

Xerox of comments
to Barry on 2-26-70
copy to June for Cadwallader on
THE EVERGREEN STATE COLLEGE 3-2-70
February 20, 1970

MEMORANDUM

TO: President McCann ✓
Executive Vice President Shoben
Vice President Clabaugh
Vice President and Provost Barry
Dean Humphrey
Dean Teske
Dean Holly
Dr. Barringer
Mr. Schillinger

FROM: Dean Cadwallader *Mem. Cadwallader*

SUBJECT: Statement to prospective faculty.

RECEIVED
FEB 20 1970
THE EVERGREEN STATE COLLEGE
OFFICE OF THE PRESIDENT

Here is a rough draft of a statement I would like to mail out to prospective faculty. Is this an accurate, though incomplete and very tentative, picture of where we are so far?

MC:ng

SOME PLANS FOR THE EVERGREEN STATE COLLEGE

Let me tell you something about our plans at Evergreen with the understanding that all of this is still quite tentative. We are scheduled to open in September 1971 with 800 students and to grow slowly toward a top enrollment of 12,000 sometime during the 1980's. A majority of the first students admitted will be freshmen; but there will be some upper division students.

Handwritten note:
Lundholm Men's
difficult in dealing with
fellow pros,
but what we
have arrived at
shouldn't be
presented as
tentative.

Evergreen is the first new state-supported college to be authorized by the Washington State Legislature for over seventy years. The legislative mandate calls for an innovative institution and one of our first innovations will be to see if we can avoid some of the more obvious evils of departmentalization by organizing the faculty into small, inter-disciplinary teams. Each team will have its own integrated problem, theme, or conceptual scheme.

Typical teams would be made up of four to six faculty who will propose a program, design its curriculum, teach it, and evaluate it. The programs will vary in duration from a few weeks to two or more years and will vary in content from broad interdisciplinary themes to sharply focused problems. For instance, one team of six faculty with 120 lower division students might spend two years on certain historic crises in Western civilizations while a four-man team with eighty upper division students might spend six months on problems in conceptual analysis, political ecology, or modern biology.

Evergreen students will move through a sequence of such programs concentrating on one at a time so as to experience total immersion in a small community committed to cooperative inquiry. While there will be no conventional departments, students will be able to do concentrated work in such disciplines as biology, sociology, or the spatial arts by working in programs with a strong disciplinary emphasis.

This team-theme structure will allow flexibility and variety in the curriculum as well as continuous evaluation of the curriculum. We hope that it will also insure a steady improvement in the teaching process and a stimulating variety of work options for faculty. This structure is the simple and flexible one that Joe Tussman and I have used on the west coast and that I have continued to experiment with at Old Westbury.

In addition to a variety of team-theme programs in both the lower and upper divisions, we expect to provide skill courses, workshops and institutes, a work and field studies program, independent study, especially for upper classmen, and a rich schedule of public events such as lectures, films, exhibits, and concerts. Individualized learning will take place within the team-theme enterprise as well as in more traditional forms of independent study.

Units earned toward graduation will represent accomplishments, standards met, work finished and evaluated rather than time spent in residence. Our grading system will be credit/no credit and the student's transcript will be qualitative rather than quantitative.

We will not have an elective system and will not permit the endless proliferation of courses. Instead of lots of little courses, we plan to offer the students a relatively small number of coherent programs.

Evergreen will need a faculty that is interdisciplinary and cooperative. In our early recruiting we are placing a lot of emphasis on experience in designing and teaching in experimental programs. This is especially important for 1970 because these are the eighteen men and women who will design the programs for 1971 and who will help recruit the additional faculty to teach in them.

The most favorable student-staff ratio will be in the lower division rather than in a graduate school and we plan on keeping The Evergreen State College predominantly undergraduate. Our overriding emphasis is to make and keep it a very good undergraduate ~~liberal arts~~ college. To insure this, the faculty reward system will favor successful interdisciplinary teaching, especially in the lower division. I cannot emphasize enough our determination to reward good teaching and to make Evergreen one of the most exciting places to teach anywhere in the country. It will also be one of the most taxing for it is a public institution and the faculty/student ratio will be one to eighteen. This means that in the team-theme format, the individual faculty member will usually be responsible for approximately twenty students who will do most of their work with him for the duration of his program's "term," whether this is a few weeks or a few months.

Evergreen will pioneer new architectural ideas such as combined office-seminar rooms in which a faculty member will read, teach, think, and relax in study-more like a room in his home than the usual barren classroom. Instead of private offices and barren classrooms the faculty and students will work together in studies and studios.

PUBLIC
EVENTS
Lectures
Films
Exhibits
Concerts
Reports
Etc.

1 Year First Program	2 Year e.g. Ecology Program	Senior Independent Study e.g. Biology
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2 Year First Program	2 Year Second Program e.g. Urban Studies
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3 Year First Program e.g. Comparative Civilizations
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2 Year Program	
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1 Year Program e.g. Conceptual Analysis	1 Year Program Life Sciences	1 Year Program Biochemistry
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2 Year Program e.g. Crises in Western Civilization

TEAM PROGRAMS

INDEPENDENT
STUDY

SKILL
WORKSHOPS

Writing Skills
Language
Math
Statistics
Research Techniques
Film Making
Painting
Physical Education
Etc.

