Program History

CONCEPTIONS OF SELF

An Advanced Coordinated Studies

in 19th Century Literature, Philosophy and Art

Fall and Winter Term, 1974-75

Mark Levensky
David Powell
Preface

What follows are essential documents from and about the Conceptions of Self program. What is said here is not said at length, but everything that is important to say is probably said.

M.L.
D.P.
CONCEPTIONS OF SELF
FACULTY COVENANT

The faculty of the Conceptions of Self program agree;

1. To come, on time, to all program activities (seminars, lectures, films, tutorial-conferences, etc.).

2. To prepare ahead of time for program activities.

3. To plan and arrange the academic content of the program and notify students as far in advance as possible of planned activities.

4. To hold weekly faculty book seminars and occasional faculty business meetings (i.e., as the occasion arises). The faculty seminar is inviolable; an absence is acceptable only if the faculty consensus is that an emergency exists.

5. To be available to students in addition to scheduled meeting times.

6. To evaluate in writing, once each quarter, students, each other, and the program.

7. To do assigned administrative tasks quickly, efficiently, and completely.

8. To accept the consensus and decisions of the faculty team as being more important than one's own prima donna tendencies.

9. To accept arbitration of differences within the group or, if necessary, to accept assistance in arbitration from the deans.

10. Teaching comradeship in the best sense is our aim: positive and negative feedback—at the time and face to face—is essential to both survival and success.

I agree to abide by the conditions of this covenant.

__________________________________  ______________________
Signature                                      Date
<table>
<thead>
<tr>
<th>Mark</th>
<th>David</th>
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</thead>
<tbody>
<tr>
<td>Room assignment</td>
<td>Lecture Series</td>
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<td>Budget</td>
<td>Music Workshop</td>
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<tr>
<td>Enrollment</td>
<td>Book Orders</td>
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<td>Credit Reports</td>
<td>Library</td>
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<td>Schedules</td>
<td>Bookstore</td>
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<tr>
<td>Program History</td>
<td>Desk Copies</td>
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<tr>
<td>Bibliography for</td>
<td>Program Library</td>
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<tr>
<td>Kierkegaard</td>
<td>Term Paper Project</td>
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<tr>
<td>Nietzsche</td>
<td>Bibliography for</td>
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<tr>
<td>Slides</td>
<td>Blake</td>
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<tr>
<td>Response Book</td>
<td>Dostoevsky</td>
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<tr>
<td>Handouts</td>
<td>Write Covenant</td>
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Students

We did what we could to find the right students for our program. We interviewed every interested student, told him/her exactly what we were going to do and going to ask students to do, talked with at least one teacher the student had worked with before, encouraged those students we wanted, discouraged those we thought couldn't, wouldn't, or wouldn't want to do the work, but, more or less, let self-selection be the final rule. In retrospect, we think that all of this was a good idea.
CONCEPTIONS OF SELF

Fall and Winter Quarters 1974-75

STUDENTS

LuAnne Alward
Christine Anderson
Cynthia Anderson
Mary Berghammer
Laurie Block
Joseph Campo
Elizabeth Chasse
Erika Czerniski
Constance Dahl
Suzan Dengler
Mary Eloheimo
Carol Ernst
Vivian Folsom
Matthew Groening
John Hall
Martha Jacoff
David Jeffrey
Monica Jones
Marsha Kaighin
Karen Kamara
Raymond Kelleher

Richard Knisely
Caroline Lacey
Constance Matthiessen
Daniel Menard
Dorothy Meriwether
Nicholas Popadiuk
Anders Rich
Barbara Ramsey
Lynn Robb
Phebe Schwartz
Stanley Shore
Eric Shutt
Lynda Weinman
Donald Olson
Bradley Pokorny
Phyllis Press
Michael Richards
Brent Marsden
Michael Maddox
Chris Cervinski
Phyllis Kirkland
The faculty decided on the formal structure of the program before the program began. The formal structure of the program was not open for change from that time forth. In the beginning of the program some students complained about this or that aspect of this formal structure. When the faculty said that we would not consider changing anything, the complaining stopped. It is a very good formal structure for a program of this kind.
I. CREDIT

A student who satisfies all of the requirements of the program during a quarter will receive full credit (4 credits) for that quarter. A student who does not satisfy all of the requirements of the program during a quarter will receive no credit (0 credits) for that quarter. No partial credit or incomplete will be given.

II. REQUIREMENTS OF THE PROGRAM

A. Book Seminars

Book Seminars will meet from 9:00 to 12:00 on Tuesday and Thursday mornings. Texts for the Book Seminars are:


Note: A wide variety of books by and about Blake and Kierkegaard are available in the program library, the College Bookstore, The Word of Mouth Bookstore, other Olympia bookstores, and in the University Bookstore on University Avenue in Seattle.

B. Term Papers

Two term papers are due each quarter on Blake, Kierkegaard, Dostoevsky, or Nietzsche, or on some related aspect of European culture. In the first quarter term papers are due on October 31 (Blake) and December 12 (Kierkegaard). In the second quarter term papers are due on January 30 (Dostoevsky) and March 6 (Nietzsche).

C. Response Book

A two to five page type written response to the reading assignment for the week is due each Tuesday morning at the beginning of the Book Seminar. Each student keeps his or her response writing in their Response Book and these are kept in the seminar rooms.

D. Each Friday the program meets as a group from 10:30 to 1:00 in the 2600 lounge. During these meetings there are lectures, informal talks, slide shows, or other special events, and we eat lunch together.

E. Other All-Program Activities

David Powell
Mark Levensky
CONCEPTIONS OF SELF

Weekly Schedules
Fall and Winter Quarters 1974

I. Schedule for first week of Fall Quarter, September 30 - October 4:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>MORNING</td>
<td>All Program</td>
<td>Book Seminar</td>
<td>All Program</td>
<td>Book Seminar</td>
<td>Open</td>
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<tr>
<td></td>
<td>Meeting 9 - 11</td>
<td>9 - 12</td>
<td>Meeting 10 - 12</td>
<td>9 - 12</td>
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<td>10 - 12</td>
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<tr>
<td>AFTERNOON</td>
<td>Open</td>
<td>Open</td>
<td>Open</td>
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</table>

II. Schedule for week of October 7 and thereafter:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>MORNING</td>
<td>Open</td>
<td>Book Seminar</td>
<td>Workshops,</td>
<td>Book Seminar</td>
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<td></td>
<td></td>
<td>9 - 12</td>
<td>Conferences,</td>
<td>9 - 12</td>
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<td>Meetings,</td>
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<td>Etc.</td>
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<tr>
<td>AFTERNOON</td>
<td>Faculty open</td>
<td>Open</td>
<td>Open</td>
<td>Open</td>
<td>10:30 - 1</td>
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<tr>
<td></td>
<td>Seminar</td>
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Note: The weeks of November 6 - 10 and February 3 - 7 are Snow Weeks. There will be no program activities during Snow Weeks.
REVISED SCHEDULE FOR REMAINDER OF QUARTER

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
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<tr>
<td>Or</td>
<td>pp. 100-250</td>
<td></td>
<td></td>
<td>Thanksgiving Vacation</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>Or</td>
<td>pp. 250-359</td>
<td>Lecture 1:00</td>
<td>The Sickness</td>
<td>Unto Death</td>
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<td></td>
<td></td>
<td>2600 Lounge</td>
<td>Part I</td>
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Term Papers
Due by 12:00

No late papers accepted

Faculty read term papers
Evaluation Conferences

Students write evaluations:
(1) self-evaluation
(2) teacher-evaluation

Evaluation Conferences

Group Meeting
1:00 - 3:00
2600 Lounge
Books

We read four hard, good books worth reading. We worked with each book for four weeks. We used all the time we had. In addition, we encouraged students to use secondary sources. We ordered limited numbers of secondary sources for the bookstore, and gathered secondary sources from our library and put them in our program reading room. The students used these materials in their work on the seminar books and in their work on their term papers.

