catalog supplement
1972-73

the evergreen state college
Coordinated Studies Programs
Opportunities for Individual Learning Contracts
On-campus Housing Rental Rates
Program Assignment Questionnaire
your first, second, and third choices. We want to know how strongly you feel about these choices, and we want you to try and explain why you want the programs that you do.

If you are going to be a junior or senior transfer and you do want an independent contract, we still want you to select three Coordinated Studies programs that you would be satisfied with if we just cannot find a faculty sponsor for your project this fall. We also want you to describe your project in detail.

Will you be able to switch to another program once you get to Evergreen in the fall? Yes, if there is room in the program you want to change to.

Will the programs all be good? They really will be, and even better than this year. That's a serious promise.

Once we assign you to your fall program, your faculty team will contact you with suggestions for summer activities. You will already be a part of Evergreen.
While the 1972-1973 programs will be different (and better) than the 1971-1972 programs, they will cover the same fields, disciplines, and problems. Here is a guide to help you find the new programs that resemble the old. In the left-hand column are the 1971 programs. If you were attracted by one or more of the first-year programs described in the Evergreen Bulletin, then study the equivalents in the right-hand column.

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<td>Causality, Freedom, and Chance</td>
<td>Natural and Social Science:</td>
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<td>A Modular Approach</td>
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<td>Life on Earth</td>
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<td>American Studies</td>
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<td>Human Development</td>
<td>Roles in Society</td>
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<td>Human Development II</td>
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<td>Learning about Learning</td>
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<td>Individual in America</td>
<td>American Studies</td>
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<td>Western Civilization</td>
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<td>Mind and Body</td>
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<td>American Studies</td>
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<td>Politics, Values, Change</td>
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<td>Life on Earth</td>
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<td>Natural and Social Science</td>
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Now read the descriptions of our new programs and then fill out the program preference questionnaire.

COORDINATED STUDIES FOR 1972-1973

Remember, Coordinated Studies requires you to read good books, carefully, to do a lot of writing, and to learn to seminar about the books and your writing. Perhaps you should reread the essay on Coordinated Studies in your Bulletin.

One word of explanation -- normally, any advanced student may take a Basic Program. Advanced Programs do have prerequisites. These will be mentioned in the descriptions of the programs. If you think you are ready for the Advanced Program, and if you satisfy the program's prerequisites, then by all means put it down on the preference questionnaire.

We will offer eight Basic Programs:

Natural and Social Science: A Modular Approach
American Studies
Western Civilization: The Struggle for Freedom I
Human Ecology
Mind and Body

Roles in Society
Learning about Learning
Japan and the West

And four Advanced Programs:

Human Development II
Politics, Values, Change
Image and Idea
Life on Earth: Past and Present

You will find the descriptions of the Coordinated Studies programs on the following pages.
GOALS

The study of any system or topic must bring to bear all of those traditional disciplines which are necessary to understand it. Modular science is an approach to the learning of science based on the belief that complex systems can be examined in depth from a multidisciplinary viewpoint and without the prerequisites of introductory courses. As a corollary, modular science is also committed to an examination of the vital relationship between science and society.

Each module will deal with the theoretical and practical aspects of the subject, as well as the social and historical implications. Development of technical skills, research techniques and concept understanding will be emphasized in the modules. Technical writing will be required. Students, upon completion of the module, will be conversant with current research publications in the module subject. They will have attained an upperclass level of sophistication for that subject by traditional standards.

ORGANIZATION

Modular science will consist of a sequence of short, intensive subjects each lasting about five weeks. The necessary background in each supportive discipline, e.g., biology, chemistry, mathematics, physics, economics, political science, psychology, and sociology-anthropology will be introduced as needed, using--where possible--self-paced units. Practical and technique expertise will be developed through research-oriented projects.

All modules will share a core seminar experience. Social, historical and philosophical issues within and between the natural and social sciences will constitute the basic subject matter of this component. Breadth and perspective
will be our goal here. Moreover, students and faculty will subscribe to SCIENCE
magazine, or some similar journal which explores current issues in the social
and natural sciences. Discussions will be led by both faculty and students
and will focus on current relevance.

Modules will be spaced so that they terminate synchronously with the quarters.
Some will be repeated within a year. A module will typically contain one to two
faculty and 18 to 36 students.

PROPOSED MODULES

The modules generally fall into two broad categories. One category empha-
sizes the particular topics or expertise to be developed. The other type of
module deals rather specifically with a particular system or problem. The
following list of modules is tentative but represents current projections. The
final offerings will depend on student interests and faculty staffing.

Topical Modules: data, information and computers; modeling and
simulation of dynamic systems; public administration and decision
making; oceanography; economics and public policy; marine biology;
the law and consumer protection; comparative pathology.

System Modules: photosynthesis; ABM, MIRV; entropy; waves and
particles; DNA; population; energy resources; polluted systems.

If you have any questions, write or telephone

Professor Fred Tabbutt  Office #2108  Telephone (206) 753-3975
Professor Byron Youtz  Office #1402  Telephone (206) 753-3965
The program will emphasize a concept approach to the relationship of history, art, music, literature, philosophy, and science in the development of modern America. American Studies will be divided into four divisions, each to run in chronological fashion from the founding of the Republic to the present. Each segment will be complete in itself, although study areas will overlap as the economic, social, political, and intellectual components of each division are examined.

Umbrella themes for each division will be: Racism, Identity, Urbanization, Alienation.

We will read widely into the novels, poetry, prose, history, philosophy, drama, and journalism of the United States. Films and music will be an integral part of the program experience. Questions we will address ourselves to will be searching inquiries into the nature of our society. Is it possible to identify who we are in our own time? What are the historic, and present, attitudes to be discovered under each umbrella topic? How racist, alienated, impacted, urbanized, and uncertain of our identity as a people are we? A lot? A little? All of the above? Let's find out...

The first year program will couple racism with identity. The second year will link urbanization with alienation. Since the library has acquired the University microfilms, AMERICAN CULTURE SERIES I and II (1492-1900) and the AMERICAN PERIODICALS SERIES, 1789-1900, students will have access to microforms of little-known, or hitherto unavailable, materials aside from text materials, films, and other sources. Reading and writing will be closely supervised;
students will be expected to carry on long-term study, or research projects, in addition to the seminar, lecture, film, and events series of the program.

