genuinely invites a multi-disciplinary approach.
- (3) The team gives first priority in allocation of time and energy to weekly faculty seminars, the primary purpose of which is faculty scholarship.

When present, these three key features, enhancing and reinforcing each other as they do over the course of the program's life, turn all sorts of unpredictable disasters into mistakes that faculty and students alike are happy to learn from. When they are absent no amount of experience, fortitude or teaching skill can prevent the program from deteriorating into something less than coordinated study. (Yes, Peter, it is just like sex; if it's good it could be better, and if it's bad it could be worse; but, first and basically, it is either good or bad. It either means something to the well-meaning folks who are doing it regularly, or it don't and they ain't.)

If I am right in putting it this dogmatically, and I think I am, there are all sorts of implications to be drawn for revising institutional policies and planning procedures, which I am going to leave to those of my friends who are responsible for drawing such things at those levels. All I want to do here is say yes, a good coordinated studies program is worth it; and no, a bad coordinated studies program is not worth it.

What do we mean by "it"? I think we mean:

- (1) The fact that in any coordinated studies program, good or bad, the faculty works harder and longer at teaching than the students work at learning--just the opposite of what we were accustomed to elsewhere. About twice as hard as the hardest working students, I would estimate, and God only knows how much harder than the goofoffs. I'll admit there have been times when it has caused some resentment to stir in me to notice that I am working my ass off in order to sustain conditions which make it possible for the students to learn how to learn with pleasure, at their own sometimes quite leisurely paces and in their own developing styles. But then I have had to remember that working my ass off is what I was trained to do, that I have long since come to enjoy it, and find my particular pace and style in it. And also that to work at a place like Evergreen is to be on the outer lip of the interface (to coin some phrases) of an adventuresome cultural waning (Hey, Beryl, what is it that's waxing?). And those thoughts helped me get back to feeling like an adult again, especially because I got to address them to the program themes in faculty seminars--with other adults.
- (2) The fact (which Peter Elbow can say more eloquently than I) that it is true of any coordinated studies program, good or bad, that there is no place to hide from the full concentration of student expectations, and the welter of their ambivalences about those expectations--whether and how to express them, whether and how you will meet them, whether and how they will respond to your meeting them or not meeting them. In coordinated studies you are all they've got, and even when they can forget that responsibility, you can't. At Brandeis or Harvard, no student ever knocked on my door to ask if he could borrow a paper clip, or what time was it, or where the can was. And if any ever had, one reflexive look would have made it unnecessary for me to tell him in so many words to fuck off. But here, where this kind of thing interrupts my thoughts at least three times a day, I can't ever be sure he isn't testing my approachability in respect to some more weighty matter. And if I prove to be unapproachable.....So I give him the damn paper clip and ask if maybe he couldn't find use for two.

I'll admit there have been times when this sort of thing has got me feeling like a high-priced baby sitter. Once or twice I've even said no to a student who asked if I had a minute, which normally I almost never feel I have, only to find, usually, that I do. But then that same student will come back with a really important personal problem that I can really help him with. And then he'll come back to ask where he can best read up on Freud's instinct theory. And then he'll show me a paper he's written which has an idea in it good enough to footnote in the one I'm working on. And I get to talk about that with my friends in faculty seminar, whom I know will tell me what is good about the idea and what is lousy about it. And then I remember that I left Brandeis and Harvard in large part precisely to get away from the poses and mores of false dignity and misleading appearances that I found so debilitating in those places. And so, if I really want to

work on something without interruption, I go hide in the library for an hour or two, or until somebody finds me.

(3) The fact that even in a good coordinated studies program there is less time for one's own scholarship than there usually is in a traditional two or three-course load set-up. (In a bad program there can be almost no time for it, almost by definition.) I have to admit that I have produced less publishable writing since coming to Evergreen than I did before coming here. I also have to admit, however, that what I have done since coming here I have enjoyed more, and it is better. The reasons are clear: what I did before (a) I did partially out of desire and partially out of duty; (b) I did as something adjunctive to my teaching activities; and (3) I addressed to the vague and amorphous audience that I thought of as the "American Psychological Community." Since coming to Evergreen, I have only written things I had worked up a passion about, and they have consistently spun directly out of or into my teaching activities and I have always known exactly and well to whom I was most directly addressing my thoughts--my friends in the faculty seminar.

(4) The fact that even in a good coordinated studies program the students end up "knowing less" than they would have in a traditional three, four or five-course format, if by "knowing" we mean accumulation of information. But right there is a constant source of potential anxiety which is endemic in the format of coordinated studies programs. For when I put it perjoratively that way, I have no difficulty concluding that "knowing less" in that sense is no loss. Especially when I see that what the students did learn they learned with more enjoyment and confidence, and in ways that are much more lastingly integrated with their personal and social development than is possible in the traditional three, four or five-course format. I can feel good about all this as long as my conscious system of values is operating. I mean, I have reached the considered conclusion, by dint of observation and reason, that intrinsically motivated learning, personally satisfying learning, integrated learning--all the rhetorical stuff that does become reality for most of the students in a good coordinated studies program--is far more valuable than the mere accumulation of information. The point is, and I think this is true of most of us on the Evergreen faculty, I reached this conclusion long after I graduated from college. What I learned by experience in college was the other way around. So that when my unconscious system of values is calling the tune, which it has for a time every year round about May, I become haunted by suspicions (suggested by what I learned in college) that this whole coordinated studies approach is for the birds. What does it matter that Lloyd Houston who would have dropped out of a traditional college, fell in love with reading and writing these past two years, and will surely bring his love of literacy to everything he ever does? He didn't read Freud or Polani, which were on the reading list! What does it matter that Teddy Haggarty found his writing voice this year and has had his first poem accepted for publication? He thinks he may want to go to graduate school in psychology, and right now the guy couldn't score in the twentieth percentile on the G.R.E.! And on.....Having to be in on this battle between our mature professional consciences and our immature professional superegos is part of teaching in a coordinated studies program, good or bad. In a good one, however, the experience of oneself being engaged in intrinsically motivated, personally satisfying, integrated scholarship--in and in relation to the faculty seminars--is a source of steady support on the side of mature professional conscience. Not to mention the models

it provides the students.

After spelling out what I think we mean by "it," I was going to try to say what I mean by "worth it," but I see I've gotten myself wound up in a tautology. So be it: what makes teaching in a good coordinated studies program worth it are exactly those things which make a coordinated studies good: the opportunity to bring teaching and scholarship into concert in ways that invite the judicious involvement of my personal and social life, and which confront me with the kinds of conscience crises I am most likely to grow from. A congenial team, a real theme, problem or project and first priority to faculty seminars. With those elements present, David, yes, I think it's worth it; without them, no, it isn't worth it.

Of course, Bill was right, we each have to perfect our little individual survival tactics at this place, which would eat us up if we always did everything the system says we are supposed to do. For example, I decided to write this position paper instead of doing my part of the Dreams and Poetry program history. So I shall ease my conscience a bit by submitting our experience in Dreams and Poetry as an example of what I've been saying. By every index--what the students and faculty did, and what they said about what they did, in evaluations, and in a final examination we all took--the program was a resounding success (with a few exceptions, of course). But the only feature of the program that "worked" the way it was planned to work was the faculty seminar. Everything else we planned either did not work or worked in some way other than planned. But we had a congenial team (Pete and I hatched the idea over a beer at Spud and Elma's, Leo asked in and Tommy was a gift from heaven); we had a real project (a book about dreams and poetry was produced, although not the one we had figured on); and our faculty seminars were among the most rewarding intellectual experiences of our lives (about a third of the students attended regularly, even though they weren't allowed to make a peep). So, when Middle English defeated most of us, when we didn't have time for Marc Bloch, when the research month flopped, when individual projects floundered, when one seminar just never got off the ground, when we had to re-design the program in the spring the thing as a whole not only held together, but thrived; what we learned instead, it turned out, was something almost all of us could look back on with pleasure and a solid sense of accomplishment. Because we never blinked our first priority and we were always glad to see each other.

I said I would leave the drawing of implementational conclusions to Lynn, Rudy, Willie, Charlie and, ultimately, Kormondy and McCann; and I will. I consider it appropriate, however, to conclude these thoughts with a set of questions which I think it would be healthy to hear discussed when we get back together in the fall to launch Year Four:

- (a) Is the College presently over-committed to coordinated studies as a mode of instruction?
- (b) Do our existing approaches to program design provide optimal leeway for the testing and development of faculty commitment, congenial colleagueship, and yes, intellectual passion?
- (c) Is "assignment" the best approach to program staffing?
- (d) Should the present taboo against program repetition be reconsidered?

(The planning faculty will know how much humble pie I had to eat in order to ask that one!)

- (e) What may be the most effective ways in which the deans can encourage program teams to give first priority to the first pleasure of teaching in coordinated studies: the faculty seminar?

Evergreen Community: Appearance and Reality - Helena Knapp
Helen Hannigan
Oscar Soule
Willi Unsoeld

We see "Community," that much-maligned word, as referring to an organic sort of interdependence in which every member is seen as playing an essential part in the total enterprise and is cherished by all the other members for the sake of that contribution. Such community thrives in an environment which encourages mutual respect and trust; although not necessarily agreement. What is needed for community is the willingness to include diverse ideas and persons; rather than the exclusion of all who disagree.

It has been suggested that the people arriving at TESC have been so shell-shocked from the treatment received at their prior locations, they have automatically shut off the bonds of community--even while maintaining an outward resemblance. Thus, the much regretted, recent decline in community is really just a coming to the surface of disruptive tendencies which have been always dominant here--though primarily latent. This constitutes a loss of the appearance of community rather than of community itself--which we have not had since the college was more than a few people.

It has further been pointed out that when the appearance of community is lost, then the trust upon which such appearance is based must be replaced by an increasingly rigid set of regulations. Detailed directions must be proliferated for each transaction in order to insure that all obligations will be carried out properly. We know there are other drawbacks to lack of community, but we want to emphasize solutions.

We see our task, then, as being the analysis of the causes for the loss of both true community and the appearance of community at TESC--and the suggestion of ways in which these causes might be eliminated--so that the multiplication of rules and regulations might be reduced.

Real community, we have affirmed, is a general ambience which has its roots in mutual respect for the individual contributions made by each person to the total college enterprise. The absence of such mutual respect and trust spells the end of real community. The causes of such loss are doubtless manifold: individual incompetence, outlandishly different operating styles, failure to understand the full function of many contributions, etc. But we suggest strongly that the single most important factor contributing to the loss of community is the self-image of many of the faculty members. So long as faculty members consider themselves as being basically superior to members of other campus groups, real community will be absent from the campus. The argument usually runs that since the faculty have been more highly trained, because they are more intelligent, have broader worldly backgrounds, and presumably more mature judgment, they are more valuable to the operation of the college and therefore should take precedence over staff members (and administrators).

This faculty attitude in turn is complemented by a staff feeling of inferiority and resentment. As long as staff feel like third-class citizens (ranking even below students), their resentment of such treatment is going to wipe out any sense of real community. Of course, a few staff members will always have sufficient balance to smile tolerantly at the childishness of faculty pretensions. But we cannot expect such reactions to be strong enough to save the sense of community.

No, the only real hope is to alter such faculty attitudes of superiority. However, prospects of success are not bright. They have been trained professionally to set great store by their academic expertise--and in many cases, they have sacrificed significantly to acquire it. Our whole culture also reinforces their distorted self-image--right down to and including relative pay scales. So they cannot be expected to change these attitudes with ease. When the great religions of the world--with all their power and resources--have failed to significantly alter such attitudes of superiority during the past several millenia, it seems unlikely that a crash program at Evergreen will do the trick.

However, one logical suggestion has been made which might turn the tables in the particular area of faculty-staff relations. An underlying assumption which fuels the feeling of faculty superiority is that the staff member really covets faculty status. However, in some cases such is clearly not the case and can be seen not to be. When the faculty member can actually accept the fact that THIS staff member simply does not covet faculty status, but is perfectly content to be and do just what he or she is and does, then the faculty member has no logical grounds for feeling superior to that staff member.

Now if, as we have argued, real community at Evergreen is impossible to resurrect (if, indeed, it ever existed), then what about at least "preserving the appearances"? In the case of Apparent Community, the mutual respect and trust would be gone and some members would be seen as playing more important roles in the enterprise than others--at least by an appreciable number of the members. However, many of the modes of interaction would be similar to those characterizing real community. Although it might be argued that such behavior would be spurious if it ran counter to basic attitudes, we would reply strongly that even the APPEARANCE of community is better than no community at all. Hence we see our major task at this point as being the devising of ways of preserving the appearance of community at Evergreen.

Our first concrete suggestion is the enhancement of politeness in all our campus dealings. You don't have to like a person or even feel he or she is your equal--before you can be polite to him/her. Voice tone, facial expressions, language usage, and body language are all part of the common civility which we owe all fellow workers at Evergreen--whether we like or respect them or not. Greater attention to such details would inevitably contribute greatly to the sense of apparent community on campus.

Closely associated with politeness, but going a step further, is ordinary consideration for our fellow workers. To think a bit about them as human beings--their work situations, how many other calls upon their time there might be besides yours--in general, just a small effort at putting ourselves in their places from time to time--an attempt to look at things from their point of view--would work wonders at raising morale and repairing the fabric of our apparent community.

It has even been suggested that we should publish a "Book of Etiquette for Geoducks." This would be a compilation of simple "do's" and "don'ts" for faculty dealing with secretaries, with custodians, with student services, with counseling, with the business office, admissions, registrar, security, facilities planning, etc.--accompanied by reciprocal suggestions for smoother dealings with faculty. This "Geoduck Code" would deal with those little niceties which have not been considered important enough to become "contractual" or even "mandatory," but which still have a significant long-term effect on the smooth running of the Evergreen enterprise.