QUESTIONS FOR EVERGREEN

Mervyn L. Cadwallader

The very competent men that I have been trying to interest in Evergreen have asked me how many of "the suggestions" in my letter to Dave Barry are likely to meet with approval at Evergreen and how many of them, if any, are likely to be implemented. Before I mislead the future faculty, I would like some answers myself. I am not asking for lots of specific detail at this time, but rather an indication of the direction in which we are going to move. Here are my urgent questions, followed by excerpts from the suggestions in that earlier letter:

James

1. Are we going to make a fairly clear distinction between what Joe Tussman calls the students first and second programs? The first program would be an education in the liberal arts, as defined by Meiklejohn, and the second would be either a continuation of work in a liberal or general curriculum or preparation for a vocation. The first program would usually last two years, sometimes more and sometimes less. I am asking whether or not we are going to insure the coherence and integrity of both the liberal arts and vocational experiences by keeping them somewhat more distinct and separate than is customary in the lower and upper divisions of the typical state college.

2. What proportion of the 1971 student body will be admitted as freshmen (first program) and what proportion as juniors (second program)?

7. How much independent study are we going to allow or encourage in the lower division?

appropriate to student - with advisor's approval - help.

8. How much independent study in the upper division?

much

9. Are we going to have comprehensive examinations and/or final projects?

(If there is to be substantial independent study, it should be in the senior year only, except in unusual cases. I am adamant on one thing and that is that the rampant individualism that has infected both students and faculty in contemporary America is a curse.

faculty chosen

I think it is most unwise to think about offering most undergraduate students the opportunity of designing their own individual curricula. This is the role and the responsibility of the teacher and if he cannot and will not do it, he does not belong on the faculty. It is not and cannot be the role and the responsibility of the typical graduate of an American high school.)

10. Are we going to provide a variety of work options for the faculty from the relatively conventional to the very experimental?

avoid the words

11. Should I solicit the help of the other two deans in recruiting faculty for upper division programs in a) political economy, b) social and cultural systems, c) social psychology, d) the history of civilizations, and e) political ecology?

Wondra's discussion

(Evergreen should offer a carefully designed mix of both (traditional) and (experimental) curricular and teaching techniques. A substantial proportion of its offerings should be fairly conventional so that the experimental can stand in contrast to the conventional. Both the experimental and the conventional should be first-rate.

absolutely not

In addition to providing a variety of learning options for the student, Evergreen should provide a variety of work options for the faculty. Regular colleges in the sciences and humanities characterized by a small number of good departments would provide a home base for young faculty. With Evergreen offering experimental and interdisciplinary upper division programs, courseless and coherent lower division programs, a departmentalized upper division, as well as skill courses and workshops, and independent study; the faculty member would have a variety of opportunities to learn to do different kinds of teaching at different points in his career.)

Hope so
12. Are we going to build ways of teaching our own teachers to teach into at least some of the Evergreen programs?

yes
13. Are we going to recruit with an emphasis on interdisciplinary interest and experience?

(If Evergreen is going to emphasize new and better ways of teaching, then ways and means of helping college teachers to help each other to learn to teach must be an explicit part of the system. Well designed programs will come to nothing unless we can help each other discover and perfect the art of teaching. Every dean, coordinator, and chairman should be charged with the responsibility of helping each member of his faculty in this very difficult but exciting business. One device for doing this would be the regular weekly faculty seminar for each program team)

Strong safeguards must be taken against the usual evils of academic departmentalization. One such safeguard would be the steady insistence by the president and academic vice president that all deans, coordinators, and chairmen be committed to interdisciplinary work and have had some interdisciplinary teaching experience. The faculty should be recruited with emphasis on interdisciplinary interest and experience. Perhaps, most importantly, the reward system should be biased in favor of interdisciplinary work and this fact should be widely advertised. The lion's share of the promotions at Evergreen should go to those who make their contributions in the interdisciplinary programs, especially in the lower division.)

yes - ?
14. Are we going to bias the Evergreen reward system in favor of exceptional teaching and interdisciplinary teaching, especially in the lower division?

77
15. Are we going to hire good men and women even if they do not have the Ph.d.?

16. Will the system of academic governance be settled before the 1971 faculty and students arrive?

yes
(Evergreen should create a simple and rational system of academic governance before the first faculty and students arrive. I would suggest that the Evergreen system of governance unabashedly assign lots of power and initiative in curriculum matters to its president, vice president, deans, coordinators, and chairmen. Great colleges have been the handiwork of great leaders. Evergreen should encourage creative leadership and creative administration. A mixed senate or council would be useful if it provided lots of open communication among students, faculty, and administration. Keep the number of standing committees as close to zero as possible and have committee work performed by ad hoc groups that would disband automatically when their specific task was done.)