If you have any questions, write or telephone
Professor Dave Hitchens Office #2218 Telephone (206) 753-3951
This will be a program for students who want to read some of the great books of the past, along with contemporary literature. It will be a program dedicated to careful reading, good writing, and thoughtful conversation. If the life of the intellect excites you, if you love books, if you want to work hard on your writing then join us.

The program will take up the old and ever new problems of freedom and responsibility, peace and war, courage and cowardice, good and evil, individual and community. We will compare democratic Athens and America, and creative Athens and America. We will ask what manner of men and women were the Greeks, and who are we? What should we be and do? Why is this country called America? What should our rules in America be?

The best part of the program will be the books. Here are a few examples:

Homer, The Odyssey; and Nikos Kazantzakis, Zorba the Greek; Sophocles, The Tragedies; and André Gide, Two Legends; Plutarch, The Lives of the Noble Greeks; and Lytton Strachey, Eminent Victorians; Plato, The Republic; and Franz Kafka, The Castle. We will read Herodotus, Aeschylus, Thucydides, Tocqueville, Dostoevsky, and Ibsen.

We will have weekly lectures, slide shows, and films. We will keep journals and use them in our creative writing. We will do individual and group research and creative projects. We will organize at least one trip to Europe for those who wish to do an overseas project. We are planning on a lot of hard, interesting, and rewarding work.

If you have any questions, write or telephone

Professor Richard Brian
Office #2420
Telephone (206) 753-3985
As its title suggests, human ecology focuses on the ecology of man, past and present, rural and urban, primitive and civilized. The kinds of questions which will be explored, especially in the early portion of the program, include: How have man's relationships with his environment changed during his biological evolution? How has man's physical environment influenced his behavior and affected his cultures? Conversely, how has man's behavior affected his physical environment and his cultures? What has happened to man psychologically and sociologically as he "advanced" from a non-written agrarian culture "close to the soil" to highly complex communications-based industrialized cultures clustered in urban settings?

Since urbanization is largely characteristic of our times, and since the area between Vancouver, British Columbia and Portland, Oregon is prone to become a megalopolis, the major focus of the program, subsequent to the background described above, will be on the ecology of the city. How the energy and nutrient needs and wastes are met will serve as an organizer of information: this involves such matters as transportation of foods, water, wastes, and people; the economics of managing and processing that flow; the governmental regulation that assures that flow; and the legal processes that permit grievances and conflicts to be adjudicated. The end product of organizing the information will be to develop an ecological model of a city which can be adapted to computer use and thereby serve as a basis of both furthering understanding and permitting prediction. The model will be developed from evidence and information gathered on a relatively simple system like the city of Tumwater and, as time and experience permit, be extended to Olympia and perhaps to Tacoma and Seattle.
Basic information and perspectives will be developed in resource lectures, films, book seminars, workshops and field trips. As self-paced learning units are developed and/or identified they may supplement, complement, or replace some of the more traditional modes of information transfer. Considerable emphasis will be placed on the development of investigative approaches in the natural and social sciences. It is probable that most of the research will be by small teams, but individual students will doubtless identify individual projects within the overall study.

The faculty team will consist of: an ecologist versed in human evolution; a cultural anthropologist; an economist; a psychologist or behavioral scientist, a systems analyst or a communications specialist with competence in computer simulation.

If you have any questions, write or telephone
Professor Edward Kormondy      Office #2109      Telephone (206) 753-3975
BASIC COORDINATED STUDIES PROGRAM

Mind and Body

One Year Three Evergreen Units Each Quarter

One of the major problems faced by many students and by too few educational institutions is the frequent lack of relevance of academic life to life as a whole. This program is an attempt to integrate the two by making the object of study the students' own lives. The superordinate program goal is to help each of us (about 100 students and five faculty members) to arrive at a better understanding of how our minds and bodies function, and of those aspects of society that directly influence our well being; and in so doing, to learn to live more effectively.

The more traditional academic aspect of the program will consist of becoming familiar with a broad body of information directly relevant to everyday life. This will include human biology (e.g., introductions to anatomy, physiology, nutrition, pathology), psychology (relevant empirical findings and theories of human behavior), philosophy (e.g., the mind-body relationship, existentialism, phenomenology) and sociology (the effect of contemporary institutions on the individual).

Concurrently, all of us will be working toward experiencing those aspects of our lives that correspond to what we are studying. Since we are equipped to sense change rather than stability, this will involve directly tapping into our own mental and physical processes, and influencing them through such disciplines as dance, Gestalt therapy, yoga, exercise, meditation, diet, etc. As such, a major part of the study of our lives will be through a direct and self-conscious attempt to improve them. Those interested in environmental issues might get into in-depth explorations of ecology, marriage and/or the family, educational systems, etc.
Books - Books will serve as sources of both information and vicarious experience. Some will be read by all of us; others will be followed up in accordance with individual interests. Figure on reading about one book each week.

Workshops - The purpose of workshops will be to keep our growing knowledge from outrunning our understanding. Workshop activities will range from "labs" in which specific skills will be learned and practiced in groups to solitary physical and/or mental workouts. All of us will be involved in at least one workshop each day.

Movies - There are many critical aspects of life that may best be experienced and explored from a distance; violence, for example. Movies are particularly useful in such instances as sources of vicarious experience. We'll try to have at least one each week.

Lectures - There will be lectures. We will bring in as many interesting outside speakers as we can find and afford, to augment disciplines represented by the faculty.

Seminars - We will meet in small groups regularly several times a week to compare notes on where we are at and what we are learning. The success of the program rests more on the meaningfulness of this exchange than on any other single element. Each of us will owe it to the others to be prepared to participate fully in every seminar.

Journals - A continuous daily progress report and chronicle of impressions will be kept by each of us, and will be open to all others to read. The major written requirement of the program (though not the only one) will be keeping it up to date. Hopefully through this we will learn something of writing, thinking, interpersonal dynamics, courage and truth.

Evaluation - Evaluation should occur as an ongoing process within the context of the journal. Formal evaluations based on participation in all of the pro-
gram's elements will be exchanged between students and faculty members at the end of each quarter.

