YOU ARE YOUR OWN
CREATOR, YOU APPEAR
IN THE SPLENDOR
OF YOUR OWN.

EGYPTIAN PYRAMID
TEXT
About This Book

This 1975-77 bulletin of The Evergreen State College aims to acquaint you with the programs, philosophies, and policies of an institution that is still developing. It outlines the methods by which learning occurs here, the ways by which this academic community conducts its business, and the means through which individuals from very different backgrounds and with a variety of perspectives may relate to and interact with each other.

You will not find a precise shopping list of academic opportunities here. Rather, this book summarizes the options available, with descriptions of some past and present activities that exemplify the range of learning experiences our unique program offers. In order to keep abreast of the changing world and to capitalize quickly on our own experience, we do not simply carry forward to the next year’s catalog the listings in the previous year’s. All our academic programs include their own self-destruct mechanisms. Although we certainly retain our concern for the immense and significant problems implied by programs now being studied, we have committed ourselves to critically modifying each year the ways in which we attack these issues. Thus, as the current academic year unfolds, we will be busy planning for the new programs to be offered in 1975-77. These will be described in supplements, scheduled for publication in early 1975 and 1976, and timed to give prospective students the latest possible program information. The supplements, or other small publications, also will list up-to-date detailed costs for tuition and fees, housing, and food services.

Consider this bulletin, then, the official statement about what Evergreen is and is not, why it approaches learning in the way it does, and — generally speaking — how it works. Read the material thoroughly and carefully so that you may judge whether you and Evergreen can match interests, talents, and resources.
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Twas brillig—and the slithy toves
Did gyre and gimble in the wabe:
Lewis Carroll
The Evergreen State College was awarded full accreditation by the Commission on Higher Schools of the Northwest Association of Secondary and Higher Schools in June 1974.

The report of the evaluation committee of educators which visited the campus in late April declared Evergreen "a major asset to the higher education of young people in the State of Washington," noting that, "Evergreen students seem to be unusually busy, interested and personally involved in their own learning." The report further indicates a "high level of student engagement with intellectual issues and principles," and that "the College's way of emphasizing students' responsibility for their own learning appears to have evoked authentic self-motivation in most students...."

The committee report also notes that "faculty-student relations at Evergreen are remarkably open, friendly and direct." The committee was "impressed by the high intellectual caliber, imagination and personal commitments to teaching of the faculty members...." and found "an unusually serious emphasis on thorough evaluation of each year's educational programs" at Evergreen.

Our Philosophy/Goals

Society needs trained minds to maintain and improve commerce, industry, the professions, government, science, technology, social services, and the arts. It needs new information, fresh ideas, and constructive, reliable responses to new problems from citizens capable of dealing creatively and positively with the complexities brought by rapid and massive change.

Citizens of this society have their own needs: Flexibility, personal growth, and confidence, as well as a highly cultivated ability to learn new ideas and skills and to master quickly new bodies of information.

These demands shape the nature of undergraduate study at Evergreen which is designed to assist students to continue learning, to continue schooling their intelligences, to continue thinking things out, applying that new learning to the problems of contemporary life.

Evergreen integrates formal education with the social, physical, and emotional development of students of diverse ages, cultural and economic backgrounds, interests, and outlooks.

Although Evergreen's academic programs are designed to enable students to sharpen basic intellectual skills, learn techniques for solving problems and develop an awareness of the implications of central human issues, the College places strong emphasis on the interrelationship of fields of knowledge rather than treating academic disciplines as entirely separate. Evergreen stresses cooperation and interchange among members of a learning community, allowing faculty and students to work together in a mutual quest for information and for solutions to real problems.
Evergreen encourages students to assume increasing greater responsibility for their own work as they progress toward the Bachelor of Arts degree, with their studies matching their interests and career goals. Academic study achieves its best, Evergreen believes, when students can sample a reasonably wide range of actual jobs, working under conditions of genuine responsibility to themselves or as members of teams, subjecting this relevant experience to reflection about themselves and their futures.

Evergreen, in short, intends to develop a learning community that reflects the nature of the real world, where none of the problems man faces is simple and where none of the parts becomes, in its own conception, more important than the whole.

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**Equal Opportunity and Affirmative Action**

The College Board of Trustees has adopted a strong Equal Opportunity Policy. This policy requires that all individuals or groups administer their services, facilities, employment and advancement opportunities without regard to age, race, color, sex, religion, national origins or physical disability. The Board has committed the College to a program of Affirmative Action to ensure equal opportunity. The intent of the College's Affirmative Action Program is to assure open membership and participation in the academic community for all students and employees.

The College recently evaluated its equal opportunity profile, examining its staff and student body composition to identify areas where it may under-utilize and under-represent women and minorities. Evergreen regularly examines all its policies, procedures and practices to identify those which have, or could have, discriminatory effect with regard to age, race, color, sex, religion, national origin, or physical disability. After identifying problem areas, the College develops alternatives to solve the problems and eliminate deficiencies.

The Affirmative Action officer is responsible for developing, implementing, and monitoring (including receipt of and action upon discrimination complaints) the affirmative action program. This office works with and coordinates efforts between faculty, staff, students, and student groups to achieve equal opportunity. Programs include ethnic awareness training, upward mobility for women and minorities, and seminars on changing male-female relationships. We have initiated an intensive effort to involve the entire Ever-
green and vicinity community in the challenge to achieve equal opportunity.

Evergreen’s basic policy statement on equal opportunity and affirmative action, as codified in the State of Washington Administrative Code, follows:

The Equal Opportunity Policy of The Evergreen State College requires that its faculty, administration, staff, students, and persons who develop programs at the college; and all contractors, individuals, and organizations who do business with the college; comply with the letter and spirit of all federal, state, and local equal employment opportunity statutes and regulations.

The college expressly prohibits discrimination against any person on the basis of race, sex, age, religion, national origin, or physical disability (except where physical ability is a bona fide occupational qualification). This policy requires recruiting, hiring, training, and promoting persons in all job categories without regard to race, sex, age, religion, national origin, or physical disability (except where physical ability is a bona fide occupational qualification). All decisions on employment and promotion must utilize only valid job-related requirements.

The college requires: that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, college sponsored training, education, tuition assistance, social and recreation programs, and that all student recruiting and admissions, student services (such as financial aid, placement, counseling, housing, student activities, physical recreation), and facilities usage, be administered without discrimination based on race, sex, age, religion, national origin, or physical disability (except where physical ability is a bona fide occupational qualification).

The Evergreen State College is committed to an affirmative action program — a goal-oriented program through which it makes specific additional efforts to recruit, hire, train, and promote non-whites and women; and to recruit, admit, and educate non-white and women students. The affirmative action program is designed to overcome and prevent the effects of systemic institutional discrimination and benign neutrality in employment and educational practices. The college will take affirmative action to solicit bids on goods and services contracts from non-white and women vendors and contractors.

The college’s Affirmative Action Office has responsibility for preparing the college’s affirmative action program, including procedures for reporting and monitoring.

Each employee’s support and implementation of this policy will be evaluated during employee performance evaluations.
Ind cascades hang noiseless in the mountains, rainbows of jade.
## Academic Calendars:
1975-76:1976-77

Dates below indicate the start and finish of regular quarters during the 1975-76 and 1976-77 academic years. Specific dates for holidays, registration periods, special study events will be announced in supplements to this bulletin and through campus media.

### 1975-76 Academic Calendar

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Sept. 29</td>
<td>Jan. 5</td>
<td>Mar. 29</td>
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<tr>
<td>Dec. 12</td>
<td>Mar. 19</td>
<td>June 11</td>
</tr>
</tbody>
</table>

Work begins or continues Project presentations; Quarter ends

### 1976-77 Academic Calendar

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 27</td>
<td>Jan. 3</td>
<td>Mar. 28</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>Mar. 18</td>
<td>June 10</td>
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</table>

Work begins or continues Project presentations; Quarter ends

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## Study at Evergreen: A Summary

Credit required for graduation — 45 Evergreen units

One unit of Evergreen credit is the equivalent of 4 quarter hours

Ways of earning credit: (1) Coordinated Studies, (2) Contracted Studies, (3) Modular Courses (only part-time, special and auditor students receive credit directly, through modular courses; full-time students receive credit for modular course work through their main coordinated studies programs or learning contracts) and (4) credit by examination.

Methods of learning include:
- participation in seminars, lectures, tutorial conferences, and workshops;
- performance of assignments in reading, writing, and other forms of communication;
- individual research and creative projects in the natural sciences, social sciences, humanities, arts, and many interdisciplinary combinations;
- cooperative education by working in offices, agencies, businesses;
- field trips, community service projects, and overseas study;
- completion of self-paced learning units;
- involvement in public presentations and performances.

Evaluation
- Credit will be awarded upon fulfillment of the expectations in each program of Coordinated Study, program of Contracted Study, or modular course. Otherwise, no entry will appear on the student's permanent academic record.
Performance in each Coordinated or Contracted Study will be represented in a student's cumulative portfolio by descriptions of projects, close evaluations by faculty and other staff sponsors, the student's self-evaluation, and samples of the work done. Some of these same materials will become a part of the student's permanent academic record from which transcripts of credit are made.
Distribution of Academic Work

Evergreen does not present multiple "courses of study" to be taken simultaneously, nor does it prescribe distribution or major requirements by college-wide legislation. Instead, it offers each student the opportunity to put together step-by-step a sequence of concentrated activities — each with its own internal set of requirements — leading to the Bachelor of Arts degree.

Because of unified responsibility to one Coordinated Studies program or learning contract at a time, students receive close and careful advising, intensive support from those working with them, and close and careful evaluation as they progress. The College tells them not what to take, but what it has to offer.

The faculty of Evergreen believes that all full-time students should plan to do a great deal of work and learning in both Coordinated Studies and Contracted Studies.

Academic Credit

The Evergreen student will accumulate academic credit for work well done and levels of performance reached and surpassed. Only if a student fulfills academic obligations will full credit be entered on the permanent academic record. Otherwise there will be either no entry or the recording of fewer units of credit to represent what was actually accomplished.

For the purposes of transferring credit and of comparison with the programs of other institutions, one Evergreen unit should be considered as equivalent to 4 quarter hours or 2.67 semester hours. An Evergreen student can enroll for no more than four Evergreen units per quarter. (NOTE: Through 1972-73 Evergreen students worked in a pattern by which thirty-six units were required for graduation and each unit was considered as equivalent to five quarter hours at other institutions. To provide more flexibility while still avoiding fragmentation, and to approximate more closely the patterns of enrollment for credit at other institutions, Evergreen has now slightly reduced the size of its unit of credit and correspondingly raised its expectations for the number of units to be earned.)
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 48 units.

Any student transferring from another college must earn at least twelve Evergreen units before becoming eligible to receive the Evergreen degree.

Non-Traditional Credit

Credit by Examination

Evergreen will help students to accelerate their progress toward a degree by recognizing credit-worthy but hitherto unaccredited achievements in learning.

Students should pay particular attention to the College Level Examination Program (CLEP) of the College Entrance Examination Board. So long as they do not duplicate Advanced Placement or transfer credit for introductory work in the designated areas, students entering Evergreen may offer acceptable scores (now being determined on a state-wide level) for the CLEP General Examinations in English Composition, Mathematics, Natural Sciences, Social-Sciences-History, and Humanities to the Office of the Registrar. For each of these tests successfully taken, Evergreen will award two units of credit.

The College Level Examination Program also offers a variety of Subject Examinations to test competence at more advanced levels.

Information regarding CLEP is available from the Office of the Registrar, the Deans Office and the Learning Services Center. These offices will assist students in determining eligibility for CLEP-generated credit.

A student should be clear about eligibility before taking the examinations.

External Credit

The College has established an Office of External Credit. The Faculty/Counselor in that office will assist older students returning to college with work or independent study experience in documenting that experience so as to demonstrate competence and petition for academic credit. Such credit will not be granted for attainments which have already been recognized by awards of credit elsewhere. The Office of External Credit has available summary statements of Evergreen's external credit policy and procedures. Students who believe that they might have experience which could generate academic credit should begin an inquiry with the external credit office. A fee structure for external credit is currently being developed.
Academic Standing

Full-Time and Part-Time Status — Normal academic progress for a full-time student entails the earning of four units of Evergreen credit per quarter, twelve units per regular academic year. (The Veterans' Administration, the Selective Service System, and other agencies should consider this to be the acceptable rate for full-time study.) Students may accelerate only by enrolling for a fourth quarter of study each calendar year (i.e., in the summer session).

For the purposes of fee-collection, Evergreen must count those enrolled for either two, three or four units of credit per quarter as full-fee-paying students. Those who can enroll for only one unit of credit per quarter are considered to be part-time students.

Those who wish to enroll as part-time students will work most frequently in modular courses, at the rate of one course per quarter. If faculty time and program space are available, some part-time students may be able to engage in Contracted Studies, on individual projects or as participants in groups, earning one unit of Evergreen credit per quarter. If you wish to engage in Contracted Studies at a part-time rate, you should locate prospective faculty sponsors well in advance of registration periods or watch for announcements of modular-course offerings just prior to registration periods.

Students wishing to enroll at Evergreen for full-time or part-time status can be enrolled in only one credit-generating program of study at a time.

Leaves of Absence — Students who have been accepted for full-time study are eligible to apply for a leave of absence. They may apply for leave in any quarter whether or not they are enrolled at a full-time rate in that quarter. A normal leave of absence lasts for one quarter, but may be longer under extenuating circumstances. Application for a leave of absence is initiated in the Office of the Registrar.

Deceleration — A full-time student may officially reduce a 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.
dent 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 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 progress to work only in a modular course for one unit of credit, then he or she will not be enrolled for the new quarter.
Let your life lightly dance.

— Rabindranath Tagore
Coordinated Studies: An Explanation

What are Coordinated Studies programs? How do they differ from courses? What will it be like to be a member of a group engaged in an integrated program of study rather than to be taking a number of separate classes in separate subjects?

Coordinated Studies programs are small. They usually involve 60-80 students and three or four faculty members. The relative compactness of the programs makes a number of benefits possible — close relationships among students and faculty; opportunities for genuine collaboration in learning; and a sense of responsibility for one's work.

The faculty come from many different backgrounds and bring their special experience to bear in a common effort to cut across the usual boundaries between academic disciplines. Students join them to define problems, to develop skills, to search for answers. The programs now being offered, like those which will be offered in the future, explore some of man's most urgent problems and his most highly prized values.

Instead of studying sociology, economics, or psychology as separate fields, you will work on central problems or themes. Instead of listening passively to lectures, you will be responsible for engaging actively in regular discussion. Instead of accumulating bits of data in an attempt to "cover a field," you will be responsible for putting your ideas to use.

You will write, rewrite, polish, and present what you have learned to the faculty members of your group and sometimes to the student body as well. You will accumulate a portfolio of evaluations and examples of what you have really accomplished. You will have an opportunity to work while on field trips, expeditions, research projects, internships, and in overseas programs.

Finally, instead of taking four, five, or six unrelated courses — with few links between them and no single faculty member truly responsible for helping you make sense of all that you are learning — you will study in one coherent program at a time. The work you do should hang together. You should have time to concentrate on your work without the distractions of competing and unrelated assignments. And you should be constantly relating various kinds of specialized research techniques to the central concerns of the program.

If you Really Want to Learn . . .

Look at these points a bit more carefully. Only if you wish to study this way for significant portions of your time will it make sense for you to come to Evergreen.

A Coordinated Studies program has a comprehensive design and a required set of activities. Students and faculty together work through readings, discussions, lectures, field assignments, and critique sessions. The program has a logical structure. And it is demanding.

Coordinated Studies programs emphasize commitment and common effort by both faculty and students.

As you will see from their titles, the sample Coordinated Studies listed in this bulletin involve programs which pursue interdisciplinary concerns. Some advanced programs provide opportunities for a great
deal of specialized learning. But all programs pay less than usual attention to traditional labels and are more than usually responsive to the internal requirements of the problems at hand.

**The Common Reading List**

Each Coordinated Studies program has — in addition to a common schedule of large-and small-group meetings — a common required reading list. “Textbooks” will be rare because you will be reading the books themselves rather than books about books. And the faculty members read all of them with you, no matter what professional fields they may represent. In addition, individual students are encouraged to explore other books, according to their interests and individual projects, and to report what they have found to their seminars. Some of the books required by your program will be very difficult. You will be expected to read all of them carefully, to reread them, to try to understand them, and then to discuss them in the seminar groups of your program.

**The Seminar**

The heart of each Coordinated Studies program is a small-group discussion, the seminar. A seminar is not a rap session, and it is never easy. A seminar is a small, dedicated group of very different human beings helping each other learn, helping each other understand a book, or helping each other grapple with the meaning and implications of a difficult idea. The seminar meeting is not a show-and-tell session, and it will not work if the students and faculty members play academic games rather than share their genuine concerns. It will succeed only if all its members search together, work together, and learn together.

When it works well, it is unforgettable.

You should think about the seminar very carefully. Imagine yourself meeting often with a small group that expects every member to be an active participant. There is no place to hide. You must have read the book or completed your assigned project. You will have to expose your ideas, ask for help, give help, think aloud. You will be questioned, asked to explain and to analyze. The usual tactics for beating the system will not work, because the contest will be between you and the book, you and the project, you and the idea — not between you and another person.

There will be pressure. It will come from the other members of your seminar who need your help and from the urgency of the problems at hand. If you aren’t willing to take responsibility for this kind of hard academic work, then you should seriously question whether Evergreen is the college for you. But if you really want to do tough intellectual work, then we are here to help.

**Lots of Writing**

Coordinated Studies programs provide a somewhat unusual but valuable approach to the teaching and learning of how to write well. Both students and faculty do a lot of writing: short essays to start discussions, critiques, notebooks and journals, reports, and position papers — perhaps fiction, poems, and plays when a different sort of discourse is needed. Each student is expected to revise and to polish his or her work. The best work done in seminars may be presented to the whole Coordinated Studies group.

Besides writing, you will be encouraged to become “literate” in other media — photography, cinema,
video tape, audio tape, graphic design, computer processes, music, and the gestures of drama and dance. You will be expected not merely to acquire information but also to learn how to communicate your thoughts. It will take much practice and a willingness to seek and to use criticism.

Continual Evaluation
You will not compete for letter grades or a grade-point average at Evergreen, but you will have to work hard and well to receive units of credit and to stay in your program. Because each program is small and intimate, continual and careful evaluation of each student's learning becomes possible. The faculty members of the team can watch the progress of students and judge their work closely. Students can evaluate each other's contributions and general progress. Papers are rewritten, projects repeated and improved, failures rejected, and success recognized. But you will not be working against the others in your group, nor will the faculty members be your adversaries.

At Evergreen only rigorous criticism will do — from others and from yourself. Sometimes this searching scrutiny by your teachers and your fellow students will be hard to take. But if you are willing to have your academic performance represented not by a transcript alone but by a portfolio filled with detailed evaluations and samples of your own work, then Evergreen may be right for you.

A Typical Work Week
As you will gather from the descriptions of the sample Coordinated Studies offerings, there is much variation in scheduling from program to program. In a week's work, however, you may expect to spend between 16 and 32 hours in contact with members of the faculty, and you may need to be present on campus (or for off-campus assignments) every day. Your plans must, of course, take into account these facts of educational life. A typical Coordinated Studies program might distribute its time something like this:

At least one weekly assembly is held for all members of the program. This lasts for several hours and may include a lecture followed by discussion, a symposium, a film, a slide show, a live or recorded performance of music, a play-reading or poetry-reading, or a general discussion of how the work of the program is proceeding. There will be
several meetings of your seminar, a group of ten or twelve, perhaps on Tuesday, Wednesday, or Thursday. Some programs may require that you belong to two small groups — one interdisciplinary seminar directed to the common reading list and another project group or skills workshop in which you can pursue special interests.

There will be an individual conference or very small group conference with the seminar leader about your written work or projects. Some programs will also recommend conferences between students for mutual critiques.

Films, concerts, other performances and exhibits offered to the whole College will provide occasions for further small-group discussions within your program. There will be time allotted to field-work, special research, and project development in open periods during the week or concentrated on one day, perhaps Friday, so that you can carry the work on into the weekend if necessary.

As you consider the demands of such a schedule, you should bear in mind that participation in a Coordinated Studies program usually is a full-time workload. The demands upon you will be coherent and related, but there will be demands. This means a direct and heavy personal responsibility on your part, for if you do not prepare your work and meet your deadlines, neither your seminar nor the total program can be a complete success.

Entry and Exit

A Coordinated Studies program is designed as a coherent whole. It may be designed to run for one, or two quarters, one or even two years. Its members should always strive to explore, to develop, and to examine its central theme in a systematic way from the start of the program to presentations marking its conclusion.

You should plan to start with a program, stay with it, and complete it. In any tightly knit work group, there will be stresses and strains. Learning groups are not exceptions. But the rewards of total participation will more than compensate for the temporary wrangles.

Students should enter programs by carefully making their choices before the registration period. Students will indicate their first, second, and third choice. They will not always be assigned their first or second choice, but every effort will be made to match the interests of students to the programs available.

Some programs which run for three quarters or more will allow a limited number of students to enter by special permission in the second quarter and perhaps even the third quarter. Conversely, students who discover that they just do not want to do or cannot do the work of a program will be helped to find a more satisfactory alternative, either in another Coordinated Studies program or in Contracted Study. If students fail to meet their responsibilities to programs, they will be required to leave. If students have irreconcilable problems in particular seminars but wish to continue as members of the programs, they can request to join another seminar. If students have grave problems with comprehending what they read and carrying out assignments, they will receive help from the faculty members and student members of the group. Program faculty and the Learning Services Center will seriously try to help students develop the academic skills necessary to the completion of a program of study.

Teamwork

You should be aware that the faculty members directing a Coordinated Studies program not only will be concentrating on all the required books along with you but also will be carrying on their own regular faculty seminars, in which they will be trading ideas and assisting each other to be more useful to you. They will be learned persons, bringing a good deal of experience to the common effort. But, more important, they, like you, will be learning. Combining the functions of teachers, counselors, and co-workers, they, like you, will be totally absorbed in the task at hand.
Contracted Studies: An Explanation

For part of your career at Evergreen, you may work in Contracted Studies. As an individual or as a member of a small group sharing interests, you can sign up with a faculty member or other staff member to earn credit by doing a project — carrying out an investigation, mastering a skill or set of skills, attacking a set of problems, creating a piece of work, or dealing with a specific body of subject matter.

An Overview

We call this arrangement a “learning contract.” It is an agreement to carry out a project, and it implies direct, mutual responsibility between you and the experienced person whom you have asked to help you. It is a flexible yet demanding method for satisfying your interests and needs within the available resources of Evergreen — the experienced people, the facilities, the materials, and the opportunities which the College can arrange for you. As a pattern complementing the Coordinated Studies programs, Contracted Studies will help you to work more and more on your own.

But you should recognize that your close relationship with an Evergreen sponsor is something quite different from “doing your own thing.” If it is completely “your own thing” and does not call for experienced, challenging, guidance, then you can do it much better, much more efficiently, and much more honestly without joining a college which is responsible for offering such guidance.

Contracted Studies will allow you to develop further your knowledge in a specific area of interest or a cluster of interests. It will help you to pursue further a particular problem first raised in a Coordinated Studies program. It will allow you to explore new interests and experiment with them intensively while you are making up your mind about a career. When you have decided upon the career you want to follow, Contracted Study will provide opportunities, up to the limit of our resources, for you to undertake specialized and lengthy projects. It will enable you to combine on-campus activity with practical experience in your chosen field off campus.

Variety of Contracts

There will be individual contracts and group contracts — and combinations of the two. For example, you and ten or so other students may agree to work with a faculty sponsor as a seminar group for one month solid and then branch out into individual ventures in order to come back together at the close of a second month to share what you have learned. There will be some contracts which are run totally on the campus and others which lead you out into the community, into government agencies, into businesses, and into field work at locations quite distant from Evergreen. Some contracts will be devoted to only one kind of subject matter; others will combine several emphases.

There will be contracts lasting a month or so and, when you have decided on specialized work and can demonstrate to a prospective sponsor that you are capable of doing your own work over a longer span, contracts lasting as long as a year. There will be contracts for which you take most of the initiative, when you bring a carefully prepared plan of study to a prospective sponsor and ask for help. And there will be contracts in which sponsors have made known what they wish to work on and you elect to join them.

Sponsors

To suggest the relationship which Contracted Studies will require, we have chosen the term “sponsor” for the teacher who will be working with you. During the period in which the contract operates, this person will be your guide, your advisor, in some cases your co-worker, or group leader. Although most sponsors will be members of the teaching faculty, Evergreen has recruited many other talented staff members who may have the time to work with a few students on contracts. If the contract struck between you and your sponsor requires other specialized assistance which your sponsor cannot provide, you may work with a
"subcontractor" on or off campus who will not be fully responsible for your studies but who will help you through part of the contract and report to your sponsor.

**Group Contracts**

Formally arranged group learning contracts involve tightly knit teams. Many of the Evergreen group contracts thus far have formed around proposals made by a faculty member, who then has led the teamwork for periods of a quarter through an academic year. Some of the most effective group contracts, however, have arisen from proposals made by individual students or small interest groups, who then have arranged for faculty sponsors to guide them and have attracted other students to enroll in the group efforts. Group contracts usually comprise from fifteen to twenty-five advanced students who are screened by the faculty sponsor, either before or after preliminary registration, for their capability of working with the group. Some contracts allow for a good deal of concentration on individual projects to be contributed to the group and recognized in the concluding evaluations. But the emphasis resides in teamwork — the successful carrying out of the main goals set forth in the initial written contract, to which all members subscribe.

**Individual Contracts**

*Special Characteristics* — Individual contracts can provide uniquely flexible opportunities for learning. At the same time, they are difficult and challenging. A full-time individual contract should receive as much of your energy and attention as a Coordinated Studies program, a group contract, or full-time studies at another college. Contracts work best for imaginative and resourceful students who have well-defined goals in mind and can pursue them with a minimum of supervision.

Each faculty member assigned to sponsorship of individual contracts will be able to carry, on the average, no more than fifteen contracts at a given time. A few other faculty and staff members may be able to sponsor one or two contracts. To qualify for the opportunity of working on an individual contract, you should be prepared to demonstrate to a prospective sponsor that you have a strong project in mind and that you are capable of working, for the most part, on your own initiative. You will be responsible for carrying out what you have agreed to do.

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 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 intensive 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 students — as well as other commitments to the college — will severely limit the time he or she 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.

As you move from a Coordinated Studies program or a terminating Contracted Study to a new contract, you should obviously make full use of the advice of your current seminar leader or sponsor. You should take a hard look at where you have been and where you want to go. Because any contract will be worth not less than one Evergreen unit (i.e., 1/45 of the total credit required for graduation), you should prepare
for a new contract as carefully as you can by preliminary discussions with your prospective sponsor.

