Fellow Pioneers, Hi!

Picking up from President McCann's letter, we want to let you know right away of our starting-up plans for Space, Time and Form. Even without the buildings, we will be able to launch the program without any serious loss. This crisis, after all, is just another exercise in space, and time and form! True, it may take a little extra flexibility and ingenuity and cooperation from all of us, but that is part of what Evergreen is all about. So......... here is the plan.

Register by mail as per McCann's letter and get the paperwork back to us as soon as possible. You can then do the first assignments at home during the first two weeks, Sept. 27 to Oct. 10, as follows:
1. Read any one of the suggested summer readings* with care so that we can bring these ideas into our later discussions.
2. Respond to the enclosed "Parable" and essay assignment and mail this to us so that we can receive it by Thursday, Oct. 7. We will read these carefully and use them in our discussions of the following week.
3. Read Portrait of Socrates (at least twice) as the book for our first discussion seminar of the following week. The book is available at the College Bookstore. If you want one mailed to you, write to the Bookstore and enclose $1.75 (which includes 25¢ for packaging and mailing).

During the week of Oct. 11-16 we will proceed with the Space, Time, Form Camp-In as originally planned. We have rented the elegant facilities of the Longview Y-Camp at Spirit Lake, complete with cook and food service, lodge, bunkhouses, boats, etc. You need to bring along a sleeping bag, towel, warm clothes, raingsar (just in case), and other personal effects. The cost for the entire week—including food and transportation—will be $24.50, due in my hand on the day of departure. (The fact that you will not have to pay for room and board at the College these first weeks will help considerably on this). We will leave from the College (the temporary building area) at 12:30 P.M. on Monday, Oct. 11 and return there about 5:00 P.M. on Saturday, Oct. 16. If some of you wish to drive and take passengers on your own responsibility, it may be possible to reduce the transportation costs slightly and give everyone a small rebate. Indicate this on the enclosed card, if interested. At the Camp-In, in addition to Community Building efforts and general socializing, we want to begin our shop activities in the out-of-doors. You should therefore bring cameras, art materials, star charts, pocket compasses, binoculars, or any...
other project-type things you may wish to work with.

During the week of October 19-21 we will hold our seminars and other activities here in Olympia—in faculty homes and the out-of-doors. The big problem here will be emergency housing for approximately half of our group who live beyond commuting range. We will have to rely on the cooperative efforts of those of us who live close enough to Olympia to offer temporary shelter and food to those who don't. The enclosed postcard should be filled out and returned to me as soon as possible so that we can see the dimensions of this problem.

Our plan will include a long weekend from Oct. 22-26 to allow those of you who will be occupying campus housing to go home and move your belongings. Unless absolutely necessary due to distance, do not bring all your gear on Oct. 11 as there will be virtually no storage space available on campus.

In the week of Oct. 25-30 we will begin to operate our program in the regular facilities of the Library building, along with various campus orientation activities, get-togethers, etc. At that time, for those of you who feel urgent about it, there will be some limited opportunity to negotiate a change in program. We hope, of course, that you will be so happy in our program by that time that you wouldn't even consider a change.

If you have any questions about all of this, please call the program secretary Cheryl Anderson, at 753-3960. If she can't answer your query, she will be able to track me down. Meanwhile....Peace, best wishes, and we'll see you on the 11th.

Sincerely,

Byron L. Youtz
S.T.F. Program Coordinator.

BLY:cma

*Summer readings:  Lincoln Barnett:  The Universe & Dr. Einstein
                   Calvin Tompkins:  The Bride and the Bachelors
                   Edward T. Hall:  The Silent Language
A Parable

For a group of people who hope to rediscover community in the educational process, the news that the contractors cannot deliver the buildings to us until October 25th comes as a great blow. Throughout the history of man's attempts to build and sustain community, none have been successful that were not at least blessed with geographically contiguous territory which allowed the members to interact intensely and continuously. In the absence of such a blessing, we could well find our selves living out the following parable written by Phillip Slater. Slater tells us that:

Once upon a time there was a man who sought escape from the prattle of his neighbors and went to live alone in a hut he had found in the forest. At first he was content, but a bitter winter led him to cut down the trees around his hut for firewood. The next summer he was hot and uncomfortable because his hut had no shade, and he complained bitterly of the harshness of the elements.