If you have any questions, write or telephone either of the following:
Professor Greg Portnoff Office #2403 Telephone (206) 753-3940
Professor Willie Parson Office #2404 Telephone (206) 753-3940
Professor Will Humphreys Office #2402 Telephone (206) 753-3940
BASIC COORDINATED STUDIES PROGRAM

Roles in Society

One Year Three Evergreen Units Each Quarter

"Life for both sexes...is arduous, difficult, a perpetual struggle. It calls for gigantic courage and strength. More than anything, perhaps, creatures of illusion as we are, it calls for confidence in oneself. Without self-confidence we are babes in the cradle. And how can we generate this imponderable quality, which is yet so invaluable, most quickly? By thinking that other people are inferior to oneself."

Virginia Woolf, A Room of One's Own

Roles in Society seeks a more humane answer to this question. It seeks to develop an active intellectual awareness of the roles of women and men in contemporary society, and of the problems presented by these roles. It seeks above all to increase the sense of "personhood" in each of us, and to help us create a culture of humanity, not just of mankind. Ultimately it hopes to reduce exploitation of any person by any other person.

The group of students and faculty will work together to study identity and role formation as they are shaped by the body and the acculturation process. This study will be approached from the perspectives of biology, the social sciences and literature. The program would be a good choice for any student who wants a general background in social institutions or who wants to go into a public service profession, such as teaching, counseling, or social work.

MODES OF LEARNING

Seminars are the key to learning within the program. There will be two types of seminars -- book seminars and self-study seminars. At first, participants in the self-study seminars will be separated by sex, while book seminars will be arranged so that some are separated by sex, others not, in an attempt to determine how group dynamics are affected by these two mixes.
At the beginning of the third quarter, each student will spend one month working on an individual project. Possible projects include formal research, internships, political efforts, etc.

Several times throughout the year there will be skills workshops in "things I'm scared to do, or have been conditioned not to do." For example, there might be workshops on auto mechanics or computers for women and child care or home economics for men.

The program's faculty will probably include a biologist, a counseling psychologist, a sociologist, and a specialist in literature or the arts. Resources like films and guest lecturers will be used whenever possible and appropriate.

If you have any questions, write or telephone
Professor Nancy Allen       Office #5516       Telephone (206) 753-3940
BASIC COORDINATED STUDIES PROGRAM  
Learning about Learning  
One Year Three Evergreen Units Each Quarter

This is a basic program for all students. Its purpose is to explore the nature of learning processes. Since intentional learning forms but a small part of all learning in one's life, the scope will be much broader than classroom settings. Some questions to be considered might be: What are the different learning theories? How does learning take place a) in structure/unstructured situations? b) in institutional/non-institutional settings? c) among different age groups? d) in different organisms, particularly primates? e) in different cultures/ethnic groups in the United States? Are learning and education the same? What is the purpose of schools? How do I learn best? How can I help others learn? What kinds of environments, both human and physical, seem conducive to different kinds of learning? How do different people and settings affect what and how I learn?

This program will be a mixture of academic and real-life experiences. Phase One will last 15 weeks. During this period, different assumptions about and approaches to learning will be explored through seminars, readings, lectures, movies, and workshops. We will attempt to apply the techniques of various learning theories while we are in the process of studying about these theories. We will also work on the improvement of observation, communication and interviewing skills through the use of video- and audio-tapes and an ongoing analysis of the teaching/learning activities we are experiencing. Role-playing and observation in schools of faculty and board of directors' meetings will be used to help prospective teachers understand better how to implement innovative approaches in public schools. Time would also be taken for drawing up contracts and developing an observation-work plan for the coming internships.
Phase Two, lasting ten weeks, will be a combination of some internship activity with an ongoing review of the learning observed and experienced within that situation. The student might choose to work with some recreational program, correctional institution, school, drop-in center, therapist, etc., within a two-hour radius of TESC. Keeping a detailed journal will be mandatory during this period. This phase will begin with a four-week off-campus internship with seminars once a week. The next two weeks would be spent back at TESC for evaluation, sharing, and gaining perspective for making changes in the internship as needed. The following four weeks would again be spent off campus.

Phase Three, the last eight weeks, will involve sharing and evaluation of learning strategies observed and used by the student. This evaluation might have many uses: feedback to the agency, indication of areas within himself/herself that a student may wish to focus upon for improvement, a starting point for designing better learning techniques and environments, both personally for the student, or for groups. During this period it is also hoped that some kind of pooling of desirable learning strategies will take place. One focus of such a group effort might be designing a new school or appraising some aspects of learning at Evergreen.

Although this is a one-year program, it may have the option of being continued the following year as additional internships or group contracts.

If you have any questions, write or telephone
Professor Carolyn Dobbs Office #2601 Telephone (206) 753-3985
This program is open to students at all levels; beginning and advanced students are all welcome.

Most of us understand how our own culture has shaped us only when we experience for the first time, in the sharp contrast between our ways and theirs. Other cultures are alternative worlds, and the people born into them experience a unique world. We cannot understand ourselves unless we appreciate how distinct and unique our world is; but to do that we must move from our culture and into that of the larger world outside.

The classic culture of Japan was one of the great cultures of the Orient, profoundly opposed to Western values. As the Japanese attempted, from the mid-nineteenth century on, to establish a Western democracy and a Westernized economy, every level of their culture shattered and was rebuilt. Militarism: Empire: The Second World War: The Atomic Bomb. Japan now faces, in extreme form, all the major problems of the modern world -- the collapse of tradition, population explosion, the effects of nuclear warfare, revolution in the role of women, mass industrialization, youthful unrest, ecological disaster, but faces them in a uniquely Japanese way.

Japan and the West is a basic program designed for two distinct groups of students:

1. For those students who want to study in Japan, the program will last almost two years. During the second quarter of the program these students will isolate themselves in a total-immersion language study program. Language study will continue through the third quarter, and perhaps into the summer. Their second year they will spend at least two quarters in Japan.
2. For other students the program will last only two quarters — fall and spring. In this time they will acquire a general understanding of Eastern and Western cultures. During the second quarter, when the Japan-bound students are learning Japanese, these other students will be free to engage in their own specialized contracted studies.

We mean to study the whole of Japanese culture — not just pots and Zen, but industry, politics, agriculture, family life, and history as well. Our aims will impose a fairly tight structure, and will demand preparation and work from everyone.

