1974-75
The Evergreen State College catalog supplement
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Summer Term '74

A full range of academic opportunities is planned for the summer term of 1974. The focus of these activities is "The Northwest". Many of the curricular offerings will address their studies toward this theme, taking maximum advantage of our setting and the outdoor possibilities this presents. The following programs are in the planning stages, and further details may be obtained by requesting the special Summer '74 brochure from the Admissions Office.

Coordinated Studies Programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Immigrant In America, esp. The Northwest</td>
<td>3</td>
<td>7½</td>
</tr>
<tr>
<td>Ecology And Natural History Of The Northwest</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Native American Studies</td>
<td>4</td>
<td>10</td>
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Group Contracts:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marine Ecology Of The Puget Sound Region</td>
<td>3</td>
<td>7½</td>
</tr>
<tr>
<td>The Ecology &amp; Chemistry Of Pollution</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>History Of The West Revisited</td>
<td>3</td>
<td>7½</td>
</tr>
<tr>
<td>Experimental Structures</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Drawing From The Landscape</td>
<td>2</td>
<td>5½</td>
</tr>
<tr>
<td>Calligraphy: The Dance Of The Pen</td>
<td>3</td>
<td>7½</td>
</tr>
<tr>
<td>Ceramics And Sculpture</td>
<td>3</td>
<td>7½</td>
</tr>
<tr>
<td>Traditions Of Musical Improvisation: East &amp; West</td>
<td>2</td>
<td>5½</td>
</tr>
<tr>
<td>Theater, Cinema &amp; Television</td>
<td>3</td>
<td>7½</td>
</tr>
<tr>
<td>Education And The Community</td>
<td>3</td>
<td>7½</td>
</tr>
<tr>
<td>New Directions In Counseling</td>
<td>2</td>
<td>5½</td>
</tr>
<tr>
<td>Dance &amp; Theater In New York City</td>
<td>3</td>
<td>7½</td>
</tr>
<tr>
<td>Revolutionary Voices From The Third World</td>
<td>2</td>
<td>5½</td>
</tr>
<tr>
<td>Personal Ethics In The Absence Of Authority</td>
<td>3 or 4</td>
<td>7½-10</td>
</tr>
<tr>
<td>Psychology, Literature &amp; Dream Reflection</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

Individual Contracts & Internships:

A wide variety of fields of study will be supervised on an individual basis by the faculty. 1 to 4 credits; 3½, 5½, 7½, 10 weeks.
NOTE: Students interested in Ecology & Marine Biology should give special consideration to enrolling in Summer Quarter when outdoor field study is particularly attractive.

Summer Term begins for all programs on June 24, 1974. Early registration for summer term will occur between May 20-31, either in person or by mail. A final walk-in registration will be held on June 21 and June 24. Due to enrollment limitations in most programs, early registration is recommended. A schedule of tuition and fees is given below. An application for admissions materials is included in the brochure, or can be obtained by writing to the Director of Admissions, The Evergreen State College. It is important to realize that each of the study programs listed above is a full time activity, each Evergreen credit being the equivalent of 4 quarter hours of academic work. A student should therefore plan to enroll in only one of the above programs. Admission to the summer program does not automatically guarantee entrance into the Fall Quarter Program, which should be applied for separately with the Office of Admissions.

Students attending Evergreen this summer will find excellent on-campus housing available. Recreational facilities, including a swimming pool, handball courts, playing fields, tennis courts, and a variety of recreational workshops are available. The college's new laboratory building will accommodate many study opportunities in the sciences and the arts. Weekend hiking and camping areas are easily accessible in the Olympic Peninsula and the Washington Cascades. The Washington beaches and the waters of Puget Sound provide further recreational breaks. Several of the academic programs will also use these attractive outdoor surroundings as laboratories for work and study.

Financial Aid and work opportunities will be limited this summer. For information about financial aid, write to:

Les Eldridge
Director of Financial Aid
The Evergreen State College
Olympia, Washington 98505
**Registration Policies**  
**Fall Quarter 1974**

1. Registration for Fall Quarter will occur between May 1st and May 17th. Continuing students and new students admitted (paid $50 deposit) prior to April 15th must participate in Spring registration and will be mailed registration material. New students admitted after April 15th will register on campus during Fall Orientation Week.

2. An Advising Fair will be held as part of registration to familiarize students with programs and allow them an opportunity to obtain any required signatures.

3. Continuing students who do not participate in Spring registration, request on-leave status, or withdraw by May 17th will forfeit their $50 deposit, will be disenrolled for Fall Quarter, and must reapply for admission to return to Evergreen.

4. New students (admitted prior to April 15th) and continuing students will have the option of registering either in-person or by mail. If a student registers by mail, his/her registration material must be mailed (postmarked) to the Registrar by May 17th. (Mail registration will be processed daily on the basis of date received.) In-person registration will be processed on a first-come, first-served basis.

5. Spaces will be reserved in all Coordinated Studies and Group Contracts for those students registering in the Fall.

6. Internships should be arranged on the same basis as all contracts and with coordination between Cooperative Education, a faculty member, and the student.

7. The deadline for payment of fees for students participating in Spring registration will be September 13th (postmarked). Fees must be paid before the student is fully enrolled. Bills will be mailed on August 26th to students who have participated in Spring registration. Students who register
8. All students will be provided an opportunity to change registration during Fall Orientation Week (September 26 - 27) after all new students have had an opportunity to register.

9. Special student and auditor registration will occur during the first week of Fall Quarter.
Billing and Payment Procedures

The student accounts system assembles all financial information, both charges and credits, for each student and prepares a monthly statement of account. This makes it possible for each student to submit a single check for tuition and fees, housing, food services, and other charges by mail or night depository. The Cashier's Office is open from 8:30 a.m. to 12:00 p.m. and from 1:00 p.m. to 4:30 p.m., Monday through Friday, to accept payments in person, particularly when payment is made with cash.

Tuition and fees are charged on a quarterly basis regardless of the content or length of a student's academic program. Although bills are prepared and mailed well in advance of required payment dates, the mobility of students often results in bills not arriving or arriving too late to meet the deadlines. Students should be aware of payment schedules, and should at all times keep a current mailing address on record with the Registrar. The student is responsible for making satisfactory arrangements to pay bills within the specified time limits. Failure to pay tuition and fees as scheduled will result in disenrollment.

Policies and fees are subject to change at the discretion of the Board of Trustees.

All checks must be made payable to The Evergreen State College and delivered to the Student Accounts Office.
Actual charges that will be made during the 1974-75 school year for tuition and fees, are not known at this time. Categories and rates listed in the following tables are based on charges in effect during Fall Quarter, 1973. Additions, deletions, and adjustments may be made prior to Fall Quarter, 1973 and will be noted in material which supplements this publication.

### Schedule of Tuition and Fees

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>Full-time student, per quarter</td>
<td>$165.00</td>
</tr>
<tr>
<td>Resident</td>
<td>Vietnam veteran--Full-time student, per quarter</td>
<td>$120.00</td>
</tr>
<tr>
<td>Nonresident</td>
<td>Full-time student, per quarter</td>
<td>$453.00</td>
</tr>
<tr>
<td>Resident</td>
<td>Part-time student, per quarter</td>
<td>$80.00</td>
</tr>
<tr>
<td>Nonresident</td>
<td>Part-time student, per quarter</td>
<td>$219.00</td>
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### Application Fee and Advance Deposit

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$15.00</td>
</tr>
<tr>
<td>Advanced Deposit--Full-time</td>
<td>$50.00</td>
</tr>
<tr>
<td>Advanced Deposit--Part-time</td>
<td>$50.00</td>
</tr>
</tbody>
</table>
It is very important for you to remember that all of the Coordinated and Contracted Studies programs described in The Evergreen State College Bulletin are 1973-74 programs and not 1974-75 programs.

The programs that we will offer this fall, and from which you will choose are not listed in any of the Bulletins. They are listed and described only in this supplement.

Read all of the material in this supplement carefully and then prepare to choose a program at spring or fall registration.

If you have any questions about a program, please write to or telephone the faculty listed with the description of the program.

If this is going to be your first year at Evergreen, you should plan to enter a Coordinated Studies program. Ordinarily, we expect every new student to first get acquainted with Evergreen, its faculty, and its other resources through participation in a coordinated studies program. Once here, and well acquainted, you will be in a better position to draw up a contract for independent study and research.

Coordinated Studies for 1974-75

We are thinking and talking about coordinated studies programs in ways that are slightly different from the ways we have thought and talked about them in previous catalog supplements. This coming year, for the first time and on a trial basis, we are offering three types of programs.

1. Basic Programs: These are introductory, beginning programs aimed at allowing students the chance to sample a lot of areas of study, to make up their minds about what they want to study in more depth and to develop the competencies necessary for further study in a chosen area. They have no prerequisites and are open to anyone on campus. We are offering eight basic programs:
Two Cities of Destiny: Renaissance Florence and Elizabethan London
Human Expression
Marine History and Crafts
Life and Health
Developmental Learning
Self-Exploration Through Autobiography
The Good Earth
Encounter America: Ideologies and Realities

2. Divisional Programs: These are interdisciplinary programs within broad divisional lines -- humanities, arts, natural science and social science. They are designed to provide students with the skills and backgrounds required to do high level work within a particular discipline. They may have prerequisites stated in their descriptions and/or explained by faculty members during interviews with prospective students. But the requirements are more for the purpose of signaling what specific information/skills the program offers and what students might best match up with the program goals than for keeping people out. Thus, if you are interested in a particular divisional program for which you fear you may not have the prerequisites, contact the coordinator before deciding not to try it. We are offering five divisional programs:

Human Responses to Human Documents: Advanced Studies in Linguistics, Philosophy, Psychology, and Literature
Images of Women in Art and Literature of the 20th Century
Communications: Inside and Outside
Lawmakers/Lawbreakers
Foundations of Natural Sciences

3. Advanced Programs: These programs offer sophisticated, high level work that requires some previous training or experience. They cross disciplinary lines and provide opportunities for the kind of serious and intensive study normally undertaken by advanced students. Prerequisites for enrollment in them are not based on year in college (i.e., first, second, third, fourth), but on the backgrounds required to do the work well. They are spelled out in the program descriptions and can be more fully explained in conversation with the program
facul ty. We are offering eight advanced programs:

On Knowing
Conceptions of Self: Study in Literature, Philosophy and Art
Interplay: Music, Art, Theatre and Dance
Marx, Darwin, Freud
Pacific Northwest: People on the Land
Toward Humanistic Management of Organizations
Toward Humane Technospheres
Applied Environmental Studies

Areas of Continuing Study
For the next few years, we plan to offer academic work in two areas of study, the Pacific Rim and Third World (non-white) studies. These will be Evergreen "specialty" studies. Our aim is to enable students to look more than one year ahead to at least two specific subject matter areas in which they may want to work. Specific programs will most likely not be repeated year after year, but related work in those two areas will be available. The programs in continuing study areas for 1974-75 are:

Pacific Rim Studies - Chinese Civilization
Third World Studies - Native American Studies
  Public Information and Minority Affairs
  Minority Economic Development
  American Black Literature
  Applied Research and Internships
  Stereotyping Through Literature
  Marx and the Third World
  Community and Individual Health Problems: A Scientific Approach for Non-white Students

If you are a junior or senior transfer and you do want an independent contract, you should still know enough about the coordinated studies programs offered in case we cannot find a faculty sponsor for your project this fall.
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's programs. 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 1974-75 programs will be different from (and better than) the 1973-74 programs, they will cover the same fields, disciplines, and problems. Here is a guide to help you find new programs that resemble the old. In the left-hand column are the 1973 programs. If you are attracted by one or more of the programs described in your copy of the Evergreen Bulletin, then study the equivalents in the right-hand column.

<table>
<thead>
<tr>
<th>The 1973-74 Programs</th>
<th>The New 1974-75 Programs</th>
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</thead>
<tbody>
<tr>
<td>Were you interested in one of these?</td>
<td>Then read the descriptions of these:</td>
</tr>
<tr>
<td>Nature and Society</td>
<td>Life and Health</td>
</tr>
<tr>
<td>or</td>
<td>Toward Humane Technospheres</td>
</tr>
<tr>
<td>Man and Nature</td>
<td>Two Cities of Destiny</td>
</tr>
<tr>
<td>Democracy and Tyranny</td>
<td>Applied Environmental Studies</td>
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<tr>
<td>A Matter of Survival</td>
<td>Developmental Learning</td>
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<tr>
<td>P.O.R.T.A.L.S.</td>
<td>Lawmakers/Lawbreakers</td>
</tr>
<tr>
<td>The Individual in Contemporary Society</td>
<td>or               Toward Humanistic Management of</td>
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<tr>
<td></td>
<td>Organizations</td>
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<td></td>
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<td></td>
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<th>Nature and Society</th>
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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 final work of explanation -- normally, any advanced student may take a Basic program. Advanced programs do have prerequisites. These are mentioned in the descriptions of the programs and can be discussed with coordinators. If you think you are ready for the Advanced program, and if you satisfy the program's prerequisites, then by all means plan to enroll in it.

Now, read the descriptions of our new programs.

*Encountering America: Ideologies and Realities*

One Year

Basic

A Series of Related One-Quarter Programs

Fall: The People of the World in America
Winter: Coming of Age in America
Spring: Wisdom of the Elderly in America

Peoples of America at Evergreen

(Other options may be added, depending upon student interest)

The basic objective of this series of independent, self-contained coordinated study programs is to realize a fuller understanding of ourselves and American culture. In this program we will look critically at the notion that America is a melting pot of homogeneity with large masses sharing in a common culture and value orientation. Methods, concepts and theories in the arts and social sciences will be introduced in seminars, lectures, and workshops, and will be applied in off-campus individual and group field research. We will examine the extent to which historical change, ethnic heritage and life styles, geographical location, sex, age, social class, formal schooling, peer groups, the nuclear family, recreation and the mass media create diversity or homogeneity among Americans.

Each of the quarters is designed as a separate, independent program, although the subject matter of all three quarters is related and forms a coherent whole. Students are invited to enroll for one, two, or three quarters.
A major purpose of the programs is to examine the various cultural and institutional forces that mold individual Americans. For example, do we know and understand our various cultural heritages? Women and non-whites have some well-publicized complaints against American institutions, such as schools and law enforcement agencies, but what other forces operate to perpetuate racism, sexism, and other kinds of discrimination? Why has our society basically ignored the potential role the elderly could be playing in keeping cultural heritage and the wisdom of experience important in our society? To what extent is our society reflected in the minds and actions of the students at Evergreen?

A second major purpose of this set of programs is to provide an introduction to career and academic possibilities for students. In all three quarters, students will have opportunities to learn basic methods of social science research and communications techniques. The vocational fields for which this set of programs offers a "first rung" of experience include: social work, social policy planning, education, personnel management, youth work, public interest law, public administration, law enforcement, and communications.

The People of the World in America
Fall - Umi Maraire, Coordinator

This program will be focusing on the cultural history of various groups of the nation, including their awareness, identity, sense of reality, and modes of communication.

At the onset we will engage in genealogical research, tracing back as far as possible the activities and events that affected parents, grandparents, and more distantly related ancestors. Methods of obtaining information would include making kinship diagrams, writing letters, looking at official records, reading books on particular ethnic groups. Geneological information in turn will lead us to identify Native Americans and groups of people who carried with them to the New World specific cognitive orientations or definitions of important issues that related to and affected behavior in everyday life. Work in compiling ethnographic statements will be an ongoing process throughout the quarter, with each participant, either individually or in small groups, reporting or offering suggestions on the various studies.
In addition, guest lecturers with an intimate knowledge of the community will be invited to come and share their histories, understandings and view of their life in the United States. Media material will also be selected on the basis of whatever direction each student will be going.

The final week of the quarter will be devoted to simulating five cultures that will have been studied in the preceding weeks. These will be days of history, folklore, customs, foods, and crafts, culminating with a concert or social activity of that particular culture of the day.

Coming of Age in America
Winter - Margaret Gribskov, Coordinator
We will examine the effects of institutions, ideologies, and events in America, over the past 10 - 15 years, on young Americans -- non-white and white, female and male. What are the influences of peer groups, schools, mass media, the Vietnam War, the counterculture, and other forces and institutions on the lives of children and young people?

We will employ an ethnographic approach to the problem of how people "come of age" (i.e., are acknowledged as having reached adulthood) in America. For example, students might observe the classroom work of teenagers in the public schools, activities of law enforcement personnel who deal with adolescents, interaction in a drive-in, the status and roles of apprentices in the trades, or parent-child relationships. Students will be encouraged to engage in various types of modest but valid social science research, and to communicate their findings to the group and the college community. Reading about and discussion of socialization, education, and enculturation, viewed cross-culturally, will also be a regular part of the program.

The Wisdom of the Elderly in America
Spring - Russ Fox, Coordinator
This is a program that will involve learning from and working with elderly people in the Olympia and Pacific Northwest area. There will be two major components of the program:
1) What we can learn from our grandparents' generation:
Skills, crafts, and trades not reinforced by our society and therefore on the path to extinction.

History -- a personalized history of life and change in the 20th Century.
The needs and feelings of a segment of our society that will be proportionally increasing during our lifetimes.

2) What we can offer our grandparents' (and ours--eventually) generation:

Importance -- a feeling of need, of involvement, admiration, stimulation, love -- to a neglected segment of our society.


The program will not emphasize book seminars. It will focus on the elderly people themselves as sources of information, stimulation and discussion. There will be lots of writing and opportunities for communication through other media. In learning from the elderly, we will record and write oral histories (the Foxfire books as a possible model). Our research will result in position papers and recommendations that deal with the survival of the elderly in our society.

Panorama City, Skid Road in Seattle, small towns, rural homesteads, and wherever else the elderly live will be our classrooms. We will also bring the elderly to Evergreen to help them learn and to expose them to the stimulation and excitement of youth.

People of America at Evergreen
Spring - Eric Larson, Coordinator

In this program, we will seek to determine the extent to which people at Evergreen share with or differ from other Americans in aspects of community life and value orientations. Employing information obtained from the study of diversity in America, we will seek to discover the range of attitudes, feelings, and modes of behavior seen to exist on our own campus. Care will be given to representing students, staff, faculty, and administration in the study. Time will be spent holding conversations, interviewing, and observing people in various activities and situations that typify life at Evergreen. Time will also be spent together in a group to exchange information and draw conclusions of our experience.
This program is designed primarily for beginning Evergreen students who are interested in exploring the means that humanity uses to express self to others or self to self. In the course of this exploration, we will focus attention on six basic concepts of the human condition:

Order & Change
Love & Conflict
Immortality & Knowledge

These paired concepts will be used as themes for the development of ideas for expression in workshops throughout the program.

Workshop opportunities will be restricted to basic development of expressive skills in the following areas:

Writing  Music
Poetry  Journalism
Photography  Portapack Video
Drawing  Audio Composition
Filmmaking  Graphics
Sculpture  Future Devices
Theatre

Gordon Beck (Coordinator - 866-6669)
The program is divided into three "six week laps" which include genesis, synthesis, and expression. During genesis, we will be doing a great deal of reading and discussing including seminars, lectures, panel discussions, films, field trips, and experiments. During synthesis time we will be generating ideas for expression and designing project patterns. During expression, we will hold workshops, give performances, and evaluate expressions. Genesis, synthesis, and expression will not be restricted to forced time periods, but will organically interact with one another thus:

The goal of this program is to give the student the opportunity to develop a basic skill in at least one workshop area each lap. The student is not expected to master these skills in so short a time, but rather to discover the nature of the expressive process. The conclusion of this two-quarter program is designed to funnel students into areas of their chosen skills in which mastery of the expression would be sought.

Since the development of skills in writing, speaking, media, and the arts is basic to the expression of individual and social concerns, Human Expression is particularly useful to non-white and female students.

Students in this program would be allowed to elect modules to supplement their development of skills with permission of their seminar leader. Students will not be permitted to enter the program during the second term.

LIFE and HEALTH

One Year
Basic
Four units each quarter

Don Humphrey (Coordinator - 866-6672)

No prerequisites: open to first year and continuing students, especially those interested in the health sciences.

To be alive and to be healthy is to live the good life. If you are interested in developing a rational basis for living the good life, LIFE AND HEALTH may be the program for you. If, in addition, you wish to explore career opportunities
in the health sciences and learn some of the requisite biology, chemistry, and mathematics required for further work in the biological or health sciences, LIFE AND HEALTH will enable you to do so. If you are also concerned about the social problems involved in delivering better health care to people who need it, this program will allow you to explore these problems and consider solutions to them. Finally, LIFE AND HEALTH will help you formulate a life philosophy and develop the healthful living habits that are essential to the good life.

LIFE AND HEALTH then will be a program in which studies of the human body in action, mental and emotional functioning, chemical alteration of behavior, bioethics, human sexuality, nutrition, physical fitness, body systems, the conquest of disease, and health care problems in America will be combined with biology and chemistry, first aid, algebra, probability and statistics, and western and oriental philosophical approaches to life's problems. Laboratories will allow for explorations of human anatomy and physiology. You will be able to analyze your own chromosomes, study your own brain waves, monitor your own heartbeat. You will have opportunities to prepare enzymes, analyze the chemistry of life, and develop laboratory skills.

We will engage in sports, hikes, and other physical fitness activities and try to learn how to eat wisely and well. There will be opportunities for group and individual activities. Seminars will range from discussions about the nature of God to the changing perspectives of marriage in American Society. Visiting lecturers will provide insights into many aspects of the health "establishment" such as patient-owned versus doctor-owned health plans, and health care for the aged, the poor, and for minority groups, versus health care for the affluent in our society. One of the faculty is a physician able to relate our studies to "real life".

