

Time (h:m:s)	Speaker
0:01	David Barry
1:45	Dick Nichols (?) close to microphone
3:48	Unknown with comment on weather
4:26	Tim Dugan (sp) Director of Experimental College and one of the original TESC planning members Dave Barry introduces
5:04	Richard Johnson introduced by Robert Barringer Dave Barry continues
7:02	muttering with Dave Barry in background
7:30	Sunday Olympian Aarticle on TESC mentioned by Robert Barringer Dave Barry introduces Charles McCann to provide background for the discussions
10:01	Charles McCann - brief introductory remarks pertaining to public perceptions and the role of newspapers
0:16:22 to 0: 42:06	Charles McCann Review of Evergreen's character
0:42:07	Dave Barry - asks for questions
0:42:34	Unidentified - may be Tim Dugan(sp)
to 43:20	Charles McCann answer
0:43:28	Jim Hahn(?) otherwise unidentified question on contracts with faculty and collegiality with students
0:44:36	Break for 5 minutes announced by Barry
0:44:42	Dave Barry returns the meeting to order asks for advice on order of discussion
0:45:17	Robert (Bob) Barringer provides order of discussion items 3. Program 2. Student qualifications 1. Getting students with those qualifications, etc. (numerals indicate original order Barry had them in)
0:46:00	Unidentified - Barry may call him "Steven"
0:46:25	Unidentified - questions how academic programs will relate to the facilities?
0:47:11	Mervyn Cadwallader (Dean of Social Sciences)
0:47:30	David Barry continues with discussion sequeunce as outlined by Barringer
048:35	McCann - Understanding baby steps needed for bringing an entity to reality comment
0:49:00	Barry - refers to "Spaghetti chart" comment of McCann's and has McCann explain significance
0:49:41	McCann - faculty as preceptor comments
0:51:20	unidentified - possibly Joseph Shoben - Executive Vice President
0:51:58	Barry asks question
0:52:10	Unidentified (Shoben?) refers to comment by "Tim" from earlier
0:53:07	McCann - comment on relationships
0:53:47	unidentified but not the same as potentially Shoben above
0:54:20	McCann
0:54:30	Barringer - seminar leader as preceptor
0:54:50	Barry - question
0:55:20	Donald Humphrey (Dean of Natural Sciences) - speaks of working with 55 students - bringing up faculty/student ratio
0:56:28	Charles Teske (Dean of Arts and Humanities) - against class sizes of 30-60 persons - suggests public performances, etc.
0:58:24	Humphrey - time taken for opening sessions to acclimate students
0:58:56	McCann - comment on "the elite"
0:59:21	Multiple voice reaction
0:59:23	Unidentified - not one of previously unidentified?
0:59:40	Barringer ?
0:59:50	Possibly Humphrey
1:00:10	Cadwallader - picking wrong preceptor
1:02:02	Unidentified - question of Cadwallader - Cadwallader continues his point
1:03:42	McCann - orientation and matching students with academic problems
1:03:53	unidentified - point about matching students to faculty preceptors
1:04:05	unidentified - possibly Barry
1:05:08	unidentified - point about broadening new student's view of the institution
1:05:55	Barry - question about above comment
1:05:56	unidentified from 1:05:08 continues explanation of possibly expanding orientation for students to explore more
1:06:59	Teske - sub-contractors involved in academic contracts
1:07:14	Humphrey - speaks of "auto-tutorials to bring students up to speed in subject areas (germ of Self Paced Learning Units)
1:09:25	unidentified - questions Humphrey, Humphrey continues explanation involving work load of faculty
1:09:56	Teske - speaks to three prong use of student time
1:11:14	unidentified - questions Teske on his assumptions - Teske continues explanation
1:11:40	Humphrey - statement formats that studnets might use to demonstrate their learning, i.e., public performance, etc.
1:12:45	unidentified (not previously heard from?) - challenge statement to Humphrey's remark about faculty teaching time Humphrey continues explanation
1:13:24	unidentified - probably same as person at 1:09:25 and 1:11:14 - & Cadwallader have dialog
1:14:02	Barringer comments

1:14:30 unidentified (couldn't tell if this is first time in conversation) speaks to barriers to learning and the solving of these.  
1:14:58 Barry - teaching role vs preceptorial student load  
1:18:10 Cadwallader - questions Barry - Barry continues explanation  
1:19:00 Barringer "should be 36" as correction to Barry's calculation about faculty/student ratio  
1:19:07 unidentified (couldn't tell if this was first time in discussion) questions Barry's ratio of teaching to preceptor time  
Barry continues explanation in answer to the question  
1:19:32 Barringer & unidentified dialog  
1:19:55 Barry continues - speaks to a student's "homebase"  
1:20:20 unidentified from 1:19:32 comments on Barry's thesis  
1:20:46 Cadwallader - splitting groups up and seminaring with groups of 36 comments  
1:21:40 Barringer/Cadwallader dialog on leading seminars  
1:22:21 Barringer  
1:22:39 dialog between unidentified/Cadwallader/Barringer and McCann  
1:23:10 Barry - on subject of time periods for instruction and mentoring/advising (preceptor)  
1:23:43 to 1:25:22 Cadwallader/Barry dialog on the above  
1:25:23 McCann - speaks of the futility of battling over the question at this time - continues - mentions comments by "Dennis"  
1:26:36 Cadwallader: "What are the dangers" - student and faculty relationships  
1:27:46 unidentified (not the same as next speaker - on dangers of faculty/student relationships  
1:28:20 unidentified / interrupted by Cadwallader's continued explanation - continues afterward  
1:29:05 unidentified/ Cadwallader discipleship dialog (student disciple of faculty)  
1:29:27 Barry - concern for student safety  
1:30:00 McCann - innovation not happening in traditional situations because of fear  
1:30:29 unidentified - comment on Preceptor/student question  
1:30:52 end of recording but not the discussion