

THE EVERGREEN STATE COLLEGE

May 13, 1975

TO: Faculty, Students, Staff

FROM: Quinault II Task Force

These are the recommendations to the College community that we agreed upon at Lake Quinault. We have tried to put them into a logical context and to explain our justifications for them and the general philosophical base from which they developed. We spent a lot of our time talking about these general issues before getting down to specific recommendations. Sometimes the precise wording of these recommendations (most of them in italics) does not entirely capture the sense of the discussion, so they would be modified if our group could talk about them again. However, we have printed the recommendations as passed by the group since our drafting committee did not feel it had the right to change any of them.

The next job is yours. It is up to faculty, staff, and students to discuss the issues we have raised and react to them. From this report and the community reaction, the deans will develop some specific recommendations to be implemented next year. Your comments and criticisms should be addressed to Leo Daugherty or Bill Brown, for the Quinault II Task Force. Rudy Martin's office will serve as a central collection point. To have any effect, your reaction must be received by May 30.

## QUINAULT II: A CURRICULUM ADDRESSED TO THE HUMAN CONDITION

"The individual condition of each of us is tragic. Each of us is alone; sometimes we escape from solitariness, through love or affection or perhaps creative moments, but these triumphs of life are pools of light we make for ourselves while the edge of the road is black: each of us dies alone. . . . The sense of the tragic condition . . . seems to be right in the fibres, part of the weight of life. That is true of the scientists I have known best as of anyone at all.

"But nearly all of them--and this is where the colour of hope genuinely comes in--would see no reason why, just because the individual condition is tragic, so must the social condition be. Each of us is solitary: each of us dies alone: all right, that's a fate against which we can't struggle--but there is plenty in our condition which is not fate, and against which we are less than human unless we do struggle.

"Most of our fellow human beings, for instance, are underfed and die before their time. In the crudest terms, that is the social condition. There is a moral trap which comes through the insight into man's loneliness: it tempts one to sit back, complacent in one's unique tragedy, and let the others go without a meal."

-- C. P. Snow: The Two Cultures  
and the Scientific Revolution  
(1959)

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## INTRODUCTION

As twenty-six members of this academic community sat in the lodge at Lake Quainault, the Vietnam War came to an end. That event symbolizes a world in the midst of profound changes. We found ourselves writing a curriculum plan for students who must live in that world, and so we naturally found ourselves talking about the human condition, and about a curriculum that addresses it. For we must prepare students to understand and take part in the changes now taking place in the social condition of humanity, but also to seek out for themselves those pools of light that make our individual lives tolerable and joyful, those isolated moments of creation, of discovery, of love, and of understanding.

We discovered that we have considerable faith in the direction given to Evergreen by its planners. Some of our recommendations are reaffirmations of that direction, with, we hope, clarifications of matters that have gotten bound up in too much vague rhetoric. We believe that other of our recommendations address areas where we have gotten sloppy or complacent--where the system needs tightening up. But, of course, we cannot stand still, and a third class of recommendations constitutes an attempt to keep rein on our activities while allowing us to move in directions that we think appropriate to the whole spirit of this place, in this time.

We should like to emphasize, for any readers who might be confused on the matter, that we are only presenting recommendations here for the College as a whole to consider. We are not making policy. These recommendations are for campus-wide discussion; and our hope is that they might constitute a catalyst, causing each reader to reflect, five years after the College's founding, on the state of his/her own Evergreen dream.

## FIRST PRINCIPLES

### Learning to Learn

College teachers are always concerned about outcomes or "residuals"--what the student will take away, keep, and use in life after college. Faculty members at other colleges are sad because they know that relatively little from a course will be retained or used by their students; indeed, we faculty members would remember very little if we were now tested over our old high school or college courses (outside of areas we have chosen to follow). Evergreen was designed to use a qualitatively different approach to higher education. We were to acknowledge that all of the subject matter may not be carried away by students, but that the ability to learn, to inquire, to examine, to analyze and to synthesize information is something that can be developed, and that will not be lost. It is something that will equip one to deal with experiences and information all through life. That skill or ability, in a developed state, was to be the outcome of an Evergreen education.