LIFE AND HEALTH will be organized in such a way that time will be provided for large group meetings during which lectures, films, visiting speakers, etc., can be shared. Smaller groups will seminar together, and the laboratories will provide for practice and experiment. In addition, time will be set aside for physical activity, and you will be encouraged to take a modular course or carry on some sort of project outside the program.
LIFE AND HEALTH is a Basic Coordinated studies program. There are no formal prerequisites beyond an eagerness to learn and a willingness to work hard. At the end of the program you will have achieved the equivalent of the biology, chemistry and mathematics required by most pre-medical programs as well as having studied aspects of psychology, sociology and philosophy. Most importantly, you should have made real progress toward developing a rational approach to healthful living.

Two Cities of Destiny
Renaissance Florence and Elizabethan London

One Year Basic
Four Units Each Quarter
Mervyn Cadwallader (Coordinator - 866-6651)
No prerequisites, open to first year and continuing students.

This program is going to be a search for our roots in the past, an attempt to understand the present, and an analysis of our hopes for the future. We will do this by analysis of our hopes for the future. We will do this by studying Renaissance Europe and England with special attention being paid to two cities, Florence and London.

The problems we will study are old, and ever new: problems of freedom and tyranny, peace and war, courage and cowardice, obligation and irresponsibility, the beautiful and the ugly. We will be concerned with the many relationships between the individual and society, the citizen and the state, creativity and community. We will study the creative individual whether politician, painter, or scientist and we will study the dynamics of the creative city, then and now. Here are some of the many difficult questions that we will ask and that we will follow, wherever they lead: what was the relationship between the creative individual, freedom, wealth, the state, and the church? What was the relationship between the discovery of old Greece and new America? Was the 16th century a time of rebirth and is the 20th century a time of decline and death? Has there been, can there be, an American Renaissance? Where can we find creative
communities in America today? What are our political obligations, our human obligations, our creative opportunities? What is our destiny?

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 good books and if you want to work hard on your writing, then join us. If you want to learn a lot of art and music, drama and history, then join us.

There will be weekly lectures, films, assemblies, slide shows, and recorded concerts. Five pages of writing will be required each week. Full participation in book seminars, lectures, assemblies, and special projects, individual and group, will be required for credit. We will spend some time off campus; this and other group activities will involve special individual expenditures not expected to total more than thirty-five dollars.

The best part of the program will be the small group discussions of such books as: Boccaccio, The Decameron; Cellini, Autobiography; Erasmus, In Praise of folly; Montaigne, Essays; Da Vinci, Notebooks; Machiavelli, Discourses; Castiglione, Book of the Courtier; Pius II, Memoirs; de Gomara, Cortes; Marlowe, Dr. Faustus; and, Shakespeare's works. We will read and discuss books by Americans and about Americans; de Tocqueville, Democracy in America; Mumford, Sticks and Stones; Bellamy, Looking Backward; Wright, The Future of Architecture; Meiklejohn, Education Between Two Worlds; and many more.

The academic content of the program will be the equivalent of a five quarter hour lower division course in each of the following: early European history, American history, Renaissance literature, English composition, American literature, political theory, philosophy of science, urban sociology, and correlation of the arts.

We are planning a lot of hard, interesting, and rewarding work. Is this the program for you? The Two Cities program should appeal and be useful to you if you want a good, solid foundation for later studies in the humanities, arts, or social sciences. It will be especially useful to those who want to be able to
take wise and informed political action in an effort to make this world a better
and more beautiful place for all of us and especially for our children. If like
Socrates you believe that the unexamined life is not worth living then join us
and let us examine our lives and our nation.

Marine History and Crafts

One Year - Basic
Four Units Each Quarter
Pete Sinclair (Coordinator - 866-6661)

PROGRAM GOALS
Why
The faculty designing this program have addressed themselves to the following
concerns:

1) An ecological "crisis" likely to be with us for several decades if not
centuries.
2) The need of students early in their college careers to explore a wide
range of knowledge and skills.
3) A desire to apply that knowledge and those skills to a practical problem
of manageable proportions.
4) Evergreen's special charge to offer innovative and interdisciplinary approaches to problems and to learning.

5) A hope that we might fulfill our responsibilities in a way that might be of service to the people of the Northwest.

What

The combination of rising fuel, building and labor costs suggests that it might now be economically possible, materially necessary and ecologically advantageous to return to commercial fishing in wooden boats under sail. In addition, mixed with the many blessings of the technological revolution, is a lack of opportunities to work equally hard and skillfully with hands and head. Thus the program will undertake the design and construction of a low cost, easily maintained, small sailing craft to be employed in longshore fisheries in the Northwest.

How

Sailing boat design and construction for a particular work function in a particular area was handed down from generation to generation. The continuity of that process has been broken. We can recover this body of knowledge only by using the academic tools available to us: physics, mathematics, oceanography, marine biology, chemistry, drafting, engineering, naval architecture, boat building, meteorology, economics, sociology and history.

For example, the mathematics and physics required for good design and the understanding of boats and sailing will be included as needed in the program. (Students should, however, have an ability to do arithmetic and intuitive geometry.) We will develop more formal 2- and 3-D geometry; use graphs and nomograms; learn scaling and model building, vectors and trigonometry; learn to read and to make architectural drawings. What we have to do is considerably more awkward than the traditional method of organizing and transmitting this knowledge, but we have no choice.

Included in the faculty are a professional Naval Architect and a boat-builder who is both a master craftsman in wood and is located here. We will make extensive use of resources available from state and federal agencies and local industry.
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<thead>
<tr>
<th>TOOLS WE’LL ACQUIRE</th>
<th>IN ORDER TO UNDERSTAND</th>
<th>IN ORDER TO DO</th>
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<tbody>
<tr>
<td>History</td>
<td>History of N.W.</td>
<td>construction</td>
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<tr>
<td>Literature</td>
<td>Sailing Craft</td>
<td>rigging</td>
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<tr>
<td>Sociology</td>
<td>History of N.W.</td>
<td>piloting</td>
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<td>Psychology</td>
<td>Fishing</td>
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<tr>
<td>Economics</td>
<td>N.W. Weather and Water Conditions</td>
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<tr>
<td>Meteorology</td>
<td>Economic Factors of Power vs. Sail</td>
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<tr>
<td>Climatology</td>
<td>Analysis and Catalog of Fishing Gear</td>
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<tr>
<td>Physics</td>
<td>Catalog of People and Resources in N.W.</td>
<td>sailing</td>
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<tr>
<td>Math</td>
<td>Economic Status of N.W. Fisheries</td>
<td>fishing</td>
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<td>Computer Analysis</td>
<td>Analysis and Testing of Alternate Woods</td>
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<td>Oceanography</td>
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<td>Marine Biology</td>
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<td>Chemistry</td>
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<td>Drafting</td>
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<td>Engineering</td>
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<td>Design</td>
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<td>Wood Technology</td>
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<td>Electronics</td>
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<td>Model Making</td>
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<td>Testing</td>
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<td>Law</td>
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**For Whom**

As will be seen from the diagram above, the program is academically ambitious, involving large amounts of reading and writing in addition to the other skills noted. This is not meant to discourage you. This is a basic program and necessary skills will be developed in the course of the program. Motivation is the key. We intend to be thorough because the sea is unforgiving of slipshod work.

The program is a full academic year and requires full participation by all members. Some new students might be admitted in January subject to screening by...
the faculty. No new students can be admitted later than January.

In addition to exposure to the specific career possibilities evolving from the various disciplines and crafts bearing on our project, the program should interest those concerned with such problems as the process of design, relationships between design and execution, the nature of craftsmanship and the potential for the survival and revival of craftsmanship in a low energy economy.

One Year

Basic Four Units Each Quarter

George Dimitroff (Coordinator - 866-6720)

As we are in the process of designing our contemporary and future environments, and as we realize the actions we take today will have determinable effects upon our society, we are investing our energies in the development of a teaching/learning program. In that the institutions serve as one of the main networks for dissemination of culture and knowledge, and people are the main component in that system, we feel the time is here to produce an autonomous integrated person who can transmit specific knowledge through a rich personal bank of methods and techniques. Students will explore broad areas of learning and develop their reasoning abilities to prepare academically for the career field of their choice.

Program Purpose

The purpose of the program is to pass on learning experiences and basic theories to better familiarize every type of person with a humane and aware learning environment.

To examine learning and teaching theories.

To apply theoretical knowledge.

To experience a student-designed learning model.

To provide students with specific skills in math, reading and writing.

Program Methods

General information will be disseminated through lecture and seminar activities.
Audio visual resources, e.g., movies, tapes, both audio and video.
Community speakers.
Community/institutional observations.
Independent projects - internships in community-based agencies.

Program Schedule

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<tbody>
<tr>
<td>FALL</td>
<td>On campus, lectures and seminars</td>
<td>Off campus observations</td>
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<tr>
<td>WINTER</td>
<td>Same as Fall</td>
<td>Off campus participation</td>
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<td></td>
<td></td>
<td>Off-campus agencies observed by student in fall.</td>
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<tr>
<td>SPRING</td>
<td>Internships</td>
<td>Off-campus experience will be the main component this quarter, i.e., three weeks of practical experience with one week of on-campus theory.</td>
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Equivalencies:
Course equivalencies to be determined the first week of school by students and faculty.

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Self Exploration Through Autobiography

One Quarter       Basic
Four Units Each Quarter

Peter Elbow (Coordinator - 866-6631)

The purpose of the program is to come to grips with one's past: to understand, to experience more fully and in a sense to accept the events of one's life -- not only as a source of wisdom but of energy. It is also important, we believe, to come to grips with roots -- formative influences such as parents, customs, race, locale, religion, and culture. Toward these ends we will all read auto-
biographies together and everyone will write his or her own. We also have other goals for the program: figuring out what to do in the future; learning to write better or get over a writing block; and producing an autobiography one can be proud of.

In most ways the program will be very open. But we are setting out two constraints in advance: first, everyone will read an autobiography in common every week; second, everyone will write ten to fifteen pages of draft every week. This means a lot of writing, but we will be able to help students learn to write much more easily and satisfyingly. At the end everyone is to put together an autobiography using parts or all of what was written during the quarter.

The kinds of activities that the faculty is prepared to offer are lectures, guest speakers, book seminars, and workshops: in writing, dream reflection, intensive journal keeping, and creativity. In doing self exploration and putting together an autobiography, people may well use other media in addition to writing: for example, photography, painting, dance, and musical composition. Students can take a module outside the program.

The program is suitable for any student -- advanced, beginning, returning, or new. We see it as relevant to women and non-whites in presenting an ideal opportunity to explore and consolidate one's sense of self in relation to one's culture.


Equivalencies:

Students enrolling in this program can expect to do work in the following subject matter areas: Writing, Literature, and Psychology.
The Good Earth

One Year

Basic

Niels Skov (Coordinator - 866-6624)

The program's theme will be small scale farming, and the students will combine practical work in field and barn with readings and laboratory work in diverse fields pertinent to the small farmer, homesteader and organic truck gardener.

Academic studies will range from historical review of agriculture to economics of a farm unit to biological/chemical pest control, plant pathology and parasitology. The soil itself will be viewed both as a physico-chemical composite and as a dynamic environment for insects, nematodes, mites and pathogenic bacteria, viruses and fungi.

Practical projects will comprise soil preparation; sowing, irrigating and harvesting of crop grasses and hay making; apiary practice; experiments relative to the plowing/no-plowing controversy; experiments with N-P-K vs. organic fertilization; methane production; production and analyses of compost; milking and milk processing; soil analysis; introduction to animal husbandry: breeding, feeding, diseases, butchering, trading of beef and dairy cattle, hogs, sheep, and poultry.

There should be unlimited potential for intense enjoyment in a complex and diversified learning process, but little time to groove in the haystacks.

A Coordinated Studies Program for 60 - 80 students.

Human Responses to Human Documents: Advanced Studies in Linguistics, Philosophy, Psychology and Literature

One Year

Divisional

Four Units Each Quarter

Charles Pailthorp (Coordinator - 866-6662)

This program will have two goals. One is to study human response to human documents. The other is to discover and explore the ground common to linguistics
(especially syntax and semantics), philosophy (especially aesthetics and philosophy of mind), and psychology (especially psychoanalytic theory).

To achieve the first goal, we will not merely talk about what we read. We will also talk about how we talk about what we read.

The program goals relate to one another simply. We will be looking at both responses and documents, and the connecting relationship. Psychology and linguistics have been concerned with human response. Linguistics and philosophy have focused on human documents. The response-document relationship, and its terms, can be examined only by drawing on each of these disciplines and learning to transcend them.

Our thematic question will be, What Are The Uses Of Art? We will approach it from two directions. We will read major theoretic statements from the relevant disciplines. And we'll read and respond to a wide variety of literary documents -- novels, poems, lyrics, and so forth.

Program Design -- A typical week in the program will look like this:
Monday -- preparation day; Tuesday -- lectures and discussions; Wednesday -- faculty seminar; Thursday -- seminars on theory; Friday -- seminars on reflection and response.

Program activities will be kept to a minimum in order that we have ample time for thinking, reading, writing, and individual tutorials.

We will not observe the quarterly calendar in our program design. We'll begin with a heavy emphasis on theoretical reading and work toward writing a publishable manuscript of our findings during the spring. Evaluations will occur only at the end of the program, except informally. Of course students leaving the program will receive formal evaluation at that time.

Relevance to non-whites and women -- The thematic question is a personal one. It asks, What Are The Uses Of Art for us? The "us's" we're concerned with are (a) me, (b) my friends and I, (c) Evergreeners, (d) contemporary Americans, (e) all human kind. We do not assume that art does for all what it does for 'us' (whichever 'us' one picks).
The universality/particularity of the uses of art will be a major subtheme. This subtheme can be explored only by trying to isolate those factors which determine our relationship to art. Is maleness one of them? Is whiteness? Do non-whites/women stand in a different relationship to Art itself (not just to particular examples - which of course they sometimes do)?

Books, etc. -- The reading will include:

Theoretic books: Bachelard, Poetics of Reverie; Bates, Criticism: The Major Texts; Brown, Life Against Death; Chomsky, Language and Mind; Erikson, Youth, Identity and Crisis; Kuhn, The Structure of Scientific Revolutions; Peckham, Man's Rage for Chaos; Polanyi, Personal Knowledge; Richards, The Meaning of Meaning; Sonntag, Against Interpretation; Wittgenstein, Lectures and Conversations on Aesthetics, Psychology and Religion.

Documents

Who should sign up? -- We're looking for people who want to read some good, hard books; who want to work on their writing and do a lot of it; who are already interested, hopefully, in the problems of aesthetic response; who want to talk about books and ideas in seminar, not merely about themselves and the seminar itself. Students looking for seminars cum encounter groups should look elsewhere. Our seminars will be personal; hopefully, they will even be loving. But they will require the reading of a lot of difficult material, and they will require that the material be talked about when people meet together.

"If the doors of perception were cleansed, everything would appear to man as it is, infinite. For man has closed himself up, till he sees all things thru' narrow chinks of his cavern."

-- William Blake
SPECIAL NOTE: We especially invite students over 40 to take this program. Older students experience books in ways that younger students do not, and we believe that their contributions to our collective learning endeavor will be of special value -- to our younger students, to the faculty, and to themselves.

**Lawmakers/Lawbreakers**

One Year

Divisional

Four Units Each Quarter

Hap Freund (Coordinator - 866-6635)

This program should allow Evergreen students to coherently and cohesively maximize the educational opportunities available in governmental agencies in Olympia and the surrounding area. We want to provide students not only with a chance to study the legal institutions, the legislature (there is a regular session next January), the Governor's Office, administrative agencies, courts, city and county governments, police forces, jails, legal aid programs, but also with an opportunity to experience the operation of these programs. As a group, the students should gain knowledge in all phases of law -- from the start of an election campaign to the activities of a probation officer. The program would be a line connecting the interests of students in a wide variety of areas -- political science, sociology, counseling, law, law enforcement, public administration, corrections -- with professionals in the field. Through group activities, students should recognize the interdependence of their interests and experiences, while becoming exposed to a multitude of career possibilities. Unlike rain, law does not fall upon men and women, rich and poor, white and non-white equally. Law usually reinforces the status quo and changes grudgingly. It is a pervasive phenomenon in American life. Its formulation is our politics. Through the creation of law we attempt to implement our convictions about right and wrong, justice and injustice. An understanding of law, its role, the politics of its creation, and the impact of its enforcement if vital to be effective in the world in which we live.

The first quarter would address itself to three major questions: What is law
and how does it operate in the society? What are the politics of law-making? How does society deal with people who are accused of violating the law? Seeking the answers, our activities will range from reading Weber's *Law in Economy and Society*, and Plato's *The Republic*, to visiting courtrooms and campaign meetings. These questions and their partial answers should help provide a structure for the student's internship experience. During the fall quarter we will establish interest groups which will investigate the relationship of the legal system to a variety of social concerns, e.g., civil rights, consumer protection, health, housing, criminal behavior, women's rights, environment. One of the primary functions of these groups will be to help formulate questions and problems to be investigated by the students through their internships.

The core of the program is the winter quarter internship. A partial list of possible internship sites includes:

**Law Formation:** Individual legislators, legislative committees, Governor's Office, press, radio, T.V., lobbyists, citizen lobby groups, county and city commissioners.

**Law Administration:** Administrative agencies, e.g., Department of Ecology, Department of Social and Health Services, county and city governments.

**Law Enforcement:** Police forces: Richland, Olympia, Seattle, Tacoma; County Sheriff's offices, Attorney General's Office.

**Courts:** Court clerks, probation assistants, juvenile, legal aid programs.

**Prisons:** Shelton, Purdy, city-county jails.

Helping locate and create these internships will be one of the student's major responsibilities. During the winter quarter students will come together regularly to share experiences and insights.

During spring quarter the students will be back on campus. The primary goal of the quarter is to share and integrate their collective experience. The first several weeks will be spent reading and considering particular books in light of their winter activity. The next two weeks will be off-time for students to collect and organize their experiences with a special emphasis on the problems selected at the end of fall quarter. Each student will write a lengthy paper, using both external sources and their own experiences, which will be duplicated.
and distributed for all program students to read. The final weeks will allow students to revise their papers in light of seminar discussions. A goal of this effort might be to generate a book on various facets of Washington law-making and law enforcing.

This program is designed for the advanced student. The students should bring several qualities to the program. First, a skill or interest relevant to the theme which adds a dimension to the group's knowledge. It is anticipated that students will have some background in the social sciences, particularly political science. Finally, a sense of humor and a willingness to work hard on one's own and with the group.

Fifty students; (note that we would also be responsible for some of the already established off-campus programs, i.e., Richland police/fire; possible also work-release with Shelton prison, etc.)

Foundation of Natural Science

One Year Divisional Four Units Each Quarter

Jeff Kelly (Coordinator - 866-6714)

FOUNDATIONS OF NATURAL SCIENCE IS...designed to provide a unified course of study in mathematics and the natural sciences. We start from the premise that mathematics, physics, chemistry and biology are integrally related. We will explore this unity by focusing on the concepts, theories and structures which underlie all the natural sciences.

YOU SHOULD TAKE THIS PROGRAM IF...you wish to go on to more advanced and specialized work in mathematics, physical science, or biological science. The program will largely fulfill premedical requirements in physics, chemistry, and mathematics. Opportunities will be available for ambitious students to do more advanced work than that expected of the group as a whole.

PREREQUISITES...you should feel confident with high school algebra, have a
strong interest and some previous experience in science and be willing to work hard. Freshman are advised to wait until their sophomore year to take the program although exceptions can be made.

PROGRAM CONTENT....

Fall  (all students) - Molecules in Non-living and Living Systems
atoms and molecules, introduction to calculus and mechanics; molecular biology and cell structure; thermodynamics and chemical equilibria. Optional: computer programming.

Winter (all students) - Physical/Chemical Processes and Life
introduction to electricity and magnetism; organic chemistry; introduction to statistics; genetics; physiology and organ systems.

Spring (each student will normally take two of the following)
1) Developmental Biology: embryology of selected vertebrates and invertebrates, emphasizing processes and molecular mechanisms.
2) Quantum Mechanics and Spectroscopy: Quantum theory; wave mechanics: structure and quantum descriptions of atoms, ions, and molecules; atomic and molecular spectra, resonance processes.
3) Mathematics: Topics may include: calculus of several variables, series, linear algebra, and differential equations.
4) Applied Biomathematics: Applications of statistics, calculus and computing to problems in biology. Emphasis on field work, sampling techniques, and understanding dynamics of natural and disturbed ecosystems.

The third quarter program will also be open to students who have gotten the necessary background from other programs such as "Matter and Motion".

PROGRAM STRUCTURE...the program will be structured around two coordinated, parallel sequences of core modules with lectures and problem sessions for each. Laboratory work which closely parallels and amplifies the core material will be an integral part of the program. All students are expected to take part in all these core activities, but may participate more intensively in areas of special interest through more extensive lab work, additional reading and problems. Op-
Tentative topics will also be presented through lectures and workshops led by program faculty, guest speakers, and interested and/or advanced students. In addition, students will meet in a weekly seminar devoted to scientific and non-scientific topics and activities. For example, one possible seminar activity would be an ongoing discussion of Sagan’s *Intelligent Life in the Universe*.