He made a little garden and kept some chickens, but rabbits were attracted by the food in the garden and ate much of it. The man went into the forest and trapped a fox, which he tamed and taught to catch rabbits. But the fox ate up the man's chickens as well. The man shot the fox and cursed the perfidy of the creatures of the wild.

The man always threw his refuse on the floor of his hut and soon it swarmed with vermin. He then built an ingenious system of hooks and pulleys so that everything in the hut could be suspended from the ceiling. But the strain was too much for the flimsy hut and it soon collapsed. The man grumbled about the inferior construction of the hut and built himself a new one.

One day he boasted to a relative in his old village about the peaceful beauty and plentiful game surrounding his forest home. The relative was impressed and reported back to his neighbors, who began to use the area for picnics and hunting excursions. The man was upset by this and cursed the intrusiveness of mankind. He began posting signs, setting traps, and shooting at those who came near his dwelling. In revenge groups of boys would come at night from time to time to frighten him and steal things. The man took to sleeping every night in a chair by the window with a loaded shotgun across his knees. One night he
turned in his sleep and shot off his foot. The villagers were chastened and saddened by his misfortune and thereafter stayed away from his part of the forest. The man became lonely and cursed the unfriendliness and indifference of his former neighbors. And in all this the man saw no agency except what lay outside himself, for which reason, and because of his ingenuity, the villagers called him the American.

In this first week we could well blame all of our fears and discontents with the program on an outside agent--the contractors--and thus become (in the sense in which Slater uses the term) Americans.

We can, however, turn this train of events to positive advantage by ignoring the irritants of external agents, and, turning inward, use of our fears and discontents in a creative act to articulate the goals of the program. Thus what we will all do, both "students" and "faculty", is devote the first ten days following registration to developing an essay about our goals as participants in the program, clarifying the talents we bring to the program as teachers in a learning community, and articulating for others the talents we hope to utilize as students in a learning community. In short, what we can create is a mutual exchange of our positions in the development of those reciprocal obligations and responsibilities which must emerge if the Evergreen experience is to point the way toward the emergence of community in the American educational system.

If we fail in this creative response to the fragmentation (however temporary) imposed on us by building schedules, we will only fall back into the old mold where everyone is satisfied with the college experience--because they see no agency except what lies outside themselves, and for that reason, as well as because of our ingenuity, we can only be called an American student-body and faculty.
Introduction:

This year in Space, Time & Form has been one of alternate highs and lows, successes and failures, ups and downs sometimes at such a rate that we feared we were becoming manic-depressives. It was a year of constant evaluation and re-evaluation, invention and trimming of goals. There was a constant tug between those among the students who placed highest priority on developing “community” and those who wanted depth in subject matter. Among our students there was tremendous diversity: naive young freshmen to sophisticated upperclassmen, strong art backgrounds to strong science backgrounds to almost no backgrounds at all, ages 17 to 37, draft dodgers to superstars. But it was this very diversity which our program was designed to attract and the real challenge to our program as a multidisciplinary model was to see whether or not we could respond to this diversity. In the opinion of some, our was the most radical and interesting experiment because it attempted to span the widest cultural gaps: from doing and understanding real art to doing and understanding real science, with the binding and interpreting agent of the humanities and social sciences to help us bridge and connect. How did we do?

