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Educational Opportunities At Evergreen
Dear Friends:

As president of The Evergreen State College, let me welcome your interest in, and tell you more about, educational opportunities here at Evergreen. Now just beginning its second decade, Evergreen was founded to offer students an alternative approach to higher education and to serve the needs of citizens in Southwest Washington who sought a bachelor of arts degree. The college opened in 1971 and earned full accreditation within three years – one year sooner than is usually the case.

In just eight short years, Evergreen has developed an excellent – and still growing – reputation for offering an innovative education, one that draws together students, faculty and staff from varied cultural, ethnic and geographic areas whose age and perspectives differ widely. This human mix assures a rich and diverse learning environment. By the Fall of 1979 Evergreen had graduated more than 3,000 students and enrolled more than 2,400 from throughout the state, the nation, and many foreign countries.

At Evergreen we believe students can successfully share in the design of their own education. We expect our students – like those at all colleges and universities – to arrive prepared to exercise self-discipline. But here we also expect them to assume a large measure of responsibility for determining their own educational directions. Those directions will involve the same basic ingredients found at all educational institutions – lectures, seminars, laboratory work, field experiences, exams and evaluations. But we assemble these ingredients differently, making ours an alternative system of education.

This alternative nature is shaped by a number of basic tenets. We believe, for example, that students learn better in close contact with faculty members, rather than in large groups. We believe students must experience what they study, not just read about it. We believe students achieve more in a cooperative atmosphere than in a competitive one.

These beliefs mandate that our faculty members have one prime responsibility: to teach. They devote their work days to close contact in seminars (small group discussions) or one-to-one conferences with students. We rely on seminars as our main mode of teaching because they foster genuine two-way communication between faculty and students. That system enables both to come to know, understand and share what they have learned about the subject under study.

We also emphasize "hands on" experience in a number of ways because we think learning, to be meaningful, must be experienced, not merely absorbed through pages of a required text. Campus facilities are fully equipped and staffed to enable students to use computers, cameras, microscopes, synthesizers – whatever tools are necessary to fine tune the skills they seek to attain.

Our approach to learning views the world holistically, not as one that can be divided neatly into departments separate from the whole. We, therefore, offer interdisciplinary studies which fuse the theoretical and practical and relate real world issues to a multiple of disciplines for comprehensive understanding and perhaps, resolution of genuine problems. Within these programs, students are expected to devote 100 percent of their time to developing problem solving skills applicable to a variety of tasks. Skills building and knowing how to learn become academic requirements that project a basic Evergreen philosophy: a college education – any college education – if left unattended after graduation will become obsolete within a decade, antiquated by the massive technological changes occurring each year. We prepare our students to learn independently and continuously throughout their lives so they will grow intellectually and adapt successfully to change long after they’ve left our campus.

Our beliefs – and our emphasis on full-time study in interdisciplinary programs, development of practical problem solving skills and application of learning to real life situations – prepare our students well for the challenges and complexities of life after college. Evergreen's placement record for the first seven graduating classes is among the best in the nation.

We hope you’ll enjoy this opportunity to read more about educational programs and other aspects of life at The Evergreen State College. After you’ve read them, we hope you’ll join us.

Sincerely,

Daniel J. Evans
President
Evergreeners Speak
An Introductory Note:
So much of a college education lies beyond the details of curriculum, policy and process and in the realm of personal experience. "Evergreeners Speak" offers a forum for those who are (or have been) an integral part of the campus' daily world - students, graduates, faculty and staff - to give their candid views of life and education at The Evergreen State College. Readers who want additional information about student life will also want to read Section VI.

Mariel Brockway, 1974 Graduate

"I had given the highly structured classroom situation a try and found that I wanted more freedom in my studies. At Evergreen I had ready access to faculty, freedom to pick and choose an interdisciplinary course of study, and the use of well-equipped facilities (which elsewhere would have been restricted to graduate students)."

Wini Ingram, Member of the Faculty, Clinical Psychology

"Evergreen is a state of mind - questioning, adventuring, ever-seeking and learning that in an infinite universe nothing is final. Students coming to Evergreen need to be brave and sensitive; willing to face understanding themselves and other people, the complexity of human relationships, and their dependence on a whole and beautiful environment."

Bill Brown, Member of the Faculty, Human Geography

"Evergreen is a place where undergraduates are credited with possessing the autonomous intelligence not usually recognized until the student enters graduate school. We're really on the cutting edge of history here, the legitimate heirs of the revolution in intellectual and spiritual freedom that began with the invention of movable type. It's a joy for me to work with students whose minds have been liberated not merely in the seeking of answers to traditional questions but in attempting to formulate the right questions concerning new issues - even crises - concerning the future of life on this planet."

Rita Cooper, Director of Personnel

"... I have never seen a college where students work so hard or where employees are so loyal to their work stations ..."
Charles Robertson, 1976 Graduate

"I became an Evergreen student after my military service, and I was glad to find other older students like myself in class . . . I am especially supportive of the Evergreen internship program, which balances out curriculum, provides a transition from classroom to job world, and lets you check out your real interests in a career . . ."

Don Jordan, Member of the Faculty, Literature

"For a student to enjoy the full breadth of Evergreen's learning experiences, he or she should 1) know they have the self-discipline and direction to succeed; 2) know how to gauge personal and educational growth without the normal intensive feedback methods of traditional colleges - you can learn this through honest introspection and faculty-to-student exchanges; and 3) develop a system of survival through interpersonal relationships with other students - community within a program is extremely crucial and is the true mark of success at Evergreen."

Kaye V. Ladd, Member of the Faculty, Inorganic Chemistry

"I've done it the regular way, and I've done it the Evergreen way - and the second way is a much better way to learn! We so often think of learning as work that when students have fun here in academic programs, they can't believe they are really learning . . . Evergreen has so many good programs to choose from that new students should come armed with questions and set about seeking good academic advice about their interests. New students should also think 'ideas' instead of 'courses' when they arrive."

Steve Miller, Student

"Evergreen is an excellent place for high school graduates like me who didn't know where they were headed. I've had a chance to get a taste of several disciplines through my basic program, and I've discovered that I have a strong interest and talent in the social sciences. Next year I will focus on that area of study with a social science program . . . I would advise entering students to trust their natural interests when selecting a first program, and to find a roommate to live with - living alone can be hard for a first year student, as I learned."

Diane Winslow, 1978 Graduate

"As a 40 year-old student and work-study employee, I was able to work out an Individual Study Contract that included aspects of my job (in the Evergreen Admissions office) and my work in the PHOENIX program with other women recently returned to school. Thus, I could focus my senior year (my first at Evergreen) on the things I knew I needed to strengthen my preparation for a career in women's programs."

Maureen Pierre, Student

"... My transition to the 'real world' will be easier because of the professional experience I accumulated through the internship program. I will leave school armed with a degree and solid working experience in my chosen field, journalism. According to several employers, interning will give me a two or three year lead over other graduates in the job market."

Sally Mendoza, 1974 Graduate

"My reason for enrolling in Evergreen was pragmatic: it was the only state college within driving distance . . . Evergreen allowed me the unique opportunity to acquire background information necessary to answer questions, rather than impose the traditional approach of offering information necessary to ask them. The faculty not only encouraged but required me to utilize information from a variety of disciplines in order to investigate . . ."

Heidi Krogstad, 1975 Graduate

"It helps to have a strong sense of direction at Evergreen, otherwise it's easy to drift . . . One thing about the college I appreciated was the fact that the teacher-student dividing line tended to fade."

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Beverly Little, 1978 Graduate

“My strong background in sciences and engineering at Evergreen made it possible for me to enter graduate school in an interdisciplinary program usually reserved for engineering grads. At Evergreen I began building toward my present career goal in the social management of technology.”

Daniel P. Swecker, 1973 Graduate

“Starting a new business in the developing field of aquaculture required the ability to seek out bits and pieces of information and assemble it in new ways. The communication and problem-solving skills I learned at Evergreen greatly increased my ability to do this and to work with buyers, employees, industry representatives, government officials and political leaders.”

Kevin Phillips, 1977 Graduate

“Evergreen’s Coordinated Studies, Group Contract and Intern programs provided me with the resources to clarify my academic and personal goals – and the courage to pursue these challenges. Evergreen requires a student to make decisions . . .”

Peta Henderson, Member of the Faculty, Anthropology

“. . . We have the luxury (here at Evergreen) of being able to plan a year-long interdisciplinary women’s studies program. We experience the intellectual challenge and excitement of this creative integration of disciplines. Other colleges are still hopelessly mired in the logistics of inter-departmental struggles.”

Elizabeth Springer, Student

“Evergreen provides challenge and an opportunity to use personal initiative . . . I enjoy taking things apart, so to speak, to see what makes them work, so I enjoy the chance to analyze my subjects at Evergreen. The instructors offer a contemporary look at the information they present, so the world is related to what is studied. I am only two years away from retirement in my job, and I hope to continue as a full-time student in fine arts after that . . .”

Tom Clingman, 1978 Graduate

“As a planning intern I learned, in a short amount of time, to make maps and to perform many aspects of administration and local planning. In fact, the internship was equivalent to a long course in planning at a more traditional school. My internship prepared me for my present job as a professional planner here in Olympia.”

Jack Ethridge, Student

“I came to Evergreen in 1976 from a traditional school in Georgia because Evergreen offered me a chance to get some practical experience as well as some ‘book learning’ . . . The most valuable thing for me in coming to Evergreen was knowing what I wanted out of my education. I think that’s an important thing for a student to know in advance or he may flounder around in the myriad options.”
Evergreen's newly completed Communications Building offers facilities for study through performance in drama, music, musical theater, dance, audio-visual communications, cinematography and two-dimensional art.