You should be prepared to ask some hard questions. As in all other sorts of contractual arrangements, you should plan for the strongest possible results for your investment of time and energy. However long the contract may run, whatever credit is to be awarded, and whether it is simple or complex, you will be devoting your full concentration to it and should make the most of it. It will be your total academic assignment until you have completed it.

What can you do under contract? The range of possibilities is very large, so long as the necessary resources are available. Reading projects in history, philosophy, literature, government, sociology, economics, scientific theory, and so forth; research projects entailing the collection, processing, and interpreting of data from documentary or laboratory or field investigations; mathematics; computer languages; creative work in visual art, film, photography, music, playwriting, poetry writing, short-story writing; biological or archeological expeditions; apprenticeship in a newspaper office or governmental agency; internship as a teacher's aide or helper in a welfare agency; career-learning in a business office or industry — all of these are possibilities.

If your contract will involve career-learning off-campus, it should also provide for reflective analysis. It should either combine the internship with reading and reporting assignments, or fit the performance of the career-learning duties into a larger project which begins with background research and ends with comprehensive reporting. You should identify a prospective sponsor and work with him or her at each step in arranging an internship through the Office of Cooperative Education.

Signing Up: Once you have decided upon what you wish to do and have found a prospective sponsor who can help you, you and your sponsor will decide: Whether the resources available at Evergreen or off-campus can support the contract you have in mind; whether you are personally and academically ready to undertake the particular project; and whether both of you can agree on the terms of the contract.

In preparing a contract, you and your sponsor work out:

- A short title for the project.
- A statement of what you wish to learn through it and why.

A description of any previous experience you have had which relates to this project.
A summary of the activities which will take place — the materials and techniques you will study; the methods you will use; the facilities or locations you will be working in; the people who may be working with you.
The support to be provided by the sponsor (and other "subcontractors" on or off campus whose assistance is essential to the project).
A description of the results which you wish to achieve.
A description of how you and your sponsor will evaluate the work.
A rough estimate of the duration of the contract, under the assumptions that four Evergreen units should represent one quarter of full-time effort but that contractual credit is awarded for the successful performance of the project, not for the amount of time spent on it.

When a project involves travel expenses, living expenses off campus, and any other special costs, you should demonstrate that you can defray such costs and do what you have contracted to do.

In filling a contract, one point remains firm: The two important signatures on a contract are yours and your sponsor's. Neither of you should give a signature easily. If you cannot, or are not willing to try to live up to the contract, then do not sign it. If the faculty member advising you has doubts about your ability or motivation, then he or she should not sign the contract.

Completion and the Portfolio

The contract, whether for individual learning or for group learning, is not complete until you and your sponsor have evaluated what you have accomplished, how well you have accomplished it, and what kind of advance this has represented in your academic career. The sponsor will also transmit the remarks of any subcontractors who have supervised part of your work.

The official transcript — the permanent record which represents each student's academic career at Evergreen — will be especially important for those engaging in large amounts of Contracted Studies. Because there will be no standard program descriptions to serve for easy reference, the contracts themselves and the accompanying evaluations and samples of work will constitute the evidence for what you have
done. Your entrance into advanced Coordinated Studies programs will depend upon the strength of your past performance. Your ability to negotiate future contracts for more specialized work also will depend upon what your portfolio tells your new prospective sponsors about the quality of your earlier contracts.

SAMPLE EVERGREEN STATE COLLEGE LEARNING CONTRACT

Name ____________________________
Last First Initial

Short Title _________________________

Faculty Sponsor ___________, Units of Credit _______

Additional help if essential to the contract _____________

Beginning date ______ Approximate date of completion ______

Purposes:
Previous experience:
Activities under this contract:
Support to be provided by the sponsor:
Results projected:
Methods of Evaluation:
Does this contract require special resources? If yes, attach explanation:

Student's signature ___________________________ Date _________

Sponsor's signature ___________________________ Date _________

In 1973-74, Evergreen began offering a number of modular courses and workshops, each running for one quarter and representing about one-fourth of the effort of a full-time student. Modular Studies 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 evaluation directly from the faculty member offering the course.

The offering of a limited number of Modular Courses and workshops in 1973-74 was a successful experiment. The college wishes to give some students options for greater variety in their studies and access to a somewhat wider range of faculty members. It does not wish to fragment any student's effort and responsibility into multiple, conflicting courses. The Modular Studies arrangements, then, can work only so long as they support the commitment of full-time students to
Cooperative Education

As an Evergreen student, you will have opportunities to combine your study with practical on-the-job experience related to your academic program or career interest. These opportunities are important for several reasons: first, practical experience can enhance and augment the knowledge you have gained in the classroom by providing you a chance to test and consolidate it; second, these opportunities will enable you to explore a variety of possible career fields and to make an early decision concerning the career of your choice; and finally, you will be able to gain valuable on-the-job experience in your chosen career at a time when such experience will be most meaningful and helpful to you.

The Office of Cooperative Education has been organized to assist you and your faculty sponsor in locating and arranging practical work experiences to match your program of study and your career interests. Working with your faculty sponsor and with representatives of business, industry, government and community organizations, your Co-op coordinator can help you to locate and arrange credit-bearing internships, community service volunteer experiences or career learning placements, counsel you on matters relating to internships and other field experience and help you to resolve any problems that may arise during the course of your placement. To assist you, your faculty sponsor and your coordinator, the office provides a wide range of information and supportive services. These include:

- A comprehensive catalog of internships available to Evergreen students.
- A complete set of brochures and printed materials describing Evergreen's Co-op program.
- A Field Supervisor's Handbook to help those who work with Evergreen interns to better understand the off-campus program and the evaluation process.
- Publication of the weekly "Co-op Memo" to keep students, faculty and staff up to date on new developments in the Co-op program.
- A complete records and information system to facilitate placement.
- Ongoing developmental activities to insure that new opportunities become available.

Co-op program activities include internships, community service volunteer experiences and career learning placements.

**Internships**

Internships are program related work experiences wherein the primary objective is learning and personal growth. You may elect to intern full time or part time for periods ranging from a few weeks to a year or more, depending upon your academic program, your career objectives, the nature of the particular internship you have negotiated, and the arrangements you have agreed upon with your faculty sponsor. Although internships may carry a stipend or salary — again, depending upon the circumstances — in many cases they do not.

Your first consideration in deciding whether to seek or accept an internship should be the nature and quality of the learning experience involved. The internship experience should not be viewed as an alternative to your academic program but should be seen as a log-
On matters relating to your internship, assist you in locating and arranging an internship and work with you and your faculty sponsor in resolving any problems that may arise during the course of your internship. Your Co-op Coordinator can also assist you in locating a faculty sponsor if you do not already have one.

Evergreen Students have interned in a variety of career fields, including among others:

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

Students and employers in all of these fields have found the internship experience to be a viable, productive means for bridging the gap between theory and practice, between campus and community, between classroom and job. But students have also found that to be most effective as an educational instrument, the internship experience must be a carefully planned and fully integrated component of the larger, broader, long-range academic program. And they have found that a worthwhile internship experience means hard work. Before deciding whether or not you wish to intern, you should carefully consider your academic and career goals, the extent to which you are willing to commit yourself, and the results you anticipate in return to your effort.
Career Learning Program

The Career Learning Program provides an opportunity for you to enter a planned learning sequence in preparation for a career. The sequence includes workshops on career education and skills development (sponsored by the Counseling and Placement offices), career exploration through internships and volunteer assignments, subject matter education (through the College’s Learning Services Center and other academic programs) and, in the upper division years, carefully structured alternating six-month career learning field placements designed to enable students to make the difficult transition between college and employment. Because Career Learning students go through intensive on-campus preparation before beginning their field placements, they can usually expect to receive a stipend for their work in addition to academic credit for the knowledge and experience they have gained.

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. 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. If you feel the program has something to offer for you, and if you are willing to work hard and plan your curriculum in advance, the Co-op Office and others committed to supporting the program will work closely with you to help you identify and achieve your career objectives.

Community Service Volunteer Experiences

While at Evergreen, you may wish to volunteer your services to the community without pay and without credit. You may feel that you will derive adequate satisfaction from simply knowing that you have contributed in some measure to the improvement of the world around you or from knowing that you have added in some measure to your own personal growth. If one of your objectives is to render service to others — and if, for one reason or another, you do not expect to receive academic credit for your efforts — the College encourages you to become active as a community service volunteer.

Not everyone should become involved in community service. Volunteer work requires the commitment of time and energy and development of trust.

When someone is hurting, begging off because of other priorities can damage that trust relationship and destroy the good that has been done. But if you feel you would really like to help, if you feel that you would like to give of your time and your talents to one of the many social or community service organizations in the community, then there is a need for your services.

If you wish to be a community volunteer, the Co-op Office can help you in many ways. The office maintains complete listings of agencies and organizations needing volunteer assistance. The office is in direct contact with many of these agencies on a regular, routine basis and can provide you with information about their activities, their objectives and their specific needs. The office can also counsel and advise you on the amount of time and effort which you might plan to invest without interfering with your academic program and other commitments.

Community service volunteers are needed for hundreds of worthwhile projects. Depending upon your interests and talents, you may wish to: collect and distribute food to a needy family; sponsor a person on parole or in prison; read for the blind or senior citizens; stuff envelopes; answer phones or canvass door-to-door for fund raising campaign; or perform any of a host of other tasks that need doing somewhere, for someone — now.

In addition to placing Evergreen students both on and off campus, the Co-op Office assists volunteers from the community in identifying meaningful ways to serve the College. Community involvement in the College has strengthened the ties between the College
and its neighbors and has helped us all to gain a deeper understanding of one another. Like the student volunteers, volunteers from the community have discovered that commitments of time and energy cannot be taken lightly. But many have found the deep satisfaction that comes from doing a job that would not otherwise have gotten done, a job that perhaps no one else could do.

If you have any questions about internships, career learning or volunteer activities, write or telephone Ken Donohue, Lab 1000, Telephone (206) 866-6391.

The Evergreen Cooperative Education Program is designed to be flexible and elastic, to fit hand-in-glove with the academic curriculum, supplementing it, enhancing it, expanding it. The Co-op philosophy at Evergreen is based on the overriding conviction that real learning cannot usefully be separated into "academic" and "practical" components, the one occurring before graduation and the other occurring after the student has re-entered the "adult" community. Rather, as an Evergreen student you shall have the opportunity to develop very early the full range of skills and talents required of today's educated adult. The College urges you to make the most of this opportunity while you are at Evergreen. But we urge you, also, to consider your objectives carefully and to decide whether you are willing to put into your Co-op experience whatever is needed to make that experience productive and worthwhile.

The Evergreen Library

Evergreen's Library is dedicated to the concept of providing for you the best library tools available, from the most innovative media production equipment to esoteric subject indexes, together with a friendly staff which really enjoys working with and doing things with other people. Whether you are confronted with the responsibilities of an internship or with the intricacies of a problem in the economics of ecology, Evergreen's Library staff is immediately available to provide you with access to information and ideas. That is what our library is all about — information, ideas and access to them.

Traditionally, libraries mean lots of books. Accordingly, we have more than 85,000 books for your use and pleasure, with more than 5,000 new books being acquired each year. These books are indexed in the card catalog and then classified according to the Library of Congress classification system which makes them readily available in a logical topical arrangement. Books imply print, of course, and print isn't restricted to what we know as a "book". In addition to our general book collection, our print materials include more than 2,000 serials (journals, magazines, foreign publications and newspapers), nearly 10,000 government publications, several thousand reference volumes (encyclopedias, concordances, dictionaries, statistical abstracts and guides to the literature in a host of fields), as well as tens of thousands of pages of material on microfilm and microfiche.

Since information and ideas are also accessible through other media, we have available for your use
more than 8,500 audio recordings, 15,000 slides, numerous models, art prints, maps, films, video tapes, and other realia.

Media Loan, part of Circulation, makes a pool of portable audio-visual equipment available for check out to the entire College community. Equipment includes projectors, tape recorders and video decks with which to play back library resource materials; 35 mm cameras and super 8 movie cameras; audio and video recording equipment; and other accessories. Use of such equipment enables you to create software for programs of study, for special project, or for documentation of non-print projects, which can be included in your portfolio.

The Mini-Media Production Center (MPC) provides a beginning-to-intermediate-level media facility for use by Evergreen students, faculty and staff. This assortment of fully equipped work stations includes a photography studio, a graphic arts workroom, audio and video recorders, listening carrels, multi-media program equipment, super 8 and 16 mm editing benches. Although media staff will gladly help you produce your media materials, the Mini-Media Production Center is primarily a “hands-on” do-it-yourself operation. For more advanced students, the Library is equipped with a color television studio, and a highly sophisticated sound recording and mixing studio for working at professional levels. The Library also offers media production services in graphic arts, photography, audio and video recording. In addition, professional staff maintains the electronic media maintenance and repair services and the campus closed circuit electronic switching center. Media Services personnel also schedule operators for Lecture Hall media equipment and systems.

The Evergreen Library has tried to make its systems both comprehensive and simple — easy for you to work with and to learn with. Systems can’t do, however, what people can do. People can listen to you, help you redefine your problems in ways that make them more susceptible to productive solutions, and lend you a hand in making the systems work in a manner that most closely meets your needs and interests. The Library Group consists of highly motivated and interested people who realize that they are here for the ultimate purpose of helping students learn. Library people are always available to interpret your needs, to show you how to use the proper tool (e.g.
we have over 100 magazine and journal indexes similar to the Reader’s Guide to Periodical Literature, to instruct you, to search and research with you, and to learn with you.

In addition to helping you quickly and easily locate relevant materials contained in our Library, we can get a copy of almost any book in the world for you through the Interlibrary Loan Network. We take pride in thinking of ourselves as sort of like the Canadian Mounties in that we get what you need — providing you give us proper and complete bibliographic information, as well as enough time to do the paperwork and deal with the mail service. We express our enjoyment of having you help us obtain your needed materials quickly by encouraging you to let us instruct you in the use of bibliographic tools, in the methods of verification, and in other library processes that will provide a useful frame of reference in much of your later academic work. Our basic business is to make your access to information and ideas effective, enjoyable, and intellectually rewarding.

We are trying to build a library collection around your individual needs. We hope we provide tools that will foster ideas, compound your curiosities, and facilitate the communication of other intellects to you.

Like any dynamic place and climate, the Library changes. We often present displays and exhibits that, in one way or another, reflect the different aspects of life at Evergreen, the immediate community of which the College is a part, and the larger world. Pluralistic in concept, these elements in the Library’s program are always planned for their reasonably wide interest, their stimulating qualities, and their potential enrichment of our ongoing educational venture.

In summary, the Library is a cooperative effort which attempts to maximize access to facts and ideas. If we emphasize books, we also strongly recognize that information and ideas come in other kinds of packages. We have installed the best systems of information storage and retrieval we can afford; we also have remembered that persons — the people on our staff — are essential in serving the needs of Library users. Most of all, our collections, staff, facilities and climate all aim at the same target as the rest of the College — furthering the intellectual growth, skills and understandings that multiply curiosities, stimulate further inquiry into the nature of things, and help make possible genuinely fulfilling lifestyles.

This catalog description is intended to give only a brief overview of the Evergreen Library — staff and resources. More detailed information about the various areas of the Library may be obtained from the Library Hands-on Book, available immediately inside the main Library door.
The Computer at Evergreen

It is important for every educated individual in today's world to know something about computers and the way they are used to process information and "make decisions." Computers directly influence our lives in an increasing variety of ways. The crucial issues involved in society's use of computers are far too important to be left only in the hands of experts.

Evergreen owns a capable minicomputer system, the Hewlett-Packard 2000C. This system is interactive and can react to 32 users concurrently. Most important, it serves a variety of needs in a wide range of student learning, in calculation and in research. Because the system has the capability of immediate response to an input, it can detect many errors immediately and reinforce correct computer syntax, encouraging rapid learning of the computer language. The interactive mode of operation typically keeps interest high and minimizes the tedium of most computing tasks. An immediate solution to a specific problem often leads to a more thorough and meaningful exploration and solution of the larger problem. For many social science simulations, economic games and other applications that benefit from man-machine interaction, interactive computing provides a satisfying and exciting medium for learning and for coping with large amounts of information and intricate relationships in sets of data.

Computer Services staff members are available to help students, faculty and administrators make effective use of computer technology. Frequently the scope of a project can be expanded when one considers the full
potential of computer processing compared with a manual analysis of the data.

Through a series of seminars presented by Computer Services or through self-paced study, large numbers of Evergreen students learn how to use a computer as an aid in their studies, to make calculations and for recreation. They work with the teletype, CRT and graphic display terminals on campus. Through the use of Dartmouth BASIC, a deliberately simplified computer language, most students find that they have a working knowledge of this programming language after only a few hours of study.

Students, staff and faculty have two main modes for using the interactive computer. In one mode, they learn the BASIC language and create their own programs, simulation games or calculation. In the other mode, they use a program previously developed by someone else to solve a specially defined problem. Several computer-aided instructional packages have been developed or implemented at Evergreen to support the academic programs. Other computer-based units are available for students with special interests, such as computer graphics, foreign language study, mathematics and chemistry.

For those with computational requirements too large or specialized for BASIC, Evergreen has a Remote Job Entry terminal for direct access to a large off-campus computer and has arranged for the use of several other substantial computers off campus.

An analog/digital hybrid computer system supports computer graphics and can be used to solve differential equations typical of quantum mechanics, fluid flow, and other physical and electromagnetic wave equations. The graphic solution to an equation may be displayed instantaneously on a cathode ray tube. This system is also used for modelling and simulation.

Student Development Programs:
The Idea

Activity outside the formal academic program represents a significant portion of every student's educational life at Evergreen. The Division of Student Development Programs has as its central purpose the encouragement and facilitation of personal growth. To fulfill this purpose we provide students with easy and quick access to programs in such fields as financial aid, career and personal guidance and counseling, placement, security, veterans affairs, and health.

These programs are designed to identify personal interests and problems and to offer a broad base of alternatives in response to them. Our staff energies and talents are directed toward helping the student become a more constructive, problem-solving, self-directing person. We view the entire campus environment as a motivator for learning. A student cannot divide his/her life into formal education and other life process segments — students respond to their campus environment as whole persons. Thus we strive to create educationally based services that are complementary to and interdependent with our formal academic activities.

Being accountable to students by contributing to institutional effectiveness is fundamental to student development programs. This means remaining sensitive to how our environment affects the campus community members and feeding this information into the organizational structure. This requires playing a part in insisting on our being consistent with fundamental purposes of the college in decisionmaking and taking action. More specifically it means building mechanisms.
by which the college can seek and rapidly respond to expressed student concerns so that any gap between the institution and its largest internal constituency can be dealt with openly and kept minimal.

Student development programs are of value if members of the academic community and local citizens not only utilize services but become involved in planning program operation, and evaluation. Our success depends on precisely this broad base of involvement, bringing diverse people together to work on common tasks and to learn to understand each other more fully.

Counseling Services

Evergreen provides a variety of counseling services to all enrolled students and employees. Their use is entirely voluntary and without cost. The level of our ability to help is largely dependent on recognition by the individual that he or she sincerely wants help in coping with a problem. Workshops, developmental seminars, and other forms of group activity and counseling can be generated as student interests develop. In some situations, a referral to a more appropriate source of aid may be needed. In such special fields as psychiatric care, the College enlarges its own capabilities by contracting for professional service as needed and when funds are available. Counseling relationships are strictly confidential. No information will be released without written request from the individual.

Counseling Services has two basic emphases. The first is basing the role of the counselor and of Counseling Services on a developmental rather than a therapeutic framework. This developmental approach blends traditional and new concepts. Individual counseling, group counseling, occupational and educational information, and other programs are all relevant to the developmental approach. Utilizing this approach, we attempt to counsel students in such a way that they learn the techniques involved in problem-solving rather than emphasizing only the solution of the immediate problem. The second emphasis is movement away from a center and into the community to create programs based primarily on prevention rather than remediation. An example is the Drop-in Center located in the residence halls. The main objectives of this program include providing aid in: working through roommate difficulties and differences in life styles; responding to crisis situations; informal counseling; and facilitating information and communication through workshops, seminars, and group activities.

Numerous students have found our career-planning resources useful in identifying their initial vocational goals. With help through counseling, students can apply vocational objectives to planning programs of work and study. We attempt to create in students not just the idea that they must choose an occupation but that they face a series of developmental tasks extending indefinitely into the future, all demanding continual decisions and growth and the development of new skills and abilities. Counseling Services works
with the offices of Financial Aid and Placement and Cooperative Education and the Library to collect a wide variety of resources ranging from general occupational information to data on specific professional fields.

Nearly all faculty and staff carry responsibilities for some type of counseling and advisement; therefore, Counseling Services tries to supplement these activities, to offer special kinds of help, and to respond to unmet human needs. Counseling Services is open weekdays and occasionally in the evenings and on weekends. The Drop-in Center functions evenings seven days a week.

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**Health Services**

The Evergreen State College maintains Health Services with a part-time physician, a full-time nurse, a receptionist, and qualified student aides. The physician is available at scheduled clinic times only except in the case of emergency. Beyond providing routine health care for students without charge, we lend professional support in the areas of health education and preventive medicine, and in cases of emergency. If health needs cannot be handled on campus, the staff makes every effort to provide appropriate referral to other resources within the Olympia community. When possible, Health Services programs are sponsored in on-campus residence facilities.

Emergency facilities are available in the emergency room at St. Peter Hospital, the Olympia branch of the Group Health Cooperative of Puget Sound, and, in some cases, through private physicians.

We make every effort to develop a greater concentration of health services on campus while still requiring a high degree of interaction and cooperation between the College and the medical community of Olympia. Public and private persons with expertise are involved with students, faculty, and staff in a variety of activities under the direction of the Health Services Coordinator. The services include family planning clinics, drug awareness workshops, first aid training sessions, and work in preventive medicine, health education, and health-related concerns. We have found that students are curious and vitally interested in their own personal health needs. Our Health Services staff makes every effort to counsel and openly discuss diagnosis and treatment with the student in order to provide learning experiences.

The College health insurance program is partially intended to encourage students to form and to maintain relationships with physicians, either in their home communities or in Olympia. Evergreen's insurance policy is optional, but it provides additional support to students. Because our health program is not a comprehensive one, students are strongly urged either to take Evergreen's policy or to be certain they are covered under other means elsewhere; i.e., through their parents' family insurance plan.

We urge all students to complete the Student Medical Record form prior to enrollment. Vitally important data from the form greatly assists Health Services in delivering individual services.
Financial Aid

General Information

Students who expect difficulty in meeting the costs of college should apply for help through the Financial Aid office. Evergreen’s goal is to provide every needful student with sufficient financial assistance to make attendance possible. Awards from the College's aid programs rest strictly on personal need and can only supplement the contribution of the student and his or her family. Assistance may take the form of employment, grants, loans, scholarships, or a combination of these possibilities.

Most of the aid offered by the College is open only to full-time students. In order to continue to receive financial aid, a student must complete nine units each academic year and a minimum of three units in a given quarter (the Law Enforcement Education Program and the Basic Educational Opportunity Grant are exceptions to this rule).

The College expects the student's family to contribute as much as possible toward the cost of education, and financial aid recipients are expected to adhere to a modest budget. The partnership into which the College enters in providing financial aid to the student involves a commitment on the student's part to provide a substantial contribution toward college costs from such sources as summer savings. Aid will not ordinarily be awarded to enable a student to pay installments on an automobile, to repay prior obligations, or for long-distance transportation. Students who have chosen not to accept available family aid, and students whose parents, although able, have chosen not to contribute to the costs of college, are eligible to apply for some forms of assistance. For instance, a number of on-campus jobs do not require the applicant to demonstrate significant need, nor is stringent need-analysis a criterion for the Federally Insured Loan Program or for off-campus placement.

Students should not rely on the availability of ready employment in the community as a means of financing their education. Although the placement center will provide every assistance in locating work, the pool of part-time jobs in the Olympia area is very small and competition is keen. Further, the flexible nature of Evergreen's Coordinated and Contracted Studies program schedule often does not lend itself to the typical “be-here-every-day-at-three” part-time job.
ment — either the Parents' Confidential Statement or
the Student's Financial Statement as indicated below
must be submitted to the College Scholarship Ser-
vice before the application can be considered. Confi-
dential statement forms are available from high school
counselors or from the Financial Aid Office.

Parents' Confidential Statement must be com-
pleted by "dependent students." That is, students
who have, during the calendar year in which they
will receive aid or during the prior calendar year,
(1) been claimed by either parent for federal in-
come tax purposes; (2) received more than $600 in
aid from parents; or (3) resided with parents for
four months or more.

Students's Financial Statement should be com-
pleted by "independent students," that is, students
to whom none of the three points listed above
applies. Students wishing to establish indepen-
dence, who have lived apart from their parents for
two years, may attest to that fact by signing the
"Independent Student's Statement" on the Col-
lege application and having the statement notar-
ized. Students who cannot demonstrate two years
of independence, must request an "Affidavit of
Non-Support" form from this office for their par-
ents to sign and have notarized.

Summer Quarter
Applicants for Summer Quarter assistance can rely
only on the Federally Insured Loan, employment other
than College Work-Study, or other off-campus re-
sources. With the exception of the emergency loans,
no college-administered aid will be available during
Summer Quarter.

Deadlines
Applications for aid during the academic year must be
received by July 1. The Parents' Confidential State-
ment must be mailed to the College Scholarship Ser-
vice at least two weeks prior to the above deadlines.
Needy students applying after July 1 will be aided if
funds are available. Applicants will receive acknowl-
edgement when their applications are complete and
will be given an estimate of the total of their awards.
The specific nature of their awards, however, will not
be announced until after July 15. Our deadline of July
1, which allows more students to apply, precludes any
earlier award announcements.

Those students applying after the beginning of Fall
Quarter, or student applicants entering from the ad-
missions waiting list, should enter with resources of
their own sufficient to cover living costs and tuition
for at least their first two months of attendance. They
should not rely upon aid from the College as a pro-
bable resource.

Programs
A brief description of the requirements and regula-
tions attached for each financial assistance program
follows. Further details on any program are available
from the Financial Aid Office. The College awards
these programs individually or in combination de-
pending on the needs of each student.