STUDENTS CONCERNED ABOUT HOW THEY MIGHT USE THEIR EDUCATION ONCE OUT OF COLLEGE SHOULD SERIOUSLY CONSIDER THE MANY CAREER OPPORTUNITIES OPEN IN INDUSTRY, GOVERNMENT, THE DIPLOMATIC SERVICE, AND HIGHER EDUCATION FOR PEOPLE WITH FLUENCY IN THE JAPANESE LANGUAGE AND INTIMATE KNOWLEDGE OF JAPAN.

If you have any questions, write or telephone
Professor Richard Alexander Office #2410 Telephone (206) 753-3985
The objectives of the Coordinated Studies program in Human Development will remain the same in its second year as they were in its first: cultivation of the student's ability to interpret his life to himself and others in response to (1) readings in the social sciences, biology and the humanities, and (2) responsible work as a supervised intern in a local human service agency.

However, as regards its thematic component, in addition to the focus on human development in evolutionary and historical perspectives which characterized the first year's work, the second year will see us focus more sharply on several problematic issues of contemporary human development, such as human sexuality, the family, prolonged adolescence, old age, the affects of increasingly rapid cultural evolution on personality development. The particular issues will be chosen later this year by those first-year students and faculty who plan to continue into the second year.

Further decisions regarding the program's structural organization -- the pacing of book and self-study seminars, the role of the internship, films, lectures, special interest workshops -- will be made by the faculty after studying final evaluations of the first year.

Questions about how many new students can be admitted into the program in the fall of 1972, and what kinds of prerequisites for admission must be met by new students, will be announced.

If you have any questions, write or telephone
Professor Richard Jones  Office #3409  Telephone (206) 753-3940
This program is constructed around two major premises:

1. that Western Civilization is today at some time-point in the development of a second reformation;
2. that this second reformation is a response to environmental change, and that the crisis conditions impose a time-press which allows only decades rather than centuries, to generate a new value system that will allow survival.

This program is grounded in the firm belief that rigorous analysis of the contemporary crisis is the surest path to the construction of a viable future. Hence, the program is "bookish," "intellectual," analytical, and not "action oriented." Critical elements of the program include: book seminars, methodology lectures, analytical papers on individual research, one-to-one conferences, and analytical workshops.

The first quarter will be devoted to the acquisition of analytical tools, and the refinement and practice in the application of these tools of a body of a material most closely analogous to our own times: the roots and fruits of the first reformation. These tools will be applied to Feudal Society in environment crisis, to the examination of the new values generated in the pre-industrial city, along with the personality conflicts this transition represented, and the behavioral response of men living in that time of crisis. The student project required for this quarter is the writing of a play about a historical figure using the premises that Eric Erickson and John Osborne used in their studies of Young Man Luther.
The second quarter will, after a brief look at the Political, Social, Scientific, and Psychological fruit of the reformation, concentrate upon the development of the value crisis in the environment of the late industrial society. The required student project is the writing of a play about the student's parents, using the Erickson-Osborne premises.

The third quarter will concentrate on the analysis of current pronouncements of the "new values" contained in the "second reformation," as well as an examination of the degree to which they complement and the degree to which they contradict the environmental constraints of the "post-industrial" society. Attention will also be paid to implied or stated social structures in which these values can, or are being carried out. The third quarter will culminate in the writing of a play about the student's own life, using the Erickson-Osborne premises.

If you have any questions, write or telephone
Professor Beryl Crowe  Office #1405  Telephone (206) 753-3965
ADVANCED COORDINATED STUDIES

Image and Idea
One Year Three Evergreen Units Each Quarter

Projects and Discoveries in Social Insight and Artistic Vision --

To perceive an image is to participate in the idea; to generate an idea is to create an image; in a sense, image and idea are inseparable.

What images/ideas do you have?
How can you express them?
How do images control our lives?
Can we shape our world through images?

PROGRAM

This program is project oriented with seminars developing from and focusing upon the problems that occur in image/idea expression. Problems dealt with will range from images as documents of our lives (social implications) to images as art (self-revelation). Within these limits, a broad interdisciplinary approach is magnetic, and electronic. Specific areas of involvement are photography, photo graphics, motion picture, television, and multi-media.

The program is organized into studio workshops, seminars, demonstrations, films, lectures, and project presentations. The program is divided into one- two- or three-week units. At the end of each unit, specific projects are presented and evaluated.

Discoveries in images/ideas will grow out of studio work and seminars. Seminars will be based on books, films, exhibitions, and presentations by lecturers from various fields. Books for the program will include:

Arnheim--Art and Visual Perception
Boorstein--The Image
Brett--Kinetic Art
Eisenstein--Film Form and Film Sense
Jung--Man and His Symbols
Kepes--Language of Vision
Klee--Pedagogical Sketchbook
Langer--Feeling and Form

Projects undertaken will include sound image sequences, pin-hole photography, paper negatives, sequence photography, sound recording, camera image control, single concept films, basic color techniques, sound editing, film editing, sound mixing, synchronous sound-film editing, video recording, multi-media presentations, and television recording.

By design, the program stresses group projects in filmmaking, television production, and multi-media presentations. These collaborative arts emphasize not only the skills of each contributing artist and craftsman but also the intricate social activity needed to coordinate efforts and assure that the highest technical and aesthetic standards are met. Individual projects are undertaken with suitable supervision and upon completion, the results are presented to the group for evaluation.

**COLLABORATIVE ARTS WORKSHOP**

In the spring term, a limited number of students will participate in projects leading to production of a major multi-media presentation. The primary focus will be idea-image events, projectors, and programmers in collaboration with the per-
forming arts. This will explore the possibilities for aesthetic and expressive unity.

ADVANCED WORKSHOP

A workshop limited to twenty advanced students will be offered on individual themes throughout the year. The themes are: Documentary and Experimental Motion Picture, fall term; Audio, Television, and Electronic Sound, winter term; Animation and Photo Graphics, spring term. Placement in advanced workshops will be limited to students who provide evidence of mastery of basic skills for each theme.

FACILITIES

Items regularly used by students of the entire program include a color television studio, eight track sound mixing console, multi-media programmers, sound and film editing equipment, professional animation stand, synchronous recording and mixing equipment, super 8 and 16mm motion picture cameras, view cameras, 35mm cameras, a fully equipped darkroom, and a film and sound library.