Academic Calendar

Dates below indicate the start and finish of regular quarters during the 1979-80 and 1980-81 academic years. Specific dates for holidays, registration periods, and special study events will be announced in supplements to this Catalog and through campus media.

### 1979-80 Academic Calendar

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<td>Work begins or continues</td>
<td>October 1</td>
<td>January 7</td>
<td>March 31</td>
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<td>Project presentations, Quarter ends</td>
<td>December 19</td>
<td>March 21</td>
<td>June 11</td>
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### 1980-81 Academic Calendar

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<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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<td>Work begins or continues</td>
<td>September 29</td>
<td>January 5</td>
<td>March 30</td>
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<tr>
<td>Project presentation, Quarter ends</td>
<td>December 17</td>
<td>March 18</td>
<td>June 10</td>
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Curriculum Summary

Study at Evergreen has some distinctive features which are hard to find elsewhere. Our basic goals are the same as most colleges and universities — to help students become competent individuals with a strong sense of purpose and a deep understanding of their potential role in society and of the skills and concepts they have learned. However, we try to reach these goals in special ways. Students at Evergreen work on the same subjects found in most colleges and universities — the arts, humanities, natural and social sciences — and they read books, attend lectures, write papers, take part in laboratory and field projects as students at other institutions do. But Evergreen organizes these subjects and activities differently from other places so as to help students get more out of them.

What You Can Study

Evergreen’s academic programs cover many different subjects and are grouped in 12 areas. You may enroll in any program offered in any area provided you satisfy prerequisites. Thus, there are many possible combinations of course work available to you as you work toward your degree. If you want or need to cover a broad range of different subjects you can, or if you wish to specialize, a variety of opportunities for this is also available. Later in this catalog each of the 12 areas are described more fully. Here are some short definitions:

Basic Programs: Designed specifically for entering students, though open to all, these provide a chance to explore and start serious work on college-level subjects as well as to develop basic college skills and become oriented to Evergreen’s system, people and facilities.

Ten Interdisciplinary Specialties: Evergreen has organized a number of areas of particular strength for advanced work. Each area is interdisciplinary, drawing on several different disciplines. Coordinated Studies and Group Contracts relevant to each area will be available regularly and continuously. The areas are:

- Environmental Studies
- European and American Studies
- Expressive Arts
- Human Development in its Social Context
- Individual and Community Health
- Management and the Public Interest
- Marine Sciences and Crafts
- Northwest Native American Studies
- Political Economy
- Scientific Knowledge and Inquiry

These areas are not the only ones in which you might be able to find interdisciplinary work at Evergreen, if you have imagination, energy, and persistence. But the specialties are the areas of greatest strength in the college’s faculty, facilities, and curriculum. Within them there is considerable breadth for working out an individual combination of studies — Evergreen does not restrict itself to only a few narrow paths. You may enroll in any program offered by any specialty, provided you satisfy any prerequisites. You do not have to stay within a single specialty.

Annual Programs: Chosen anew each year, these respond to short-term needs and opportunities, try out wholly new approaches, and provide for special continuing needs of some small groups of students.

How To Study

Most college catalogs list numerous courses which are repeated every year. Students normally take four or
five courses at a time, some in a single major field, some outside. At Evergreen we use a simpler scheme. Students enroll in just one program each quarter, and this normally takes up their full study time. There are three kinds of programs: 1) Coordinated Studies; 2) Group Contracts; 3) Individual Contracts. Each of these differs significantly from the usual high school or college course, as described later in the Catalog in the section titled "Modes of Study." Briefly, here is what each kind of program is like:

**Coordinated Study:** A group of faculty (usually three or four) and students (usually 60 to 80) making an extensive study of some important human theme or problem using ideas, materials and methods from several fields of study (disciplines).

**Group Contracts** A small type of program, usually one or two faculty with 25 to 45 students. They involve close relationships between a small group of students (20 - 25) and a faculty member. Though

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**Group Contracts** A small type of program, usually one or two faculty with 25 to 45 students. Study aimed at a single, fairly narrow topic, in depth. As a rule only one or two fields of study (disciplines) are involved, depending on the training and expertise of the faculty members. Students in Group Contracts should expect to work at an advanced or intermediate college level.

**Individual Contracts** Individual study programs negotiated with a faculty member. Typically, a student works on a tightly defined research project, artistic production, or focus of study, although a wide variety of other arrangements is possible with the faculty member's agreement. Individual Contracts require a high degree of motivation and ability to work independently.

Group Contracts and Coordinated Studies have an important feature in common. They involve close working relationships between a small group of students (20 - 25) and a faculty member. Through frequent small group discussions and small classes, and through individual conferences, Evergreen more closely resembles a high-tuition private college than a typical state institution. We place particular emphasis on encouraging students to work actively with the ideas and methods they are studying by voicing their ideas in seminar discussions, writing frequently, presenting results of research projects to fellow students, staging public performances and conferences, or similar assignments.

**Basic Programs**

Basic Programs have been designed specifically to help students just beginning college to get off to a good, fast start. For most students this means learning how to read carefully and to write easily and well; to analyze and critique; to work cooperatively with others; to explore the ideas of many traditional disciplines; to combine laboratory, field work and other activities as part of the learning process; and to begin understanding the relationship between different bodies of knowledge in cross-disciplinary study. Basic Programs also aim to help students connect their studies with their own intellectual and personal concerns and to make responsible decisions about their education.

As you can see from the descriptions below, we offer Basic Programs in a wide variety of subject areas within the social sciences, natural sciences, humanities, and arts. Each is an integrated study program that combines a number of different activities (seminars, individual conferences, lectures, laboratories — whatever is appropriate) to help you learn a great deal about 1) the program’s theme or topic, 2) your own goals, 3) defining and dealing with problems, 4) the college’s people and facilities, and 5) how to read critically and write easily and effectively.

**Students in their first or second year of college** and new to Evergreen are strongly advised to take a Basic Program.

The Basic Programs described briefly below were those offered during the 1978-79 school year. Note that they range in length from one to three quarters. A few are planned exclusively for part-time students. Most are for full-time students.

**This list is broadly representative of Basic Programs offered each year.** However, topics and titles change somewhat each year to keep abreast of changing student interests. A booklet, The Academic Program Offerings Supplement, is published every January giving descriptions of the programs to be offered the following year. It is available from the Admissions Office.
The Human Condition: Sociobiology and Human Values
Fall, Winter, Spring/Coordinated Study.
A full-time program aimed at exploring the foundations of a relatively new discipline called sociobiology, which seeks to synthesize theories of evolution, ecology and behavior. Subjects Emphasized: Animal behavior, genetics, biology, history, political philosophy, literature. Program is preparatory for careers and/or further study in biology, behavior, philosophy, psychology, history, political science, sociology, literature.

Journey To The East
Fall, Winter, Spring/Coordinated Study.
A full-time program emphasizing the history of the American dream, starting with a study of the early transcendentalist movement in New England, continuing with a detailed study of Chicago and the Mid-West at the turn of the century, and ending with an examination of the California phenomena of the 1960s. Subjects Emphasized: American studies, cultural history, literature. Program is preparatory for careers and/or further study in all areas.

Life and Health
Fall/Coordinated Study.
A full-time program for one quarter emphasizing human biology and human development. It provides a general introduction and orientation to the study of these subjects. Subjects Emphasized: Human biology, human development, health, physical education. Program is preparatory for careers and/or further study in sciences and humanities, especially in health-related fields.

Love In The Western World
Winter, Spring/Coordinated Study.
A full-time program, with some options for part-time students. The main theme is the historical development of the concept of love from ancient to modern times. Subjects Emphasized: History, literature, social psychology, women's studies. Program is preparatory for careers and/or further study in humanities and social sciences, careers in counseling and human services.

Making Changes
Fall/Coordinated Study.
Making Changes is really three separate groups, each aimed at helping a specific group of students make the transition to college work. Although groups will operate separately, they are included under a single title to better enable faculty with a wide range of expertise to work together and provide more films and guest speakers for their students. Students will join one of the following groups. Subjects Emphasized: Literature (especially biography), humanistic psychology, history, writing. Preparatory for any further college study.

Early Changes
Audience: Students who have recently left high school. A full-time program, with some options for part-time students. The program stresses development of college study skills even more than most...
Basic Programs. Readings center on the biographies and autobiographies of real and fictional people who have experienced dramatic changes in their lives.

Ajax Compact
Audience: Women making the transition from home to college. Primarily a half-time program, with options for individuals who can study full-time. This is a study group designed for women making the transition from home to school, from an identity as full-time wife and mother to an identity as at least a part-time student. Readings focus on lives of people who have undergone important changes.

Evolution: Personal and Professional
Audience: Persons employed full-time or with substantial past employment history. Primarily a part-time program. Like Early Changes and Ajax, the theme is lives of people who have made important changes and transitions. In this instance, readings are selected to reflect the interests of students who have been actively employed for several years and who want to resume their education.

Origins Of Life and Intelligence
Winter, Spring/Coordinated Study.
A full-time program, with some part-time options available. An introductory treatment of the scientific issues related to the origins of life in its various forms on earth, with attention to whether the preconditions for life exist elsewhere in the universe. Materials integrate the humanities with science studies. Subjects Emphasized: Introductory chemistry, biology, agronomy, computer programming, human prehistory and the early history of civilization. Program is preparatory for careers and/or further study in science or humanities.

Outdoor Education
Fall, Winter, Spring/Coordinated Study.
A full-time program designed to explore the history, philosophy and practice of outdoor and environmental education. This program does not lead to teacher certification, though it is valuable for anyone contemplating careers in outdoor education. Subjects Emphasized: Educational history and philosophy, ethics, developmental and humanistic psychology, group dynamics, philosophical ecology. Program is preparatory for careers in teaching (all types), environmental studies, and counseling.