Our reading room was a seminar-type room assigned to our program, across from our offices, and a door away from our second seminar room. We made this room into a student reading, gathering, messing around, talking, typing room. The students used this room day and night. The faculty had no say as to what went on in this room, but sometimes went in there to talk.
## CONCEPTIONS OF SELF

### Reading Assignments

**Fall Quarter, 1974**

<table>
<thead>
<tr>
<th>TUESDAY</th>
<th>THURSDAY</th>
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<tbody>
<tr>
<td><strong>Oct. 3</strong></td>
<td><strong>Songs of Innocence and Experience</strong></td>
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<tr>
<td><strong>Oct. 8</strong></td>
<td><strong>Oct. 10</strong></td>
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<tr>
<td><strong>Songs of Innocence and Experience</strong></td>
<td><strong>&quot;Marriage of Heaven and Hell&quot;</strong></td>
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<tr>
<td><strong>Oct. 15</strong></td>
<td><strong>Oct. 17</strong></td>
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<tr>
<td><strong>&quot;Marriage of Heaven and Hell&quot;</strong></td>
<td><strong>&quot;Visions of the Daughters of Albion&quot;</strong></td>
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<tr>
<td><strong>Oct. 22</strong></td>
<td><strong>Oct. 24</strong></td>
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<tr>
<td><strong>Jerusalem</strong></td>
<td><strong>Jerusalem</strong></td>
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<td><strong>Oct. 29</strong></td>
<td><strong>Oct. 31</strong></td>
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<tr>
<td><strong>Jerusalem</strong></td>
<td><strong>&quot;Pickering Manuscript&quot;</strong></td>
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<tr>
<td><strong>Nov. 5</strong></td>
<td><strong>Nov. 7</strong></td>
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<tr>
<td><strong>Down Week</strong></td>
<td><strong>Down Week</strong></td>
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<tr>
<td><strong>Nov. 12</strong></td>
<td><strong>Nov. 14</strong></td>
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<tr>
<td><strong>Either/Or</strong></td>
<td><strong>Either/Or</strong></td>
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<tr>
<td><strong>Nov. 19</strong></td>
<td><strong>Nov. 21</strong></td>
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<tr>
<td><strong>Either/Or</strong></td>
<td><strong>Nov. 26</strong></td>
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<tr>
<td><strong>Nov. 26</strong></td>
<td><strong>Thanksgiving</strong></td>
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<tr>
<td><strong>Either/Or</strong></td>
<td><strong>Nov. 28</strong></td>
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<tr>
<td><strong>Dec. 3</strong></td>
<td><strong>Dec. 5</strong></td>
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<tr>
<td><strong>Either/Or</strong></td>
<td><strong>Either/Or</strong></td>
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<tr>
<td><strong>Dec. 10</strong></td>
<td><strong>Dec. 12</strong></td>
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<tr>
<td><strong>Evaluation Week</strong></td>
<td><strong>Evaluation Week</strong></td>
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</table>


CONCEPTIONS OF SELF

Reading Assignments
Winter Quarter, 1974

<table>
<thead>
<tr>
<th>TUESDAY</th>
<th>THURSDAY</th>
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<tbody>
<tr>
<td></td>
<td>Jan. 2</td>
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<tr>
<td></td>
<td>All Program Meeting</td>
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<tr>
<td>Jan. 6</td>
<td>Jan. 9</td>
</tr>
<tr>
<td><em>The Brothers Karamazov</em></td>
<td><em>The Brothers Karamazov</em></td>
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<td>Jan. 13</td>
<td>Jan. 16</td>
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<tr>
<td><em>The Brothers Karamazov</em></td>
<td><em>The Brothers Karamazov</em></td>
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<tr>
<td>Jan. 20</td>
<td>Jan. 23</td>
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<tr>
<td><em>The Brothers Karamazov</em></td>
<td><em>The Brothers Karamazov</em></td>
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<tr>
<td>Jan. 27</td>
<td>Jan. 30</td>
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<tr>
<td><em>The Brothers Karamazov</em></td>
<td><em>The Brothers Karamazov</em></td>
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<tr>
<td>Feb. 4</td>
<td>Feb. 6</td>
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<tr>
<td>Down Week</td>
<td>Down Week</td>
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<tr>
<td>Feb. 11</td>
<td>Feb. 13</td>
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<tr>
<td><em>Thus Spoke Zarathustra</em></td>
<td><em>Thus Spoke Zarathustra</em></td>
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<td>Feb. 18</td>
<td>Feb. 20</td>
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<tr>
<td><em>Thus Spoke Zarathustra</em></td>
<td><em>Thus Spoke Zarathustra</em></td>
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<td>Feb. 23</td>
<td>Feb. 27</td>
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<tr>
<td><em>Thus Spoke Zarathustra</em></td>
<td><em>Thus Spoke Zarathustra</em></td>
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<tr>
<td>Mar. 4</td>
<td>Mar. 6</td>
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<tr>
<td><em>Thus Spoke Zarathustra</em></td>
<td><em>Thus Spoke Zarathustra</em></td>
</tr>
<tr>
<td>Mar. 11</td>
<td>Mar. 13</td>
</tr>
<tr>
<td>Evaluation Week</td>
<td>Evaluation Week</td>
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Each week students and faculty each wrote a two to five page response to the book we were reading for book seminar. We each collected our writings in a notebook and put them in our reading room so that others could read it. Sometimes students would read their response writing aloud in seminars. Sometimes faculty would as well. Most students were glad that they did this writing, but sorry that so little of it was read and responded to.

Each student wrote two term papers a quarter. The first set of papers were, in general, terrible. Almost none of the students knew how to write them. The last set of papers, at the end of the second quarter, were much better. The faculty spent a great deal of time working with students on their papers, before and after these papers were written. At the end of the program all of the students said that they were glad that they had to write these papers.
Some Suggested Term Paper Topics

Dostoevsky Paper

The Utopian Dream: *What Is To Be Done*, N.G. Chernyshevsky

The History of Serfdom 1820-1880

The Kinship of Despair: *Sickness Unto Death* & *The Underground Man*

Icon and Faith: A Study of the Russian Cross as a Symbolic Work of Art

The 900 Days: *The Siege of Leningrad*, Harrison Salisbury, A Study of the Russian Will

The Rise of Capitalism in America 1840-1880

Turgenev, Ivan: *Sketches From a Hunter's Notebook, Fathers & Sons, The Diary of a Useless Man*