If you have any question, write or telephone
Professor Gordon Beck Office #2121 Telephone (206) 753-3975
The core activity of this 3-credit contract for students very much interested in teaching in public schools will be a role-playing meeting each week during which the "students" will play faculty members in a hypothetical school and the "instructor" will be the principal of that school. An attempt will be made to create faculty meetings which closely resemble actual faculty meetings in a "typical" American school.

After the meetings (some of which will be videotaped), discussion will center upon analysis of why the meeting went the way it did, how it might have been handled more effectively, etc. Reading material will relate to the various issues which will emerge from the "faculty meetings". Internships, work in actual schools, observation of actual faculty and school board meetings, etc., will be encouraged.

If there are any questions, write or telephone
Professor Bill Aldridge            Office #2216            Telephone (206) 753-3951
This program is designed to provide a working knowledge and the discipline necessary for students interested in improving their facility in music. Students in the program will be able to work in a number of areas, i.e., theory, composition, music history and literature. Private lessons will depend upon available faculty. Performance participation is an important part of the program and students will be able to work with literature from western and non-western music (including rock, jazz, folk, and music from ethnic cultures).

Other areas to be implemented in the form of workshops include: the use of electronics in music -- synthesizers, modulators, computers, oscillators, as well as recording, television, and film reproduction (including music scoring and synchronization); art; literature as used with music -- opera, vocal music, music theatre, and program music; philosophy -- aesthetics; and music theatre -- including production and set design problems.

If you have any questions, write or telephone
Professor Donald Chan    Office #1412    Telephone (206) 753-3965
ADVANCED GROUP RESEARCH CONTRACTS

Impact of Buddhism on the West
Fall and Winter Quarter  Three Evergreen Units Each Quarter

The recent rise of interest in China and Southeast Asia warrants a greater understanding of the major ideological forces that have shaped the cultures and traditions of the peoples of Asia. Because it has proven itself to be so adaptive to the variety of Oriental cultures from India to Japan, Buddhism is perhaps the most influential of the Asian ideologies. Furthermore, since the Nineteenth Century, there has been a slow but steady impact of Buddhist philosophy upon Western thought and culture. The aim of this program will be to acquaint the student with the history of Buddhism, a reading of the major texts in translation, and a study of the ways in which Buddhism has begun to adopt itself to the situation and problems peculiar to modern Western Civilization.

If you have any questions, write or telephone
Professor José Argüelles  Office #1409  Telephone (206) 753-3965
The Evergreen campus consists of almost 1,000 acres of forest land and some 3,000 feet of saltwater frontage with tidelands. Because of its many natural features, the campus is a true outdoor laboratory. Much needs to be learned about the plants and animals of these forests and tidelands. Information must be collected on soils, drainage, climate and land use. The main objective of this group contract will be the study of the Evergreen campus. Participating students will advance their knowledge of biology in three ways: (1) Books and papers dealing with contemporary ecological issues and research would be read by all students and discussed in weekly seminars. (2) Workshops designed to teach practical skills (such as small mammal census techniques, bird population counts, bird identification, plant identification, surveying, computer programming, insect collection and identification). (3) Small teams of two to three students each will develop and carry out field research on some aspect of the natural history of the campus. It is expected that students coming into the program will have a basic background in biology. Since field work often requires work at odd hours and on weekends, and since the weather at times can be unpleasant, only those with a strong desire to get involved in this type of work should consider this program. A student may register for one, two or three quarters.

If you have any questions, write or telephone
Professor Steve Herman Office #2416 Telephone (206) 753-3985
A group research contract usually means that approximately fifteen advanced students and a member of the faculty will spend anywhere from one to three quarters working together on a single problem either on the Evergreen campus or in the field.

If you are currently enrolled at Evergreen and have already collaborated with the faculty designer in organizing the group research project, then you will be given the first chance at enrolling in these small and select programs.

If you are a new student, attending Evergreen for the first time this fall, then do not count on the possibility of signing up for a group contract. The chances will either be very slim in most cases or nonexistent. If the group research contract idea appeals to you then be patient, you will be able to help organize one in your second or third year at Evergreen.

Here are the Advanced Group Research Projects:

- Music
- Impact of Buddhism on the West
- The Evergreen Environment
- How to be an Innovative Teacher in a Public School System
- A Year in Sweden
- Pest Population Management
- Studies in History and Culture: Europe and the United States Since the Late Eighteenth Century
- A Year in Mexico
- Ceramics
- Native American Field Studies
- Man and His Recreational Environment
- Whole System Earth: Context and Content for Future Planning and Education
- Theatre Arts: from Script to Stage
- Personal, Group, and Organizational Change
- Alaskan Pipeline
- Europe: Study Abroad
- Art and Environment

We will assign currently-enrolled students to group research contracts on a first-come, first-served basis, so the sooner you turn in your form, the better.

Here are the descriptions of the Group Research Contracts:
ADVANCED COORDINATED STUDIES
Life on Earth: Past and Present
One Year Three Evergreen Units Each Quarter

Life began in some shallow sea on earth, perhaps three billion years ago. From that time, many lines of evolution have led to the diversity of species and the complexity of life processes we presently observe. Throughout the history of life, successful and not-so-successful evolutionary experiments have occurred. They can be deduced from the forms and functions of modern species and from the geological and fossil records. The reconstruction of the history of life and its environments, which is the subject of this advanced coordinated study, requires a search into all facets of biology, paleontology, and the geology of sedimentary rocks. We shall concentrate on marine, estuarine and freshwater organisms and habitats which provide the most extensive historical record.

The content of the program will be integrated studies in the life and earth sciences. Concern will primarily be focused at the organism level of organization -- how the organism lives, how its life is integrated with the demands of its environment, what we can deduce about the answers to these questions as they pertain to fossil organisms. This emphasis is not to be construed as systematically eliminating study of organisms at other levels (e.g., cell and population). Rather we will seek the meaning of studies at those levels for the organism, because it is the organism which is subject to the process of natural selection.

The program will emphasize practice as the basis of theory. We expect about 80% of the student's time will be spent in field, lab, and library research, with only 20% of the time spent in discussion, lectures, etc. Students will undertake numerous small projects during the quarter, ranging from short standard-type exercises such as dissections, identification of samples from the field,
taking different kinds of measurements, etc., plankton surveys--what is present, in what quantities, at what times of the year; measurements of physical parameters of the environment over a quarter or through the year; settling studies--setting out substrates and counting organisms present after given times; extended metabolic adaptation studies, etc.