17. Will Evergreen break away from the private office-barren classroom design of the usual academic building?

(Evergreen really should try to break away from the private faculty office-common barren classroom pattern of the usual academic building. I would recommend the design of office-seminar rooms or "studies," or "studios," or "laboratories" in which the faculty member lives and teaches. I pioneered this idea at San Jose State and am promoting it at Old Westbury. it works!

The office-seminar rooms, studies, studios, should be exciting visually, comfortable, and well equipped with such audio-visual tools as a 35mm slide projector, pull-down screen, and record player. You should order plenty of video, film, and photo equipment.)

It will have if the "unit" is made to work.
18. Will Evergreen break away from the standard academic calendar?

19. Will we make a real effort to learn from both the mistakes and successes of such experimental ventures as The New College at San Jose State, Old Westbury, Hampshire, and others?
rhetorical

20. Are we going to give in to the rampant individualism that has infected both students and faculty in contemporary America by inadvertently allowing or encouraging each student and each faculty member to do his own thing? Or, to put the question a little differently, are we going to insist on doing Old Westbury over again but in the Pacific Northwest?

(The college should avoid a public relations campaign that will give it the reputation of being "the experimental college" so as to avoid attracting students and faculty in search of either Summerhill or radical participatory democracy.)

EVERGREEN STATE COLLEGE

Experimental and Regular Programs

Individualized Study Programs

Upper Division
(Second Program)

Ecology and Environmental
Studies

Eg., Urban Studies

Eg., Comparative
Civilizations

Natural
Science
Programs

Social
Science
Programs

Humanities
Programs

Senior Independent
Study

Skills Workshops

Writing skills
Languages
Math
Statistics
Research techniques
Film making
Music

Painting
Physical education (Operation
Outward Bound)

Etc.

[An Elective System?]

Lower Division
(First Program)

Experimental First Program
Tutorials in Letters and Science

Experimental First
Program X, Y, or Z

Lower Division Interdisciplinary
Program in Natural Science

Lower Division Interdisciplinary
Program in Social Science

Lower Division Interdisciplinary
Program in Humanities

Fall 1971

Incoming Students & Parents

TESC Faculty

General Orientation and Counseling Period (1-3 weeks?)

Series of all-campus events planned to make students aware of study options' available at TESC and to assist them in making individual choices of program.

Individual Counseling and selection of program

General lectures by faculty and visitors
Panel discussions on contemporary problems and programs and relation to personal academic planning of program.
Special events, concerts, theater, film etc.

Scheduling and assignment

Project and Theme Groups I, II, III, IV, etc. General Chm.

Individualized study Contracts *both on and off campus*

Continuing series of all-campus events planned in advance to involve both on and off campus resources, people, media with topics selected to phase with and to give supplement to project group activities.

Subgroup Chm area A (1-18, 20)

Subgroup Chm area B (1-18, 20)

Subgroup Chm area C (1-18, 20)

Study patterns show sub groups of 1-20 students assigned to a particular faculty person (preceptor?) within a project group for individual counsel and study guidance.

Instructional modes will be based on small group instructions, Seminar-discussion groups Tutorial & individual study Possibilities for self-study and pursuit of special individualized program

EVALUATION & continual improvement of program

THE EVERGREEN STATE COLLEGE

February 3, 1970

MEMORANDUM

RECEIVED
FEB 3 1970

THE EVERGREEN STATE COLLEGE
OFFICE OF THE PRESIDENT

TO: TESC Conference Participants

✓ President McCann
Vice President Barry
Executive Vice President Shoben
Vice President Clabaugh
Donald G. Humphrey, Dean, Division of Natural Sciences & Mathematics
Mervyn L. Cadwallader, Dean, Division of Social Sciences
Charles B. Teske, Dean, Division of Humanities and Arts
Dr. James Goodman, Director, Black Studies, University of Washington
James Holly, Dean, Library Services
Robert Barringer, Director, Computer Facilities

Conference Consultant-Observers

David Carnahan, Coordinator of Media Services
Malcom H. Stilson, Staff Librarian
Ken Winkley, Controller
Buel Brodin, Director, Financial Planning
Jerry Schillinger, Director, Facilities Planning
Norm Johnson, Administrative Architect
Don Mace, Construction Coordinator
Donald Parry, Director, Plant Operations
Robert Strecker, Plant Engineer
William Phipps, Staff Architect
Richard Nichols, Director, Information Services
Denis Curry, Office of Interinstitutional Business Studies

FROM: Provost Barry, Conference Chairman

SUBJECT: Academic Program Planning Conference
February 8 and 9, 1970 (Sunday and Monday)

I sincerely hope that despite the lateness of the date that your schedule will allow you to accept invitation to either serve as a participant or as a consultant-observer in a TESC academic program planning conference on February 8, 9. The difference in the roles only signifies that the participants will need all the advice and counsel they can derive from the consultants because the participants will come out of the conference with some very definite projected program responsibilities which they will have to assume. Obviously, anyone interested in hearing the discussions is welcome to attend. PLEASE NOTIFY MRS. KISLER IF YOU WILL NOT BE ABLE TO COME, BY FRIDAY NOON, FEBRUARY 6. Lunch will be catered at \$1.75 per person.