A recent example would have been "the timely completion of all student evaluations"--which has only just recently been translated to "mandatory" status--a transition which can be expected of those code entries which become too widely ignored. Another example would be the simple courtesy of letting the program secretary know where you've gone when you are expecting a call and have asked her to let you know when it has come in.

The difficulty with such a code, of course, is the extreme variability of human beings--especially Geoduck types. What one type insists on as a human necessity, another type will repudiate as anathema. Still, there seems enough broad commonality to justify the effort at assembling such a code--which could then be honored by agreed-upon exceptions rather than by unconscious evasion. Format could be innovative--perhaps simply the extension of the Library Bitch Ticket idea to cover all college operations...

Another concrete suggestion on this whole subject seems in order. The regular inclusion of etiquette and consideration for fellow workers in evaluation sessions would go far to keep them in mind. Comments from both deans and faculty team members should become regularly expected and delivered during our scheduled evaluation sessions. This expectation would require a "willingness to grasp the thistle" since it is never easy to lay a case of impoliteness or discourtesy on a colleague. It is even easier to refrain from comment when one's own feelings have been hurt since confrontation is so often unpleasant. However, failure to bring out such personal resentment will eventually result in future reprisals which are nearly always of a more damaging nature than an immediate reaction would have been.

One last suggestion is that faculty should be given the chance to learn supervisory skills, just as they are encouraged (by the Faculty Handbook) to improve their teaching skills. Such supervisory skills are essential in working with program secretaries, but also include working relationships with other groups. Such skills could be dealt with in the course of our faculty in-service training program runs under Learning Center auspices.

As our DTF on Community discussed the foregoing Position Paper, we were troubled by our own decision to knowingly settle for the mere appearance of community while admitting that real community doesn't exist at Evergreen. It is clearly the pragmatic position to take. After all "Half-a-loaf is better..." and all. But we were still a little disappointed in our own stark realism. As an idealistic palliative to these feelings, one of us suggested that "Pretending is often becoming." If we become adept enough at politeness and consideration; who knows, we might end up trusting and respecting one another. Well, maybe so; maybe not. It would appear to be worth a serious try.

There Are Many Good Ways To Teach Individual Contracts Well
And People Are Using Them Now But For What It Might Be Worth
Here Is One Way To Teach Individual Contracts Well And Learn
Something Have Fun Sometimes If You Want To Besides

1. Only accept a minimum number of individual contracts. Currently: 15 if you are not teaching a module at the same time, 12 if you are.
2. Before you accept any person for an individual contract have a nice talk with him or her and find out what, exactly, if anything, the person actually wants to do that he or she possibly can do in one term working mostly on their own that is also something that you know at least something about the more the better and if there is no such thing say no and if there is some such thing say yes or no or maybe depending. Sometimes this talk can last for hours.
3. Don't accept anyone for an individual contract that you positively don't like instantly or even a little later than instantly even if you don't know for sure why.
4. Once you accept a student for an individual contract come to an agreement as to what publically visible thing the student must do each week and/or by the end of the term in order to get credit for the contract such that if the student does these publically visible things, then the student does get credit, and if the student doesn't, then doesn't. For example: write thirty five first draft type written pages a week, or write a ten page essay on an assigned book, or make fifteen drawings and keep a written record, or work two days a week in a public school classroom and make an Event Book, or direct a group of actors in rehearsal of an original play and at the end of the term make a performance or.
5. Also come to an agreement as to what you will do which is to meet with the student once a week for an hour a week of private tutorial at which time you will discuss the student's work for that week, especially his or her publically visible work, and make suggestions as to what the student might do next, and what you won't do, or at least won't promise to do, which is to meet with the student more than once a week for an hour a week of private tutorial, or do extensive homework in preparation for the tutorial, or anything else, although you might do any or all of these things.
6. When you meet with a student for your once a week for an hour a week private tutorial give the student your absolutely undivided attention and all of your energy: no answering phones, doors, thinking about something that happened that morning, or anticipating lunch. Also: no more than five minutes of how are you how's your social life what do you think about Nixon aren't the movies in Olympia awful. Instead: the student presents his or her work for that week, and you respond to it as fully as possible.
7. During the half of the week that you are not meeting with your individual contract students you can write lectures for your module, and offer to give special guest lectures for programs, write the lectures, and give them, and write a paper for a meeting in California, get the paper accepted, and go, and read the current issue of half the journals in the library, and write a very long letter to the administration and give them hell, and read all the books that you were suppose to read in your program last year but didn't finally, and learn something. You can also do a DTF.

8. Weekly Schedule:

	M	T	W	TH	F
9-10	#1	#8	#15	prepare	modules
10-11	#2	#9	additional	lectures,	papers
11-12	#3	#10	conferences	etc	
12-1	lunch	-----	-----	-----	-----
1-2	#4	#11	prepare		
2-3	#5	#12	modules,		
3-4	#6	#13	lectures		
4-5	#7	#14	papers, etc		

Mark Levensky
June 13, 1974

POSITION PAPER - Ft. Worden, June 1974

Notes and Comments on Individual Contracts and the Learning Process - Earle McNeil

Originally this essay was to be a typology of learning. I intended to show the range of styles and structures that students used and/or were placed in. Then I wanted to show how our different teaching modes (coordinated studies, group contracts and individual contracts) related to these styles and structures. Finally I intended to show how and why students choose each of our modes and reasons for success and failure.

Instead (you'll be happy to note) I have only completed a rather rambling narrative that focuses on several of the issues and ignores others. Despite its obvious incompleteness I think I have raised points that will stimulate discussion and so submit it for that purpose.

Earle

Notes and Comments on Individual Contracts and the Learning Process
Earle McNeil--June 3, 1974

It strikes me that lumping a number of different types of learning experiences and environments under the rubric title of individual contract tends to move us away from looking at the true nature of the experience.

Among other things, individual contracts are usually not individual. Most are carried out in groups. It just so happens that only one or two members of the group are on contract at Evergreen or are in contract with the same faculty member. I'm specifically not talking about groups of persons who are all or mostly signed up with one faculty who is assigned to individual contracts but who is in fact working mini-groups. I have nothing against this form and in fact support the combination of individual and group learning in one contract, as much as is practical and useful to the students. I'm mostly talking about students in modules, free lance associative groups and internships.

One can easily find students who are on individual contract, working in truly integrative interdisciplinary coordinated studies, in single focus intense group work, and in truly individual learning. An example of the first would be one of my students who has been working in the criminal offender program at Western State. The problem is defined as the need to find an adequate treatment model for sexual psychopaths. His research has been intensive in sociology, psychology, philosophy, biochemistry, political science and economics. He has been working closely with many others who are dealing with the same issue.

A second example is a student who has been working with the Law and Justice Planning Commission. The problem has been defined as the need to induce compliance with affirmative action policy in local police and sheriffs offices. She has been involved in intensive public relations and applied attitude change processes that utilize elements from a wide variety of behavioral sciences.

An example of a student doing group work is a person who has been at Fircrest School for the mentally handicapped. He has been both learning and applying behavior modification techniques in the development of skills in the severely handicapped.

A student who has been doing almost a pure individual contract is a man who has been reading and discussing issues in social organization, social change, morality and deviance. His only contacts with someone studying in these areas have been with me for two hours a week.

And so I discovered that what goes on in most individual contracts is in fact the same thing that goes on in our other modes, despite the name. After I had gotten my initial biases about the uniqueness of individual contracts out of the way, I got to wondering why so many people felt the need to go to contracts when it would not really change their style of learning. I have heard people talk about how students run away from group competition. How we have to force them into partaking in what we have defined as the ultimate learning experience -- coordinated studies. Certainly the running away can be a fact. But I get really nervous about the forcing part. For instance, one of my students this year was sent my way from a coordinated

program. His motivation and self esteem were so low that he seemed to have nothing of interest except a series of disconnected areas. Even those were marginal. The only alternative to individual contract was to drop him from school with or without referral to counselling services. Yet his almost irrational desire to stay enrolled made it important to continue him, trying to keep up some academic activity and at the same time help him come to some rational decisions about his future.

It turned out that his single biggest problem was that as soon as he started doing something in school that he would have been happy to do as a hobby, he lost interest. He was avoiding a confrontation with his father's desires for him to stay in school when what he really wanted was to be on his own. Once he realized the problem and faced it he was able to make his own decision to take a leave of absence and accept his own freedom. I'm quite sure he'll be back next fall and ready for serious study. I'm quite sure that anything other than that one quarter of "official" downtime academically would have either increased his depression or his hostility - neither helpful emotion. All this might have been done by someone not in individual contracts but was easier there since there were no commitments beyond his and my personal interaction.

Another student had to learn to understand and deal with a childhood competitive compulsion that was aroused when ever she was enrolled in a group learning environment. By doing a contract in psychology she both learned a great deal of academic material plus analyzed her problem and developed a model for dealing with it in a group setting next year. She had to be relieved of the group pressure to be able to relax and see what the problem was.

But these are the more exotic and unusual cases. I think most students move toward contracts for more "rational" (or at least conscious) reasons. The two most obvious are 1. there really is no one with whom they can work in the area of their interest except as devised through a contract and 2. the programs and groups do contain some of what the student wants but either don't go into it in the style or detail that the student needs or has so much other stuff that the student would find it very oppressive to wade through it all to get what he/she wants.

The first point is important for all of us as individuals. It may only be that the subject is not being taught at all. Or it may be that the personalities of the faculty who are available in the proper area are in serious clash with the student. I think that all of us tend to make unfair and unfounded judgements about people that effect our rationality and it doesn't hurt to push people some to make them at least check out reality. But I also think that with the intensive personal contacts that develop in all our learning modes, we have to be sensitive to real clashes that occur and help people find alternatives. Some of those alternatives may just have to be contracts.

The second point is more serious as an institutional issue. In fact it may be at just this point that our innovative coordinated program structure could end up putting us at an ironic disadvantage with more "traditional" schools. Many schools have officially recognized students demands for individually tailored undergraduate (and even graduate) programs. W.S.U., for example, has developed a large and well staffed administrative unit that deals exclusively with interdisciplinary studies. Even 12 years ago I graduated in a general studies program. Rudy just finished his Ph.D. in interdisciplinary studies. What has happened is that a significant number of students now can choose from an incredible number of specific courses - pick and choose from small units, building and shifting as the desire moves. Usually there are some college requirements for graduation but they don't involve much

of one's four years. Also, if you blow it or can't stand it in one course it's not such a big deal.

In coordinated studies (and to a lesser extent in group contracts) it's all or nothing and for a lot of students they feel like they get an awful lot of nothing. By defining their contracts carefully they can get all. Those who are really good at contracts will predefine each unit's work so that even if they can't do everything the loss of credit is content specific. I feel there are only two ways to overcome this dilemma. One is to reduce the number of available contracts to the point where students have no choice but sign up for another mode if they want to come to Evergreen. Or we can involve the student so intensely in the development of the next year's programs that each student has sweated and fought and compromised and cooperated and helped make a program that is his. Of course we've already moved toward the first alternative. The results are that certain programs and groups will in fact, be individual contracts under a coordinated program title. Any official procedure that makes people go that far out of their way to subvert the rules has got serious problems. At the very least, it suggests that we are looking with blind eyes to what is happening to us.

So, on top of that there is more. In our zeal to design an integrated approach to learning we have become steadily more blind to another reality that youth intuitively understands and responds to (or against, as the case may be). That is that every element in the universe is ultimately related to every other element. The problem is that as we get older we form more and more associative boundaries - limiting mind sets - that make us think of some things as related to each other and other things as unrelated. Yet we all know that most of the great philosophical, mechanical, scientific, artistic and religious revelations/discoveries/inventions have been the result of someone's daring to try putting together pieces that everybody else said would not fit. That's why I am inalterably opposed to Rudy's "the faculty are the ones who are trained to develop curriculum" policy. We are trained to do two things: 1. Show and tell students that if they want to get to "D" then we have found that progressing through "A-B-C" are most likely to get you there. 2. To be both primary and secondary resources for helping a student get material and to do what she/he wants to do. (To a lesser degree we are trained to help a student define what she wants to do.) What we specifically don't have is a monopoly on creative ideas. In fact, if we are honest, we may even have to take a second place to quite a number of our students. A lot of those students know it even if we don't. Fortunately a lot of people also get (or want) a lot of that resource material we are now providing. But that doesn't make the problem any less important.

I have spent most of my life rambling from place to place with a few stops long enough to get mildly "professional." Despite the reoccurring doubt by some significant people (including myself) that I am "getting nowhere" I am finding that in the past year (maybe only 6 months) there has been a geometrically progressing "rush" toward some definite yet still unspecified goal. My increasingly analytical thinking and writing are but one illustration (you'll have to decide how much of this paper is just raving). My developing teaching style is another. None of my college teachers would have approved and even I only felt inside that it really all made sense (I never could have proved it to anyone's satisfaction so she/he would feel easy accepting it as an integrated learning contract.) Hell, I couldn't even define the problem that was under study. (Which is probably good because once defined, I would have started building up prejudices on what studies would or would not get the problem solved and I would have avoided a lot of my life's most rewarding experiences.) So I look with cynical eye on people who too quickly say "That stuff is not a coordinated (single problem) study. You're doing things which are unrelated

and we don't write contracts that way." I'm more likely to seek mightily for a way to show the subject's interrelatedness in the students' life and philosophy. I'd rather help him/her learn to generalize that type of response to life than to teach them to partition up the world - even in innovative ways. Maybe some students come to me to "rip off" credit but I'll bet if they do, not many go away feeling like that's what really happened.

All in all one of this year's best lessons is to respond to why student do the things they do and then deal with that rather than get aggressively hostile when strange things happen. I've found no case where mutually agreeable solutions could not be found. That seems to have made life a lot more agreeable and productive for everyone - maybe even the Deans and Registrar (I don't know about Charles yet.)