Loans
The majority of aid funds is in the form of loans. Al-
most every aid recipient, therefore, must accept some
part of the aid in the form of a loan.
National Direct Student Loan Program. This program provides long-term, low-interest, loans for qualified students in any program of study at Evergreen. Terms and conditions include these stipulations: (1) Students may borrow up to $2,500 total during their first two academic years and not more than $5,000 during their entire undergraduate careers. (2) Borrowers must be citizens or permanent residents of the United States. (3) Quarterly repayments on the loan begin one year after the borrower leaves school, and the interest begins to accrue nine months after the borrower leaves school at three percent simple annual interest. No interest on the loan accrues prior to the beginning of repayment. Payments are at a minimum of $15 per month and the loan must be repaid within ten years. Borrowers who become full-time teachers in Head Start may have 15 percent of their loans cancelled for each year of teaching in that program. Borrowers who become teachers in schools where there is a high concentration of students from low-income families and those who become full-time teachers of the handicapped in public or non-public elementary or secondary school systems may have their loans cancelled as follows: First and second year — 15 percent per year; third and fourth year — 20 percent per year; fifth year — 30 percent. Veterans who served in an area of hostilities may have 12.5 percent of their loan cancelled for each year of such service up to four years.

Federally Insured Loan Program. This program provides loans to students of up to $2,500 a year through participating banks, credit unions and savings and loan associations. It was designed to aid students from middle-income families who may not ordinarily qualify for college-based aid. The loan is guaranteed by the federal government and the annual interest rate is set at 7 percent. Many students qualify for federal interest subsidies, under which the federal government will pay all interest charges until ten months after the student leaves college.

Emergency Loan Program. Funds for this program are donated by businesses, service and professional organizations, and individuals in the community. The program is designed to aid students who face temporary need by providing loans of up to $100 for not more than 90 days. Borrowers may apply by means of a personal interview in the Financial Aid Office. A borrower must be enrolled for at least three (3) units. Simple annual interest is set at 6 percent. Emergency loan funds available include:

The Gladys Burns Student Emergency Loan Fund
The Garrett Heyns Memorial Loan Fund
The Leona M. Hickman Student Emergency Loan Fund
The Southwest Washington State College Committee Emergency Loan Fund
The United Methodist Church Student Emergency Loan Fund
The Meredith Morris Emergency Loan Fund
The EJK Emergency Loan Fund
The Richard C. Watts Memorial Loan Fund
The Donald Heard Memorial Loan Fund
Temporary Loan Fund Number 1
College Long-Term Loan Program. Sources of this program include community donors and Services and Activity Fees. It provides loans of up to $300 for periods of up to twelve months. Eligibility requirements and application procedures are the same as for the Emergency Loan Program.

United States Loan for Cuban Students. Full-time students who are Cuban Nationals and who are unable (as a result of action by the Cuban government) to receive support from inside Cuba, may apply. The maximum loan is $1,000 per year; repayment commences one year after graduation at the rate of 3 percent. Students who believe they may be eligible should contact the Financial Aid Office as far in advance of the academic year as possible.

Leona M. Hickman Long-Term Loan. The Trust Department of Peoples National Bank in Seattle administers the Leona M. Hickman Loan for male residents of King County enrolled full-time. The student must demonstrate significant financial need and may apply for loans up to the amount of school-related expenses. Applications are available at the Trust Department, Peoples National Bank, or through the Financial Aid Office. The interest rate is 5 percent per year plus a credit insurance premium. Repayment commences upon graduation; interest is paid by the recipient while in school.

Grants

Basic Educational Opportunity Grant Program. This program provides grants of $1,400 (minimum: $200), minus the expected family contribution, but may not exceed 60 percent of a student’s need. Information on application procedures and guidelines for determination of expected family contribution will be available in the Financial Aid Office when announced by the United States Commissioner of Education.

Supplemental Educational Opportunity Grant. This program provides grants ranging from $200 to $1,500 but not to exceed one-half of the total amount of the student financial aid provided to the student by the College, to undergraduate students whose need is acute. Students may not receive in excess of $4,000 under this program during their undergraduate courses of study unless they pursue an approved fifth year of undergraduate study, in which case the maximum becomes $5,000.

Washington State Tuition Waiver Program. By authority of an act passed by the 1971 State Legislature, a limited number of tuition and fee waivers are granted to needy students under the same general criteria as those of the Educational Opportunity Grant Program.

Washington State Need Grants. This program, administered by the Washington State Council on Higher Education, provides up to one-half of a student’s need. Nominations are made by this office for students of exceptional financial need whose family incomes are inordinately low.

Institutional Scholarships. Awards from the following scholarship funds are made by the College annually solely on the basis of need; they range in amount from $75 to $100 annually:

The Ward Bowden Memorial Scholarship
The Roger F. Camp Memorial Scholarship
Donor-Designated Scholarships. The Financial Aid Office has information on dozens of scholarships awarded by organizations not connected with The Evergreen State College. Announcements of available scholarships are made each winter and further information and application forms are available from this office.

Law Enforcement Education Program. The Department of Justice offers a financial aid program to students whose major areas of study are in the fields of administration of justice, law enforcement, or corrections, or who are employed in these fields. Any student currently employed in these fields (in-service) may apply for a tuition grant. In-service or pre-service students may apply for tuition loans if they are enrolled for two units or more. Loan recipients must be enrolled in studies suitable for persons employed in law enforcement. Grant recipients must agree to continue employment in their current law enforcement agency for two years after graduation. Should they fail to do so, the grant becomes a loan repayable at 7 percent per year, with repayment beginning six months after the recipient leaves school. Loan recipients who, after leaving school, are employed in a public law enforcement, correctional, or court agency enjoy a 25 percent forgiveness of the loan for each year of employment up to four years.

Food Stamp Certification. The College offers Food Stamp certification for students. This service operates under the supervision of the Washington State Department of Social and Health Services. Bonus amounts may range from $100 to $350 a year for qualified students and help to bridge the gap between available student aid funds and student need. Applicants should inquire in person at the Financial Aid Office.

Employment

College Work-Study Program. The College receives state and federal funds to create a wide variety of school year jobs, both on campus and in the community, for students whose financial need is significant. Students may work no more than 15 hours per week and receive compensation at a rate of $1.83 to $3.50 per hour. Every student in this program must be an American citizen or in the United States on a permanent visa. The College can only offer the opportunity for Work-Study employment; it cannot guarantee employment nor retention of a position. Employment depends on skills and performance and is the prerogative of the employer.

Part-Time Employment. The Financial Aid Office maintains a listing, screening, and referral service for part-time positions with employers on campus and in the community.
Career Placement

The Career Placement Office assists third and fourth year students in making a career choice and helps them learn how to conduct an effective job search. We assist them in making a career choice by providing individual counseling and seminars in employment selection. We maintain a resource center containing graduate school, career and job market information. Third and fourth year students may also take advantage of the Job Information Day series; the office invites employers to campus to advise students on various occupational fields, employment trends, and effective job search techniques. We assist seniors in implementing their career choices through a senior employment seminar series that meets weekly, covering such topics as resume writing, credential file use, interviewing techniques, business and industry as well as federal and state employment opportunities, affirmative action programs, and non-traditional employment. We publicize current job openings on a regular basis and maintain a card file and directories of employer contacts.

The Career Placement Office maintains liaison with the internship program, career counseling services, and the academic programs to insure coordination of career exploration efforts for Evergreen students. On campus, Career Placement staff act as teachers and advisors to students who are in the process of translating their education and experience into a rewarding career. Off campus, Career Placement staff act as information officers and advocates for Evergreen seniors and graduates who are about to enter the job market.

Veterans' Affairs

The Veterans' Affairs Office aims to provide each Evergreen veteran with the information and services necessary to his success at the College. The Office serves as a clearinghouse for information pertaining to veterans. It assists in preparing veterans for post-secondary education through tutoring and skills development programs. It actively recruits veterans within the College's service area, and counsels and refers veterans to appropriate service agencies for counseling, financial aid, placement, and other assistance.

As a part of a new federal Veterans' Administration program, an on-campus veterans' representative is serving Evergreen and other local colleges. His primary responsibility is working with veteran certification and handling problems regarding financial benefits. This representative supplements the student staffing in our Veterans' Affairs office. If funded, the program will continue in 1975-76, and 1976-77.
Recreation and Campus Activities

Under this program, we extend opportunity for members of the campus community to engage in a rich variety of recreational, cultural, and social outlets which promote physical conditioning, relaxation, development of interests, hobbies, and talents. Minimally, a person should be assured of positive cultural enrichment and appropriate entertainment through audience participation.

Evergreen students may engage in several types of recreation and campus activities, some of which may be engaged in for purely "recreational" purposes, some for academic purposes, and others for lifetime values gained through the learning of selected skills. Sports recreation at Evergreen can be either formal or informal. Although the level of interest for a given activity is expected to change with some regularity, our present list of sport clubs and organizations includes: bicycling, fencing, gymnastics, kayak and canoeing, yachting, jogging, judo, karate, kendo, aikido, rugby, scuba diving, tai chi, Kung fu, skiing, soccer, and climbing. All of these organizations offer basic instruction; some offer advanced instruction.

In addition, special workshops are scheduled periodically to provide introductory skills in such areas as rock climbing, sailing, and recreational arts, which includes ceramics, glass blowing, metal sculpture, jewelry, leather, batik, and macrame. A wide variety of intramural sports is open to anyone who wishes to participate. These include archery, basketball, bicycle racing, cross-country, field hockey, flag football, golf, handball, racketball, pool, sailing, soccer, softball, swimming, table tennis, volleyball, water polo, weight lifting, and wrestling.

Students who desire to take part in other types of formal campus activities may be interested in the following: Modern Dance, Jazz Dance, Ballet, KAOS FM Radio, The Faith Center, Drama, Cooper Point Journal, Asian Coalition, MECHA, Native American Students Association, UJAMAA, Women's Commission, Third World Bicentennial, Men's Center, and Gay Resources Center. These organizations offer educational resources; some serve as a meeting place for racial minority groups and women. Most of these activities have headquarters in the College Activities Building or in the Library Building.

The College Activities Building contains food services, bookstore, a full-service bank, post office, games and lounge areas, in addition to some student activity offices.

The Campus Recreation Center includes an eleven-lane swimming pool; a separate diving well; a sun deck, two sauna baths and large showering and locker rooms; a multi-purpose room for dance, karate, exercising, etc.; separate weight-training rooms for men and women; five handball/racketball courts; and a meeting room. Since this facility serves as the hub of indoor recreational activity, it remains open as many hours during the week as possible and on a more limited basis on weekends.

We supplement indoor facilities by operating a small and well-equipped but temporary all-weather gymnasium in the campus utility plant. This facility includes two basketball shooting stations, two volleyball and badminton courts, a gymnastics climbing rope plus selected additional gymnastics equipment.
A recreation pavilion — an unheated but covered facility — includes two basketball courts and two tennis courts. Outdoor facilities include four lighted tennis courts and a large playfield which facilitates field hockey, flag football, rugby, soccer, and softball. Although the College owns 3,300 feet of undeveloped beach front on Eld Inlet, the majority of the members of the Evergreen community prefer to leave most of the waterfront undeveloped until systematic plans can be advanced to assure protection for this fragile ecosystem.

The Recreation Building equipment center has a wide variety of equipment which can be rented or, in some cases, borrowed free of charge. Included are such things as crampons, ice axes, climbing rope, packs, stoves, tents, canteens, cook sets, and hard hats. In addition, game bags containing volleyballs, nets, softballs, etc., are available. The Geoduck Yacht Club is custodian of two C-Larks and one Snipe. These boats can be used free by club members, or they can be rented at selected times by non-members. Instruction in sailing is offered by the club.

Any student who desires financial support for an activity which he or she feels is of campus-wide value, may submit a request for funds to the Services and Activity Fee Review Board. This board is composed of eight students selected randomly together with faculty and staff representatives. During past years most of the clubs, activities, and organizations previously mentioned received funding from this board.
...with sovereign eye,
kissing with golden face the meadows green,
Gilding pale streams with heavenly alchemy...
William Shakespeare-
At Evergreen, we seek to offer a variety of new Coordinated Studies programs, new group learning contracts, and new opportunities for individual learning contracts each year. A Coordinated Studies program will be repeated only with a modified design and with changes in the faculty team leading it.

The programs described below are examples of the kind of work done here in the past. These specific offerings are not likely to be repeated soon, but they represent study in subject matter areas that incoming students can expect to find at Evergreen in any given year. We shall continue to value growth and change over mechanical repetition within hardened categories.

As my eyes look over the prairie, I feel summer in the spring.

It is very important for you to remember that all of the Coordinated Studies programs described here and in future Evergreen State College Bulletins are sample programs and not ones you can expect to find operating when you arrive at the start of the school year. They demonstrate some of the kinds of academic options available to Evergreen students.

The programs that we will offer in the fall of each year from which you will choose, are not listed in this Bulletin. They will be listed and described in a supplement that will be mailed to admitted students early in the spring.

Remember, Coordinated Studies Programs require you to read good books carefully, to do a lot of writing, and to learn to hold seminars about the books and your writing.

The summaries which follow describe work done and they are presented here for the sole reason of giving you some idea of how we go about the enterprise of higher learning. For if you choose to join us, you will be enrolling in the college, entering our particular climate, rather than signing up to take one specific program or prearranged sequence of programs.

We are thinking about Coordinated Studies programs in ways that are slightly different from the ways we have thought and talked about them previously. 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. Basic programs are open to students beginning their undergraduate careers and to any more advanced students who are interested in the topics and methods which the programs will concentrate upon.

2. **Divisional Programs:** These are interdisciplinary programs within broad divisional lines — humanities, arts, natural science and social science, Third World studies, women’s studies, etc. 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 which students might best match up with the program goals than for keeping people out. Divisional Programs are open to beginning and advanced students so long as it appears that the students bring the required fundamental skills and concepts to the program. 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.

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 faculty. Advanced programs are open to full-time students transferring their work to Evergreen at a third-year level; to advanced, part-time students if space and program design allow for them, and — by consent of the program staff — to some beginning students whose interests and previous experiences will enable them to carry out these more specialized and demanding assignments.

**Areas of Continuing Study:** For the next few years, in addition to work in natural science, social science, humanities, and arts, 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.

If you are a junior or senior transfer and 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.
Political Ecology
Basic (1971-72)

A lower division coordinated studies program conducted by an aquatic ecologist, physiologist, population biologist, physical chemist and a lawyer, complemented by guest resource lecturers. The program dealt with the nature, manipulation and regulation of man's environment, looking at man's environment (during the first quarter) from the perspective of science. In addition to helping students develop various communicative and investigative skills, the program aimed to develop:

1. a competency to examine, judge, and, in some instances, measure the accumulating mass of evidence pertaining to our environment;
2. an understanding of man's views and impact on the system around him;
3. an understanding of man's ability to alter his ecosystem through physical and/or legal means.

The strategy employed to work towards these goals was as follows:

Lectures: Once each week, the entire group of one hundred students participated in a resource lecture dealing with the informational theme of the week (e.g., nutrient cycling, population dynamics). The lecture was supported by self-evaluation written work (e.g., problem sets, list of major terms, short essays), by the resource lecturer of the week meeting with small groups subsequent to the lecture, and by correlated reading in: Ehrenfeld's *Biological Conservation*, Kormondy's *Concepts of Ecology*, and Scientific American's *The Biosphere*. Resource topics during the year included: Ecological Communities, Environmental Economics, Environmental Law, Ecological Politics, Environmental Ethics.

Field trips: A one-week field trip to Brooks Memorial Park in Goldendale, Washington provided opportunity to establish a sense of community and to introduce different biomes (near tundra, coniferous forest, cold desert), different ecosystems (forest, stream, field, pond) and different techniques (mapping, quadrant analysis, water chemistry), visit to a Northwest Indian Potlatch in Ariel, Washington; field trips to the Puget Sound model at the University of Washington; symposium on water quality in Puget Sound.

Workshops: Laboratory/field type workshops included basic techniques of water quality assessment, beach and trawl fish seining, shellfish collection, workshops on water quality methods; identification of fish and invertebrates; workshop on basic statistics.

Special interest seminars: A seminar on water quality (which included a review of some fundamentals of inorganic chemistry) and one on systems analysis leading to computer use and simulated models.

Student conducted self-help sessions: Elementary chemistry and use of logarithms, sessions conducted by students in the program for those having difficulty.

Research projects: The major team-oriented project on Hood Canal was initiated with five major foci and involving some 25 students; water quality, invertebrates, birds, fish and land use. A wide variety of other projects, largely individual, got underway, and several were brought to completion and were reported publicly. During the last four weeks, a weekly group meeting was established to provide for oral interim or completed reports. Written progress reports were also required by seminar leaders.

Independent study: Owing to lack of on-campus facilities, the first four weeks of the quarter were spent in independent study including assigned reading (and general as well as technically specific questions as follow-up), an essay dealing with the student's view of men and nature and his or her objectives in enrolling in the program, plus a small local project.

Books: Concepts of Ecology, Kormondy
Man and Nature, Watsons
Environment and Cultural Behavior, Vayda
Environmental Ethics, Shepard and McKinley
The Ecological Approach in Cultural History, Netting
Agricultural Involution, Geertz
Book of the Hopi, Water
Environmental Economics, Crocker and Roger
TANSTAAFL—The Economic Strategy for Environmental Crisis, Dolan
The Nature of the Judicial Process, Cardozo
The Dynamics of Law, Houghteling
The Environmental Law Handbook, Rheingold and Landau
The Trial, Kafka
The Politics of Ecology, Ridgeway
The Politics of Ecosuicide, Roos
The Ecological Conscience, Disch
A New Ethic for a New Earth, Stone
This Little Planet, Hamilton
The Contemporary American Minorities Program aimed to create greater comprehension of the student's identity within the broad context of American society. Students examined articulations of the meaning of blackness, redness, and brownness in a predominantly white culture. They sought to understand how the black experience differs from the red life style; how brown life differs from black; and how red and brown differ from each other. The program was not a bleaching process.

The program was aimed directly, though not exclusively, at its majority of black, brown, and red students. The white students in the program learned about minority cultures from the people who knew them best: the people who have written about them, talked about them, and lived them. Faculty and students alike were teachers and learners, as all delved into the history, economics, sociology, psychology, anthropology, music, literature, and art of non-white Americans. In the seminars, black students, brown students, and red students worked with the Black, Chicano and Indian faculty members of the program to study issues central to their minority experiences.

The program emphasized pluralism: that condition in which different cultures exist without destroying each other; each unique, but with voluntary interaction between them so that all may grow. To that end, the program provided survival skills: academic, personal, and vocational skills; reading and writing improvement, other media-communication skills, interview techniques, computer languages, and learning strategies. Such useful training helped to equip minority people to assume active, important roles in our changing society. The combined emphasis upon thinking and making thoughts count allowed young people to increase their contributions to the growth of their own cultures and to the national culture as well.

Besides the provision of a concrete and viable sense of racial identity to its students and the training in “survival skills,” the program attempted to provide orientation to further academic study—both general education and specific work to acquire enabling credentials—and to help students become more politically aware. Students were able to work for change through political processes when necessary and toward the preservation of those aspects of their cultural and national life that need and are worthy of protection.
The three-quarter Japan and the West program introduced students to the range of Japanese culture and its contrast with, and contacts with, the West.

Each student met four requirements for credit:

1. Participation in weekly full-group meetings, film showings, and evening presentations.
2. Participation in regular seminars, for which each student must research some aspect of Japanese culture and write a paper for presentation to his seminar.
3. Study of the Japanese language, or work on an independent study project of comparable complexity.
4. Pursuit of some artistic or athletic activity—such as Judo, Kendo, Aikido, the Koto, Calligraphy, flower arranging.

The first quarter's work was largely introductory. Each student read a detailed history of Japan (Hall's Japan) and Ruth Benedict's *The Chrysanthemum and the Sword*. There were initial seminars on (a) certain puzzles in modern Japanese life; (b) Classical Japanese Religion—largely Shinto and Buddhism. There were a series of lectures and discussions of Japanese history.

The whole group read several classic Japanese plays and saw a large number of films on Japanese theater. There was a week devoted to four films by Kenji Mizoguchi. Earlier in the quarter we watched and discussed *Seven Samurai*, *Samurai*, *Buddha*, and *Throne of Blood*. The program spent a day with Robert Garfias, ethnomusicologist from the University of Washington and specialist in Japanese court music. Many students began reading *The Tale of Genji*. There were optional reading and writing workshops.

The second quarter's work followed essentially the same pattern. The seminars, however, now centered on separate areas—a Contemporary Religion seminar; an Art and Architecture seminar; Literature; and Politics, Society, and International Relations. Each student chose one of these seminars for the quarter. Guest lecturers included George Beckman on the Meiji Constitution, Richard McKinnon on Modern Japanese Literature, and Millard Rodgers on Asian Art.

The final quarter was devoted to daily presentations on various aspects of three large topics—the dropping of the atomic bomb on Hiroshima and Nagasaki, and its continuing effects in both Japanese and American life; the Japanese family, and Japanese social structure; and post-war economic and political developments. The early presentations were made by the faculty and various guests; the great majority of the presentations were made by the students. Each student worked—indeed in small group—on at least one presentation. Language, outside activities, and film showing continued—one week being devoted to the films of Yasujiro Ozu. The whole program held seminars on Robert Jay Lifton's *Death in Life and History and Human Survival*; Takeshi Ishida's *Japanese Society*; Zbigniew Brezezinski's *The Fragile Blossom*, and Herman Kahn's *The Emerging Japanese Superstate*.

The design of the program placed stress on the individual student's own initiative and interests.

Seventeen students who participated in the 1972-73 program undertook "total immersion" studies of Japanese language, history, and culture, preparing themselves to spend the next academic year in Japan. The students during 1973-74 lived with Japanese families in Shimane Prefecture of southwestern Japan, served as apprentices to craftsmen in a variety of occupations, and, in conjunction with an Evergreen faculty member, studied language, folk religions, and folk drama. The group's activities were partially funded by a grant from the Japan Foundation.
All students in Democracy and Tyranny were required to participate in a number of program activities, as well as working on a wide variety of other projects. Program requirements included: (1) Monday morning meetings; (2) books and book seminars; (3) the notebook; (4) Wednesday film series; (5) individual or group projects; and (6) evaluations.

Here is a typical week:

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<td>10-12</td>
<td>Lecture</td>
<td>Special</td>
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<td>Lunch</td>
<td>Seminar A</td>
<td>Projects</td>
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<td>1-3</td>
<td>Study</td>
<td>Seminar B</td>
<td>Film</td>
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<td>3-5</td>
<td>Study</td>
<td>Conference</td>
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1. **The Monday Morning Meetings**—Each Monday morning members of the program met for presentations—lectures, slide shows, debates, guest speakers, dramatic presentations — supportive of the material being studied.

2. **The Book Seminars**—Ten-to-12 students and a teacher comprised a Book Seminar; each met twice a week to explore a book or a question. Good Book Seminars required preparation—reading and research; they were not “rap” sessions. The program also included time for “rap” sessions, but tried not to confuse them with Book Seminars. Books were usually read in pairs. Here is part of the program’s common reading list:

   H.D.F. Kitto, The Greeks; Aeschylus, Oresteia and Prometheus Bound; Sophocles, Oedipus the King, Oedipus at Colonus, Antigone; Plato, Euthyphro, Apology, Crito; Sappho, Lyrics; R. Carpenter. The Esthetic Basis of Greek Art; Thucydides, The Peloponnesian War; Plato, The Republic; N. Kazantzakis, Report to Greco; D. M. Potter, People of Plenty; W. Golding, Lord of the Flies; H. D. Thoreau, Walden; J. Updike, The Centaur; M. Angelou, I Know Why the Caged Bird Sings; B. Shahn, The Shape of Content; D. Brown, Bury My Heart at Wounded Knee; E. Bellamy, Looking Backward; H. Miller, Colossus of Maroussi.
members of the seminar. In addition, students at the end of Thursday Book Seminars took home the Notebook of another member of the seminar, read it and added their written comments to it. This not only provided records of the year’s activities but also offered students opportunities to exchange information, work together on problems, and, most important, improve their writing. To the latter end, all members of the program bought, read and used Evergreen faculty member Peter Elbow’s book Writing Without Teachers.

4. The Wednesday Film Series—Each Wednesday afternoon, all program members attended the College Film Series. Afterwards, members participated in assemblies, lectures, film discussions, and special project activities.

5. Individual or Group Projects: Special Interest Groups—All program members undertook individual or group projects during the year, results of which were entered in portfolios. Some also were presented to group assemblies or to the entire campus during Evergreen’s Spring Quarter Academic Festival.

6. Evaluations—Near the end of each quarter, students wrote evaluations of their own work and that of their seminar teachers. In addition, near the end of Spring Quarter, students wrote three other evaluations — one on their own work, another on seminar teachers, and a third on the entire program. Evaluations became part of student and faculty portfolios and also were used to develop a program history.

Self-Study Seminars—Occasionally, members of a Book Seminar held special meetings to discuss personal or group problems associated with the work of the seminar.

Credit—Each program faculty member at the end of every quarter determined credit awards for students in his or her Book Seminar. No partial or extra credit was awarded; incompletes were registered in some cases.

P.O.R.T.A.L.S.
(Personalized Options Reaching Toward Affective Learning Skills)

Basic (1973-74)

This program was designed primarily for beginning students. It offered a general introduction to higher education through a wide range of activities designed to broaden student experience and knowledge. We provided the counsel and expertise of a group of faculty and veteran student facilitators whose goal was to assist them in their personal and academic development. We expected: a concern for their futures, a basic curiosity toward new ideas, and a commitment to exert their energies and abilities toward building a foundation of accomplishment.

Basic Skills—We conducted ongoing workshops in reading skills, writing skills, and in the art and science of interpersonal communications. Participation in these workshops guaranteed significant improvement in reading speed and comprehension level, an increasing ease in writing and a growing awareness of the dynamics of group interaction.

Directed Seminars—During the highly-structured first term, we offered a broad variety of academic seminars and workshops. They ranged in duration from two or three weeks to the entire term, and included studies from a number of disciplinary viewpoints, as well as explorations that were interdisciplinary in nature. Typical topics considered were: the creative process in children, shoreline biology, the use and misuse of rational process and historical viewpoints, mainly biographical.

Special Interests—Special interest workshops and activities took place throughout the year. The foci depended upon the students, but some activities included: still photography, video taping, hiking and camping, producing a weekly program news letter, throwing pots, group awareness exercises, swimming, dream interpretation workshops and special academic concentrations.

Individual Projects—One of the goals of the program was to prepare students for and guide them through a major independent project to be accomplished during the third term. Individual project opportunities were available first term, small projects were structured into second term, and a major project mandatory during third term. Second term included seminars and workshops aimed at providing students with the tools necessary to pursue and critique their chosen projects.
Examples: questionnaire formulation and interviewing techniques, probability statistics and experimental design, multimedia techniques and using the library as a research tool.

Special Feature—A group of continuing Evergreen students provided a central force in the planning of this program. Nine of these students worked as program facilitators. Some of their specific functions included leading small group discussions, coordinating special interest activities, and helping newcomers understand, adjust to and exploit the Evergreen environment.