Reaffirming this goal or commitment means choosing a qualitatively different educational experience for both faculty and students. It suggests an approach to questions about the sequencing of information, prerequisites, continuity, and requirements which is quite different from the approach in use at other colleges. It means that one of the things we can guarantee to happen year after year at Evergreen is a set of programs that teach people how to learn--in such a way that they can continue doing so all through their lives.

### Interdisciplinary Work

College lasts only four years for most people. What is learned there ought to transfer to nonacademic situations. We have already said that in those four years one ought to

learn chiefly paradigms for further learning and problem solving, and this will be done most effectively if situations presented in college closely resemble those that will be met outside.

Hence, our emphasis on interdisciplinary work here. In life, we receive information from many sources and we have lots of experiences every day, all day. The problems we face do not come neatly labeled and packaged: we put labels on them on the basis of our previous experience and training, and thereby we determine how we will formulate the problems and try to solve them. But the most valuable approaches to any problems may be methods that come from other disciplines--methods that no one has tried to apply yet to a given problem--or, in fact, entirely novel methods may be called for. We therefore argue that one can learn to formulate problems better and synthesize information more effectively in an interdisciplinary setting.

Interdisciplinary study begins with an hypothesis or problem whose solution requires a variety of perspectives. The questions or problems, ideally, ought to be ones that are most critical to the human condition. We choose interdisciplinary study in order to provide a more dynamic view of the world from several perspectives, rather than the static view that comes from seeing the world in only one way. The interdisciplinary approach must be conceived of as the most realistic way to study the world itself--never as a mere teaching gimmick or convenience. An Evergreen student may begin in a Coordinated Studies program in which faculty members who are experienced at teaching themselves and others are seen as setting an example by demonstrating how their particular expertise may be brought to bear on the central issues, and by how they are demonstrably trying to acquire new perspectives, methods, and solutions from their colleagues and from the program readings. Presumably the student is challenged to do the same, and starts to acquire his/her own style of integrating information from several sources. Then, in moving on in some chosen direction, through more advanced programs and contracts, the student can develop this style further in meeting new challenges, always looking for new problems and new solutions in the broadest possible setting. We hope students who are prepared in this way will have the best possible chance to meet the challenges they will face in Life Beyond Evergreen.

### The Art of Teaching

We are devoted to the art of teaching. Teaching is harder, but more interesting, in this setting of learning-to-learn and interdisciplinary study. If the setting is different, so must be the teaching. We don't know how to do all this yet. We ourselves are still learning. We have to talk about it all the time. That's why we have faculty seminars. We have to keep talking about it, discovering new ideas, never being quite comfortable. We may always be trying to do too much. But it can be (and, somehow, usually is) fun.

We must learn to involve students in the process of teaching. This is part of their own learning process, in keeping with the dictum that having to teach others is at once both the best way to learn and the most realistic test of one's understanding. Some of the greatest opportunities for innovation at Evergreen lie precisely here--in faculty members becoming better teachers and learning to involve their students more creatively in their own education.

Finally, devotion to the art of teaching demands effective planning. The study of any subject always leads in new directions and raises the question of What To Do Next. Faculty and, especially, students need to be able to look a little way into the future and think about the most appropriate course of study for the next year. Therefore, we have thought at Quinault about longer-range curriculum planning at Evergreen, and the results of that thinking are included in this paper below (under the heading "Curriculum Planning and Continuity").