Em/mb

POSITION PAPER - Ft. Worden, June 1974

Coordinated Studies, Faculty Seminar, Faculty Standards: A "Solutions Oriented" Position Paper - David Marr

Coordinated studies is being criticized again. It is said that science cannot be taught in it, that arts cannot be taught in it, that students cannot be taught in it, that advanced work cannot be done in it, and that faculty "burn out" in it. Someone announced a Law of Coordinated Studies: that any year-long program lasts but two quarters, the third being a waste of time. Finally, someone said (again) that Merv never intended Coordinated Studies to be Evergreen's chief mode of instruction in the first place.

This critique of Coordinated Studies is mainly ideological. That is, the charges made against it are subtle rationalizations of something. I think they are rationalizations about the faculty seminar, which is the heart of Coordinated Studies and which so far has only been practicable in that mode. In a nutshell: the critique of Coordinated Studies is in substance a rationalization of the faculty's fear of the faculty seminar.

The faculty seminar is the forum in which colleagues discuss books and ideas, teaching problems, and eventually their respective performances as teachers. It is the arena in which we expose to each other our respective educations -- "expose" as in sex. I think many faculty members are more fearful of doing that than they are of anything else. Such a fear Freudians have a name for. Such a fear is what gives rise to the ideology proclaiming the inadequacy of Coordinated Studies. What is really being proclaimed, however, is the inadequacy of the faculty members themselves. In this way, the Fort Worden critique of Coordinated Studies unwittingly raises the issue of faculty standards, which is what most of our public discussions are really about anyway.

President McCann's well founded concern over minimal faculty standards cannot be acted upon so long as the faculty seminar continues to be regarded as optional. The Faculty Handbook says it is required; our practice has turned it into just another option in Evergreen's academic market. By not exercising the option, one shields oneself against "tough, factual" colleague evaluation. The objective consequence of this maneuver, carried out by too many faculty members and presided over by the academic administration itself,* is consolidation of faculty positions as personal property. That development in turn further erodes standards, which are inedible in any case.

Faculty standards will never be upgraded in a social vacuum. They will never be upgraded outside the dynamic social structure which is the faculty seminar and which is only possible to institute within Coordinated Studies.**

*Presided over by the academic administration in the sense that the administration is responsible for the fact that only about one-half of the faculty in any year work in Coordinated Studies--excepting the year 1971-72. The rest are cast--or cast themselves--into the outer darkness of Contracts, isolated from the joys and rigors of sustained collegial relationships.

**Chuck Pailthorp has offered an interesting alternative. He recommends that our curriculum planning begin, not with Programs and Contracts, but with self-selected colleague groups--in effect, faculty seminars. The individuals within each group would then decide which mode or modes to work in. This is a good suggestion because it recognizes the centrality of the faculty seminar in what we are trying to do here. It is also good because it might solve the riddle of how to carry on faculty seminars in the Contract mode: a riddle which neither the Deans nor anyone else have solved in three years. I do not see, however, that this proposal applies to Coordinated Studies, of which the faculty seminar is a built-in feature.

Specific Recommendation for Environmental Science Repetrate at Intermediate Level

- (1) Evergreen Environmental, 2 quarters - terrestrial field biology and ecology (2 faculty)
- (2) Marine Life and Water Quality, 2 quarters--marine ecology and analytical techniques (1 faculty)
- (3) Organismic Biology, 2 quarters; anatomy, physiology, embryology of invertebrates; vertebrates and plants; evolutionary theory, fossils (2 faculty)
- (4) Analytical Techniques, 2 quarters; use of spectrophotometers, chromatographs in pollution detection; pollutant chemistry (1 faculty)
- (5) Molecular and Cellular Biology, 2 quarters; microbes, cell structure and function (1 faculty)

The following schedule is recommended:

	1	2	3	4	5
EE	X	X	X	X	X
MLW	X	X	X		
OB			X	X	X
AT	O	O	O	O	O
MCB	X	X		X	X
TOTAL FACULTY COMMITTED	6	6	6	6	6
(out of 12 Biology Faculty)					
every year; 2 faculty					
1 of every 3 years; 1 faculty					
1 of every 3 years; 2 faculty					
every year; 1 faculty					
1 of every 3 years; 1 faculty					

Advantages

- (1) The students gain a skeleton of good essential intermediate programs upon which to hang their studies and plans.
- (2) Less than half of the biology faculty is committed each year. Some certainty is introduced into faculty futures. Half are left for new or old advanced programs and for coordinated studies.

Implementation

This should be the responsibility of the "natural groups" identified by the deans.

POSITION PAPER - Ft. Worden, June 1974

"Terse, Communicative, Solution Oriented"

Removing Uncertainty From Student Curriculum Decisions - Dave Milne

Problem At present students have no way of knowing what will be offered more than one year hence. This creates desperation and frustration; each year, they act (with good cause) as though it's their "last chance" to take a particular program since it won't exist in years hence. Evergreen is losing good students via transfers generated by this process.

Solution Repeat certain programs. Every 3 years, check the record of the repeaters, to see if their continued offering is justified.

Specific Recommendation for Environmental Science Repeaters at Intermediate Level

- (1) Evergreen Environmental, 2 quarters - terrestrial field biology and ecology (2 faculty)
- (2) Marine Life and Water Quality, 2 quarters--marine ecology and analytical techniques (1 faculty)
- (3) Organismic Biology, 3 quarters; anatomy, physiology, embryology of invertebrates; vertebrates and plants; evolutionary theory, fossils (2 faculty).
- (4) Analytical Techniques, 2 quarters; use of spectrophotometers, chromatographs in pollution detection; pollutant chemistry (1 faculty)
- (5) Molecular and Cellular Biology, 2 quarters; microbes, cell structure and function (1 faculty)

The following schedule is recommended:

	X	1	2	3	4	
EE	X	X	X	X	X	every year; 2 faculty
MLWQ	X		X	X		2 of every 3 years; 1 faculty
OB		X	X		X	2 of every 3 years; 2 faculty
AT	0	0	0	0	0	every year; 1 faculty
MCB	X	X		X	X	2 of every 3 years; 1 faculty
	6	6	6	5	6	TOTAL FACULTY COMMITTED (out of 13 Biology Faculty)

Advantages

- (1) The students gain a skeleton of good essential intermediate programs upon which to hang their studies and plans.
- (2) Less than half of the biology faculty is committed each year. Some certainty is introduced into faculty futures. Half are left for new or old advanced programs and for coordinated studies.

Implementation

This should be the responsibility of the "natural groups" identified by the deans.

These groups should subdivide into lesser areas (such as "Life Sciences") which should identify the courses to be repeated and decide upon scheduling.

Policy on Student Demand

The repeated courses will appear as a fraction of the total list made available each year. Students will not be able to sign up for them in advance, but will simply know that they will be on the list. If there is insufficient demand in a certain year, the course can be cancelled; if there is excessive demand, a faculty member can be added.

THE EVERGREEN STATE COLLEGE

June 13, 1974

MEMORANDUM

TO: The Deans

FROM: Chuck Nisbet

SUBJECT: A Proposal From Fort Worden

During the 1974 fall orientation week I propose one day be set aside to deal with "on and off campus stress". This topic would include such items of concern as: faculty burnout, lack of creativity, family stress and others.

Every faculty member would be paired with another for a morning session and a different person for the afternoon session. The pairings would involve faculty members who don't know each other and have no objection to a beginning. Where possible people would be paired who have similar living arrangements. Each faculty member would submit a list of six names sometime this summer to one of the deans to facilitate the pairing procedure. The morning pairings will meet for breakfast and the afternoon pairs will meet for lunch. Each person will bring to these seminars a written out "stress statement". This statement will include at least the following: (1) a list of the ten most stressful experiences of the previous year ranked by order of magnitude, (2) a list of those actions you took in the past year that were most successful at reducing stress, and (3) a list of those actions you took that resulted in increased stress.

The purpose of this day is to (1) at least make fewer strangers among us and give us some concrete basis to build new relationships, (2) to share with each other some meaningful specifics about our Evergreen, and (3) to give us a little alternative to the cool, formality of large group information sharing.

P.S. If you like I would be willing to handle the pairings.

THE EVERGREEN STATE COLLEGE

June 13, 1974

TO: The Deans

FROM: Lynn Patterson

Thoughts on the morning session called "Creativity, Burn-Out, Time"

Before we began, I wrote:

"We don't take enough time to do what is needed.

To be creative for me is to take time to look carefully at what is important.

To explore that thing which is important. To really think privately about it. To write about it. Identify it. I have learned from several sources

now that learning better and better to ask questions usually provides solutions. Phil Harding knows that. He helped to teach me that. Problems

may be only improperly posed questions. At Evergreen solutions seem to be grabbed for — jumped at. When I attempt to ask questions, I hear answers.

Quickly — pat, sometimes. The answers are usually posed in terms of

structural solutions. The solutions posed are themselves too quickly

criticized. People do little building — i.e. "that solution has merits —

what if we added this too it?" I believe that nothing much important happens

that way. I believe that we become stodgy. Bureaucratic. Things get done

but the things that are done have a taste of being stop-gaps. Then the

stop-gaps become sacred. People forget that they were only stop-gaps.

People forget their history. People don't realize that they are living out

their own cultural myths. I don't have answers. I don't care to do more

than to learn how to ask better questions. Maybe I don't even care to ask

questions — maybe I just care to learn and let answers form themselves.

We had an interesting morning discussing creativity, burn-out, and time. We

talked about things — we told each other how to survive. One dared question

assumptions. We all want to feel more comfortable. He didn't allow us to

be comfortable or smug. Others continued to talk. They helped me feel

guilty in the midst of my creativity — "where were you in the afternoon?"

Where I was in the afternoon: (from the beach --- Lynn Patterson & Marilyn Frasca)

THE FOUNDING OF A TRADITION

Once upon a time there was a town composed of two parallel streets. A dervish passed through one street into the other and as he reached the second one, the people noticed that his eyes were streaming with tears. 'someone has died in the other street! one cried, and soon all the children in the neighborhood had taken up the cry.

What had really happened was that the dervish had been peeling onions. Within a short space of time the cry had reached the first street; and the adults of both streets were so distressed and fearful (for each community was related to the other) that they dared not make complete inquiries as to the cause of the furore.

A wise man tried to reason with the people of both streets, asking why they did not question each other. Too confused to know what they meant, some said: 'For all we know there is a deadly plague in the other street.'

This rumour, too, spread like wildfire, until each street's populace thought that the other was doomed.

When some measure of order was restored, it was only enough for the two communities to decide to emigrate to save themselves. Thus it was that, from different sides of the town, both streets entirely evacuated their people.

Now, centuries later, the town is still deserted; and not so far away are two villages. Each village has its own tradition of how it began as a settlement from a doomed town, through a fortunate flight, in remote times, from a nameless evil.

COMMENT

In our search to solve burn-out, to deal with time, to recapture creativity we may abandon something important. We may restore order. We may establish new traditions. We may even leave. It may be that someone has been peeling onions.

THE STORY OF FIRE

Once upon a time a man was contemplating the ways in which Nature operates, and he discovered, because of his concentration and application, how fire could be made.

This man was called Nour. He decided to travel from one community to another, showing people his discovery.

Nour passed the secret to many groups of people. Some took advantage of the knowledge. Others drove him away, thinking that he must be dangerous, before they had had time to understand how valuable this discovery could be to them. Finally, a tribe before which he demonstrated became so panic-stricken that they set about him and killed him, being convinced that he was a demon.

Centuries passed. The first tribe which had learned about fire reserved the secret for their priests, who remained in affluence and power while the people froze.

The second tribe forgot the art and worshipped instead the instruments. The third worshipped a likeness of Nour himself, because it was he who had taught them. The fourth retained the story of the making of fire in their legends: some believed them, some did not. The fifth community really did use fire, and this enabled them to be warmed, to cook their food, and to manufacture all kinds of useful articles.

After many years, a wise man and a small band of his disciples were travelling through the lands of these tribes. The disciples were amazed at the variety of rituals which they encountered; and one and all said to their teacher: 'But all these procedures are in fact related to the making of fire, nothing else. We should reform these people!'

The teacher said: 'Very well, then. We shall restart our journey. By the end of it, those who survive will know the real problems and how to approach them.'

When they reached the first tribe, the band was hospitably received. The priests invited the travellers to attend their religious ceremony, the making of fire. When it was over, and the tribe was in a state of excitement at the event which they had witnessed, the master said: 'Does anyone wish to speak?'

The first disciple said: 'In the cause of Truth I feel myself constrained to say something to these people.'

'If you will do so at your own risk, you may do so,' said the master.

Now the disciple stepped forward in the presence of the tribal chief and his priests and said: 'I can perform the miracle which you take to be a special manifestation of deity. If I do so, will you accept that you have been in error for so many years?'

But the priests cried: 'Seize him!' and the man was taken away, never to be seen again.

The travellers went to the next territory where the second tribe were worshipping the instruments of fire-making. Again a disciple volunteered to try to bring reason to the community.

With the permission of the master, he said: 'I beg permission to speak to you as reasonable people. You are worshipping the means whereby something may be done, not even the thing itself. Thus you are suspending the advent of its usefulness. I know the reality that lies at the basis of this ceremony.'

This tribe was composed of more reasonable people. But they said to the disciple: 'You are welcome as a traveller and stranger in our midst. But, as a stranger, foreign to our history and customs, you cannot understand what we are doing. You make a mistake. Perhaps,

even, you are trying to take away or alter our religion. We therefore decline to listen to you.'

The travellers moved on.

When they arrived in the land of the third tribe, they found before every dwelling an idol representing Nour, the original fire maker. The third disciple addressed the chiefs of the tribe: "This idol represents a man, who represents a capacity, which can be used."

'This may be so,' answered the Nour-worshipers, 'but the penetration of the real secret is only for the few.'

'It is only for the few who will understand, not for those who refuse to face certain facts,' said the third disciple.

'This is rank heresy, and from a man who does not even speak our language correctly, and is not a priest ordained in our faith,' muttered the priests. And he could make no headway.

The band continued their journey, and arrived in the land of the fourth tribe. Now a fourth disciple stepped forward in the assembly of the people.