Selected Details—This program included a lecture series, a film series, field trips and internship opportunities. A special third term activity involved planning the participants’ academic pursuits.

Matter and Motion
Divisional 1973-74

This program was designed to present in an integrated fashion, the basic principles of mathematics, physics, and chemistry, as well as some biological applications of these principles. The purpose of the program was to provide the students with the concepts and techniques which they would need in order to pursue more advanced or specialized work in the natural sciences. The material was presented through assigned readings, lectures, problem sessions, and laboratory experience. Opportunities were made available for the ambitious student to do more advanced work than that expected of the group as a whole. In addition students were expected to attend a weekly seminar devoted to some topic outside of the sciences. Content:

Fall Quarter

During the fall quarter the lectures, readings and problem sessions dealt with the following topics:

1. The Differential Calculus — limits, derivatives, descriptions of mathematical functions, maxima and minima

2. Newtonian Mechanics — motion in one and three dimensions, vectors, velocity, acceleration, mass, inertia, forces — normal, frictional, tension, centripetal, electrostatic, gravitational, simple harmonic

3. Introduction to Chemistry — the mole concept, chemical equations, stoichiometric calculations, gas laws

4. Chemical Equilibrium — equilibrium constant, ionic equilibria and solubility acid-base equilibria and titrations, oxidation-reduction reactions, Nernst equation and half-reaction concept.

The following textbooks were used: A First Course in Calculus, Lange; The Principles of Physics and Chemistry, Brackenridge and Rosenberg; The Mole Concept, Kieffer; Solubility Equilibrium, Tabbutt; Acid/Base Equilibrium, Tabbutt; and Oxidation : Reduction Equilibrium, Tabbutt.

In the laboratory each student spent at least two afternoons a week on the theory and principles of basic chemical lab skills and quantitative analysis. Exercises were performed in volumetric calibration, preparation of standard solutions, precipitation reactions and titrations, ion change chromatography,
acid/base/indicator reactions and titrations, and redox reactions and titrations.

Optional topics were offered for those interested and included: analog and digital computing, rotational kinematics and magnetic resonance, enzymes and their kinetics, the scanning electron microscope, the structure of the real number system, and the formal theory of limits.

Winter Quarter

The program dealt with the following topics during winter quarter:

1. The Integral Calculus — numerical and analytical methods of finding anti-derivatives, definite integral, areas.
3. Thermodynamics — definition of system states, and variables; zeroth, first, second, and third laws of thermodynamics; enthalpy, entropy, free energy of real and ideal systems; applications to chemical equilibria and the Nernst equation.
4. Introduction to Quantum Mechanics — wave equation, motion and propagation; blackbody radiation, photoelectric effect, and wave-particle duality; wave functions, Schrödinger's equation, and eigenfunctions, eigenvalues; quantum particle in a box, quantum harmonic oscillator, quantum solution to the hydrogen like atom.
5. Introduction to Organic Chemistry — atomic orbitals and chemical bonding — covalent, ionic, dipole-dipole and hydrogen bonds, alkanes and cycloalkanes, reaction mechanisms, energetics of transition states, alkenes, addition and elimination reactions, polymers, stereochemistry.

The following textbooks were used: A First Course in Calculus, Lange; The Principles of Physics and Chemistry, Brackenridge and Rosenberg, The Second Law, Bent; Introduction to Organic and Biochemistry, Brown.

Optional topics were offered for those interested and included: multi-variable calculus, statistical mechanics, and electricity and magnetism.

During the first half of winter quarter all students were issued an electronics kit and at their own speed covered the fundamentals of DC circuitry by building their own circuits for measuring cell potentials. They determined the characteristics of an FET and built a DC amplifier for use with a glass electrode. Signal and zener diodes were also covered. Text: Malmstadt, Enke and Crouch, Module 1 Analog Measurements and Transducers.

During the second half of the quarter students took one of two options. One option was a continuation of the electronics using the Heath electronics station. Text: Malmstadt, Enke and Crouch, Module 2 Control of Electrical Quantities. The other option dealt with experiments using UV-visible and IR spectrophotometers, pH meter, and gas chromatographs.
Environmental Design

The Environmental Design Program was designed for students with some previous college experience (could be considered upper division) who were interested in examining the multiplicity of factors involved in the environmental problems facing humanity and developing attitudes and strategies which would lead to solutions of design problems in and of various environments. The program was composed of four faculty (marine biologist, urban planner, architect, and an economist) and seventy-five students. The year was broken down into three sequential phases: Utopian Designs, Design Techniques, and Design Projects.

During the Fall Quarter, the focus was upon Utopian Designs where the broadest possible design considerations were studied to teach an appreciation for the variety and importance of design parameters. Ten utopian novels were read and discussed in 10-member seminar groups that met twice a week. A weekly schedule included lectures, films, discussion sessions, and individual conferences. Preliminary planning was begun for individual design projects for the Spring Quarter. Several group projects were started during the first quarter: The Cooper Point Association (establish and organize a citizens' planning organization to formulate a comprehensive development plan for the Cooper Point peninsula of Thurston County), The Organic Farm (develop master plan for the rehabilitation of existing campus farm, and farm organically), and The Experimental Structures Project (design, construct and maintain non-permanent, ecologically sound, living structures on campus property).

The Winter Quarter focus was on Design Techniques. The scope of the program and seminar shifted to functional problems such as population growth, urbanization, resource limitations, air and water pollution, governmental planning and community dynamics. Workshops on computers, economics, survival, biology, design methodology, and drawing were held to improve understanding and capabilities for addressing the problems indicated. Lectures, films, discussion sessions and individual conferences supplemented the seminars and workshops. Work continued during this quarter on individual and group projects. Two new group projects began: The Lacey Park Project (develop a comprehensive plan for a 10-acre park site in the city of Lacey) and The Marine Development Project (a study of the marine environment and the development of a comprehensive plan for the Marine Sciences Center).
Project (prepare a land use plan for the utilization of 3,300 feet of college beach frontage on Eld Inlet).

During Spring Quarter the focus was on Design Projects. Each student wrote a contract of activities he or she wished to undertake for the quarter. During weekly presentations all faculty and students offered critiques to each project. Seminars, workshops, films, and other resource materials were tailored to meet the needs of the projects. During the final week all individual and group projects made a presentation to the whole school of their quarter’s efforts.

Fall Quarter Reading List:

Winter Quarter Reading List:
Operating Manual for Spaceship Earth, Technology and Growth, Death and Life of Great American Cities, Bioethics, Sane Society, Pruitt-Igoe Housing Project.

Politics, Values, and Social Change
Advanced (1972-73)
This program was constructed around two major premises:

1. that Western Civilization is today at some time-point in the development of a second reformation;

2. that this second reformation is a response to environmental change, and that the crisis conditions impose a time-press which allows only decades, rather than centuries, to generate a new value system that will allow survival.

This program was grounded in the firm belief that rigorous analysis of the contemporary crisis is the surest path to the construction of a viable future. Hence, the program was “bookish,” “intellectual,” “analytical,” and not “action-oriented.”

The first quarter was devoted to the acquisition of analytical tools, and the refinement and practice in the application of these tools to a body of material most closely analogous to our own times: the roots and fruits of the First Reformation. These tools were applied to Feudal Society in environmental crisis, to the examination of the new values generated in the pre-industrial city, along with the personality conflicts this transition represented, and the behavioral response of men living in that time of crisis. The student project required for this quarter was the writing of a play about Johann Kepler (based on Arthur Koestler’s biography The Watershed), using the premises that Eric Erickson and John Osborne used in their studies.
of Martin Luther. There were four brief writing assignments, based on books read in the program.

The weekly schedule for the first quarter included six hours of lecture and discussion, two book seminars and a “recap-and-relevance” seminar, workshops on skills basic to program projects, and a film followed by discussion of the film. Students also held regular one-to-one conferences with faculty members. Readings included: Marc Bloch, Feudal Society; Lynn White, Jr., Medieval Technology and Social Change; J. Huizinga, The Waning of the Middle Ages; N. Machiavelli, The Prince; Arthur Koestler, The Watershed; John Osborne, Luther; Erik Erikson, Young Man Luther.

After a brief look at the political, social, scientific, and psychological fruit of the Reformation, the second quarter concentrated upon the development of the value crisis in the environment of the late industrial society. Students wrote a research paper on value change in seventeenth-century England, and a play about the student's parents, using the Erickson-Osborne premises. The weekly schedule was the same as in the first quarter. Books included: Peter Laslett, The World We Have Lost; R. H. Tawney, Religion and the Rise of Capitalism; R. K. Merton, Science, Technology, and Society in Seventeenth Century England; Thomas Hobbes, Leviathan; Perry Miller, Errand into the Wilderness; Richard Wright, Native Son; J. Huizinga, In the Shadow of Tomorrow; Ralph Ellison, Invisible Man.

The third quarter concentrated on the analysis of current pronouncements of the “new values” contained in the "second reformation," as well as an examination of the degree to which they complement and the degree to which they contradict the environmental constraints of the “post-industrial” society. Attention was also paid to implied or stated social structures in which these values can be, or are being, carried out. Because the emphasis of the quarter was on research papers on the “new values,” the weekly schedule included three hours of lecture-discussion, one book seminar, and one seminar on research methods. Books included: F. Matson, The Broken Image; C. A. Reich, The Greening of America; S. Firestone, The Dialectic of Sex; F. Fanon, The Wretched of the Earth; H. Marcuse, Counter Revolution and Revolt.

The quarter culminated in the writing of a play about the student’s own life, using the Erickson-Osborne premises.

Credit for the program was based on the following policy statement:

“At the end of each quarter, a decision will be made on the granting of credit to each student. The faculty assumes that the student who joins the Politics, Values and Social Change program has agreed to a full-time commitment, and so the student will receive either full credit (four units) or no credit. The primary criterion for granting of credit will be full and conscientious participation in all aspects of the program.

Faculty judgments of this participation will concentrate on evidence of effort and improvement in all these areas; simple attendance at program events will not suffice. The credit decision will not be considered final until there has been an evaluation conference between the student and his seminar leader, during which they will discuss their evaluations of each other, as well as the student’s self-evaluation and of the program.”
Sample Individual Contracted Studies

All individual learning contracts must be negotiated between students and the sponsors who are available at any given time. They depend upon very specific interests at each step.

Faculty members and staff available as sponsors for individual contracts in the past have represented such interests as the following:

- American studies
- Anthropology
- Audio-visual techniques
- Biology
- Business administration
- Ceramics
- Classics
- Clinical psychology
- Comparative literature
- Education
- English literature
- Foreign languages
- History
- History and philosophy
- International relations
- Latin American studies
- Philosophy
- Physics
- Political science
- Psychology
- Social organization
- Sociology
- Urban planning

Other faculty and staff members who sponsored one or two contracts each add to this list. And the availability of off-campus internships extends the range of contract topics into many other kinds of occupational training and experience in solving practical problems.

Examples of Individual Contracts

**Contract Title:** The Special Child  
**Dates:** October-December, 1973

**Purposes:** Student had previously worked with handicapped and special persons for five/six years. During the contract, she gathered background information to complement experiences in this field of mental and physical health.

**Study Activities:** Readings: *The Lives of Children* by Dennison; *Summerhill* by Neill; *Crisis in the Classroom* by Silberman; *The Vanishing Adolescent* by Friedenberg; *How Children Fail* by Holt; *Mental Retardation in Infants and Children* by Levinson; *Early Identification of Emotionally Handicapped Children in School* by Bower; *Common Sense About Gifted Children* by Abraham; and *Abnormal Psychology* by Sarason. The student also interviewed school psychologists and observed their methods of testing for various deficiencies. The student also planned to experiment in behavior modification, joined a seminar on the concept of mental health, and undertook extensive writing.

**Sponsor's Work:** Weekly seminars with the student to assist with writing, to provide advice and consultation, and to supply academic resources for support of the contract.

**Contract Title:** Hypoglycemia Research  
**Dates:** October-December, 1973

**Purposes:** To activate a hypoglycemia research protocol which was developed during the 1973 summer quarter as a learning contract to study hypoglycemia among a group of alcoholic patients.

**Study Activities:** Student had nine years' experience in the general field of alcohol and alcoholism education and treatment methods, as well as academic studies of biology, a quarter's internship as an alcoholism counselor, and a quarter of research protocol and statistics. The contract provided that the student would do selected reading assignments on human physiology, submit study abstracts, prepare a research paper, and accomplish these research activities: (1) activate hypoglycemia research protocol; (2) establish and maintain research files; (3) prepare and reproduce necessary data collection forms for statistical compilation, i.e. glucose tolerance test sequence, blood and urine analysis, diet profile, medical and personal history, and patient follow-up; (4) collection of data and
data interpretation; (5) selection of subjects and orientation on purpose of tests and testing procedures; (6) collect personal and medical history data for possible hypoglycemia profile; (7) administer diet and hypoglycemia questionnaire; (8) coordinate glucose tolerance testing schedule; (9) conduct and maintain subject follow-up and records; (10) maintain current data tabulation; (11) prepare draft research report paper.

Sponsor's Work: Provided weekly guidance and evaluation of research program progress and assignments on human physiology in conjunction with off-campus internship supervisor, who also provided supervision, medical guidance and methodology evaluation as senior investigator of the research project.

Result: The student's work in this contract led to development of an even more advanced — and longer — study with the same faculty sponsor. That advanced contract follows.

Contract Title: Research Protocol (Megavitamin)
Dates: January-June, 1974

Purposes: To develop a research protocol for the investigation of megavitamin therapy in the treatment of alcoholism. Long-range goals included activation of the protocol and conducting of a double-blind megavitamin research project with medically-treated alcoholic patients.

Study Activities: 1. Conducted a bibliographical research on megavitamin therapy, collected and interpreted data, wrote a feasibility study, and prepared a research protocol on megavitamin therapy. 2. Continued previous quarter's hypoglycemia research project. 3. Completed selected readings on human physiology with special emphasis on the factors influencing intermediary metabolism.

Sponsor's Work: Helped select study material and evaluated progress. Met with the student on a regular basis to discuss the methods and techniques for successful completion of the contract. Coordinated with the off-campus internship field supervisor, who helped select the specific megavitamin area for research and provided ongoing supervision and guidance to the student.

Contract Title: New York City Urban Fellowship

Purposes: To learn about New York City, the nation's largest metropolitan area, through its history, culture, and politics; its social/physical problems, from racial complexity to legal rights; its people, from city administrators to prison detainees.

Background: The student—who had previous experience as an intern with the Washington Council on Higher Education, as a special housing legislation assistant to Washington's governor, as a planner for the city of Seattle's Youth Division, and as co-director of Project Accomplish at the University of Washington — won the Urban Fellowship (including a $4,000 scholarship award) in nationwide competition. She was one of 20 winners nationwide.

Study Activities: Worked as a Special Consultant for the New York Mayor's Criminal Justice Coordinating Council. Submitted bi-weekly written reports to Evergreen faculty sponsor. Attended weekly seminars with Urban Fellowship students and staff, including city officials, program administrators, citizen group leaders and various New York City personalities. Attended weekly meetings with field supervisor and other students for study of the law and criminal justice system. Completed weekly reading assignments. Participated in field trips to cultural, intellectual, and educational centers, including visits to state and national capitols.

Sponsor's Work: Regular correspondence and evaluation of student's work as represented in written reports and assignments. Liaison with field supervisor who provided daily on-the-job supervision and direct academic assignments.
Sample Group Contracted Studies

Various group learning contracts have been arranged by Evergreen faculty and students. The following list, though not exhaustive, will give some idea of the range of experiences possible at Evergreen in this way of studying.

A Year in Sweden
Basic Skills in Science and Technology
Correctional Institutions
Environmental Systems Project
International Film Production—in Italy
Japan and the West—Year in Japan
Language, Culture and Writing
Marine Life and Water Quality
Media: Theories and Techniques
Mobile School Unit
Molecular Biology
Music
Power and Decision in American Society
Psychology in the Community
Revolt in/ by Economics
Seacoast Management
The Classics
The Evergreen Environment
Theater Arts (including Dance)
Women and Literature

Evergreen Environment
(1972-73)

The Evergreen Environment group contract was designed to develop research and writing skills and to provide information and data on the natural history of The Evergreen State College campus and environs to students, the scientific community, and general public.

The objective program included the writing and publication of research papers by teams of students engaged in formal research in ecology on and about The Evergreen State College campus through the fall, winter and early spring months. That framework required a number of sub-objectives: (1) To learn basic ecological principles by means of reading, lectures, and actual field experience. (2) To become proficient at making field observations, recording those observations in a field notebook, and transcribing those notes to an organized journal according to a prescribed format. (3) To develop certain basic skills commonly used in the collection and interpretation of field and laboratory data, including but not limited to the following: statistical methods; computer programming; organism identification; ecological sampling techniques; collection and preservation of biological specimens; environmental measurements; and basic field mapping. (4) To improve general reading and writing skills.

Main Activities

Group meetings—Held once weekly to discuss contract business and to share information concerning the development and progress of the research projects.

Textbooks—Required reading of a program text, *Ecology and Field Biology* by R. L. Smith.

Individual conferences—Each program participant was scheduled to meet individually with a program faculty member once every other week.

Field Journal—A primary responsibility of each program participant was the maintenance of a field journal according to a rigorous, prescribed format. These journals were reviewed by faculty during the individual conferences and were expected to be kept up to date. They represented a major undertaking by each participant. Entries in the field journal were based on field notes which all were encouraged to keep according to a definite format.

Research—Program participants were required to form research teams of two to six individuals, and
develop a detailed research proposal according to the general format of a National Science Foundation grant proposal. Upon approval of the proposal, the teams carried out the field work. A major part of the work was the analysis of the data and the synthesis of the results into a research report. These reports were required to be of a quality, and completed in a format, suitable for submission for publication in a professional journal.

Quarterly Activities

Fall Quarter

Textbook Tutorials — Eight voluntary tutorial sessions were held for the purpose of discussing the explanatory portions of the program textbook. Ecology and Field Biology.

Examinations — Two diagnostic examinations were given. Both dealt with reading abilities and were designed in part to test the appropriateness of the textbook for the program participants.

Off-Campus Field Trips — Four voluntary off-campus trips were held: Southern Puget Sound Basin, Thurston County Dump, Mima Mounds.

Bird Walks — Six on-campus bird walks were conducted for the purpose of gaining experience in field identification and observation, and note taking.

Computer Workshop — A program-oriented workshop to teach BASIC on the Hewlitt-Packard computer. Given on a half-day, weekly basis through the quarter. Full attendance expected at the earlier sessions with the understanding that a person or persons on each research team would take the responsibility for utilizing computer facilities in data interpretation and analysis for that team.

Program Workshops — Involved instruction in taking notes and maintaining a field journal, use of library and other literature resources, bird identification, campus plant identification, community similarity analysis, writing research proposals, and methods of surveying.

Written Assignments — Four during the quarter: (1) A description of research possibilities suggested by two films shown. (2) A bibliography on a topic, place or organism compiled using reference resources described in the library resources workshop. (3) A review of various kinds and purposes of scientific research papers. (4) A critique of a scientific paper.

Films — Shown to introduce students to the scientific approach to problems in natural history were Birth of a Red Kangaroo and The Mallee Fowl.

Guest Lecture — Dr. Victor Scheffer, Bellevue, Washington, spoke on the origin of the Mima Mounds.

Winter Quarter

Bird Walks — Four on-campus bird walks conducted to gain further experience in field identification, observation and note taking.

Program Workshops — Work included preparing study specimens of vertebrates, forest pathology, shellfish biology, basic surveying, soil analysis, small mammals of the Evergreen Campus, winter twig identification, and water quality measurements.

Statistics Workshop — Introduction to probability with emphasis on tests of significance for biological data (five 3-hour sessions).

Photography Workshop — Emphasis on scientific photography and darkroom technique (six half-day sessions).

Computer Workshop — A continuation of the Fall Quarter workshop with BASIC on the Hewlitt-Packard for selected individuals in each research group (three half-day sessions).

Spring Quarter

For the first four weeks of the quarter the main activity
was the analysis of field data and the writing of the research papers. Other activities:

Photography Workshop — A continuation of the Winter Quarter workshop on scientific photography and darkroom technique (three half-day sessions).

Program Workshop — Plant identification.

Field Trip — Five weeks. Travel to the Southwestern Research Station of the American Museum of Natural History, Portal, Arizona. On journey down, studied flora and fauna of major ecosystems in Malheur Wildlife Refuge, Oregon, Great Basin Desert; Wyman Canyon, Deep Springs, California (Western Mojave Desert); Death Valley (Lower Mojave Desert); Arizona-Sonora Desert Museum (Tucson). Spent two weeks at the Southwestern Research Station. Participants initiated and carried out short-term research or exploration projects in the Chiricahau Mountains or surrounding mesquite desert. On return journey, traveled through eastern and northern Great Basin (Utah and Idaho).

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Studies in History and Culture: Europe and the United States Since the Late Eighteenth Century (1972-73)

Studies in History and Culture was an intensive, interdisciplinary investigation of Western Civilization since the late eighteenth century. The principal methods of instruction were the seminar and the tutorial, and the purpose of both was to develop competence in conducting significant inquiry: wide reading, close analysis, research.

First Quarter: Focused on the period in Western Civilization from the late eighteenth century to about 1850, with special emphasis on the French and industrial revolutions, the social and political transformations resulting from them, and the literature and philosophy of the period.

Student work: Students prepared three papers and gained familiarity with library research facilities.

Second Quarter: Focused on the period from about 1850 to the eve of World War I, with special emphasis on the American slave south and the legacy of slavery, nineteenth century Russian Populism and Socialism, key figures in Victorian England, and literary and psychological advances in the modern conception of the individual.

Student work: Students prepared several short papers and a research project.

Third Quarter: The subject matter of the first few weeks of the third quarter overlapped considerably with that of the last portion of the second, and the remaining weeks focused on twentieth century developments up to about 1930. Topics included the Russian Revolution, the decline of bourgeois humanism, and early twentieth century literature and social thought.
Europe Study Abroad
(1972-73)

The program was designed to enable students to pursue a study of a particular European culture and language. The first quarter was spent on The Evergreen State College campus preparing for the trip abroad. During the quarter, books chosen by students and the program coordinator were used to probe into anthropology, art, social and political history and foreign languages. Basically the first quarter was devoted to language studies in addition to a few group meetings dealing with matters of settling into a European community. The second and third quarters of the academic year were spent in Europe. Students lived in various countries, including France, Italy, Greece, Scotland, Ireland and Spain. Each lived in a community independent of the group. Occasionally members of the group came together for purposes of seminaring and exchanging information. The coordinator visited students on the sites and made suggestions on the conceptualization and lines of inquiry a study might follow. Papers, visual productions, personal essays, journals, and evaluations were required work in the program.

Modular Studies

In 1973-74, the following quarter-long courses and workshops were held:

Approaches to Shakespeare
Calculus of Elementary Functions
Ceramic Process
Education and Contemporary American Society
History of American Cinema, 1919-1941
Introduction to Genetics
Introduction to Urban Planning
Introductory Chemistry
Introductory Physics
Mothers and Lovers: Thomas Hardy and D.H. Lawrence Novels
Nineteenth Century Russian Literature
Observations in Daily Life
Organic Chemistry
Peoples of the World
Philosophy of Science
Probability and Introduction to Statistics
Problems in Philosophy
Resnais, Bresson, and Godard
Sociology of Everyday Life
Soviet Union Today
Studies in U.S. History
Survey of Oceanography
The Future of Sino-American Relations
Varieties of Contemporary American Childhood

Liu-Tzu-Hui
Approaches to Shakespeare

Ways of enjoying Shakespearean tragedy, comedy, historical drama, and the sonnets. Experimentation with strategies for reading Shakespeare in his and our historical contexts; strategies for cerebral performing, listening to, and watching the plays. Readings: Twelfth Night, Comedy of Errors, Much Ado about Nothing, Othello, King Lear, Henry IV — Part I, selected sonnets, and recommended studies of Shakespeare (Shakespeare and the Nature of Man, Shakespeare’s Audience, et al.).

Students tried to learn to read Shakespeare up to tempo, to make sense of related scholarship and criticism, and to gain confidence for enjoying Shakespeare on their own. The course included twelve 90-minute workshops in which students formed small groups to read through the plays and to listen to recorded passages. Though the modular course dealt somewhat with issues of literary interpretation and theory, the main emphasis developed upon the dramaturgical values of the plays.

The Calculus of Elementary Functions

This module was self-paced. The instructor was available each week day from 4 to 5 p.m. to answer questions of students. There were no lectures; students only came if they had questions, wanted company, or wanted to listen to others. To establish whether or not students met minimum performance standards, tests were given to students whenever they had reached certain predetermined places in the text and felt they were ready to take the tests. The tests could be taken at any time and as many times as necessary (a different version each time) until they were passed. To provide feedback and reinforcement to what they learned, students brought their exams to the instructor for immediate correction. This also provided some minimal instructional contact with those students who did not attend problem sessions.

The textbook was The Calculus of Elementary Functions by Abelson, Fellman, and Rudolph. Students were required to cover Chapters 1, 2, and 5 as a minimum requirement for satisfactory completion of the module. Chapter 1 covered elementary theory of Equations including Synthetic Division, the Rational Root Theorem, application of the Intermediate Value Theorem for approximating and locating irrational roots, elementary graphing, and the Binomial Theorem. Chapter 2 consisted of a geometric approach to the differential calculus of polynomial functions. It included Newton’s Method, extrema, concavity, derivative tests, graphing, extreme value problems, related rates and velocity, antiderivatives, and a tiny introduction to Taylor Polynomials. Chapter 5 consisted of an introduction to integral calculus in the sense that heuristic arguments were given for computing the areas of regions between graphs of polynomials. A heuristic argument for the Fundamental Theorem of Calculus also was advanced.

The Soviet Union Today

This modular course was designed for regular and special students, as well as for auditors from the community. It consisted of 20 one-hour lectures, each followed by a half-hour question and discussion period, and four bi-weekly seminars.

The lecture series was essentially a survey of the present political, economic, social and cultural situation in the U.S.S.R., but it also traced the main historical forces and events which led to the formation of the Soviet state as a superpower. The structure of the Soviet government, the history and development of the Communist Party, Soviet foreign policies, the industrialization and collectivization, social and cultural policies and realities, as well as the current domestic problems and tensions were presented both from an official Soviet and a critical Western point of view. The seminars centered on Soviet foreign relations, education, state security, and problems raised in Solzhenitsyn’s Cancer Ward.

Students taking the course for credit were required to take an active part in the seminars and submit a term paper on a topic of their own choice.