**TENTATIVE WEEKLY SCHEDULE**

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<tr>
<td>9:00</td>
<td>Optional Workshop</td>
<td>No</td>
<td>Optional Workshop</td>
<td>Optional Workshop</td>
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<tr>
<td>10:30</td>
<td>Core 1</td>
<td>Core 2</td>
<td>Activity</td>
<td>Core 1</td>
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<tr>
<td>12:00</td>
<td>Lab</td>
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<td>Lab</td>
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<tr>
<td>1:00</td>
<td>Group A</td>
<td>Group B</td>
<td>All</td>
<td>Core 2</td>
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<td>3:00</td>
<td>Seminar</td>
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The morning meetings from 10:30 to 12:00 will normally be full program lectures. The two afternoon core discussions will normally be smaller sessions devoted to discussing the lecture topics and solving related problems. For the labs each student will be assigned to one of the two lab groups and will spend one afternoon a week in the lab. The lab will also be open all day Wednesday for students who wish to do additional work.

**Communications: Inside & Outside**

One Year Divisional Four Units Each Quarter

Craig Carlson (Coordinator - 866-4107)

"Throughout history, the way to understanding, control and ecstasy has been a long, sinuous journey towards simplicity and unity."

George Leonard
The emphasis of this study of the communication process involves learning to get in tune with a story, composing and focusing its imagery and parts so skillfully that it can be shared and meaningful. This program will explore the wellsprings of the process and its formalized expression, as well as the socio-cultural-historical context in which the process occurs. The need to communicate and the need to create are not the same thing, even though they overlap. Accordingly, this communication study is not exclusively an arts and crafts program.

The program is project-oriented, with opportunities for individual and collaborative work in various forms of expression. Specific areas of possible involvement are writing, dancing, painting, drawing, photography, broadcasting, television production and film-making. By design, the program will stress a group work presented to the community emphasizing not only the skills of each contributing artist and craftsman, but also the intricate social activity needed to coordinate efforts and assure the highest technical, intellectual and aesthetic standards.

Students will be expected to assume a high degree of responsibility in the development of the program and function in many different modes. A limited number of students will be able to work in narrowly specialized area, including internships, and, as a condition of being in the program, will function as teaching assistants and workshop directors. However, most of you will share similar experiences, work on common problems, participate in seminars and read the same books.

The program faculty means this program to be other than a basic or introductory program. We will help you sharpen and hone your communicative skills and expect that you will have some prior experience with media. Putters, dabblers, and nob-
tweekers will feel out of phase with what will be going on. The program will have a high degree of formalized structure and a high level of mutual expectation. We may begin the first quarter with a retreat and by surrendering all our technology. Gradually, through exercises, workshops, seminars and readings, we will learn to discriminate between various forms of expression and to use increasingly more sophisticated tools. Second quarter will be an intensive experience in one or more media with individual projects based on shared problems, the examination of silence, for example. The third quarter will be directed to a collaborative project to be presented to the community. A typical work week will consist of lectures and discussion periods with the entire group, informal large group meetings, a seminar with a small core group, workshops and laboratory experience, critiques, field trips, and studio projects. Each member of the group will maintain a journal reflecting self-discoveries and understandings.

Members of the program faculty have some specific areas of competence which may interest members of social, racial, and sexual minority groups: knowledge of the history of films made by and about Black people; knowledge of the sociology of American Black people; reverence for Taoism and Native American Indian cosmology; knowledge of feminist literature; contacts with women artists; and experience in coordinating video projects made by and about non-white communities.

**Images of Women in Art & Literature of the Twentieth Century**

One Year Divisional Four Units Each Quarter

Linnea Pearson (Coordinator - 866-6654)

From the time we are babes we are confronted with images of women in art and literature. In general, three images of women seem to prevail: 1) that of the glamorous, sweet-smelling, sexy creature; 2) that of the dowdy, hard-working, simple housewife; and 3) that of the evil, designing woman who seems to live by her wits and may be "mad" or "witch-like". While we are being surrounded by these images, we are simultaneously being con-
fronted with the real women in our lives -- our mothers, sisters, aunts, neighbors, teachers, and friends, who often do not seem to fit the images projected by the art and literature (including all forms of popular art and literature -- newspapers, magazines, radio, TV, rock music, movies, as well as painting, drama, novels, poetry, and other traditional "serious" art forms) around us.

The purpose of this program is to help each student come to an understanding of how her view of herself as "woman" has been conditioned by both the images of women presented to her by her culture and by the realities of women experienced in her life. This program is based upon the belief that in order to come to a sense of our personal identities as women we need to understand clearly all the forces which have operated upon our sense of "what it is to be a woman".

The program will be limited to women and of special interest to non-white women; many of the books on the reading list will be by non-white women. The program will be for advanced women students who have some background in the social sciences and are committed to working in one or more mediums.

The first quarter will be devoted to an overview of the images of women in the art and literature of this century. This will involve weekly readings and discussions, film and slide showings, interpretative lectures by guest artists and scholars in such fields as sociology, anthropology, psychology, communications, history, and religion.

The second quarter will be devoted to a more specific study of the lives of women artists and writers and to their self-portrayals. Activities here might include comparison of the images of women in works by such male-female "teams" as Zelda and Scott Fitzgerald, and Anais Nin and Henry Miller.

The third quarter will be devoted to individual projects and perhaps to the production of a group documentary. Each student will be expected to develop a final project in which she relates the images of women in twentieth century art and literature to the reality of women encountered in her own life experiences. We will invite guest lecturers to instruct us in the cultivation of research skills using original source materials. Final projects may involve statements of personal identity in relation to predominant cultural images -- statements made
through a series of paintings, sculptures, or collages; photographic essays; dramatic presentations; films; music and song (ballads, pop music, responses to "cock rock"); or a series of poems essays, or stories. This last quarter may be the most important of all. For it is one thing to be the observer of art and literature and quite another thing to be the creator of art and literature. Our weekly schedule will include, therefore, at least two skill building sessions (one in art and one in writing) and large blocks of time during which students will be expected to work on their own -- drawing, painting, sculpting, photographing, filming, writing, reading, and researching. We will have group "feedback" sessions for all the work being done -- informal and supportive.

Join us if you are sincerely interested in exploring your heritage as a woman of the twentieth century and in creating a statement of your identity as a woman. You can expect to come out of this program with an increased understanding of your personal history as it relates to the history of women in America and with an increased understanding of your own creative potential.

If you want to join our program, you should familiarize yourself with the following "background" works: Sex and Temperament and Male and Female by Margaret Mead, Patterns of Culture by Ruth Benedict, The Psychology of Women by Judith Bardwick, The Black Woman by Toni Cade, Women and Madness by Phyllis Chesler, The Silenced Majority by Kirsten Auadansen, The Potential of Women by Seymour Farber, The Second Sex by Simone de Beauvoir, Motivation and Personality by Abraham Maslow, and Women as a Force in History by Mary Beard.
to make use of the land. Similarly, the space itself provides different kinds of opportunities and resources which affect the lives, values, and organization of the population that inhabits it. This program would focus on the Pacific Northwest as a place.

We shall strive toward a wider understanding of the natural systems and social history of the place in which we live. Experience will be gained in identifying, designing, carrying out and presenting a substantial project of an investigative or creative nature.

We see fall quarter as an opportunity for students to gain an overall perspective on the Northwest. We hope that during this period students can share their knowledge of the region with each other. We want to focus on understanding the different regions and cultures of the Pacific Northwest. We would look briefly at the natural history of the land and marine life. The coast, Puget Sound-Willamette Valley, Cascades, and the interior plateau would be examined as separate areas with distinctly different natural histories, resources, and potentials. We anticipate doing a variety of field trips to different regions during the first quarter.

Our major focus during the fall quarter will be on understanding the way different cultures have lived in the Pacific Northwest. We will focus on the period of rapid economic development from 1870 to 1914. We will contrast this picture of life on the industrial frontier with the agricultural, fishing and trading cultures of both Native Americans and Settlers. We want to understand the beginnings of the fishing, mining and logging industries and the development of rail transportation and ports as they affected individual's lives and social decisions about the environment.

Our study of the origins of these major industries and the social decisions will lay the groundwork for an overview of the contemporary social decisions and economic use of the land. In particular we will want to investigate the impact of a changing technology on the use of resources and the effects of the environmental movement on recent social decisions about the land.

The winter quarter would be organized around a series of modules which would
provide conceptual background and research skills (e.g., physical geography, use of historical records, field biology, statistics, bibliographic research) for projects to be engaged in during the spring quarter. Students will have the option of taking modules outside of the program during this quarter. Seminars will also be arranged to develop ideas for the projects which will be the main effort during the spring quarter. Group and individual projects may even begin during the later weeks (or earlier) of this quarter.

Group and individual projects will be featured for the spring quarter. The final product will most often be a written report, but photographic essays, fictional writing, and other creative forms of expression are encouraged. The last two weeks of the spring quarter will be reserved for a series of presentations on project results and seminars on the themes discussed in the first quarter.

Our readings will be diverse, including books like The Lewis and Clark Journals, Ken Kesey's Sometime a Great Notion, Cascadia, and Martin Robbin's Company Province. They will form the basis for our seminars and will provide a background for our field trips in fall quarter. Lecture sessions will provide an opportunity to bring in a wide variety of outside speakers and films. We expect to meet three days a week with a day set aside for study and another for individual conferences with students.

It is anticipated that participants will be in at least their second year at Evergreen. Students should have had experience with an individual project before coming into the program and to be seriously interested in doing a project of their own during the winter and spring quarters. We hope students will have a sense of humor and desire to work hard on their own and in groups. We expect that students will bear the cost of food, transportation and lodging on field trips. This should not exceed $50 and may well be less.

We anticipate that this program will be relevant to Native American students since it will provide a good framework for them to investigate important factors affecting Native American history and culture. It would also be both possible and desirable for students to investigate the role of Japanese,
Chinese, or Mexican-Americans in the Northwest. Similarly research on women's life on the frontier and in the contemporary Northwest is within the scope of the program.

Equivalencies:

Students enrolling in this program can expect to do work in the following subject matter areas: Cultural Geography, Physical Geography, Political Science, Natural History and Northwest History.

Native American Studies

One Year Advanced Four Units Each Quarter

Mary Ellen Hillaire (Coordinator - 866-6664)

"Native American Studies" acknowledges the human right to KNOW; therefore, it is an educational opportunity designed for Native American people to determine, through choice, a way of life which will both develop Native proficiencies and will meet the demands for competencies in a plural society. The ultimate value of Native American Studies is to establish that there exists between peoples significant differences and that these differences are essential elements in the lives of people and the intent of a democratic society. Requisite then to the American Public School System is a clear opening in higher educational disciplines for Native American Studies. This opening can be accomplished only by the recognition that Native American People at best have been mis-educated and at worst inappropriately educated to deal with the dual citizenship inherent to their lives as Americans.

Native American Studies has been developed relative to Native American values, Native American attitudes, and Native American People. With the assistance of a Seed Grant offered by The Evergreen State College to develop new ideas and alternative educational opportunities within a public institution, the Native American Faculty composed "Native American Studies" which will provide four specific educational services:
1. To recruit and assist Native American People having Native proficiencies who are performing community services - to translate these experiences into educational equivalences.

2. Initiate a community-based educational opportunity from which people employed on community projects can establish a career goal as a means to obtain college qualifications.

3. To provide a contemporary Native American image as a model in understanding the nature of identity and the characteristics of the Native American lifestyle in the living heritage of Native American People.

4. To establish within the state and national public educational systems a means for Indian people to perpetuate the values of their culture and the nature of their understanding of the world and themselves in generating materials from the lives of Native American people directly into public education curriculum.

It is further planned that both state and national personalities will be called upon to participate in Native American Studies through personal appearances, when possible, and tape recordings, if necessary. This activity will formulate a practical and functional image of Native American People from whom future educational materials can be generated, designed, and developed.

Native American Studies officially opened in the Fall Quarter of academic year 1973-74. Initial Native American population included four Native American faculty and 71 Native American students from throughout the Pacific Northwest. Projected into our future, Native American Studies proposes a life-long System of Learning by coordinating requisite human competencies with responsible community involvement.

Fall Quarter Activities
1. Native American People speak-out on Vocational Education.
2. Content and activities requisite in the training of Welfare workers to serve Native American People.
4. The role of Native American People in Education.

Winter Quarter - Campus Activities Include Seminars In:
Section 1: Exploring Indian Art
Program Concept and Purpose. This program may best be described by identifying the principal methodology which it offers students interested in studying the thought of Karl Marx, Charles Darwin, and Sigmund Freud. The methodology might be summed up by the phrase "ideas and institutions." This means that the students and faculty will study not only the ideas of these three thinkers but also the origins and implications of their ideas. Thus the substance of the Marx, Darwin, Freud program consists of (a) the ideas of these men, (b) the ideas of selected predecessors and heirs, and (c) specific social conditions in Europe and the United States in the nineteenth and twentieth centuries.

The purpose of the program is to help students comprehend the crisis of indus-
trial civilization in the latter half of the twentieth century through careful analysis of the origins -- intellectual and social -- of that crisis. The act of making sense of the contradictory development of the West since the emergence of industrial civilization in the nineteenth century is assumed to be the first and necessary step toward a humane resolution of the present dilemma.

Given the methodology and purpose outlined above, it should be clear that the Marx, Darwin, Freud program is intended to attract students from a wide variety of social, ethnic, and academic backgrounds. It is not intended to serve as a privileged sanctuary for white, male, upper middle-class students. Non-white students and women students who are interested in developing their abilities to analyze the modern world will find the program an important part of their education. For it is the structure of domination, exploitation, and servitude which in part constitutes "the modern world" in the first place. The program will direct its collective effort at comprehending this structure as fully as is possible in one year of intense work.

Program Organization


Fall quarter, second half: Writings of Karl Marx.

Winter quarter, first half: Pre-Darwinian evolutionary theory, developmental explanations of natural and social phenomena, social Darwinism and anti-Darwinism, pre-Freudian concepts of the psyche and of the individual. The main reading in Darwin will be done this half-quarter. Lyell, Lamarck, Spencer, Huxley, Shaw, Butler, Dostoevsky.

Winter quarter, second half: Writings of Sigmund Freud.

Spring quarter, first half: Twentieth century developments in theory and practice. Post-Marxism and post-Freudian thought, American frontiers after Turner, the history of racism, the development of a scientific community, the hegemony of technique, the concept of cultural criticism, contemporary meanings of "the struggle for existence."

Spring quarter, second half: Independent projects exploring contemporary issues. Examples: a study of the concepts of class and ethnicity in recent protest
thought. A critique of biological, psychological, and sociological concepts in the current Feminist movement. A critique of the Shockley thesis. Students headed for graduate school are encouraged to regard the independent project this quarter as a senior thesis.

A typical week in the program will include three seminars, at least two large group meetings, and tutorials. In the first half of each quarter, required common reading will amount to approximately two substantial books per week. In the second half of the Fall and Winter quarters, there will be fewer books on the common reading list, but each of them will be examined closely. There will be required writing each week. The above activities offer students a variety of modes and methods by which they may improve their ability to think, read, write, and speak effectively.

Audience, Admission to the Program, and Credit Though this is an advanced program, interested students need meet only one prerequisite in order to be eligible for admission. The prerequisite is some demonstration of willingness to make a serious commitment to the work. The faculty recommends that to meet this prerequisite each prospective student prepare a brief essay stating his or her reasons for electing the program. Essays should be sent to:

David Marr, Planning Coordinator, Marx, Darwin, Freud Program, The Evergreen State College, Olympia, Washington 98505. First and second year students, as well as those further along, are encouraged to apply. Once admitted to the program, a student will be granted full credit upon completing all required work. No partial credit will be awarded.

INTERPLAY is an advanced program with enrollment by faculty permission. It is designed for students competent in performing and visual art with an inclination toward experimental work in artistic expression.
We believe that genuine artistic experimentation demands the practical and intellectual understanding of various art forms. This program, therefore, offers an opportunity for the advanced student of Theatre, Art, Music, or Dance to develop basic skills and understanding of the other three forms of art, while further pursuing his or her own artistic discipline. To encourage greater interdisciplinary performance, the program will concentrate on experimental activity often found in periods of political and artistic ferment.

As a result of revolutionary events happening in the early 20th century, many exciting artistic innovations occurred in Russia, France, Germany, and the USA. One direction our study will take is to follow the flow of artists and ideas between the innovative cultural centers of St. Petersburg/Moscow, Paris, Berlin, and New York. We believe the cooperative creations of artists of that time can inspire our own contemporary endeavors.

The search for new forms of personal expression will include reading about artists and social events, viewing slides and films, listening to music and plays, and experimenting with laboratory productions. Lab productions may be inspired by our readings or through work with students and/or faculty members. Short works will be developed in collaboration with dancers, musicians, artists, and actors for experimentation and possible performance. We will be dedicated to this exciting collaboration, so large periods of time will be set aside for exploration, rehearsal, and self-expression.

This program has great relevance for all students, including women and minority students, who want to develop their creative abilities and skills.

**POSSIBLE SCHEDULE FOR A TYPICAL WEEK**

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<tr>
<td>9:00</td>
<td>Kick-off</td>
<td>Basic Skills</td>
<td>Student</td>
<td>Basic Skills</td>
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<td>Session</td>
<td>Class</td>
<td>Self-Study</td>
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<td>10:30</td>
<td>Advanced</td>
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<td>Faculty</td>
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<td>Production</td>
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<td>Seminars</td>
<td>Seminars or Work</td>
<td>Productions</td>
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<td>Lectures</td>
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<td>Salon</td>
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Basic Skills classes will be offered each week in which students will gain an understanding of some of the techniques used by each of the arts. Each student will work daily in advanced work in his/her specific area in order to further develop his/her discipline.

We plan to work with about 80 enthusiastic students, aiming for an effective balance among the performing and visual arts.

Our reading may include:
Three Who Made A Revolution, To The Finland Station, Ten Days That Shook The World, and biographies of Stravinsky, Stanislavsky, Girardoux, Cocteau, Brecht, Satie, Gertrude Stein, Nijinsky, and others.

A small lab fee may be necessary to cover materials for the basic skills classes, and attendance at concerts, lectures, and exhibitions may require additional expense.

Ron Woodbury (Coordinator - 866-6727)

Xequiquel, meaning 'under the blood', is the name the Guatemalan Indians gave to a decisive battle in Spain's conquest of Central America's Indian civilizations. It is therefore symbolic of cultural confrontations as they have occurred from Christopher Columbus's landings in 1492 to Lyndon Johnson's landing on one of the same Caribbean islands in 1965. After studying the background of this situation, Xequiquel proposes to create a more pacific kind of confrontation leading to mutual understanding and respect.

Xequiquel will give 40 students the chance to live and study in Guatemala. In the time available, it means to give them the solidest possible preparation for
that experience. The program is designed to serve students who have an interest in Latin America, both those who want to experience it first-hand and benefit from increased inter-cultural understanding, and those who wish to prepare for advance study in any field involving Latin America.

Relevance to Minorities and Women
The program in its entirety will be both study and direct experience of a non-white culture with values and social patterns very different from those typical of white middle class society. Confronting this foreign society and living within it will greatly increase students’ sensitivity to cultural differences between them and any other group of people. During fall and winter quarters, comparisons will be drawn between racism and sexism as they operate in our society and in Latin America. Examples of books useful in these discussions of racism and sexism are Magnus Morner, Race Mixture in the History of Latin America, and Dorinda Moreno, ed., La mujer en pic de lucha.

Language Emphasis
Since the program will last but four quarters, and students should go to Guatemala having attained a reasonable degree of fluency in Spanish, only students who have had the equivalent of one year of college Spanish will be accepted.

Evergreen students who at present have no background in Spanish should know that by taking a summer school course at almost any college, they can learn enough Spanish to enter the program. Students whose Spanish is already good will be able to use supplementary material in Spanish, and, while gaining much cultural knowledge specific to the area, will be invaluable aids to the rest of the group.

Activities
Fall quarter will be devoted to a study of the history, culture, social structure, and economic systems of Guatemala, from the Mayas to the present, in a regional and hemispheric context. Most of the books read at this stage will be in English; however, students will also read and discuss in Spanish, short stories, plays, and poetry from the Central American region. Each student will attend two history-society seminars and two literature seminars per week. There will be a workshop in basic anthropological field techniques; possible areas for other
workshops include art, music, and economics. History, anthropology, literature, and political economy will be the most important subjects covered by all students.


Winter quarter, program participants will share in a "total immersion" learning-living situation. All students will live in a reserved area of Evergreen's housing facilities and will be expected to use Spanish in all their daily activities. Several native speakers of Spanish will participate as tutors and resource people. The schedule of history-society and literature seminars will be reduced by half, and all of them will be in Spanish. Students and faculty will spend six hours a day using Spanish in group situations like language tutorials, seminars, play readings, lectures, and role-playing sessions. At least once a week, meals will bear some resemblance to Guatemalan meals. (This part of the program will require that students make an imaginative leap into the culture of Guatemala and that they start with some tolerance for looking silly.)

In April, the Xequiquel group will head south for Guatemala. Individuals may choose to go by air or public land transportation through Mexico. Students will live with Guatemalan families in Guatemala City, or perhaps near it if there are special circumstances relating to individual projects. At present, the faculty see four general study options for students during their five months in Guatemala. These options are:

1) The student undertakes an apprenticeship or internship in a Guatemalan business, social agency, or craft center.

2) The student attends regular university classes. This option will be possible only if the program can obtain permission to enroll Evergreen students in classes for citizens of Guatemala.