## THE QUALITY OF ACADEMIC WORK

*We resolve that Evergreen's primary mission must be the development of high quality undergraduate education. We must ensure that our students receive the best possible education, and that an Evergreen degree is something for both the student and the College to be proud of.*

This resolution provides considerable direction to our work for the next few years. To us, it means:

- 1) A moratorium should be placed on the consideration of graduate study at Evergreen: we must first be sure that we are doing all we can for our undergraduates.*
- 2) Modules must continue to be developed primarily out of a sincere concern for the undergraduate student, and only secondarily out of a sense of service to the surrounding community, due to the scarcity of our resources. At the same time, we recognize that it is desirable and necessary to emphasize the finding of better ways to use the part-time modes we have for the education of the Evergreen staff, including modules, part-time participation in programs, and part-time participation in contracts.*

Internally, this resolution means that we must determine our priorities carefully and limit our efforts, first, to those things that we can and must do well. (We consider this in more detail later.)

This resolution also has a major implication for the nature of each student's work, and the Quinault II Task Force adopted the following statement as one of its recommendations to the Evergreen community: *The age of receiving academic credit for experiencing experience is over. Facility in reading, writing, and analysis must be developed in all academic work, in both programs and contracts. This work should naturally be at an appropriate level for each student, based on his/her previous experience; but students should not be allowed to rest on their past achievements without the challenge to improve, nor can they be allowed to receive additional credit for essentially repeating previous work.*

This resolution is consistent with our stance on external credit. Credit is given for demonstrated understanding and for continued academic growth, not for the experience itself. The implications of this resolution for Cooperative Education are obvious: the internship learning possibility is one of Evergreen's greatest successes, yet it cannot help but be strengthened by this renewed academic emphasis, and the challenge to analyze and synthesize the internship experience.

Our planning group did not have enough time, frankly, to discuss the individual contracts mode with any thoroughness. (In fact, we were in the midst of dealing with it when our time ran out at the Lake Quinault Lodge.) We do, however, strongly reaffirm the spirit of the recommendations made on individual contracts by the Quinault I Task Force in 1972: "Individual Contracts will continue as at present, but will be restricted to advanced work or a pilot contract leading to a full contract, except in unusual cases. No Individual Contract should be for introductory work or basic skill development (unless impossible to acquire by any other method)." We especially recommend here that policies and procedures relating to the individual contract mode be discussed by the entire faculty and students in the near future. Yet we do believe that our proposed policy on academic work as a whole would serve to strengthen and provide a framework and direction for the individual contract mode. The relatively advanced, independent

contract student needs the continuing development of his/her abilities to read, write, and think, along with whatever specialized skills may be appropriate to the contract.

#### CURRICULUM PLANNING AND CONTINUITY

Our discussions on long-range curriculum planning and curricular continuity were guided by the concerns about educational goals and quality described above. We also agreed that we should constantly refer to the following questions: What academic work are we now doing well, and how can we best use our community resources to support this work? What academic work are we now doing badly, and should we try to improve these areas or decide together the impossibility of their realization at Evergreen?

Given these assumptions and questions, a plan for producing continuity and predictability--and one that would not sacrifice too much of our flexibility--miraculously emerged. Central to the plan is a commitment to thinking hard and regularly about the content of basic and advanced programs; and toward the realization of this commitment, we adopted the following statement:

*One of the most useful exercises in which Evergreen faculty can engage, recognizing our commitment to interdisciplinary teaching, is the planning and articulation of coordinated studies programs and interdisciplinary group contracts, whether or not these are actually implemented. We should, for the sake of the art, engage in this exercise regularly in all events.*

*Had we committed ourselves to this as a formally prescribed aspect of our program of faculty growth and development, we would have been able, in addition, to plan a significant portion of our academic offerings in longer range perspective than has so far been possible.*

*Therefore, we recommend that there be added to the criteria for faculty evaluation and retention that it be a responsibility of all faculty to participate in the designing of at least one basic and one advanced coordinated studies program or interdisciplinary group contract per year, and that these designs be made part of faculty portfolios, subject to annual review according to standing procedures with respect to faculty evaluation and retention.*

*Many coordinated studies programs and group contracts may then be planned and advertised a year in advance, subject to the discretionary wisdom of the academic deans. These will include both newly designed offerings and offerings we agree to repeat.*

This means that during the 1975-76 school year, all the academic offerings for 1976-77 and most of those for 1977-78 should be planned and advertised. We should continue this manner of advanced planning every year thereafter.