Perceptions
Fall, Winter/Coordinated Study.
A study of aesthetics and theory of the arts, encompassing poetry, music, dance, visual art, drama. Essentially a full-time program, but part-time options available. Main theme is the problems of perception in our understanding of the arts. Subjects Emphasized: Aesthetics, art, creative writing, dance, literature, performing arts, philosophy of art. Program is preparatory for careers and/or further study in human development, European and American studies, advanced work in expressive arts.

Poetry And Science
Spring/Coordinated Study.
A full-time program, with some part-time options. The program aims at a comparative understanding of the descriptive languages of both science and poetry. Subjects Emphasized: Natural science (biology, ecology, scientific writing); art (creative writing, design process, poetry). Program is preparatory for careers and/or further study in natural sciences, arts/humanities, design, environmental studies, writing.

Overcoming Math and Writing Anxieties
Fall, Winter, Spring/Group Contract.
A half-time program aimed at older students who have been out of school for some time, or students who have experienced difficulties with either mathematics or writing. It is not a remedial program. Class meetings held during evening hours.
Advanced Specialty Areas

In recent years, Evergreen has developed a continuous set of offerings in certain advanced interdisciplinary specialty areas. Each area encompasses several academic disciplines. Students can expect that Coordinated Studies and Group Contracts relevant to each of the areas will be available on a regular and continuing basis.

In each specialty area, one particular program (typically a Coordinated Study program) will be offered each year which serves as an "introduction" to the area. These introductory programs are generally aimed at students who are in their second or third year of college studies - who have had, in other words, the kind of background provided by any of the Basic Programs previously described. In addition to the introductory program, more advanced offerings (typically Group Contracts) are also offered in each specialty area.

Evergreen does not require students to "declare a major." The specialty areas, however, provide natural and very regular pathways within which students can develop an interdisciplinary concentration. Thus, for example, a student who is especially interested in the area of Political Economy can move readily from the Introduction to Political Economy Coordinated Study, in his or her second or third year, to several advanced options dealing with politics, government and economics, in the third or fourth year of study.

The following list of areas does not include all the possible interdisciplinary combinations a student can find at Evergreen. It does, however, represent the areas of greatest strength in the college's faculty, facilities, and curriculum. Each advanced specialty area is described briefly. More detailed information regarding each area may be obtained from the Office of Academic Advising.

Environmental Studies

The Environmental Studies curriculum makes a comprehensive set of experiences available over a period of two or three years. It will serve students seeking preprofessional training and those with more general interests. The main emphases are on field ecology and natural history, environmental design and applied environmental studies, and alternative agriculture.

Field Ecology and Natural History: Work on the plant and animal ecology of both wilderness and settled areas, terrestrial and aquatic, emphasizing observation and description of organisms and their interactions.

Environmental Design and Applied Environmental Studies: Work on planning and environmental impact studies, emphasizing principles of design and methods for implementing them and evaluating their effects.

Alternative Agriculture: Work on the ecology of cultivated areas, on theoretical and experimental foundations for innovative methods of cultivation and animal husbandry, and on the proper relation of agriculture to society.

Representative titles of Environmental Studies Programs from recent years:

- Evergreen Environment: The Nature of Natural History
- Environmental Design: Patterns for Living
- As You Sow: A Study of the Small Farm
- Alternative Energy Systems
- Applied Environmental Studies
- Environmental Law
- Natural History of Washington
- Vertebrate Biology: Ornithology

European and American Studies

Programs in European and American Studies are concerned with historical and political trends, artistic and literary documents, social patterns, symbols, religious beliefs and ideological convictions that comprise the way we now think and make up our past (and future) as well. Who are Americans and how did we get this way? How is it that North America is dominated by the descendents of Europeans but is very unlike Europe? What does it mean to be a Native, Black, Chicano, Asian or Anglo-American? These and other central problems are studied to give us a better understanding of our world and ourselves in this world.

Study in this specialty draws on the disciplines of literature, history, philosophy, and the sub-disciplines of arts history, social and economic history, cultural history, aesthetics and literary theory, and Third World Studies, among others. But their methods and concepts are
always applied to basic human questions, not learned as isolated specialties.

Students in European and American Studies may expect to develop concepts, techniques, and intuitive knowledge to which they will be introduced at the intermediate level. These crafts and skills will include: an historical sense, a more developed sense of language, advanced and refined writing skills (expository and creative), the comprehension and evaluation of ideas, symbolic analysis and interpretation, concept development, increased cultural awareness, and critical and precise close reading of texts, documents and artifacts.

Representative titles of European and American Studies programs from recent years:

- Politics, Values and Social Change
- Shakespeare and The Age of Elizabeth
- Mythic Cycle
- The Classical World
- Formation of Modern Society: The Sacred and the Secular
- Social Origins of Art and Ideology

Expressive Arts

Study of the arts at Evergreen is holistic. Aesthetics, skills, philosophy and history of arts, being inextricably bound together, are so taught. We believe that all the arts – music, dance, theater, writing and visual art – are fundamentally linked as important expressions of the human experience. Thus the arts at Evergreen emphasize: 1) the progressive development of students’ artistic skills and concepts; 2) the exploration of commonalities and differences among all the arts; and 3) the integration of the arts and other disciplines.

Curriculum offerings in the Expressive Arts reflect these emphases. There are four types:

- **Type A**, collaborative programs uniting the arts to teach those basics common to all of them and to examine the role of the artist in society, past and present;
- **Type B**, Group and Individual Contracts, courses and internships to provide focus and specialization in specific art areas;
- **Type C**, Coordinated Studies programs to foster collaboration among the arts at the advanced undergraduate level;
- **Type D**, Coordinated Studies programs to foster integration of arts with other study areas of the college.

Ordinarily, basic skills development will take place in separate courses and very advanced work in a particular art form will be done under Individual Contracts.

Representative titles of Expressive Arts programs from recent years:

- Century Music (A Composer’s View)
- Human Development In Its Social Context

This specialty studies people as individuals and as relating members of human groups. Often this is done only in terms of individual psychological development. At Evergreen we deal with psychology, but also with facts, ideas, and theories from anthropology, sociology, biological evolution and the evolution of human behavior, literature, and art. People’s relationships to each other will be as important as people’s individual feelings and thoughts. You will be able to study the peculiarities and problems encountered at the different phases of a person’s life and how these life events relate to the various social roles and cultural systems.

Readings in the social sciences, biology, and the humanities are a part of programs in the Human Development specialty area which also includes internships in local human service agencies. The sequence of study prepares
students for further study in education, child and mental health related fields, psychology, sociology, philosophy, biology and anthropology.

Representative titles of Human Development programs from recent years:
- Life Span Development Development: The Aim of Education
- The Dynamics of Change
- Psychological Growth: Verbal and Non-Verbal Approaches
- Biological Bases of Human Social Behavior
- Early Childhood Development
- Helping Relationships
- Life Cycles and Cultural Systems

Young Olympian shows off results of her brushing techniques in dental hygiene program assisted by Evergreen interns.

Individual and Community Health

This broad area integrates the biological, chemical, and laboratory skills required for the various medical and allied health fields, with the political, social, economic and psychological aspects of health care. The normal course of training and professional life tends to isolate the different aspects of medical work from one another. Here at Evergreen, however, students interested in all aspects of health care participate in a unified study program. Students develop a basic understanding of the natural sciences, as well as an ability to tackle problems and find solutions. By working with other people interested in health care they learn the important social, political, economic and ethical questions involved in this changing field today. In short, they are in a unique position to become both practitioners and changers of all aspects of health care. As an alternative outcome, students will be prepared to enter graduate school to prepare for a scientific or social science research career.

Important Note: Further work at other schools will be necessary for students who want professional certification, such as doctors, nurses, or other health care professionals. Evergreen's program will provide a strong foundation, but will not by itself satisfy the certification requirements.

Representative titles of Individual and Community Health programs from recent years:
- Biochemistry and Biological Molecules
- Cell to Organism
- Nutrition
- Health Perspectives: An Analytical Approach to Health Problems
- Molecular Biology
- Health: Individual and Community

A Note On Planning In Progress: At the time of publication of this catalog, the college has under study a proposal to combine the Human Development and Individual and Community Health specialty areas into a single area encompassing both the social and natural science emphases of the two areas described here. The close relationship of Coordinated Studies and Group Contracts in these two areas has led in recent years to a considerable amount of cooperative interchange between faculty and students interested in the two areas. Should the proposal be adopted during 1978-79, an announcement will appear in the 1979-80 Academic Program Offerings Supplement to this catalog.

Management and The Public Interest

This specialty has a two-year sequence, consisting of a Coordinated Studies program by the same name for the first year and a changing series of Group Contracts, Individual Contracts and internships for the second year. The first year of the program focuses on the capability of the American business system to meet the public's needs and provides students with the opportunity to acquire essential management concepts and skills. In the second year the offerings enable students to specialize in one or more areas of business or public administration. Students can enroll in the program on either a full-time or a half-time basis. Many activities will occur during the late afternoon and evening to accommodate those half-time students who must work during the day.

Representative titles of Management and the Public Interest programs from recent years:
- Management and the Public Interest
- Big Decisions: A Social Scientific Inquiry Into Policy Making
- The Public Sector
- Administrative Coexisting
- Managing Technology
- The World of Small Business: A Consultative Approach
Marine Sciences and Crafts

The Marine Sciences and Crafts curriculum provides students with opportunities to study the relationship among human needs, goals, environment and tools. By tools we mean not only machines and instruments but also ideas and concepts. We use information and methods from marine science, natural history, marine history, and literature. A student working in this curriculum should be able to:

1. Gain historical perspective, both scientific and cultural;
2. Carry out a scientific investigation;
3. Evaluate the implications of that investigation both within the discipline on which he or she is working and in the wider perspective;
4. Make significant progress toward mastery of tools.