TITLE

FIRST STEPS IN ACADEMIC PROGRAM DEVELOPMENT FOR TESC

TIME

THE CONFERENCE WILL BEGIN AT 9:00 A.M., FEBRUARY 8,
TO CONCLUDE SOME TIME FEBRUARY 9, AS WORK INDICATES

PLACE

LIBRARY CONFERENCE TRAILER

OPENING REMARKS BY PRESIDENT MCCANN

The following questions will be discussed and preliminary conclusions drawn:

1. Criteria for Admissions to Evergreen State College.
What:
 - (a) Credentials, and/or experience and interests should the entering student be expected to bring to TESC.
 - (b) How can first contact with the student be made to enable development, to begin identification of expectations and interests on the part of the student and for TESC?
 - (c) How do we apply these criteria (or any others)?
2. What should the balance of the first student population be?
What distribution should it include in the following categories:
 - (a) age
 - (b) interests
 - (c) classification, freshman, sophomores, juniors, transfers, continuing, other?
 - (d) minority interests
 - (e) other
3. What should be the first form of program definition?
 - (a) Introductory Seminars
 - (b) Theme groups
 - (c) Independent Study
 - (d) Special considerations, contracts, etc.

How can this be planned for and integrated with the computer for record keeping and identification of activities, space allocation, and other (?) considerations?

4. Given a particular balance in program definitions, what kinds of people should be invited to form the first planning faculty?
 - (a) Professional and personal background
 - (b) Kinds of program involvement
 - (c) Other

Pres McCann

Essay Statement by Willard Humphreys

I have been deeply involved over the past three years in the growing pains of a relatively new experimental college (New College, Sarasota, Fla.). Occasionally to the detriment of personal professional advancement, I have spent long hours in committees, in rap sessions with faculty and students, and in worrying about better ways to relate to, and assist the learning of, students. It has been a manic sort of experience, alternating between exhilaration and despair. But I wouldn't have missed a minute of it. And I want to continue.

I am strongly supportive of most of the aims set out by President McCann for Evergreen (I'll come to the exceptions in a moment.) Administrative and especially, faculty flexibility is the key to success. "Clots," as he calls them, have got to be broken and a kind of stable chaos created. I agree that this requires abolition of ordinary line administration, student government in the usual sense, traditional tenure arrangements, and "the course." New College has got rid of much of this. (Notable exception: tenure. I was awarded tenure last year but declined in hopes of prompting further examination of alternatives.) Still, other blockages continue to arise. I therefore feel President McCann's list needs to be expanded to include such things as the "case precedent" approach to educational policy which faculties and administrations automatically apply when attempting to be fair without creating rigid general policy. On the whole, the use of precedents as guidelines produces a situation in which everyone is treated equally unfairly and no one knows what the rules of the game really are.

I think some mention also should be made of the kind of leadership and power vacuums which arise under "flexible" administration. For what President McCann refers to as clots are invariably seen from the other side as essential protections against arbitrariness. (I agree that they are inessential, but that is not the point.) When they are removed, it is not uncommon for teachers and students to develop a kind of paranoid fear of arbitrary actions by persons who are merely trying to exercise modest leadership. An extraordinary level of mutual trust is required in order to overcome this problem.

I very much approve of the projected work-study program. This may be surprising in view of the somewhat esoteric character of my scholarly interests (history and philosophy of science). But I should explain that as a teacher I am more excited by work done with students who are seeking to apply ideas and abstractions from my field elsewhere than with the training of professional historians and philosophers of science. Not only does this give me a sense of relevance in teaching, it also generates more interesting relationships with students personally. I enjoy close relations with students but cannot tolerate the guru-disciple syndrome. I think it is fair to say that I have achieved good rapport with students at New College. The fact that I have been an advocate of an equal role for students in decision-making probably has helped.

Let me conclude by taking issue with a couple of items in President McCann's statement.

I am dismayed at the absence of any policy guidelines on student freedom outside the academic realm. This can be justified rhetorically (too much has been made of the issue on all sides already), but operationally the matter is of the utmost importance. It will be tragic indeed if students arrive at Evergreen saying, "But we were led to believe. . .!" And given the tendency of today's students to blur the lines between academic and non-academic freedoms some will certainly be led to believe by President McCann's statement.

Secondly, I wish to object to the rhetoric used in characterizing relations with the "outside" community. It is seemingly realistic but too often self-deceptive to say, "We don't believe in doing such-and-such, but the outside community will destroy the institution if we don't." New College, located in a hostile and ultraconservative region, has faced this problem in ways Evergreen will, I hope, never experience. We have been threatened with "burning" (John Birch Society), "extermination" (a coalition of local veterans' groups), and repeatedly villified as "liberal Communists." Only the support of a wealthy bloc of education-conscious retirees within the community has kept the institution afloat. Nevertheless, when the Administration two years ago quit talking of doing things to placate the community the results were salutary. Students and faculty simply ignored the extremists and got off the defensive. Gradually, relations with the community have improved. Few people feel compromised, but students and faculty are actually doing more now than before to solidify community support.