*Good and Evil in the works of Nicolai Gogol*

The 1861 Emancipation of the Serfs

The Peasant Revolts of the Late 18th Century

The Russian Intelligentsia 1800-1855

Tolstoy: the years as a world leader 1880-1900

Tolstoy and Ghandi

The Idea of Salvation: *The Brothers* & *Tolstoy's Resurrection*

The Great Order of Might: The Russian Army as a Social/Political Institution

The Utilitarian Critics: Belinsky

The Mighty-Five: Borodin, Mussorisky, Rimski-Korsakov, Cui, Balakirev

The Use of Folk Themes in Russian Classical Music

The Russian Ballet 1880-1900

The Socialist Writings of William Morris

19th Century Russian Painting

The Russian Church, Hand servant of the State

The Monastic System in the Eastern Orthodox Church
CONCEPTIONS OF SELF

Topics For First Term Paper

Blake and the 17th Century Mystic Tradition
Blake and the Religious Establishment
Engraving in the 18th Century
Mary Wollstonecraft
Process of Engraving (1500-1800)
Metrical in William Blake's Poetical Sketches
King George III
Blake's Job
Blake's Conception of Jesus
The Protestant Tradition in England, 1800
Blake and the American Revolution
Blake's Lyric Poetry: Some Themes and Ideas
Contrary States in Blake's Songs of Innocence

and Experience
Blake and Swedenborg
Prophecy in 18th Century England
The Druids
Blake and Lyric Construction
Natural Religion, Deism and Blake
Blake and Beethoven
Blake and Swedenborg
Blake and 19th Century Concepts of the Divine
Child Labor Laws in Blake's England
Blake's Philosophy on Classical Art—ex. Flaxman's Drawings
Transition in Sonata Form from Mozart to Beethoven
Blake's Attitude Toward Voltaire
Vision → Text → Illustration in Blake's Early Work
Locke's Theory of Knowledge and Blake's Response
Paradise Possessed: The Sense of Blake's Unfallen World
Blake and Locke on Perception
Blake and Locke on Ideas of the Self
Blake and the Pre-Raphaelites
Christian Art Symbols and Blake's Images
Milton and Blake

Carol Ernst
Paul Jeffrey
Barbara Ramsey
Mary Berghammer
Phoebe Schwartz
Nick Popakiuk
Marsha Kaighin
Lynda Weinman
Vivian Folsom
Monica Jones
Joe Campo
Erica Czerniski

Cynthia Anderson
Don Menard
Constance Dahl
Dorothy Mariwether
E. Kelleher
L. Block
R. Knisely
C. Matthiesseen
J. Hall
E. Shutte
M. Jacoff
S. Dengler
M. Groening
L. Robb
S. Shore
A. Rich
C. Lacey
L. Alward
M.J. Eloheimo
C. Anderson
L. Chasse

Typed term papers are due on Thursday, October 31.
Some Examples of Term Paper Topics on Kierkegaard

The Poetic Genius in Kierkegaard
Kierkegaard's Fear & Trembling: An Attempt to Deal With the Past
Unnatural Brothers: Blake and Kierkegaard on the Imagination
Kierkegaard and Emerson on the Divine In Man: A Cross-Cultural Comparison
The Growth of Protestant Radicalism 1800-1850
Henrik Ibsen's Brand as a Possible Biography of Kierkegaard
19th Cent. Scandinavian Society in Ibsen's Pillars of Society & Doll's House
Protestant Town Life in George Eliot's (Mary Ann Evans) Middlemarch
George Eliot's Scenes of Clerical Life
Either/Or Vs. Walden: A Debate on the Alternatives to the Bourgeois Life
Hans Christian Anderson
Byron's Don Juan: The Uses of Satiric Distance
The Erotic Motif in Schumann's Symphonies
Thomas Carlyle on The Hero
The Late Piano Work of Mendelsson
Constable's Great Years: 1817-1837
J.M.W. Turner and the Dramatic Revolution in Landscape Painting
John Stuart Mill- The Autobiography as a Survival Handbook
Blake and The Concept of Dread
Kierkegaard and Subjectivity
Chopin and His Music: The Artist as Alienated Hero
Byron and Kierkegaard: The Life Style as Laboratory
Danish Literature 1800-1850
J.S. Mill- Some Unsettled Questions of Political Economy
Ruskin- Modern Painters
Marx- The Communist Manifesto: The Attempt at a Public Political Solution
George Eliot's Translation of Strauss's Life of Jesus
Hegel- The Preface to The Phenomenology of the Spirit
The Concept of Faith in Kierkegaard
The Danish Church In The 19th Century
CONCEPTIONS OF SELF

Some Examples Of Term Paper Topics:

Blake and the Industrial Revolution
Printer, Poet, Painter: A Study of Blake's Training and Development as An Artist-Engraver and Its Effect on his Ideas and Work
The Conflict Between the Poetic & the Prophetic Voices in Blake
Urban Growth in England & Scotland 1770-1830
The Beginnings of the British Empire; The Political Concentrations of Power 1770-1810
Blake & Locke on the Idea of Self
Why Blake Hated Reynolds
Blake vs. the Establishment
Mary Wollstonecraft's Writings on Women
Blake's Europe, A Critical Study
Blake's Lyric Poetry; Some Themes and Ideas
Blake's Illustrations of Dante's Divine Comedy
Blake & the Dissenting Tradition, Especially his Reliance on Protestant Assumptions and Ideas Current in the Late 18th Century
English & Scottish Art 1800-1827
European Printing and Engraving 1740-1800
The Christian Establishment in England 1750-1810
Protestant Hymns and Hymnmaking 1700-1800
The Classical Tradition in Music
From Mozart to Beethoven; The Emergence of the New Style
Blake's Idea of Imagination
Swedenborg and Blake
Blake's Lack of Influence on 19th Century Art
Blake and the Classics
Milton and Blake
Newton: The Hated Enemy
The Immediate Effects of the French Revolution on English Politics
Nietzsche's Existentialism in *Beyond Good and Evil*
Nietzsche and the Scientific Thought of his Time
Nietzsche, Goethe, Artaud
Reevaluation of Responsibility and Obedience
Schopenhauer and Nietzsche
The American Zarathustra - "Horatio Alger is Dead!"
Rilke's Prose
Euripides "Bacchae," Stein's "Dr. Faustus Lights the Lights" and Nietzsche's Birth of Tragedy
Death in Venice & Birth of Tragedy
Nietzsche and Wagner
Nietzsche's View of Jesus Christ
Edvard Munch
Blake as Overman in "Visions of The Daughter Albion"
Edvard Munch

John Hall
Brad Pokorny
Michael Richards
Lynda Weinman
Caroline Lacey
Anders Rich
Laurie Block
Phyllis Press
Connie Matthiessen
Richard Knisely
Matthew Groening
Stan Shore
Lynne Robb
Christine Anderson
ON GETTING WHAT YOU NEED
FROM LIBRARIES

In general, you should always think of any library as a refuge that is open to you - no matter where you come from. You are almost always free to use those books and reference tools that are in open view. Borrowing privileges, however, are oftentimes restricted to those persons who support the library through taxes, tuition, etc.

Many libraries, including the Evergreen State College Library maintain an interlibrary loan system whereby we agree to lend our resources to other libraries if they will lend us their materials. Consequently, through this system you can obtain books and magazine articles from other libraries that would otherwise be unavailable to you.

The Evergreen State College Library maintains an extensive reference collection (we have, for example, over 100 magazine indexes that are similar to the Readers' Guide) that provides keys to the collections of other libraries. So not only can we tell you what books and magazines other libraries have, but also which library is the best place to go for whatever it is you need. For instance, the Seattle Public Library has one of the best genealogy collections in the Pacific Northwest.

More information about local libraries is included on the attached sheet which makes up a part of Evergreen's Library Hand-Out Book. All libraries in the Olympia area including the St. Martin's College Library, those in the Timberland Regional Library System, the Washington State Library, etc., will lend their books to anyone who walks in - without the formality of a library card. Pierce County Library System in Tacoma requires that you live in the county in order to check out materials, Tacoma City Library requests that you pay a $5.00 fee for a library card that last one year, and the University of Puget Sound in Tacoma charges $20.00 for a one-year card. In Seattle, the Public Library fee for a one-year card is $7.50, Seattle University lends only to its own students, as does the University of Washington.