As support for these programs, and to assure that assistance in learning certain basic skills will be systematically available to students, the Quainault Task Force suggests the following procedures for including basic skills in the curriculum:

- 1) *When a skill is needed by everyone in a program, it is the program's responsibility to arrange for its development. Where workshops and similar learning vehicles can appropriately be opened to people outside the program, this should be announced as far in advance as possible.*

2) We also need to guarantee that the means of obtaining a variety of basic skills, particularly in expressive, verificational, and analytical techniques, should be offered regularly for those not acquiring them directly in programs. This should be one of the functions of the Academic Dean at the Curriculum Desk. Depending on the skill in question, the dean might arrange that this be taught by faculty, staff, students, or members of the community. The methods should include modules, SPLU's, LSC, workshops, and the opening up of program lectures and workshops, when appropriate, to students from outside of ongoing programs. Examples of basic skills modules that might be offered on a regular basis include: music theory; dance techniques; use of visual-arts media; use of basic media tools; computer programming; "math for the uninclined"; pre-calculus math; statistics; general chemistry; organic chemistry; survey of physics; surveying skills (i.e., public opinion sampling).

3) We should move the instruction of basic media skills into modules, workshops, and/or LSC offerings, and remove this instruction from its position as the focal point of any coordinated studies programs.

4) We urge the educational use of media in all programs as a means to enrich and demonstrate student understanding of the focal problems, projects, or themes of coordinated studies or interdisciplinary group contracts.

We believe that the availability of such supportive material will help free faculty and students to deal with questions in a truly interdisciplinary way, and should thus help improve the quality of our programs.

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Obviously, the implementation of any plan for curricular continuity will require the active cooperation of students, faculty, and deans. Among the actions that seem necessary for effective implementation are:

Deans and Faculty We recommend that the deans recommit themselves to fulfilling their desk functions relative to offering counsel in one of the four divisional areas: specifically, to oversee curriculum development. At the present time, two deans are assigned to the desk for Humanities/Arts Counsel; they must resolve this situation so that one dean will cover each area. In order for the deans to fulfill these functions, faculty members must commit themselves to relieving the deans of a significant amount of routine administration work.

Students Consistent and formal mechanisms should be developed for students to become involved in identifying critical issues and problems they feel should be incorporated into program planning. (This statement was not agreed to by all members of the Quinault II Task Force. A minority report, explaining the reasons for disagreement, is attached to this paper.)

Advising While reaffirming our commitment to the fundamental role of coordinated studies as an extremely important part of a student's Evergreen education (see P. 13 of the 1975-76 Supplement), we reassert that Evergreen shall have no specific modal or disciplinary requirements for its students to meet. Given the absence of these kinds of requirements, it is essential that faculty pay careful attention to their responsibilities for advising students about curricular choices. We therefore reaffirm that it is a primary responsibility of all faculty members to give continuing academic advisement to the group of students for whom they are responsible. (The details of

assigning students to faculty members are to be worked out by the existing DTF on academic advisement.) The quality of this advice should be addressed in student evaluations of faculty members, and should be among the criteria for faculty retention given in the Faculty Handbook. We reaffirm the importance of the student portfolio as a record of the student's academic growth. Maintenance of the portfolio is one of the student's primary responsibilities; ensuring that students for whom they are responsible maintain their portfolios is one of the faculty's responsibilities. The portfolio should be maintained and organized so as to reflect the student's academic development, and it should be the principal resource for giving advice about the student's future curriculum.