Unfortunately, only God knows he ain’t tellin’. The final results will only be determined by the passage of time and the memories of the students. The immediate responses from the students is extremely varied. A fair fraction, generally those who really threw themselves into the work, have expressed great satisfaction as they look back over the year with the range of ideas and concepts and opportunities made available to them. Most have expressed the same that the program was very different than what they expected when they enrolled. Some are pleased by that, others very disappointed. For most, it was more intellectual than they had expected, for many it was too much of a survey, too broad and general without enough depth into any one thing. For many, when we got into depth they found it convenient to drop out; but on some occasions they stuck better than we had expected. The only realistic judge of success or failure will be whether or not, over the passage of time, the students will be a little more tolerant, a little more interested in the affairs of art and science across the cultural gap.

A general word about overall program organization and educational philosophy may be in order. During first quarter we finally evolved a three-part curriculum consisting of books and the book seminars, group or individual projects, and a variety of special interest seminars and workshops. (The latter option arose as a result of desperation in the middle of the first quarter when we were unable to get the students started on self-initiated projects after an opening series of group projects initiated by us.) Our general pedagogical stance was that, within this framework, we wanted students to take more and more charge of their own education as they were able to see their way into special areas of interest. The one continuing obligation, as they found such areas, was that they must relate the individual work back to the concepts of the program and must find a way to make the results of the work available to the members of the program. Throughout the year we continued to sound this note, proceeding patiently or forcefully as necessary until, finally, at the end of the year, we felt that we achieved a fair measure of success with most (not all) of the students. One of the more forceful precepts (invented in a moment of despair at the end of second quarter) was to required students to sign into one of three possible “focus groups” (art, science, social science) or to write an independent sub-contract with one of the program faculty, in order to provide more structure and more support for this independent work. It was this last, desperate precept that got some results, but could it have happened without the prior two quarters
of slogging around? It seems somewhat unlikely, although some of the students in their final evaluations of the program urged that we should have provided more structure longer at the beginning and removed the structure more gradually so that they could not have felt so lost for so long. How can one get any date on a question of this kind? Do different people need to be treated differently? Probably yes, because the mortality rate out of our program was really quite high during second quarter and morale fell to a terribly low ebb.

Second quarter was, in fact, a very strange experience for us. It was during this period that we provided by far the richest and most diversified set of opportunities to the students. Too rich a diet, I now believe. It was during this quarter that we brought to the college a number of talented visitors: Lloyd Reynolds the Calligrapher and Art Historian, Jerry Stoten the Dancer, two Kinetic Sculptors, a Philosopher of Science, two Northwest Indian woodcarvers, all to augment the program and provide additional stimuli for project work. The only activity which persisted was a workshop in Calligraphy, and that was attended primarily by the science-oriented students! This very diversity seems to have fragmented the program and confused the students. The program finally came back together when we undertook some intensive study efforts in special relativity and in time and its relations to other human activities.

This second quarter phenomenon may have been part of a large Evergreen problem coincident with the end of February, for it seemed that all the programs were going through a similar crisis. Could it have been the long, slow, dragging, sorry winter? At any rate, this was the time when the call came for a March All-Campus Evaluation and everyone (nearly?) seems to have been in trouble. Results in our program became so low that there was talk of mass exodus from either the college or the program. It was at this point of desperate evaluation that we hit upon the "focus group" solution which worked really quite successfully and allowed almost everyone in the program to end the year on a strong upswing. (For completeness, I should add that 11 people out of 75 received reduced credit for the year due to inaction during either the third quarter or both second and third quarters). I should also add that at the beginning of third quarter, ten new people were admitted to our program, more or less against our better judgment, and that it was the best thing that could have happened to us. These ten were really spark plugs and really kindled a lot of the other kids into action.

In final evaluation, many of the students again commented that the "focus group" solution had fragmented the program and destroyed the sense of community which we had developed during first quarter. However, many also admitted that the focus groups really provided a necessary structure for going into depth in project work and may have been the cause for the much better feeling of accomplishment at the end of the third quarter. Is there any adequate solution to the constant struggle between building "community" and providing adequate support for specialized activity between groups of like-minded students? We have not found it.