We expect that students, at the end of the year, will know a variety of field and laboratory techniques and experimental approaches to subject matter; will have some familiarity with organisms of the aquatic environment, their ecological and evolutionary (taxonomic) relationships, and their physiology and behavior; will have learned through frequent practice how to write a scientific paper; will know how to use the library and have a habit of reading journals.

Students must have previous science background to enter this program. At least some high school science is prerequisite, but more experience is recommended. Students with background derived from current Coordinated Studies (Evergreen Environment, Environmental Design, Political Ecology, Causality) would be able to handle the work. Familiarity with any of the following would be desirable, but not essential: basic chemistry and physics, evolution, genetics, cell biology (elementary), calculus, statistics, organic chemistry, physical chemistry. Students leaving this program should be ready to contract for independent research projects in organism biology or earth science with either a field or laboratory orientation, or could go on to take up further advanced Coordinated Studies such as chemistry/biochemistry/cell biology; matter and energy; the ocean; brains and other information processing devices; history of the earth and universe, etc. The program would be an appropriate choice for students preparing for careers or graduate school in life on earth sciences or related fields.

If you have any questions, write or telephone

Professor Linda Kahan  
Office #2405  
Telephone (206) 753-3940

Professor Peter Taylor  
Office #3514  
Telephone (206) 753-3985
CONTRACTED STUDIES FOR 1972-1973

If you are an upperclassman and hope to start with an individual learning contract, then remember that you must have a particular project well in mind and we must be able to find an appropriate sponsor and the necessary resources before we can approve an individual contract for this fall. To protect yourself against disappointment, do two things: first, select three Coordinated Studies programs that will be exciting and rewarding for you if you do not get signed up in Contracted Studies; secondly, write a carefully thought-out description of the project that you wish to pursue. Use the sample learning contract on the next page to help sharpen your ideas.

Here are the areas in which we may be able to provide Contracted Study:

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<thead>
<tr>
<th>Code No.</th>
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<th>Area</th>
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<tbody>
<tr>
<td>75</td>
<td>Biology</td>
<td>88</td>
<td>Photography</td>
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<td>76</td>
<td>Botany</td>
<td>89</td>
<td>Video Production</td>
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<td>77</td>
<td>Zoology</td>
<td>90</td>
<td>Art History</td>
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<td>78</td>
<td>Ecology</td>
<td>91</td>
<td>Visual Arts</td>
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<td>79</td>
<td>Oceanography</td>
<td>92</td>
<td>Linguistics</td>
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<td>80</td>
<td>Astronomy</td>
<td>93</td>
<td>American Literature</td>
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<td>94</td>
<td>English Literature</td>
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<td>82</td>
<td>Earth Science</td>
<td>95</td>
<td>Comparative Literature</td>
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<td>83</td>
<td>Chemistry</td>
<td>96</td>
<td>Creative Writing</td>
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<td>84</td>
<td>Computer Science</td>
<td>97</td>
<td>Theatre Arts</td>
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<td>85</td>
<td>Communications Theory</td>
<td>98</td>
<td>Music History</td>
</tr>
<tr>
<td>86</td>
<td>Mathematics</td>
<td>99</td>
<td>Music, Applied</td>
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<tr>
<td>87</td>
<td>Film History and Criticism</td>
<td>100</td>
<td>Education</td>
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COOPERATIVE EDUCATION INTERNSHIPS FOR 1972-1973

The Office of Cooperative Education may be able to provide internships through individual learning contracts in these areas of interest:

- The Sciences
- Computer Science
- Corrections
- Counseling
- Juvenile Rehabilitation
- Medical Technology
- Mental Health
- Education
- Communications and Media
- Business
- Law
- Public Administration
- Management
- Political Science
- Recreation
- Graphic Arts
- Advertising and Public Relations
- Community Organization

If you have any questions, write or telephone
Kenneth A. Donohue  Office #3223  Telephone (206) 753-3959

INDIVIDUAL LEARNING CONTRACTS

Good learning contracts at Evergreen should develop from acquaintance with specific faculty and from a student's capability for doing special advanced work. Think about it.

If you have any questions, write or telephone
Charles B. Teske  Office #1608  Telephone (206) 753-3414
SAMPLE EVERGREEN STATE COLLEGE LEARNING CONTRACT

Name

Last First Initial

Short Title

Faculty Sponsor Units of Credit

Additional help if essential to the contract

Beginning date Approximate date of completion

Purposes:

Previous experience:

Activities under this contract:

Support to be provided by the sponsor:

Results projected:

Methods of Evaluation:

Does this contract require special resources? If yes, attach explanation.

Student's signature Date

Sponsor's signature Date
ADVANCED GROUP RESEARCH CONTRACTS

A Year in Sweden

One Year Three Evergreen Units Each Quarter

Beginning in January 1973, fifteen students selected on the basis of their desire and ability to study deeply some area of Swedish society, will spend two terms in intensive study of the Swedish language and culture while at Evergreen. They will then spend one year in Sweden (starting in August 1973), studying their particular interests in that society. Examples of aspects of Swedish society which may be studied are literature, mythology, political structure, educational system, care of the aged, science, history, etc.

Operating out of a location in central Sweden, each group member will take trips (about two weeks in length) gathering information about his area of interest. All members will then meet for about one week at the central location to share their experiences and information. This procedure will be repeated all year, allowing each participant to experience Sweden in depth. It should be emphasized that this is not simply a learn-by-traveling experience. Sweden is both subject matter and classroom, and each student will be pursuing serious study of some discipline in which he is interested. A final quarter of this 2-year contract will be spent at Evergreen preparing materials based on the experience.

If you have any questions, please write or telephone

Professor Bill Aldridge Office #2216 Telephone (206) 753-3951
ADVANCED GROUP RESEARCH CONTRACTS

Pest Population Management
One Year Three Evergreen Units Each Quarter

Pest Population Management will deal with ways of controlling plants and animals responsible for economic loss and disease. General studies will include an examination of main and side effects of pesticide practices, biological control techniques, and other existing control methods. A survey -- via reading, films, guest lectures and field trips -- will be made of species causing major medical and/or economic problems on state-wide and national scales. Studies in population dynamic theory, sampling statistics, genetics and general chemistry will provide the foundation for extensive field and laboratory work within the program.