Mastery, as we see it, means not only how the tools are used but in some cases how to repair, make, or redesign them, whether they are intellectual or technical. It means knowing the limitations of measuring and analytic equipment — again intellectual as well as technical.

Representative titles of Marine Sciences and Crafts programs from recent years:
- Salmon Resource Inventory of Puget Sound: Physical-Chemical Characteristics
- Resource Inventory of Puget Sound: Population Studies
- Marine Studies Research
- Marine Biology
- Research Vessel Design
- Tropical Reef Ecology
- Vancouver and Puget Sound studies, seacoast management, marine fisheries, etc.

Marine Studies and Crafts students learn boatbuilding.

We cultivate an ecological concern, along with the practical questions of living on and from the sea, and we develop skills in the laboratory, at the drawing table, in the wood shop and on the water. Particular emphasis is placed on the study of Puget Sound and Northwest waters. Thus, this specialty area should be of particular interest to Native American students because of the work available in various aspects of aquaculture, shellfish Northwest Native American Studies

This interdisciplinary specialty has the potential for serving two rather different student groups — Native American students who are interested in preserving and enhancing their unique cultural heritage and who are developing strategies for self-determination in the world today, and non-Native students interested in traditional Native American cultures and values,
anthropology, ethnohistory, expressive arts, the dynamics of culture change and modern Native American communities.

Native American communities increasingly seek means for self-determination and cultural revitalization. Native American students seek skills which will allow them to provide leadership in the context of their traditional values. Specific skills sought include those needed for community controlled educational systems and understanding treaty law and tribal government. Programs in Northwest Native American Studies respond to those needs.

Both Native and non-Native American students are interested in the methods and theory of anthropology and culture history. The Northwest offers unique opportunities for study of prehistoric migrations to the New World, human ecology, acculturation – including the impact of contacts with Russia, the fur trade and gold rush, and the impact of the pipeline on Alaskan Native communities.

Representative titles of Northwest Native American Studies programs in recent years:
- Resources for Self-Determination Symbolization: The Emerging Individual
- Uses of the Past: Local and Northwest History and Anthropology
- A Separate Reality: A Coordinated Program of Individual Study
- Cultures of the Pacific Northwest
- Exploring Native American Art – Southwest

Political Economy
In the real world we experience social, cultural, economic, and political phenomena as aspects of an organic whole. Political Economy recognizes the interrelationships of these phenomena. Topics of study include the historical development of the United States and other industrial nations; the problems of underdeveloped societies in their relation with industrial societies; the historical contexts in which theories of political economy are developed and applied; and the application of theory to contemporary problems. In most traditional institutions, the concepts and skills involved with these topics are treated as separate and discrete bodies of knowledge. In this specialty area, students acquire this knowledge, but do so through emphasis on the broad connective concepts, methods, and interpretations that serve to integrate them into ways of understanding total societies and their transformations.

Study in this area draws on the disciplines of history, economics, political science, philosophy, sociology, anthropology, literature, and law.

By understanding the mechanics of historical change and the institutional conflicts of industrial societies, students will better understand the connections between patterns of their own lives and the course of the larger society. Ultimately, students who take programs in this area should become better prepared for careers in critical work and public life.

Representative titles of Political Economy programs from recent years:
- Introduction to Political Economy
- The Foundations of Modern Social Theory: Class, Status and Social Change
- The Crisis of American Democracy
- The Politics of American Labor in World Perspective
- Applied Research: The Nuclear Power Issue
- Labor and the Public Interest
- The Colonial Experience of the Americas
- The Constitution and the Economy
Scientific Knowledge and Inquiry

Faculty and students in this specialty area examine analytical methods and ways of thinking - logical, philosophical, mathematical, and experimental. They study them both for their own sake, in fields such as mathematics, logic, computer science, and analytic philosophy, and as tools for the natural sciences. They study the traditional natural sciences themselves, particularly physics, chemistry, and biology, but they do so in a broad cultural framework which emphasizes the sciences in relationship to the rest of our culture. They undertake original research in these fields wherever possible.

Student scientist completes a successful test.

Representative titles of Scientific Knowledge and Inquiry programs from recent years:

- Introduction to Natural Science
- Dynamical Systems
- Computability
- Advanced Physical Science
- Photosynthesis: An Introduction to the Natural Science
- Foundations of Natural Science

A Note About Specialization In Standard Disciplines: In addition to interdisciplinary areas of concentration, students may pursue advanced study concentrations within a number of specific disciplines at Evergreen. Detailed advisory information on each of the following disciplines - plus a number of others - may be obtained from the Office of Academic Advising. Students considering eventual graduate or professional school work after graduation are especially encouraged to read this information carefully and discuss it with faculty members.

Disciplinary Specializations:

- American Studies
- Anthropology
- Architecture
- Art
- Biology
- Business
- Chemistry
- Communications
- Computer Science
- Corrections
- Counseling
- Drama-Theater Arts
- Early Childhood Education
- Economics
- Environmental Studies
- English
- Film and Filmmaking
- Foreign Languages
- General Liberal Arts
- General Science
- Geography
- Geology
- Health Sciences
- Pre-Dentistry
- Pre-Medicine
- History
- Literature
- Marine Biology
- Mathematics
- Music
- Oceanography
- Philosophy
- Photography
- Physics
- Political Science
- Psychology
- Pre-Law
- Social Work
- Sociology
- Third World Studies
- Urban-Environmental Planning
- Writing
- Women's Studies

Annual Programs

The area of Annual Programs is Evergreen's vehicle for responding to temporary needs, as well as providing for more spontaneous, wide-ranging experimenting than is possible in the more fixed areas of the curriculum. Programs in this area are called "Annual Programs" because they are intended to be offered only for a single year. In many cases, no similar program is likely to be offered in a later year.

Annual Programs include:

a. programs designed in response to specific, temporary needs, for example, a Group Contract may be designed to fit the needs of a particular set of advanced students, or in response to a request from outside the campus;
b. programs of an experimental nature which could, if successful, become part of the offerings of one of the specialty areas at a later time;
c. programs initiated and designed by students during the previous Winter and Spring quarters.

A few of the Annual Programs offered in recent years:

- Arts of India and Japan
- Energy Systems - Conventional and Alternative
- Mathematics As A Design Tool
- Peac, Conflict and Social Change
- Studies in Greece
- Television and Drama
- The Novel Experience
- Problems of Philosophy
- Techniques of Visual Anthropology

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The Structure Of Study

Coordinated Studies

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?

A Typical Work Week: At least once weekly an assembly is held for all members of Coordinated Studies programs. Sixty to 80 students and the faculty team of three or four teachers from different subject matter backgrounds gather for several hours to hear a lecture followed by discussion; to see a film or slide show; or to take part in a symposium, a live or recorded performance of music, a play or poetry reading, or the sharing of student research projects.

Also once each week, though probably on different days, there will be several meetings of your seminar (a small discussion group devoted to analyzing your weekly reading or project assignment and applying its ideas). Some programs may require that you belong to two small groups – one interdisciplinary seminar, working on the program-wide reading list, and another project group or skill development class in which you may pursue special interests.

From time to time each quarter you will meet individually or in very small groups with your faculty seminar leader for a conference about your written work or projects. Some Coordinated Study programs also recommend conferences between students for mutual help in learning and working with the program's topics.

In many programs you will spend two afternoons or perhaps a full day a week in fieldwork, library research, or project development. You may be expected to attend films, concerts, performances, and exhibits offered to the whole college and participate in further small group discussions about them as part of your program's assigned activities.

In between these activities you will need to do a good deal of preparation on your own – including reading, library or laboratory research, writing, and so forth.

One striking difference from other colleges is that at Evergreen all these activities occur within the one and only academic program has a comprehensive design planned and coordinated by the faculty team so that each activity is coordinated with the others. Instead of taking four or five 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 find that each part of your studies helps you learn the others. This enables you to have time to concentrate on your work without the distractions of competing, unrelated assignments. You can expect to learn new ideas and apply them, through a carefully planned and coordinated sequence of activities.

Each Coordinated Studies program is based on some important human theme, problem, or issue. The titles of some recent programs indicate the sort of themes we select:

- Life and Health: Fieldwork, Library Research, Laboratory Research
- Human Development: Seminar, Conference, Fieldwork, Library Research
- Development of Modern Society: Seminar, Conference, Fieldwork, Library Research
- Human Development: Seminar, Conference, Fieldwork, Library Research

The Evergreen faculty chooses themes central to human existence and assembles a team of three to four instructors, each with a different relevant subject matter background, to decide jointly on activities that will help students understand all aspects of the theme and their interrelationships. Studying the topic full time means that students finish by understanding it from many perspectives and by having the skills to also approach other problems this same way.

Shared and Individual Activities: Each Coordinated Studies program has certain activities in which all members of the program take part. The most important of these is the seminar. Students prepare for these by studying a book from the program's required reading list and by doing some writing or a small library research project. Then they assemble in small groups (10-20 students), under the guidance of the faculty member, to help each other understand the book or to work out the meaning and implications of difficult ideas. For seminars to succeed each member must participate actively, analyzing the assigned materials, helping others form their thoughts, thinking aloud.

In addition, many Coordinated Studies programs have a schedule of lectures and group presentations, also for all students to attend. Often a program's work leads to group projects in which a team of students does field surveys of social attitudes, research in water quality, a dramatic performance or some other major undertaking whose results
are presented to the other students, to the whole college, and occasionally to public audiences or official groups. For example, students have organized conferences on campus about topics of current interest and have gone on two or three week field trips to study biology and geology in the American Southwest or the Northwest Pacific Coast. In projects of this kind, students get a chance to apply skills and knowledge they have acquired previously; they also learn how to work effectively in teams to exchange information, enrich each other's knowledge, and produce high quality presentations or performances.