* * *

I think the kinds of experience I have had could be of value to Evergreen. Because it is starting afresh, many of my preconceptions would prove to be irrelevant. I'd very much like to find out which.

Willard Humphreys

Willard Humphreys
New College
February 19, 1970

RECEIVED

FEB 17 1970

The Evergreen State College
Vice President and Provost

THE EVERGREEN STATE COLLEGE

OFFICE OF THE PRESIDENT

Memorandum To all staff & post

From: Provost

Bany

2/16

Subject: Conference Feb., 7,8,9

I want to express appreciation to all of you for the support you gave to the conference work. It is essential that we have full communication and interchange of ideas and information at this early stage of planning to enable as much sharing of judgments as possible.

Everyone who came to the conference contributed by just being there. Some of you took the initiative to raise points and questions during the meetings. I'm grateful that you did because for TESC to succeed, all people must have an understanding of their colleagues and it's this kind of cooperation that will assure such understanding.

The first pass at academic program definition was difficult but was also successful. We will carry it forward from there.

Again, thanks to you for coming to work on one of the sunniest days we've had. That took sacrifice and we appreciate it.

and attempt to clarify

Incoming Students & Parents

TESC FACULTY

General Orientation and Counseling Period (1-3 weeks)

Individual Counseling and choice of program

Scheduling and assignment to program

All-campus series of events planned to make students aware of study options available at TESC and to assist them in making individual choices of program that match interests and ultimate goals.

This to consist of general lectures by faculty and visitors, panel discussions on contemporary problems, programs and opportunities as they relate to personal planning of academic program. Special events, concerts, theater, lectures, films, discussion groups etc.

OF PLANNING AND PERFORMANCE

Project and Theme Groups I, II, III, IV etc.

Continuing education, part-time students & individual study contracts

All-campus program

General Chm.

To consist of a continuing series of events planned in-advance to involve both on and off-campus resources, people, media, special visitors, etc. to deal with topics and programs that are selected and planned to phase with and to give supplement to project group activities and general community.

Sub group Chm Area A (1-20)

Sub group Chm Area B (1-20)

Sub group Chm Area C (1-20)

ALL PHASES OF PROGRAM WILL REQUIRE CONTINUAL EVALUATION OF THE GENERAL PLAN, AND OF TEACHERS AND STUDENTS

Study patterns for subgroups show ratio of 1-20 students { - with each faculty person (preceptor) responsible within a project group for that number of students for individual counsel and study guidance.

Instructional modes will be based primarily on small groups for seminar-discussion forms, tutorial and individual study contract planning for self-study and pursuit of special individualized programs, related to the general project theme.

INTRODUCTORY REMARKS FOR PLANNING, PHASE II

Charles J. McCann, President
The Evergreen State College

February 8, 1970

This important meeting begins the second of the three phases in opening Evergreen. A year ago last Christmas, in December 1968, I outlined to the Academic Advisory Committee three planning phases, the second of which would begin in July 1969 when the deans and principal directors would draw criteria for faculty selection, begin recruiting, draw criteria for admissions, broad outlines of governance, etc., in terms of guidelines which were to be reviewed by that Advisory Committee. We're six months beyond that date, but I do not feel panicked, since late this summer we will begin our third phase on schedule, having identified many good candidates for faculty and other positions in the process of becoming acquainted with you gentlemen. In any case, the extra six months' investment came to happy fruition in people whose experience and professional directions hold rich promise for Evergreen's development.

The beginning of planning Phase II affords an appropriate moment to review with you the concept of Evergreen that the Advisory Committee reviewed, and that the Board of Trustees supports. The Governor and last legislature also supported the concept to the remarkable extent of funding half our opening year faculty for next year to prevent failure through lack of faculty understanding--that common cause of new institutions' failing to realize their original promise.

I urge you not to deviate from the concept, or, if you wish, this outline of Evergreen's character, an outline which represents the expectations of the whole gamut of our constituencies. I say this without fear that you'll feel your professional discretion to have been hampered; my courage has been bolstered, as a matter of fact, because men like you came here because of that outline.

Rather, I review it with you to bolster your courage, for the next few months, in view of two things: First, you'll get sinking feelings as you try to concretize various aspects of the concept in the face of real difficulties and of tradition; and second, the concept in full--and at its most audacious--must be presented to prospective faculty with the expectation that they will continue with us in the struggle to make Evergreen work.

We must not waste planning time in going back to zero, and we must establish a strong institutional character from the beginning.

The inelegant words of the goals plead for editing, but the substance has been carefully considered.