One further important realization is that we never really recovered from the loss of Don Keef. Don was a strong contrast in personality and methodology to the rest of us in the program faculty and we lost his constant flow of ideas and criticisms and challenges at a time when we could ill afford it. We felt, probably correctly, that we could not find an adequate replacement in this quarter and we hoped that our flow of visitors in second quarter would provide some of the flow of ideas and stimulation which Don might have given us. It didn't. People were only confused and we were overburdened in arranging and entertaining. The visitors appear to have been much more stimulating to the faculty than to the students.

But enough of generalizations! How to the questions.
I. About ourselves.

We had simply marvelous faculty seminars on the whole, and found them terribly necessary as each of us was outside of his own field so much of the time. We kept these entirely separate from the program business sessions, turning away from the book occasionally only to discuss points of pedagogy relative to the material under discussion. We did not videotape any of these faculty seminars although during second quarter, we did have a limited and selected number of students participate and the faculty seminars impinged, if anything. These students, by the way, were going to be leading one ten-person seminar each during that same week as they were in the seminars for the same reason we were. Early in the year, we had a few special faculty seminars in which we were really focusing on the seminar process in order to improve our methods. From time to time during the year specific points or problems would come up for discussion, often matters of relating materials together.

We were not successful in teaching writing to the extent that we should have done. We had several assignments during the year connected with or arising from the books, but the major writing came at the end of each quarter when the students really took the evaluation process seriously, both the program and the people evaluations, and the problem there was that we were unable to give them adequate feedback at such a busy time on their writing techniques. For those interested in creative writing, either essays or poetry, we had have a fairly successful though small writing workshop series conducted by the Learning Resources Group at our request and on our turf. We did the same with those who wanted to improve their reading capabilities.

A number of our students and at least one of our faculty team felt that we did not "require" enough, that is that we did not press hard enough continuously enough. This may be the case, but one of our major priorities was to force the students to become self-motivated rather than requirement oriented. Our major requirement, then, was completion and presentation of an adequate portfolio, especially at the end of the year, containing all of the student's work (or at least references to it). In addition, we had certain writing assignments due at certain points in time, and we attempted (somewhat unsuccessfully at times) to develop group pressure within the seminars to force the non-readers to read the books and materials for discussion.

Evaluation and counseling were done largely through one-to-one conferences with students within our seminar or focus groups. Some of this occurred during each quarter, although the bulk of it occurred at the end of each quarter. At quarter breaks, each faculty member wrote an evaluation of each of his student's work, based upon personal contact and also the portfolio materials; each student wrote a self-evaluation of that quarter's work, and these were then exchanged and discussed in an individual half to full hour conference with each student. Enormously time-consuming, highly rewarding for both parties. Similarly, the faculty team met at the end of each quarter and exchanged verbal and/or written evaluations of one another's work, with the emphasis on positive suggestions for improvement of performance.

Relationships with students was quite different for different faculty members. This variety was probably good for the students to have to adjust to as they landed with different faculty members each quarter (as rotated around through the seminar groups). While our images did not change appreciably during the year, each of us found his own identity relative to this kind of teaching more clearly and each of us became more confident and more able to handle the variety of demands placed upon us.

As mentioned earlier, the book list and program materials seemed in retrospect to the students as coherent and cohesive as it did to us in advance. Especially
the stronger and harder working students mentioned this sense of coherence in their final program evaluations without being cued onto this point. The whole system also seemed to be self-correcting more or less continuously, at least from the faculty point of view. Some of the more disenchanted students would definitely disagree because we did not deviate in any major ways from the Coordinated Studies paradigm.

Among our failures, let us especially mention again: an insufficient amount of required writing; not enough all-group projects, field trips, parties, etc., to further the "community" sense; a fairly abortive effort to get a student group to plan the fine-tuning of the third quarter curricular materials (while they did select the five books we used in third quarter seminars, they did little else in the way of planning and did not get the rest of the students behind them); the effort to have students lead book seminars on alternate weeks during second quarter (giving them a chance to participate in the faculty seminar was the best part of this, but the follow-through in the student seminar was weak, as usual); insufficient follow-through on our part in most cases on the visitor's stimulation of student interest before going on to the next stimulating event.