Studies in U.S. History: “Idealistic Nightmare”
The Studies in U.S. History Module: “Idealistic Nightmare” was designed to examine selected problems in American History. Generally, the module examined the influence of Puritanism; America as ideological revolutionary; the origins and influence of business; and the altruistic nature of reform in American Society. Additionally, efforts were made to introduce students to the nature and craft of the Historian — and his role in the educational process of the society.

This module was designed to operate without an assigned, standard text. Students chose their own general text materials and met one evening each week for a one-and-one-half hour lecture on selected problem topics in U.S. History.

Students taking the course for credit were required to take an active part in the seminars and submit a term paper on a topic of their own choice.

Studies in U.S. History: "Idealistic Nightmare"

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You will not find here the specific programs to be offered in any given year. Instead, you will find general essays which set forth our attitudes, hopes, and plans. They amount to a comprehensive invitation to belong to this kind of college. Those who wish to join us, as well as those who will be continuing their work here, will receive announcements of specific programs for the coming fall in the catalog supplement, which is published early each spring.

How Coordinated Studies Groups are Formed

There are many stimulating ideas, problems, and needs around which Coordinated Studies programs can be and will be organized. Rather than listing such interests before they have reached the stage of definite proposals, however, it would seem useful to describe how Coordinated Studies groups are formed.

Since its inception, the faculty, students and staff of the Evergreen State College, under the leadership of the Provost and the Deans, have developed curricular programs on a yearly basis. The aim has been to devise studies in a manner that keeps the academic core of the College fluid and creative, to be responsive to faculty and student interest, and to keep the various elements of the community involved in the very heart of the College's activities. Thus, each year community members have developed the curricular offerings for the following year, and those offerings have been published in the College's catalog supplement sometime during the spring quarter.

The design and operation of Coordinated Studies programs is the responsibility of the faculty; many group contracts and most modules are also designed by the faculty. However, faculty members are strongly encouraged to listen to student opinion, seek student suggestions and develop student constituencies in the planning of program proposals and other group activities.

Coordinated study plans are formulated by the faculty and submitted to the Deans for consideration. The proposals that best satisfy the general goals of the College are approved and funded according to available resources.
After a proposal has been approved, each team designs its own program, makes up its own schedule, conducts its own experiments in curriculum design and teaching, arrives at its own agreements for governance, and evaluates its own effectiveness. The team asks for a mandate and gets it. It is up to the team to use its resources, its energy, and its mandate to do something memorable and something significant.

Good contracts depend upon a matching of interests between students and sponsors and the availability of the resources needed. Both the coming together of the people and the fulfilling of needs will continue to be somewhat restricted in these early years of the College. Not only do contracts often depend upon acquaintance — now being developed among our students, faculty, and staff members; all of us will also have to gain experience with this pattern gradually so that we can achieve the flexibility we seek and still keep our Contracted Studies sensible and strong. Even more important, in these early years, the resources of Evergreen are limited. Our physical facilities and the variety of experience represented by those persons available to sponsor contracts are not yet extensive enough to enable Evergreen to support as many kinds of specialized study as our students might wish to undertake.

You may expect, therefore, that in the early years there may be a preponderance of opportunities for joining group contracts over individual contracts and of faculty initiative rather than student initiative to get things started. Advanced students who can best use the specialized help available will be given priority in arranging contracts. We shall never pretend that we have something for everyone; but as we grow and learn, so the opportunities for Contracted Studies will grow.

We assume that all faculty members not involved in Coordinated Studies programs during a given period of time will be available to sponsor Contracted Studies. Faculty members sponsoring group contracts
will work with 15-25 students each. Faculty members sponsoring individual contracts will work with about 15 students each, according to the specific demands upon their time — such as offering modular courses, running workshops, developing self-paced learning materials, or serving as subcontractors for other projects. There will be a tendency, already observed in our first years, for individual projects begun in Coordinated Studies groups to gather momentum and turn into separate learning contracts.

If you join Evergreen or continue your work here, you will find increasing opportunities for contracts as the faculty grows. As both students and faculty members move back and forth between Coordinated Studies and Contracted Studies, we hope to maintain a position in which about 25-30% of the faculty will be available to sponsor group and individual contracts in any given quarter.

As you think about the sorts of problems you might wish to study through learning contracts, you should also consider the rich variety of skilled assistance which you can receive from off-campus subcontractors. The agencies, industries, businesses, schools, public service institutions, and workshops of the larger community contain many people who can help you, especially in those areas of vocational practice which need not be duplicated on campus but which nonetheless hold large opportunities for learning. The Office of Cooperative Education is hard at work identifying these people and preparing the arrangements through which the students and sponsors engaged in future contracts can make use of their services.

Faculty and staff members will be available to sponsor work in Contracted Studies only over time and by turns. But from these observations, you should have a sense of the kinds of experienced and energetic people who will be eager to match interests with you.

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**Self-Paced Learning**

Learning at Evergreen can take place in many forms. Seminars, workshops devoted to skills, and laboratory investigations are a few examples. But we also consider self-paced instructional systems to be an integral part of our resources for learning. The purpose of a self-paced instructional system is to organize one's time and talent in mastering difficult concepts.

We assume that a student can approach various subjects by various routes — books, discussions, firsthand experiences; but also through slides, films, video tapes, audio tapes, and computer programs. We begin by having an inventory of learning materials and devices easily available.

At Evergreen, there will be much writing and discussion, but we also use techniques, such as computer instruction, sound-on-sound tapes, and other learning programs which enable a student to know how he or she is succeeding step-by-step and to store immediate responses for future checking.

A self-paced learning program thus takes a certain kind of information or a procedure out of the standard classroom format and makes it available to students in a learning center. Students master material on their own time and at their own rates, exactly when it is essential to understanding some key concept.

Self-paced learning resources will at times be included within the total work of a Coordinated Studies program or as assignments within a learning contract. In some cases, students will devote a whole learning contract, with guidance and evaluation from a faculty sponsor, to the mastery of a series of self-paced
learning units. At other times, they may sign a contract to produce new self-paced learning programs. Having investigated those routines which can be studied and mastered by interplay with a tape, film, computer, or other program, students and teachers will not have to devote meetings to mechanical drilling, but can work on the learning they have already developed and plan the next appropriate steps. Students and teachers will thus be better able to use their time together for intensive discussions.

Learning Services

The Learning Services Center emphasizes improvement in subject matter areas, machine skills, and communication techniques. Specifically, the Learning Services Center provides for this developmental learning through access to self-paced learning materials, group instruction in the development of basic skills in mathematics, art, photography, computer programming, and access to on- and off-campus learning resources. The Center assists students in the development of study skills and skills in communication (reading, writing, speaking, listening, media). The Office of External Credit, located in the Learning Services Center, assists students in documenting work or independent study experience outside of school for academic credit.

...we hold the unbounded shut in one small minute's space, And worlds within the hollow of our hand...HBCarpenter
The Sciences at Evergreen

The Evergreen State College is a place where emphasis is placed on collaborative team efforts rather than narrowly competitive individualism. Prospective scientists do not study science in isolation from the rest of the world. Already, most Coordinated Studies programs at Evergreen have some aspects of scientific thinking woven into their fabric. Students in specific programs move into the laboratory in order to conduct projects growing out of their studies. Similarly, students in Contracted Studies may write contracts that will involve them in research problems in one or another of the sciences. Through either or both of these ways of earning credit, individual students may prepare themselves for advanced studies in the various disciplines of science or may develop a broad understanding of the relationship of science to other areas of human knowledge.

Though Evergreen does not force students into required "major" programs or department-oriented disciplines, a student can specialize in some scientific discipline with a view toward professional capability. The faculty is committed to the interdisciplinary approach in making science teaching itself relevant and more immediately useful, as well as in trying to bring about a union of science with the arts and humanities. In addition, certain kinds of interdisciplinary scientific investigations which cannot normally be approached at the undergraduate level in other institutions are possible at Evergreen.

Much of the information and many of the skills necessary for tackling problems in science have traditionally been bound up in courses. At Evergreen, such benefits will be available in the form of self-paced learning modules in learning service centers. Thus, skills needed for microscopy or concepts necessary for an understanding of photosynthesis can be gained when and if needed by any student in any program and at his or her own pace.

The combined opportunities for group studies, individual research and self-paced learning make the science programs available at Evergreen as varied as the individuals pursuing them. Coordinated Studies programs such as "A Matter of Survival," "Form and Function," and "Matter and Motion" have had great appeal to students planning careers in science as well as to those whose chief interests lie elsewhere. A group contract in the Evergreen Environment has provided advanced work in environmental studies. Individual contracts ranging from anthropological and archeological studies in the Valley of Mexico to research in aquaculture have contributed to the scientific understanding of those who have worked in them.

Resources and Facilities

The Evergreen campus, located in a thousand-acre forest on the shores of Eld Inlet of Puget Sound, provides an excellent location for environment-oriented science programs. The marine biology laboratory fronts on Eld Inlet. Close by, in cooperation with the Washington State Game Commission, the College is developing an Environmental Studies Center on the Nisqually Delta. Several ecological reserves exist within the thousand-acre campus, and the college owns 3,300 feet of Puget Sound shoreline. Mud flats,
oyster beds, a saltwater marsh, protected coves for overwintering waterfowl, and a ready supply of barnacles, clams, jellyfish, and other marine invertebrates are right at hand.

Extensive on-campus laboratory facilities are available to interested students. In keeping with the interdisciplinary philosophy of Evergreen, research laboratories for the sciences exist side by side with ceramics studios, metal sculpture shops, and auto-tutorial learning centers.

All of the science laboratories are designed for teaching and research projects. No exclusive chemistry, physics or biology teaching-laboratories exist. Science education will always be project- and research-oriented.

Included in the laboratory facilities is a hybrid computer-assisted instructional system. This system, combining a digital NOVA computer with an analog computer, provides a valuable learning alternative for students who are not conversant in higher mathematics. Beyond this the College has a computer center dedicated to undergraduate educational use.

Laboratory facilities also include animal rooms; greenhouses; wood, metal, electronics, glass and plastic shops; aquaria and growth chamber rooms; electron microscope laboratory; and photography facilities. Of particular interest is a large two-story terrarium where students can simulate environments to provide learning resources as well as to interpret various aspects of nature to the general public. Certain common instrument rooms are glassed in so that visitors and users alike can share some of the excitement of interesting work being done. Standard equipment needed for investigations in any of the sciences is available.

However, please remember that specialized work in science is possible only to the extent that faculty and facilities are available. At present varied opportunities for study in the physical, biological and earth sciences do exist. Remember too, that the responsibility for specialization will be upon the student. He will have to decide what he wants to do, find out what he must do to accomplish his objectives and then do the work to the satisfaction of both himself and the faculty member or members working with him. Within these limitations, the progress of a student specializing in some particular area is dependent entirely upon his imagination and his capacity for work.
The Arts at Evergreen

Evergreen offers exciting opportunities in the arts through Coordinated Studies programs which emphasize collaboration among artists and other faculty members. For an example of one such program, see the description of Democracy and Tyranny.

Group and individual learning contracts also provide opportunities in certain areas for students who have demonstrated appropriate readiness for advanced work. Whenever possible, contract students will be encouraged to form cooperative teams for work in areas requiring physical labor and organization—such as ceramics. Those students wishing to negotiate individual contracts in the arts may have to share responsibility for facilities and equipment in their respective media.

At present Evergreen is well equipped for collaborative artistic activity in film, video, and multi-media work. Our present capabilities for computer graphics, for animations, and for the electronic synthesis of music can serve as evidence for our interest in collaboration involving musicians, visual artists, filmmakers, scientists, mathematicians, computer specialists, and electronic engineers. Work in ceramics is available in a newly-completed ceramics studio, and large-scale sculpture will be well accommodated in a new facility designed for metal-wood-glass projects. A small foundry and expanded shop space are also included in this facility. Printmaking, painting, jewellrymaking, silk-screening, batik and other such activities will be accomplished in space temporarily modified for such projects in the Laboratory Building. A Communications Laboratory including space and equipment for drama, music, dance, audio recording, video recording, film, and two-dimensional art—will be ready for use during 1976-77. Students should not come to Evergreen expecting an already completed array of facilities, but they can expect opportunities to pursue studies in arts if they are willing to improvise and sometimes work under less than ideal conditions.

Despite these limitations we wish to pursue creative explorations in an environment where ideas (not narrowly “artistic” ideas, but all ideas which have exciting potential for aesthetic exploration) are in constant exchange, and where the likelihood of making discoveries grows as students learn to move more easily among several disciplines.

Our approach to the study of the arts is “holistic.” Thus, when students are introduced to the history of the arts, they are encouraged to find ideas and images in past and distant cultures which bear vital meaning for the present. They are also encouraged to see various cultural phenomena as part of a global human culture, a fabric that is being constantly rewoven and experienced anew. They may perceive, for example, how the experience of Black men in Africa and later in America has found artistic form and expression, and how this experience relates to styles of art and life which we find to be current and “peculiarly American.”

Within this atmosphere of cross-disciplinary collaboration and integration, students who wish to pursue careers in the arts can prepare for further professional study and work. The responsibility for specialization, however, rests with the student. If you have demonstrated readiness for more specialized work in the arts,
you will have the opportunity to negotiate contracts for long-term artistic projects on campus, and internships, apprenticeships or other field work off campus.

According to the resources available and the degree of current interest in a specific activity, all Evergreen students will have the opportunity to engage in the arts through credit-bearing or extracurricular projects and programs. Performing groups such as a jazz ensemble, a choral ensemble, a dance company, a theater company, a music-theater company, and other chamber ensembles for classical, folk, and rock playing — all these will continue to function as long as there is student interest. A comparable range of activities is gradually being made available to students with interest in photography, cinematography, ceramics, painting, printmaking, sculpture, weaving, and other arts and crafts.

Evergreen provides a good number of other presentations. Such offerings are usually related to academic programs and other ongoing campus activities and usually grow out of the day-to-day concerns of students, faculty, other staff, and residents of the surrounding region.

Most of these events are open for the whole campus and the community beyond the campus. Some of them are generated directly from the work of Coordinated Studies programs or participants in learning contracts. Others are produced by special interest groups of students, faculty, other staff, and friends from the surrounding community. Some are presented by visiting artists and scholars; but, whenever possible, visiting performers and lecturers do not appear on campus for the events alone. Instead, their visits are incorporated into the programs of Coordinated and
Contracted Studies or the interests of clubs and other groups. The visitors are available for discussions, conversations, master classes, and specific teamwork. They provide larger contexts in which the public events themselves have greater meaning.

Because the academic programs of Evergreen are more than usually flexible and responsive, we are often able to arrange public performances as more than “extracurricular activities,” rehearsed for or attended separately from the normal day’s work. Instead, we incorporate them into our programs or even plan new academic programs to produce them. For example, we have offered a Theater Dance group contract aimed at both instruction and production, and designed for about 40 students and two faculty members. Such a team can work out assignments as actors, technical staff and production staff. The team can concentrate on studying thoroughly; reading a play, other works by the playwright, predecessors and contemporaries; studying theatrical techniques; but always sharing in the total project. At the culmination of the program come the performances of the play on campus and perhaps even “on the road”.

Extend this procedure into performances of music and dance, or into shows of visual artworks and mixed-media productions, and you will get some idea of how we connect the study of the arts with the practice of the arts. Think about how other kinds of programs and contracts and club activities can lead to lecture-demonstrations, documentary films, presentations of slides or video tapes or audio tapes, symposia, or conferences, and you will understand how groups can make their ideas count on the campus and in the larger community.

In addition, Evergreen students find much activity in the performing arts within the Olympia area, including local theater and music groups and the productions of visiting groups brought by the Governor’s Festival of the Arts and the Community Concerts Association. Arrangements are also possible through the Olympia Opera Guild for reduced rates for performances of the Seattle Opera. The arts are alive and growing in Western Washington, and Evergreen is becoming a new focus for this work and enjoyment.
Foreign Language Study

Evergreen recognizes at least three types of needs for training in foreign languages:

1. The student preparing to study or to work abroad will need strong competence in the spoken and written language of the country to be visited.
2. Some students will need to acquire much skill at reading a foreign language and some conversational skill in order to pursue their chosen patterns of study. They may, for example, wish to read literary works in the original languages or to deal with secondary sources in foreign languages relating to their main interests.
3. Some students who may already have invested substantial effort in the study of a foreign language may wish to keep up or improve their fluency. They may even wish to concentrate their studies upon a foreign language or upon comparative linguistics.

There are no “language requirements” at Evergreen, except as they might arise naturally from one of these needs. For instance, students desiring to participate in a program including study abroad, such as Japan and the West (1972-74) and Chinese Civilization (1974-76), are required to gain competence in the language before they go.

Evergreen intends to satisfy student needs for foreign language training in a number of ways:

We are already able to provide group tutoring and skills workshops in certain languages, among them French, German, Russian, Spanish, and Italian. We wish also to provide auto-tutorial and person-to-person studies in a variety of languages. These may be pursued over a long period of time and recognized by tests administered for credit by examination.

We hope eventually to be able to provide total immersion programs in a number of languages — either on campus or elsewhere. In these programs, students should hear, speak, and read the foreign language for several months, all the while participating in rigorous problem-oriented seminars, workshops, and auto-tutorial programs in the foreign language and the culture which it represents.

If resources and student demand permit, we also hope to conduct regular seminars in foreign languages on other academic subjects. In any case, we shall make every effort to enable those who have already acquired some skill in a foreign language to use it in the normal pursuit of their studies.

We want foreign language study at Evergreen to include not only the usual European languages but also certain Asian and African languages if staff, facilities, auto-tutorial resources and interest permit. (We have already offered intensive work in Japanese and will be offering intensive work in Chinese.)

Incoming students, however, should understand that planning for such an extensive program in foreign languages is only in its initial stages. It may be several years before Evergreen can satisfy a broad range of student needs and desires for foreign languages.

The word ‘letters’ is from letters which turn matter into spirit.

—Jean Paul Maratine
External Programs

Evergreen has provided a limited number of older students with the opportunity to earn credit through learning experiences not requiring their presence on the campus all or most of the time. These students have generally combined opportunities for learning in their present employment with opportunities for academic study under Evergreen sponsorship in individual contracted study (see Cooperative Education and Contracted Study). Though limited in the number of students for which it can provide these opportunities, the College is committed to reaching communities which do not have direct access to campus-based educational opportunities. Students who are interested in combining learning opportunities on the job with academic study under Evergreen sponsorship should:

- Seek support from their employers for such an undertaking.
- Locate an Evergreen sponsor who can provide the necessary experience and time, assist in contract negotiations, and provide the guidance and evaluation essential to the successful completion of the study.
- Work closely with the prospective Evergreen sponsor in selecting an on-the-job field supervisor to serve as a subcontractor.
- Recognize that in seeking degrees, step-by-step negotiation of Contracted Study and program affiliations will be necessary to determine any need to spend time on the campus in pursuit of the degree.

Study Abroad

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 students in the language, history and culture of a foreign land and then enable them to continue their studies in the foreign land itself. (For Example, “Japan and the West” prepared some of its students on campus during 1972-73 for a year to be spent in Japan, 1973-74.) 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 “Study in Europe” group contract in 1972-73, and the “International Film Production” and “Year in Sweden” groups of 1973-74).

When we cannot provide such opportunities directly, we shall help students to enroll in programs operated by other institutions and agencies. Generally, if students need foreign study in connection with some project essential to their 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.
Although the enabling legislation which established Evergreen provided for graduate study, the beginning years were concerned with developing and implementing a strong undergraduate program. Planning is currently underway for initiating limited graduate studies during 1975-77.
IN THE MOUNTAINS ARE THE GODS,
SNOW, OF DARK FIR, OF CLOUD.

WILLIAM BURFORD, "A FACE"
Evaluation, the Portfolio

Evaluation

More important than the units of credit recorded and the assurance that you are in good academic standing will be the evaluations you receive of your performance. Within a Coordinated Studies program, you will be constantly evaluated and tested by your seminar leader in individual conferences and through comments on the assigned work you turn in. You will test your own mastery of self-paced learning units and will be tested by your faculty team for other kinds of skills and knowledge. You will be continually engaged in mutual critiques with the other members of your seminar and of the Coordinated Studies group and perhaps even face the criticism of a larger audience if your work leads to a performance, a publication, or an exhibition. In a group learning contract, you will also face continual evaluation by your teammates. In any contract, your work will be carefully scrutinized by your sponsor and any subcontractors who may be involved, on or off campus. Because you will not be competing for grades, critical evaluations by your teammates and faculty will be directed toward helping you, not toward standardized comparisons.

The Portfolios

When you have completed any contract or program for a unit or multiple units of credit, the quality of your performance will be evaluated in documents to be added to your Official Transcript. The Office of the Registrar will keep your Official Transcript, adding to it the three basic documents for each award of credit. Each unit of credit or block of units will be represented by at least three documents: (1) the Coordinated Studies program description or your contract; (2) an evaluation of your performance by your seminar leader or sponsor (and any subcontractors or off-campus supervisors), especially as it relates to your previous level of experience and capabilities; and (3) a statement by you, commenting on what you feel you have learned and evaluating the guidance and support which you received.

You and your seminar leader or sponsor will maintain your own larger “Portfolio”, which is basically an internal data repository that is especially useful for advising purposes. In addition to the basic documents it will include samples of your work — written, photographed, drawn, or taped. When the time arrives for you to leave Evergreen, you will have the opportunity to include selected examples of your work directly in the Official Transcript as part of a microfilmed permanent record. Your Portfolio will go along with you from sponsor to sponsor, from program to program, always growing in size and in specific detail. It will give you and your prospective sponsors and seminar leaders an ever clearer comprehension of where you have been, where you are, and the direction in which you should be moving. Thus, in lieu of departmental majors or required tracks, it will make possible a continuity of planning for you and your advisors. If your interests make it advisable for you to transfer to another institution, the portfolio will indicate what your Evergreen credit means. Otherwise, as you graduate, your Official Transcript will become the full record of your undergraduate career and will represent to employers or to professional schools the quality and extent of your work.
Record Keeping

Students contribute two documents while studying at The Evergreen State College. One is the PERMANENT ACADEMIC RECORD. The other is the student's PORTFOLIO. Here is what each is supposed to contain:

**Permanent Academic Record**

1) The official description of the program or contract, if credit is awarded;
2) Description and evaluation of work done, if credit is awarded;
3) Credit Report;
4) Student Self-Evaluations

ALL OF THIS IS MAILED WHEN YOU REQUEST A TRANSCRIPT PORTFOLIO

**Portfolio**

1) The official description of the program or contract for all work attempted.
2) Descriptions and evaluations of all work attempted. Personal evaluations not intended for the permanent record.
3) Credit Report.
4) Student self-evaluations, including those not for the permanent record;
5) Polished and edited work judged worthy of inclusion. This does not mean ALL work.
6) Program Change Check Sheets, records of interview, petitions for leave, and anything else that will help create an academic biography of the student.

A transcript is issued by the Registrar's office at a student's written request and consists of the official listing of credit and evaluations of that work. The TESC transcript will identify credit earned at other institutions, too. It will not list work in a program for which a student did not receive credit. The transcript will normally be issued to gain admission to other colleges, graduate school, and the like.

A student's portfolio should contain duplicates of the evaluations, credit reports, and program switch forms, that are being accumulated for the official transcript.

We report credit and evaluations only once during the academic year — at the end. When you go on a leave of absence, withdraw, or switch programs during the year, it will be necessary to pull in the credit and evaluations for the time spent in a program. If we fail to take care of this little detail at that time, there will be a hole in your records (both official and portfolio), causing a delay in producing transcripts. Pulling in credit and evaluations when a student leaves a program, for whatever reason, insures carefully written evaluations at a time when the work performed remains clear in everyone's mind.

Questions concerning record keeping at Evergreen can be directed to the Registrar's Office.
Career Planning

Evergreen provides many opportunities for you to prepare for your career after graduation. Basic Coordinated Studies programs proceed by the sharing of many viewpoints, many kinds of experiences, and a responsibility for learning how special vocations bear upon central problems. Divisional Coordinated Studies programs bridge the gap between Basic and Advanced-level work and provide the specific skills required to do advanced study in certain areas. Advanced Coordinated Studies programs and Group Contracts focus strongly on special problems involving special fields. Individual contracts enable students first to undertake various kinds of specialized work on or off campus and then to engage in extensive periods of on-the-job learning with the assistance of the Office of Cooperative Education. Thus, you can build a sequence of academic programs toward a career.

Moreover, when you graduate and/or seek work, you may solicit the aid of the College's Career Placement Office in preparing a credential file—a composite of your transcript, letters of recommendation, and selected documents from your portfolio. This should help you find a job or enter graduate school.

We do not have departments labeled by traditional subject headings at Evergreen, nor do we have "majors." But we do offer specialized facilities and resourceful people who can help you to penetrate quite far into various academic disciplines and into pre-professional training. Chances for field work, internships, and other kinds of experience off campus will allow you to try out your interests in highly practical ways.

Students should be aware that several sources of guidance are available to aid them in their planning. In every instance students should feel free to write to coordinators of programs or to contact faculty members identified in this bulletin for advice on how specific programs or contracts might contribute to their specific academic and career goals.

In addition, the Counseling Service can provide valuable guidance. Call or write:

Michelle Hayes, Career Counselor
(206-866-6151)
Career Counseling

Students interested in Health Sciences should write to:

Burt Guttman
Health Sciences Advisory Group

for information regarding which programs might best contribute to meeting requirements for admission to medical, dental, veterinary and other health science professions. As our organization develops, more faculty and staff counselors will be identified to help you with your planning for specific careers.

Teacher Preparation

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.

Illustrative Degree and Career Programs

In earlier editions of the Evergreen Bulletin, we suggested several illustrative programs of study to indicate how a small number of typical students might put together Coordinated and Contracted Studies during their careers at the College and where these experiences might lead them. Several of them have altered their future lives a bit since then, but they can still indicate the sorts of four-year and two-year schedules which you and your sponsors and seminar leaders might well work out.
Four Years

Barbara Black (generally interested in public affairs, law, management)

First Year:
Coordinated Studies, "Causality, Freedom and Chance."

Second Year:
Coordinated Studies, "American Studies," two quarters; one quarter contract for internship with Washington State Legislature.

Third Year:
Coordinated Studies, "Power and Personal Vulnerability."

Fourth Year:
Contract for two quarters of internship in a state governmental agency; one-quarter group contract in public administration.

.... takes up a position in a governmental agency.

Max Blau (interested in literature, music, perhaps teaching)

First Year:
Coordinated Studies, "Human Development."

Second Year:
Continues "Human Development", and internship as a teacher's aide in a secondary school, helping with reading and music.

Third Year:
Coordinated Studies, "Aesthetics of Dreams and Medieval Poetry".

Fourth Year:
Group Contract, "Psychology and Literature", one quarter; individual contract for internship in public school administration.

.... goes on to a graduate program in education; becomes a school administrator.