3) The student participates in a group project developed by an Evergreen faculty member in consultation with students. For example, Nancy Allen might do research on local women writers, and Ron Woodbury study the
4) The student develops an individual project and carries it out rather independently, though attending weekly general seminars in Guatemala City. During fall and winter quarters at Evergreen, students can determine which of these options best suits their needs.

Money
Students enrolling in this program should expect to spend between $750 and $1000 for living expenses in, and transportation to, Guatemala. Students must have the money before going, as they will find no opportunities for paid work in Guatemala.

**On Knowing**

One Year  Advanced  Four Units Each Quarter

Burt Guttman (Coordinator - 866-6621)

"Conjugate the verb 'to know'."
"I know, you believe, he has a superstition."

Theme: Although modern mankind is generally considered to possess a vast storehouse of knowledge, it is becoming increasingly obvious that we still lack answers to some fundamental questions. Our growing awareness of change in both our physical and social environments points up the importance of maintaining a functional balance between that-which-is-known and that-which-we-need-to-know.

To maintain the needed balance we must constantly re-examine and refine previously accepted knowledge, eliminate fallacies in our thinking, and extend our ability to acquire new knowledge. In essence, we find ourselves faced with the problem of how it is that one comes to know.

This program will focus on the process of knowing to come to a deeper understanding of how, what, and why one knows. We will explore logical and symbolic systems; methods of analysis; intuitive and nonanalytical modes of knowing; and perception, expression and interpretation as they apply to the accumulation of
knowledge and the formation of belief. We will examine how the experience of knowing is made real to the self, to others, and to society.

Process: Faculty and students will commit themselves to developing their intellectual, emotional, and sensory competencies in all of these areas, regardless of their background or future interests. All students in the program will be involved in both analytical-scientific and intuitive or nonanalytical approaches. There will be required seminars and workshops in the history of Western theories of knowledge and perception, logic, and philosophy of science. Students will conduct experiments in such areas as molecular genetics, chemistry, linguistics, and sociology. They will keep detailed journals describing this process and their personal reactions to it, and these journals will be used in discussions of various theories of perception. We will perform experiments in the psychology of perception. Workshops on noncognitive approaches to knowing will be held.

We will use a few textbooks and a wide range of other readings. Our topic to be explored thoroughly during the year is the question: How do the languages (or other symbol systems) used by a person or a culture affect perception of reality?

Problems: We will focus on such problems and issues as:
- What is the relationship between belief and knowledge?
- How do we know we know?
- What does it take to support a body of knowledge or make you secure in your knowledge?
- Is scientific knowledge somehow different from other knowledge?
- Would we have a different view of the world if we were born into another culture or spoke another language?

Projects: Much of our learning will occur through activities that are carried out as independently by students. Right now we are considering such research as:
- Determination of chemical structure
- Definition of a gene through experiments with micro-organisms
- "Semantic field" analysis of public media
- Semiological (symbol system) study of a small community
Studies in perceptual modes: biophysical, aural, visual, verbal; creativity and perceptivity

Construction of artificial languages

Prerequisites: You should consider this program if you are interested in either the natural or the social sciences or in the educational process; or if you are seriously concerned with basic philosophical issues regarding the nature of knowing, methods of observation and verification, problems of logic and theoretical analysis; and if you wish to extend yourself beyond a superficial understanding of these problems. Students in this program should have previous knowledge of analytical thinking, reading, and writing, either from academic training, jobs, or personal study. They will commit themselves to advanced reading, analysis, writing, and intensive research carried to a definable and communicable conclusion. They will set themselves goals of developing their logical, analytical, and innate perceptual abilities; understanding the nature and limitations of both empirical and intuitive approaches to perception and knowledge; becoming familiar with major controversies and viewpoints in epistemology, metaphysics, and philosophy of science; and learning how intuitive, physical, systemic and cultural factors influence their perceptions and knowledge.

Toward Humanistic Management of Organizations

One Year Advanced Four Units Each Quarter

Ted Gerstl (Coordinator - 866-6638)

This program is built around the concept of careers, with an emphasis on management: business, institutions, administration. We hope to help people think about their options for after TESC, settle on some tentative plans, and help
them pursue the needed knowledge and skills to prepare then for "life after TESC."

It is important for the manager of the 1970's to understand that he or she is entering not only an economical contract with the employer, but also a psychological contract, and to discover the implications of such a contract. It is important for that person to understand the impact of his or her job -- and the organization's -- on the environment, on population, politics, economics, race relations, etc.

Concepts would be explored from the standpoint of non-whites and women and the issues around different segments of our population vis-a-vis business and careers.

This program is constructed around the premise that there needs to be a transition from the college/intellectual/theoretical level to the practical/experiential level of the outside world.

The program is for: Fourth year students; students who are career-oriented; those who are interested in careers in administration or management, or working in an organization; those who are interested in clarifying career choices; those who are interested in a basic understanding of organizational life and how the individual fits into it; those who are interested in gaining skills in the areas of:

- leadership
- decision making
- creative problem solving
- interpersonal communication
- writing
- accounting
- law
- general psychology
- social psychology
- economics
- research skills
- computer technology

those who want to ready themselves for work with their TESC B.A.; those who may have work experience, but want to move into a new field; those who are interested in internships in an area of their choice; people with special employment problems (e.g., minorities, women, handicapped); people who are willing to work hard at exploring theoretical and conceptual material as well as experiential; and those who are interested in relating social issues and concerns to their work-world (e.g., human rights, ecological concerns).
The program is not for: beginning students; those interested in going to graduate school immediately after graduation; people who feel unready for the job market; students solely interested in an intellectual approach to material (the emphasis will be on practical, experiential); people who see no hope for change in contemporary American society; people with severe identity crises; people who want specialized training in one field; students who are not interested in committing themselves to the program for the entire year.

The program will be structured as follows:

Skills Seminars. These seminars will focus on special skills (e.g., accounting, computer, etc.). Although optional a certain number will be required. Also required will be those seminars pertaining to the group as a whole.

Internships. Each student will be expected to take a full-time internship for the period from February through April.

Reading and Writing Seminars. These seminars will examine and analyze major literature in selected fields. Core readings will be chosen from the reading list and will be required of everyone in the program. Students will be required to write "reaction" or "think" papers prior to each reading seminar in order to facilitate discussion and to develop writing skills.

Total Community. The total community will involve student report sessions, guest speakers, lectures, films, panels, and debates.

Social Action Group. Be aware of the context in which the work occurs and the social implications. Students will be required to identify problem areas; research and study the problem area; design alternative solutions; and attempt to implement. Some examples: women in management, affirmative action, minorities in management, job training and skills acquisitions for the poor, welfare -- right on or rip off.

Laboratories and Simulation. This will involve efforts to reproduce in the classroom the major components of real life problems and situations which students will be expected to understand from an experiential as well as from an analytic perspective.

Field Trips. Field trips will be taken to observe prison administration, hospital administration, industry, new institutions.
A typical week would appear as follows:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
<th>Skills</th>
<th>Notes</th>
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<td>Monday</td>
<td>10-12</td>
<td>Total Group</td>
<td>1-3</td>
<td>Individual Conferences</td>
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<tr>
<td>Tuesday</td>
<td>10-12</td>
<td>Reading &amp; Writing</td>
<td>1-5</td>
<td>Individual Conferences and/or student initiated special interest groups</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10-12</td>
<td>Reading &amp; Writing</td>
<td>1-3</td>
<td>Individual Conferences</td>
</tr>
<tr>
<td>Thursday</td>
<td>10-12</td>
<td>Social Action Plan</td>
<td></td>
<td>Field work related to Social Action Problem</td>
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<tr>
<td>Friday</td>
<td></td>
<td>Field work related to Social Action Problem</td>
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</tbody>
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NOTE: Every 5th or 6th week a simulation or field trip will be substituted for the above schedule.

During the internship months, arrangements will be made to meet occasionally. Reading may include: Peter, The Peter Principle; Townsend, Up the Organization; Upton Sinclair, The Jungle; Herzberg, Work and the Nature of Man; McGregor, Human Side of Enterprise; Leavitt, Managerial Psychology; Wilson, The Outsider; Miller, Death of a Salesman; Steinbeck, Grapes of Wrath; Alinsky, Revillon for Radicals; Nadar, Unsafe At Any Speed; Plath, The Bell Jar.

Students who are interested in this program will be required to make an appointment and contact one of the three faculty members prior to acceptance in the program. The purpose of this interview is to determine the compatibility of the expectations of the students and program.

Full credit would be awarded all who complete the requirements of the program.

Independent Undergraduate Research
A Year in Nepal

Six Quarters Advanced
Four Units Each Quarter

David Peterson (Coordinator - 866-6200 or 866-6629)

As one of the most geopolitically central of the Third World Nations, Nepal offers
a unique opportunity for developing cross-cultural bridges between many human 
areas of concern which have traditionally separated East from West. It is the 
interest of those organizing this program that Nepal be seen as an opportunity 
for developing mutual exchanges in areas as diverse as ethnomusicology and polit-
ical science, philosophy and economics, and linguistics and family planning. It 
is anticipated that such exchanges will provide not only an opportunity for de-
v eloping, refining and expanding skills acquired in the process of fulfilling 
undergraduate requirements for the B.A. degree at The Evergreen State College, 
but will also broaden awareness of the necessary interdependence of the world's 
peoples.

Within the confines of this program we hope to work with a maximum of 20 - 30 
people over a six quarter span encompassing 20 Evergreen units worth of credit 
(4 units per quarter = full credit). Although we hope to be responsive to any 
proposal that is well outlined and developed, this program is seen as the logi-
cal culmination to four years of undergraduate training at TESC. Having first 
developed a general background in Coordinated Studies and Group Contracts, we 
hope to advance the process of learning by first devoting two quarters to a 
group contract in Nepal Studies. One half of this time will be spent in a gen-
eral program of Nepalese studies that will involve the whole group. With assis-
tance from other members of the faculty, the other half of the time will be spent 
developing and learning specific area study/research skills in the particular 
area of interest to each student. Upon arrival in Nepal (July, 1975) two months 
will be spent studying Nepali intensively. The remainder of the time, approxi-
mately three quarters, will be spent pursuing independent study and research in 
specific areas of interest developed earlier. The culmination of the whole pro-
gram will be the presentation of an acceptable thesis to appropriate interest 
groups in Nepal, The Evergreen State College, and the Members of the Faculty 
engaged in the program as well as the Members of the Faculty who served as 
preceptors prior to leaving for Nepal.
What is the nature of a human self? Not everyone has the same conception of what a human self is, or how a particular human self comes to be what it is. In Europe, in the late 18th and throughout the 19th centuries, a number of perfectly brilliant people considered this question. In this program, faculty and students will explore what at least four of these people said: Blake, Kierkgaard, Dostoevsky and Nietzsche. Faculty and students will also explore, to a more limited extent, the lives and time of these four people, and, given these lives and times, how it might have happened that they said what they did. This is difficult work. It will require meeting regularly with a small group of people to discuss hard books, and it will require long periods of individual reading, writing, looking and listening. The rewards for doing this difficult work are uncertain. They could be fantastic.

Activities required of students in this program: (1) participation in book seminars twice a week and an all program meeting once a week; (2) writing a response to one of the major texts in the program once a week; (3) writing two research papers on the lives, work, or times of major figures they are studying each quarter: and (4) love learning. The program is designed so that students will have sufficient time to do this important reading and writing.

Students in this program must want to and be able to write about and talk about literature, philosophy, and art with understanding, insight, and joy. And students must be able to do these things without a huge amount of faculty supervision. Although the faculty is prepared to guide students in this work, for a large part of the time all faculty and students will be working on their own.

This program is fully relevant to the needs of women and non-white students who are concerned about intellectual problems of self-definition.
Here is a weekly schedule for the program:

Monday: Individual reading, writing, and research.
Tuesday: Book seminars in the morning; individual reading, writing, and research in the afternoon.
Wednesday: Faculty-student conference time in the morning; individual reading, writing, and research in the afternoon.
Thursday: Book seminars in the morning; individual reading, writing, and research in the afternoon.
Friday: All program meeting in the morning; individual reading, writing, and research in the afternoon.

Major texts for the book seminars:
- Blake, *Collected Poems*
- Kierkegaard, *Either/Or*
- Dostoevsky, *The Brothers Karamazov*
- Nietzsche, *Thus Spoke Zarathustra*

In addition to this reading, students will do a large amount of reading in additional primary sources, commentaries, biographies, and social, cultural and political histories of 18th and 19th century England, Denmark, Russia, and Germany for their four research projects.

Possible topics for research projects:
- Swedenborg
- The Pattern of Idea in Beethoven's Later String Quartets
- The Forms of Blake's Poetry
- The Conception of Self in Hume
- Self-Portraits in 19th Century England
- Kierkegaard's Life in the Context of Either/Or
- Wagner's Ring Cycle: A Personification of Kierkegaard's God
- The Landscape of Denmark in the Early 19th Century
- Dostoevsky's *Notes From Underground*
- The State of Christianity in Mid-Nineteenth Century Russia
- The Idea of the Overman in Nietzsche's Later Writings
Nietzsche and Wagner

German Expressionist Prints in the 19th Century

Activities for all-program meetings:

Films
Slide Shows
Lectures by students and faculty in the program
Guest lectures
Informal talking
Sack lunch

Students in this program will be encouraged to participate in modules relevant to their work. If there are openings in the program at the beginning of the second quarter, students may join the program at that time.

Equivalencies:

Students enrolling in this program can expect to do work in the following subject matter areas: Studies in 19th Century European Philosophy, Literature, and Art.

Chinese Civilization

One Year Advanced Four Units Each Quarter

Paul Marsh (Coordinator - 866-6710)

The primary focus of this program will be to examine Chinese civilization from its earliest recorded history (the Shang Dynasty 1523-1027 B.C.), down through the People's Republic which has governed almost all of China since 1949.

An examination of Chinese civilization is extremely important to us all. First, as Americans our lives are involved in one way or another with that power on the other side of the Pacific Ocean. Second, we do happen to live on the Pacific Rim, an area showing increasing signs of becoming interdependent: in land resources, in development and cooperative uses of ocean resources, in trade, education, and expanding tourism.
We intend to demythologize that member of the "mysterious east". We shall be reading books in the areas of philosophy, government, literature, geography, family and social life, art, science and medicine. We hope that each student who completes this program will emerge with a great appreciation and understanding of the complexity and diversity of China's civilization.

Chinese Civilization is a basic program. It is three quarters long for 60 to 65 students, and offers opportunities for full or three-fourths credit. From students studying the language, the program will require one hundred percent of their time. The students who choose not to study Chinese will have a variety of options open to them: program cultural activities such as t'ai chi, calligraphy, and Chinese cooking, workshops, and modules. A student needs no background for this program except a high degree of interest and a great deal of self-discipline.

Chinese women have bound feet, say Westerners. There is much more to the status of women in Chinese society than bound feet. We should examine seriously the role of women in China and their contribution to its cultural development.

We will also examine the situation of the Overseas Chinese. The position of the "Overseas Chinese" is not one peculiar only to the United States. There are approximately fifteen million "Overseas Chinese," and over two-thirds of these reside in Southeast Asian countries. All of these people have at one time or another experienced discrimination. Many still do.

One of the primary activities in this program, besides lectures, seminars and cultural activities, will be the study of Chinese (Mandarin) language. Language instruction will be conducted on a formal basis for short periods each quarter with intensive tutorial sessions led by a native speaking tutor each week. The other part of the language learning will be done through the self-paced tapes and texts. We will initially group people according to their language-learning abilities. There will be minimums established in terms of the amount of language material to be covered and diagnostic, NOT punitive, testing will take place often.

It is our hope that some of the students will be able to travel to the People's Republic of China for part of the 1975-1976 academic year. Competency in
Chinese language will be a prerequisite for that trip. The fact that this trip is a hope is not to be considered a guarantee or a promise that it will take place. Government officials of the People's Republic have good reason to allow only a few Americans, and then primarily in groups, to visit China. We don't promise to take any of you to China--but we will do our best given obvious limitations.

The fall quarter's activities will be focused on obtaining a background in what China is. We will have weekly lectures by faculty on the government, philosophy, geography, art, literature, family and social life, science, and medicine of China. We plan to have four or five guest lecturers during the first quarter who will supplement our expertise. We shall also have seminars each week which will focus on the lectures and accompanying expertise. We shall also have seminars each week which will focus on the lectures and accompanying reading material.

There will be a lot of writing with weekly assignments on selected topics during fall quarter. During the winter quarter we shall settle into more seminars and fewer lectures. At this point we shall supplement the classroom material with films and perhaps a visit to the Seattle Museum to view their Chinese art collection. By spring quarter students will have developed some specialized interests around which they will do specific research. The options are many and varied. We plan to cap the year with a festival featuring a grand feast.


Below is an average week for the fall quarter of this program:

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If you have any questions or if you have some ideas to contribute please call me or come by my office: Paul Marsh, Lab 2024, Phone: 6710, Home phone: 943-1731.

Equivalencies:
Students enrolling in this program can expect to do work in the following subject matter areas:
- Fall - Chinese Language 4, History 8, Chinese Culture 4
- Winter - Chinese Language 4, History 4, Philosophy of China 4, Literature & Art 4
- Spring - Chinese Language 4, Contemporary China 4, Problems in Chinese Civilization 8

Language is not mandatory (except if you want to go to China) but if a person were signed up all the way thru, he would get 12 units of language.

Applied Environmental Studies

Advanced Four Units Each Quarter

Oscar Soule (Coordinator - 866-6733)

Applied Environmental Studies will be a three quarter coordinated studies program combining the fields of ecology, economics, and urban planning. The program will consist of two parts: 1) the first two quarters will emphasize preparation for projects, 2) these projects completed spring quarter. Our model for the year will be a consulting firm that will be seeking and carrying out contracts with local jurisdictions, public agencies, and citizen organizations.

The program is described as advanced because we wish to attract students who have gathered some information and experiences and who want to use them while adding to their storehouses. The program will include the following modes of instruction: field study, workshops, lectures, modules, and seminars.
Students with specific career goals, such as resource biologist, environmental economist, or urban planner, can expect to find support in the program. Participation in this program will helpfully assist women and non-whites in finding employment in these fields. Those students who are not career-oriented or who decide to pursue individual interests, may choose to leave the program after the second quarter.

We hope to set a tone of professional feeling for one's work. Professionalism will be characterized by concern for ethical standards, specialized knowledge and intensive academic preparation, and the whole body of persons engaged in a common calling.

Students entering this program can expect to move back and forth from learning of theory to acquisition of skills. We hope to blur the more standardized disciplinary lines by working on skills and theory from two or more points of reference. For example, most problems facing societies and their relations to the environment can be traced directly to economic motives. Thus two reference points are essential to understanding the problem. Also we recognize that there is enough information available to make rational and positive decisions in the area of environmental planning. We will attempt to develop workable alternatives rather than watching situations move along lines of least resistance. We also hope to understand the complexities and the fragile, and occasionally elastic, nature of our natural environment. We need to know more than what can/cannot be done. We need to overlay feelings of whys and hows.

Specific material to be covered in the three general areas will be governed by: 1) student input in the spring quarter of 1974, 2) the types of projects we undertake for the spring of 1975, and 3) the capabilities of the instructors and students. Enrollment of non-white and low-income students will allow us to investigate with credence those problems endemic to their environment.

At this time we anticipate being able to deal with some of the following topics:

- Decision-making (political and economic)
- Cost-benefit analysis
- Operations research
- Technical report writing
- Survey research
- Ecological theory
We look forward to developing a team atmosphere in which group responsibility and sharing of experiences play important roles.

Towards Humane Technospheres

One Year Advanced Four units each quarter

Rob Knapp (Coordinator - 866-6723)

As twentieth-century Americans, we are far too familiar with our problems: racial and class injustice, sexism, pollution, the dangers of global war and local crime. Technological "progress" seems only to have aggravated these problems. This program will not, however, be morbidly preoccupied with the depressing details. We intend to move forward, to concentrate on establishing the theory and practice that will allow us to live more humanely.

We strongly believe that humane living requires a satisfactory "technosphere". We invented the word "technosphere" to emphasize how broad a view we want to take. A technosphere consists of human beings, their personal and group relations, and the non-human devices they use and are used by. The human aspect - emotions, skills, politics, and so forth - is absolutely essential. So is the non-human aspect - mechanical, electrical, or whatever. Both must be studied together since building a humane life will require satisfactory solutions for the complicated interactions between them. A good example is contemporary transportation. What it is like to work on an assembly line, to depend on cars for social contact and shopping, to rely on trucks to get a farmer's produce to market, what the dominant economic position of the auto industry is - all these things must be considered along with fuel economy, crash-resistant bumpers, and
other technical matters. It is senseless and misleading to think about cars without people, and it is just as false to talk about present-day Americans without cars. Both are part of a whole universe of psychological, political, economic, and technical activity - a technosphere.

Study Areas  Humane life cannot survive unless its technosphere satisfies the constraints imposed by physical and human nature. And it cannot be established unless the personal, institutional, and technical obstacles posed by our present technospheres are overcome. We intend to study the constraints and obstacles and to experiment on a small, manageable scale with alternative technospheres.

We will work in four general areas:

(1) Strengthening our sense of what "humane" means for individuals and groups. We will be particularly concerned with questions of power and powerlessness, since they are fundamental to the problems of working people, women, and minority groups. We are hoping for the strongest possible enrollment from these groups.

(2) Understanding how technospheres affect individuals emotionally, physiologically, politically, and otherwise. In this study, as in the first, we will use introspection, reading, seminar discussion, and simulation.