Each student will make a specific application of knowledge acquired by conducting an investigation of at least one pest species selected by himself. The final product of this study will be a compendium of papers summarizing the necessity for control of the pest, the effectiveness and side effects of current control practices, the potential for control via techniques studied through the year, and a recommendation for a control policy optimally compatible with economic reality and ecological sanity.

If you have any questions, write or telephone
Professor David Milne Office #2107 Telephone (206) 753-3975
ADVANCED GROUP RESEARCH CONTRACTS

Studies in History and Culture:
Europe and the United States
Since the Late Eighteenth Century

One Year  Three Evergreen Units Each Quarter

Studies in History and Culture will be an intensive historical and comparative examination of recent Western civilizations. Philosophy, science, literature and other arts, architecture, politics, social structure, and social thought will be explored in order to discover the historical interplay of ideas and institutions and the implications of this historical-cultural process for the present.

Students interested in electing this group contract for next year will want to know that Studies in History and Culture came into being largely as a result of conversations with students desiring a rigorous program of work in modern Western Civilization. The activities for the year are accordingly designed to meet this specific need in Evergreen students.

If you have any questions, write or telephone
Professor David Marr  Office #2220  Telephone (206) 753-3951
ADVANCED GROUP RESEARCH CONTRACTS

A Year in Mexico
One Year  Three Evergreen Units Each Quarter

In this program, the students will study in Mexico, in a simulated environment whenever authenticity is not possible. After two weeks of orientation and planning at Evergreen, the program will move to Mexico where the ancient civilizations of the Mayas and Aztecs shall be studied: their art, culture, religion, philosophy, archaeology, sociology, politics, astronomical and mathematical systems, and their advanced agriculture.

Then, through environment, study readings, research, lectures, discussions and field assignments, students and faculty alike will re-live the exploitation of the Aztecs by the Spaniards, and move on in this "snowball experience" to the consequent War for Independence and the Revolution, each time witnessing a particular period in the history of Mexico. The influence of the Spanish and French on the music, culture, religion, language and politics of the Mexican people will also be studied as the students experience their way through the history of these people to the development of a modern Third World Nation, and the contribution of the Chicano. Consideration of future developments shall also be made. This order of experience will hopefully also provide migrant experience beginning in the Southwest of the United States and working its way to Washington.

It is anticipated that the program will begin its study in Merida, work its way along the Gulf of Mexico and then jut down to Monte Alban before going north on to Cuernavaca, Mexico City and other surrounding cities where the ancient civilization of the Aztecs, the War for Independence and the Revolution can be experienced. The program will then work its way north and eventually witness the Chicano migrant experience as the border is crossed and the migrant route from Mexico to Washington is followed.
The students participating in this program are encouraged, with the help of the faculty, to explore their individual fields of interest in Mexico and then share their knowledge with the members of the program, Evergreen and various interested communities via presentations, essays, reports and position papers.

Study will take place in various colleges and communities throughout Mexico, as well as through field trips and working/living arrangements. Contact will be made with various pensiones, youth hostels and colleges for places in which to gather. There is no language requirement for the prospective student in this program; but, students are encouraged to learn some Spanish before going to Mexico.

This program is oriented to give the student a greater appreciation of multicultural diversity, and a more clearly defined and articulate base for responding to the world today.

If you have any questions, write or telephone
Professor Medardo Delgado Office #1413 Telephone (206) 753-3965
ADVANCED GROUP RESEARCH CONTRACTS

Ceramics

One Year  Three Evergreen Units Each Quarter

The program is aimed at acquiring knowledge of the ceramic arts, and mastering skills and techniques. The whole range of ceramic process will be covered, forming, glazing, kiln building (as temporary facilities permit), and firing. Work will be done at all temperature ranges, and begin with a 3-week workshop in Raku Pottery.

There will also be emphasis on ceramic traditions, and ceramics as a source of art history. Weekly seminars will include slides, films and student presentations. Each student will be expected to research a ceramic tradition. This program will demand a strong commitment of time and physical energy. There will be a small lab fee to cover materials.

If you have any questions, write or telephone
Professor Peggy Dickinson  Office #2212  Telephone (206) 753-3951
This advanced group contract will offer an opportunity during 1972-73 for intensive learning experiences in the Native American's lifestyle, education, medicines, religions, economics, and attitudes toward all of the above-mentioned with heavy comparative emphasis of on- and off-reservation groups in both rural and urban settings. Examples of contacts are tribal council, urban Indian action groups, and Indian student unions on college campuses.

Many parts of the country will be observed and all of our learning experiences examined. To have these experiences, the classroom must be the Northwest and Southwest United States with our roles being that of social economically equal human beings rather than affluent student saviors.

The first few weeks of the fall will be devoted to preparatory work at TESC, followed by the rest of the winter months in Southern California, Arizona, and New Mexico. As the weather permits, we will migrate north into Oregon, Washington and then back to TESC for final compilation of our field trips, materials and final evaluations.

In this collective learning experience, the group may divide into subgroups according to student interest. The group as a whole will meet once weekly and hold seminars centered around books such as these: Book of the Hopi, Native Americans, The New Indian Resistance, Custer Died for Our Sins, A Century of Dishonor, The Teachings of Don Juan, A Separate Reality. These seminars will also provide a forum for interchange of ideas and observations based on the student's day-to-day journals, field notes, Native American publications, etc.

If you have any questions, write or telephone
Professor Darrell Phare Office #1415 Telephone (206) 753-3965
ADVANCED GROUP RESEARCH CONTRACTS

Man and His Recreational Environment
One Year Three Evergreen Units Each Quarter

This is an advanced Contracted Studies, three quarters in length. Group members will study how changing work and recreation patterns in our country have affected the utilization of recreational land in the Western United States, Baja California, and Northwest Mexico. Academic work in this contract will consist of readings, weekly seminars, and visits by and with private and public recreation officials. The winter quarter is planned for field work. Students who would be unable to participate in the field experience would be encouraged to seek an internship. This contract is oriented towards understanding a problem in our society, and hopes to enable those who can bring more resources to bear on its solution or amelioration (private and public recreation officials), to understand it more fully.