Roger Redmond (interested in business management and finance)

First Year:
Coordinated Studies, "Individual, Citizen, and State."

Second Year:
Coordinated Studies, "Politics, Values and Social Change."

Third Year:
Group Contract, "Revolt In/By Economics"; two quarters; individual contract in computer programming.

Fourth Year:
Individual Contracts, readings in fiscal policy and internship in a bank.

.... accepts a position in a bank.
Arthur Brown (interested in graphic art and drama)
*First Year:*
Coordinated Studies, “Space, Time, and Form.”

*Second Year:*
Coordinated Studies, “Image and Idea.”

*Third Year:*
Group Contract, “International Film Production — Italy.”

*Fourth Year:*
Coordinated Studies, “Integrity of the Arts,” two quarters; individual contract for an internship with a Seattle producing organization.

... takes up employment as graphics specialist in a public-relations agency; will continue to be active in theater arts as an avocation.

Cynthia West (interested in natural science, business management)
*First Year:*
Coordinated Studies, “Political Ecology.”

*Second Year:*
Group Contract, “The Evergreen Environment.”

*Third Year:*
Coordinated Studies, “Ecology and Chemistry of Pollution.”

*Fourth Year:*
Continues, “Ecology and Chemistry of Pollution.”

... goes to graduate school leading to position with a wood-products industry.

Two Years

Jane White (interested in Japan)
*First Year:*
Coordinated Studies, “Japan and the West.”

*Second Year:*
Group Contract, “Japan and the West — Year in Japan” (including apprenticeship and life with a Japanese family).

... takes further work in Far Eastern Studies after graduating, leading to a position involving Japanese-American trade relations.

Marcia Green (interested in literature, media theory and criticism)
*First Year:*
Coordinated Studies, “Communications and Intelligence.”

*Second Year:*
Individual contracts in literature and history; prepares an extensive analysis of the work of an American film director.

... goes to graduate study in media theory and analysis.

Paul Nord (interested in regional planning)
*First Year:*
Coordinated Studies, “Environmental Design.”

*Second Year:*
Group Contract, “Urban Planning”; individual contract for internship in Pierce County Assessor’s Office (Tacoma).

... becomes certified as real estate appraiser, takes position as manager of a housing development.
Evergreen Credentials

Because of differences in educational thinking and in systems of registration and reporting, the necessity may arise for translating the Evergreen credit you have earned into other frames of reference. Should you apply to a professional school or desire to transfer to another college, your seminar leaders will help you make these translations. The work you have done in Coordinated Studies programs and in learning contracts can, if necessary, be described as equivalent to a certain amount of course work in a certain range of subject-materials, according to more traditional systems. The credit you earn at Evergreen will be acceptable elsewhere, allowing for the various requirements and policies of various institutions.
Will you, won't you, will you... won't you join the dance?

ALICE IN WONDERLAND
Admissions

General Admissions Requirements

In general, The Evergreen State College is concerned with helping prospective students determine whether they can profit from its distinctive program. The College can best serve those who have the initiative and the clarity of personal goals to which the institution can most helpfully respond. Drive and determination, a capacity for hard work, and a sense of purpose are more important than one's previous record of attainment.

High School Graduates

Normally, any high school graduate will be considered for admission. There are no requirements for any specific number of high school units or course sequences. Evergreen places major emphasis on its Supplemental Admissions Form, available on request from the Office of Admissions. High school transcripts and college test scores should be submitted but there are no special requirements with respect to grade point average or standardized test results. The College prefers that the student be in the upper half of a graduating class. However, this requirement can be waived if the student will provide two letters of recommendation from persons who are in a position to give a professional assessment of his or her academic potential. The reason for requesting test scores is to insure the completeness of the record; they help the College to determine whether it is aiding its students to develop in productive ways. Ordinarily, the test scores submitted should be on the Washington Pre-College Test, on the Scholastic Aptitude Test of the College Entrance Examination Board or on the ACT Test Battery. However, test scores are not mandatory.

General Educational Development Tests

Applications also will be welcomed from persons 18 years of age or older who have completed the equivalent of the twelfth grade but have not actually graduated from a high school.

Transfer Students

If the applicant from another college or university has successfully completed fifteen or more quarter-hours of credit (or the equivalent), he or she need not submit high school transcripts or test scores. Those who have not successfully completed fifteen quarter hours of college-level work will submit high school transcripts in addition to college transcripts.

Credit for work satisfactorily completed at other institutions can be applied toward a baccalaureate degree at Evergreen, subject to Evergreen's requirement of forty-five units for graduation. See the section on "Registration" for further information.

Official transcripts from ALL colleges attended must be submitted in support of the application, but primary emphasis will be placed on the prospective student's evidence of interest, initiative and creativity as indicated in responses to the Supplemental Admissions Form. Action will not be taken on the application until all transcripts are in. Failure to submit transcripts of all previous college work constitutes ground for disenrollment. Copies will not be accepted.

Advanced Placement

An applicant with a score of three (3), four (4), or five (5) on the Advanced Placement Examination of the College Entrance Examination Board will be granted full credit for successful advanced placement work.
Specific advanced placement in the various academic disciplines will be determined, when such determination is relevant, by appropriate members of the Evergreen faculty. Credit will also be granted on the basis of the College Level Examination Program of the College Entrance Examination Board.

Students from Other Countries
The admissions procedures for Canadian students are the same as those for students from the United States. All others should request special instructions from the Office of Admissions. I-20 forms will be issued shortly before school begins. Issuance of this form will enable the student to enter the United States for educational purposes only.

Admissions Procedures
December 1 is the first day applications for degree-seeking students are processed for the ensuing Fall Quarter. Admissions usually close in May or June. The specific date is not determined until late spring. Fall enrollment will be limited to the number that can be effectively served within the available resources and facilities. Applicants for subsequent terms during the academic year will be considered as space becomes available.

1. A $15 application fee is required (nonrefundable and nonrecurring) in the form of a check or money order. Payment should accompany the Uniform Application for Admission to Colleges and Universities in the State of Washington.

2. A student applying directly from high school should request that an official transcript of his or her record, including rank in graduating class, be sent to the Admissions Office by the appropriate school official. Provisional acceptance can be granted on the basis of three years of high school work. Applicants accepted on this basis must submit a transcript showing the completed high school record and date of graduation before acceptance is final.

3. A transfer student is required to present one (1) official transcript from each college or university attended. Students must be in good academic standing at the last institution attended. Failure to provide all transcripts to the Admissions Office constitutes grounds for disenrolling a student. No action will be taken on a transfer application until ALL transcripts or previously completed work have been received. Students entering Fall Quarter who are currently enrolled in another institution must have an official copy of that record sent to the Admissions Office not later than June 20.

4. The Supplemental Admissions Form is an essential and major part of the admissions procedure. It must be completed by all prospective students in support of the application. The Supplemental Admissions Form will be sent upon receipt of the Uniform Application for Admission to Colleges and Universities in the State of Washington.

5. An Admissions decision will not be made on an incomplete application. An application is considered complete when the following items have been submitted to the Admissions Office:
   a) Uniform Application for Admission to Colleges and Universities in the State of Washington, together with the $15 application fee;
b) Supplemental Admissions Form;
c) Official transcript (s);
d) For those students entering from high school,
rank in class.

6. Test scores are not used directly for admissions. They are used in other areas of the College. Local or national test scores should be submitted.

7. Upon receipt of a notice of eligibility, the applicant must send an advance deposit in the amount of $50 within 30 days, or within the time specified in the notification of eligibility. This deposit is forfeited if the student fails to register except for circumstances outlined in the section "Refunds/Appeals".

8. The Health Evaluation Form, enclosed with the acceptance letter must be completed by a physician and returned to the campus Health Center, The Evergreen State College, Olympia, WA 98505, at least 30 days prior to the date of registration.

Notification of admissions decisions will be made as soon as possible after a review of the completed application has been made. A student must re-apply if failing to register in the term for which application was made. If, in receiving a completed application, Evergreen determines that a person's enrollment could present a physical danger or threat to members of the campus community, the College also reserves the right to deny admission on that basis.

Statement of Records
Credentials, including original documents, submitted in support of an application become the property of the College. The admissions credentials of students who do not register for the term for which they applied will be held two years before being discarded.

Waiting List
In the event that enrollment quotas are met prior to registration, a waiting list will be established. Students placed in this category must meet the same admissions requirements. Acceptance from the waiting list will depend upon the number of declinations received from students previously accepted. Winter and Spring Quarters operate on a waiting list situation only. September 1 to December 1 are the processing dates for Winter term, and January 1 until March 1 for Spring term.

Summer Session
Summer Quarter is separate from the regular school year. Applicants should check with the Admissions Office in May for further information regarding admission to the Summer session.

Special Students and Auditors
The categories of Special Student and Auditor are designed largely for Olympia-area residents interested in college work but not seeking a baccalaureate degree. Both categories are generally limited to one unit of study.

Special Students receive credit and a narrative evaluation; they may subsequently apply for admission to degree-seeking status as described above, after which all previous work would be credited toward the degree.

The Auditor receives neither credit nor narrative evaluation and hence no credit can be advanced toward a
degree in the event of subsequent admission to the college.

Study opportunities for Special Students and Auditors are announced several weeks prior to the beginning of each quarter. Registration occurs on the first or second day of each quarter.

Notice — Important

It is your responsibility to keep your mailing address current. Program selection, housing, and registration materials are sent to you by mail. Failure to respond to any of these may result in disenrollment.

Campus Visits

Personal interviews are not required, but they are encouraged. All prospective students and other interested persons are welcome to visit the campus and to discuss Evergreen's program with members of its staff. Please call or write to make an appointment. The Office of Admissions may be reached Monday through Friday 8 a.m. to 5 p.m. by calling (206) 866-6170.

Registration

Continuing Evergreen students select their choices of academic programs for the following year during advanced registration, conducted in mid-May on dates specified in the College Calendar.

Newly-admitted students are asked in the early summer to indicate their choices of academic programs for the following year.

Registration materials are mailed in mid-August to both continuing and newly-admitted students. The packet includes a registration card — reflecting program selections for the year — and tuition billing. These materials must be returned to the College, with full tuition payment enclosed, by the specific date announced; if not, students face disenrollment.

This method of finalizing registration is quick and convenient. There are no lines, no wasted hours. However, Evergreen's registration procedure requires a great deal of coordination and it also demands a high level of cooperation from students. Consequently, we require that students keep current addresses — even those of short duration — on file with the Registrar's Office from the time of acceptance through their tenure at the College.

Special registration periods will be held for those desiring to enroll as non-degree-seeking, Special Students or auditors. Ordinarily, these special registration periods coincide with the opening dates of new quarters, with specific dates announced in both on- and off-campus communications media.

Advance registered students wishing to change program selections may inquire at the OFFICE OF THE
REGISTRAR during the first several days of the quarter. For 1975-77, details of the registration process will be mailed to all admitted students in early August. It is mandatory, then, that students inform the Registrar’s Office of correct summer mailing addresses.
Tout à jamais prit fin.
*It was all over forever.*

RENE CHAR
Because of decentralized administration and a curriculum which places direct responsibility on individuals, Evergreen students, faculty, and staff need access to accurate and timely information about events taking place and decisions being made that affect broad numbers of people. Key parts of the communications system include the College Sounding Board, Information Center, Newsletter, and the campus newspaper, radio station, and closed-circuit television network. Effectiveness of these media rests with the willingness of individuals at Evergreen to fully and actively use them to both send and receive information.

Information Center

Coordinated by the Office of College Relations, Evergreen’s Information Center serves communications needs of the entire academic community as well as those of visitors to campus. The Center, housed in the main mall of the College Activities Building and operated by several part-time student employees, distributes the weekly Happenings Calendar; maintains a large college master calendar; compiles a daily College Journal; maintains a number of special announcement bulletin boards; distributes a variety of college publications and documents; operates a telephone answering information system; and, most important, retains up-to-date information about activities relating to college governance and decision making (for complete details see Governance section of this bulletin).

Essentially, the Information Center provides general information for coordinated community action and helps locate individuals and/or groups “where the action is.” The Information Center serves as a “publicizing” arm of the College, rather than as an instrument of investigation and instigation. Its function is one of letting all the left hands know what the right hands are doing at any given moment. The Center actively seeks and disseminates information about the broadest possible range of goings-on within the Evergreen Community and, to a lesser extent, the outside world.

The Information Center’s operating hours coincide with those of most college business offices, 8 a.m. to 5 p.m., Monday through Friday.

Sounding Board

The College Sounding Board (for complete details, see Governance section of this bulletin) provides a regular weekly opportunity for Evergreeners to obtain needed information about campus issues and decision-making in process. Members of the Sounding Board include students, faculty, and staff representing a broad cross-section of the campus. Meetings (normally held on Wednesday mornings from 8:30 to 10:00 o’clock throughout the year, and open to all Evergreeners) provide an open forum for asking questions of decision makers, presenting reports, airing opinions on decisions being considered, receiving information about the activities of Disappearing Task Forces (ad hoc committees as detailed in the section on Governance), or simply exchanging ideas. Agenda items for Sounding Board meetings may be left at the Information Center.
Newsletter/Happenings

Published weekly during Fall, Winter and Spring Quarters and bi-weekly during Summer Quarter by the Office of College Relations, the Newsletter provides news and feature stories about Evergreen people, programs, events, and problems. The Newsletter is distributed on Fridays from the Information Center. The copy deadline is noon on Wednesdays.

A companion publication, Happenings, provides a detailed weekly calendar of various events occurring at Evergreen, including a section on governance activities and meetings. Happenings is distributed on Fridays from the Information Center. Persons with items they wish included in this publication should submit them to the Information Center by noon on Thursdays.

Newspaper, Radio, TV

A newspaper, FM radio station, and closed-circuit television system operate in response to student interest, not only enhancing campus communications but also serving as learning and recreational resources.

The Cooper Point Journal, ordinarily issued weekly Fall through Spring Quarters, is a student-generated newspaper sponsored by a Board of Publications appointed by the president and including student, faculty, and staff representatives. The Journal primarily carries news, features, and commentary concerned with Evergreen and higher education. The student editor is responsible for content. A faculty or staff member serves as adviser.

Radio station KAOS (89.3 FM) airs a wide variety of shows created by the students who support and staff it. Programming leans to classical, jazz, and blues music; college affairs; and governmental news gathered from nearby Olympia. An Associated Press wire news terminal, just outside the studio door, is available to the entire Evergreen community.

Evergreen's closed-circuit cable system—coordinated by the Library—provides for distribution of television programming, either through the pick-up of off-campus commercial stations or through the origination of programs on campus.
Housing

A wide range of housing accommodations is available on campus and in the Olympia area. The College imposes no housing requirements, but will assist in locating accommodations best suited to each student’s needs.

On-Campus Housing

On-campus housing includes apartment-type space for 600 students, from single studio rooms to five-person apartments. All units are designed to provide living conditions similar to those available in the best private off-campus facilities, and are regulated according to the same principles that apply to off-campus apartment houses to the fullest extent possible.

Responsibility for determining policies, procedures, contract terms, conditions, and rate schedules rests with the Board of Trustees, which may make modifications at its discretion without notice. Rental rates are not changed during the term of any contract. Assignments are normally made on a first come, first served basis; the College may elect to reserve a number of the total spaces available to accommodate students having special needs. Final responsibility for on-campus room assignments rests with the College, but, to the extent possible, student preferences will be honored.

Pets may not be kept in campus housing.

Although none of the apartments was designed for married couples, a limited number can be made available for married students.

On-Campus Facilities

Campus living units include a high density group with three five-story and one ten-story buildings, and a low density group comprised of 19 apartment duplexes (38 apartments). Seven basic types of residence hall accommodations are available, as indicated in the adjoining diagrams:

1. Five-student apartment. These units are designed to give occupants their own bedroom/study rooms. Roommates share bath and kitchen facilities. Each unit has a comfortable living room. Both the five-story and ten-story buildings include five student apartments. Number of units available: 30 (accommodating 150 students).

2. Four-student apartment, kitchen-dinette. Two students share each bedroom/study room in this two-bedroom unit, which has a separate bathroom, kitchen-dinette and living room. All apartments in the low density group (duplex) are of this type. Number of units available: 38 (accommodating 152 students).

3. Four-student apartment, efficiency kitchen. Two students share each bedroom/study room in this two-bedroom apartment, which has a separate bathroom and efficiency kitchen connected with the living room. These units are found only in the five-story residence halls. Number of units available: 23 (accommodating 46 students).

4. Three-student apartment. Three of these units, each with an over-sized single bedroom/study room, are located on the top floors of the five-story buildings. In addition, a faculty apartment on the first floor of each of
the same buildings has been converted to a three-student apartment, with bedroom, living room, bathroom and kitchen-dining alcove.

Total number of units available: 6 (accommodating 18 students).
5. Two-student apartment. Design of these units varies widely. Some have separate bedroom/studies; all have kitchen facilities and bathrooms. Two-student apartments are located in the five-story residence halls. Number of units available: 23 (accommodating 46 students).
6. Two-student studio. Two students share a combination bedroom/study/living room. All have complete bathroom facilities, and access to a community kitchen-lounge. The studios are located in the ten-story structure. Number of units available: 63 (accommodating 126 students).
7. One-student studio. This is the most private unit, with access to bathroom facilities shared with three other students in one-student studios and to a community kitchen-lounge. The one-student studios are all located in the ten-story building. Number of units available: 28 (accommodating 28 students).

Each living unit on campus is equipped with all items normally found in a furnished apartment: bed frame and mattress, desk and chair, wardrobe, dresser, supplementary furniture where needed, and all necessary appliances. Individual study lamps are not furnished, nor are personal items such as bath mats, bed linens, blankets, pillows, towels, pots and pans, plates, cups, and eating utensils.

Full coin-operated laundry facilities are available to all occupants. In the high density group, laundry facilities are available on the ground floor of the ten-story building; in the duplex group, a separate laundry building is provided. Mail services are provided in the same location as laundry facilities.
A telephone is located in each apartment with local service provided by the College without charge. The student must, however, accept financial responsibility for all toll calls. Although adequate storage space is available within each apartment, additional storage facilities are available within each living group.

Students have full responsibility for maintaining the appearance and cleanliness of their apartments. Lounges, lobbies, and other common areas are maintained and cleaned by student employees and/or professional custodians.

Students wishing to do their own cooking will find a representative selection of packaged meats, assorted dairy products, condiments, fruits, vegetables, soups and bakery products on sale in the College Activities Building.

**Rental Rates and Deposit for On-Campus Housing**

See the Student Accounts section of this bulletin for current rates. A student must deposit $45 to reserve housing accommodations. The College business office maintains the deposit during the student's occupancy; the deposit is fully refundable when the student leaves the residence hall if the unit and the student's account are in order.

Students may select a quarterly, bi-quarterly, or annual contract. Please write directly to the Housing Office for more detailed information regarding rates and contracts.

**Renter's Rights**

To inform students of their rights and obligations as renters, the Housing Office has prepared a "Renter's Rights Pamphlet," available without charge. The information in the pamphlet applies to students living on campus as well as those living off campus, although it has proven to be of special value to students off campus.

Food Services

Located in the College Activities Building, Evergreen's major food service facilities include a cafeteria and related dining rooms. Food service provides a contracted board plan of either ten meals (any two each weekday) or fifteen meals (breakfast, lunch and dinner) each week. In addition, food service offers a casual meal plan on a cash basis, a complete snack bar and grill service, a convenient retail food store, and a full compliment of vending machines throughout the campus. A full catering and banquet service is also available.

The College contracts with a professional manager to operate all food service facilities. The manager is charged not only with the details of food and finance, but also with the intangibles of student satisfaction. In addition to satisfying routine requirements for dining, the food service manager attempts to provide a variety of meals and tries to meet the special needs or desires of students. Festive meals are provided periodically during the year. A vegetarian entree line is available to interested students and special diets are accommodated when medically required.

Food service is available in the cafeteria on either a contract or cash purchase basis. The contract plan is considerably less expensive than direct purchase. Although the use of food service facilities is not required of any student regardless of place of residency, the board plan offers an economical, well-balanced diet to every student. Careful consideration should be given to the comparative costs presented in the Fees and Charges section of this catalog when deciding whether to utilize the board plan, cash meals, snack bar, or self-prepared meals.
The food service operation represents a major source of student employment opportunities; many of the scheduled working hours for food service are filled by student employees. Students interested in working in food service operations should contact the Director of Financial Aid and Placement.

All aspects of the food service operations are subject to constant input, criticism, and modification through a food committee having a majority of students. Any student wishing to participate should contact the Director of Auxiliary Services.

Owned and operated by the college, Evergreen's Bookstore is located in the mall of the College Activities Building and is open Monday-Friday from 8:00 a.m. to 4:30 p.m. As TESC offers a variety of educational alternatives, the Bookstore likewise offers a wide selection of books on alternative thought and lifestyle.

Program books, both required and recommended, are specifically requested by the faculty and provide the basis for direct classroom work. These books are supplemented by an ever-growing general book department which now contains over 5,000 titles and a good selection of magazines. The Bookstore's supply department contains school and office supplies as well as a complete line of art and engineering supplies. In addition, the store offers sportswear, sporting goods, health and beauty items, records, gifts and complete photo service.

The Bookstore staff welcomes the opportunity to serve the students, faculty, and staff with their particular required needs. Books and items not normally stocked by the store can be promptly obtained through special order.
Mail Services

The Post Office delivers student mail to the Residence Halls in bulk six days a week. Campus mail service personnel distribute deliveries to individual mail boxes. U.S. Postal Mail drops are centrally located on the college campus for individual outgoing mail. Students should make sure all their correspondents are notified of their correct mailing addresses, to include residence halls, room number and The Evergreen State College (zip code, 98505).

Stamps, parcel mailing, certification, etc. are available from a self-service postal unit in the College Activities Building.

The College cannot accept financial responsibility for receiving and storage of personal belongings for students; therefore, arrangements should be made for storage, if it is necessary, with a local shipping agency or some other local address.

Student Accounts
Policies and Procedures

Student Classification

Resident and Non-resident Status

The term “resident student” means one who has had a domicile for other than educational purposes in the State of Washington for the period of one year immediately prior to the first day of a quarter, a dependent son, daughter, or spouse of a federal employee residing within the State; or a dependent son, daughter, or spouse of a staff member of the College. All others are considered non-resident students.

Part-time and Full-time Status

For purposes of payment of tuition and fees, the term “part-time student” means one who is enrolled for one Evergreen unit of credit. The term “full-time student,” for tuition and fee purposes, means one who is enrolled for two or more units. Part-time or full-time status for fee calculation will be determined during registration, and may not be changed after the sixth day of instruction of the quarter.

Tuition, Incidental Fees, and Other Charges

Application Fee

A $15 application fee is required of all applicants for regular credit prior to consideration for admission. This fee is a one-time payment, and is not refundable nor applicable to the payment of any other charges. Special Students and Auditors pay no application fee.

Advance Deposit

An advance deposit of $50 is required from students admitted for regular credit within 30 days after notification of acceptance is received from the Office of...
Admissions. (No advance deposit is required of Special Students and Auditors.) Payment will reserve enrollment, on a first-come, first-served basis. This deposit will be forfeited if the student does not register for the quarter admitted. If the student completes registration but withdraws after the tenth day of instruction, he or she is eligible for a full refund of the advance deposit, minus any outstanding debts owed to the College. The advance deposit is not applied toward payment of tuition, but is maintained as a deposit in the student's account and continues to reserve an enrollment position through succeeding quarters until he or she graduates or otherwise withdraws.

Exit Interview
Withdrawals are never blocked but must be accomplished through the Exit Interview. At the conclusion of interview, the advance deposit is refunded, less any outstanding debts to the College. If a student withdraws without an Exit Interview, the advance deposit will be forfeited.

Tuition and Fees
Fee calculations are based on three student status indicators using the rates contained in the Student Accounts Fee and Charges section of this Catalog: (1) state residency, (2) academic load (full-time, part-time), (3) Vietnam veteran. These indicators are established, and may be adjusted, only by the Registrar.

Student Health Insurance
The College, through a contract with a private insurance carrier, offers a comprehensive medical insurance plan for all enrolled students. Limited on-campus medical facilities during Evergreen's early years make this coverage advantageous for students not otherwise insured against health risks. Coverage under the plan for new students is automatic unless waived by the student. Failure to waive coverage prior to or during check-in creates a non-cancellable quarterly contract. Students with eligible dependents may make arrangements, if desired, through the Student Accounts Office for expansion of the insurance to cover those dependents.

Parking
Parking fees were not charged during the 1974-75 academic year, but are subject to reinstatement.

Student Identification Cards
Identification cards will be made available to all students without charge at the time of enrollment. A $5 charge will be levied for replacement of a lost card.

Financial Aid Disbursements
Financial aid awards are made by the Office of Financial Aid. The amounts, types, and conditions are transmitted to the Student Accounts Office for accounting and disbursing. All financial aid, with the exception of short-term emergency loans, is distributed quarterly to coincide with the assessment of tuition and fees. Because financial aid is designed primarily to pay direct expenses of going to college, all outstanding charges at the time of distribution are deducted from the quarterly award, and any balance of the aid is paid to the student. The balance of aid, if any, will usually be available for disbursement to the student at the Stu-
dent Accounts Office, upon presentation of proper identification, during the first week of instruction. The exception to this policy is the on-campus work-study program, for which funds are distributed through the payroll system. Payroll checks may be held to offset any overdue bills the student owes the college.

**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 noon 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 billed 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.

**Refunds/Appeals**

No refund of tuition and fees will be allowed except for withdrawal under the following conditions: (1) death or serious accident or illness in the immediate family, (2) military draft call or reserve call-up, (3) other unavoidable or unforeseeable circumstances, after review. See the following table for refunds applicable to a student who has initiated and completed proper withdrawal proceedings. Objections to the application of any financial policy or charge may be presented to a fee refund review panel consisting of one faculty member, one student, and one staff member. Appeals to this panel must be presented in writing to the Student Accounts Office. The panel meets routinely once a week during the academic year, and may grant exceptions to specific policy applications based on institutional error, or any of the three reasons listed above.

<table>
<thead>
<tr>
<th>Fee or Charge Category</th>
<th>Refunds Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>Not refundable.</td>
</tr>
<tr>
<td>Advance Deposit</td>
<td>Refundable in total only upon withdrawal after the 11th class day.</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>Refundable in total upon withdrawal through the 6th class day; 50 percent refundable from the 7th through the 30th class day; not refundable thereafter.</td>
</tr>
<tr>
<td>Insurance</td>
<td>Refundable in total prior to the 1st class day; not refundable thereafter.</td>
</tr>
</tbody>
</table>
| Housing Deposit        | If reservations cancelled:  
  - 60 days or more prior to check-in, $40 refundable.  
  - 15 to 59 days prior to check-in, $20 refundable.  
  - 14 days or less prior to check-in, not refundable.  
  If occupant vacates:  
  - prior to completion of contract, not refundable.  
  - upon completion of contract, $45 refundable. (See Housing Contract for greater detail.) |
Actual 1975-77 charges for tuition and fees, housing, food services and other categories of student expense are not known at this time. Categories and rates listed in the following tables are based on charges in effect during Fall Quarter, 1974. Additions, deletions, or adjustments will be made prior to Fall Quarters in 1975 and 1976 and will be noted in material which supplements this publication.