'The story of making fire is true, and I know how it may be done,' he said.

Confusion broke out within the tribe, which split into various factions. Some said: 'This may be true, and if it is, we want to find out how to make fire.' When these people were examined by the master and his followers, however, it was found that most of them were anxious to use firemaking for personal advantage, and did not realize that it was something for human progress. So deep had the distorted legends penetrated into the minds of most people that those who thought that they might in fact represent truth were often unbalanced ones, who could not have made fire even if they had been shown how.

There was another faction, who said: 'Of course the legends are not true. This man is just trying to fool us, to make a place for himself here.'

And a further faction said: 'We prefer the legends as they are, for they are the very mortar of our cohesion. If we abandon them, and we find that this new interpretation is useless, what will become of our community then?'

And there were other points of view as well.

So the party travelled on, until they reached the lands of the fifth community, where firemaking was a commonplace, and where other pre-occupations faced them.

The master said to his disciples:

'You have to learn how to teach, for man does not want to be taught. First of all, you will have to teach people how to learn. And

before that you have to teach them that there is still something to be learned. They imagine that they are ready to learn. But they want to learn what they imagine is to be learned, not what they have first to learn. When you have learned all this, then you can devise the way to teach. Knowledge without special capacity to teach is not the same as knowledge and capacity.'

COMMENT

We may be like these tribes. The fire is learning and teaching. We worship some tools which were designed to aid learning and teaching. We worship coordinated study programs. We worship faculty seminars. We have legends which speak of these things. We try to emulate the ideals spoken of in these legends. We don't understand our own history. The tribal fathers attempt to tell us once again. They come back to us through the fog of time on video tapes and speak to us. But we can't hear. We are not only not able to ask the right questions, but we are also not ready to hear or ask anything different. We can only hear the answers we can imagine possible to those questions we already know. We are busy imagining answers before we pose questions. We must learn to learn, learn to hear, and learn to imagine before anything of significance can happen. But if we are unable to hear, how can we hear even that fact?

The answer to this may be obvious. We are only practicing for the big one.

It may be inherent in an "experimental" institution which defines its experiment in terms of structural changes that the structure/the tools become sacred for themselves.

This may indeed limit our ability to make fire.

We may be here only to learn this so that the next time we will make fire.

Beware of the obvious. This may all be too obvious. Let us before we change, before we fine-tune, before we do anything, think of ourselves in the course of time and in the world. We are a little group of teachers with traditions, myths, values and problems seeking to find the answers among ourselves. All of this may be unnecessary -- irrelevant compared to the question of the future of education, the future of the world. We may be fine-tuning a dinosaur. We may be refining an idea which is already anachronistic.

This piece of writing, done too hastily, attempts to open some doors. It is not a position. It is a point of view. It recommends nothing but itself.

But if we become aware of ourselves living out our myths -- and if we can identify our myths -- we may be able to manipulate them. If we can acknowledge that onions have been peeled, we may be able to consciously choose doom for the old village and opt for new beginnings.

LP:gw

JUNE 1974

POSITION PAPER ON LACK OF COMMUNITY AT EVERGREEN

By Linnea Pearson

I think the reason there is lack of community among the faculty at Evergreen is because no one much likes anyone else among the faculty at Evergreen. I think the reason no one much likes anyone else among the faculty at Evergreen is because no one much knows anyone else among the faculty at Evergreen. I think the reason no one much knows anybody else among the faculty at Evergreen is because everyone is afraid that (a) everyone else is smarter than they (he-she is) are, or (b) everyone else is dumber than they (he-she is) are. I think probably neither (a) nor (b) of the above is true. I think it's all more likely that we all know some things others don't know, and that we all don't know things others know and that it all pretty much evens out. But we're all so obsessed with our individual desires for idiosyncratic wholeness that we never take time to consider the situation.

During my first year at Evergreen, I was invited into the homes of six (6) faculty members. One of these I had known back in Virginia (we had met two years ago before I was hired); one invitation was directly after a party I myself had given; two were the faculty persons with whom I was planning a program. If I had not known anybody before I had come this year, if I had not given a party of my own, if I had not planned a program for next year, I would not have gotten invited anywhere.

I would have been very lonely.

I was lonely, as is.

At first, I felt there was a secret underground social life going on that I knew nothing about. I felt bad. Then I discovered there was no secret underground social life going on. I felt worse. If I now discover there was, indeed, a real secret underground social life going on, I will probably die of social embarrassment.

I think what Susan Fiksdal's committee is doing to help the new folk next year is good and important. I hope someone comes along with a similar plan to help the old folk. I would be willing to help...



Linnea Pearson

A Model for Problem Solving

Greg Portnoff

This year one of the ideas that's been a lot of fun for me is the notion that the experiences of "I" and "we" are perceptually reversible Gestalts, and, as such, cannot co-exist. The major consequence of this is that to the extent to which one perceives oneself as a part of any group, one is no longer an individual but rather an aspect of a supraindividual entity. In thinking through my own experiences, the latter part of this idea has both a certain amount of explanatory power (e.g. It says something about why, when someone closely related to me does something I am shy of doing, I, myself, feel embarrassed.) and some heuristic value (e.g. Could feelings I've had of heterosexual jealousy be at least in part energized by homosexual panic?). For the moment, however, I want to leave the juicy stuff, and apply the notion of group-as-individual to problem solving at Evergreen.

It seems to me that a general schema for the way in which problems are typically solved at the faculty meeting level is as follows: The problem is publicly stated. The people in the group begin to think on it. Some of them arrive at a "solution". (I use the term broadly to include reinterpretation of the problem or rejection of it entirely. What I wish to emphasize by using the word "solution" is that what is arrived at is typically a finished product of some sort.) Solutions are voiced, and their assets and liabilities discussed. Ego investment sometimes runs high here; as might be expected when dealing with "one's own" ideas. Finally, in a "successful" meeting a choice is made among the ideas that have been raised.

I'd like to describe an alternative model that I have found useful in numerous instances at the seminar level. It is an attempt to get a group to think as a group rather than as individuals. (Brain storming does the same but doesn't go far enough.) Here's how it goes:

1. The problem is stated
2. I attempt to solve it myself.
3. When I have arrived at a solution (it needn't be an adequate one), I drop both its content and the content of the steps I went through to arrive at it; and focus on the structure itself.
4. I take the group through the steps of my solution encouraging them to plug in their own content at every level.

For example, let's say the group is concerned with knowing something of the nature of a particular emotion. In attempting to solve the problem I find myself going through the following steps.

1. I try to think of a number of occasions on which I felt that emotion.
2. I list the situational contexts within which it has occurred.
3. I attempt to explicate what it felt like.
4. I think about how I behaved in each instance.
5. I list the circumstances of the disappearance.
6. I look at categories 2 - 5 cross-sectionally (e.g. What do all of the situations that precipitated the emotion have in common?).
7. I look at them longitudinally (e.g. Is there an internally consistent logic in each instance?).
8. I repeat the process to whatever extent I can based upon my knowledge of other peoples' experience.

I have found that when I go through this kind of procedure with a seminar group getting input from each student at each step, there is a reasonable probability of our arriving at a solution(s) that is superior to what I think might have been arrived at by any one of us.

I see the major disadvantage of this method as being its dependence on one person's choice of methodology. Repeating it using several methods can be overly time consuming. Also, I am unsure of its range of applicability beyond the uses I have put it to.

Beyond the two heads better than one argument I presented I see the method as having two major assets:

1. The understanding arrived at is everybody's property. This is important to me because I find that one's own understanding is remembered far better and used more readily than other peoples understanding that one has stored in one's head.
2. One way of summing up what makes for group cohesiveness is to say that it is a function of the extent to which the members see the group functioning as a unified whole (my supra-individual at the beginning). This method tends toward maximizing that experience.

Faculty Burn-Out- - -Questions of Consequences?

Lynn has sagely suggested we ask some questions, instead of charging ahead for answers before the objective (or even field of battle) has been defined; this paper accepts her suggestion, and it does so in the further appreciation of one of Rudy's favorite words---"outrageous." Why not ask some outrageous questions about faculty burn-out, overwork, fatigue?

Is it true that faculty at TESC are often exhausting themselves in ways that do not always seem productive,--that in the dark of night even seem (sometimes) silly?

Is it hard to admit this to anyone, especially oneself and especially in public, and is any open discussion of this contrary to the posturing we have to do to keep the Legislature off our backs?

Aren't we usually told, when we bring the subject up, that the real problem is that we "don't have our shit together" and that if we did, we would have figured out this or that way, this or that technique, this or that device, this or that "survival tactic" that would make us able to make it? (Do these metaphors suggest a wartime or long trek through a hostile wilderness to you?)

Isn't this because we all (women, men, blacks, whites, etc.'s) have built deep, deep into our guts an unquestionable conviction that we are really "going it alone" and that all this rhetoric about community is more often used repressive than in a form that would make us feel warm, cared for, very un-alone?

Is there a head-on-collision ALWAYS built into every Coordinated Studies Program between the Puritan Individualism (to use our self-stroking word for it) that we have all been taught and have self taught and the sudden demand for mutual respect, subtle support (and even love??), integration of things we have never ever ever done except by ourselves, and the seemingly continuous demand for mutual action? (Two persons can cross, holding to each other, a stream impossible to each alone!!)

Is it true that, even though we were all hired to do these things, the execution of them seems crunchingly more difficult after three years than it did at the planning table? Have we admitted this? Have we discussed this in public? Is this widening bifurcation between rhetoric and reality reducing our morale and draining our energy? Is this a super-prime cause of stress?

Is it true that we all genuinely feel that ALL FACULTY PERSONS are committed to this subtly difficult task of coordinating unique individuals into teams?

Is there universal confidence that the evaluation process has guts and gives us a feeling of security that when we are assigned to a team our teammates have proved they are will^{ing} and capable of the rigor/subtleties/joys of such integration?

Is there much much less stress in working in the Individual Contract or Group Contract mode, and is this indicated by the happiness of those who just completed such an assignment? Are folks moving toward such modes for reasons

they don't talk about in public--perhaps not even with themselves?

Is the cost--energy--expenditure--/vs./ return--support--satisfaction of Coordinated Studies worth it? Do we have the guts to ask this question?

Do we feel that enough (exclude those so superior that they would shine no matter what) Evergreen Students take our "gifts" of commitment, time, open office doors and homes, etc., to make it worth it? Do we share, or do we sometimes have a gnawing sense of being used?

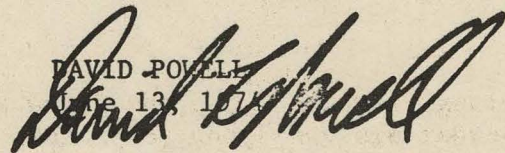
Is it true that our most beautiful, most unusual, most elegant form of education is the Coordinated Studies mode and therefore, we should guard and nurture it accordingly? Should we perhaps see Coordinated Studies as a privilege--one to be earned by faculty and students alike, rather than push and shove participants into an at best demanding integration of activity, should we have a smaller, perhaps the smallest but finest, number of offerings in such a mode?

Frankly these are only a few of the questions which the genuine investigation of faculty stress and burn-out would have to look into; what they are represent some of what was said, felt, and discussed for a full day by this group at Ft. Worden.

ACTION: There is an immediate need/demand for a study of the problem. Right now persons are making many decisions in private which constitute de facto institutional and policy decisions about what this college is or ever will be. Since the job market is what it is, those persons will not leave or turn down job offers, ^{none} but a colleague who is down and burned out, - a colleague who is turned off and cynical, - a colleague who just doesn't show up for faculty seminars, - a colleague who seeks to avoid serving-----surely all these (and there are parts of each of these in us all) are colleagues we will erode the outrageous joy with which we once said: . . .I got the job at Evergreen!!!!

DAVID POWELL

June 13, 1974



POSITION PAPER - Ft. Worden, June 1974

Faculty Seminar - Bob Sluss

Most of us agree on the importance of good faculty book seminars. There is, however, a great deal of variation of opinions about what faculty do in good book seminars. What follows is my position on faculty seminars along with some reasons for the position and some consequences.

Position: The faculty seminar should be one aspect of serious scholarly examination of the program theme by the program faculty team.

The faculty seminar should not be a place to "bone-up" for the student seminars.

The faculty seminar should not be a place to feel like a co-learner with the program students by reading books out of our field.

Reasons for the Position: Traditional schools choose between serious scholarship and teaching. Serious scholarship has come to mean narrow professionalism and publications by experts and generally is at the expense of students. Schools that have opted for teaching have come to consider scholarship a bad word and are generally, in my opinion, second-rate institutions of higher learning. Evergreen provides, through well designed coordinated studies, a unique opportunity for serious faculty scholarship which directly enhances student learning. This opportunity is given by a group of faculty each of whom can examine a program theme from their own professional perspectives.

Some Consequences: Programs need to be designed around themes that can be explored from the perspective of several disciplines -- not merely themes which include several disciplines.

Programs need to be staffed by people who want to explore the theme -- not merely with people who are willing to offer their discipline to the theme.

POSITION PAPER - Ft. Worden, June 1974

Submitted by Nancy Taylor

Problem: How to have fun, talk to old friends and meet new ones

Solution:

The Two Cities of Destiny Program

invites everyone

to

Afternoon Tea

every Tuesday afternoon from 3:30 - 5:00

in

the Green Room 2101

starting October 8

Faculty and Student Evaluations for Permanent Academic Records

(A Fort Worden discussion, morning, June 11, 1974:
Richard Alexander, Carie Cable, Beryl Crowe, Jim Gulden,
Dumi Maraire, Gail Martin, Kén Mayer, Charles Teske)

- Issues:
- I. Importance of Written Evaluations
 - II. Problems in Writing Evaluations
 - III. A Strategy for Improvement
 - IV. Some Tactical Suggestions for Faculty Evaluations
 - V. Some Tactical Suggestions for Student Self-Evaluations
 - VI. Behavioral Objectives: on Whose Authority? -- and Other Thoughts about Educational Philosophy

I. Importance of Written Evaluations:

- they provide an assured periodic feedback to students and faculty members on individual performances, strengths, weaknesses; as well as on whole programs and ways of doing things
- they cumulatively provide a permanent record of a student's progress, a sense of history, of growth
- they substantiate awards of credit
- they provide the student with an official short-term pay-off, before the long-term benefits of the student's efforts can become apparent to the student
- they help wrap things up, clear away ambiguity, give some symbolic order
- they give information to other faculty members who will be advising or working with the student (hearsay is less reliable)
- they give information to prospective employers, graduate schools, and other people outside the school interested in who a student is, what the student has done, and what the student knows how to do.