If you have any questions write or telephone

Professor Paul Marsh  Office #2205  Telephone (206) 753-3951
Technologists, ecologists, social scientists and other professionals are actively examining social, political, and economic trends with a view to understanding the meaning of these trends for the future of the world and its inhabitants. The technologies these professionals invent to cope, the values they view as worth reinforcing, and the credence lent to their predictions by decision-makers will significantly shape the world in which students live and with which they will deal as they become teachers and decision-makers. This contract, therefore, is designed to examine trends (and those who make it their business to study trends) in energy, economic, political, social, communication and other systems and particularly examine what these trends and studies mean for contemporary and future education and planning. Students will be expected to participate in book seminars, workshops and debates and to prepare readers for other contract participants around areas of particular interest to them. A major thrust of this contract will be to communicate our understanding of trends and possible futures to other Evergreen students so that they can design their education around a set of coherent assumptions about the future.

If there are any questions, write or telephone
Professor Lynn Patterson       Office #2415       Telephone (206) 753-3985
ADVANCED GROUP RESEARCH CONTRACTS

Theatre Arts: from Script to Stage
One Year Three Evergreen Units Each Quarter

The following group contract involves the student for one academic year:
(1) participation in seminars, (2) intensive reading in the area of theatre
history, scripts, and "theatre artists throughout the ages," (3) play inter-
pretation and the promptbook, (4) special projects emphasizing acting, and
directing, (5) active part in productions at Evergreen. Each student will de-
vote the first two terms to basic studies, utilizing the third term in an
area of his special interest.

If you have any questions, write or telephone
Professor Ainara Wilder Office #2603 Telephone (206) 753-3985
This group contract for 14-16 students will focus on the dynamics of planned change, with an emphasis on interpersonal communication, group dynamics, and systems theory dealing with ongoing organizations. Aspects of individual, group, and organizational psychology will be studied intensively through reading, writing, and experiencing through extended internships.

This is an advanced program. Students should be well-grounded in psychology and/or social sciences, and ideally have had some experience in counseling or working with groups. It is also hopeful that students in this contract have working with individuals, groups, or organizations as a career goal, for this contract, while not preparing a student to become a consultant, will be good preparation for graduate work in this field.

If you have any questions, write or telephone
Professor Ted Gerstl          Office #2412          Telephone (206) 753-3985
ADVANCED GROUP RESEARCH CONTRACTS

Alaskan Pipeline
One Year Three Evergreen Units Each Quarter

This is a study of the history, politics, economics, sociology and ecology of the Alaskan Pipeline. Description: (1) three months' preparation on campus from September to December. This time will be used for students to familiarize themselves with general background material on the Pipeline, while also preparing to specialize within a specific discipline; (2) three months' field study, including part-time work with construction crews anywhere between Prudhoe Bay and Valdez. The student will be required to conduct pre-arranged interviews with oil company personnel, union leaders, local politicians, a number of environmental groups and last, but not least, "the natives" of Alaska.

The size of the group will be restricted to between 15 and 20 advanced students. It will be open to students who can accept "hard, down-to-earth work," don't mind getting their hands dirty, and can live in below zero conditions in isolated areas.

If you have any question, write or telephone
Professor Peter Robinson Office #3221 Telephone (206) 753-3975
The TESC Europe Study Abroad Group Contract will depart for Europe during the first week of September 1972. The main purpose of this program is to allow each student the flexibility of determining, formulating and pursuing an individual contract of studies approved by the faculty sponsor(s) involved. While one of the main features of the group contract is to enhance the direct knowledge of linguistic experiences, faculty sponsor(s) involved are to assist in the acquisition of intellectual disciplines in other areas of study; e.g., Music, Anthropology, History, Philosophy, Literature, etc. Participation in intensive total emersion language seminars during the spring quarter, 1972, is a prerequisite. These seminars will also include for each country visited: (1) ethics, (2) politics, (3) customs, (4) history/culture, (5) economics, and (6) general preparation.

If you have any questions, write or telephone
Professor Cruz Esquivel Office #1410 Telephone (206) 753-3965
ADVANCED GROUP RESEARCH CONTRACTS

Art and Environment
One Year Three Evergreen Units Each Quarter

This group will study symbols, forms and rhythms as expressed in primitive, occidental, oriental, and contemporary cultures. It will ask such questions as: Are there universal symbols? And what is the relationship between man's environment and his creative expression?

Our methodology combines the conceptual, practical, and process approaches to art. Our approach includes the creative use of resources at hand in the local and regional community -- museums, galleries, lectures and practicing artists. We plan to create special presentations which express the results of our investigations into these questions through a variety of media, to be shared with the community.

If you have any questions, write or telephone
Professor Peggy Dickinson Office #2212 Telephone (206) 753-3951

Now read the section on new monthly rental rates for on-campus housing and then fill out the program preference questionnaire. Be sure to use the "index" when filling in titles and code numbers.
NEW MONTHLY RENTAL RATES FOR ON-CAMPUS HOUSING

Dear Student:

I am taking this opportunity to provide you with supplementary information regarding on-campus housing accommodations which was not available at the time the catalog went to press.

To begin with, the monthly rental rates for 1972-1973 are:

- $70.00 for a four-student modular duplex apartment;
- $68.00 for a five-student apartment;
- $66.00 for a two-, three-, or four-student apartment;
- $64.00 for a one-student studio unit; and
- $60.00 for a two-student studio unit.

Students housed in studio units are expected to utilize the food plan, inasmuch as the community kitchens are available only for group meetings, etc., and not for everyday usage.

Next, the monthly rental agreement can now be canceled at any time of the month by filling out an Intent-to-Vacate form at least thirty days prior to the date you wish to move out. (Previously, the Agreement could be canceled only at the end of a month.)

Finally, there will be a floor manager on each floor of the apartment complexes (excluding the modular duplex units). This will result in increased efficiency in resolving maintenance problems, and provide you with a readily available contact person to assist you in housing-related problems.

Undoubtedly, other changes will occur before the advent of Fall Quarter, 1972. In those instances, I will take action to inform you; in the interim, should you have any questions regarding on- or off-campus housing accommodations, please write or call me at (206) 753-3129.

Sincerely yours,

Gerald G. Burke
Director of Housing