So to sum up, whenever you see a library with an open door, you should feel free to walk in. Whenever you need information on a specific subject or topic, you should begin with Evergreen's library - and the best way to do this is by asking one of your reference librarians to assist and direct you.

Frank C. Motley
Reference Librarian
The Evergreen State College
MISCELLANY

In cahoots with us...

In addition to our own collection, we have access to the Washington State Library, the Law Library, Timberland Regional Library, U of W Libraries, and others. This is the general breakdown of their specific usefulness:

State Library: The State Library is a full depository for U.S. Government Documents, and has the charge of collecting historical and cultural material on the State of Washington. They have vast collections in both these areas, and competent people to handle them. The State Library also has a fairly large book collection and a fine Reference section. Note: if you check out a book or other materials from the State Library you need not go there to return it, but can leave it at the circulation desk in our library.

U of W Library: Most of the contact you are likely to have with the U of W Library will be through interlibrary loan, or on special pre-arranged assignment to study there. They have an excellent Pacific Northwest Collection specializing in the study of Native Americans in this area. Our Library has, in the reference area, a copy of the U of W's card catalog to this collection.

Timberland Regional Library: This is a network of public libraries in this area, and they are sometimes useful to us because again they have had more time to build their collection. They are very friendly, service-oriented people, and are amazingly fast at getting material through their own network.

The Washington State Law Library: If you are after legal materials, check with us, and we'll arrange either to get them for you, or possibly to send you down there. We have all the standard indexes to publications in the area of law.

HOURS:

Washington State Library----Capitol Campus
753-5590
8 - 5 Monday through Friday

Washington State Law Library----Capitol Campus
753-6524
8 - 5 Monday through Friday

Timberland Regional Library

Olympia Public Library
East Seventh and South Franklin Streets
552-0595
10 - 9 Monday through Friday
9 - 5 Saturday

Tumwater Public Library
5209 Capitol Boulevard
943-7790
12 - 8 Monday, Wednesday, Friday
10 - 6 Tuesday, Friday
10 - 5 Saturday

Lacey Public Library
4136 Market Square
491-3860
11 - 8 Monday, Tuesday, Wednesday, Thursday
11 - 6 Friday
10 - 5 Saturday
Lectures and Films

First Quarter:

David Powell, "Songs of Innocence and Experience"
Mr. Munroe, University of Washington, "Blake's Images and Texts"
Richard Alexander, "The Christian Church"
Craig Carlson, "Blake's Illuminations"
David Powell, "Mozart's 'Don Giovanni'"
Mark Levensky, "Thinking About Kierkegaard"
Igmar Bergman's "Winter Light"
Cruz Esquivel, "Kierkegaard's Sickness Unto Death"

Second Quarter:

Mark Levensky, "Dostoevsky's Conception of Self in Notes From Underground"
Andrew Hanfman, "Dostoevsky"
Thomas Rainey, "Dostoevsky's The Brothers Karamazov"
William Hamilton, "Dostoevsky and The Grand Inquisitor"
"The Brothers Karamazov" (film)
Shore, Anderson, and Robb, "German Expressionist Art"
David Powell, "Romanticism in the 19th Century"
Beryl Crow, "Nietzsche's Politics"
Mark Levensky, "Some Themes in Nietzsche's Thus Spoke Zarathustra"

Note: It was important for us to give and have lectures given. But bad lectures were not just bad but harmful. In this program lectures should have been well-prepared and well-given or not given. Also, don't show bad films. For any reason.
Special Interest Groups

During our program there were the following special interest groups:

1. Early 19th Century English Painting  
   First half of fall quarter
2. 19th Century Russian Painting  
   First half of winter quarter
3. German Expressionist Art  
   Second half of winter quarter
4. 19th Century European Music  
   Fall and winter quarters

These groups were voluntary, informal, low-keyed, once-a-week gatherings of small numbers of faculty and students. The first and last of these groups were organized and run by faculty; the second and third were organized and run by students in our program. They were all good entertainments. The students who organized and ran them learned a great deal.
Official Program Description

CONCEPTIONS OF SELF

Fall and Winter Quarters 1974-75

Conceptions of Self is an advanced, two-quarter coordinated study program in nineteenth century European literature, philosophy, and art. During the first quarter students in the program read Blake's *Songs of Innocence and Experience*, "Marriage of Heaven and Hell," "Visions of The Daughters of Albion," and *Jerusalem*. They also read Kierkegaard's *Either/Or* and *The Sickness Unto Death*. The second quarter focused on Dostoevsky's *Brothers Karamazov* and on Nietzsche's *Thus Spoke Zarathustra*. In addition, there were intensive seminars for six hours a week to discuss these writings, a two to five page paper once a week in response to these writings, at least one lecture or film or musical presentation a week, and four research/term papers on some aspect of European cultural life in the late eighteenth or early nineteenth century on themes developed in the works or on other works by the same authors. These activities were focused by faculty-student paper conferences and quarterly evaluation sessions.

Among the additional special interest activities were: A group devoted to the study of images and imagery in eighteenth and nineteenth century European painting and a music appreciation seminar which covered the period from Beethoven to Berlioz.
Conceptions of Self was an advanced, two-quarter, coordinated study in the humanities. It was concerned, in general, with 19th century European literature, philosophy and art. It was concerned, in particular, with four books: Blake, Jerusalem and Other Poems; Kierkegaard, Either/Or; Dostoevsky, The Brothers Karamazov; Nietzsche, Thus Spoke Zarathustra.

One way, not the only way, to do an advanced program in the humanities at Evergreen is to:

1. Choose students carefully. Interview each interested student. Tell him/her exactly what the requirements are. Talk with at least one teacher the student has worked with before. Encourage those you want, discourage those you don't. Don't say absolutely no to anyone. Let self-selection be the final rule.

2. Choose a rich, general, not too boring, and fairly easy to see in books theme for your program. Mention, refer, and use this theme from time to time. But, please, not all the time or everyday.

3. Once the program begins, hold fast to the structure and theme of the program, come what may.

4. Hold two books seminars a week and one general meeting for a lecture and that's it. Once the program begins, your students will ask for more seminar and lecture time. Don't. If you or your students want to organize, run, attend extra, voluntary, program seminars, workshops, writing groups, special interest groups, fine. But no more required meeting time. Instead, everyone must find ways to work alone.

5. Choose big, hard books for your book seminars. Read one of these books each four weeks. Make secondary sources available at the bookstore and from the library. But in book seminars focus all attention on the book. Don't ever seminar about seminaring.

6. Give, and get others to give, well-prepared, very full, on the academic side lectures about the book you are reading then, or about the country that it's coming from, or the time. These lectures must be as first class as possible. Don't assume that because a faculty member has agreed to give such a lecture that he/she will.

7. Require a piece of writing about the book for book seminar each week and two long essays each quarter. Don't expect that any of your students will know how to do any of this writing before you begin. No matter what they said about themselves before the program began. But once the first paper's done, you can ask for better work.

8. Figure out good ways to get your students' writing read and responded to by as many people in your program as possible.

9. Make a down week in the middle of each quarter. During this down week you should read papers and your students should go to California so that they can come back and tell you what's happenin'.

Mark Levensky
June 9, 1975

To: Charles Teske

Things to avoid: per your memo of 2 June

1. never, never, never place two new faculty with one old timer in a coordinated studies program.