The theoretical ideal of narrative evaluations at TESC is one of our strongest points; the practice of writing them is frequently weak. We need to develop consistency. We need to make them good.

Why else is the fact that they must be written crucial?

- to foster precision and the kind of responsibility relevant to what people will work at later
- to strengthen people's writing, as learning experiences in themselves
- to commit oneself to judgments beyond the ebb and flow of conservation and daily fluctuations in attitude.

BUT: We must not allow concern about the written result to replace attention to the process of learning.

II. Problems in Writing Evaluations:

- Good evaluations take a lot of time, a lot of work; they're hard just because they're so important.
- People think they can't write good ones, so they can't.
- It's often hard to measure growth by reference to earlier evaluations in the student's portfolio, because many people don't keep portfolios. (Richard Alexander: "He who puts his faith in portfolios has put his faith in the wind.")
- It's hard to fill the gap between describing a student's attitudes (letter-of-recommendation style) and the bare details of course equivalencies; but it must be done; TESC evaluations tend to be good about attitudes but not very informative about the student's performance and ability to do certain things.
- It's hard to convince students just how important their own evaluations are, to encourage them to develop a sense of history and of the future.
- It's often hard for faculty members to avoid laying their own attitudes and ideologies on future outside readers ("This student is so great because she's so radical, so far out, so much -- in fact -- like me.").
- Problems of time-pressure in getting them typed lead to such irritating distractions as spelling errors and other typographical messes which cut down their usefulness.
- They are especially hard to do if the evaluation process feels tacked on, something relegated to "evaluation week."
- Designs of programs and of contracts don't indicate much thinking early on about what the results should be, what forms they will take, and how anyone can measure the growth/learning which they embody; "evaluation week" can then be all the more difficult and frightening. And memories of collaborative seminars do not, by themselves, help much in estimating the performance of individual students.

(Teske's note: No one discussed the problems specifically relating to course-equivalencies or to the calendar with which we have been working. These practices were taken for granted.)

III. A Strategy for Improvement (to help faculty members, who will then help students):

- (A) Define "good" and "bad" evaluations; including their utility to future sponsors, program faculty, employers, etc.

- (B) Develop procedures for reviewing faculty evaluations, sampling all faculty members' work to see who can write "good" evaluations and who has trouble.
- (C) Develop a kit of materials about faculty evaluations, including suggested guidelines; checklists for what the combination of program-description or contract, faculty evaluation, and student evaluation should tell the reader; and aids to writing.
- (D) Provide opportunities for training those faculty members who need help -- by expert colleagues? by a specialist on evaluation? by clinical work at a campus center? or?
- (E) Keep this process going so that faculty members can have feedback on whether or not their ability to write evaluations is improving.

IV. Some Tactical Suggestions for Faculty Evaluations:

- When thinking about "good" or "bad," informative or weak evaluations, pay attention to what the reader will want to know from the whole package of description/contract, faculty evaluation, student evaluation -- and even the whole portfolio.
- Be aware that a reader, whether prospective faculty sponsor or prospective employer, will be reading in minutes the written history of years of learning; focus on communicating under these conditions.
- A good evaluation tells
 - who the person was;
 - where she or he was at the beginning in attitudes, knowledge, and competencies;
 - how all of this changed;
 - to what extent the student's expectations were met or perhaps changed in the process;
 - and to what extent the student met the expectations of the program or fulfilled the contract.
- A good evaluation contains objective indications of what the student has learned; it will hit the high points, using convincing details; thus the reader will believe other, brief summary comments.
- Good evaluations will characterize the individual students -- warts, beauty-marks, and all; they will not come across as interchangeable program-parts or faceless persons.
- It's a good exercise (said Nancy Taylor later) to listen to another team member read several evaluations he or she has written about students in your program without hearing their names: Who is it? How early can you tell? Why? If you can't tell, what are we going to do about it?

- According to the original assumptions about how coordinated studies teams, and even groupings of faculty members doing contracts, would work, members of teams were to offer editorial help and information to their colleagues during the drafting of evaluations. Do they? If not, let's do it.
- Especially when a faculty member has worked with a student on a contract, the faculty member should make the student responsible for providing the details of the work in the student's self-evaluation and then write a "validating evaluation" which also qualifies, or heightens, or adds to, or explains what the student has said.
- If a concern with evaluation has been clearly articulated in the program-design or contract at the beginning -- and if the procedures work well -- the faculty member's final evaluation would be a drawing together of the results of frequent small evaluations, perhaps of one or two paragraphs of precise summary which the student has written at the end of each week (moving from journal entries toward objective "publication").
- Therefore, the designers of programs and negotiations of contracts ought to pay a good deal of attention to a continuing process of evaluation leading to the final, formal evaluation narratives.
- To recognize differences in expectations of students and from students (said Richard Alexander, as he had said in the planning year), why not arrange all students' work by individual contracts, or perhaps group-contracts with individual clauses? Then the evaluations should be fitted to these individual expectations and performances.
- If possible, a faculty member preparing to write an evaluation (especially if it will be the student's last one from Evergreen), should read through all previous evaluations in the student's portfolio -- so as to measure growth, to set the record straight when the student has overcome weaknesses, to call attention to changed interests and thus to make the new evaluation a summary of cumulative learning.
- To emphasize the student's most mature work and the cumulative impact of the most recent faculty evaluations, the transcript should be -- and is -- organized as curricula vitae are, giving the most recent position or level of education first and then working backward in time.
- Who should review faculty evaluations to find out who needs help and who appears to be capable of giving advice? The deans, who read the evaluations written by the faculty members in their groups as part of the dean-faculty evaluation process.
- Who should develop materials, guidelines, checklists, writing aids? Not specified; TO BE DECIDED BY DEANS.

- Who should carry out the training function? Not specified; TO BE DECIDED BY DEANS.

V. Some Tactical Suggestions for Student Self-Evaluations:

- encourage students to pick out the learning experiences most important to them and tell why they were important
- encourage students to do the initial job of telling what happened but then encourage them to insist that the faculty evaluation avoid superficiality, bland facelessness.
- encourage students to be advocates for their own performances at evaluation-time
- because their self-evaluations generally contain more hard data than faculty evaluations of them can, allot them more of the official pages in a final evaluation of a long program than you will be taking up
- explain carefully to students the purposes of their self-evaluations and who will be reading them; you can't choose for the student or catch him in the rye if he doesn't want to be caught, but it's your responsibility to make him aware of the implications of writing his own history
- as you learn how to write better evaluations, help your students learn (when to suggest and when to state, how to use convincing examples, how to show that you have learned something by the very way in which you talk about it)
- share with your students the reasons why Evergreen wants to do things this way in the first place.

VI. Behavioral Objectives: on Whose Authority? -- and Other Thoughts about Educational Philosophy

Everyone found, as the morning wore to a close, that thinking about designing programs or negotiating contracts with a view toward measurement of growth leads to the formulation of behavioral objectives. We agreed only that behavioral objectives are easier to write for some endeavors and subject-matters than others, and that they can be negotiated between sponsor and student in individual contracts. Then the issue arose of who should decide the behavioral objectives for group contracts and coordinated studies programs. This led to a discussion of the grounds of academic authority, including descriptions of Shona master/apprentice relationships, Crowe's gambit, the more or less appropriate side-effects of higher education. We were on the point of defining this purpose when the meeting adjourned for lunch, sine die.

TEACHING AND LEARNING

Kirk Thompson

(Being a position paper on teaching and learning, especially about the problem of "nurturing academic excellence," and about being a teacher, or more exactly a professor, rather than a facilitator or resource person.)

I attended the "Teaching and Learning" discussion group at Fort Worden because I was particularly concerned about the issue Priscilla Bowerman raised: "Nurturing Academic Excellence." Let there be no doubt about it: I think Evergreen has a serious problem about academic excellence. Yes, I am sure that there is such a thing as academic excellence to have a problem about. I do not mean the competitive, product-oriented behavior encouraged at those institutions we meant to leave behind. I mean the stuff that's present or absent if we put questions like these to our students: "Have you read much about the subject you want to investigate?" "Have you made a really serious effort to understand what the authors meant to say?" "Have you really tried out different interpretations or approaches?" "Are you sure you're making sense?" "Have you studied the subject or issue deeply enough to know what the real intellectual and practical problems are in that field?" I believe that overall we are in trouble for not having asked our students enough pushy questions like these. Too often we act like Dr. Spock's parents encouraging Dr. Spock's children to train themselves at their own pace--which is just fine, if we do get around to making some judgements (yes, making judgments; that's what e-val-u-ation means) about how well the training is proceeding. I believe we do not make such judgments clearly enough and often enough to sustain a reputable set of academic standards (norms) at Evergreen. I think that one way we consistently cop out on this responsibility is to claim we are "facilitators" or "resource persons." I think we should accept the position that we are teachers, with much to teach. I do not mean that we are teachers of specialized disciplines; most of us were hired because of a commitment to transcending these, at least as they are conventionally defined. I think we are teachers of intellectual and practical problem-solving strategies, applicable to broad fields of inquiry. We should "profess" these strategies and approaches avidly, not just by convening discussion groups but by guiding them to important destinations with our utmost skill. In other words, I think the place we can best nurture some higher academic standards are in hard-working, one-to-one tutorials, and in our program and contract seminars.

There is at least one large background factor which makes "nurturing academic excellence" a problem at Evergreen: We have the wrong kind of diversity (or, to put it less judgmentally, we have a kind of diversity with which I and others do not seem to cope very well). As an avid reader of the college's first catalog, I learned that we intended to appeal to a cross-section of society; it was actually a commitment of the college that it contain a richer mix of class, ethnic, and minority groups than the population of the state at large. This notion fired my enthusiasm, and that, I presume, of my faculty peers: We were going to take some of the teaching methods usually available in honors programs and at expensive private colleges--small seminars; freedom from competitive grading; interdisciplinary, non-bureaucratic curricular organization; etc.--and lay these upon students of all backgrounds equally. This was the reason for the original admissions policies. The legitimate assumption seemed to be that

the students who had been turned off by high school were just as capable as those who were high achievers. If we just delivered the goods, we would attract a racially, culturally, and socio-economically diverse student body, and a great release of creative potential would result. This was the sort of diversity I, or maybe we, anticipated, and it was going to produce a democratic, high-energy learning process in which it would be a joy to participate.

I, or we, did not get what was anticipated, though--ours is indeed a diverse student body, but not in the way intended; rather, in a way that causes a serious problem about "nurturing academic excellence." We do not have, racially, culturally, or socio-economically, a particularly diverse student body; rather, we have a very homogeneous group of middle-class students who comprise a kind of youth-ghetto in which everyone is pretty much alike. Such diversity as obtained at Evergreen is basically a diversity of levels of motivation within an essentially middle-class framework. The norms of a community so constituted are more conducive to social conformity than to academic excellence.

The minority student tends to stay away from Evergreen because he recognizes the norms all too well. The majority who come are "Dr. Spock's children," middle-class (or petty-bourgeois), raised permissively, and generally turned off by the academic institutions they have encountered before. Within this group, there is indeed diversity, and there is a serious problem about whose norms are going to be reinforced, which direction the faculty is going to point.

I mentioned in the "Teaching and Learning" discussion group, and a lot of people seemed to nod in agreement, that I often feel that I do not have any regular, undergraduate college students: I seem to have a large number of high school and junior college students looking for a replay of their previous low-energy experience, and on the other hand a very important minority of high-energy, highly motivated students who are at least as inquiring as were my peers in graduate school. These are the two extremes, within our basically middle-class student body.

On the one hand, a large number of kids, probably raised fairly permissively, turned off by the institutions they have encountered, who have not yet caught onto ways of becoming self-motivating; they are consumer-oriented, as their society trained them to be, and they tend to be the under-achieving, passive recipients of their educational experience. They are by and large replaying their previous low-energy high school and junior college experiences, but do not feel very good about this. They want to get started on something but just can't quite find it or make sufficient effort when they do. They feel a very deep ambivalence about education itself. One name for this ambivalence is "competence anxiety"--anxiety because they are aware that they don't know how to do much of anything that is rewarding, but also because all of the things that were said to be rewarding--job, status, wealth, power, etc.--turn out in our strange society to look less like rewards than like traps. Education itself, which is heralded as a key to competence, is perhaps just another trap, and so it is best to be wary; maintain a low profile, don't take it too seriously, consume whatever looks good as it comes along but don't get too involved. There's always another program or product later, anyhow; you are the judge of whatever you are buying today, and the store is always open tomorrow, so don't let them con you into buying too much.

(With this consumer orientation goes a special attitude towards "experience:" Everything matters as it is offered to me, as on television or in advertising; I am the ultimate "experiencing" agent, and what I get off on or don't get off on is the main criterion of value. That Socrates or Sophocles, Einstein or Freud

or Joyce or Picasso or Sartre has had some experiences that I can barely begin to identify with, is not readily imaginable. It is more important that we sit down and share our "real" experiences with others just like ourselves in some sort of encounter group. It is this sort of attitude that likes to get "facilitated" in seminars--a point to which I will return below.)