(3) Studying institutions: We will be interested in such questions as "Where and how are corporate decisions made?" "Are there any real advantages to centralized administration?" "How can individuals control their own lives?" Readings and lectures on American politics and economic theory and on specific case histories will be the base of our discussions.

(4) Demystifying technical devices. Not understanding such devices is a major source of our present anxieties. We intend to fight this by studying basic principles of mechanics and computing. The experimentation with alternatives will reinforce this learning with practical experience.

Experimenting. One important way of unifying the four study areas will be our experimentation with alternative technospheres. We intend both to design and actually operate the experiments. To return to transportation for an example, the program might design and operate a transport system to get the program's own students and faculty to and from the college. This project would require imagi-
native design, group decision-making, budgeting, application of technical knowledge, and adhering to work schedules.

Students The task is difficult. We can make progress only if participants are seriously committed to it. Formal background is less important than willingness to work hard, but you should be prepared to read and discuss abstract, theoretical books on the level of Marcuse’s *One Dimensional Man*, to work on the experiments, to think about your feelings and reactions, and to learn some basic science. We are not expecting any previous scientific background.

Participants may well come into the program with a strong background in some, but not all of the study areas. We want to take advantage of such strengths through workshops and student teaching. To a limited extent, the program faculty may be able to sponsor Individual Contracts for further work on specific areas.

We also expect a lively debate between those who want to find viable small-scale technospheres for living outside the mainstream of American life and those who think it is impossible to escape the mainstream and who are working to humanize technospheres on the community or national scale. The constructive tension between these views should lead to more realistic appraisal of problems and more creative solutions than either group would find on its own.

IMPORTANT NOTE: At the time of printing the Supplement, we have not chosen specific case study topics or book lists. The examples used in this description are examples only. We will do or read similar things, but not necessarily exactly these. If you are interested in discussing the program further, you should contact:

Rob Knapp (Coordinator) at 866-6723.

We will be delighted to talk, argue, and consult with you.

Equivalencies:

Students enrolling in this program can expect to do work in the following subject matter areas: Social Science, Natural Science (Basic & Applied), Humanities (Literature), Political Science, Economics, Mechanics, Computing.
In 1974-75, Evergreen will attempt to provide greater flexibility and variety not only by offering coordinated studies programs of varying lengths but also by forming a "contracted studies pool" of all faculty members not working in coordinated studies programs during a particular quarter. These faculty members will be sponsoring individual contracts, working with clusters of contract students, organizing unified group contracts, and teaching modular courses. Titles of proposed group contracts and modules are listed below. More detailed information about the teachers and their offerings will be found in the entries under their names.


Our experience so far suggests that individual contracts will normally be most useful for advanced students continuing their studies at Evergreen. If you will be entering Evergreen for the first time, you should plan to begin with a group activity rather than with an individual contract. (Exceptions will normally be made only for older and more experienced students who cannot, because of obligations off campus, enroll in coordinated studies programs or group contracts.)

If you can negotiate a contract, your faculty sponsor will work closely with you in organizing the work initially and in evaluating it at completion. But during the run of the contract, you should expect to meet for an individual working session with your sponsor for one and only one full hour a week. Some individual contracts may fall naturally into small clusters and lead to additional meetings of small groups; but you should be aware that the sponsor's duties in preparation, working sessions, and evaluation of all his students -- as well as his other commitments to the college -- will severely limit the time he can spend with you each week. You should not expect that your sponsor will have answers to all your questions or that your sponsor will do your project for you. But you should expect that he or she will know how to help you find answers.
You should also be aware that the plans of the faculty members available for either individual-contract or group-contract work will depend strongly on your expressions of interest. Especially if you are a continuing student and wish to begin the Fall Quarter with an individual contract, you should identify your sponsor and complete preliminary arrangements before the end of 1973-74. Early action will allow you enough time to make arrangements carefully and reach mutual understanding with your prospective sponsor. (If you are an 'older and more experienced student' who cannot enroll in a group activity on campus, you should recognize the importance of locating a prospective individual-contract sponsor as soon as possible and of working out arrangements for a valid learning project to be performed mostly off campus. You should also recognize that, though the college does not have a binding requirement for campus residence, it also does not guarantee that you will be able to do all your work through individual contracts. Your involvement will depend upon careful counseling and negotiation, step by step.)

Group Contracts: The following group contracts have been proposed for 1974-75. Those listed for Fall Quarter will definitely be offered if the necessary student interest is demonstrated by pre-registration. Those listed for the Winter and Spring Quarters are tentative, though the prospective sponsor's descriptions of them will suggest some strong commitments. Whether those described for winter and spring will be offered depends upon the amount of interest shown by students communicating with the faculty member during the pre-registration period, the summer, and the fall quarter. Some of the faculty members have indicated that they would like to work on a particular topic either in a group contract, in a modular course, or with a cluster of individual-contract students. Please turn to the entries under the respective faculty members' names for more information about these opportunities.

**Fall Quarter (Firm)**

- American Black Literature
- Biochemistry and Bacterial Physiology
- Dynamic Systems
- Marx and the Third World
- Teaching to Learn

Lee Stepherson
Willie Parson
Fred Tabbutt
Tom Rainey
Lorraine Marshall
If you are currently enrolled at Evergreen and have either collaborated with the faculty member in organizing the project or can receive the consent of the instructor, then you will have the first chance at enrolling in such a small and select group. If you will be a new student at Evergreen in the fall, do not count on the possibility of signing up for a Fall Quarter group contract. Your turn will come; and if you collaborate with a faculty member in organizing a future group project, it's worth waiting for.
Vision and Expression

Two Quarters Advanced
Four Units Each Quarter
Paul Sparks (Coordinator - 866-6625)

Theme and Content.....This group would deal with art and the role of an artist in a complex and technologically oriented society. We will attach a lot of importance to experiencing life in terms of our own experiences and our own understanding. We will delve into visual literacy, moral responsibility, and the intangible threads of personal expression.

We are going to offer instruction in drawing, painting, photography, film-making, art history, sculpture, ceramics and crafts. However, don't look to find these things neatly categorized and labeled in all the traditional patterns. The momentum of this program is going to be towards synthesis. So wherever possible, we are going to erase the boundaries between these media.

Expectations and Goals.....A student can expect:
- to develop basic or advanced skills in at least three different media.
- to develop some realization of art as a process of invention, perception, and communication.
- to develop some perception of his or her self through exercising his or her own creativity.
- to become sensitive to the fact that being an artist is not an isolated function but in fact is integrated with all of life and living.

What will be expected of the student:
- a commitment to participate regularly in all program activities.
- to exhibit growth in terms of your use of one or more media.
- a willingness to be open to new ideas and new perceptions.
- a willingness to work both as an individual and as a member of a group.

Structure.....This program is built around a common core consisting of seminars, workshops, problem sessions, and studio work. Everyone is expected to take part in these core activities. However, the program will allow you to focus on particular areas of interest through individual projects and special interest seminars led by faculty members or student facilitators.
A typical work week might include a lecture or film, one or more seminars, at least two studio-workshops or modules, and perhaps a special interest seminar.

Scope.....This program is designed to last for two quarters. There might be some perfectly good justification for running the program another quarter -- but then on the other hand -- there might not be. It is not unlikely that by the end of the second quarter many people will have found some specific focus for their energies. A focus which might lead them into other kinds of studies or even into individual and group contracts. The students and the faculty may choose to dissolve the program and to reconstitute it as a loosely knit association of individual and group contracts.

Special Features.....We are employing several unusual innovations:

1. Sojourners...by our definition, these are individuals from inside or outside of the greater Evergreen community. Individuals we have sought out in order to temper and enrich our program from a perspective other than that of an artist. He/she may choose to lecture to us, seminar with us, pose problems for us as artists, and/or become an organic part of our community for a period of time.

2. In addition to the sojourners, we will employ a number of visiting professional artists. These people will give a greater range to the studio disciplines that we may explore.

3. Individual Contract Umbrella...To provide more diversity for the program, V & E will sponsor a limited number of individual contracts in the visual and media arts. These individuals could provide good models for other students, and bring some energy to our program, particularly in the possibilities they might offer as facilitators.

Audience.....Although the program is designated as an intermediate/advanced coordinated study, we find it very hard to discriminate as to who is advanced and who isn't. Generally speaking, we expect Vision and Expression to be more attractive to folks who already have a strong desire to work in the arts, and have demonstrated that desire in terms of some previous kind of work. But if for some reason, you never have had a chance to try expressing yourself in terms of
art, and you don't really feel intimidated by the idea, and you are willing to work hard, then there is a strong possibility that this might be your program also.

Books.....An important, required, part of the program will be a weekly synthesis seminar. These seminars will exploit a variety of materials on a topical basis. There will be a lot of reading, and some writing. The topics will deal with the social issues and events which affect art, the relationships between the visual arts and other media, pivotal figures and movements (art and non-art), and the possibilities and the shape of new forms of art.

Credit Equivalencies.....Equivalencies will be negotiated on an individual basis. Normally they will be in the areas of the humanities, applied arts, art history, history, and literature.

Special Expenses.....Students who choose Vision and Expression will have a wide range of facilities available to them, but will usually have to provide their own materials. We are going to avail ourselves of chances for off-campus learning experiences whenever possible, and students should keep in mind that these expenses will be part of their participation.

Public Information and Minority Affairs

Sponsor: Sid White
Duration: Fall, Winter, Spring
Size: 20 students
Who for: Students who are seriously interested in producing documentary and other public information projects designed to further understanding of non-white peoples' and women's concerns and needs, both on this campus and in the State of Washington. Of primary interest to non-white and women students who wish to explore career possibilities in public information, public relations and communications.
Project areas:
Television, radio, film, photo-essay, slide-tape/multi-media, graphic design, newspaper and magazine writing and publication.

Typical projects:
* Producing documentaries aimed at or reporting on inner city, migrant camp and Native American Indian community affairs.
* Producing minority affairs radio and television programs for broadcast on and off campus.
* Creating a campus publication dealing with minority affairs.
* Writing and photography for a section of the college newspaper devoted to minority affairs.
* Organizing an end of year minority affairs media fair.

Level:
Intermediate - advanced, with special learning resources organized for members who would benefit from intensive basic skill instruction. Participants in the program should possess a strong background in one or more of the project areas covered by the program. Of equal importance is a readiness to assume important responsibilities in a group enterprise involving planning, research and communications.

Approach:
Individual and group projects with lecture - demonstrations and workshops arranged as needed. Many of these workshops will be offered by non-white communications specialists who will be invited to the campus. Special attention will be devoted to career and business opportunities for non-white and women students in the fields of public information, public relations and communications.

Internships and sub-contracts:
Efforts will be made to place qualified students in internships during the course of the year.
Typical week:

- **Mondays**: Planning sessions and review of on-going projects.
- **Tuesdays**: Project work.
- **Wednesdays**: Lecture - Presentations and seminars.
- **Thursdays**: Workshops.
- **Fridays**: Project work.

**Basis for Earning Credit:**
- All or none
- *Attendance and participation in all scheduled activities.*
- *Evidence of significant learning through involvement in individual or small group projects.*

**Cost for students:**
- Minimal cost for photographic supplies, etc.
- Students who wish to enroll in the contract should contact the faculty sponsor to schedule an interview (Ext. 6276 or 6605).

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**Minority Economic Development**

Fall Quarter Advanced Four Units Each Quarter
York Wong (Coordinator - 866-6232)

**The Program**

Minority Economic Development will take a candid look at the theories and practices of non-white ownership in America. Have we stimulated minority capital? Do we continue to foster false hopes?

We will attempt to isolate the problems that non-white businesses have in common. Why have so many failed and are so few really "making it"? Methodology will include case-study of companies to identify how they were organized, their growing pains and the factors for their success/failure.

Students will survey U.S. corporate involvement in minority economic development. Which companies - and to what extent - are contributing to venture capital and
technical assistance, employment and training, medical and housing facilities, equipment and materials, scholarships and grants?

Federal and State support will be examined. How much resource was channelled into non-white enterprises? What kinds of government contracts were awarded? Which agencies and programs have impact on the minority businessman?

A significant portion of this program will be devoted to planning a new business venture, using practical approaches to evaluate market size and customer demand, competition and sales strategy, production and servicing plans, merchandising and inventory methods, economic data and analysis, organization and personnel, legal and equity requirements.

The students will be exposed to financial tools such as accounting, cost/benefit analysis, cash flow projections and breakeven points, pro-forma income and position statements. We will apply these techniques in a computerized business game to simulate actual market conditions.

Where are the striving non-white corporations in America? Which were the major failures? We will invite national and local pioneers to discuss their current operations and future plans.

The students will carry out work-study projects under conditions of real responsibilities. We will compare policy versus practice, theory versus application and, most importantly, thrust the student into the role of potential decision-maker in the private sector.

The Audience
Non-white students and professionals seriously concerned with minority economics and, at one time or another, who have thought of starting their own ventures. This is a work program: very little rhetoric but lots of figuring, planning and collecting data under realistic constraints.

A Typical Week
Monday -- relevant facts and factors on non-white economic development.
Tuesday -- lectures and workshops on how-to-do-it approaches.
Wednesday -- case-study seminars and group discussions, usually with invited
participants.

Thursday -- understanding and using financial tools, computerized business games and basic economic theories.

Friday -- individual projects, advice and counseling.

Credit

All or nothing. The student is required to produce a written business plan, working knowledge of a set of financial tools, and to report on a Federal/State/Private Sector policy and compare its intended output with actual results. He is expected to attend all lectures, seminars, and workshops.

Equivalencies

Students enrolling in this group contract can expect to do work in the following subject matter areas: Market Analysis, Product Merchandising, Cost/Benefit Analysis, Sales Forecast & Projection, Cash Flow and Break Even.

The Ecology and Chemistry of Pollution:
An Advanced Group Contract in Environmental Research

One Year Advanced Four Units Each Quarter

Steve Herman (Coordinator - 866-6717)

This continuing group contract provides education and training in the general field of environmental pollution. It is designed to prepare students for employment with agencies and industries concerned with studies of pollution. The program begins in the fall of 1973. During the first year two primary areas of interest have developed, and these will provide the foci for research efforts in the second year (1974-75):

1. A study of existing animal populations and pollution levels in Puget Sound with emphasis on the effects of heavy metals, petroleum hydrocarbons and chlorinated hydrocarbons.

2. An investigation of the population dynamics of the Douglas Fir Tussock Moth, an insect that is currently damaging a large acreage of forest in the eastern parts of Oregon and Washington.
During the first year, work has centered on developing background in the basic principles of ecology and chemistry. Instruction in analytical techniques has been supplemented with extensive information concerning electronic theory as it relates to the instrumentation. Students have also been introduced to such fields and techniques as entomology, forestry, statistics, the preparation and presentation of expert testimony, computer programming, environmental impact statement review, comprehensive literature searching, field techniques in ecology and marine biology, insect pathology, and scientific writing. Four grant proposals and two research publications have been produced. A majority of the students will spend the summer quarter, 1974, studying as interns with various agencies and industries concerned with or producing pollution.

Fall quarter, 1974, will see the initiation of instruction in limnology, oceanography, environmental law, and other disciplines, as well as continuing instruction in and use of the material covered in the first year. Emphasis within the primary core areas will be on analytical chemistry and field ecology. Group research, initiated in the first year, will continue until the spring quarter, 1975, when emphasis will shift to individual research in preparation for a senior thesis or comparable publishable paper. The program is scheduled to end with the summer quarter, 1975.

Designed for: approximately forty students; space available for twelve to eighteen new students for the 1974-75 academic year. Prerequisites will include experience in some of the areas mentioned above in the description of the first year; admission of new students by consent of instructors; advanced undergraduates and serious students of pollution will be preferred. Further information on the specialized equipment available to the program and on the procedures of the program is available from the instructors.

Equivalencies:
Student enrolling in this group contract can expect to do work in the following subject matter areas: Plant & Animal Ecology, Theoretical & Analytical Chemistry, Limnology, Entomology, Marine Biology, Environmental Law, Biostatistics, Toxicology, Economics, Computer Programming.
One Quarter Advanced        Four Units Each Quarter

Lem Stepherson (Coordinator - 866-6728)

The emphasis in this group contract will be on some of the major Black writers of the 19th and 20th centuries, noting the form that their works take, with their movement from despair to insight through attention to self, race, and humanity. Biographies and autobiographies will be studied in this perspective, as well as general implications of Black literary themes, characters, and styles for the sake of understanding questions of the relationship between literature and human history. We will begin with Frederick Douglass, Narrative of the Life of Frederick Douglass. Douglass was the crusading abolitionist who carried the tradition of democratic idealism into a period when the goal of freedom was abrogation of slavery. From there we will move to Booker T. Washington, Up From Slavery. Washington for twenty years appealed to a national mood of moderation on Black rights: economic progress, especially through industrial education and postponement of civil, political, and, above all, social equality. At Washington's death in 1915, the Black man perhaps was ready for the uncompromising demands of W. E. B. DuBois. We will examine the life and works of a man whose personal political ideology drifted from Black capitalism to Pan-Africanism, through several varieties of socialism and finally to communism. Examples of other works to be explored are: James Weldon Johnson, The Book of American Negro Poetry; Richard Wright, Native Son; James Baldwin, Another Country and Notes of a Native Son; Ralph Ellison, Invisible Man, etc.

Participants will be expected to write several analytical papers which focus on problems raised in the seminars and texts.

Equivalencies:
Students enrolling in this program can expect to do work in the following subject matter areas: Psychology and Sociology.
This group contract is designed for both those students who have had no training in economic principles and theory and those who have.

Together the students will form a study and teaching team whose goals are:

1. to obtain a thorough understanding of economic theory;
2. to examine critically the ethical and psychological premises on which the theory is grounded;
3. to determine the political and social contexts for which the theory is valid.

Economics has attempted to free its theory of human behavior from all value judgments and from temporal and spatial contingencies. Where economic theory has failed to free itself from them, it has succeeded very well in concealing their presence. This contract is founded on the belief that the ethics, politics, and psychology of economic theory should be made explicit -- indeed must be made explicit -- if economics is going to be useful. But the contract can be successful and its goals achieved only if the students commit themselves to extensive reading and writing and to intense, critical thinking.

The central focus for the group as a whole will be a weekly seminar. Each week the topic for discussion will be the ethical, political, and/or social premises of the theoretical topic currently being studied by the beginners and taught by the advanced. Various reading materials will be assigned, among these: Boulding, Economics as a Science; Parsons and Smelser, Economy and Society; Churchman, Challenge to Reason; Myrdal, The Political Element in the Development of Economic Theory; and selected writings of Adam Smith, Marx, Weber, Pareto, Veblen, Schumpeter, Robinson, and Lange.

In addition to active participation in the central seminar, beginning students will acquire a thorough understanding of economic principles and of micro and macro economic theory. Advanced students will have two -- equally important --
obligations. First, they will be largely responsible for designing and implementing the beginners' program of studies. (This may include the presentation of lectures, the direction of discussion groups, tutoring, etc.) Secondly, they will critically examine advanced economic topics, applied or theoretical.

One or two skill seminars will be offered each quarter. Possible topics are calculus, statistics, linear programming, computer simulation, and accounting.

Community and Individual Health Problems:
A Scientific Approach For Non-White Students

One Quarter Advanced Four Units Each Quarter
Willie Parson (Coordinator - 866-6735)

Purposes
This group contract is designed to provide non-white students with the opportunity to identify the health problems faced by them individually and by their communities. The approach will be one that emphasizes the bio-medical and scientific nature of health problems more than the psycho-socio-economic. The assumption underlying this approach is that most non-white students have fundamentally sound socio-economic philosophies arising from their life experiences as members of American society. Thus part of the thrust of this contract will be to provide a context in which non-white students can begin to recognize the scientific significance of health problems, and therefore develop rational models for solving some of these problems. This contract will also assist students in identifying public health-related professions and occupations.

Methods and Content
The contract will begin by having the students concentrate heavily on developing concepts in Biology and Genetics during the first two to three weeks of the quarter. This activity will be carried out through lectures, seminars, readings, and films. Lectures and seminars will be conducted by the contract sponsor and by other faculty members.

Following this period the students will begin to identify those health problems
of immediate significance to them through examination of state and local public health documentation, through their own experiences, and through lectures/informal meetings with community faculty. Having identified problems of immediate concern, the students will begin to examine the scientific nature of these problems through a series of mini-studies in epidemiology and immunology (e.g. sickle cell anemia), sanitation (what health hazards are created by crowded slums, migrant worker camps, etc.?), physiology (drugs, alcohol, malnutrition), and the like.

The students will be encouraged to produce a multi-ethnic workshop/symposium to increase awareness of health problems and what to do about them among lay people in respective ethnic communities.

Typical Weekly Schedule

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<td>Lecture/ Seminar</td>
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<td>Field Study</td>
<td>Progress Seminar</td>
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<td>P.M.</td>
<td>Mini-Studies</td>
<td>Mini-Studies</td>
<td>Field Study</td>
<td>Planning Seminar</td>
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Contract size - 20 students, 1 faculty
Contract duration - 1 quarter (Winter)

Sample Resources:
- Washington State Communicable Disease Reports
- Programmed Instruction in Biology and Genetics

Applied Research and Internships

One Quarter Advanced
Four Units Each Quarter

Maxine Milms (Coordinator - 866-6634)

Purposes

1) To encourage non-white students to maximally utilize their academic experiences in chosen careers.
2) To encourage non-white students to participate fully in all TESC Learning Laboratories.