2. no more last minute (32 August), hires for three years. they place an intolerable burden on all concerned and all we end up doing is helping other people obtain positions (they go to the waveri ng institution and say, "see, I've got a good nibble from Evergreen, now why don't you get off the pot and make up your minds." they do, and the people get hired. our choices in this matter are severely limited. in many cases we are forced to take the best of the worst.

3. make up your minds early on if you intend to hire someone in a particular area or field so that knowledgeable faculty may beat the bushes looking for interested and qualified people. again, the positions for Chinese Civ come to mind for #2 and #3.

p.s. things to continue

the Wed. workshops on writing evaluations, conducting a seminar, etc., etc. were the most valuable collective thing that I have participated in this year. I have saved all the instruction sheets for my students to read, and as a valuable reference for what it is that we do around here.
June 6, 1975

TO: Charles Teske

FROM: David Marr

SUBJECT: What Barry and I did in BACKGROUNDS OF AMERICA'S FUTURE which other faculty members might try or should avoid

1. Mainly what we did was offer a serious program in humanities and social sciences for first-year students. History, politics, social thought, a little psychology, a little literature, a lot of writing, no fads or fancy stuff, as little paternalism as possible, with due allowance for human frailty. The students were "free" to learn to think, speak, and write in accordance with terms they themselves struggled to develop. They were not "free" to purchase their bourgeois academic credit by wallowing in their own subjectivity.

2. The main lesson we learned: We learned that to do a bang-up job of a serious program for first-year students requires more diversity in the faculty team that any two persons can bring to it. Basic programs should have 4-6 teachers, not two, probably not even three. Faculty teaching in basic programs should therefore hold out for such diversity, thus if necessary forcing the issue of team cooperation. That is, forcing the development of a faculty committed to making teams of 4-6 work (especially in basic programs), and in the long run thereby elevating the prestige of coordinated studies in the minds of students and faculty alike.

3. We also strongly recommend that faculty not submit to pressure to devise new programs at the last minute -- say, following the failure of spring registration. Make them try to fire you first. They probably can't do it, which is only a mixed blessing.
June 9, 75

To: Charles Teske

From: PNW Program/ Matt Smith

RE: Witty comments and observations on the Course of Empire

Some Aspects of our program which were in some degree successful

1.) Students were involved in thinking about and selecting project topics from the middle of fall quarter. This provided time for ideas to change and mature without excessive penalty.

2.) The program moved quite successfully from general group activity in the Fall, to a modular format in the winter to individual work in the spring. Planned fragmentation reduces angst and allows some mobility for students and faculty within the program.

3.) Skill building/ disciplinary work concentrated in middle quarter. This idea worked fairly well. It could have been made to work better if skills had operated within a tighter requirements structure. With less choice we might have pushed people to learn more about a variety of disciplines.

4.) Field trips were used to provide general overviews of much of the Northwest this clearly supported our purpose in fall quarter. They could have been better with more student preparation and critique.

5.) Individual conferences were used heavily in spring and intermittently throughout year they were invaluable when used heavily.

6.) Students were involved in some planning on a consultative basis and carried out some portions of the program this generally worked well.

7.) End of year presentations were a good idea they were to some extent in conflict with our other expectations about getting major projects in on time also students were unclear about focus thus attendance was mixed.

Failures

Avoid too time consuming a schedule in first few weeks. The faculty needs time to assess what is happening and to plan and meet. Our failure here lead to lots of faculty misunderstanding and unhappiness.

Avoid being without a clear quarter by quarter plan even if you are going to have to change things. Again we go into trouble over this problem.
Inside/Outside things that worked, and that you may wish to try.

I. Continuing workshops
   A. Film Production, "Film Speak"
      Taught Basics of Cinematography, 8-8mm and 16MM sound film
      Maintained a supervised film editing area, and film animation capability.
      Operated in an academic atmosphere of constant evaluation-communication and served several programs.
   B. Graphics Workshop
   C. Journal-Writing Workshop
   D. Poetry Workshop
   E. Audio Workshop

II. Student Teaching Aides
   A. Unusually effective in that the workshop area was always covered by a resource in contact with faculty. Less wheel spinning with technical or procedural puzzles. Faculty in touch with more students through rapporte with aide. Workshop hours extended into evenings and weekends as the students needs, attitudes towards completing productions varied.
   B. Gives another input to program planning, representing the teaching experience and student attitudes

III. Fish Bowl Seminar
   A. Regularly scheduled (Fri. at 10:00), consistant format, see program handout e.g. students could not interrupt.
   B. Delit beyond the seminar book, reinforcing our teaching perspective, and expanded information for student observers.
   C. Reinforced co-learner concept.
   D. We always stuck to seminar, little drifting off on business, b.s.

IV. Team Seminar
   A. Fall term, faculty divided into 10 student seminars, scheduled so that two seminars met together (20 students) but, two faculty. Both students and faculty saw other perspectives, skills attitudes, convictions, earlier than if we had separated into autonomous groups at beginning of year. No secrets of "what other book seminar is doing"

THIS IS FROM THEM
I THINK
THE FACULTY
WINTER HOLIDAY
I DIDN'T HAVE NOTHING TO DO WITH IT

CHAB COFFEE
What w/l tried out that you can use or should avoid

1. don't try to be a role model for a group of students working or trying to work on one single activity and at the same time try to be part of a coordinated studies program. Uh uh.

2. don't try to have a personal life if you are going to be a role model for a large group of students who are learning how to work on one single activity that you are experienced with.

3. if students (or you) are painting and are exhausted, have them (or you) write. the writing will be nifty. if students (or you) are painting and are not exhausted, rave on. do not try to write at the same time. this will make the painting seem to be nothing more than illustration or a gimmick to make writing happen. I don't know why. do not impose writing on painting. do not impose "visual arts" on writers. it muddles things stupidly. each discipline is a whole world. keep them separate. if they merge, then merge.

4. I had a series of six people from outside the program come and talk to us (painters) about CREATIVE PROCESS. One was a painter and one was a poet, but the other four were not, supposedly, artists. That didn't mean they didn't know their own creative processes. Each one did and said exactly what she/he wanted to do/say. It was terrific. Maybe people like to have a chance to say what their process is; it's very invigorating to hear them and it also defuses the mystique of paint&canvas, linseed-oil vision of what art is.

Susan Christen
BRIEF BITS ABOUT AUTOBIOGRAPHY

Peter Elbow (unilaterally)

1) We figured out the one thing we cared most about. (In this case it was a process: writing 15 pp per week.) We made that brute law with a strong authority based on the fact that it represented firm convictions and on the fact that it was the only CENTRAL thing. We cared about lots of other things but we didn't make a federal case out of them and so we got a happy 90% result with them. Figuring out a center gave us a sense of priorities. We slept better, were happier.

2) It was good to have a strict covenant for faculty members. We used faculty seminar in most cases for our work -- the equivalent of research, à la Sluss -- which in this case was working on our writing.

3) It was good to have a down week: students to work on their own, faculty to retrieve some sanity. But we didn't plan it quite well enough in advance.

4) For learning writing, QUANTITY seems to provide the best and fastest w learning. Quality comes along if they write enough.

5) It helps to separate the problem of writing from the problem of showing it to someone. We required the former and specifically allowed someone not to do the latter on any given occasion. (Eg, sometimes a student would flash the pages by the nose of the teacher and not have the teacher read them.) This made it possible for people to write more, more easily, and -- it turns out -- better. And on top of it, the student discovered most of the time that AFTER having written something supposedly private s/he was in fact content to share it with the teacher and often other students.