This college has collected scholars and experts who, insofar as they inquire in their fields of interest, will by their presence here together form a living link between our present society and

the past, a source of power with which to help us all meet the future. Students will work as colleagues with faculty and others, and together these people will try (that word is emphasized because it involves all of the college's people in continual change) to create a place whose graduates can as adults be undogmatic citizens and uncomplacently confident individuals in a changing world.

We assume that toward this end the most valuable service Evergreen can offer is to initiate a process of continuing learning by preparing a student with the methods of learning and experimentation, by encouraging independence in pursuit of inquiries that interest and motivate him, and by providing him with counsel and resources to test this knowledge and ability. Put negatively, we do not intend to stamp a "product" with a brand of a particular academic elite nor of a narrowly conceived vocation.

Evergreen's task, then, is to begin a process of continuing learning. We should be pleased if our graduate turns out to be a generalist, or one familiar with one of today's great problems, and satisfied if he's a specialist, even a narrow one. Terms like "breadth and depth requirements" will have no place here, since they assume that the B. A. is, on one hand, the end of all education, or, in a few cases, not even the beginning, but simply a prep school for "real" learning later.

Statements of goals, however, have not defined the college's character so much as a few key specifics of execution. The specifics which characterize Evergreen:

- 1. Areas of inquiry will be those generally found under the headings of natural sciences, social sciences and humanities, understanding that this includes the idea of study in interdisciplinary problem areas, and that it excludes the strictly vocational.
- 2. Particular emphasis must be given to those areas which can take best advantage of the college's location at the seat of state government.
- 3. Only one college requirement for the B. A. degree: 36 units (each roughly equivalent to the level of reading and writing required for a stringent five-quarter credit), with the understanding that these units represent accomplishments, not accumulations of time.
- 4. Modes of instruction would probably slant toward seminars for most in the first two years with appropriate weaning, via programmed self-study and tutorials, toward increasing independent work with admixtures of regular classes and large lectures (which would not be "classes"). If fourth-year students aren't doing most of their work independently, we've failed.
- 5. A student's program would be individual, developed with the advice (and consent) of a faculty advisor. The advice must be informed, close and careful. A student should be able to progress on his own terms and speed. This does not mean "grooving in the grass." Here much depends on the

faculty member, who ought not to be hidden behind row upon row of committees who have given prior approval of what's going on and whose face depends on what happens to him. His status at Evergreen ought to be on the line with every approval.

- 6. It must be possible to generate units by work-study; it's extremely important that we have an effective program. The question has been raised as to whether it can be effective if it's not a requirement. I feel very strongly that the absence of "requirements" is an absolutely basic understanding of the place.

A word on "requirement":

- Situation A - A student has a limited choice of seminars in his first year; he must pick one. I do not consider that a "requirement," since that's all that is available. (Although, even here we must make a route for bright students who can begin independent work immediately.)
 - Situation B - A student does not get credit from a professor for a contracted unit because he has been either illiterate or sloppy in his presentation. We need to distinguish standards of performance from "requirements." I would hope that colleagues would not recommend retention for instructors who let illiterate presentations get by.
 - Situation C - A student is faced when he begins his program with a series of hurdles to the B. A. degree in the form of particular discrete activities that he must go through. It is this sense of "requirements" that has no place in the Evergreen concept.
- 7. The "grades" will be credit/no credit.
 - 8. Each faculty member should be responsible for close to 54 students whose work with that particular faculty member represents a third of the student's load, or 18 students whose work with that faculty member is their whole load (the equivalent of three-unit intensive courses).

I hope you won't mind if I close with some personal predilections with regard to today's agenda items--having gotten to know all of you a little, I can't count on putting these words in edgewise later, so I'll slip them in in advance.

Admissions:

We should state very carefully the extent of self-discipline called for so that those who don't think they can stand living with themselves or don't have the maturity to go talk to instructors, those who would rather move through a routine or who want the strictly vocational, who don't believe us when we say what the impact of an education like this on their future job possibilities will be, may choose a more suitable place, or at least come here better prepared for what they're in for.

All publications, including the catalog, ought to exercise an effect which matches the students with Evergreen who can best profit from work here.

It will be necessary--no, essential--to phase in community college transfers and, in the future, in probably far larger number than those who begin college at Evergreen. I have very grave doubts, however, as to whether it's wise to bring in transfers at the very beginning. Evergreen, as Joe Shoben has put very well, needs time in which to allow the unique organism to grow, to acquire strength so that it can respond to reactionary forces with some vitality and muscle. To bring in transfers at the beginning has one advantage--their greater maturity--but two drawbacks--(1) They force us to plan more of the program at once than perhaps we should. (2) And most important, they bring a momentum in their college careers filled with expectations that I don't think Evergreen's atmosphere will have developed the muscle to change. I'm afraid they'll shift us right into the old patterns.

Our planning for the first one or two years must (1) be an effective transition between the prescription of high school and the great freedom of choice that will characterize Evergreen, and (2) develop ability and independence in at least one mode of inquiry.

Can we give preference to people out of college for a year or more, housewives, ex-servicemen, in order to increase our mix of ages in the first year?