Our book lists, on the whole, were tough and stretched most of the students quite a ways. At first there was quite a lot of resentment about this but finally many of the students began to realize the educative effect of being stretched this way. As interconnections between books and ideas began to appear, the reading became somewhat easier and more rewarding.

Seminar discussion definitely improved during the course of the year and by third quarter was generally very good, even fun for the seminar leader. The level of engagement with ideas was much improved and the number of people able and willing to take part in the discussion was greatly enlarged. Even by the end of the year, a few were still largely unable to open their peeps.

Most students commented most favorably on the closeness of the relation between their academic work and their daily lives. Some were even offended that we should try to make such a distinction. The most enthusiastic claimed that this was the first time in their lives that this close identification had been made.

Many fewer students found relations between our program work and any career plans. Most didn't even want to discuss career plans, but want to get an "education" instead.

Our program was difficult for part-time students. The ones who were successful performed almost as if they were full-time students; the ones who came only on a 1/3 time basis soon dropped out almost entirely. Statistics on this are terrible as we had no few part-time students to begin with, but we have felt that we have not satisfactorily solved this problem.

Attached is the reading list for Spring, Time, Form for the year. Also included are the list of workshops and special interest seminars held during the year.

Finally, I should like to comment that the faculty, at least, learned a lot.

B. L. Youtz (mostly)
Coordinator
The core seminar readings were:

**FALL**
- Plato: Portrait of Socrates
- Hall: Hidden Dimension
- Polanyi: The Tacit Dimension
- Piaget: Child's Conception of the World
- Klee: Pedagogical Sketchbook
- Koestler: The Watershed
- Abbott: Flatland
- Lukesch: Visual Illusions
- Gregory: Eye and Brain

**WINTER**
- McLuhan: Through the Vanishing Point
- Andrade: Six Years Newton
- Brett: Kinetic Art
- Whorf: Language, Thought and Reality
- Taine: The First Adrenalin
- Williams: Relativity: Principle and Consequences

Three-week intensive study on some aspect of time: biological, cosmological, sociological, time in art or literature or music.

**SPRING**
- Koestler: The Act of Creation
- Gardner: Art, History, Universe
- Shawn: The Shape of Content
- Liu: The Tao of Science
- Carpenter: They Learn that They Think

Three-week intensive study on some S.T.F. subject of student's choice, to be completed and part of portfolio at end of quarter.

Workshops and special interest seminars available during the three quarters:

- Drawing, Analog computer, Digital computer, Existentialism, Geometry, Astrophysics
- Multi-media production, Calligraphy, Dance, Kinetic sculpture, Graphic Arts
- Creative Writing, Photography, Photo-silkscreen, Special Relativity, Introductory Quantum Mechanics, Elementary Thermodynamics, Social Science Seminar, Northwest Indian woodcarving.

During the first and second quarters, students were invited to participate in those as they wished. During the final quarter they were required to sign into either an Art, Science, or Social Science "focus group" or to write a sub-contract for a project of their own invention in order to insure that each student should go into at least one thing in some depth. A number of exhibits and "showing" were held during the year to display student work produced in the program.
INITIAL WEEKLY SCHEDULE
Space, Time, Form

Monday: 9:30-11:30 A.M. Faculty Seminar
11:30-1:00 P.M. Business Lunch
1:00-3:00 P.M. Student seminar groups A, B, C.
3:30-5:30 P.M. " " " " D, E.
7:00-9:00 P.M. " " " " A',B'.

Tuesday: 9:30-11:30 A.M. Student seminar groups C',D', E'.
11:30-1:00 P.M. Shop-planning Lunch.
1:00-3:00 P.M. Program Assembly, Lecture Hall #1.