--On the other hand, there are a substantial number of students at Evergreen who tend more to be self-determining agents, able to choose what they want to study, to pick up the ball and run with it. These tend to be people who came to Evergreen for the "right" reasons according to the catalog literature; they tend to have chosen Evergreen rather than to have drifted into it. These are the middle-class high achievers, and we are useful to them; the highly motivated student is a kind of tautology who will always be highly motivated and will always learn a lot, and will probably benefit a great deal from the Evergreen way of doing things.

If Evergreen had the real diversity of students that were counted upon but to whom Evergreen apparently was not attractive, then the sheer diversity would itself be a good source of energy. As things stand, however, with the vast majority of the students seeming to fall into one or the other of the two middle-class bags I have been trying to describe, there is a danger that we will end up with a kind of lowest-common-denominator reductiveness, rather than synergy. Synergy means that all of the organs or elements that are combined are actively offering something. If too many folks are, however, basically consumer-oriented then we get the familiar "tragedy of the commons," in which the tendency of action is to stabilize or reduce the amount of good stuff available. I honestly believe that we are getting into this kind of situation.

Another model of this kind of situation is Gresham's law, in economics, which is popularly understood to mean that a debased currency always drives good money out of circulation. Gresham's law seems to me to be at the heart of the problem of "nurturing academic excellence" at Evergreen. Within our basically middle-class culture, the vague, laid-back, uncommitted, consumer-oriented style, always cooler looking than the alternative, tends to drive out the other currencies of more legitimate intellectual and creative exchange. The nature of such a social process is so general and diffuse that it is probably folly to attempt to control it; to a large degree, we are simply an institution that mirrors, for better or worse, the times in which it was created. Evergreen really is a strange, late-1960's social product, catering to the needs of the young displaced persons who began to become numerous at that time, and not to a full range of students from all classes and cultures. We can do only a little bit to correct this. One crucial point was in recruitment, but now it is a little late to change whom we attract. We should be enormously supportive of any and all groups that introduce a breath of diversity into the socially all-too-close atmosphere here, but we should also admit that we have made an "image" for ourselves, and it is only slightly and slowly amenable to change. It is not a very good image, from the standpoint of getting by in teaching-and-learning situations, it will have to do. It is the latter situations, not recruitment and image-building, which are my present concerns.

Obviously the gist of what I am saying is that we, as faculty members, must be hard at work to try to seduce a few more consumer-oriented, laid-back, do-your-own-thing souls towards adulthood in a world which we have little capacity to imagine--but more than most of them do. Every indication is that it will be a world with which people who are basically consumers will be ill-prepared to cope. It will be a world of scarcer resources, a declining standard of living, and less to consume. Few of us have a vision of--let alone an ethic, art, or science for--such a world. What we do have are some learning strategies, some

ways of tough-minded and/or creative thinking that maybe are better than nothing to have inside one's head or under one's skin. This, finally, is what "academic excellence" is for: It's supposed to support and transmit strategies of coping. In giving up rigid adherence to the duly constituted academic disciplines, we have admitted that the disciplines themselves do not, as packaged bodies of knowledge, tell us how to cope with much of anything at all. So anything we might have to teach must lie in the intellectual and practical strategies and processes which we are able to transmit. As Masters of Arts and Doctors of Philosophy, or as people broadly experienced in the world, we presumably have ways of coping with the world in an inquiring and hopefully creative manner. Even if we are skeptics, that is a way, a consistent way that most students have not learned to put to use. My point is therefore that it is our job to hold out these ways and strategies, to profess and exemplify them, not just to mirror our students' own world-view.

The problem of thinking of ourselves as facilitators who only enable the student to do what he already has in mind is that there may be a terrible narrowness about the "experience" on which the student is drawing. The model here is that every individual is a seed of growth and needs only to be nurtured to share his experiences and his hangups with others who have the same problems only slightly differently, so that they can be accepted and/or transcended. I can buy this; we do all contain the seeds of infinite wisdom, even as little children--and I mean this seriously. But I am frightened that mere facilitation of open discussion in seminars is not enough; the problem is also to get in touch with rare insights and unusual experiences. Here is where the problem of "nurturing academic excellence" arises. It is possible to nurture mediocrity. When we allow that the students are all offering equally valid attempts at insight and expression, we are on firm ground; to the extent that we nurture the viewpoint that all consumer dollars are equal and that all insights and expressions are equally valid, we are becoming what Socrates thought Sophists were, mere mirrors of an environment upon which we have no intellectual or practical perspective.

Nor do I think we offer as much as we are responsible for if we think of ourselves in most teaching situations as "resource persons." In a few situations, the student does have a grip on some valid investigative or creative principle, and our job is to provide a few missing pieces or some tools and hardware. But this is not usually the case. The students I have worked with usually need more help finding an investigative perspective or a creative stimulus which will actually carry the day. I am quite wary of the impulse to help students "get into" something via an individual contract, if they and I have not worked together before. They probably do not need access to resources anywhere near as much as they need somebody to sit down and talk to, someone who will ask the sort of questions I mentioned at the outset; e.g., "Have you really got a hold of what that book was saying?"; "Have you considered another aspect of the problem which looks something like this?" The point is that unless he has already practiced a lot, the student will have trouble keeping the basis of inquiry straight; he needs not just the resources of reading lists or hardware or permissiveness, but also the well-guided, hard-headed, constructive criticism of someone intellectually more practiced than he. A contracted studies student needs not just a resource person but a friendly critic and guide.

Thus, besides facilitators and resource people, I think that Evergreen needs teachers who are not basically insecure about having something to teach. This is who I hope and think we are. My own position is finally ambivalent: I acknowledge that the facilitative and resource-oriented styles are extremely valuable for

some people--both teachers and students--in some learning situations. I also believe that they are most dangerous, because we are building up a kind of low-gear conformity around them. They are the styles perceived as the least demanding and most warmly open and accepting by Dr. Spock's children. But in many areas of inquiry and for many people--particularly for people trained to be rather passive--they may not lead the student into anything really challenging in the world of non-ordinary experience. Since most people like being facilitated and resourced, and since people trained as consumers tend to like this more than being challenged or redirected, there is a real danger of building a solid mass of conformity in the wrong place. This is not to say that people who teach as facilitators or resource persons are bad teachers; rather, it is to say that to the extent that other reaching styles wither away, we are institutionalizing some of our least motivated students' preferences. In a context of real diversity, all teaching styles would presumably appeal to somebody. In a context of substantial conformity, we must be seriously concerned that we institutionalize the ways that are missing. As it stands, I think we are gravitating in the direction of sophistry--of just doing what the student "audience" appreciates.

Here are some teaching styles that seem to me to run against the grain at Evergreen:

--Faculty member coming to seminar knowing that if certain issues don't get brought up voluntarily he'll damn well see that they get considered anyhow. (Rudy Martin is famous for doing this; students say that he gets away with it because they like him, but they don't appreciate it as a strategy.)

--Faculty member insisting that people read a passage together until they really figure out what it means. (A Dave Marr strategy; again, students seem to accept it only reluctantly.)

--Faculty member implying, in book seminars, that he really does know where the author was trying to lead the reader. (A Kirk Thompson strategy; very unpopular.)

--Faculty member asserting that he is a master of his art, and that students are in a sense his apprentices. (A proposal for a new learning mode from Sid White.)

None of these strategies have been absolutely "driven out" by other more popular teaching styles, but they tend to be characterized as somewhat curious, or even as perversely authoritarian; they all seem to imply that the faculty member is not a co-learner, but is already somewhat learned. To the extent that we have made this implication seem unusual, I think we have institutionalized a bias that appeals to lots of our students, but runs against common sense. I believe I am quite sane when it crosses my mind that I am a Master of Arts and a Doctor of Philosophy, not by virtue of certain documents but by virtue of some concrete experience--experience that is rooted in the same kind of perceptions that my students have, but which in quantity and depth has in most instances transcended what they are familiar with. In these moments I am quite sure that I have acquired some learning strategies that I may justifiably transmit to my students, and that I am a teacher, or more exactly a professor, of these perspectives. I am pretty sure that when I present these clearly and make definite judgements about who has got a hold of them and who has not, I am helping to nurture academic excellence. If the student hears the beat of my little drum but chooses to follow different ones, or follows mine only part of the way, that's O.K.; but if he doesn't hear it because I just facilitate and give access to resources, that's not O.K. It is my job to send as well as to elicit messages--to send out some clear beats, and to be not only tolerant but clear about what constitutes a well-delivered performance.

POSITION PAPER - Ft. Worden, June 1974

Development of Academic Resources for local, off-campus, part and full-time students - E. J. Webb

Premises and Background

The continued healthy growth of any college relies in part on its contribution to both the people and the environment immediately surrounding it. Historically, those colleges that have attended to these interests have had fewer periods of tension or crisis and greater stability of growth than those that have not. Historically, Evergreen has--from its inception and because of its location and curricular philosophy--been in an advantageous position to raise its own expectations, and the expectations of local citizens as a potent educational partner in both the public and private sectors of our vicinity. However, as is quite natural with such plans, the concept has been far in advance of the logistics and effort needed to make it a workable reality. The few steps that have been taken--advertising some part-time admissions to regular offerings, Coop internships and off-campus contracts--do not (though successful in themselves) represent an orderly, long-range planned development of such a program that would benefit local citizens as well as the college. With the decline of in-state college age applicants it seems propitious to consider now what kinds of forms such a program might take.

Some Possible Future Directions

Many of the recommendations of the State Council on Higher Education's "Dynamics of Change" report to the legislature have already been implemented here on campus. But there is a marked disparity between the contemporaneity of our regular curricular stance and that regarding the off-campus adult learner. This disparity, considering our leadership in some areas, needs responsive consideration if we are to maintain a consistent image and a homogeneous educational philosophy in our practice. Some studied response to the Council's recommendations regarding the off-campus adult, then, needs to become an integrated part of our total curricular planning. If we were to set goals in this area contiguous with our progressive activities elsewhere, we might wish to undertake the following typical off-campus adult education programs:

- (1) Daily FM Education Broadcasts of courses, symposiums, visiting lecturers, etc. Sources could be locally produced, procured from the vast national and international storehouse of academically originated tapes, or commercial products.
- (2) Ditto for Cable TV and Micro-wave (both have 2-way capacity).
- (3) Enter into partnership agreements with classes of clienteles; state agencies that match or complement our resources; other institutions (penal, aging, hospitals, libraries) that already run educational programs.
- (4) Operate store-front learning resource centers with personnel and various media in local outreach and rural areas for classes, counseling and SPLU's.
- (5) Operate "University-Mobiles"--large vans with two classrooms, two offices, with walls lined with books.
- (6) Establish a true office of credit external to the institution and its constraints on distance and time. All of these ventures (almost without exception federally funded) have proved successful for the clientele served and have enriched the inner life of the institutions conducting them.

How To Begin?

We need to gather as much data as possible in a central locale that will support gradual, healthy consecutive decisions on how to proceed. We have some data now; but we need to make a concerted, thorough and statistically valid study of the educational needs of at least the tri-county area. We need to coordinate more thoroughly the responses of top and mid-level administration, faculty and learning resources to evaluate this data and make cogent decisions. Our current off-campus adult services have the characteristics of spasticity and randomness that are inefficient for all concerned in time, effort and expenditures.

Specifically, a DTF should be formed to conduct such a study--financed externally--that would be thorough and professional enough to indicate whether the institution should now proceed in some of these given areas. The DTF should, therefore, be in close counsel with those who decide and implement major policies for this institution. And it should also consult with other staff and faculty on campus both for their expertise in this area and to determine the degree of the institution's abilities and its willingness as a whole to begin such a venture.

It is clear that without specific knowledge of the local off-campus adult's educational needs and without a clear sense throughout the institution as to how or whether it is willing to **respond** to these needs, we are simply shooting impotent arrows into an impenetrable underbrush. But it should be equally clear that if we wish to maintain--let alone improve--the quality of our institution in the face of drastically declining enrollments among the traditional college clientele, some concerted effort in this direction should soon be made.

THE EVERGREEN STATE COLLEGE

June 13, 1974

To: EVERGREEN FACULTY

Subj: Position Paper

Position -

The Evergreen State College is firmly committed to the moral curriculum. Major resources will be committed to this goal, and all students will be required to complete a coordinated study program that embodies this moral curriculum.

Rationale -

The primary responsibility of any public institution of higher learning is the political education of America's citizens. The moral curriculum is one way of providing that absolutely essential political education. Sometime it is described as the liberal arts or the liberating arts, whatever the labels, it is a curriculum in the rights and duties of creative, critical and responsible membership in a self-governing body politic. It is the education of our citizens must have if our democracy is to work and especially if the unfinished business of perfecting our democracy is to continue.

Implementation -

At least X number of coordinated studies designed to embody the moral curriculum will be offered each year. All incoming students will be required to enroll and successfully complete one of these programs. In order for the moral curriculum to be taught successfully it is essential that Evergreen faculty be encouraged to teach in such programs.

Al Weidemann
Nancy Taylor
Merv Cadwallader
Phil Harding
Larry Eickstaedt
Hap Freund

Paul Sparks
Bob Barnard
Jovohina & Bill Brown
Eric Larson
Betty Estes
Jeanne Hahn

Neils Skov
Andrew Hanfman
Don Humphrey

THE MASTER-APPRENTICE MODE AT EVERGREEN? HERESY!

Some of Evergreen's rhetoric has become ritualized into head nodding mumbo-jumbo that is chanted all over the place. A prime example of this chanting is the all too familiar "Students should be given the freedom to learn on their own" or "You have to let them make mistakes so they will learn from them."*

These are pious half truths that demand careful examination: Which students? How? Under what conditions? To what degree? Yes, under some conditions they can best learn on their own. Under other conditions, no. It can be damned inefficient and sometimes dangerous and often a foolish waste of time. Yes, under some conditions students can learn from their mistakes. But not always! Sometimes they need someone to nudge them or maybe kick them in the pants lest they continue to make the same mistakes over and over and over again at appalling human and institutional cost.