Students in Coordinated Studies also work extensively on their own individual skills and understanding. For example, everyone does a lot of writing: short essays to start discussions, critiques, notebooks, and journals, lengthy research reports - or fiction, poems and plays when a different sort of discourse is needed. Whatever you may do after college, the ability to write well is important to a successful life, and Evergreen asks students not merely to acquire information but also to learn how to communicate it in writing. People who need special assistance with writing skills can obtain help through the Center for Development of Reading and Writing (C-DRAW) described elsewhere in this Catalog.

Students can also pursue their own specific interests within the general theme of the program through individual projects or research. They can accentuate aspects of the theme that particularly interest them.

Evaluation

Each Evergreen student works individually with the faculty member assigned to his or her seminar in order to evaluate student progress and quality of work. From time to time each student will have advisory conferences with his or her seminar faculty to discuss personal progress, and the program will end with a detailed narrative evaluation (a two-four page description of the exact nature of the student's work and learning). This written evaluation takes the place of a letter grade and provides much more information about you as an individual, about your special strengths, about the areas where you need further work, and about what you seem ready to go on to. While this evaluation becomes part of your college record and will inform future employers and place of study about your work here, its main benefit is in helping you choose what to emphasize in your later work at the college or elsewhere. You will discuss the evaluation in an individual conference with your seminar leader so you will have a chance to define the real high points of your program work and see how all of its elements contribute to progress toward your goals. You will fully know what you have accomplished, not just receive an uninformative letter or number.

Group Contracts

Much of the previous material about Coordinated Studies also applies to Group Contract work at Evergreen - small groups, employing seminars, discussion techniques, study a common theme for a quarter, two quarters, or a full year on an intensive, full-time basis.

The difference is that Group Contracts typically have only about 25 to 45 students working with one or two faculty members, and their topical focus is more specialized and advanced. Many fall within a single disciplinary area (for example, philosophy or fine art). Some are problem-centered and interdisciplinary. For instance, one recent Group Contract dealt with problems in the area of community organization and community advocacy. The faculty members' areas of expertise were law and urban planning.

Many of the group contracts involve field work, lab research, studio art, dramatic performance, or film-making. Some include off-campus internship components (see the section on Cooperative Education). The full-time commitment of students proves to be especially valuable here. An entire Group Contract - students and faculty - might spend a week, two weeks, or even a quarter, away from campus without having to worry about missed classes, etc. Similarly, research projects carried out on campus can be worked at intensively without distraction and interruption. Advantages for student learning are enormous. The work of a number of Evergreen's Group Contract students has been judged by external experts to be of graduate-school caliber - a fact we attribute at least partly to the opportunity to go farther and faster than the usual class scheduling methods would allow.

Group Contracts are sometimes organized to meet

Faculty member Dr. LeRoi Smith explains Evergreen's interdisciplinary approach.
the needs of a specific clientele who either cannot come to campus or who are restricted by their employment to an irregular learning schedule. In recent years, for instance, Evergreen has offered a Group Contract for state and local government employees who could only attend college on a part-time basis. Scheduling of seminars, classes, and lectures was tailored to fit their work schedules and agency released-time options.

About 25 Group Contracts operate in any given quarter. Several new groups begin each quarter, while others conclude. Detailed descriptions of the Group Contracts planned for a given school year are published in January in the Academic Program Offerings Supplement. Occasionally, new Group Contracts are planned and developed during the school year, when interest warrants and adequate planning time can be arranged.

Individual Contracts

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 are best for imaginative, resourceful students who have well-defined goals in mind and can pursue them with a minimum of supervision.

An Individual Contract is an individual study plan worked out between a student and faculty sponsor. A student agrees verbally and in writing to complete some specified activities – readings, field work, internship activities, artistic productions, writing papers – while the sponsor agrees to provide regular consultation and advice. Because of the sponsor’s duties in preparation, working sessions and evaluations of all students – as well as other commitments to the college – he or she will be able to carry only a limited number of contracts (no more than 15 at a time for a faculty member solely assigned to sponsorship of Individual Contracts and no more than one to two for other faculty or staff members). To qualify for the opportunity of working on an Individual Contract you should be prepared to demonstrate to a prospective faculty sponsor that you have a strong project in mind and that you are capable of working, for the most part, on your own initiative.

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

What can you do under contract? The range of possibilities is great: Reading projects in history, philosophy, government, sociology, economics, scientific theory; research projects entailing the collection, processing, and interpreting of data from documentary or laboratory or field investigation; mathematics; computer languages; creative work in visual art, film, photography, music, playwriting, poetry writing, and short story writing; biological or archeological expeditions; apprenticeship in a newspaper office or governmental agency;
all of these are possibilities.

A good place to begin investigating possibilities for a contract is the Office of Academic Advising which maintains lists of faculty who have contract openings available and of the fields of specialization in which those faculty members will sponsor you. This office can also provide valuable advice in organizing and carrying out your studies under this very flexible but difficult form of learning.

Another important first step is to define in writing what you want to accomplish under contract. Be as specific as possible. You may even want to include a full reading list and any evidence you think a potential sponsor should have about your capacity for self-direction and your ability to set your own goals and work toward them.

Next, contact the faculty who appear to have the right kind of expertise. You may have to modify your proposal in order to achieve the best and most workable set of activities. A faculty member may turn your proposal down. If so, it makes sense to talk with him or her about the reasons for rejection before taking the proposal to another person. You may find that modifications to meet legitimate objections will satisfy the first sponsor's criteria for acceptance.

Be prepared to spend some time in negotiation. "Getting a contract" is not an automatic process and no one can guarantee your success. Some Evergreen students compare the process to job hunting - and the analogy is not a bad one. People who learn how to handle the business of contract negotiation successfully at Evergreen certainly pick up skills that are useful later in life.

Yet most contracts - and yet literally hundreds develop each quarter - are established with ease and carried out successfully. If you and a faculty member agree on doing the work together, you next draw up the formal, typewritten contract for signature. Your sponsor will help you do this and work closely with you in getting the work started and in evaluating it at completion. But during the run of the contract the sponsor's duties to other students will severely limit the time he or she can spend with you each week. You should expect to meet for an intensive working session one and only one full hour each week. You should not expect your sponsor to have answers to all your questions or to do the project for you. You should only expect help in finding answers.

In filing a contract, one point remains firm: the two important signatures on the contract are yours and your sponsor's. Neither 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, he or she should not sign the contract.

Despite the difficulties, the successful contract can be a milestone in a student's college career by promoting learning very closely tailored to personal goals.

Courses and Part-Time Offerings

As a complement to Coordinated Studies, Group Contracts, and Individual Contracts, Evergreen's curriculum also includes a number of late afternoon and evening courses. These courses have proven especially attractive to part-time students, special students, and auditors from the Southwest Washington area. Each course carries one Evergreen Unit of credit (4 quarter credits). A schedule of these courses is published each quarter in the Evergreen Swingshift brochure. More than 40 courses are offered each quarter. Enrollment varies according to student and community interest.

Full-time students also have found these course offerings attractive and useful. Many full-time programs (but not all) provide opportunities for students to take a single course concurrently. This is noted in the description of the program in the Academic Program Offerings Supplement. Permission of the program coordinator or contract sponsor is required for a full-time student to take such a course.

Courses are designed to meet a number of needs:

1. Many courses are offered by the faculty of Coordinated Study and Group Contract programs as a required component of one or more programs. When the topic is of sufficient interest to people outside the program, the course is opened to wider enrollment.

2. Some courses are designed specifically to meet needs of part-time students from the community. We have planned a number of courses to fit the schedules and career needs of working people in business, state agencies, local government, etc.

3. A few courses each quarter cover subjects in which the cumulative nature of the subject matter makes the course format especially suitable. For example, courses in mathematics, music theory, and several foreign languages are regularly available.
A full-time student wishing to enroll in a course should arrange to do so with his or her program coordinator or sponsor. The course instructor will send an evaluation of the student's work to the coordinator or sponsor at the end of the course. The coordinator or sponsor, in turn, will include this information in the overall evaluation for the quarter before sending a student's record to the Registrar.

Part-time students may enroll directly in courses. Permission of the course instructor may be required to satisfy prerequisites. The work of part-time students will be evaluated by the instructor in the usual way (see Evaluation). Evaluations will be forwarded directly to the Registrar for inclusion in the student's permanent transcript record. Evaluations of student work in courses are characteristically brief - one or two paragraphs - and speak exclusively of students' mastery of subject matter. Evaluations are not filed for students who audit a course.

A part-time student may enroll for one or two courses per quarter. Given the expectations and demands of Coordinated Studies, Group Contracts and Individual Contracts, full-time students should not expect to take more than one course as part of their program. And in programs where 100 per cent involvement is required, no additional courses may be taken. In exceptional and extraordinary cases, a full-time student may be permitted to take more than one course in a given quarter with permission of his or her faculty sponsor and the Office of the Academic Dean. However, this study option is normally discouraged by the college.

Many, but not all, of the courses listed below will be offered in a given year depending on student interest and availability of suitable faculty. For details, consult the Evergreen Swingshift brochure, published quarterly and available from the Office of Admissions.

Students use the library for a meeting place, as well as an invaluable academic resource.