6) It seemed fine to have a coordinated study only one quarter long. Everyone got right down to work without dawdling. Most questions turned out to have a simple, singel answer: "what the hell, it's only one quarter." (Students didn't have much contact with teachers other than their seminar teacher, however.)

7) One of the hypotheses of the program was that thinking about the self often gets in the way of efforts to think about things outside the self. Therefore people often feel guilty and self-indulgent about thinking about self. (For example, think how often a seminar trying to deal with something external to selves runs off the track and runs down in a mush of personal story-telling.) We built a whole program around the idea that there should be a particular time and space where talking about self and feelings is taken seriously and recognized for being extraordinarily difficult and useful. In doing so people see that it doesn't have to be done guiltily and sloppily.

One might use this same idea to build a mini-space for this sort of thing within a larger and non-introspective program. But it must be respected and not apologized for.

And it must also be by choice. It may be ok to trick or cajole people into dealing with external subject matter, but it will screw things up if you try to trick or cajole them into taking part in such an activity or seminar.

8) We tried to set up 4-person teacherless support groups. Mixed success. Some folded. We didn't plan them well enough and give them enough forms of support. I think 4 was too small a number. However it seems to me crucial at Evergreen that we figure out ways for students to have more seminar time and group-meeting time than the faculty can give.

9) We started with too many morose books.

10) We didn't figure out clearly and explicitly what goals we wanted to have achieved by the end of the program.
Charlie —

Sorry this is delayed.

Case study: we formed teams of students and turned them loose for a month to find out all about a technological area, either wood, transport, energy, or computers, then to present their findings to the whole program. They were to integrate the technical, economic, social, etc. aspects.

The research period was intense, hectic, frustrating, full of detail and debate about what to do, generally very instructive to the students. Presentations were vital to focus research energy, but were a bit it was hard to find enough time and audience commitment to set forth a pleasing fraction of the research.

Generally, the single best structural feature of the program, despite flaws.

Rob

Toward Human Technospheres
Partly because this group contract was thrown together hastily, under rather stressful conditions, I made a number of bad mistakes, primarily in the selection and coordination of reading materials. Winter term the aim was to study Chinese cultural development in comparison with major concepts in the field of cultural anthropology. Our general Chinese history text, Eberhard's A History of China, was an inexcusably poor choice—tedious, sinological, out of date. Among the several books we read in cultural anthropology, Alfred Kroeber's Anthropology: Cultural Patterns and Processes was most informative for me, but much too dense and textbookish for the students; Leslie White's Concept of Culture fired a lot of discussion—mostly moot and unproductive; whereas Robert Redfield's Little Community/Peasant Society and Culture emerged as a star performer. I consider this last book (which could well be followed up with Eric Wolf's Peasants) to be one of my best pedagogical discoveries of the year, not only because it focuses on a very important topic in world social history, but also because it can be viewed as two wonderfully humanistic extended essays on learning about mankind.

The structure of winter's contract work was faulty in two ways: First, I learned the inadvisability of having students new to the subject matter undertake two-track readings, in this case trying to absorb simultaneously knowledge of Chinese history and culture on one hand, and many new social science concepts on the other. A much wiser strategy would have been to use Redfield at the very beginning to key the group for learning about an alien people, then spend four weeks concentrating on the basics of Chinese history and cultural development, followed by several weeks of learning general concepts and theories of cultural anthropology which could then be compared with and applied to what the group had already learned about particulars of the Chinese case. Having students function in sub-groups, specializing in various spheres of culture (e.g., arts, literature, institutions, religion) did not work. One student in each sub-group always ended up either doing all the work or getting squeezed out.

I also learned how important it is to make certain that students know what they are getting into and have the conceptual skills necessary for the job at hand. Despite the clear historical and social science orientation of the contract during winter quarter, several students entered looking for the "essence" and "spirituality" of the marvelous and mysterious East. Pain and strain.

Spring term, when our focus was on historical interpretation of China's "modern transformation," most of these problems cleared up. The students found lots of good food for thought and discussion in E.H. Carr's What Is History?, and John Fairbank's The United States and China proved to be a good introductory text for the modern period, when read in conjunction with my intensive series of lectures giving a firm general historical overview. I introduced a wider variety of important books by having students select and present "vignettes" to enliven our rather methodical historical progression. Among the "affective" writings that we read in common (i.e., biography, autobiography, fiction, firsthand accounts), the most popular and stimulating were some short stories by Lu Esun and Andre Maux's Man's Fate. When it came to exercise in the interpretation of modern changes in politics and thought, Barrington Moore's Social Origins of Dictatorship and Democracy was too difficult for most of the students—though they liked and wanted to understand it; and Joseph Levenson's Confucian China and Its Modern Fate similarly was stimulating but a bit too difficult. Most of the students felt that
if Moore and Levenson had been treated last, after they had really "gotten into" the history through the affective readings, they would have been much better prepared to deal with such abstract interpretations.

One great success was having the group pose an essay question at the end of each week which would require going back and rethinking that week's most important material and discussions. Five days later they traded essays among themselves and gave mutual critiques, then saved up their essays to be reviewed with me during conferences. They really benefited from seeing the various points of view in their peer group and wrote more clearly, conscientiously, and voluminously for each other than they ever had when writing directly for me.

June 9, 1975
Musings toward an evaluation of the Physiology Group Contract and personal Self-Evaluation, Winter Quarter 1974-5

This has been a moderately good experience. What was particularly pleasing was the diligence of the group of students in the face of adversity of laboratory materials and experimental success. I believe the concept of the contract was a good one, combining plant and animal physiology into one package.

The problems were several fold; (1) I was probably not as familiar with animal physiology as I should have been, (2) I did not spend sufficient time preparing material for my lectures (?) in either plant or animal physiology, (3) we should have spent more time in general class sessions -- I think there are a lot of topics we should have covered in more depth, (4) the labs could have been a lot better prepared and I should probably have done a bit more screening of the laboratory exercises.

I believe that many of the above criticisms have positive aspects, especially in what the students have learned. And in a total sense, I do believe that most of the students have learned a great deal from the quarter's activities. I have had a number of positive comments on some of the class sessions and on the Bidwell (Plant Physiology) textbook. I do expect some rather strong criticisms in the student's evaluations of the lectures (particularly the animal physiology) and my preparation.

There were a number of times that I felt the labs were going fairly well and useful results were being obtained. There were a few real disasters, especially the neurophysiology experiments. I need more experience in this area, but I don't quite see how I can be blamed for 4 continuous dissections from the wrong side of the cockroach (they did it, not me).

If I were to do this again (I'm not sure that I want to; something in both plant and animal physiology should be offered fairly regularly), I would

(1) Choose and do all the lab experiments myself the summer before. Hopefully some of that I will get done and packaged this summer.

(2) Still have the students prepare their own materials. The instructions would probably need to be more explicit than we had this quarter.

(3) Try to find one better animal physiology text.

(4) Totally revise my notes; do nothing else but this -- no DTMP's etc.; rethink and revise my approach to presentation of material: are lectures the way to do it? How about just devising lots of "tickles" (hard, thinking-type questions -- problem solving questions -- so students end up knowing the material well enough to solve problems about it) and spending the class time discussing these? (One student says I ask the hardest questions of anybody she knows -- they make her mad, but they make her think. I like that!)

(5) Insist on more time for class - 6hrs/week wasn't enough for what we were trying to do.

(6) Do it with Linda or another animal person (unlikely due to low student demand)

(7) Do only plants (?) and make it a 50-75% program (?)