Other recommendations intended to support good advising at Evergreen include the following:

- 1) The full-time Coordinator of Academic Information should be reinstated in the 06 Budget to aid faculty and deans in their responsibility of advising students.
- 2) All Supplement copy describing coordinated studies programs and interdisciplinary group contracts should indicate clearly within its narrative which traditional disciplines will be used to understand the problem or project around which the program is built; and, certainly, no student should consider enrolling in a coordinated studies program without having carefully read all of the Supplement copy.
- 3) All copies of the faculty expertise survey (meant, when it was compiled, mainly as an aid for students in selecting individual contract sponsors), now included in the Geoduck Cookbook, should be recalled and destroyed by a public burning on Red Square. It is an embarrassment to all of us. If a new survey is done, it must be carefully monitored. It must be accurate and realistic.

We believe that the implementation of these proposals (i.e., all the ones under this heading) will make a large part of our curriculum "continuing"; we therefore recommend that, in view of our proposal to generate two-year curricular plans, we no longer commit ourselves to such areas of "continuing study" as Pacific Rim, Third World Area Studies, etc. Since a large part of our curriculum will be "continuing," and since such studies are by definition within the purview of our academic program, specific designations for "continuing" areas of study no longer have the meaning or the significance they have had in the past; thus we urge their elimination.

(Note: This is not to say that we will not be concerned with programs representing the interests of Third World students. See the section on the Non-White DTF Report, below.)

#### ADDITIONAL CURRICULAR RECOMMENDATIONS

At the Quinault conference, we addressed the topic of high quality education at Evergreen not only by trying to clarify definitions and establish a philosophic base that makes sense, but also by considering some specific ways to bring this about--ways that don't exactly fall under the heading "Curricular Continuity," but which are most important to our curriculum, as well as to our total endeavor. These recommendations follow:

- 1) We strongly support Cooperative Education, which we believe is one of the College's most vital and essential methods of learning.



2) In keeping with the reaffirmation of our commitment to interdisciplinary learning, it is clear that interethnic and intercultural concerns must be met within the curriculum. Offerings labelled "Black," "Brown," "Red," or "Yellow" studies are less important than the recognition that knowledge is ultriracial and interethnic. Thus Evergreen should offer only academic work conceived on the basis of this recognition and designed to advance it. This is necessary to ensure the kind of education for all of us that is as complete and truly diverse as possible. *Therefore, we recommend that the Academic Deans be responsible for the implementation and monitoring of the program planning and faculty assignment sections of the Non-White DTF Report, which we feel to be part of the quality control of all academic offerings. (See the section on recommendations to the Academic Deans in the Report.)*

3) The feminist perspective should not be compartmentalized into women's studies programs at Evergreen. Women's studies programs have grown on campuses where there is little or no interdisciplinary study; they've provided an interesting alternative on these campuses in more ways than one, then. They've grown on campuses where women faculty are few and powerless and where departmental structures keep them apart. We have no need for something called "women's studies" on a continuing basis. What we have a need for is a recognition on the part of women and men faculty that we have a unique opportunity to bring a feminist perspective to all that we study and teach and that we should not avoid presenting that perspective nor should we apologize for it. We owe it, as educators, to all of our women students to help them prepare for lives and careers in a sexist society and to provide support for women students to achieve their full potential. We can't do that by isolating a few women a year into something called women's studies. There will be times when we must design programs which will deal with questions about the human condition of particular concern to women. We need to know that the Deans (whoever they may be) will support such programs. That must be a continuing commitment. But it should be expressed as a recognition of the value of that perspective and those questions to a well-rounded education.