3) To encourage non-white students to make direct applications of knowledge and expertise gained during Fall and Winter quarter studies in research and internship positions, e.g., business and public affairs, consumer protection, energy conservation, environmental studies, legislative internships, medical technology, public administration, etc.

Methods
1) Students will sign a Career Learning Agreement with the Cooperative Education Office with the permission of their academic sponsors. Negotiations and final agreement on Career Learning packages must be made by the end of the Winter quarter.

2) A Career Learning package will consist of off-campus activities three days each week and on-campus instruction one day each week. Off-campus activities will include internships or research activities in external agencies (out-of-state placement will require special permission from the faculty sponsor).

3) On-campus instruction will consist of lectures, literature survey, and research in the library, and weekly written and oral progress reports.

Program Size and Duration
40 Students
2 Faculty
1 Quarter (Spring 1974-75)

Marx and the Third World

One Year Advanced
Four Units Each Quarter

Tom Rainey (Coordinator - 866-6607)

This advanced research contract will consider the development of Marxism within its historical context. As Marxism does not merely interpret the world but also seeks to change it, almost every important revolution in the twentieth century
has been carried out in Marx's name. To study revolutions and social change in the Third World, this means to deal with Marx and his influence. Such an approach offers an excellent way of understanding how Marxist revolutionaries have applied a Marxian analysis to their specific historical situations. It should also provide a means by which we might assess their efforts.

This contract is designed for those advanced students who are willing to read very difficult material and write extensive analytical papers. Students who wish a casual meander through Marx and the Marxists should look elsewhere. It should be particularly appropriate for non-white and female students. Marxists have promised racial equality and indeed have seemed particularly attractive to revolutionaries in non-white areas of the world - the Third World. They have also addressed themselves to the problem of sexual inequality, with success and failures that will be examined in this contract.

The first quarter we will study the works of Marx very carefully. Commentaries will only be used to understand Marx within his historical context. For the most part we will read Marx. In addition, we will consider the rise of "revisionism" among the Marxists and the dilemmas of German Social Democracy. A typical week might include one lecture, two book seminars, one writing and research workshop, and a workshop on Capital. Readings will include the works of Marx, Engels, Bernstein, and Luxemburg.

The second quarter will concentrate entirely on revolutions in peasant societies - in Russia, in Eastern Europe, and in the Third World. Participants will be expected to study core reading on topics to be selected during the first quarter. Core readings on the Russian and Chinese revolutions will no doubt be included.

In addition, special study-research groups centering on other areas will form and meet as seems appropriate; such groups may consider revolutionary movements in Latin America, Eastern Europe, Africa, the near East, and Southeast Asia. A typical week might include one lecture, one book seminar on the core reading, and meetings of the study-research groups. The core reading of this quarter may include the writings of Lenin, Trotsky, Mao, Ho Chi Min, Nyerre, Nkrume, Che Geuvera, etc.
The third quarter will be given over almost entirely to individual and collective research projects stemming from the special-research groups formed during the second quarter. The whole group will meet less frequently during the third quarter, so as to provide ample time for the completion of research projects.

There are no prerequisites for the contract, but prospective participants are strongly advised to familiarize themselves with the fundamental historical trends of the nineteenth and twentieth century. The faculty sponsor will select prospective participants on the basis of an oral interview.

Equivalencies: Students enrolling in this program can expect to do work in the following subject matter areas: history, political science, and economics.

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**Life Styles and Occupation**

Fall Quarter
Maxine Mimms (Coordinator - 866-6634)

Organizing Theme, Principle or Problem
Especially for American subcultures and women. Focus on examining ways to capitalize on strengths of students' lifestyle in the selection of an occupation. Lifestyles that we are particularly interested in are students from inner city areas, rural areas (e.g., Blacks, Native Americans, Spanish surnames, and poor white females).

Size
30 students and 2 faculty.

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**Education For Serendipity**

Two Quarters Advanced Four Units Each Quarter
Bill Aldridge (Coordinator - 866-6645)

The focus of this group contract is contained in this quote:

"I take it that education has two primary foci: it must initiate the young
into the accumulated wisdom and techniques of culture, and it must prepare the young to create beyond the past, to introduce novelty, to utilize freedom. Creativity always involves an interplay between id and ego, strange and familiar, remote and proximate, universal and particular, abstract and concrete. If education neglects the intimate, the proximate, the sensuous, the autobiographical, the personal, it fails in its creative task and becomes only conservative, or perhaps reactionary. To keep a proper balance between conservation and revolution, education must deal with the intimate roots of the experience of creativity." (Sam Keen, To A Dancing God, p. 41)

Repeatedly we encounter people who seem to desire growth and increased personal strength. They (we) want to push back the boundaries of our own limitations. We desire growth in order to more effectively encounter life. For some this involves coming to terms with our physical self; increasing awareness of bodily movement, eating, posture, gestures, stance, and the feelings related to these. For some this will involve an opportunity to write his/her autobiography, to experience the way in which we remember the past, are aware of the present, and project the future and to reflect upon the myths and models which have influenced life style. We will explore such things as writing, drawing, fantasizing and imagining; we will demonstrate the relationship between these activities and decision making.

Other topics which we may include:

The Uses of Sundials, Calendars, and Clocks
On Dying (and Living) With Dignity
The Roles of Work and Play and Leisure
On The Use Of Hands: Pottery, Painting, And Woodcarving

Audience: We are interested in working with others who are relatively comfortable with themselves, who have worked out some stances toward the world, but who want to move beyond their present limits. We are most interested in those who are willing to commit themselves to doing things, who will be actively involved in growth.
Group Contract in Biochemistry and Bacterial Physiology

Willie Parson (Coordinator - 866-6735)

One Quarter Advanced Four Units Each Quarter

Purposes
1. To provide students with a practical background in biochemistry largely through extensive application of enzymological techniques.
2. To study the function of some bacterial processes and reactions such that students interested in medicine, agriculture, industrial biotechnology, etc., can apply the principles developed.

Requisite Skills/Background
1. College level inorganic chemistry (organic chemistry would be helpful, too).
2. College level biological science (general biology or botany, microbiology, physiology or zoology).
3. At least one quarter of laboratory experience in chemistry or biology.

Methods and Content
1. The practical studies in biochemistry and bacterial physiology will be supplemented with weekly lecture-seminar meetings, films (where appropriate), journal reading, weekly reviews of experiments and problems, and occasional lecture-seminars by other faculty and invited lecturers.
2. Practical problems in biochemistry will include:
   a) Buffering systems and pH.
   b) Cellular distribution of enzymes.
   c) Isolation and identification of ATP.
   d) Electron transport using manometric techniques.
   e) Isolation and purification of an enzyme (probably aldolase).
3. Bacterial physiology will include:
   a) Growth and reproduction.
   b) Nutritional requirements.
   c) Effects of physical environment.
   d) Respiration and metabolism.
Typical Weekly Schedule

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<td>Lecture/Seminar</td>
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<td>Lab</td>
<td>Weekly</td>
<td>Independent Study</td>
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<tr>
<td>P.M.</td>
<td>Lab</td>
<td>Lab</td>
<td>Lab</td>
<td>Journal</td>
<td>Independent Study</td>
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Resources

- Short Course in Biochemistry - Lehninger
- Basic Biological Chemistry - Mahler & Cordes
- Journal of Biological Chemistry
- Biochemistry Journal
- Journal of Bacteriology

Equivalencies:

Students enrolling in this group contract can expect to do work in the following subject matter areas: Biochemistry and Bacterial Physiology.

Stereotyping Through Literature

One Quarter Advanced Four Units Each Quarter

Hedardo Delgado (Coordinator - 866-6706)

Objectives

This group contract will research the problem areas of stereotyping in literature. The group will cooperate as a team and the purposes of the team will be:

1) to work towards an understanding of how and why stereotyping develops in literature;
2) to understand the social and psychological oppression attained through these developments;
3) to show how such interpretations affect the social and economic potentials of non-white ethnic groups; and
4) to show how these interpretations affect the behavior of an individual in attaining a harmonious adjustment to communal living in America.
This contract is designed for 25 advanced students who are considering the possibility of future work in the areas of ethnology, sociology, psychology, literature, ethnic studies, education, etc. Students will be encouraged to see the instructor about questions regarding the level and area or study. Under no circumstances will partial credit be awarded. Individuals who do not participate satisfactorily will be informed of this at the earliest possible time.

Typical Week

Seminars:
A. Reading, writing, and discussing at least one book per week.
B. Film seminars whenever possible, to view, evaluate, and discuss film's content and style.
C. Problem seminar dealing with any problems students may want to share with others in their group or outside their group.

Lectures:
Lectures will be led by students or faculty on any issue of concern. The lectures may deal with racial identity, cultural behavioral patterns, cultural attributes, etc.

Individual conferences:
A block of time will be set aside for individual students who want to discuss an issue that is affecting or will affect his school work with the instructor. The instructor also reserves the right to ask the students in for a conference.

Individual studies:
Each student will find an informant who will be observed in the following areas: self-identification, frustration, confusion, fear, security, etc.

Field experience:
The purpose of this series of activities is: 1) to experience environmental tolerance; 2) to become aware of and experience differences in cultural patterns that affect the way people live; 3) to evaluate reactions and relationships between people under various environmental situations; 4) to assist in the writing of a series of questions and/or statements pertaining to the social-cultural interaction of man; and 5) to gain initial knowledge and understanding of the social-psychological make-up of man as a group and as individuals.
Workshops and Skills:
A. Workshops - A workshop will be held to develop knowledge in the sciences of ethnology. Other workshops will be developed as they are needed.
B. Skills - Skills will be taught in reading, writing, using library resources, etc.

Book List
2. Roots: An Asian-American Reader, U.C.L.A.
3. Cane, Jean Toomer
4. To Kill a Mocking Bird, Harper Lee
5. Tortilla Flat, John Steinbeck.
8. Winter Count, D. Chief Eagle.

Everyman Environment
Spring, Summer, Fall 1975 Advanced Four Units Each Quarter
Al Wiedemann (Coordinator - 866-6705)

A program designed to provide experience in field biological research to advanced biology students. Participants will have an opportunity to explore a natural history interest in depth and at the same time be exposed to a wide range of skills and research possibilities. A major program objective will be the production of a paper on field research which will be of publishable quality. Students will work on projects in small teams, and the work will progress in three phases: (1) Preparation of research proposals (most of Spring Quarter); (2) Work on field research (Spring Quarter and all of Summer Quarter); (3) Preparation of the research report (Fall Quarter). General research skills, such as library work, report writing, statistical design, organism identification, use
of the computer, ecological sampling, interpretation of aerial photographs and
field surveying will be developed through reading, tutorials and workshops.
Skills specific to research problems will be developed within the team. Activi-
ties supplementing the main work of the program would include: maintaining a
field notebook and journal; frequent field trips to become skilled at field
observations and to become familiar with Northwest flora and fauna; and pre-
sentation to the entire group by the research teams of workshops in their
specialty.

The program is planned to extend over the summer period because field research
is generally best and most effectively conducted during this period. Research
projects will be conducted in the following areas: the Evergreen campus, ad-
jacent Eld Inlet, the Nisqually Delta, and the Mima Mounds. Other local areas
of interest might be considered, such as Scatter Creek, Black River, fresh water
marshes and bogs and so on.

Prerequisites
a. Knowledge of basic biology, particularly plant and animal classification,
and the basic principles of ecology.
b. A willingness to work in the spring-summer-fall format.
c. A commitment to working cooperatively in small teams. There will be no
individual projects.
d. Be able to meet the financial obligations of the program: about $75 for
books and related supplies; about $100 for travel expenses.
e. Interview with program faculty.

It is expected that most participants would be selected by the end of the Fall
Quarter, 1974. There will be a maximum of 40 participants in the program.

Equivalencies:
Students enrolling in this program can expect to do work in the following
subject matter areas: Botany, Zoology, Plant & Animal Ecology, Statistics,
and Field Biology.
Evergreen has pioneered a program for career oriented technicians and creators in film and television production for both studio and on-location training. Hub of the program is the Istituto di Stato per la Cinematografia a la Televisione which is located in the studio complex of the old DeLaurentis Studios in Rome. Additional training facilities include RAI-TV studios, American University of Rome quarters, individual workshops, and location shooting in and around Rome.

The focus will be on professional 35mm film production and professional studio television production. Screenwriting, directing, cinematography, sound recording, editing, lighting, scene design, animation, costume design, special effects, and production management will be offered.

The group will fly to Rome in June, 1974. The summer will be spent in total immersion language training with emphasis on cinema and television terminology. Viewing Italian films will be part of the daily routine with a view to acquaintance of the major film workers and styles as well as language experience. Italian tutors will assist in gaining conversational skills. Instruction at the State Institution and various workshops will be in English, but the ready use of Italian for craftsmen and other workers has proved invaluable. The summer quarter is a separable term and may be taken by those interested in Italian language and culture.

From early October through the end of May, the special film and television training will be offered on Monday through Friday afternoons. It will be a goal of this program to develop working internships with Rome area artists and craftsmen. Access to internships will depend on a variety of factors, including language competency, recommendations from instructors, and the general sympathy of the master artist or craftsman. Internships cannot be guaranteed.
Expenses beyond Evergreen tuition are $3,140 which includes round-trip air fare, living expenses, tuition at the State Center, and language training. Demonstrable media experience is required.

Suggested course equivalencies: Italian Language, Italian Culture, Italian Cinema, Cinema or Television Production.

Lee R. Anderson 866-6703

Fall: Group Contract

Optics
This study is concerned with the electromagnetic nature of light and its properties. From Maxwell’s equations the laws of geometrical and physical optics will be found. This includes a detailed study of imaging systems and their resolution, interference, diffraction, polarization, and the coherence properties of waves. Applications to this theory will include laboratory work in crystal optics, interferometry, electro-optics, techniques in spectroscopy, holography, and other related topics.

The math and physics background required can be met by having taken "Matter and Motion", "Architecture of Matter", or their equivalents such as vector calculus, electricity and magnetism, and basic wave theory.

Priscilla Bowerman 866-6707

Spring: Module Proposal

Zero Economic Growth
An examination of proposals for zero economic growth addressing the following questions: What is economic growth and how is it measured? Is a zero growth
nation-economy necessarily stable, stationary and stagnant? What are the implications of a zero-growth policy for population policy, for income distribution, technological innovation, and power concentration in government and/or large corporations? Can one nation successfully and securely pursue a zero-growth policy in a world of growing national economics?

Open to all students. Some background in economics would be helpful, but it is not necessary.

Individual Contract Interests

International Monetary Reform
Comparative Economic Systems (capitalism, socialism, communism: British, French, Yugoslavian, and Soviet-type models)
History of Economic Thought
Economic Development (models: British, Soviet, Japanese, Chinese; specific third world countries; trade and financing of capital development)
Zero Economic Growth
Input-Output Analysis and Linear Programming (small group)
Women's Work: Paid and Unpaid

Of less interest to me at this time:
Financial institutions and markets (banks, stock market, bond market, foreign exchange markets)
Welfare economics (including health, mass transit, housing, and poverty and guaranteed minimum income programs)

Richard Brian 866-6653

Background: Physics, mathematics, mathematics education, interdisciplinary humanities, and social sciences.

Fall, Winter, Spring: Individual Contract Interests
The relating of psychology, religion, and the humanities, especially literature, as they bear on man's search for meaning in life; assistance to students wishing
to explore material beyond the disciplines they have concentrated on thus far, in order to broaden their perspectives and enrich their special interests. (Regular written work will be expected within all contracts.)

Possibilities, as well, for modular seminars to be offered to special students in the Olympia area who would like to discuss the interrelationships of psychology, religion, and the humanities on the basis of a common reading list.

Modular Course: Elementary Mathematics (to be scheduled according to demand)
Designed to give participants a general conception of what mathematics is and tries to do; emphasis upon inducing creative mathematical thought through a variety of problems and puzzles intended for enjoyment rather than for the learning only of specific skills. This module can be further defined to speak to more specific interests, such as business or education.

Richard Cellarius 866-6619
Background: Plant biophysics; plant physiology, photochemistry, cell biology, physical chemistry; active environmentalist; concerned about how the natural and social sciences can constructively be applied to the current problems of our society.
Contract Interests: A series of three separate and distinct group contract which are described below. Individual Contracts only which evolve from or directly relate to these group contracts and only with advanced students.

Fall: Advanced Group Contract
Our Northwest Forests
An examination of the management alternatives for the forest resources of the Pacific Northwest, including an analysis of both the basic facts and the conflicting values which must be considered. In-depth study of the history of forest use; the principles of forest ecology, silvics, silviculture, and forest management; and the environmental, social political, and economic impact of such
management alternatives as recreation, wilderness preservation, and high yield forestry. Study, as well, of the positions of the various groups interested in the forest resource through field trips, visiting lecturers, and printed materials. Such groups include conservation/environmental organizations, private timber companies, and state, federal, and native land use agencies. Examination of the legal issues involved, including pertinent legislation, will be done in cooperation with the Group Contract on "Environmental Law". In addition to providing members of the contract group with the facts on which they can make informed judgments on the controversial issues involved in forest management, this study should also provide some basic training for those students interested in employment in ecology, environmental science, forestry, business, law, or politics.

This contract will be most successful if it includes a mixture of people with backgrounds in resource management, political science, economics, and biology.

It is open to third and fourth year students of all races and sexes who have intermediate or advanced training in at least one of these areas and some introductory exposure to the others. Knowledge of the fundamentals of chemistry and algebra is essential; familiarity with calculus would be useful. Students in the contract will be expected to research and prepare material for presentation to the group. They will be expected to purchase two or three basic texts as well as some supplementary reading materials; Stoddard's Essentials of Forestry Practice, Second Edition (Ronald Press), should be purchased and perused in advance if possible. Students should be prepared to do some backpacking and wilderness camping in the early part of the quarter.

Winter: Advanced Group Contract

Physiology

A detailed study of how cells and organisms function, focussing whenever possible on the common physical, chemical and biological principles which apply to both plants and animals. Topics to be covered include cellular metabolism and bioenergetics; plant physiology, including photosynthesis, water relations and growth and development; and animal physiology, including the internal environ-
ment, respiration, reproduction, hormones, nerves and muscle. Anatomy and morphology will be discussed only as they relate to function. Two important themes covering all topics will be integration and control. One objective will be to demonstrate the role of physics and chemistry in understanding biological phenomena.

This contract should be of prime interest to third and fourth year students of all races and sexes interested in biology and medicine as well as to those interested in a broad training in the natural sciences. They should have had a basic introduction to the natural sciences, preferably including some laboratory experience. A major prerequisite is a knowledge of biochemistry at the level of texts such as Lehninger, Short Course in Biochemistry, or Brown, Introduction to Organic and Biochemistry. The ability to use the calculus will be useful; a solid grasp of algebra is essential. Through the selected texts and other resources, students will be expected to develop sufficient understanding of specific topics to present them to the contract group. A significant portion of the time will be spent in the laboratory and students will assist in setting up the equipment and materials as well as performing the experiments.

Spring: Group Contract

Photosynthesis

A survey of the basic physical, chemical and biological processes by which plants convert light energy to useful foodstuffs; and therefore, a basic topical introduction to several fundamental concepts of natural science (light, energy, chemical bonds, biological structure and function, etc.). It should serve to give beginning students an understanding of what science is, what kinds of topics the different natural sciences consider, and how these sciences are related to each other. It is intended to prepare students for programs such as "Foundations of the Natural Sciences", as well as being an introduction for students who do not anticipate further study in natural science.

The contract is open to all students of all races and sexes who have completed two quarters of college work (8 Evergreen units), and who have a working knowledge of basic algebra. It will involve lectures, reading, discussions, and
laboratory exercises. Time will be allowed for, and students will be expected to undertake, study in mathematics (especially advanced algebra, mathematical analysis and the calculus for those who are sufficiently prepared). There may be opportunity to undertake independent projects of limited scope for those students who demonstrate good understanding of the material.

Donald Chan 866-6655
Background: music theory and composition; piano; conducting; musical theatre.

Fall, Winter: Possible clusters of individual contracts and/or modular workshops (depending on extent and depth of student interest)

Theory and Composition
This includes analysis, arranging, and other subjects incorporated in the techniques of jazz and popular music composition (limited to 10 - 15 students).

Performance Ensembles
Jazz Ensemble and Chorus (presently known as The Evergreen State College Jazz Ensemble and Chamber Singers). Music to include literature of all periods. Entrance by audition only.

Jazz, The Improvisation, History, and Literature of
Students will be expected to play, read, and listen to different areas of jazz music. Limited to performing musicians.

Piano Workshop for Beginning, Intermediate, and Advanced Students
This workshop will include a history and listening seminar that will include works of all periods. Limited to 25 students.

Consultation and Musical Career Planning
Designed for third- and fourth-year students, although first- and second-year students can participate with consent of the instructor. This program is for those planning a career in music or plan to continue their musical studies in graduate school.

Spring: Proposed group project; to be offered only if the necessary financial arrangements can be negotiated and if 20 students are able to commit
themselves in advance -- otherwise the fall and winter offerings will continue.

Internships in New York City
This program is currently being discussed with the Great Lakes Colleges Association, which now has such a program in existence. This contract would allow students in the arts to work with performing (or working) musicians (classical or jazz), artists, dancers, actors, and theatre technicians residing in New York City. Because this portion of the program is an expensive proposition, students entering into this segment of the contract will need to think seriously about weighing the rewards with the drawbacks of such an experience. Enrollment quote and limit: 20 students. This portion of the contract is restricted to students with at least a minimal background in music, art, dance, acting, and/or technical theatre. (Participation in this contract would necessitate an additional payment for tuition and fees to the Great Lakes College Association New York Program in the Arts. Negotiations are now under way between Evergreen and G.L.C.A. to make these costs as low as possible, but they will be of an order approximating the costs of participating in an overseas program.)