### Schedule of Tuition and Fees

<table>
<thead>
<tr>
<th>Category</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident—Full-time student, per quarter</td>
<td>$169.00</td>
<td></td>
</tr>
<tr>
<td>Resident—Vietnam veteran—Full-time student, per quarter</td>
<td>$120.00</td>
<td></td>
</tr>
<tr>
<td>Nonresident—Full-time student, per quarter</td>
<td>$453.00</td>
<td></td>
</tr>
<tr>
<td>Resident—Part-time student and Special Student, per quarter</td>
<td>$80.00</td>
<td></td>
</tr>
<tr>
<td>Nonresident—Part-time and Special Student, per quarter</td>
<td>$234.50</td>
<td></td>
</tr>
<tr>
<td>Auditor—One unit, per quarter</td>
<td>$20.00</td>
<td></td>
</tr>
</tbody>
</table>

### Application Fee and Advance Deposit

<table>
<thead>
<tr>
<th>Category</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (regular students only)</td>
<td>$75.00</td>
<td></td>
</tr>
<tr>
<td>Advance Deposit—Full-time (regular students only)</td>
<td>$50.00</td>
<td></td>
</tr>
<tr>
<td>Advance Deposit—Part-time (regular students only)</td>
<td>$50.00</td>
<td></td>
</tr>
</tbody>
</table>

### Miscellaneous Fees

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement of Student Identification</td>
<td>$5.00</td>
</tr>
</tbody>
</table>

### Other Charges

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health Insurance</td>
<td>$14.90</td>
</tr>
<tr>
<td>Student Dependents, per quarter</td>
<td>$40.75</td>
</tr>
</tbody>
</table>

### On-Campus Housing

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Halls accommodations, per academic year, each occupant</td>
<td></td>
</tr>
</tbody>
</table>

### Food Service

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Plan:</td>
<td></td>
</tr>
<tr>
<td>15-meal boarding plan, per student, per week</td>
<td>$18.75</td>
</tr>
<tr>
<td>10-meal boarding plan, per student, per week</td>
<td>$17.00</td>
</tr>
<tr>
<td>Casual or Cash Plan (Rates per meal):</td>
<td></td>
</tr>
<tr>
<td>Breakfast</td>
<td>$1.25</td>
</tr>
<tr>
<td>Lunch</td>
<td>$1.75</td>
</tr>
<tr>
<td>Dinner</td>
<td>$2.25</td>
</tr>
<tr>
<td>Special Monthly Festive Meals</td>
<td>$2.75</td>
</tr>
<tr>
<td>Average cost of cash plan, per student, per week</td>
<td>$26.25</td>
</tr>
</tbody>
</table>

### Summary of Estimated Quarterly Expenses

1. Prior to or during first quarter only:

<table>
<thead>
<tr>
<th>Category</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$15.00</td>
<td>$15.00</td>
</tr>
<tr>
<td>Advance Deposit</td>
<td>$50.00</td>
<td>$50.00</td>
</tr>
<tr>
<td>Housing Deposit</td>
<td>$45.00</td>
<td>$45.00</td>
</tr>
</tbody>
</table>

2. Direct Education Costs:

<table>
<thead>
<tr>
<th>Category</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$169.00</td>
<td>$453.00</td>
</tr>
<tr>
<td>Books and Supplies (estimate)</td>
<td>$50.00</td>
<td>$50.00</td>
</tr>
<tr>
<td>Miscellaneous Fees and Charges</td>
<td>$25.00</td>
<td>$25.00</td>
</tr>
</tbody>
</table>

3. Related Costs:

<table>
<thead>
<tr>
<th>Category</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing (average)</td>
<td>$225.00</td>
<td>$225.00</td>
</tr>
<tr>
<td>Meals (contract plan)</td>
<td>$260.00</td>
<td>$200.00</td>
</tr>
</tbody>
</table>

4. Other Expenses:

<table>
<thead>
<tr>
<th>Category</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal (estimate)</td>
<td>$150.00</td>
<td>$750.00</td>
</tr>
<tr>
<td>Insurance (optional)</td>
<td>$15.00</td>
<td>$15.00</td>
</tr>
<tr>
<td>Transportation (estimate)</td>
<td>$75.00</td>
<td>$75.00</td>
</tr>
</tbody>
</table>

### Summary of Estimated Academic Year Expenses

For the 1975-77 academic years at Evergreen a single resident student, without a car, living in College housing, using the boarding plan, can reasonably expect to spend $2,537 on his or her education as follows (again, remembering that these totals are estimates only and don't promise to reflect actual charges in effect as far away as 1975-77):

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$507.00</td>
</tr>
<tr>
<td>Books and Related Supplies</td>
<td>$150.00</td>
</tr>
<tr>
<td>Miscellaneous Fees and Charges</td>
<td>$80.00</td>
</tr>
<tr>
<td>Housing and Meals</td>
<td>$1,275.00</td>
</tr>
<tr>
<td>Personal Expenditures</td>
<td>$450.00</td>
</tr>
<tr>
<td>Travel to and from home</td>
<td>$75.00</td>
</tr>
<tr>
<td>Total estimated expenses for 3 quarters, 1974-75</td>
<td>$2,537.00</td>
</tr>
</tbody>
</table>
The Evergreen State College is a public agency, owned and operated by the State of Washington and subject to the laws of the state and of Thurston County. Its policies must therefore be consistent with the law and reflect the responsible management of a very large public investment. At the same time, the institution’s public character means explicitly that it exists for the benefit of Washington’s citizens. To discharge its obligations and to insure the effective use of its facilities, the College must operate under some simple rules.

**Using College Premises.**

Individuals or organizations may use Evergreen’s premises and facilities for purposes other than those integral to the College’s educational programs if (a) the individuals or organizations are eligible to use them, (b) suitable space is available at the time requested, and (c) appropriate procedures are followed to insure that necessary arrangements are made for preparing the space to be used and that conflicts will not arise over the use of space or equipment. In all cases, persons must identify themselves as responsible for the fulfillment of all agreements made about the use of College quarters and facilities.

To apply for the scheduling of a special event or the appearance of an outside speaker, interested persons must see the Director of Recreation and Campus Activities. Reservations for space and facilities are made through the Director of Facilities. Space and facilities are generally assigned on the basis of the following priorities: (1) Evergreen’s regular instructional and research programs, (2) major all-College events, (3) events related to the special interests of particular groups of students, faculty, or staff members, (4) alumni-sponsored events, (5) events sponsored by individuals or organizations outside the College. Unless previously authorized in writing, an admission fee may not be charged or contributions solicited at any meeting or event on Evergreen’s campus.

**Alcoholic Beverages.**

Following state and local law, “hard” alcoholic beverages may not be served at campus events unless a banquet permit has been obtained from the State Liquor Control Board. Under the same authority, it is unlawful to possess, serve, or consume any alcoholic beverages “in a public place.” All the academic buildings, and the exterior campus, are “public places” by this definition. The drinking or possession of any alcoholic beverage, including beer, anywhere within these areas, then, is legally off limits.

Rooms are assigned as dwelling places in the residence halls and residential modular units. These places are homes, and drinking is legally permissible if one is 21 years of age. If a student or other person is less than 21, then drinking—or being served an alcoholic drink—violates the laws of the state.
Firearms.

If, for convenience, hunters want to bring shotguns or rifles with them to make a trip home unnecessary as appropriate seasons come around, then they may check their weapons with the Security Office. Provisions have been made there to keep guns safely and to return them to their owners at suitable times. Handguns never seem to be proper possessions in a college environment. If they are brought to Evergreen, they must be checked with the Security Office in the same way that rifles, shotguns, and other firearms must be checked. A special explanation in writing, however, must be filed in the cases of pistols, automatics, or similar weapons.

Anyone in possession of an unchecked firearm at Evergreen must be regarded as violating a basic principle of educational living and is subject to immediate expulsion.

Pets

Pets are not allowed on campus unless under physical control by the owner. In no case are pets allowed in buildings. Stray animals are placed in a holding pen constructed under Humane Society standards, retained one day while the owner is sought, and then — if the owner cannot be found — turned over to the Humane Society.

Bicycles

Bicycles should not be parked in College Buildings. Bicycle parking blocks are available at numerous locations throughout the campus — usually just outside building doors. All such blocks are constructed so that bicycles may be locked to them.

Smoking

Smoking is prohibited in areas marked "No Smoking" and in unmarked offices, seminar rooms or other areas when abstinence is requested by the person in charge. Where smoking is permitted, please use ashtrays.

Parking

Parking facilities adjacent to the academic plaza and residence halls are available to students and visitors. Motor vehicles may be parked only in posted lots. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be impounded at the expense of the vehicle driver.

Traffic Regulations

Maximum campus speed, other than on the Parkway, is 25 miles per hour. Lower limits are indicated by signs where required. Drivers must obey all posted traffic signs on the campus.

Emergency Services

First aid and ambulance services are provided by the McLane Campus Fire Department 24 hours per day, seven days per week.
Security

Evergreen's security personnel, recognizing that people have different needs, experiences, and outlooks, perform their duties with respect for individual beliefs, rights, and freedoms. Their main concern is serving the campus community and attending to the welfare and protection of students, staff, and faculty.

The working body of the Security Office is made up of non-uniformed officers and students trained in techniques for handling problems of human interaction as well as those involving breaches of the College's Social Contract and regulations, and state laws.

In short, Security's main objective is to do all it can to help the Evergreen community function smoothly.

Personal Property

The College cannot assume responsibility for the loss of personal property in buildings or on the campus, regardless of the reason for the loss. However, both the Housing Office and the Security Office make available personal property cards for listing all personal items of value. The Security Office retains the card for reference in the case of loss or theft.
Earth, our mother, 
breathe and awaken. 
Leaves are stirring, 
al things moving. 
New day coming, 
life renewing.

Pawnee Hako
Introduction and Guidelines

Evergreen is an institution in process. It is also a campus community in the process of organizing itself so that it can work toward clearing away obstacles to learning. In order that both creative and routine work can be focused on education, and so the mutual and reciprocal roles of campus community members can best reflect the goals and purposes of the college, a system of governance and decision-making consonant with those goals and purposes is required.

To accomplish these ends, governance and decision-making in the Evergreen community must have the following qualities:

1. The procedures must reflect the Evergreen approaches as stated in the college bulletin to facilitating learning, and recognize the responsibility of the President and the Board of Trustees for institutional direction.

2. Decisions, and methods to be used for their implementation should be handled at the administrative level closest to those affected by a particular decision.

3. Those persons involved in making decisions must be held accountable, should be locatable, and, most importantly, need to be responsive.

4. Decisions should be made only after consultation and coordination with students, faculty, and staff who are affected by and interested in the issues, while recognizing that administrators may be affected by various accountable restraints.

5. Oligarchies are to be avoided.

6. In cases of conflict, due process procedures must be available and will be initiated upon request by any member of the campus community.

7. The procedures should be flexible enough to remain applicable as the institution grows. Periodic evaluation should be used to determine if this is actually taking place.

8. The Evergreen community should avoid fractioning into decision-making constituencies with some sort of traditional representative form of government; e.g., faculty senate, student council.

9. Groups should utilize a consensus approach in reaching decisions. The voting procedure should only be used if consensus is unobtainable.

10. A call for standing committees and councils should be avoided. If it is essential for standing committees or councils to exist, there must be a frequent turnover of membership, at least annually.

11. The Evergreen community should support experimentation with new and better ways to achieve Evergreen's goals.

The following system, designed to accomplish these objectives:

1. Calls for the continuous flow of information and for the effective keeping of necessary records.

2. Provides for getting the work done and for consultation and decision-making by the accountable, locatable person.

2.1 Allows for creative policy making, including a policy initiation process open to any member of the Evergreen community.
4. Insists on the speedy adjudication of disputes with built-in guarantees of due process for the individual.
5. Has built-in methods for evaluating—and if necessary, changing—the system.
6. Attempts, in every instance, to emphasize the sense of community and to require members of the campus community to play multiple, reciprocal, and reinforcing roles in the campus community enterprise.

The Legal Nature and Status of The Evergreen State College

The Evergreen State College, established in Thurston County by the 1967 Washington State Legislature, operates under the provision of the Revised Code of Washington (RCW 28B.40). Management of the College, care, and preservation of its property, erection and construction of necessary buildings and other facilities, and authority to control collection and disbursement of funds is vested in a five-member Board of Trustees appointed by the Governor with the consent of the Senate for six-year overlapping terms. Board members serve without compensation. The State Attorney General's Office is constitutionally established as the legal advisor to all state agencies and institutions. This agency provides legal counsel to the Board of Trustees, the President, and other designated members of the campus community. Evergreen's President is chosen by and is directly responsible to the Board of Trustees for executive direction and supervision of all operations of the college. The President of The Evergreen State College is appointed for a six-year term, reviewable annually, which term may be renewed for an additional six years for a maximum term of twelve years. The Trustees and the President in turn delegate many duties and responsibilities to others in the Evergreen community.

The governance system recognizes that Evergreen is bound by two sets of rules which are not viewed as being inconsistent or incompatible with the spirit of the college. The first set of rules includes those federal, state, and local regulations which are legal in nature and are binding upon all public institutions. The second set of rules makes up the system of governance designed to advance The Evergreen State College toward its goals and purposes.

Information, Communications, and Record-Keeping

The Evergreen community needs to be open, self-conscious and self-correcting if it is to be both viable and innovative. The left hand does need to know what the right hand is doing. Furthermore, Evergreen needs to be able to remember the important things both its left and right hands have done, and with what degree of success or failure they have done it. This latter function calls for an effective system of record-keeping and is integral to institutional evaluation. The former requires the establishment of an Information Center designed to provide the intelligence that all members of the community need on a day-to-day, week-to-week, and month-to-month basis. Combined with the President's Forum and the College Sounding Board, the Information Center should prove invaluable as an aid to informed decision-making.

The Information Center. The Center will work closely
with the schedules desk, Office of College Relations, the campus newspaper, and KAOS radio to collect and disseminate information about the broadest possible range of activities within the Evergreen community.

It is intended that the Information Center, in addition to collecting information, will serve an active role in helping place people with questions with people responsible for having the answers. This demands that the Information Center have a sufficient staff to handle such requests.

The Information Center should be responsible for at least these activities: publish the College Calendar of Events; maintain a large master calendar on which additions to or changes in schedules may be made; maintain a number of special announcement bulletin boards, both at the Center and around the school; maintain and make available the Voluntary Service List; and maintain a viable record of administrative areas of responsibility.

The Information Center should also have on file college publications, Disappearing Task Force records and minutes of meetings. This should be done in an active and visible manner.

The President's Forum. As an occasion for all concerned members of the Evergreen community to come together, to think together, to talk, listen, and reason together, the President’s Forum will meet regularly.

The President of the College will lead the Forum discussions. He/she will be responsible for preparing and publishing an agenda, but it is to be understood that the agenda is open-ended. The Forum is not a decision-making body. It is a place and a time and a gathering where hard questions can be asked, where dreams can be told, where plans for a better college may be discussed.

In addition to the President’s Forum, similar forums led by vice presidents, deans and directors, etc., are encouraged. These forums may allow for more focused discussion in specific problem areas of the community enterprise. All agendas should be publicized through the Information Center, paper, and radio station.

The College Sounding Board. As an important all-campus information and coordination body, the College Sounding Board will meet on a regular schedule to facilitate coordination of activities among
all areas of the Evergreen community. This group will make recommendations for action as issues pertinent to the college arise. It will constitute a consultative pool or "sounding board" where discussion and advice on issues affecting various areas in the college can be heard and needs for coordination can be aired.

The membership will be constituted as follows:

1. The President will be a member of the Sounding Board.
2. Each vice-president will appoint no more than 10 persons from his/her area of responsibility as members of this body with all areas represented.
3. Fifteen students will regularly serve as members of this body. They will be selected by their fellow students in a manner to be determined by the students. Annually, the Dean of Student Services will initiate the procedure.
4. Participation on the Sounding Board shall be for not less than one quarter, nor more than three consecutive quarters.

All members of the Sounding Board will serve as facilitators to all members of the Evergreen community in areas of initiative petitions or proposals, help individuals locate the area of responsibility, and otherwise facilitate communication and coordination on campus.

Participation on the Board should serve to acquaint its members with the multitude of problems, decisions, plans, etc., that typify an active center for learning. Each member of the Board must arrange for a substitute if he or she is to be absent from any particular meeting. Each member will meet with the appropriate constituent group to get information to take to the Sounding Board and to pass on information gained at the Board meeting.

The Sounding Board is responsible for maintaining a picture directory (with pictures, names, addresses, and phone numbers) in the Information Center so that the entire Evergreen community can know who to contact for help.

The College Sounding Board will select a new moderator and recorder for each quarter term. These responsibilities will be rotated through the Board membership. The moderator will see that the group meets on a regular schedule, will prepare and publish an open-ended agenda for each meeting, and will assure a free and open discussion of the issues. The recorder will be responsible for reporting the issues discussed and providing copies of the minutes to each member of the Board, the Information Center, the campus newspaper, and the radio station.

Patterns of Administrative Decision-Making

Decision-making at Evergreen will take place at the administrative level closest to those affected by the particular decision. Those responsible for making the decisions will be locatable and accountable; they will be expected to obtain input and advice from concerned parties as a regular part of the decision-making process.

Locatability: Location of those responsible for the functioning of various areas of the community is identified in the college organizational chart, the Faculty Handbook, and The Evergreen Administrative Code. Delegated duties and responsibilities should be made as explicit as possible, and information regarding the
decision-making roles of various members of the Evergreen community should be made easily available in the College Information Center. Members of the College Sounding Board will also serve as information sources on these questions of locatability.

*Administrative evaluation and accountability:* Like the student and the faculty evaluation procedures, the administrative evaluation will emphasize growth in learning how to perform more effectively the roles for which the individual is responsible. The procedure will include a large element of self-evaluation and evaluation by peers, but must also include input by other members of the college community (students, staff, faculty) who experience the results of the administrative processes. It is through this evaluative procedure that the community can express itself most constructively on the effectiveness of the administrative process and the degree to which it is being responsive to the needs and the long-term interests of that community. Without a smoothly functioning procedure encouraging evaluative contributions from a wide circle of community opinion concerning the administrative performance of the decision-makers in the college, the campus community cannot be expected to place its confidence in the system of governance elaborated here. Administrative evaluation is therefore central and essential to the workability of the governance pattern proposed. Guidelines for annual evaluation of exempt administrators are included in The Evergreen Administrative Code. Similar procedures should be established for all administrators.

*Consultation, Input, and Advice:* The Evergreen State College wishes to avoid the usual patterns of extensive standing committees and governing councils. Instead, decisions will be made by the person to whom the responsibility is delegated, after appropriate consultation.

At least three major avenues for consultation and advice are open to a decision-maker within the college. The person may:

1. Simply solicit advice on a direct and personal basis. This should not be used as the primary basis for decision-making on important issues. In particular, the use of a "kitchen cabinet" for regular advice should be avoided.
2. Select a Disappearing Task Force (ad hoc committee) for the purpose of gathering information, preparing position papers, proposing policy, or offering advice. The DTF should be composed of as wide a sampling of the community as possible. Consistent use of random selection from the Voluntary Service List and/or Community
The Evergreen State College is designed to:
1. Apply as far as possible to all members of the community.
2. Provide a responsive system, one capable of speedy resolution of conflict and grievances.
3. Provide a campus adjudicatory process, not one intended to operate in place of civil authority.

Informal mediation. It is expected that members of the Evergreen community who come into conflict with one another will make a determined effort to resolve their problems peacefully and quietly by themselves. This first attempt at resolution should be one to one. When unable to work out their differences in this direct fashion, they shall resort to third party informal mediation where the parties to a dispute shall call in a mutually agreed upon third party. Informal mediation shall be guaranteed all campus employees and students. If third party mediation is desired but one of the parties involved refuses, the Dean of Student Services should be contacted for assistance. ("Mediation, N., action in mediating between parties as to effect on agreement or reconciliation . . . mediation implied deliberation that results in solutions that may or may not be accepted by the contending parties", Random House College Dictionary, 1969).

The Campus Hearing Board should be required only if previous attempts to resolve grievances and disputes through informal mediation have been unsuccessful. All members of the Evergreen community should feel a heavy responsibility to make every effort to solve individual and community problems imaginatively and constructively without resort to the hearing board process. Disputes involving personnel action of a formal nature for classified staff are governed by state law (RCW 28B.16.120 and WAC 251-12).

Campus Hearing Board. The President or his/her designee shall randomly select from the voluntary service list three appointed members of the Board, including a student, staff, and faculty member, who will serve for not less than one academic quarter or more than one academic year. The appointed members will have the obligation to review all hearing board requests. Requests for a hearing board, together with proper evidence that previous attempts at mediation have been unsuccessful, must be presented in writing to the President’s Office. The appointed members will respond in writing within five days, accepting the case or, if not, clearly stating the conditions that must be met. Before the actual hearing, two temporary members will be selected for each individual hearing by a random process from each of the disputants’ peer groups. Each side represented in a dispute will have the right of two peremptory challenges. Meetings of the Hearing Board shall be open to the public.

In cases heard by the Campus Hearing Board, disputants will:
1. Receive adequate (5 to 10 days) written notice of the nature of the grievance and possible sanctions (where appropriate).
2. Receive written notice of the date, time, and place of the hearing.
3. Be advised of the names of the witnesses who will appear in the case.
4. Receive a fair hearing.
5. Have the right to present a defense and witnesses and the right to cross-examine opposing witnesses.
6. Receive written notice of the decision of the Board.
7. Have access to a transcript of the proceedings and the findings of the Board, located in the President's Office.

Appeal within the institution beyond the Campus Hearing Board is by petition to the Board of Trustees. The Board of Trustees may also, on its own motion, review any decision of the Campus Hearing Board and affirm, modify, or reverse that decision.

Evaluation of Governance

Necessary and essential amending of this document is to be accomplished through the initiative procedure contained herein. At the end of every two years, the President will convene a DTF on governance which will include a member of the Board of Trustees, faculty, staff, students, and Evergreen graduates to evaluate the Evergreen governance system. It will be the responsibility of the DTF to affirm the effectiveness of the system or to propose changes. When the DTF has completed its deliberations, it will schedule a series of open meetings inviting all members of the campus community to discuss further revision before forwarding the final document to the President.

Conclusion

Concerned members of the campus community must continue to work together to develop informal and formal mechanisms to facilitate the promotion, support, and observance of this governance document.

Social Contract

Introduction

In its life as a community, The Evergreen State College requires a social contract rather than a list of specific prohibitions and essentially negative rules. The contract, open to modifications over time and responsive to the changing circumstances sure to attend the institution's future, represents a commitment by each one of us to search for the set of agreements that define the spirit that we are trying together to engender at the College, that indicate the conditions that support the primary purposes for which Evergreen was called into existence, and that specify the principles under which all of us can live together as civilized and decent people who share the often very different excitements of learning.

Basic Purposes

The Evergreen State College is an association of people who come together to learn and to help each other learn. Such a community of learners can thrive only if each member respects the rights of others while enjoying his own rights. It depends heavily on a network of mutual trust and an atmosphere of civility; and it grows in its human utility only if each of its members lives up to the responsibilities for honesty, fairness, tolerance, and the giving of his best efforts as
those efforts are entailed by his membership. Students, faculty, administrators, and staff members may differ widely in their specific interests, in the degrees and kinds of experience they bring to Evergreen, and in the functions which they have agreed to perform. But all must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

These considerations directly imply the necessity of an organized structure to achieve the goals of more effective learning, a system of governance that encourages widespread participation in the making of College decisions (See Governance and Decision-Making at Evergreen), and a full awareness on the part of every member of the community of how his behavior influences the climate and the spirit of the campus. If the spirit and climate of the College are to promote learning most effectively, then each member of the community must protect in an active, thoughtful, and concerned way (a) the fundamental rights of others in the community as citizens, (b) the right of each member of the community to pursue different learning objectives within the limits defined by Evergreen's resources in people, materials and equipment, and money, (c) the rights and obligations of Evergreen as an institution established by the State of Washington, and (d) the rights of all members of the community to fair and equitable procedures for determining how, when, and against whom the community must act when its safety or its integrity has been damaged. Even more important, however, is the requirement, difficult to define and impossible to legislate, that each member of the Evergreen community concern himself with how the College can become a more productive, more humane, and more supportive place in which to learn. This requirement entails an explicit and continuing consideration of the delicate balances in the relationship of the members of the Evergreen community to each other and to the institution itself.

**Evergreen and Society**

Members of the Evergreen community recognize that the College is inherently and inescapably a part of the larger society as represented by the State of Washington, which funds it, and by the community of greater Olympia, in which it is located. From this state of affairs flow certain rights for the members of the Evergreen community, certain conditions of campus life, and certain obligations.

Among the basic rights are freedom of speech, freedom of the press, freedom of peaceful assembly and association, freedom of belief, and freedom from personal force and violence, from threats of violence, and from personal abuse.

Freedom of the press implies the right to freedom from censorship in campus newspapers and other media. Concomitantly, such publications are subject to the usual canons of responsible journalism, to the law of the press, and to the same conditions of self-maintenance that apply to other forms of public communication.

There may be no discrimination at Evergreen with respect to race, sex, religious or political belief, or national origin with respect to admission, employment, or promotion.

Because the Evergreen community is not separate or segregated from the larger society, the campus is not a sanctuary from the general law or invulnerable to the general public interest. The members of the Evergreen community are therefore obligated to deal with the relationship between the campus and the larger society with a balance of forthrightness and sensitivity, criticism and respect, and an appreciation of the complexities of social change and personal differences.

The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make their statements in their own names and not as expressions of the College.

Each member of the College community has the right to organize his own personal life and conduct ac-
cording to his own values and preferences so long as his actions accord with the general law, are in keeping with agreements voluntarily entered into, evince an appropriate respect for the rights of others to organize their lives differently, and advance (or at least do not interfere with) the community-wide purpose of more effective learning. In short, Evergreen does not stand in loco parentis for its members.