In summary, though, my good feelings are much stronger than my bads.
A FEW THOUGHTS ABOUT THE NORTHWEST FORESTS GROUP CONTRACT IN PREPARATION FOR FULL SELF-EVALUATION

Overall, I was very pleased with the Northwest Forestry program. It accomplished for me what I wanted it to: To give a fairly complete overview of all the issues that relate to decision-making in the forest arena. Some successful aspects of the activities were:

1) The initial trip to the Packwood Ranger District of the Gifford Pinchot Nat. Forest. We didn't know each other when we left on the first Monday of classes. I think we did when we returned. As somebody said, you get to know a person when you see what he/she eats for breakfast. We got acquainted. We heard and saw first hand what the Forest Service is and does. We got out and experienced the wilderness/forests by backpacking. And we planned the schedule. I didn't have too much specific plan in mind before that week. I admit to shaping the schedule a great deal by shaping the discussion. But I do firmly believe the students chose the content.

2) Having the students give the bulk of the presentations. This made them responsible. The presentations were of course spotty. The experience of giving two or more presentations resulted in some improvement as time went on. I also believe that because everybody had to do it (and because of the relative closeness we developed at Packwood) that the discussions/challenges flowed fairly easily from the beginning. We also had a good group of thinking people.

3) The written reports based on the class presentations and the decision to incorporate them into a book. I believe this was useful for people to improve their writing and to get their material into a presentable format. I spent a lot of time reading the papers, commenting, correcting and rereading the corrected versions. Some students said I spent too much time on this. Probably -- or perhaps possibly. Now all I need to do is get the d---n thing out.

4) Dave Powell's discussion of Sometimes a Great Notion.

Problems:

1) The continued litany of 1-3 student presentations each session (Monday AM, All day Tuesday and All day Thursday) got to be a drag at times. It was interspersed with a few field trips toward the end, but there was a general wearing out. Part of this was probably because we had not identified common reading materials, so they were more often lectures than discussions/seminars.

2) The amount of time I spent in correcting their papers. Many times I got to them very late after the material had lost its freshness for the writer. I still believe I could do it again. And would.

3) The lack of help I gave them on resources. They had to find it on their own. Many didn't know their way around the library, even though I had assumed they had some experience due to their not being beginning students. There weren't enough common resource materials as noted above. The book was supposed to serve that function a posteriori. I hope it will.

4) The lack of feedback I gave them on their talks and the lack of assistance that I gave in preparing the talks. The first is totally my fault. The second is a joint responsibility; I asked them to come in. They didn't. I didn't set up a specific schedule for it so they didn't get into the habit.

5) The usual transitional rush to class. I like starting up on return from Packwood. My mind was elsewhere.

At the end of the quarter, many felt we had just touched the surface and said they wished it could have gone for another quarter. It was just a survey as I intended. I don't have the competence in the field to go further. I'm glad it was only a quarter. I want to do it again -- for only a quarter.
Reflections of the Photosynthesis Group Contract  
Spring 1975

I am really very pleased with the overall accomplishments of this quarter's work. I feel that I realized what I set out to do -- introduce students to some basic scientific concepts and also give them a sense of what science -- natural science, that is -- is all about. We had an enthusiastic and attentive group for the most part. It was frustrating yet satisfying to be constantly interrupted with a question that raised the next point (or a next point) I was going to cover. I similarly appreciated and became frustrated at the continual demands for recapitulation of "where we were". I'm not always very good at drawing road maps -- part of my style is to let people discover the road map as they drive along. I know this is frustrating when you are only a beginning map reader. So this discipline was good for me. In the frustrations became less, incidentally, as the quarter progressed.

One result of all the questions was that we didn't always progress at a rapid pace. We thus didn't get quite as much talked about in topics not specifically or peripherally -- dealing with photosynthesis. I would have liked to talk a bit more about plant growth and development and about nutrition and transport. I should also have spent more (end at the beginning of the quarter) talking about evolution and systematics.

I think the overall organization of the material made sense. The only way to deal with the topic is to integrate physics, chemistry and biology. And I didn't even try to show the "little ..." with the Schrödinger equations (wave motion seemed bad enough as it was.) We'll let Fountains take care of that. As usual my lectures could have been a bit better organized. I was often not as prepared as I thought I needed to be. A few times I was not as prepared as I should have been. But I know this material well -- though recent research has probably changed a few things that I said were "true".

Aside from a few glitches with materials (never let anybody tell you you can always get anything locally when you need it -- especially iodine), the labs worked remarkably well. I suspect some of the instructions might have been a bit more explicit about what was happening -- but I don't like to have things too cookbooky.

The biggest problem with the organization of the contract was my expectation of the students' doing a modular course or its equivalent. Some in some cases there was just not an appropriate vehicle other than doing some self-paced work in the math we agreed would be useful to the particular individual. I also sense that many students felt I kept them busy: just dealing with the basic photosynthesis and plant identification. I don't think I expected too much, though the students might disagree. If I felt I had the stamina, I could have incorporated a bit more material (and math?) into the basic program. A number of students thought I'm sure found the opportunity to do something else in addition and get credit for it a useful thing.

Finally one other satisfying aspect of what I did this quarter has been the talking to the students about their plans for next year and beyond. I feel it is important to do this and that it has been useful to them.

To sum it up, I would really like to do this again. A few things -- details mostly -- would get changed, but the overall idea like and feel is a useful way to get people introduced to a lot of complicated topics.

Olympia
2 June 1975
To: Dean Teske

From: Foundations

Re: Program History Part A

Things that we tried which worked:

1. Entrance exam, as well as sample exam given early in summer
2. Modules in spring quarter
3. Two track system with integration between tracks
4. Repeating a program with two faculty members from last year's program.
5. Always release labs.
6. Having a retreat in the middle of fall quarter.

Things we tried which should be avoided:

1. Recognize that whatever you do between Thanksgiving & Christmas will not be done well.
2. Doing unrelated labs.
LIFE AND HEALTH
PROGRAM HISTORY

(A) "What we tried out that you can use or should avoid"

1. Avoid all promise of a practical equivalency (e.g. "At the end of the program you will have achieved the equivalent of the biology, chemistry and mathematics required by most pre-medical programs...") which students can hook onto and use to deflect integrative, coordinated studies in favor of "skills acquisition". In the case of this program, the promise of a pre-med. equivalency proved to be an albatross around our necks as well as a spur to learning.

2. If the basic coordinated studies program cross-cuts the broad disciplinary areas (e.g. science/social science), the integration must be built into the program design thematically, based to the extent possible, on the faculty expertise and interest represented. It won't just happen, and didn't in our case, even though we had the raw material of good interdisciplinary focii (biology/anthropology; medicine/environmental science/physical laws applied to the human body by a physicist). This means that skills acquisition must take place through modules or other modes of study that will provide students with the necessary tools for coping with a core integrated theme. Skills acquisition and thematic integration must be presented concurrently and in interaction; the payoff should come by the end of the year in terms of cumulative understanding, but the former must not be permitted to overwhelm the latter in terms of scheduling priorities. *

3. Although this to some extent contradicts #2 above, even if new faculty members remain to be assigned do not wait until fall to plan the program. Then it's too late to achieve a conceptual integration of materials. Ongoing fine-tuning is all one can hope to accomplish once the academic year is under way. We tried to do all our planning beginning September 15 because two faculty members were new (Henderson and Hasenstab).

4. * An alternative model suggested by one faculty member is that the skills acquisition precede the attempted thematic integration. If we had concentrated on developing and integrating each discipline (chemistry, algebra, etc.) alone for the first part of the year, we could have coordinated them in the spring. We wasted much time trying to do this from the beginning.