Arts
Advanced Audio Recording Techniques
Architectural Design
Basic Audio Recording Techniques
Beginning Acting
Beginning Photography
Dance Performance
Elementary Harmony
History of The Theater
Intermediate Audio Recording Techniques
Intermediate Ballet
Intermediate Harmony
Life Drawing
Motion Picture from Script to Screen
Music Cultures of the World
Music Fundamentals
19th and 20th Century Art Photography: Perception and Execution

Humanities
Basic Russian
Beginning Japanese
French I, II, III
History of Greece
Journalism of Politics
Literature of Existentialism
Motion Picture from Script to Screen
Spanish I, II, III, IV

Natural Science
Basic Ecology
Calculus I, II
Field Botany
General Biology I, II
General Chemistry
Introductory Biochemistry
Introductory Chemistry
Introductory Oceanography
Introductory Physics
Marine Botany
Marine History
Marine Mammal Phenomenon
Mushrooms of the Northwest
Navigation
Origin of Life: An Astronomical and Biological Perspective
Plant Physiology
Precalculus Math
Scientific Writing
Soil and Water Engineering

Social Science
Foundations of Applied Psychology
Games Nations Play
Introduction to the Criminal Justice System
Introduction to Political Economy
Law and the Environment
The Legislature and the Legislative Process
Social Statistics
Thinking About Crime
Women and the Law

Other Courses
Business Communications
Computers and You
Governmental Accounting
Intermediate Accounting
Introduction to Public Administration
Logical Thinking
The Nature of Humankind
Public Budgeting System
Special Forms Of Study

Cooperative Education

As an Evergreen student, you will have many and varied opportunities to enhance your learning through practical experiences related to your academic program, your career interests and your general and specific social concerns. From the college's earliest days, these types of opportunities have been provided for several important reasons: First, direct personal experience in on-the-job or other "real world" settings can help you reinforce and extend the understanding of theory and method you have gained through prior or concurrent classroom-based studies. Such experiences provide a chance to apply, test, modify, and consolidate learning.

Second, practical experiences permit you to explore one or more career interests before making decisions that are likely to affect your future educational plans and total lifestyle for the next several years. Third, some types of practical learning opportunities described below enable many students to make career choices by the middle or end of the junior year through valuable on-the-job experience in his or her chosen field at a time when it can be most meaningful and helpful. Finally, Evergreen offers opportunities for you to participate as a volunteer in community service programs as a means of enhancing your personal growth and social awareness through activities that can have immediate and direct consequences for you, for the people with whom you work and for the quality of the larger community.

The Office of Cooperative Education arranges individually tailored, practical learning experiences to meet your academic objectives and career interests. Working with you, your faculty or staff sponsor and with representatives of business, industry, government and community organizations, your Co-Op counselor can help you locate and arrange internships, community volunteer service opportunities, or career learning placements; counsel you on matters relating to internships and other types of field experiences; and help you to resolve any problems that may arise during the course of a field placement. To assist you, your sponsor and your field supervisor, the office provides a wide range of information, referral and support services.

We encourage you to make the most of these opportunities while at Evergreen. But we also urge you to consider your objectives carefully and to decide beforehand whether you are willing to put into your Co-Op activities whatever may be needed to make them productive and worthwhile.

Internships: An internship is a carefully planned and closely supervised opportunity to work toward academic objectives and to earn related credit through activities and experiences in an on-the-job or other "real world" learning environment. To participate in an internship you must be enrolled in one of the college's three major modes of study: Coordinated Studies, Group Contract, or Individual Learning Contract. Your learning objectives and the covenants of the program in which you are enrolled will influence the nature and length of your internship and the amount of credit to be awarded upon its successful completion.

If you are enrolling in a Coordinated Studies program or a Group Contract, you should plan to intern only if your program has included internships among its requirements or options. If enrolling for an Individual Learning Contract, you may wish to plan an internship as either all or a substantial part of the contract. A third, though less common, arrangement for an Individual Learning Contract is to include an internship of five to ten hours per week as a

Student intern Maureen Pierre tapes a radio broadcast.
supplement to your major contract activities.

Internships are conducted in a variety of field settings and in many geographical locations. While a majority of Evergreen interns are placed in the Southwest Washington area, many opportunities are available throughout Washington state, in other states and even in a number of other countries.

Each internship is sponsored by a faculty member or an eligible staff member who may or may not provide an additional academic component (related readings, report writing, and the like). Activities in the internship setting are guided and supervised by a field supervisor, selected on the basis of his or her experience and willingness to serve as a mentor during the internship. These persons constitute valuable learning resources to which most students otherwise would not have access during their undergraduate years.

Regardless of the type of program through which the internship is conducted, all pertinent matters – including but not limited to learning objectives, on-the-job activities, evaluation procedures, and respective responsibilities of student, faculty sponsor and field supervisor – will be negotiated and agreed to before you begin your internship. Negotiations are formalized by completing the Student's Individual Internship Agreement form which is signed by all parties.

Your first consideration in deciding whether or not to seek an internship should be the nature and quality of the opportunities it might afford for learning related to your academic objectives. Thus an internship is not merely a job but a type of learning opportunity to enable the extension and continuation of your prior learning.

Recent Evergreen students have interned in a variety of fields related to their academic programs and career interests. They include:

- Accounting
- Agriculture
- Arts Management
- Banking and Finance
- Business Administration
- Communications
- Community Organization
- Computer Science
- Corrections
- Counseling
- Education:
  - Pre-School through Adult
- Environmental Science
- Fine Arts
- Graphic Arts
- Health Care Services
- Health Education
- Journalism
- Law
- Marine Biology
- Marketing
- Medical Technology
- Movement Therapy
- Natural Resources Management
- Outdoor Education
- Personnel Management
- Political Science
- Public Administration
- Rehabilitation

As soon as you decide that you even might want to conduct an internship, contact the Co-Op Office to obtain a copy of the Internship Request form and to arrange a conference with a Co-Op counselor. The Internship Request form must be completed and returned to the office at least 24 hours prior to your conference. Guided by information you supply on that form, your counselor will help you arrange an interview with a prospective field supervisor and, if you don't already have one, help you obtain a faculty sponsor. Further, if the type of internship you need is not already available, your counselor will provide you with one, if not known sufficiently in advance.

**Career Learning Program:**

Career Learning Program provides an opportunity for interested students to enter a carefully planned sequence of learning activities designed to help them 1. explore career options; 2. assess their career-related background, interests and skills; 3. make at least tentative career decisions; and 4. take career-related factors into account when planning for, locating and conducting internships.

The sequence includes counseling; career education seminars; skills development workshops; opportunities for career exploration through short-term internships and volunteer assignments; and – for qualified third- and fourth-year students – carefully structured, six-month career learning field placements, alternating with periods of on-campus study and designed to enable students to make a smooth transition between college and initial employment in their chosen career fields.

If interested, you may apply for the Career Learning Program anytime before the last quarter of your junior year. However, the earlier you become involved, the more opportunities you will have for career exploration.

**Community Volunteer Service Program:**

The constructive expression of their social concerns long has been among the most visible characteristics of members of the Evergreen community. Each year these concerns are translated into a variety of actions including thousands of hours of community volunteer service on the part of staff, faculty.
Daniel J. Evans Library Building (right) dominates the central campus plaza and houses administrative, faculty and staff offices, as well as Enrollment Services, the library and computer services.

administrators and, most notably, students.

While you’re at Evergreen, you might want to become one of these student volunteers who contributes importantly to the community — the college community, the larger Olympia-area community, or both — without receiving either pay or academic credit. There are many reasons for doing so.

Some volunteers serve because of the satisfaction of helping others directly; others as a way of meeting people with common interests; still others as a way of exploring or testing career interests. Many also participate because they perceive volunteer service as a learning opportunity that complements their academic programs.

Volunteers are needed for hundreds of worthwhile projects, both on campus and off. Depending on your interests and talents and the time you can commit, you might: serve as a counselor in a crisis clinic or family planning agency; assist senior citizens with minor home repairs; do clerical work; tutor or provide enrichment activity for children and adolescents; write or visit regularly someone in a state correctional institution; or perform any of the many other tasks that need doing for someone, somewhere — now.

The one thing you can count on is that if you want to participate, there’s plenty of opportunity to do so. But community volunteer service isn’t for everyone, because it does require a firm commitment of time, energy and work that leads to development of trust between the volunteer and the person with whom he or she works.

If you’re interested in further exploring the opportunities available to you through community volunteer service, the Co-Op staff can help you in several ways. The office maintains extensive listings of organizations, both on campus and off, which need volunteer workers. Co-Op staff members obtain and can provide you with information about agency objectives, program activities and specific needs. They can also help you take stock of your volunteer service interests and abilities to determine the amount of time you might be able to devote to volunteer work without interfering with your academic program or other high-priority commitments.

The Community Volunteer Service Program also exists to help interested members of the off-campus community find valuable and personally meaningful ways to volunteer their time, experience and talents in service to the college. Since Evergreen’s earliest days, these volunteers have contributed significantly to a variety of college programs and to the fostering of mutual understanding and respect.

If you have questions or would like additional information about internships, career learning placements, or the community volunteer service program, write or telephone the Cooperative Education Office, LAB I, The Evergreen State College, Olympia, WA 98505, (206) 866-6391.

Other Options For 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 for the CLEP General Examinations to the Office of the Registrar. For each of these tests successfully taken, Evergreen will award two Evergreen 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 which will also assist students in determining eligibility for CLEP-generated credit.

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

External Credit: Evergreen has established an Office of External Credit to assist older students returning to college who have work or independent study experience which may merit academic credit. External Credit staff will help students document their experience so they can demonstrate understanding and petition for academic credit. Such credit will not be granted for attainments which have already been recognized by awards of credit elsewhere.

Students who believe they may have credit-worthy prior learning experience which was gained outside college should contact the Coordinator, Office of External Credit, for more details. Application should be made during a student’s first year at Evergreen. Up to one year of academic credit may be earned through this process.