4) *We see the performing arts as having an essential role in the Evergreen curriculum. The performing arts faculty should put together a careful analysis of their view of the performing arts at Evergreen in the context of statements of the Quinault II committee about what Evergreen is and should be. This statement should then be used as a basis for a campus-wide discussion.*

5) Foreign language instruction has been a subject of concern since Evergreen's planning year, but has never developed beyond being an appendage of the curriculum. The ideal method for teaching languages, as well as the thoroughness of interdisciplinary learning, demands that foreign languages become fully integrated into the curriculum. *We therefore propose the implementation of these models:*

a) *Two coordinated studies programs each year should plan to use foreign language as an integral part of their activities. (For example, Russian and Italian were offered in "Interplay of the Arts," and some other students from that program studied French and German.)*

b) *Each year, an emphasis should be placed on one language which would be taught intensively for one to three quarters, together with other aspects of a country or geographical area. (Excellent examples are "Japan and the West" and "Xequiquel.")*

c) Each summer, total immersion programs should be offered using the model of this summer's program (1975), "France entre le guerres" (if it works). Next year, Spanish could be offered along with French, and each summer thereafter more languages could be offered.

6) Beyond these concerns, there remains a big gap in our broad curriculum itself. We recognize that ~~the~~ history and location of Evergreen place a special responsibility on us to develop imaginative curricular offerings centered on issues of business and public affairs, a responsibility we have yet to meet. We therefore urge interested and qualified faculty to design and submit such offerings with all deliberate speed.

7) With respect to the flexibility of Evergreen's curriculum, the Quinault Task Force discussed the need to continue to provide educational opportunities to people unable to attend college on a daily basis. We recommend that the Academic Deans and faculty mount off-campus programs comparable in nature to those offered on campus. They should proceed cautiously to establish two or three regular external programs in any given academic year, but with clearly stated positions as to what we can offer, whom we can serve, and how long we can commit Evergreen's resources to any particular program.

Finally, in looking toward the future, the Task Force recommends that the Provost charge a small group to look into the possibilities of switching to the semester system and to twelve-month operation. These might be interesting options for Evergreen.

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Now seems an excellent time for the entire community to address all of these issues. Establishing curricular goals will generate creative and meaningful use of community resources that are responsive to those goals. It is necessary to make some decisions. For example, with the advent of the Communications Lab Building, and with the current use of what we call space in our community, we are in danger of allowing facilities to dictate curricular design, when the reverse should be the case! While this particular issue is the faculty's responsibility in the main, all of the issues addressed herein pertain, in one way or another, to all of us here. We urge that everyone within the Evergreen community particularly address the questions of what we can and cannot do well while considering the larger curricular questions we have raised.

# MINORITY REPORT

I oppose the recommendation of the Quinault II Group which reads,

"We recommend that formal and consistent mechanisms be developed for students to become involved in identifying critical issues and problems they feel should be incorporated into program planning."

While I have no question about the spirit of sincere concern and faculty/student cooperation that motivated this recommendation, I believe that it is too ambiguous and unspecified to be effective. It simply does not do what it sets out to do. In fact, it falls considerably short of the planning roles for students laid out in the Geoduck Cookbook. At best, parts of this recommendation should be used to modify the existing functions outlined on Page 3 of the Cookbook. To that end, I propose the following modifications:

- Students:
1. Give counsel to the Academic Dean on the shape, scope, and content of the future curricular program. Such counsel should include critical issues and problems which should be dealt with in curricular offerings, suggestions for offerings it seems wise to repeat, and for moudles.
  2. Participate in the Curriculum Planning Survey and other vehicles designed and implemented by the deans to gather student thinking on the curriculum.
  3. Work directly with faculty members in identifying critical issues and problems around which coordinated study, group contract, and module proposals should be initiated and developed.
  4. Generate proposals according to the published timetable and guidelines, locate current faculty members willing to commit to working in them, submit faculty-supported proposals to the Academic Deans.

To support these modifications, the Cookbook planning roles defined for the Academic Deans should be changed. On p. 2, Item 8 should be made to read:

8. Develop, circulate, collect and tabulate the curriculum planning survey, design and implement other mechanisms for gathering student input into curriculum planning, and use the resulting information in selecting future academic offerings.

I believe the modifications suggested here go a good deal further towards assuring student involvement in program planning on a yearly and on a long-range basis than the recommendation the Quinault II Group passed. I offer it for your consideration.