5. One thing we tried which worked really well was team teaching in seminars. Peta and Rainer ran joint seminars and a lecture series as a kind of mini-course within Life and Health. We did everything together; although we did not begin with an identity of views, there was a basic compatibility in world views that permitted a shared mutual growth and development. This was communicated to the students. Real team teaching (as opposed to simply sitting in on other's lectures, etc.) can be an exciting experience. Could the model be extended from two to four faculty? It is wasteful of faculty time in one sense; the question is whether the payoff warrants the investment.
Footnotes to the Program Description

1.) Comments on the General Schedule. This arrangement of time did not seem to be ideal. In general I think that we might well have done better to reverse the lecture seminar proportions during the Fall quarter. Or perhaps we should have dropped one lecture and substituted weekly or bi-weekly individual conferences. Due to the number and timing of trips, we had very few typical weeks and thus a general evaluation of their effectiveness is difficult.

2.) Lectures were a weak point with the program, perhaps the best lectures were given by Pete Taylor, Mark Papworth, and Murray Morgan (two). We did find outside lectures to be helpful in bringing in the viewpoint of Native Americans and in providing a general setting for some of our books and trips.

3.) Seminars were less than we had hoped for and experiences varied considerably with different seminar leaders. Some books which were generally good were the Lewis and Clark Journals, Sean's, Northwest Coast, and Morgan's, Skin Road. Pete and I had particularly good luck with Sometimes a Great Motion although Bill did not. Empire of the Columbia, Cascadia, and the Regional Atlas were all used primarily as references and were picked up on in an uneven way.

4.) A good trip. It introduced the fact that history can indeed be local. It also raised some significant questions about salmon and man's interference in natural systems.

5.) Fun trip lots of socializing and a good chance to learn about marine shore life. There was some good information about geologic, biological, and social change. Also great Victorian Architecture.

6.) Most difficult and most memorable of trips. Too much travel to make the last few days work well, in general we did get to Eastern Washington and this was a significant and for many students a new experience. Organization by van rather than as a whole group was necessary, but tended to cut down on togetherness etc.

7.) Good trip primarily arranged by a student, Meri Flinn, from Neah Bay the trip was seen as optional by a goodly number of students so our group was small. This did mean that it was more together and the trip was very good with a hike to the Ozette Site and talks and good presentations. A good chance for students to meet and talk with Native Americans their own age. Most we when learned a lot.

8.) This trip was student organized by Lisa Walter and included only about twelve students. The group made a presentation which was generally appreciated. Those who went seemed pleased with what they learned.

9.) This is an easy to arrange highly recommended trip!!!!!! We got the Meylerhauser line in plush surroundings. If you want to convince students of the power and wealth of a multi-nat onal this the way to do it. You may not like them, but you know what they are.

10.) Projects were an important subject of many meetings and project groups were formed. We tried to get people to throw out ideas and to get some idea of where they might focus their attention. We required a brief project description at the end of the quarter. These meetings were frequently slow and occasionally painful, but they produced results and people did do some thinking about what they were up to.
11) Journals varied greatly in quantity and quality, we probably didn't stress them enough or read them fast enough. They were abandoned winter quarter by most students.

12) Lectures were as noted organized by students and were in general quite good, if only vaguely related to one another. Students were particularly impressed with Peter Elbow's work-shop on longer papers and many commented on it in evaluations. Other talks of interest were Rob Skelly, Jack Miller and Ben Schirrin.

13) Project groups were initiated to give students peers in working on their projects. It was originally hoped that students would group themselves into their own combinations of projects. While this did not occur to a great extent, except in Peet's group where the salt marsh group formed a cohesive entity for two terms, the Project groups did provide a good place for people to air problems, exchange information, arrange travel pools etc. Even when they functioned poorly they provided some sense of connection and continuity with other students. I recommend a special responsibility to report and a general discussion format rather than a weekly report by all students.

14) These modules were all ok. The most basic problem with them was the obvious difference in the requirements. The two most demanding were the Land and American Thought Module and the Environmental Geoscience while the FNW and Cities and people modules were least demanding. We probably should have tried to make them more equal and to have required that each student be involved in a "science" and a "social science" module.

15) FNW History, this module was undertaken on student demand and with the understanding of students contribution and leadership. They did not do much and while the module worked for a few students, the only important group learning was accomplished on a good trip to Victoria. H. Smith leader.

6) Land and American Thought. A good difficult seminar with a tough book list. The emphasis was on close reading and critical writing. Most students learned a lot about both. This module was an extremely good one for developing an interaction between students whose interests were primarily scientific and students were primarily social science, history. This was the best teaching I did all year, lots of favorable student reaction. H. Smith leader.

7) Ecology module. In general a good thing with student's taking responsibility or particular papers. The biggest problem has to do with there not being enough general background material for students to relate particulars to a general framework. etc T. leader.

8) Environmental Geoscience An excellent module with good participation. Students were responsible for special presentations and had written paper due at the end. This module was mentioned favorably by a large number of students in evaluations. The box was extremely good and is recommended to others as a text. Pete and Bill leaders.

9) People and Cities This module provided a good general introduction and provided good field trip to Vancouver. The material was new to most students and was exciting to them. The major problem was a lack of enough specific descriptive matter for people work from. Light use labeling Metropolis in addition next time around.
20.) This worked well as an extension of the Environmental Geoscience Module. Students seemed to enjoy the subject matter.

21.) This workshop was a chance for a lot informal learning about plants. Students took advantage of Al Wiedemann's lectures and learned a considerable amount.

22.) The projects were an integral and important part of the program. They constituted approximately one-half of the student's work for the year and were the major innovative feature of the program. The basic idea of the program involved projects as a means for developing the ability of students to conceptualize and carry out the process of creating their own educations. The projects were seen as vehicles which would allow students to have time to go through the process of formulating a questions and following it until they had formed some kind of well reasoned and documented answer. In most cases this process worked and several students produced truly interesting and original pieces of work. In almost all cases student's learned a considerable amount about their own interests and capabilities and gathered a vast amount of information. There were few real failures in the project formulation and execution process and even in those cases most students learned a good deal. We started projects in fall quarter and many students were able to formulate then ideas which they carried out in some recognizable form six months later. We required a project proposal/idea from students at the end of fall quarter. In winter quarter we met student's weekly in project groups and held three individual meetings with students during the term. We required written project reports at the end of the quarter. These devices generally kept students in touch with the reality of our expectations and also gave them time to do necessary back ground reading, change their mind, locate relevant libraries and formulate their ideas more precisely. Spring quarter involved six weeks of research with weekly meetings with project sponsors and project group meetings. Students turned in preliminary drafts midway through the seventh week and turned in final drafts at the end of the ninth week. In addition they were expected to make a presentation of their project to the group as a whole. While it is difficult to make a blanket assessment of projects, it is our opinion that they were generally a worthwhile effort for students. We think that more effort and planning might be put into the grouping of projects possibly with a mode closer to that followed in Applied Environmental students being followed. Yet most students learned a lot and some students really became excited about creating the kind of through and complex work we wanted.
Conceptions of Self
An Advanced Co-Ordinated Study In the Humanities
Fall and Winter Quarter, 1974-1975

CHECK-LIST: PROGRAM ACTIVITIES

Title of Program or Group Contract: Conceptions of Self

(Please place check-marks along the low-to-high scales for all relevant items.)

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<th>Importance in Program Design</th>
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