The Conditions of Learning

As a community of people who have come together to learn and to help one another to learn more effectively, Evergreen's members live under a special set of rights and responsibilities. Foremost among these rights is that of enjoying full freedom to explore the nature and implications of ideas, to generate new ideas, and to discuss their explorations and discoveries in both speech and print without let or hindrance. Both institutional censorship and intolerance by individuals or groups are at variance with this basic freedom. By a similar token, research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, also violate the principle of free inquiry.

Serious thought and learning entail privacy. Although human accessibility is a basic value, and although meetings of public significance cannot properly be held in secret, all members of the Evergreen community are entitled to privacy in the College's offices, facilities devoted to educational programs, and housing. The same right of privacy extends to personal papers, confidential records, and personal effects, whether maintained by the individual or by the institution.

All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. In order to protect the safety of the community and to respect the equal rights of those who choose not to participate, reasonable and impartially applied rules, following established procedures of governance (See Governance and Decision-Making at Evergreen), may be set with respect to time, place, and use of Evergreen facilities in these activities.

Honesty is an essential condition of learning. Honesty includes (although it is not limited to) the presentation of only one's own work in one's own name, the full consideration of evidence and logic even when they contradict a cherished personal point of view, and the recognition—insofar as it is humanly possible—of
Another essential condition of learning is the full freedom and right on the part of individuals and groups to the expression of minority, unpopular, or controversial points of view. If the Evergreen community is to prove valuable to all its members, this right must be especially cherished, particularly when the predominant current of opinion, regardless of its character or its content, runs strong.

Related to this point is the way in which civility is a fundamental condition of learning. Only if minority and unpopular points of view are accorded respect, are listened to, and are given full opportunity for expression will Evergreen provide bona fide opportunities for significant learning as opposed to pressures, subtle or overt, to ride the main tides of purely contemporary opinion.

All members of the Evergreen community — students, staff, faculty, administrators, trustees, and all others — are under an obligation to protect the integrity of Evergreen as a community of learners from external and internal attacks, and to prevent the financial, political, or other exploitation of the campus by any individual or group.

Institutional Rights and Obligations

As an institution, Evergreen has the obligation to provide an open forum for the members of its community to present and to debate public issues, to consider the problems of the College, and to serve as a mechanism of widespread involvement in the life of the community. (See Governance and Decision-Making at Evergreen, sections on the President's Forum and on the College Sounding Board.)

The College has the obligation to prohibit the use of its name, its finances, and its facilities for commercial purposes.

Evergreen has the right to prohibit individuals and groups who are not members of its community from using its name, its financial or other resources, and its facilities for commercial, religious, or political activities. This right is balanced by an obligation to formulate and to administer its policies in this regard in an even-handed manner.

The College is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members of its community, its financial support, and its educational programs. At the same time, Evergreen has the obligation to support the right of its community's members to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.

The individual members of the Evergreen community have the responsibility for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. At the same time, it also must guarantee the right of the members of its community to be heard at appropriate levels of decision-making with respect to basic matters of policy and other issues of direct concern. As a community, Evergreen, through its governance structures, has both the right and the obligation to establish reasonable standards of conduct for its members in order to safeguard the processes of learning, to provide for the safety of its members, to promote...
tect the investment of the people of the State of Washington in its properties, and to insure a suitable respect for the very different tastes and sensibilities of its members. For these reasons, the law empowers the President or his designee to intercede whenever, in his (or their) judgement, a clear and present danger to these concerns exists.

The Issue of Strikes
The strike, including such variant procedures as the boycott and the prolonged demonstration, has been formally institutionalized in industrial society as one means of effecting change. It is recognized at law, has generated its own official personnel, and operates according to relatively common understandings. Because the strike bases itself in adversary rather than collaborative relationships, it is an inappropriate means of seeking change at Evergreen. Nevertheless, an awareness of human frailty and the complexity of our times suggests that, in spite of hopes that strikes will not need to occur within our community, wisdom and prudence call for some relevant concepts and policies from the outset.

As an effective means of demonstrating moral commitment and the courage of one’s convictions, a strike entails costs; those who choose to strike must put something of value on the line that they choose to draw. Otherwise, a strike readily degenerates into a kind of hybrid — part party and part parade with little moral or intellectual meaning. It is for this reason that industrial workers do without their pay when they, for explicit purposes, withhold their labor.

Because there is no reason for a campus to enjoy exemptions from these principled conditions, two entailments follow: First, both as an institution and as a community, Evergreen has the right to deny pay and academic credit to its members who participate in strikes. Second, that right is balanced by an obligation to accept legally conducted strikes without dismissing those who participate in them.

Difficulties here are more probable in connection with the denial of credit than with the denial of pay. If striking students are able to meet their full academic obligations, then the notion of Evergreen as a community of learners argues against their having credit withheld. The judgement of Program Coordinators and of Supervisors of Learning Contracts has a central and basic importance here; but when Program Coordinators and Supervisors of Contracts may also have been involved in a strike, then the question arises of the extent to which their judgement is uncontaminated and of how free they may be from conflicts of interest. Specific and detailed procedures must be developed to cope with these contingencies, but the basic means of arriving at equitable decisions are provided by the sections on adjudication in Governance and Decision-Making at Evergreen.

Judicial Action
Although the mechanisms of suit and litigation are obviously essential at Evergreen, they represent the last resort within a viable community. In this social contract among Evergreen’s members, our concern is less on governmental and policy-oriented issues, which are covered primarily by Governance and Decision-Making at Evergreen, and more on the personal relationships among its members and between various groups, both formal and informal, that may come into
existence. In these realms of human relationships, judicial action is a less desirable way of resolving difficulties in a genuine community than are more informal methods of mediation. The processes outlined here touch, therefore, on three levels of conflict-resolution: informal mediation, formal mediation, formal arbitration and enforcement, and, where necessary, a means of appeal.

Informal Mediation
To begin with, it is expected that members of the Evergreen community who come into conflict with one another will make a determined effort to resolve their problems peacefully and quietly by themselves. When unable to work out their differences in this direct fashion, then they may resort to informal mediation in which no records are kept, nor formal bodies are convened, and no "law" need be (although it may be) referred to other than the terms of this social contract. By mutual agreement, the parties to a dispute may call in a third party of their own choice to help them; they may request counseling help from some other member of the community; they may invite or accept intervention by one of the Student Facilitators, or they may select a moderator from the Community Service List. These possibilities are not at all exhaustive; the people in conflict can choose any other method that is mutually acceptable to help them clear up their problems in a peaceful and quiet fashion. The great majority of disputes is expected to find resolution at this informal level, and the obligation of the community is to insure the availability of these kinds of methods.

Formal Mediation
When informal processes fail to produce satisfaction, then the parties to a dispute may, following procedures outlined in Governance and Decision-Making at Evergreen, convene a jury from the Community Service List to decide the issue between them. To convene the jury, evidence must be presented that informal efforts at settlement have been tried in a bona fide way. The task of the jury is essentially that of mediation; its functions are to resolve a conflict, to provide guidelines for the disputants to consider in their future conduct, and to record its opinion. Although its judgement is final, it has no power to enforce its findings or to penalize the party to the conflict whom it finds at fault if, indeed, it identifies one of the disputants as "wrong" in some sense.

Only if, after such jury decision, the conflict or dispute flares anew is a Board of judgement convened, again from the Community Service List, with powers of enforcement and penalty. The Board is bound by the opinion of the preceding jury. Its task is to determine whether that opinion has been violated, to enforce that opinion and to apply suitable penalties when necessary, and to record its action.

Appeal Procedure
If the action by the Board of Judgement is unsatisfactory, then an application for appeal may be entered with the All-Campus Hearing Board. The All-Campus Hearing Board may accept or reject the appeal. If it accepts, then it has the power to review the original opinion of the jury as well as to consider the actions by the Board of Judgement. The only appeal within the institution is by petition to the Board of Trustees. The Board of Trustees may also, on its own motion, review the decision of the All-Campus Hearing Board and affirm, modify, or reverse that decision.
Off-campus Offenses

There remains the problem of double jurisdiction or the extent to which the Evergreen community may have an appropriate interest in the implications of offenses that are committed outside its own precincts. This problem is a very real one, but the general principle is that, unless the nature of the offense raises questions about the suitability of the person's membership in the Evergreen community, his payment of penalties exacted by the general law of our society absolves him from paying additional penalties under the rules of the College. This position is consistent with the fact that Evergreen does not stand in loco parentis. An additional entailment of this stance, however, is that the College cannot properly intervene in behalf of its members if and when they come afoul of the general law. This position in no way precludes, of course, actions by individuals in their own names and on their own responsibility; such actions fall within the inherent rights of citizenship fully recognized by Evergreen.

The question of a general community interest may be raised only when members of the Evergreen community have been convicted of off-campus offenses. When, in the light of such a conviction, a member of the Evergreen community believes that the offender has, by the nature of his offense, demonstrated a lack of fitness to continue as a student or an employee of the College, he may request in writing a hearing on the issue by the All-Campus Hearing Board. Initiative rests entirely with the person who is involved.

When hearings are requested, they must, of course, be conducted in public. If the finding of the All-Campus Hearing Board is unsatisfactory, then a petition for appeal may be filed with the Board of Trustees of The Evergreen State College. If the appeal is accepted, then the hearing by the Board of Trustees must be held promptly and in public with its decision being final. In accepting an appeal, the Board may, however, appoint a panel of Hearing Officers to take testimony which the Board will then review in arriving at its decision. On its own motion, the Board of Trustees may also review any decision of the All-Campus Hearing Board and affirm, modify, or reverse that decision.

(Accepted by Trustees and subject to review and change by processes analogous to those which brought it into being on November 18, 1971.)
What ground could be more hallowed?

F.F. DARLING
Board of Trustees and Administrators

Thomas Dixon, Tacoma
Herbert D. Hadley, Longview
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President: Charles J. McCann
Vice President and Provost: Edward J. Kormondy
Administrative Vice President: Dean E. Clabaugh

Faculty

Humanities/Arts

Alexander, Richard W.: Member of the Faculty (English and Literature), 1970. B.A. (English), Emory University, 1956; M.A. (English), Tulane University, 1961; Ph.D. (English), University of Illinois, 1966.

Aurand, Susan M.: Member of the Faculty (Art), 1974. B.A. (French), Kalamazoo College, 1972; M.A. (Ceramics), Ohio State University, 1974.

Beck, Gordon: Member of the Faculty (Cinema Arts), 1972. A.B. (Speech), Bowling Green University, 1951; M.A. (Drama), Western Reserve University, 1952; Ph.D. (Theatre), University of Illinois, 1964.

Brown, William H.: Member of the Faculty (Geography), 1974. B.A. (Geography), University of California at Berkeley, 1959; M.A. (Geography), University of California at Berkeley, 1967; Ph.D. (Geography), University of California at Berkeley, 1970.

Carlson, Craig B.: Member of the Faculty (Communications), 1973. B.A. (English), College of William and Mary, 1965; Ph.D. (English), University of Exeter (England), 1972.

Chambers, Nancy Allen: Member of the Faculty (Literature and Language), 1971. B.A. (Languages), Occidental College, 1963; M.A. (Comparative Literature), Columbia University, 1965.

Chan, Donald W.: Member of the Faculty (Music), 1971. B.A. (Music), San Jose State College, 1962; M.S. (Music), Julliard School of Music, 1964.


Curtz, Thad B.: Member of the Faculty (Literature), 1972. B.A. (Literature/Philosophy), Yale University, 1965; M.A. (Literature), University of California at Santa Cruz, 1969.

Daugherty, F. Leo: Member of the Faculty (English and Literature), 1971. B.A. (English), University of California at Berkeley, 1962; M.A. (English), University of California at Berkeley, 1964; Ph.D. (English), University of California at Berkeley, 1970.

President Charles J. McCann
Marr, David: Member of the Faculty (Literature-American Studies), 1971. B.A. (English), University of Iowa, 1965; M.A. (American Civilization), University of Iowa, 1967.


McCann, Charles J.: President and Member of the Faculty (English), 1968. B.A. (Naval Science), Yale University, 1946; M.S. (Merchandising), New York University, 1948; M.A. (English), Yale University, 1954; Ph.D. (English), Yale University, 1956.


Pailthorp, Charles N.: Member of the Faculty (Philosophy), 1971. B.A. (Philosophy), Reed College, 1962; Ph.D. (Philosophy), University of Pittsburgh, 1966.

Pearson, Linnea J.: Member of the Faculty (Literature), 1973. B.S., University of Illinois, 1960; M.A., University of Illinois, 1961; Ph.D. (Literature), Northern Illinois University, 1973. (Leave of Absence, 1974-75.)

Powell, David L.: Member of the Faculty (Literature), 1972. B.A. (English), Pennsylvania State University, 1960; Ph.D. (Literature), University of Pennsylvania, 1967.

Simon, Sandra M.: Member of the Faculty (English), 1973. B.A. (Psychology), University of California at Los Angeles, 1954; M.A. (English), University of California at Los Angeles, 1963.


Sparks, Paul J.: Member of the Faculty (Art and Photography), 1972. B.A. (Art), San Francisco State College, 1968; M.A. (Art/Photography), San Francisco State College, 1971.

Struve, Lynn A.: Member of the Faculty (Chinese Language and Literature), 1974. B.A. (Chinese Language and Literature), University of Washington, 1967; M.A. (Chinese Area Studies), University of Michigan, 1969; Ph.D. (History), University of Michigan, 1974.

Syversen, Karin L.: Member of the Faculty (Literature), 1972. A.B. (Classical Greek Language and Literature), Wellesley College, 1965; M.A. (English Literature), Boston University, 1968. (Leave of Absence, 1974-75.)

Teske, Charles B.: Academic Dean (Humanities and Arts) and Member of the Faculty (English), 1970. B.A. (English), Lafayette College, 1954; M.A. (English), Yale University, 1955; Ph.D. (English), Yale University, 1962.

Unsoeld, Willi F.: Member of the Faculty (Philosophy), 1970. B.S. (Physics), Oregon State College, 1951; B.D. (Theology), Pacific School of Religion; Ph.D. (Philosophy), University of Washington, 1959.

Webb, E. Jackson: Member of the Faculty (English), 1970. B.A. (English), Yale University, 1958; M.A. (English), Northwestern University, 1961; Ph.D. (English), Northwestern University, 1969.

White, Sidney D.: Member of the Faculty (Art), 1970. B.A. (Art Education), University of New Mexico, 1951; M.S.
(Philosophy / Aesthetics), University of Wisconsin, 1952.
Wilder, Ainaa D.: Member of the Faculty (Theatre and Drama), 1972. B.S. (Dramatic Arts), Wisconsin State University, 1968; M.A. (Theatre Arts), University of Wisconsin, 1969.

Social Sciences

Aldridge, Bill: Member of the Faculty (Education/Sociology), 1970. B.A. (Mathematics), Oregon State University, 1959; M.Ed. (Guidance), Oregon State University, 1964; D.Ed. (Educational Administration), University of Oregon, 1967.
Brown, Jovana J.: Dean of Library Services and Member of the Faculty (Political Science), 1974. A.B. (Political Science), University of California, 1959; M.L.S. (Librarianship), University of California at Berkeley, 1965; M.A. (Political Science), University of California at Berkeley, 1967; Ph.D. (Political Science), University of California at Berkeley, 1971.
Cable, Carie L.: Member of the Faculty (Anthropology), 1972. A.B. (Anthropology), 1972. (Leave of Absence, Spring Quarter 1974-75.)
Cadwallader, Mervyn L.: Member of the Faculty (Sociology), 1970. Academic Dean (Social Sciences), 1970-1973. B.A. (History), University of Nebraska, 1948; M.A. (History), University of Nebraska, 1951; Ph.D. (Sociology), University of Oregon, 1957.
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Daum, Ida: Member of the Faculty (Anthropology), 1972. B.A. (Anthropology), State University of New York at Buffalo, 1970. (Leave of Absence, 1974-75.)
Foote, Thomas H.: Member of the Faculty (Education/Journalism), 1972. B.A. (Journalism), University of Tulsa, 1961; M.S.Ed. (Humanities), Oregon College of Education, 1967; Ph.D. (Education), Oregon State University, 1970.
Gerstl, Theodore L.: Member of the Faculty (Applied Behavioral Science), 1971. B.A. (Psychology), California State University, 1965; M.A. (Psychology), Brooklyn College, 1967; Ph.D. (Organizational Behavior), Case Western Reserve University, 1969.
Greenhut, Naomi: Member of the Faculty (Psychology), 1972. B.A. (Psychology), Brooklyn College, 1965; M.A. (Psychology), University of California at Riverside, 1967; Ph.D. (Comparative Psychology), University of California at Riverside, 1971.
Gulden, James: Member of the Faculty (Education), 1972. B.A. (Biology/Education), Central Washington State College, 1963; M.S. (Counseling Psychology), California State College at Los Angeles, 1967.
Hahn, Jeanne E.: Member of the Faculty (Political Science), 1972. B.A. (Political Science), University of Oregon, 1962; M.A. (Political Science), University of Chicago, 1964.
Hasenstab, Rainer G.: Member of the Faculty (Environmental Design), 1974. Bachelor of Architecture, University of California, 1965; Master of Architecture, University of California, 1970.
Hillaire, Mary Ellen: Member of the Faculty (Sociology and Social Work), 1972. B.A. (Sociology), Western Washington State College, 1956; M.S.W. (Social Work), University of British Columbia, 1957; M.Ed. (Education), Western Washington State College, 1967.
Hitchens, David L.: Member of the Faculty (History), 1970. B.A. (History), University of Wisconsin, 1961; M.A. (History), University of Wisconsin, 1962; Ph.D. (History), University of Georgia, 1968.
Ingram, Winifred: Member of the Faculty (Psychology), 1972. B.A. (Sociology), University of Washington, 1937; M.A. (Sociology), University of Washington, 1938; Ph.D. (Clinical Psychology), Northwestern, 1951.
Jones, Richard M.: Member of the Faculty (Psychology), 1970. A.B. (Psychology), Stanford University, 1950; Ph.D. (Clinical Psychology), Harvard University, 1956.
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Marsh, Paul A.: Member of the Faculty (International Relations),
Martinez, James: Member of the Faculty (Corrections), 1973.
McNeil, Earle W.: Member of the Faculty (Sociology), 1971. B.S. (Chemistry), Washington State University, 1964; M.A. (Sociology), Washington State University, 1965.
Mimms, Maxine L.: Member of the Faculty (Social Science), 1972. B.S. (Education), Virginia Union University, 1950; M.A. (Sociology), Wayne State University, 1953.
Olexa, Carol J.: Member of the Faculty (Sociology), 1971. B.A. (Sociology), San Francisco State College, 1967; M.A. (Sociology), University of Oregon, 1969.
Papworth, Mark L.: Member of the Faculty (Anthropology), 1972. B.S. Central Michigan College, 1953; M.A. (Anthropology), University of Michigan, 1958; Ph.D. (Anthropology), University of Michigan, 1967.
Ponnoff, Gregory: Member of the Faculty (Psychology), 1971. B.A. (Psychology), Brooklyn College, 1961; M.A. (General Experimental Psychology), Brooklyn College, 1964.
Reynolds, Edward N.: Member of the Faculty (Psychology), 1973. A.B. (Sociology/Psychology), Oberlin College, 1962; M.S. (Psychiatric Social Work), Western Reserve University, 1964; Ph.D. (Social Psychology), Western Reserve University, 1968.
Salcedo, Gilbert G.: Member of the Faculty (History), 1972. B.A. (U.S. History), San Jose State College, 1970; M.A. (Modern European History), San Jose State College, 1972.
Smith, Matthew E.: Member of the Faculty (Psychology), 1973. B.A. (Political Science), Reed College, Portland, Oregon, 1966; M.A.T. (Social Sciences), Reed College, 1968.
Spence, Carol A.: Member of the Faculty (Psychology), 1972. B.S.Ed. (Education/History/Psychology), The Ohio State University, 1963; M.A. (Psychology), The Ohio State University, 1965; Ph.D. (Developmental Psychology), University of Washington, 1973.
Taylor, Nancy: Member of the Faculty (History/Education), 1971. A.B. (History), Stanford University, 1963; M.A. (Education), Stanford University, 1964.
Thompson, Kirk: Member of the Faculty (Political Science), 1971. B.A. (History), Stanford University, 1956; M.A. (Political Science), Stanford University, 1958; Ph.D. (Political Science), University of California at Berkeley, 1965.

Natural Sciences and Mathematics

Barry, David G.: Member of the Faculty (Biological Sciences), 1973. Academic Vice President, 1972-73. Vice President and Provost, 1969-72. B.S. (Zoology), University of Northern Iowa, 1946; M.S. (Biological Science), University of Iowa, 1948; Ph.D. (Biological Science), University of Iowa, 1952.
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State University of Iowa, 1964; Ph.D. (Marine Biology/Ecological Physiology), Stanford University, 1969.


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Herman, Steven-G.: Member of the Faculty (Biology), 1972. B.S. (Zoology), University of California at Davis, 1966; Ph.D. (Zoology), University of California at Davis, 1973.

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Kahan, Linda B.: Member of the Faculty (Biology), 1971. A.B. (Zoology), University of California at Berkeley, 1963; M.A. (Biology), Stanford University, 1965; Ph.D. (Biology), Stanford University, 1967.

Kelly, Jeffrey I.: Member of the Faculty (Biochemistry), 1972. B.S. (Chemistry), Harvey Mudd College, 1964; Ph.D. (Biophysical Chemistry), University of California at Berkeley, 1968.


Kutter, Elizabeth M.: Member of the Faculty (Biophysics), 1972. B.S. (Mathematics), University of Washington, 1962; Ph.D. (Biophysics), University of Rochester, New York, 1968.

Kutter, G. Siegfried: Member of the Faculty (Astrophysics), 1972. B.S. (Physics), University of Washington, 1962; M.A. (Physics), University of Rochester, New York, 1965; Ph.D. (Physics), University of Rochester, 1968.


Milne, David H.: Member of the Faculty (Biology), 1971. B.A. (Mathematics), Dartmouth College, 1961; Ph.D. (Entomology), Purdue University, 1967.


Peterson, J. David: College Physician and Member of the Faculty (Human Biology/Medicine), 1972. B.A. (Psychology), University of Minnesota, 1964; M.A. (Psychology), University of Minnesota, 1965; M.D. and Ph.D., University of Minnesota, 1970.

Romero, Jacob B.: Member of the Faculty (Applied Science), 1972. B.S. (Chemical Engineering), University of New Mexico, 1954; M.S. (Chemical Engineering), University of Washington, 1957; Ph.D. (Chemical Engineering), University of Washington, 1959.

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Tabbutt, Frederick D.: Member of the Faculty (Biology), 1972. Associate Academic Dean, 1972. Member of the Faculty (Biology), 1971. B.A. (Biology), Colorado College, 1962; M.S. (Zoology), University of Arizona, 1964; Ph.D. (Ecology/Biology) University of Arizona, 1969.

Taylor, Peter B.: Member of the Faculty (Oceanography), 1971. B.S. (Biochemistry), Cornell University, 1955; M.S. (Marine Biology), Scripps Institute of Oceanography (UCLA), 1960; Ph.D. (Marine Biology), Scripps Institute of Oceanography (UCSD), 1964.

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Professional Staff

Allen, Walker, Registrar
Annis, Judy; Information Officer
Atwood, Kathleen E.; Financial Aid Counselor
Brown, Jovana; Dean of Library Services and Member of the Faculty (Political Science)
Carnahan, David J.; Associate Dean of Library Services
Carr, Robert L.; Director, Office of State and University Business Affairs
Clabaugh, Dean E.; Administrative Vice President
Cook, Sherburne; Science Program Coordinator
Cornish, Texas; Utilities Production Manager
Davies, Charles; Library Electronic Media Producer
Doerksen, Arnold; Director at General Services
Donohue, Kenneth; Director of Cooperative Education
Dresser, Judy K.; Coordinator, Cooperative Education
Duverglas, Yves W.; Media Loan Coordinator
Eldridge, Lester W.; Assistant to the President
Fuller, Richard; Media Operations Technician
Griffith, Howard; Printing Supervisor
Hanson, Allan O.; Student Accounts Supervisor
Hayes, Michelle; Career Counselor
Hirzel, Woody; Library Photo Services Coordinator
Hubbard, Connie; Graphic Designer
Hunter, Nancy; Administrative Assistant to Vice President and Provost
Jacob, Ken A.; Director of Housing
Jacobson, Norm; Custodial Supervisor
Johnson, James O.; Systems Analyst
Jones, Rindetta D.; Affirmative Action Officer
King, Ed; Assistant Director of Recreation
Knauss, William M.; Senior Architect
Kormondy, Edward J.; Vice President and Provost and Member of the Faculty (Biology and Ecology)

Lynch, Victor; Library Media Maintenance Technician
Marrom, Rod; Security Supervisor
Martin, Gail; Coordinator of Placement
Matheny-White, Patricia; Head of Library Cataloging Services
Mayer, Kenneth B.; Director of Admissions
McCann, Charles J.; President and Member of the Faculty (English)
McCarty, Craig; Food Services Manager (SAGA)
McCarty, Doris; Bookstore Manager
Meyer, Donald; Budget Officer
Moss, John T.; Director of Auxiliary Services
Motley, Frank; Head of Library Reference Services
Munro, John; Systems Analyst
Nathan, Richard; Admissions Counselor
Nelson, Marianne; Director of Development
Nichols, Dick; Director of Public Information
Nickolaus, Donald; Systems Analyst
Peffer, Lou-Ellen; Director of Counseling Services
Peterson, David; College Physician (part-time) and Member of the Faculty (Biology-Medicine)
Renshaw, Carl; Parking Foreman
Rockwell, Bea; Payroll Clerk
Russell, Gary; Security Officer
Saal, Albin; Chief of Media Engineering
Samples, Robert E.; Director of Essentia
Schillinger, Jerry L.; Director of Facilities
Smith, LeRoi; Counselor and Member of the Faculty (Psychology)
Smith, McDonald; Security Officer
Smith, Susan; Head of Library Circulation Services
Smith, William; Director of Financial Aid
Spence, Alan; Chief Accountant
Steilberg, Pete; Director of Recreation and Campus Activities
Stenberg, Larry R.; Dean of Student Development Programs
Stilson, Malcolm; Head of Library Acquisition Services
Strecker, Robert; Plant Engineer
Swecker, Dan; Coordinator of Cooperative Education
Thomas, Laura; Assistant to the Registrar
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Utsunomiya, Kaye; Film Consultant
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Ybarra, Thomas; Executive Secretary of Non-White Coalition
Youngquist, Diann; Director of Personnel
AN AUTUMN DAY JULY OF DEEP
THUNDERING CUMULI, DANCING DOUBLE RAIN
BOWS AND THE BITTERSWIFT SMILE OF FALLEN ALDER
LEAVES; FIRST QUARTER OF THE MOON.
WE FINISHED THIS BOOK ON
19 * NOVEMBER * 1974

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