Brochures describing the program and outlining the necessary policies and procedures for application are available in the External Credit Office.

Upside-Down Degree Program: There are numerous technical two-year college programs which are not normally transferrable to four-year colleges. However, it has been our experience that many people who complete those programs can and do wish to continue on to a Bachelor of Arts degree. The Upside-Down Degree Program is designed to allow that in many cases, it is restricted to people holding degrees such as Associate of Applied Science, or Associate in Technical Arts, from accredited two-year colleges. In this way an “Upside-Down Degree Candidate” proceeds from a special area of expertise to a more general liberal arts program, a reverse (or upside-down) path in the Evergreen system.

The procedure for enrolling as a B.A. degree candidate in this program is as follows:

1. Apply for admission in the usual way, indicating “Upside-Down Candidate” on both the Washington Uniform Application Form and Evergreen’s Supplementary form.

2. Once accepted for admission, a small committee, including two faculty members, will be appointed to review your plans for a B.A. Before you formally enroll, the committee must approve the two-year curriculum you select. Any subsequent changes of your plan also will need committee approval.

3. When you have completed your two years of study at Evergreen as agreed upon with your committee, transfer credit will be awarded for your previous work up to a maximum of 23 Evergreen Units (90 quarter credit hours) and you will be recommended for a B.A. degree. If you do not complete the two years work for any reason, your transfer credit will not be listed on an Evergreen transcript (except for portions of it which would have been accepted in normal...
transfer). If you do complete the prescribed two-year program, your vocational-technical major will be considered as fully acceptable toward an Evergreen degree.

In general, you should expect that the committee approving your plan of study will insist upon a good deal of work in liberal arts-oriented Coordinated Studies and Group Contracts. The point of this is to assure that your level of general education is comparable to other B.A. recipients.

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. 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:

1. Seek support from their employers for such an undertaking.
2. 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.
3. Work closely with the prospective Evergreen sponsor in selecting an on-the-job field supervisor to serve as a subcontractor.
4. 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.

Many of Evergreen’s off-campus programs have operated as Group Contracts in response to needs of those who, for one reason or another, cannot travel to the campus. For instance, our Vancouver Outreach Program in Vancouver, Washington, serves persons employed in the Vancouver area who are unable to move to Olympia. Other such programs have included specially-designed offerings for state and local government employees in Olympia and for groups employed in the Tacoma area. Groups wishing to discuss possible offerings designed specifically to meet their off-campus college study needs should contact the Academic Deans for information.

Center For The Development Of Reading and Writing (C-DRAW)

The Center for the Development of Reading and Writing provides limited basic help for students who need skills development in reading and writing. This work is offered mostly for academic credit — through seminars, courses, and self-paced learning units of various types. The program’s central goal involves service to students who need to develop their verbal abilities — not only for purposes of doing better and more satisfying college work, but also to lay some groundwork for the broader purposes of enhancing their creative, societal, and human potential through these two vital tools of communication.

Self-Paced Learning

Two self-paced learning centers are located in the Laboratory and Arts Buildings.

The self-paced learning approach allows students to learn in an individualized, personalized way, basic skills, concepts, and even the content of traditional course subject matter at a mastery level of their own choosing and at their individually chosen rate of progress. A Self-Paced Learning Unit (SPLU) is a self-contained instructional package dealing...
with a single unit of subject matter.

Basic materials including slide-tapes, film loops, movies, videotapes, laboratory experiments, workbooks, programmed texts, and computer-assisted programs are available in such diverse areas as physics, psychology, biology, chemistry, sociology, arithmetic, language study, music theory, photography, drafting, mechanical drawing, algebra, and basic statistics.

Faculty and students, with the help of a sizable grant from the National Science Foundation, have adapted commercially-available learning materials and developed self-paced learning units suited to student needs. For example, anyone who wishes to invest the time and energy can learn basic geology or college biology through work in the SPLU Center.

The Self-Paced Learning Centers make calculators, typewriters, microscopes, balances, fume hoods, drawing sets, computer terminals, oscilloscopes, gas chromatographs and even radiation counters readily available to students. Many Evergreen students find the Centers a place to learn things not available in regular curricular offerings, or as a supplement or alternative to teaching and learning approaches being used by a regular program.

Students, with help of a faculty sponsor, may develop credit-earning study programs incorporating extensive self-paced learning. Experience to date has revealed that success in this learning mode requires a high level of self-discipline and strong motivation toward mastery of the skill or concept to be learned.

Foreign Language Study

Needs for training in foreign language can be met in each of the modes of study: Coordinated Studies, Group Contracts, Individual Contracts, and Courses.

Coordinated Studies offer the most integrated approach, as they combine language study with cultural studies. Evergreen has programs in Japanese, Russian, French and Spanish. These programs (offered in four, three and two year cycles, respectively) have three major components in common: total immersion in the language during Summer Quarter; continued language study combined with cultural studies during the academic year, and a foreign study component. Other cultural studies programs will be offered as interest and faculty resources permit (for example, "The Etruscans" in 1978-79).

Group Contracts will generally follow the foreign component of Coordinated Studies to enable students to do advanced work. Individual Contracts may be possible in certain cases when a particular area of study is conducive to individual work.

Single courses will be offered in conjunction with each of the Coordinated Studies programs and Group Contracts. Beginning through advanced French and Spanish and beginning and intermediate Russian available 1978-79; in 1979-80 these will be followed by advanced Spanish and beginning and intermediate Russian.

Study Abroad: Evergreen intends to provide opportunities for many students to study foreign areas and cultures at first hand. We offer some Coordinated Studies programs which 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. We 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 is possible for teams of fifteen students and one instructor to work abroad for full credit while still remaining enrolled at Evergreen.

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 Evergreen 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, 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.
Public Events

Evergreen provides a number of public presentations for the community in connection with its academic programs and other activities for students’ faculty, and staff.

Most of these events are open to both the campus and the community. Many at no cost. 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, 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.

For example, during the 1977-78 academic year the college co-sponsored a series of 22 lectures and concerts called *Tuesdays at Eight*. With the help of the Washington State Arts Commission, the Evergreen Foundation, and the Evergreen College Community Organization, visiting musicians were brought to campus not only to present public performances, but to offer workshops to students as well. Groups which participated included the Morca Dancers, Seattle Opera, Thalia Chamber Symphony, Northwest Wind Quintet and Kronos String Quartet. Faculty members delivered free lectures as part of the series, which the college hopes to reoffer each year.

A Seattle violinist prepares to perform with the Thalia Symphony for one of 11 concerts presented as part of the *Tuesdays at Eight* series.

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.

Evergreen students also 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 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.

A Seattle high school student performs African dances in a special public event.

Bi-weekly road runs are offered by the Evergreen Running Club to encourage physical fitness and invite local athletes of all ages to compete against the clock, not each other.
The serenity of Evergreen's 3300 feet of waterfront along southern Puget Sound invites students to enjoy - and study - nature in a nearly pristine setting.

A Few More Notes
Curriculum Planning Process

Evergreen's flexible academic programs enable the curriculum to be molded and changed over a period of years in order to meet new student needs and to utilize new information arising from scholarly research.

Yet, as explained in the earlier section on Coordinated Studies, there is also a considerable amount of continuity from year to year, allowing students to anticipate what will be available and to plan their selection of programs and contracts accordingly.

At present, planning takes place each year for the offerings - Coordinated Studies, Group Contracts and Courses - of the next two years. Offerings for the first of these two years are spelled out in their entirety. Offerings for the second year are identified as to theme and general subject areas, but details are left to the following year's planning and some "space" is left for programs which can be added then.

The Evergreen faculty takes the major role in this curriculum planning. We strongly encourage students to participate, as well, in voicing interests and needs, in suggesting or initiating programs, and in reviewing and commenting on proposed offerings. A number of our most successful programs have resulted from the active collaboration of students and faculty. The final decisions about curriculum, though, rest with faculty, since they bear the responsibility for conducting the program once it is approved.

Evergreen has approved a few programs each year, particularly in the area of Group Contracts, where the initial idea and a strong voice in the planning came from students. A good example is the 1978-79 Group Contract Decentralization: Social Systems on a Human Scale. We intend to go on encouraging this sort of initiative. New students need to keep in mind, however, that each offering must have faculty sponsorship before it can be approved, and that developing a new Coordinated Study or Group Contract requires a great deal of work. It takes determination and patience - plus the willingness to cooperate and compromise with faculty and fellow students - in order to get your idea off the drawing board and into action.

Operation of Programs

Once underway, a Coordinated Studies or Group
Contract program is not subject to major replanning. Occasionally, portions of programs are open to student participation in detailed planning, but most programs are fully designed in advance. Faculty are held responsible by the Academic Deans to stay as close to the plan originally submitted as is humanly possible. This guarantees that students get the program originally announced in that year's Academic Program Offerings Supplement - not a variation of it invented at a later date. Faculty are expected to be responsive to student needs as a program unfolds, but changing the structure or content of the program is to be undertaken only when it is clear that nothing else will suffice.

In Coordinated Studies programs, faculty sign a covenant among themselves regarding the way in which they will conduct the program. In many programs, a second agreement or covenant is prepared by the faculty, outlining student rights and responsibilities. These documents have proved to be very important in the settling of disagreements. Most Coordinated Studies run smoothly and efficiently. But should an occasional problem arise, the existence of a covenant affords vital guidance in bringing any dispute to a happy resolution. Faculty covenants include a set of procedures by which program changes are to take place when that is necessary.

In matters of program operation, faculty carry final responsibility in seeing that the curriculum plan is carried out. Faculty also bear final responsibility in all matters of academic credit - that is, the faculty member's decision to award credit or not to award credit to a student is normally considered to be final.