These "some" conditions are what I call "clear and prompt feedback situations." We can teach ourselves to ride a bicycle (I don't know of any other way to learn) and we can learn from our mistakes because we have clear and prompt messages (cuts and bruises) when we screw up. This is nature kicking us in the pants and commanding us to pay attention.

The above cited half truths obscure the fact that our students need reliable feedback if they are indeed to learn from "experience" or "mistakes." They (we) are never too advanced for this, and that is why teachers (and books and knowledge and evaluations and colleagues and a certain amount of conventional stuff) are needed. They need teachers who function as part of the natural order of things; teachers who can help them to test themselves to determine how things are really going.

Since this kind of testing is an integral part of teaching/learning such subjects as physics or brain surgery, it is largely invisible and nonproblematic. Why? Because:

1. Few students have delusions about learning it on their own. Certainly not beginners. But, then, even Einstein didn't seem to suffer from that delusion.
2. The feedback is clear and relatively hard to avoid. You know it or you don't. The experiment works or it doesn't. The patient lives or dies.
3. The phenomenon that is being studied is nature and the method is that of learning how to pay careful attention to it.

* In actual practice this is a rationale for the Do Your Own Thing mode at Evergreen, a mode that is for the most part a non-teaching and a non-learning mode. Unfortunately this mode is frequently confused with the Individual Study mode with disastrous results.

In America (and Evergreen especially) the situation seems to be radically different when we examine the behavior of arts and media students. It is too easy for them to avoid feedback and delude themselves and others. All too often their teachers seem to aid and abet this foolishness.

Why does this happen? Observe a Catch 22 game that threatens to turn Evergreen into an Elementary School: After all, everybody is creative (Elementary School chant). Also, feedback (sometimes bluntly called criticism, but never in Elementary School) can hurt fragile egos. Now, as we know (remember, We All Studied Psychology) the more fragile the ego the more anxiety about loss or damage to creativity (never mind that creative people are known to have incredibly tough egos). Therefore, (we are admonished) don't say anything negative if you have to criticize. Be Constructive. Just smile and be encouraging and let them do their own thing! In other words, don't teach and above all don't kick anybody in the pants.

How utterly unnatural. How insidious. How artsy. How Evergreenish.

The idea of a master-apprenticeship relationship runs counter to the local mores. At Evergreen it is nothing short of heresy!* Especially for the visual arts and media population. Sorry about that; I know that it works and I will continue to promote it as a necessary (though not exclusively or predominantly so) learning mode for this college. If nothing else, it would be a welcome counter-balance to the Do Your Own Thing mode. The Master-Apprentice mode is a perfect compliment to the Individual Study mode and it would be interesting to see what would happen if students knowingly moved from one to the other.

A master is someone who has done something for a long time and done it well. When I think of the master-apprentice relationship I have something in mind that is very close to the European guild system or the Japanese practice of Zen (I invite my readers to try to set aside any prejudices they may have for or against tradition or mysticism). The master's know-how is not outside of himself, nor is it exclusively inside of himself. It is not accessible in convenient how to do it informational packages. It cannot be processed and standardized as a self-paced learning unit or sold to Good Housekeeping as a do it yourself recipe.

The know-how is centered inside of the master. It is part of his nervous system, a part of his mentality, a part of his sensibility; in large measure it is what he knows intuitively, tacitly. What he knows is that there can be no distinction between what is inside and what is outside; that we cannot learn to ride bicycles if we dwell on one to the exclusion of the other. Thus, the master smiles (and sometimes kicks) when the apprentice asks simplistic questions or seeks simplistic answers.

It is for this reason that there is an inevitable gulf that separates the master from the apprentice, and it is for this reason that the master can best teach by demonstrating--by being a model. Much of what he knows cannot be taught directly. The master can do what the apprentice cannot yet do. He knows what he knows and he knows what he does not know because he has covered the terrain. He knows how the whole and the parts fit together.

*Except, perhaps, in the case of visiting hit and run Gurus.

Patience. Humility. Discipline. How alien to Evergreen and Dr. Spock's America! The apprentice has to be patient so that someday he might become a master. Not master over others but master over himself. This can only happen if the apprentice submits himself to certain necessary disciplines. He must learn that being a master has nothing whatsoever to do with ego or status--that mastery is a matter of nature taking its course--of being in tune with nature in the sense that we are in tune with it when we learn to ride a bicycle.

This process of knowing and doing is the essence of what we glibly label "Learning how to Learn." It is far easier said than done. It requires time, patience, example. Above all it involves un-learning a lot of everyone-can-do-it-for-themselves cultural gap.

For a number of years I have seen myself as a non-conformist who simply won't bend with some of Evergreen's local mores. I am more than ever convinced that some of these mores must be resisted and, if possible, altered. In the meantime I take comfort in knowing what's what with myself, my students and this Spockian microcosm of America.

Again, I see the Master-Apprentice mode to be a perfect compliment to the Individual Study mode and a needed counter-balance to the Do Your Own Thing mode. I therefore propose that it be formally adopted at Evergreen and so advertised. Further, I propose that members of this faculty be invited to designate areas in which they regard themselves to be teaching masters, so that students may negotiate apprenticeships with them.

SID WHITE

June 1, 1974

ADDENDUM

I have benefited from a number of discussions which were stimulated by this position paper and it seems evident that the following points of clarification are needed:

1. I am not merely proposing that I be allowed to do my thing at TESC (i.e., do a master-apprentice trip.) In actual practice, I employ a variety of teaching/learning modes and I do not advocate any one as the mode for me or the college. What I am proposing is that:
 - A. There be college wide acknowledgement and endorsement of the master-apprentice mode.
 - B. Specific means be adopted to assure its more visible and wide-spread use.

2. I see the master-apprentice mode as being most appropriate in individual and group contract situations. A strong case can be made for its role in coordinated studies (Socrates was a master-teacher of the seminar mode, moral curriculum and all), but that might be pushing things a bit at this time.
3. I do not feel that the terms "individual contract" and "group contract" define what I regard to be teaching/learning modes; they merely designate TESC credit bearing arrangements. I think it is time for us to give more precise definition to our rhetoric and I feel that my position paper is a step in this direction. Such terms as "co-learner" and "facilitator" have gotten us into a lot of trouble--especially in obscuring other important teaching and learning functions. The term "master-apprentice" may help us and our students to refocus attention on some of these functions.
4. The master-apprentice mode has potential in all disciplines. I see it functioning best in situations where the master carries out a "real" project with students working as assistants, observers and facilitators. The master could conduct a research project, work on a problem solving activity or engage in the act of creation much as Gully Jimison did in Joyce Carey's The Horses Mouth. This kind of activity would greatly strengthen the impact of the college on community and regional affairs and would do much to resolve the research vs. teaching dichotomy.
5. The master-apprentice mode does not presume the existence of a faculty or student elite on this campus. The real issue is that of appropriateness and readiness, and it would therefore be necessary for faculty and students to exercise considerable discrimination in electing to pursue this mode.
6. I believe that the machinery already exists for acknowledging and facilitating the master-apprentice mode at Evergreen. All that would be needed are:
 - A. A faculty survey to identify proposals for master-apprenticeship projects.
 - B. Along with a list of proposed projects, a catalog statement could be drafted to explain the function of this mode.

SID WHITE
June 20, 1974

MUSIC AT EVERGREEN - William Winden

Whatever else music at Evergreen becomes -- and it is already many wonderfully diverse things -- it should always offer something which is unobtainable at traditional colleges and universities. This is said with the difficult realization that a great deal of the most imaginative and vital music-making currently taking place in this country is happening at our institutions of higher learning.

It is not difficult to clarify the responsibilities from which Evergreen musicians have been released. We don't have to build a music department. We don't have to convince ever-increasing numbers of moderately talented students that they should train themselves systematically for music careers, knowing ourselves how few professional outlets there actually are. We don't have to play that kind of student numbers game in order to survive professionally ourselves. Playing that kind of game is a criminal activity, I think, and I'm very grateful to have escaped from the machinery which is oiled by the impossible dream.

If professionalism is not our focus, then, what should we be up to? What is music for at a college like Evergreen? Certainly the college can serve the art by stimulating the sort of enthusiasm for music of all kinds that will leave students hopelessly addicted to concert-going and amateur playing: (*am/a.tûr'*, n. 1. a person who engages in an activity for pleasure rather than for financial benefit (cf. alter. of *L amātor*, lover, s. of *amāre*, to love.) Music needs audiences to complete its cycle: composer/performer/audience.

Not long ago, people involved with professional and amateur music tended to segregate into clumps consisting of composers on one hand, performers on another (often opposing forces) and audiences whose involvement was passive -- and frequently emotionally cool. The current college-age generation, and its immediate predecessors, has fitted the splinters of this musical trichotomy together. Music is becoming whole and healthy again in the sense that it was when a Renaissance businessman composed a tune, then called together a group of friends to try it out at home in the evening. This is an example of the sort of "music making as life enrichment" which our culture was losing but which young people today have rediscovered. And it provides a basis for the direction of music at Evergreen.

The students with whom I have worked at Evergreen have expanded my definition of music, and of music as an important part of life. Most of them listen to all kinds of music: rock, classical, jazz, country, bluegrass, and the varieties of non-Western music. Almost everyone plays the guitar, of course; but singers play instruments and instrumentalists sing, flautists fiddle and drummers are fascinated by synthesizers. These players and singers also compose; adolescent stringency sometimes leads them to declare that a person is only giving an honest performance when she/he is performing his/her own music. The compositions reflect the eclecticism of their listening. They borrow from rock, Bach, the classical avant-garde and oriental scales. Integration is not always achieved, but that leaves room for facilitating Evergreen educators.

Students are also fascinated by the effects that electronics may have upon music. They compose with the Buchla and ARP synthesizers. They play Bach on the electric

guitar. They compose pieces by layering one track of sound upon the other in the recording studio, and when the studio is not available -- as it frequently is not -- they improvise combinations of equipment which will somehow do the job. They explore the changes of sound created by tampering electronically with traditional instruments. They ask why it is necessary to project the singing voice by controlling the diaphragm when a microphone can amplify any voice to more decibels than the ear can tolerate -- and the aural area known as the threshold of pain sucks many of them repeatedly into its orbit like a siren lure.

Evergreen also possesses a quotient of students who grew up in such affluent surroundings as McLean, Virginia, and attended prep schools which were designed to funnel them directly into Yale or Harvard. Several of these are primarily interested in country music. One has taken a quarter off to build a log cabin and another plans a future in which farming will be his means of earning a living while bluegrass music will provide for his intellectual and emotional sustenance.

There are also a surprising number of students who follow the more traditional path to musical nirvana by focusing on one instrument and one musical style. The faculty is thrice familiar with that route and is easily able to give aid and comfort.

If the diversity of this activity suggests diverse curriculum planning it is not by accident. I have written about what the students are interested in doing because their interests, which have substance, provide the soundest suggestions for what we should be doing. If Evergreen can offer something which music departments can not, that something must capitalize upon our flexibility and our ability to cope with diversity.

So far in this paper I've proceeded into a kind of fuzzy maze in which everyone is acting out his/her hearts' desire, however outrageous that may be: in short the typical outsider's view of Evergreen. In the remainder of the paper I'd like to serve as a guide through the maze, suggesting some specific directions and perhaps showing that the maze can be designed in such a way that it is no longer a maze.

By not stressing professionalism in music and by describing the kind of scattered activity which makes quality difficult I have not meant to suggest that quality should not be an important factor in Evergreen's musical activity. Quite the contrary. First of all, our students are at the age where many of them have not yet learned what is impossible, or at least very difficult, and they demand quality. Secondly, music is one of those delightful but frustrating activities in which the greater the expertise one brings to the situation, the more fun one has. Several others come to mind.

And so we want our music to be well done, whether it's bluegrass, chamber music, jazz, or African drumming. Sloppy music doesn't make anyone happy.

Many factors create good music, in varying proportions depending upon the kind of music being played. Discipline and skill development are important in a great many musical styles. The kind of spontaneity which springs from a liberated spirit is equally important if the music is to communicate the kind of joy it is capable of communicating. The richest music making is done by people who understand life and are committed to it. Musicians need to know more than music.

Non-musicians will be more whole as they come to know music.

These are the factors which must be considered in planning ways to integrate music with Evergreen's total learning fabric.

We should try to reach the emotions of people who hate music with music of some kind.

We should make it possible for amateurs to attain at least the kind of foundation that will keep them interested and growing throughout their lives.

We should even be able to give the very few students who have real professional potential the education they will need to go to graduate school or continue in professional music. But these few must be interested in a broad education. They should not be satisfied with becoming musical idiot savants.

Music divides easily -- too easily, too often, and too sharply -- into three areas. There is music theory: learning to read and write music. There is applied music: learning to play instruments, as a soloist or in group ensembles. There is music history: studying music which has already been written and relating it to the world in which it was created politically, socially, historically, and artistically. I will use these divisions in describing how music might function at Evergreen, but always with the understanding that whenever possible activities should be dealing with all three areas at once. A player in an ensemble should simultaneously be learning how to improve upon the instrument, how to read music more easily and something about the background of the piece being played.

Music is a language, the reading of which must be learned. It is possible, of course, to play music by ear and many students begin in this way. Curiosity and impatience with limitations soon drive musicians to the desire for reading ability, however.

It is not easy to learn to read and write music. It requires regular, concentrated effort, spread over a long period of time. Music is similar to spoken language in this way. As with spoken languages, it is most easily learned when one is surrounded by people who speak the language. Musicians need musicians; this is one of the advantages of performance ensembles.

Evergreen must find a way to provide continuous, progressive work in music theory for the many students who want it. For a large number this needs to be spread over several years, progressing from music fundamentals to work in counterpoint and orchestration.

Much of the basic work might be done with such aids as the Learning Services Center. Ear training can certainly be programmed, as well as elementary harmony. More advanced music writing requires the assistance of a teacher, and someone should be available to work in this area each year if students are not to be trapped partway down the line. This work is probably best done in one of the contracted modes, but could also be part of an advanced coordinated studies program such as Interplay or America's Music -- but what becomes then of the student who is ready for advanced music writing but is not interested in other elements of the particular coordinated studies program? We need a faculty member with advanced music background in the contract pool each year.