Can we insist on literacy at entrance?

What about the possibilities of joining with the community college and perhaps the public schools in Tacoma in identifying young blacks who are interested in college, giving them orientation, special academic help where necessary, and advising, hoping to get the college-ready ones at Evergreen? I mentioned this earlier on, but haven't heard further about feasibility.

Recruiting of First Planning Faculty:

The understandings that have been developed so far should have the force of Conditions of Employment.

When we no longer can find students to meet with someone, I hope we'll be able to give a terminal contract. In hiring faculty, even the planning contingent, we can't lose sight of keeping a fairly even match of students per teaching faculty member. Some of us can help lighten the load, but there won't be very much leeway. A considerable lightener of load will be the fact that certain faculty in library (see Holly's position papers and Shoben's library memo), computer services, and to a lesser extent, student services, will be available for direct student contact (in the sense of production of units). Faculty who work with Deans Teske, Humphrey and Cadwallader should be used from the very beginning to collaborate with counterparts who work with Dean Holly and Director Barringer and the yet-to-be-named Director for Student Services.

Academic:

Academic administrative organization will be based on three divisions with program evaluation and allocation of resources to task forces, project groups and other forms under the supervision of the respective Deans working with the Provost.

Dave Barry and the Deans have chosen this outline as a means of avoiding the calcification which seems attendant upon academic departmentalization. It will take hard, imaginative work and assiduous persuasion by Provost and Deans, who will have my full support.

This meeting does not take up broader (deeper) issues of governance. These issues will be high on our agenda in the near future, settled provisionally by fall 1970, and settled definitely by fall 1971.

TITLE

FIRST STEPS IN ACADEMIC PROGRAM DEVELOPMENT FOR TESC

TIME

THE CONFERENCE WILL BEGIN AT 9:00 A.M., FEBRUARY 8,
TO CONCLUDE SOME TIME FEBRUARY 9, AS WORK INDICATES

PLACE

LIBRARY CONFERENCE TRAILER

OPENING REMARKS BY PRESIDENT MCCANN

The following questions will be discussed and preliminary conclusions drawn:

1. Criteria for Admissions to Evergreen State College.
What:
 - (a) Credentials, and/or experience and interests should the entering student be expected to bring to TESC.
 - (b) How can first contact with the student be made to enable development, to begin identification of expectations and interests on the part of the student and for TESC?
 - (c) How do we apply these criteria (or any others)?
2. What should the balance of the first student population be?
What distribution should it include in the following categories:
 - (a) age
 - (b) interests
 - (c) classification, freshman, sophomores, juniors, transfers, continuing, other?
 - (d) minority interests
 - (e) other
3. What should be the first form of program definition?
 - (a) Introductory Seminars
 - (b) Theme groups
 - (c) Independent Study
 - (d) Special considerations, contracts, etc.

How can this be planned for and integrated with the computer for record keeping and identification of activities, space allocation, and other (?) considerations?

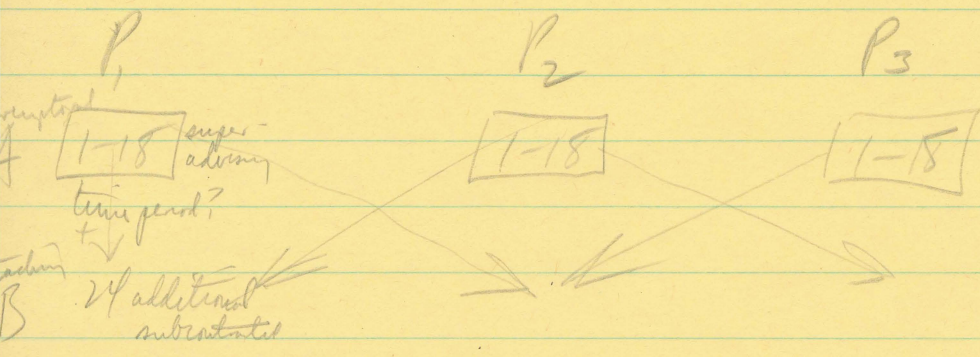
4. Given a particular balance in program definitions, what kinds of people should be invited to form the first planning faculty?
 - (a) Professional and personal background
 - (b) Kinds of program involvement
 - (c) Other

Students' turn

events

installations (clinics)

seminars



for "simplicity" ?

↓
teams

Student

Faculty

Orient.

mini-theme, etc.