Medardo Delgado 866-6706
Background: Spanish language, Mexican and Spanish literature, sociology, psychology, ethnic studies, agriculture.

Fall: Modular Course
Search for Meaning
A study of how man directs himself in his search for meaning: the process he assigns himself; the pattern he actually follows; and the conflicts, anxieties, and confusions he suffers. We will study this philosophical way of life by reading a number of books, including works by Rollo May, Hesse, Nietzsche, Krishnamurti, Naipu, and Castenada; writing about them; and discussing them. Students will do major writing projects on their own searches for meaning. Enrollment will be limited to 25 students (other than auditors), with preference
for special students from the Greater Olympia area and first-year full-time students. (Others will be admitted on the basis of interviews with the instructor.)

Fall: Individual Contract Interests
Spanish, Spanish and Mexican literature, sociology in the community, cultural studies through literature, ethnic studies.

Peggy Dickinson 866-6709
Linda Kahan 866-6704

Winter & Spring: Group Contract (interdisciplinary, advanced, permission of faculty required)

Forms: A, B
The study of form and structure in art and biology. The program is designed to provide a range of opportunities for students interested in biology and/or art to experiment with new subject matter and technique. Emphasis will be on "hands-on" experimental work in the laboratory and the studio. Academic work will consist of a number of problems which everyone will be required to solve, exemplifying structural/functional principles, supplemented by readings, discussions, field trips and other activities. Content will include material from the fields of embryology, plant and animal morphology, sculpture, ceramics, off-loom weaving, architecture and art history (e.g., Art Nouveau period). Success of the program depends on the active! cooperative! participation of all students in all academic and creative portions of the program. The awarding of credit will be contingent upon completion of all projects.

Background required: Either one year or the equivalent of natural science, including at least one quarter of biology, or some substantial experience in art (ceramics, weaving, photography, sculpture) and an interest in pursuing either subject in more depth.
Peter Elbow 866-6630
Background: English and American literature; writing; criticism; education.

Winter: Module and/or Group Contract

Shakespeare
For the module, lectures on two complexes of themes: (1) How do people deal with lack of freedom? What makes people good or bad? Where do we get the ability to love? (2) Are there little time-outs or safe-zones in life -- such as games, dreams, or journeys -- during which mistakes can be made, and learning and growth take place at a lower price? Or must the full price always be paid for any learning, any growth?

For the group contract, the following activities would be added: more discussion, informal dramatic readings, writing (to be decided by each member, whether on or beyond Shakespeare, for making a better connection between literature and our own experience). Whether the project will be run as a group contract depends upon the firm commitment of 20 students who would like to participate in the group contract activities.

Spring: Group Contract (depending upon sufficient interest and firm commitments)

Comedy and Humor
We would read comic, humorous, and satiric literature of all sorts; read in the psychology of humor and laughter; and tell jokes.

Individual Contract Opportunities, Winter and Spring:
Literature; writing; education; language-and-metaphor; peace studies; nonviolence; civil disobedience.

Betty R. Estes 866-6604
Background: History of science and technology; European history; mathematics

Fall, Winter (and possibly Spring):
Individual Contract Interests: History of science and technology; European
history -- preferably Greek, and late medieval through the eighteenth century (though contracts in some other areas of European history might also be negotiated); mathematics only insofar as clusters of contracts may involve assistance with pre-calculus mathematics or with the calculus.

Spring (tentative): Group Contract Ideas

Scientific Revolutions -- starting from Kuhn's Structure of Scientific Revolutions and the critical literature arising from it, proceeding to a detailed examination of the Scientific Revolution of the sixteenth and seventeenth centuries; of the changes in physics of the late nineteenth and early twentieth centuries; and/or of the other significant changes in science.

Science in Historical Contexts -- relating science to literature, the arts, politics and political theory, technology, and religious thought in a given period (e.g., seventeenth century England, France in the enlightenment, Italy in the high Renaissance, or Greece in the fifth and fourth centuries B.C.). Students would not need a specific background in science to enter; all those wishing to form such a group, however, should demonstrate convincingly their interest in the kind of serious reading required.

Tom Foote 866-6656

Spring: Group Contract

Country Music: Roots and Development

Students in this contract will trace the development of Country Music from Colonial America to the present. The struggle for survival in America is represented in its music and documented in its literature. American Country Music is a potpourri which has resulted from the simultaneous superimposing of Western European Music on a highly industrialized urban society and a rural, agrarian, less sophisticated society. African influence is strong and amazingly prevalent considering restrictions imposed on Blacks and the segregated nature of the formative years of this country. We will explore the roots of country and folk
music and the influence of ethnic groups on its development, reading the literature, playing, singing, and listening to the music.

Students will be totally immersed in the sounds working toward an understanding of the music from the simple, plaintive mountain folk melodies to the extremely complex and intricate instrumentation of more modern Bluegrass Music. The student in this contract will have the following options and requirements:

1. Learning to play the mandolin, 5-string banjo, Dobro guitar, autoharp, guitar, dulcimer, and the pedal-steel guitar. Weekly workshops will be conducted in all the above named instruments. Supplemental workshops in more specific styles, i.e., bottleneck/slide guitar, fingerpicking Blues guitar, etc., will be set up as interest warrants.

2. Seminar biweekly to discuss books, films, and to hear lectures/presentations on the development and evolution of the music, instruments and styles used to play the music.

3. Participating in a performance ensemble of their own choice. All students will be expected to participate in some form of an ensemble in folk, country, and/or Bluegrass music.

Concurrent with the study of the music will be supplemental lectures and presentations by interested faculty and professional musicians as well as folk music performers and hill musicians from this area.

Credit equivalencies will be negotiated individually falling in the areas of general Humanities, American Literature, History, and Applied Music. Enrollment in this contract is restricted to those students who wish to pursue the serious study of American Country Music and its development.

Robert Gottlieb 866-6633
Education: Music theory and composition, performance practices in Baroque music.
Professional Experience: Violist with Zurich Tonhale and Stadttheater Orchestras in Switzerland, with the San Francisco Symphony, worked
in India teaching western music and also research projects in Indian music.

Fall, Winter: Group Contract

The Techniques of Musical Craftsmanship and Performance
A survey of the musical styles and techniques of classical music. The emphasis will be on the writing and composing of music, its analysis, performance and problems relating to instrumentation and orchestration. The music of the last several centuries in particular will be studied in detail: the 18th century contrapuntal forms and styles (Invention, Canon, Fugue); the chromatic harmonic styles of 19th century Romantic music (from Schubert to the time of Mahler); and 20th century harmonic idioms (Lindemith, Schönberg, Webern, Stravinsky). The purpose of this contract is to help the student attain a deeper working knowledge into the techniques of composition and to compose using the techniques.

Modules

Performance Ensembles (1 unit/quarter)
The Evergreen Chamber Orchestra. An ensemble comprised of students and community members. This is open to all performers of string, wind and brass instruments. Small chamber music ensembles, such as Quartets, Trios, Duets, will also be arranged. Entrance to these ensembles are by audition only.

Music History and Literature (1 unit/quarter)
A survey of music history and literature prior to the time of Beethoven (Fall Quarter).
A survey of 19th and 20th century music history and literature (Winter Quarter).

Spring: Modules

Performance Ensembles (Same as described above)

Ethnomusicology
A survey of non-western musical cultures with the principle emphasis on the musical traditions of Asia (India, Bali, Japan, possibly Nepal and China). This module is intended for the lay person, but it can also offer some specialized
opportunities for those interested in dealing with the problems of field work in Ethnomusicology.

Modular possibilities concerning Coordinated Studies programs with other disciplines:
- Music and Acoustics
- Ethnomusicology
- Opera - Theatre Workshop
- Field Work in Anthropology

Individual Contract Interests
- Group and some specialized individual contracts in the fields of Theory, Composition, and History depending on student interest.

James Gulden 866-6615

Background: Biology, developmental psychology, education

Winter or Spring: Possible Group Contract

Architectural Space and Human Nature

Architectural space has considerable effect on human development and functioning. Better understanding of human nature, the nature of human development and the effects of space on development could lead to the design of a more humane environment. Particular attention will be given to the study of human nature through psychology, anthropology, and philosophy. Information concerning human nature will then be considered in the study of environment systems with an emphasis on architecture.

Fall, Winter, Spring: Individual Contract Interests

Preferred:
- Animal forms as solutions to specific environmental parameters;
- The nature of human nature and means of fostering development through environmental design;
Architectural space and its effect on human development; design, problem solving and methods of encouraging creativity and synthesis. An effort will be made to cluster students interested in the areas listed above.

Not Preferred, But Possible:
- Humanistic Psychology
- Developmental Psychology
- Personality Theory

Jeanne Hahn 866-6613
Background: Political science, American politics, constitutional history and law, civil liberties, judicial policies, sociology of law.

Fall: Group Contract

Environmental Law

Development of the skills and knowledge requisite to an understanding of and ability to analyze environmental litigation. The assumption will be that the student has not yet studied the legal system and/or judicial process. The contract will, however, be limited to second, third, and fourth year students who will be expected to have some background in the social sciences, preferably political science. Study of the rudiments of the legal system (basic concepts, structure, terminology) in the attempt to gain a basic understanding of its place in the larger political system. Some development of familiarity with the political nature of environmental problems, by reading and discussing such books as Joseph Sax's Defending the Environment. Interaction with the "Our Northwest Forests" group contract.

Law is a conservative force in society and is most effectively used as a means of social control. However, during the past decade, imaginative attorneys have been attempting to use the law as a tool for achieving significant social change. Many of the theories and doctrines developed in these earlier battles (e.g., civil rights law) are now finding applicability in the environmental field.
Since environmental litigation is a fairly new phenomenon, much of its theory and many of its concepts have also been drawn from more conventional areas of law. As the quarter progresses, we will explore these legal areas, study current impediments to successful environmental litigation (e.g., standing, right to initiate class actions, lack of judicial recognition of a public trust doctrine), read and analyze court decisions, and attempt to project where the law is heading and what might be the limits of the legal system in this area. We will rely on court cases, statutory law, and other primary materials whenever possible. Students will be expected to engage in individual or small group research projects. It is hoped that a number of students will continue more extensive research and analysis into the Winter Quarter.

Winter: Possible Group Contract, with Willi Unsoeld

*Ethics and Society: Preparation for Life in Post-Watergate America*

This contract would be limited to fourth-year students and would be directed toward helping them integrate their Evergreen (college) experience(s) into some meaningful and helpful principles and concepts to provide them direction in the future. We would study situation ethics, read and thoroughly discuss some political and moral philosophy, and seriously explore the question of responsible citizenship in today's society.

Winter, Spring: Other Group Contract Ideas

*The Politics of Civil Liberties*

To provide a basic understanding of the role of the judiciary within the context of the larger political system and to study the development of the jurisprudence of civil liberties through the decisions themselves and the impact of those decisions. The assumption would be that the student has been exposed to little or no material on the legal process. The contract would, however, be limited to second, third, and fourth-year students who would be expected to have some background in the social sciences, preferably political science.

If the contract were to run in Winter and Spring, the first quarter would be devoted to the "case law" method with detailed discussion of civil liberties and criminal procedure cases. In addition, considerable time would be devoted to
studying the impact of various lines of cases, the jurisprudence of individual justices, and other trends on the Court. In the second quarter, students would be expected to undertake a major analytical research paper dealing with some aspect of civil liberties. Although considerable time would be devoted to research, the second quarter would also focus on some of the philosophical and moral aspects of civil liberties.

Executive Privilege, Separation of Powers, and the Constitution: The Case of Watergate

An advanced contract for students with a good grounding in American history and politics. We would not spend the quarter on the ins and outs and subtle posturings of the Watergate cast. Rather, we would use Watergate as a vehicle to explore some of the more enduring questions of executive privilege, separation of powers, and the implications those doctrines have in our political and constitutional system.

Spring: Modular Course

The First Amendment: Freedom of Speech

An introduction to the speech clause of the First Amendment. The philosophy, varying interpretations, and current status of the speech clause will be explored in some detail. Special emphasis will be placed on a contrast between the Warren and Burger Courts' approach to the First Amendment. All students will participate in lecture-discussion sessions and will be expected to follow a specific reading list. One two-hour session per week in the late afternoon -- unlimited enrollment -- open to all.

Individual Contract Interests:

Politics of Environmental Change (best done with groups of students)
Advanced Social Science and Law: Research and Analysis
Research & Analysis in Problems of Environmental Law (for continuing students from the Environmental Law group contract)
Law as Mechanism of Social Control/Change
Women and the Law
Power in American Society
Richard Jones 866-6660

Background: Psychoanalysis, psychotherapy, counseling, education, personality theory, psychophysiology of sleep, psychology of dreams and dreaming.

Fall, Winter, Spring: Group Contract

Psychology and Literature

An advanced group contract in psychology and literature relating the works of Freud, Jung, Erikson, Klein, White, Angyal, Maslow, Schactel, and N. O. Brown to selected works in English and American literature. A major feature of the contract will be frequent dream reflection seminars as developed and tested in this year's "Dreams and Poetry Program". If appropriate internships can be arranged the students would also spend a day a week teaching in a local high school what they are learning here at Evergreen. I conceive the contract as continuing for a full year, but it could be terminated after one or two quarters if necessary or desireable.

It is primarily designed for seniors whose interests have focused in the social sciences or humanities and who are preparing either for graduate school or for a teaching career in one of these areas.

Winter Spring:

Individual Contract Interests: to work with a small number of individual students (if the group contract does not reach full enrollment), these students to be older persons professionally engaged in some human service activity.

Linda Kahan 866-6704

Background: General biology, invertebrate zoology, animal physiology, neurophysiology

Fall: Individual Contracts

Neurophysiology

Students in this group would participate in a basic neurophysiology study seminar.
covering fundamentals of nervous system function and organization. (Note: this seminar will not concern itself with details of how the human brain works, or mammalian/human neuroanatomy, although the principles are relevant to these two fields.) Participation in the group will require a substantial amount of reading. In addition to this, seminar students would contract for research or study projects according to their own fields of interest (e.g., biochemistry, developmental biology, behavior, physiological psychology, biophysics, psychology). There will be an opportunity for interested students as a part of their study/research projects to learn some neurophysiological laboratory techniques. In general laboratory work will be restricted to experiments with invertebrates. Students doing lab work will have to provide their own personal tools, which will probably cost about $20.

Prerequisites: In order to read the assigned literature at least one year of college level physical science is necessary: basic chemistry and physics (electricity and magnetism), and at least one quarter of basic biology. Organic and physical chemistry and one year of calculus would be useful, but are not essential.

Further Individual Contract Interests:
Areas of biology other than botany, microbiology, molecular biology, ecology.

Winter, Spring: see "Forms: A, B" Group Contract.

Mark Levensky 866-6663
Background: philosophy, aesthetics.

Spring: Group Contract

The Nature of Visual Images

This program will be concerned with artistic, philosophical, and psychological questions about seeing, interpreting, evaluating, understanding and enjoying visual images. Although people in the program will be expected to make or find visual images, the program will not be concerned with teaching the technical
means of doing so. It will be concerned with constructing theories to account
for visual images, and our experience of visual images. This program is open
to anyone who can make or find visual images and who wants to think about visual
images on his own initiative and with a group.

Charles Lyons 866-6609
Background: Most areas in undergraduate mathematics; some areas in psychology,
communications, group dynamics, problem-solving skills, education

Fall, Winter, Spring: Group Contract (tentative, depending on student interest)
I am planning to teach in the area of problem-solving skills using a variety of
formal techniques and group processes. Hopefully this activity will be coordi-
nated with the work of several other faculty members and will be funded from
outside sources.

Charles Nisbet
Background: Economics

Fall, Winter: Individual contract interests
Fall: Modular Course

Economics Made Fun and Relevant
For people who think "economics" is a dirty word and "economists" are respon-
sible for getting us into most of our problems. The module will destroy the
myth that economics is a "dismal science" and stress the utility of a working
knowledge of its principles. It will be problem- and issue-oriented rather than
emphasizing theory and technique. Economics will be related to everyday events
in the real world. Thus we shall look at the economics of crime, education,
poverty, inflation, taxation, fiscal growth, ecology, medical care, advertising,
the national debt and more. (Weekly sessions, 2½ hours each, lecture followed by group discussion. Readings in such works as Northe Miller, *The Economics of Public Issues*, and Mishan, *Twenty-one Popular Economic Fallacies*.)

Spring: Advanced Group Contract

**Multi-National Corporations: The New Globalism**

Designed to provide the student with a sophisticated understanding of dramatic structural changes that are taking place in the world economy. An analysis will be done of how and why the predominantly U.S. based and owned corporations are moving into positions of economic control throughout the world. The contract is well suited for students interested in international relations, economics, political science, history, and business. It will be "bookish", "intellectual", and "demanding", seeking only those advanced students who are willing to maintain an intense level of reading, writing, and discussion.

Approximately one-third of the students' time will be spent in lectures, seminars, and tutorials. The remaining time will be used for reading contract literature and working on the quarter research project. Each student will undertake, individually or as a member of a small group, a quarter research project on multi-national corporations. A greater percentage of each week's work will be devoted to the research project as the quarter progresses.


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Jacob B. Romero 866-6719

Background: Chemical engineering; industrial work in nuclear propulsion, energy generation, cryogenics, aerodynamic laser research, and systems analysis; nuclear radiation technology.

Spring: Modular course possibility -- Basic Energy System Concepts
Spring: Individual Contract Interests
Basic physical science, engineering, energy systems, Latin American history, Southwest history.

Robert Sluss 866-6623

Background: Biology, entomology, parasitology.

Fall, Winter, Spring: Individual Contract Interests
Entomology: insect ecology, insect physiology, insect associated micro-organisms; insect parasites nematodes, insect collections (taxonomy and distribution); studies related to agricultural or horticultural entomology, insect genetics.
Active research in population ecology and isozyme studies of codling moths. The research involves both field and laboratory aspects. In the field, studies will be on the life history and mortality factors of codling moths. In the laboratory, studies on diapause physiology and genetics of codling moths. A wide variety of advanced projects will be available to students interested in these aspects of insect research.

Training of students for summer and perhaps future full-time work as Supervised Control experts. Supervised control consists of contracting with growers (or city gardeners) to advise them on how best to control pest insects. It is a way to both do good and make money. The good is done by reducing the use of insecticides and by using, when necessary, insecticides with minimal ecological impact.
Parasitology

Nematology

Various other biological areas especially field biology or other projects at the organismic or population level of organization.

Expectations: Students should be prepared to undertake work on a specific project and not seek to gain introductory, general background. Previous biology is not a prerequisite, but a meaningful contract will not provide a general introduction to biology but rather it will provide an opportunity to delve deeply into a restricted area.

Fredrick D. Tabbutt 866-6713

Advanced topics of special interest: physical chemistry (thermodynamics, chemical kinetics, quantum mechanics, molecular structure, statistical mechanics, chemical equilibrium), analytical chemistry, instrumentation, electronics, analog and hybrid computers.

Group Contracts: DYNAMIC SYSTEMS

Fall: Kinetics

An intensive examination of the theoretical and experimental aspects of the rates of chemical reactions and energy transfer. Absolute rate theory, collisional theory, unimolecular rate theory, electron transfer theory, SCF molecular orbital theory; free radical theory and mechanisms; stop-flow, flash photolysis, pressure and temperature jump, relaxation methods such as shock waves and detonation, molecular beam measurements for studying very fast processes. Emphasis upon applying these theories and techniques to chemical and biological systems and analogies to physical systems. Lectures, conferences, reading of the literature, problem-solving. Extensive laboratory work, to be formulated on either an hourly or a completed-project basis. Background required: "Matter and Motion", "Architecture of Matter", or consent of instructor; introductions to differential and
integral calculus, quantum theory, and statistical mechanics; dynamics and organic chemistry. Students completing this program will be at a senior first-year graduate level in the topics covered.

Winter: Electronics of Communication
An intensive examination of the design features of the components used in digital and analog computer and high speed data transmission and graphic displays. Lectures and problem-solving sessions dealing with practical design considerations of regulated power supplies, amplifiers, oscillators, and bistable devices (one-fourth of the program). Use of medium scale and large scale integrated circuits for digital and linear applications. Particular attention to current state-of-the-art hardware such as HECL logic, microcomputers and MOS devices. Three-fourths of the program will be devoted to rather ambitious laboratory projects (formulated either on an hourly or completed-project basis) to be undertaken by research teams or individuals, such as the design and construction of an "intelligent" color CRT graphics terminal, design and construction of a laboratory data acquisition system, design and construction of a field study automatic data acquisition system, design and construction of an interactive TV terminal based on cable TV and completion of a high speed, interactive, time-shared hybrid computer terminal system. Background required: "Matter and Motion" or consent of instructor; introduction to DC and AC circuitry, operational amplifiers and digital logic or Modules 1 and 2 (Malms, Enke and Crouch). Students completing this program will be at a senior or first year graduate student level in the topics covered.