For private lessons on an instrument, a student will almost certainly have to go off campus, unless the talent is so spectacular that a faculty member is inspired to take on the student privately in addition to a regular teaching assignment. This may be a financial problem, but is not otherwise problematical; many students in large music departments choose to study privately off campus.

Evergreen faculty can work with groups of students in performance areas. This can be done as part of a group contract, as a module or even as a workshop in a coordinated studies program. Group study is a very valuable supplement to private lessons.

For students who are unable to afford private lessons there are advanced students at Evergreen who are willing to teach without pay or for very little money. They are not available in the case of every instrument and they are exploited, but they seem to enjoy the exploitation and mumble things about "the so-called sense of community at Evergreen."

Evergreen ensembles provide some of the most valuable musical experience at the college. In them, students learn to play and read music. They learn repertoire. They develop a very real sense of community. They travel into the communities outside of Evergreen (Olympia, Lacey, Tacoma, Spokane, Captain Coyote's) and in some cases invite people from those communities to perform with them. They provide Evergreen with visibility in the outside world. They are also an unsolved Evergreen problem.

They are essential to the students' growth and the students want them very much. It would be the best of all possible worlds if students knew that participating in certain programs would not make musical ensemble participation impossible. Most people would agree, I think, that such participation could be a valid part of a student's education as a whole person. Most of the ensembles meet late in the afternoon or in the evening to facilitate campus-wide participation.

Ensembles are a problem for the faculty members who sponsor them. They fit well into the contracted modes, but unless they are a part of the coordinated studies program in which the faculty member finds himself, they must be done in addition to work in the coordinated studies program. Is it possible to lighten the faculty members' involvement in a particular coordinated studies program to compensate for this extra load? That probably depends upon the nature of the program. Anyone who believes that directing an ensemble is purely recreational, incidentally, should give it a try. Even for a week.

Performance ensembles made up of small groups of students are particularly well suited to Evergreen's flexibility. So far they have largely been formed and directed by students and have taken such diverse forms as rock bands, Elizabethan consorts, jazz ensembles, and chamber music ensembles.

What is traditionally called music history is the area of music which most easily fits into the interdisciplinary patterns of Evergreen's coordinated studies programs. Music's relation to historical time slices, the way in which it reflects the societies in which it exists, the way in which it has been used politically and continues to be used to sway opinion, and its interactions with other arts are all considerations by means of which music may be laced into programs which are inter-divisional as well as divisional. The acoustics of sound also relate music to science programs.

How would music function in the programs of students who spend four years at Evergreen? Let's create a few very general examples.

For the student who wants to Get His Head Together: He's only really comfortable when he's alone, pecking out tonic and dominant chords on his guitar. He expresses his frustrations through the songs he composes; this serves as a kind of catharsis. If he wants to write them down (he will, eventually) he learns to read music, either in a module or through the Learning Services Center. He meets other people by joining or forming an ensemble. He Learns about Learning and passes through the P.O.R.T.A.L.S. into a wider understanding of himself and his world. Music gives him an emotional anchor which helps alleviate the pains of the rites of passage. If he is lucky, no one will encourage him to try to earn his living by selling his songs or performing professionally.

For the student who has her head together, is ecology-minded, and plays the bassoon: In her first year she joins a coordinated studies program which includes a scientist, a sociologist, and an artist. It is called The Northwest Form Divine. Because the artist is a welder of three-dimensional metal works, using recycled materials, music is not mentioned. However, she plays in the chamber orchestra, improves her sight reading, strengthens her lip, and learns a good deal of Baroque repertoire. She continues this activity throughout her stay at Evergreen. In her third year she joins a group contract in Environmental Pollution. There she discovers sound pollution and enrolls for a module in Musical Acoustics. High frequencies, she learns, can destroy life. Low frequencies subtly encourage trauma. Electric guitars and electronic synthesizers waste energy and make people the slaves of their gadgets.

In her last year she goes on an internship, the purpose of which is to restore the balance of nature in Shelton. One of her missions is to convert the town's rock musicians to the acoustic guitar.

For the visual artist: In her first year she joins a coordinated studies program which includes a scientist, a sociologist, and an artist. She is delighted that the artist is not a musician, because she is into batik. Unfortunately the artist is a welder of three-dimensional metal works using recycled materials so she takes a leave during the spring quarter. In the second year she joins a divisional program which includes an artist, a musician, a dancer, and a theater arts person as faculty. Unfortunately the artist is a photographer, but she discovers that her batik works can be used in creating costumes for a theater piece which includes all of the arts and begins to become aware of some inter-relations between the arts. Before the year is completed she has become familiar with some music and learned that design is an ingredient of musical composition as well as visual art. In her last year she applies what she has learned about design from batik and musical composition to the welding of three-dimensional metal works using recycled materials. She also takes a module in Musical Improvisation East and West.

For Leonard Bernstein: In his first year, Lenny joins a coordinated studies program which includes a scientist, a sociologist and an artist. He is delighted that the artist is not a musician because he already knows a great deal about music -- more, indeed, than most of the faculty at Evergreen. However, he knows very little about welding, crustaceans native to Puget Sound, and the Nisqually Indians, not to mention the ways in which these things are inter-related. He goes through a year of

intensive learning in areas which are new to him. Once a week he travels to Seattle for private piano lessons, always staying overnight to catch a performance by the Seattle Opera, the Seattle Symphony, the Grateful Dead, the Repertory Theater or the Bolshoi Ballet. He visits the Learning Services Center to brush up on his musicianship but discovers that what is offered there is too elementary for him. Therefore he improves his musicianship by forming, directing, and performing with a student jazz ensemble. In his second year he joins a divisional program which includes an artist, a musician, a dancer, and a theater arts person as faculty. They are all delighted with him, especially when he composes a piece called On The Town, the production of which involves all of their students in a community effort in which all of the arts are integrated. Because the program includes no book seminar, Lenny continues to read on his own in those areas in which he became especially interested during the preceding year. His trips to Seattle continue and he learns something about composition and jazz improvisation from the program's music faculty member.

Stimulated by his nocturnal reading, Lenny goes to New York on an internship in his third year to do a field study of street life among New York's teenagers. While there he also becomes interested in the Black Panthers and contemporary enactments of the Catholic Mass. He continues his piano lessons in New York and plays with and directs a pick up jazz group. That summer he joins an Evergreen film group in Italy, for which he writes background music. He is exposed to the inner workings of Italian film companies; he gains weight.

An internship in Seattle during his last year puts him in daily contact with the management of the Seattle Symphony. He rents a room in the house of his piano teacher and takes daily lessons. The piano teacher will not let his jazz group practice at her house, but they have regular sessions at the drummer's place. The Evergreen faculty sponsor regularly scans the original compositions which Lenny mails to him and sends them back with comments. Once he even drives to Seattle to hear him play. The internship with the Seattle Symphony is going well -- he conducts sectional rehearsals once in a while in addition to setting up the music stands and passing out scores. One particularly soggy day, Milton Katims, conductor of the Seattle Symphony, leaves home without his galoshes and catches cold. An important concert is scheduled for that evening and the management, in a frenzy, searches about for a young conductor who is able to take over at the last minute....

Since the time of Pythagoras, or certainly since Plato, mathematics has been considered to be one of the liberal arts. By "mathematics" the classical Greeks referred only abstract reasoning about points, lines, and numbers. Here, in its purest form, was logical reasoning; logical consequences were drawn from hypotheses. The problems that were solved were abstract ones, and applications to business and technology were considered to be on a much lower level, fit work for slaves. With the revival of learning in the Renaissance, this split between pure and applied math and science disappeared. The artist, for example, was always a craftsman, more or less equally adept at painting, sculpture, architecture, and design of fortifications and military hardware. Michelangelo was primarily a sculptor, but in 1508 Julius II overruled his plea that painting was not his trade and commanded him to paint the frescos of the Sistine Chapel, and we know the result. In 1528 he was appointed governor of fortifications at Florence and designed and directed the execution of a scheme of defense that still survives. In his old age he solved enormously difficult engineering problems in the design of the huge dome of St. Peter's. We are all familiar with the engineering prowess of Leonardo da Vinci. Up until the beginning of the nineteenth century a knowledge of mathematics and science was a part of every educated man, and no distinction was made between pure and applied. It is only in this century that a return to the ancient Greek schism has occurred, but the split is now doubled. Not only have pure math and science been separated from the applied, but far worse, math and science have been too frequently separated from the liberal arts. And something of the Greek snobbishness returned; the "pure" mathematician or scientist was until very recently accorded a higher position in the social scale. The technological successes of the space and military programs have elevated the applied scientist. For the first time the present administration has discriminated against free, pure science by restricting financial support to goal-directed research.

This brings me to Evergreen, where a peculiar situation exists which, of course, I deplore. The situation is that mathematics and science here are strictly Nixonian. There is essentially no attention paid to the pure aspects of mathematics or science. The only math offered for the student is that which can be used immediately as a tool, that aspect which the Greeks relegated to slaves, and even this is done inadequately, inefficiently, and, I think, indefensibly.

All right, let us start with the following premises:

- 1) The basic concepts of mathematics and science are indispensable parts of the liberal arts.
- 2) Mathematics and science, in their purer aspects, shed light on the way we think and on the way we relate to the world around us.
- 3) A solid foundation in mathematics is necessary for the applied sciences.

With these premises, and given the highly touted flexibility of Evergreen, what should be done?

For one thing, we should have coordinated studies every year that bridge the gap between mathematics and science and the rest of the humanities and liberal arts. This is not done by having either a "sanity seminar" attached to a science

program or a "science workshop" or two added to a humanities program. It means having programs in which the forms of Pope's poetry and the metaphors of the metaphysical poets are related to the science of the day. It means having programs that examine seriously why Galileo was considered such a threat to the established Church that he was subjected to the inquisition. It means having programs that look seriously at Godel's findings about the consistency of logical systems. How did the mathematics of Bolyai and Lobachevsky break down one of Kant's major theses? How did Alan Turing solve the logician's problem concerning logical solutions of classes of problems? What is the only logical axiom that has been added to the framework given by Aristotle? What similarities, and what basic differences, exist between computers and the human mind? Can a machine think? These are questions and ideas that Evergreen is potentially able to handle better than most colleges. Why don't we do it? Is it true that our coordinated studies are beginning to fall into predictable patterns, that we are paying far too much attention to doing something better than we did it last time rather than seeking to do new things?

The preceding discussion pertained to the first two of my premises. For the third, I suggest that the absolute minimal commitment requires that four math modules (courses) be given each term of every year. A possible math core would consist of the following year-long sequences:

- 1) Precalculus, Finite Mathematics, and Statistics;
- 2) Calculus of the First Three Dimensions;
- 3) Linear Algebra, Differential Equations, and Number Theory or Numerical Calculus;
- 4) Advanced Engineering Mathematics (one year), or Algebraic Structures and Introduction to Topology, to be offered in alternate years.

An offering of this sort is probably exceeded by every liberal arts college in the United States. That it represents a considerable advance over what we are now doing is shameful.

These suggested modules are not limited to mathematics alone. I am sure that there are other areas with similar problems (music, art, foreign languages, etc.). I am not proposing a return to the conventional course structure. I am still convinced that coordinated studies, contracts, and cooperative education are of the utmost importance. However, I suggest that these modes can actually be enhanced by our devoting approximately 10% of our faculty FTE to modules given regularly.

There is no way, so far as I can see, that this can be done so long as coordinated studies and contracts remain 100% programs. Our present 4-unit-per-term scheme, however, makes it relatively easy to establish 3-unit-per-term programs. The simplest, most direct and honest way of accomplishing my proposed goal is to permit a student to register separately for a program and a module. The reduction of coordinated studies from 100% to 75% programs must entail an actual reduction in the program. Some of the faculty must be able to give a module while functioning on the faculty team of a coordinated study, just as many faculty members now direct one or more contracts while on a coordinated study team. To prevent a return to conventional structures, I suggest that no student ever be permitted to register for more than one module at a time. This must be rigorously enforced. One simple way to do this is to have all modules offered at the same

time, say 4:00 to 5:00 in the afternoon or from 8:00 to 9:00 in the morning, and that other programs refrain from making program commitments during this time.

An alternative and, I think, clumsier procedure is to treat a module like a subcontract, with evaluation made the responsibility of a seminar leader. This clearly puts an increased burden on the seminar leader, but a greater objection is that the student's work in the module is not clearly apparent in his transcript.

Finally, I suspect that a set of modules like those described will attract a reasonable number of townspeople.

POSITION PAPER - Ft. Worden, June 1974

Final Recommendations - Jeanne Hahn, Richard Cellarius

The foregoing evaluative essay contains numerous recommendations and suggestions based on the experience of MODULAR SCIENCE and NATURE & SOCIETY. We offer here what we feel to be the most important of those recommendations. Specifically, we recommend that:

1. Elementary reading and writing components be built into every basic program.

We feel that this is of critical importance, but it must be done in a manner which is compatible with and enhances a program's theme. We do not recommend "bonehead English" as a substitute for basic coordinated studies programs.

2. In addition to reading and writing, every basic program make an effort to insure that its students become well grounded in the rudiments of critical analysis, the use of the library, and the various skills necessary to produce a research paper.

We feel that all intermediate program and contract faculty should be able to assume that students coming from basic programs have acquired and are able to use these skills.

3. An exchange of portfolios and a frank discussion of philosophies of education be a beginning task for all newly constituted coordinated studies teams.
4. Coordinated studies teams make a determined effort to develop programs that are both coordinated and interdisciplinary. This should include team teaching across disciplinary fields whenever possible.
5. Successful program ideas and/or models be repeated and, to lend continuity and help avoid prior pitfalls, one faculty member from the earlier program join its successor.