3-4
conferences

Proposals

Theme teams

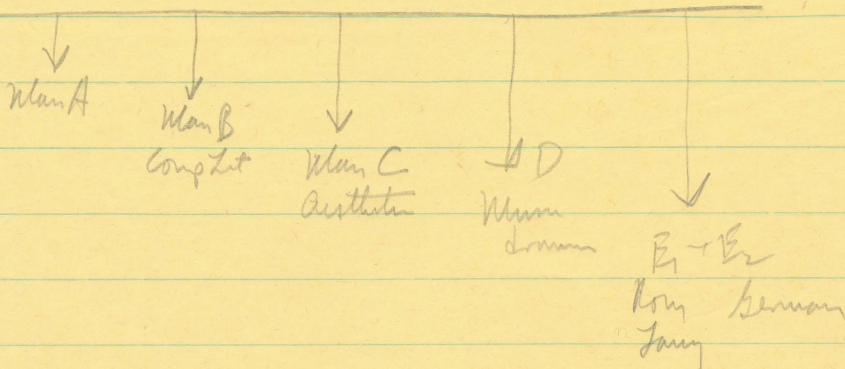
Lectures
Events

tutorial
research
skills

Theme X

18th Romantic Tragedy
mid 19th Nationalist "

Man A
Cultural historian



Next Program
A, Project (theme) group

orientation
options
individualization
contracts

personnel
exp?
areas?

Next Population (# faculty?)

New 340
Transfer 150
Cont Ed 160
part time

Building
off-campus (part time)
+ admin
west side of mall

inter-dept
exp with curriculum
teacher
(also) mint like students
next group of faculty?
media experience
⊕

con

Need yet to discuss
of themes
areas

student in planning process

conference with Holley's
communications people

conf on tenure

Auditorium

Stage area (Proscenium)	1500	
off stage area	3000	
Seating area (2500 capacity)	22500	high
Work shops (Scenery & costume)	2000	
Dress rooms (6)	750	
Costume storage	500	
Make up	200	
Green room	400	
offices (2)	300	
Ticket office	100	
Check room	200	
Rehearsal Room	1500	
Sub total - Auditorium		32950

Theatre - Drama - (Instructional Program)

Looking?

Stage area (thrust)	1000	
off-stage area	1000	
Seating area (400 capacity)	3600	
Work shops (Scenery & costume)	1000	
Rehearsal area (2)	2000	
Dressing Rooms	500	
Costume storage	400	
Make up	200	
Green Room	600	
offices faculty (6)	800	
Clerical area	250	
General Storage	1500	
Classrooms (2)	900	
Sub total Theatre Drama		13750

1500

Music (Instructional Program)

Rehearsal Hall	2000
Small Group Studios (3 @ 400)	1200
Practice Rooms	
8 @ 80	640
8 @ 100	800
Orchestra - Chord - Band (2 @ 1800)	3600

	Rehearsal Room	800
-	Office Studios (9 @ 200)	1800
-	Classrooms (4 @ 500)	2000
-	General office-reception	500
	Library (news-stand)	800
	Lecturing Rooms (2 @ 400)	800
-	Green Room	400
	Storage (Instruments & Costumes)	<u>750</u>

subtotal-music

16090

Total Net assignable Square feet

62,790

Net To Gross ratio 55%

Total Building Gross square feet

114,200

Special

FINE ARTS BUILDING

PHASE I

Basis For Planning

Capacity of Facility - 5600 Students

Basis for Space Calculation -

The number of students enrolled in the fine arts program has been assumed at 20% of target enrollment. It has been assumed that each involved student will spend 6 hours a week in fine arts facilities. Therefore, 1120 students (5600 x .20) will produce 6720 (1120 x 6) weekly contact hours. The facilities indicated below contain 320 stations. At 80% station utilization and a 26 hour per week utilization, the capacity would be 6656 weekly student hours. The distribution of laboratory for the various activities, drawing, water colors, etc., was based on an educated guess.

Facilities To Be Included In Project

	<u>Net Assignable Square Feet</u>
Gallery	3,000
Water Color Labs (20 Stations) 2 @ 1200	2,400
Oil Painting Labs (20 Stations) 2 @ 1400	2,800
Drawing Labs (20 Stations) 2 @ 1200	2,400
Graphics Design Lab (20 Stations)	1,400
Printmaking Lab (10 Stations)	1,000
Two Demensional Design Labs (20 Stations)	1,200
Three Demensional Design Labs (20 Stations)	1,600
Sculpture	
Metal (10 Stations)	1,000
Wood (20 Stations)	1,600
Clay (20 Stations)	1,600
Plaster (20 Stations)	1,600
Ceramics (20 Stations)	1,600
Special Projects Labs (20 Stations)	1,200
Photography (10 Stations)	1,000
Cinematography (10 Stations)	1,000
Laboratory Service Area	
Shops	1,600
Still Life Storage	400
Model Dressing	100
Kitchen Gallery	100
Dark Room (Developing)	200
Dark Room (Printing)	600
Glasing (Ceramics)	600
Kiln (Ceramics)	300
Spray (Ceramics)	100
Storage (Ceramics)	200

Lockers	2,000
General Storage	600
Receiving-Shipping	400
Offices 4 @ 120	480
Studios 12 @ 240	3,600
Clerical Areas 1 @ 400	400
Classrooms 4 @ 400	<u>1,600</u>
Total Net Assignable Space	39,680
Net to Gross Ratio 62%	
Gross Square Feet	64,000

Justification for Constructing Project

No fine arts facilities were included in Phase I.

Approximate Cost of Project

MACC
Project Cost