Wednesday: All day. Shop projects--------Anderson, Heard, White available.
         Mini-courses
         One-to-one conferences
         Special lectures, etc.

Thursday: 10:00-12:00 N. Student seminar groups A & A', B & B', C & C'.
         2:00-4:00 P.M. " " " " D & D', E & E'.

Friday: All day. Shop projects --------Crowe, Youtz available.
         Mini-courses
         One-to-one conferences
         Field trips, etc.

INITIAL SEMINAR ASSIGNMENTS

A & A' - Crowe
B & B' - Youtz
C & C' - Heard
D & D' - White
E & E' - Anderson
**First Quarter Program**

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<td>Crowe &amp; Panel</td>
<td>Bio/Astro study</td>
<td>Observing nature</td>
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<td>Hall</td>
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<td>The Reality of Karl</td>
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<td>Appel (films)</td>
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<td>Slide show of</td>
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<td>Children's art.</td>
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<td>11/8-12</td>
<td>Klee</td>
<td>Rashomon (film)</td>
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<td>Computer Graphics</td>
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<td>12/20-----</td>
<td>Christmas Break</td>
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Kinetic Effects - What methods do we have for representing and depicting movement in space and time?
Kinetic art
Kinematics, calculus
Modern Dance

Time - What is the nature of time? Does it have a natural "direction"?
What are its biological, evolutionary, cosmological consequences?
Biological clocks
Entropy
Cinema
Animation
Time-lapse photography
Music, rhythm

Simultaneous events - How does one define and represent simultaneous events? How does this effect our world view?
Einsenstein
Einstein
E.S.R.
McLuhanism
Cubism

Distortions - How are spacial and temporal distortions used in contemporary arts and sciences? What examples do we have in our social experiences?
Surrealism
Four-dimensional world view
Dreams
Drugs

Form and Function - What can we learn from naturally occuring forms?
What are the implications and applications of our space-time knowledge to environmental design?
On Growth & Form, The Anatomy of Nature
Symmetry and Non-symmetry
Mathematical forms
Buckminster Fuller, Solari, etc.
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<tr>
<th>Week of</th>
<th>Description/Book/Etc.</th>
<th>Special Events</th>
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</thead>
<tbody>
<tr>
<td>1/3 - 1/7</td>
<td>Special Week</td>
<td>See first Week Schedule</td>
</tr>
<tr>
<td>1/10 - 1/14</td>
<td><em>McLuhan—Through the Vanishing Point</em></td>
<td>Lecture—Space &amp; Perspective</td>
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<td>Film—Fellini's &quot;81/2&quot;.</td>
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<tr>
<td>1/17 - 1/21</td>
<td><em>Andrade—Sir Isaac Newton</em></td>
<td>Film—Stonehenge</td>
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<td>Workshop—Indian Woodcarving</td>
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<tr>
<td>1/24 - 1/28</td>
<td><em>Brett—Kinetic Art</em></td>
<td>Portland Kinetic Artist</td>
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<tr>
<td>1/31 - 2/4</td>
<td>Projects Week on Kinetic Events (Individual and small group)*</td>
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<td></td>
<td></td>
<td>Kinetic Arts Workshop</td>
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<td></td>
<td></td>
<td>Dance Workshop</td>
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<tr>
<td>2.7 - 2/11</td>
<td><em>Whorf—Language, Thought, &amp; Reality</em></td>
<td>Film—Pas de Deux</td>
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<tr>
<td>2/14 - 2/25</td>
<td><em>Williams—Relativity Theory</em> (2 weeks)</td>
<td>Lecture—Mayan Calander</td>
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<td></td>
<td><em>Taine—The Time Stream (Science Fiction)</em> Film—The Ultimate Speed</td>
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<td>optional: <em>Gamow—Mr. Tompkins</em></td>
<td>Jose Arguelles</td>
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<td><em>Bondi—Relativity &amp; Common Sense</em></td>
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<td><em>Sciama—General Relativity</em></td>
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<td><em>French—Special Relativity</em></td>
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<td><em>Manning—The Fourth Dimension Simply Explained.</em></td>
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<tr>
<td>2/28 - 3/10</td>
<td>Explorations on Time through special research, workshops, projects, seminars.</td>
<td>Film—Time Is Making.</td>
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<td>(Order books week of Jan. 24 through small group interest seminars).</td>
<td>Lecture—Time in Film Making. Music workshop</td>
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<tr>
<td>3/13 - 3/17</td>
<td>Complete Time Studies, final Time Festival for presentation of work to full program.</td>
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# SPACE, TIME & FORM