Spring: Dynamic Systems
An intensive examination of methods for analyzing dynamic systems. Mathematical strategies for systems analysis through lectures and seminars, involving methods for solving differential equations of linear and nonlinear systems, Laplace transform and complex plane mapping, stability, feedback and root-locus analysis. Computer methods for solving differential equations, and programming techniques using DYNAMO, ISL and analog/hybrid methods. Research projects examining systems with emphasis on world and ecological models. If hardware can be developed in Electronics for Communication, an interactive, self-paced learning program will
be available to teach students how to understand a complex system without need of a sophisticated mathematics background. Background required: "Matter and Motion", or "Architecture of Matter", or consent of the instructor; introduction to differential and integral calculus, programming ability in at least BASIC. Students completing this program will be at an upper-class level in systems analysis.

Module Offerings:
Fall: Introductory Chemistry
Spring: Introductory Electronics and Instrumentation
(If time permits, may be available to sponsor a few individual contracts in special-interest topics listed above.)

Kirk Thompson 866-6606
Background: Social and political philosophy, photography, humanities, analytical psychology

Fall, Winter: Group Contract

Photo Expression
Objectives: This contract is addressed to the problem of how to express ourselves. We will be experimenting with photography as a means of self-expression. The main goal is not to make "good pictures" by some objective or external standard, or to develop a marketable commercial skill, or to become a famous artist; if these things happen to us, so much the better, but the main objective is broader and simpler: to learn how to use images to express our own feelings, moods, convictions, and uncertainties. To do this we must cultivate our vision, our way of seeing. We will read some books about self-understanding and self-expression, in order to get our bearings; but our basic means of expression will be camerawork: we are going to learn to use the camera as an extension of our eyes, or maybe as our third eye; we will learn to see as a camera sees and we will teach our camera to record our own visions.
Level or skill and commitment: The contract is an intermediate and advanced one, of two quarters' duration. It is open to people who already have some experience with black-and-white still photography and who already have some examples of their work to bring to the first group meetings. This is not a contract for beginners or for people merely cultivating a hobby; workshops are offered to meet these needs in the community darkroom (Bldg. 211). Instead, this is a contract for people who want to work full-time with photography as their most important means of expression for half a year.

Activities: Most members of the group will do small-format black-and-white photography, because this is the quickest and least expensive way to learn a lot; but people with an interest in other aspects of the medium are welcome. We will spend a lot of time taking pictures and working in the darkroom. There will be at least three group meetings a week, an "idea" session (exposure to a book or a photographer or some slides), a technique class, and a weekly presentation of your work in progress. Everyone is expected to participate regularly in all three activities. There will be a lot of emphasis on feedback and discussion: "It's possible to be a completely inarticulate artist, but that's not a very interesting goal" (Ralph Gibson). In addition there will be individual tutorials and group expeditions; also a short independent project in the Fall Quarter and a long one in Winter. A carefully-printed portfolio of your work will be expected at the end of both quarters.

Spring: Module: Beginning Photography

Individual Contract Interests
Analytical (Jungian) psychology
Mythology & literature in relation to the above
Social and political theory
Historical
Contemporary
Ethics
Classics/Humanities
Greek
Renaissance
Medieval
Comparative religion
Ethics and Society
Preparation for life in post-Watergate America. To be team-taught with Jeanne Hahn during Winter Quarter. (For details, see entry under Jeanne Hahn.)

Modules
Philosophy of Religion
A critical examination of some of the religious questions which have puzzled men throughout the ages. Sample topics: definition of religion, the idea of God, arguments for the existence of God, the problems of religious knowledge, the problem of evil, the relationship between religion and science. Lecture-discussion. Two hours per week. Occasional tests and a term paper. Textbook: God, Man, and the Thinker by Donald A. Wells. Recommended for beginning students -- including special students from the Greater Olympia area. Either Fall or Spring Quarter.

Introduction to Philosophy
An elementary consideration of such perennial philosophical problems as: the nature of Reality, human knowledge, ethical theories. Original sources will be consulted from such authors as Plato, Berkeley, Descartes, Bergson, and Kant. Lecture-discussion. Two hours per week. Occasional tests. Recommended for students with no prior background in philosophy -- including special students from the Greater Olympia area. Either Fall or Spring Quarter.

Individual Contract Interests
Philosophy (metaphysics, ethics, epistemology, logic, history of philosophy, philosophy of religion.)
Religion (comparative religions, history of the world's great religions, Biblical origins and teachings, problems of religious knowledge.)
Outdoor Pursuits (Application of methods of experiential education to various types of groups, wilderness skills of all sorts, wilderness preservation, wilderness philosophy and ethics.)

Assistance, as well, to small groups in creative and expository writing and in developing skills in public speaking.

Al Wiedemann 866-6705

Background: Agronomy, botany, plant ecology

Fall: Group Contract

The Nisqually Delta

Participants in this small group contract (5 to 8 students) will be concerned with a general study of the Nisqually Delta and its resources. A major activity will be the detailed mapping of its land, river, and tidal areas. Other activities will include cataloging of plant and animal species, the development of research proposals and the preparation of interpretive materials. Prospective participants should have a good background in biology, especially plant and animal classification. Necessary, too, would be a willingness to work long hours under sometimes very disagreeable weather conditions. The main learning activities will be in the areas of resource inventory and mapping, acquisition of information and writing, both scientific and popular. The principal objective of the quarter's work would be a completed study which would provide a base of information for further work in this increasingly important and unique area. An interview with the contract sponsor is an absolute prerequisite to selection for participation.

Module

Basic Botany

An introductory study of the classification, ecology, anatomy and use of Northwest plants. No prior experience in botany required. Work will be carried out in the laboratory and in the field on campus, and will involve about six to eight hours of scheduled time per week.
The following topics have been proposed for 1974-75. Some of them have been identified by the quarters in which the sponsors wish to offer them. Others will be scheduled according to need and interest. Some of the faculty members of the contracted-studies pool have indicated that they would like to work with groups on such topics and that they will consider making arrangements from a one-unit module all the way up to a full-time group contract. Please turn to the entries under the faculty members' names for more information, and communicate your interest to them.

Remember that modular courses are meant not to compete with, but to complement the main activities of full-time students in Coordinated Studies programs, group learning contracts, or individual learning contracts. Their meetings are restricted to late afternoons and evenings so that they will not limit the flexibility for scheduling activities within programs or contracts. Most of them are also designed to accommodate Special Students and Auditors from the Greater Olympia area.

Full-time students may participate in one modular course each quarter only by arrangement with their Coordinated Studies program faculty or contract sponsors. They receive credit for participating through the evaluations prepared by the faculty members responsible for their work in Coordinated Studies programs or in contracts. A part-time student may register directly for a modular course and receive his evaluation directly from the faculty member offering the course.

The college wishes to give some students options for greater variety in their studies and access to a somewhat wider range of faculty. It does not wish to fragment any student's effort and responsibility into multiple, conflicting courses. The modular course arrangements, then, can work only so long as they support the commitment of full-time students to the main offerings of the college: Coordinated Studies programs, advanced group research contracts, and individual learning contracts.
Fall Quarter (Firm)
Economics Made Fun and Relevant
Elementary Mathematics (quarter to be offered depending on demand)
Introduction to Philosophy (Fall or Spring)
Introductory Chemistry
Jazz, Piano (individual contract and/or module)
Philosophy of Religion (Fall and/or Spring)

Winter Quarter (Tentative)
Jazz, Piano (individual contract and/or module)
Shakespeare (module and/or group contract)

Spring Quarter (Tentative)
Approaches to Teaching Elementary Reading
or
Reading in the Content Area
or
Australia Today
Introductory Electronics and Instrumentation
Philosophy of Religion (Fall or Spring)

Charles Nisbet
Richard Brian
Willi Unsoeld
Fred Tabbutt
Donald Chan
Willi Unsoeld

Donald Chan
Peter Elbow

Lorraine Marshall
Lorraine Marshall
Lorraine Marshall
Fred Tabbutt
Willi Unsoeld
I. Internships

If you plan to do an internship (any credit-bearing on-the-job experience or any research project supervised and supported by someone off-campus) you must enroll in one of Evergreen's three major modes of study: Individual Contracted Studies, Group Contracted Studies or Coordinated Studies. The rules, covenants or requirements of both the mode and the particular program in which you plan to enroll will determine your eligibility to do an internship. For example, if you enroll in a group contract or a coordinated study program, you should plan to intern only if the program's plans include an internship component. If you enroll in Individual Contracted Studies, you should plan to intern only if the internship constitutes a planned and closely related portion of your academic program. Regardless of the mode in which you enroll, you must have the approval of an Evergreen faculty sponsor before beginning your internship.

Remember, you cannot enroll directly in Cooperative Education. You should contact the Office of Cooperative Education as early as possible to obtain a Student Internship Request form and arrange an appointment with a Co-op Coordinator. The Coordinator will provide you with counseling, guidance and information about internships available and possible faculty sponsors; help you to locate an internship; and make available to you the services of the Co-op office.

Once you have negotiated an internship you must complete a Student's Individual Internship Agreement form regardless of the program in which you are enrolled and regardless of the manner in which the internship was secured. Copies of the I.A. form and complete information about internships available may be obtained in the Co-op office. For additional information about internships and the services Co-op can provide, you should also consult the Co-op section of the College catalog.
II. Career Learning Program

The Career Learning Program provides an opportunity for you to enter a planned learning sequence in preparation for a career. You may apply for the Career learning Program anytime before the first quarter of your senior year, but the earlier you become involved, the more opportunities you will have for career exploration and the better will be your chances of securing a Career Learning Field Placement.

Components of the Career Learning Program

1. General Education....
   Through the general Evergreen curriculum you will have the opportunity to explore broad areas of learning and develop your reasoning abilities.

2. Career Exploration....
   Career guidance counseling, aptitude and/or interest inventory testing access to printed materials, participation in seminars, short-term internships, and volunteer activities will provide you with opportunities to explore a variety of career options.

3. Career Education....
   In addition to general education, the Evergreen curriculum provides for concentrated study in various fields. You will receive guidance and encouragement in selecting from the curriculum those resources that will help you in preparing academically for the career field of your choice.

4. Career Learning Placement....
   If you are selected by one of the Career Learning employers, one or more salaried six-month field placements in the area of your career choice will provide on-the-job experience and help you develop your knowledge and skills in a work situation. Following each field placement you return to campus for at least one quarter of academic work to strengthen any weaknesses you may have.
With improved job-seeking skills, improved access to employers, a working knowledge of your chosen job or profession, and a career-oriented academic curriculum you will be better equipped to compete for a position in your chosen career field.

Career Learning Program Activities

FIRST....

--Enrollment in one of Evergreen's regular academic programs (Coordinated Studies, Group Contracted Studies or Individual Contracted Study).
--Orientation to the Career Learning Program and initial interview with a Co-op Ed coordinator.
--Counseling sessions with faculty to explore your interests and aptitudes; Career guidance counseling through the College Counseling office and a series of scheduled interviews with a Co-op coordinator to help you focus on your career objectives and explore available options.
--Seminars in Resume Writing, Credential File Building, Job Search and Interview Techniques through the College Placement office.
--Exploratory experiences through internships and volunteer activities.
--Enrollment in an academic program supporting your career objectives.

THEN, after you have made a tentative career decision....

--Discussions with faculty to identify a sponsor.
--Interviews for Career Learning positions several months in advance of the off-campus term.
--Participation in a six-month salaried field experience to begin Fall Quarter or Spring Quarter and designed to provide on-the-job experience and interaction with professionals in the field.
Scheduled meetings with your faculty sponsor for counseling, instruction and evaluation.

One or more quarters of related on-campus academic study following the field placement.

The Career Learning program represents a new option for students at Evergreen—an option combining many of the College’s existing resources with several new ones in order to provide a more effective approach to career development. If you are willing to work hard, the Co-op staff and others committed to supporting the program will work closely with you to help you identify and achieve your career objectives.

If you have any questions about internships or the Career Learning Program, write or telephone the Co-op office, Lab. 1000, Telephone (206) 866-6391.
External Credit

A VTF has been working this year to establish a policy and procedure for granting non-traditional credit for "life experience." The policy will be aimed primarily at older students returning to school after some period of work and/or training in a non-academic setting. The report of the VTF, which will be ready by Spring Quarter, will suggest that credit be granted for large blocks of work only (to equal 4, 8, or 12 Evergreen units), and that initially an "external credit office", set up to offer advice and counsel in the preparation of external credit petitions, move slowly and grant a maximum of one year of credit. We expect to have an office ready to operate by Fall of 1974. This office would have a faculty/counselor who will help students determine if they should pursue "external credit" option or some other non-traditional credit generating options (such as CLEP examinations). The faculty/counselor would also encourage the student to participate in a module which would support the external credit office by helping students translate their outside experience into a reflective understanding. We consider this "translation" an important part of the documentation of external credit for Evergreen's purposes. Other documentation would include a statement of areas of competencies, ways of demonstrating those competencies, and letters and certificates of support where appropriate. Credit would be awarded by a revolving faculty review committee.

This is a policy/procedure statement which is in the state of becoming. Students interested in an external credit option are urged to watch for announcements and brochures in the Fall which should specify the what's, how's, why's, and who's of external credit at that time. In the meantime, you might digest this basic statement of "approach" already adopted by the VTF as a working document:

"We agree we should help some adults get a degree in less than four years by means of granting them college credit for knowledge or competence they have gained in their jobs and lives. What kind of experience or knowledge or competence should qualify?"

"We agree we can't give credit for experience in itself. Experience, as experi-
ence, seems inherently private, subjective, and incapable of being evaluated.
We cannot easily quarrel with someone who says he learned more by living at home
with his parents or by sitting quietly in a room than someone else learned who
traveled around the world or managed a business. Yet we're not willing to give
credit merely for having had any experience. So we agree that we can give credit
only for knowledge or competence, not experience.

But we think we must add another principle and say that proof of competence alone
is not sufficient either. For we think we have expressed misgivings about giving
credit, for example, to a woman who comes in and somehow demonstrates satisfac-
torily that she can successfully raise many children, or to a man who somehow
demonstrates satisfactorily that he can make money on the stock market.

What we must add to our formula is the distinction between competence and under-
standing -- the distinction between two modes of knowing: knowing how to do
something and self-conscious, conceptual, verbal understanding. We propose that
we grant credit only for the latter, not for the former.

You might make the following kinds of arguments against this policy: it is very
one-sided and represents a blatant bias in favor of only one kind of knowledge.
Educational institutions are just now beginning to recognize the value of experi-
mental competence and the potential limitations of mere verbal concept-manipu-
lation. And the office of external credit is trying to help those people who
were scared out of school and college because of the insistence on verbal concep-
tual self-conscious knowledge, and reward them because of their experiential
competence.

Nevertheless, we think we should adopt this policy openly, clearly, and unapolo-
getically -- so long as we do the following two things:

1) We must provide services and time to help people turn competence into under-
standing. We must manage to send and make heard the following message: "We
will help you get college credit for competence you have gained in life. You
will first have to turn your competence into self-conscious, conceptual, ver-
bal understanding, but we will help you do that and not penalize you for the
time it takes."
That means we need not just be an office that provides counseling but we must actually teach modules or courses about how to turn competence into understanding: about how to explore and articulate the implicit knowledge that underlies a piece of effective action, about the relationship between tacit knowledge and conceptual knowledge, about exploring premises, principles, assumptions. If you successfully fix the car, make the money, get the answer, what were the steps and silent decisions you make? It would be a solid and worthwhile course in itself. The candidate would get credit for it. It would be about knowing, problem-solving, understanding, and the relationship between premises and consequences.

2) We must make our premises very clear: "That inspite of the value of experiential competence and the potential weakness of mere verbal understanding, nevertheless the kind of credit we are granting is "academic" credit. The academic enterprise is especially committed and equipped to give verbal, conceptual self-conscious understanding. That's what we think is important and that's what we think you should get out of a college degree. Jobs and living are better at providing experiential know-how. Nevertheless you will be able to get a college degree in less than four years if you have substantial experiential competence because you can turn it into conceptual understanding much more quickly than you would be able to get conceptual understanding in the traditional studying fashion."

This policy would help the woman who had raised children and the man who had made money both get credit for their competences."
Evergreen intends to provide opportunities for many students to study foreign areas and cultures at first hand. We shall offer some Coordinated Studies programs which will first immerse the student in the language, history and culture of a foreign land and then enable him to continue his studies in the foreign land itself. (1974-75 programs planning overseas components are "Xequiquel" -- to Guatemala; "Chinese Civilization" -- hopefully to the Peoples' Republic of China; and "A Year In Nepal" (1975-76) -- to Nepal.) We shall provide other opportunities for less formal and perhaps briefer periods of study abroad in conjunction with programs or projects developed at Evergreen. In Contracted Studies, it will be possible for teams of fifteen students and one instructor to work abroad for full credit while still remaining enrolled on the Evergreen campus. (For example, the "Europa '74" and "International Film Production" groups -- and perhaps some others -- are planning to study abroad.)

When we cannot provide such opportunities directly, we shall help students to enroll in programs operated by other institutions and agencies. Generally, if a student needs foreign study in connection with some project essential to his education, we shall attempt to facilitate this study.

Registration For Students Studying Abroad

Students should do the following prior to their departure from Evergreen for study in other countries:

1. Pre-register on program selection card, with signatures of student and faculty advisor.
2. Process status changes: i.e., change of units, withdrawal or leave during the course of the year, graduation, extension beyond 45 units.
3. Make sure address on file at the Registrar's Office is CORRECT. This is absolutely necessary for billing.
4. Secure necessary certification if V.A. or Social Security Benefits apply.
5. For students needing financial aid, give signatures on loans, file statement of intent, etc., in advance.
These details can be handled in advance, but the responsibility for initiating action rests with the student. Inquiries should begin at the Registrar's Office.

Evergreen believes its educational program to be ideal in providing the academic and personal growth experiences most beneficial to those intending to enter the teaching profession. However, we have not established with the Superintendent of Public Instruction the means by which a student can receive certification to teach in the public schools. Students interested in becoming teachers may wish to complete one or more years at Evergreen and then transfer to one of the other institutions in the State which can provide certification to teach in the public schools or finish at TESC and go elsewhere for certificate along with Master's degree.

**Teaching Preparation**

**Academic Standing/Acceleration**

NORMAL LOAD AND PROGRESS: The normal academic load for a full-time student is four Evergreen units per quarter. Normal progress toward the baccalaureate degree for a full-time student is at the rate of 12 Evergreen units per academic year, earned in three quarters of study. A student may accelerate normal progress only by enrolling for a fourth quarter of study each academic year.

DECELERATION: A full-time student may officially reduce his credit load to 0 (via leave of absence), 1, 2, or 3 Evergreen units for one quarter with the approval of the Registrar. In the succeeding quarter, the student must seek the approval of the Registrar to resume a full load of four units. Any changes in the numbers of units for which a student is registered must be submitted to the Registrar no later than the sixth class day of any quarter.
ACADEMIC STANDING: Since The Evergreen State College follows a "credit/no entry" system of maintaining student records, a student's transcript contains only information regarding the work he or she has successfully completed. Some recognition, of a non-punitive but consultative nature, needs to be made of the student who is not making satisfactory progress as defined below. The following stages of academic standing have been designed to allow the student having academic difficulties the maximum amount of advice and counsel in resolving those problems. At the same time, it acknowledges that if a student is unable or unwilling to do his or her best work at Evergreen, then that place should be given to someone else.

During any quarter a student who is in danger of earning less than the registered amount of credit should be notified in writing of that danger by the faculty sponsor or program coordinator.

1. Academic Warning: A student who earns fewer than three-fourths the number of units for which he or she is registered in three successive quarters will receive an academic warning from the Deans, a copy of which will also go to the student's current or pre-registered coordinator or sponsor. This warning will strongly encourage that the student seek counseling from a member of the faculty or from staff in the Office of Counseling Services.

2. Required Leave of Absence: A student who has received an academic warning and who, at the end of the subsequent three quarters has earned fewer than three-fourths of the possible units registered will be required to take a leave of absence, normally for one full academic year. The action of requiring a leave of absence is subject to consideration by the Deans before it becomes effective. Re-entry at the end of the leave is contingent upon the student's supplying to the Deans evidence of readiness to assume his responsibilities.

A student returning from a required leave of absence will be expected to make normal progress toward a bachelor of arts degree. Failure to do so will warrant academic review by the Deans, and possibly dismissal on academic grounds.
3. Exceptions to the above will be allowed in cases of verified illness or other circumstances beyond the control of the student.

A special case may occur from time to time when a student simply cannot match interests with what Evergreen can offer in teaching, facilities, or other resources. When it becomes apparent during an advising period prior to formal registration for a new quarter that a student cannot continue in a current Coordinated Studies program or contract, find a place in another program, negotiate a new contract with any faculty or staff sponsor, or decelerate his progress to work only in a modular course for one unit of credit, then he will not be enrolled for the new quarter.

**Graduation Requirements**

The minimum requirement for awarding the baccalaureate degree is forty-five units of credit. Students enrolled in full-time work through four years at the College would normally accumulate forty-eight units. Students engaged in a sequence of study which would accumulate more than forty-eight units should contact the Registrar to initiate a petition to extend their work beyond the forty-eight units.

**Affirmative Action**

Evergreen is committed to developing an Affirmative Action Policy which will include an equal opportunity policy statement, an outline or listing of who will receive the policy, a listing of who is responsible for its implementation, and an identification of problem areas, specific goals and time tables and internal auditing and reporting procedures. Our aim is to insure attaining and/or maintaining a fair representation of non-white and female members (employees and students) within the college community. Since its inception, TLSC has been dedicated to a broad mix of people from various races and backgrounds, and we see the development of this policy as a positive step in achieving that goal.