second quarter

First Week Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Monday</td>
<td>11:00–12:30</td>
<td>Program Assembly</td>
</tr>
<tr>
<td>1/3/72</td>
<td>1:30–5:30</td>
<td>5 Evaluation Conferences, shop clean-up, exhibit space construction, Bldg. 211 construction.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>9:30–12:00</td>
<td>Community-building Community service day and All-program library work day followed by Chopino party. Bring instruments, records, beverages.</td>
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<tr>
<td>1/4/72</td>
<td>1:30–4:00</td>
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<tr>
<td>Wednesday</td>
<td>8:30–12:30</td>
<td>5 Evaluation conferences, exhibit space, Bldg. 211 construction, Library work.</td>
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<tr>
<td>1/5/72</td>
<td>1:30–4:00</td>
<td>Panel discussion on S.T.F. Concepts Lecture Hall #3 followed by groups of 20 seminar sessions.</td>
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<tr>
<td>Thursday</td>
<td>8:30–12:30</td>
<td>5 Evaluation conferences, exhibit space, Bldg. 211 construction, Library work.</td>
</tr>
<tr>
<td>1/6/72</td>
<td>1:30–5:30</td>
<td>Same as morning schedule.</td>
</tr>
<tr>
<td>Friday</td>
<td>10:00–12:00</td>
<td>Slide-tape show, Art/Science dialogue.</td>
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<tr>
<td>1/7/72</td>
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Afternoon free.
SPACE, TIME, FORM

Typical Weekly Schedule

Monday 9:00 - 10:30 Business Session.
10:30 - 12:30 Program Assembly Lecture Hall #3
2:00 - 4:00 Faculty Seminar
7:00 - 9:00 Two Seminar groups of 10 BC, SW

Tuesday 10 - 12 Three seminar groups of 10 BC, LA, BY
1:30 - 3:30 Three seminar groups of 10 SW, LA, BY

Wednesday Shop projects, workshops, special interest groups

Thursday 9:30= 12 Program Assembly Lecture Hall #3
1:30 - 3:30 Four Seminar groups of 20

Friday Shop projects, workshops, special interest groups

*NOTE: This schedule will be varied from time to time to best suit the subject matter under study.*
SPACE, TIME AND FORM END OF QUARTER

DATES AND DEADLINES.

May 15, 16, 18 "The Tao of Science" Seminars  
(May 17 Extra seminar on "The Watershed").

May 22, 23, 25 "They Became What They Beheld." Seminars

FOCUS GROUP MEETINGS CONTINUE ON SCHEDULE—  
COMPLETE AND PERFECT TERM PROJECTS.

May 29 HOLIDAY:

May 31- 9 a.m.  PORTFOLIOS COMPLETED AND READY FOR FACULTY REVIEW.

May 31-June 2.  Write Evaluations — Program Review  
(Due June 2 by 5 p.m.)  Faculty Evaluation  
Self evaluation for Registrar

PREPARE DISPLAYS FOR FINAL FESTIVAL.

June 5-9  CAMPUS-WIDE FINAL FESTIVAL.  EVALUATION INTERVIEWS WITH  
FACULTY.

June 10-?  HAPPY SUMMER.