Students have a right and responsibility to evaluate the work of their faculty sponsors and seminar leaders. These evaluations are used by the Academic Deans, along with other information, in assessing whether or not faculty are retained. Students should complete an evaluation of any faculty member with whom they work after decision has been made on credit. This eliminates any suggestion that award of credit may have been influenced by student's evaluation of faculty and allows students to give a frank critique.

Campus housing offers both easy access to academic and recreation facilities and a variety of accommodations for more than 600 students each year.

Both students and faculty have rights of academic freedom at Evergreen. This means that no student may be denied credit because of political, religious, or other beliefs. The student will often be required to prove that he or she understands positions other than his or her own. But no academic program may require or presuppose acceptance of a particular doctrine or position.

In the case of Individual Contracts, unforeseen circumstances may make it necessary to alter the original terms of the contract in mid-quarter. When this is done, an amended contract is submitted to the Registrar, replacing the original. As in the case of the original contract, both parties must agree to and sign the revised contract. Approval of an Academic Dean is also required.  

A Note On The Allocation Of Resources

Like most other public institutions, Evergreen is faced with limitations on learning resources. Facilities, equipment, faculty energy, staff support and other resources, then, are allocated by the Academic Deans according to careful advance planning. This enables the college to best meet the needs of Coordinated Study teams and Group Contracts in carrying out their programs. Even so, it is not realistic for students to assume that there will be sufficient resources available for every activity during the year. Needs will be met on the basis of priority and in accordance with the planning process.

Graduate Study

Evergreen is in process of seeking authorization to offer studies leading to the Master of Arts degree. If authorization is granted, the college would begin offering programs for a limited number of students in Fall 1980. The graduate program would be based on Evergreen's experience with interdisciplinary undergraduate study. Preliminary plans are being drawn up on that basis. For further information write to the Office of Admissions.
Areas Of Study
Finding A Path To Your Degree

While some students know even before they come to college exactly what subjects they want to study and how they want to specialize, others are not so sure. You may want to explore organic chemistry or learn about fascinating and beautiful animals along the ocean shore but you may have been put off by previous encounters with formal science. Or you may love literature but be worried about acquiring job qualifications. Or you may be simply intrigued with a number of different areas but are not sure which of them will capture your interest.

At Evergreen you have the final decision about what you do: in consultation with faculty advisors you look over what the college makes available and choose a course of study that meets your needs and interests. Since you do not declare a major, you are free to explore programs that emphasize different subjects and find out if your past impressions or hopes are accurate. You can easily move from one thing to another. There are no pressures here to specialize until and unless you find something you feel really comfortable with.

If you want to, you can earn a broad liberal arts degree by taking a variety of subjects over four years; but most students eventually want to become more specialized or expert in one field — perhaps quite an interdisciplinary field compared with traditional subjects. The sections that follow describe how to do that in the four general areas of academic life: social sciences, natural sciences, humanities, and arts. Specialized study is made possible chiefly through the advanced specialty areas which provide instruction in subjects where Evergreen faculty, programs, and facilities are particularly strong. If you are planning to spend four years at Evergreen, the path to your degree may look something like this:

A General Path Through Evergreen

1st Year
Basic Program
(see pages 13, 37)

2nd or 3rd Year
Foundation Program
(in one of the ten Specialty Areas) (see pages 37, 41)
Advanced Program
or
Second Foundation Program
(in a different specialty)

3rd or 4th Year
Group Contract
or
Second Foundation Program
(in a second specialty area) (see pages 12, 16-21, 37)
Research (Individual Contract)
or
Advanced Interdisciplinary Program
or
General Interest Study

Basic Programs
If you are just starting college you will generally begin with one of the Basic programs. These are specially designed to prepare you for advanced work by developing your basic literate skills — reading, writing, critical thinking, analysis and discussion in small seminars. They are also designed to introduce you to some group of related subjects such as political and social science, expressive arts, history and literature, or the natural sciences that you may want to specialize in. Which Basic program you take is up to you. Our best advice is to take one whose theme really interests you.

Foundation Programs
Once you know you are serious about some subject and are ready to concentrate on it, you should begin your specialized work. Each specialty area has one, or occasionally two, programs which are designed to lay the foundation in one or several closely related subjects to prepare you for more advanced work. They provide you with an extensive introduction to the theory, methods, skills, and basic information you will need to become really knowledgable in the subject.

After completing a foundation program a number of different possibilities are open to you. You may want to pursue some subject in greater depth or you may wish to broaden your knowledge through a second foundation program or one of the other college offerings.
As long as human beings live in groups – and quite likely they always will – they will co-exist in fascinating, complex patterns: the family, the work force, the crowd at a sports event, the social class. Out of the workings of such groups come attempts to achieve such deep human desires as friendship, justice, or freedom from hunger. Groups develop rules and customs with which each individual must cope, and individuals are continually banding together in new kinds of association. No wonder the study of human groups come attempts to achieve such deep human desires as friendship, justice, or freedom from hunger. Groups develop rules and customs with which each individual must cope, and individuals are continually banding together in new kinds of association. No wonder the study of human groups, large and small, is fascinating to people of all kinds. Whether you read the newspapers, talk with other people, or simply sit and ponder your own life, you spend most of your time dealing with social relations between people in some way or another.

Social science is the attempt to make systematic, consistent, and convincing pictures of the relations between human groups and between individuals and groups. Evergreen has some special advantages for this kind of study because of its strong emphasis on combining information from several different sources and points of view to understand important but very complicated situations like the human family or the industrial economy. In addition, Evergreen encourages students to apply their knowledge in internships or field research so that they have first-hand experience as well as theoretical background.

Interdisciplinary Perspectives

The situations which social scientists study are so complicated that they can be looked at from a number of quite different points of view. Each different perspective may highlight important parts of the situation but none gives a complete picture by itself. In economic affairs, for example, a management expert may propose a flow system theory for corporate decision-making in order to describe present patterns and suggest better alternatives. Meanwhile political scientists may develop a theory about the relationships among conflicting interest groups to explain government decisions and to teach how to influence those decisions. And the psychologist postulates stages of development in the human being in order to understand and help the novice trainee or the business executive at the peak of his or her career.

At Evergreen students may study, within a single Coordinated Studies program, several of these theories and associated skills as they apply to a single important theme or problem. For example, they can test both economic and historical explanations of society and social change in the program Introduction to Political Economy or they can learn about the role of the corporation in society and the history of the working class while studying management techniques in the program Management and the Public Interest. In this way they can see more clearly where each theory is strong and where its limitations are by comparing it with the others. Since each situation is complex one needs ideas and skills from many sources to really see how it works. Once students have seen how multiple perspectives offer a rich understanding of problems and suggestions on how to realistically impact them, they have an easier time tackling any later problems.

Problems which social scientists seek to understand do not stop at the doors of social science. Theories and methods of economics, history, anthropology, psychology, and political science are important in work that involves quite different fields as well. No biologist should try to save a polluted river without consulting political scientists; economists are in constant demand for their skills in analyzing the implications of new technology; psychological perceptions have helped people understand innumerable characters in literature and have served as a source of inspiration for writers and artists even before the field of psychology was born.

We encourage studies of this far-reaching and important nature. Evergreen students interested in social science have worked alongside natural science students, under the guidance of faculty from history, land use planning, geology, and environmental chemistry to conduct applied studies of environmental impact. Students have been able to study sociology, psychology, and biology as they all apply to the topic of human health. Health, in fact, provides the perfect example of a topic which cannot be fully understood without learning several quite different perspectives and working out what each contributes.

Internships

Most students in social science will be especially interested in the opportunity to serve internships which allow them to participate in day-to-day activities of a government office, private social agency or business and to view first-hand problems and methods encountered in the field. Students should learn to...
make public presentations, organize conferences, or conduct field work in a social science area that strongly interests them. Internships provide an exceptionally natural and straightforward way to do this and are available in education, mental health care, criminology, state government, business, and many other areas in the immediate Western Washington region and sometimes beyond. See Section III, Cooperative Education, for more information and advice on becoming involved in an internship.

Study Paths In Social Science

If you decide you want to emphasize social science in your studies at Evergreen, you should enroll in a program that introduces you to one of the Advanced Specialty Areas with a strong component of social science. A typical time to make this choice is in your second or third year of college work, after making sure you have acquired basic college skills in writing, small group discussion, careful reading, and the like as they are taught in one of Evergreen's Basic Programs or the equivalent. Specialty Areas were described earlier in this catalog and you will see that many of them place a substantial emphasis on social science. Three areas have the strongest social science component: Political Economy (emphasizes economics, political science and history) Management and the Public Interest (emphasizes management studies, economics, and sociology) Human Development In Its Social Context/Individual and Community Health (emphasizes psychology, biology and sociology)

Two of these areas – Management and the Public Interest and Political Economy – offer an introductory Coordinated Studies program each year which is a prerequisite for more advanced work (unless equivalent work has been done elsewhere). The third area, Human Development/Health, allows a more varied pattern of study, but each year it does offer an introductory program which is the natural entry point for students who want to study seriously in the areas of mental and physical health. Note: The Human Development/Health Areas do not directly provide certification for health practitioners, though they do provide a very solid background for students heading in that direction. Further work at other schools is necessary for certification.

Life and studies at Evergreen foster a sharing of perspectives.

Work in some of the other Specialty Areas may provide an attractive way to study social science jointly with other subjects. Students should also consider Environmental Studies, European and American Studies, Marine Sciences and Crafts, and Northwest Native American Studies. Each of these areas has an introductory program which includes social science in various ways though not necessarily to the degree which students wishing to emphasize social science will probably want in their third or fourth year of college.

After completing an introductory program you may well want to develop your knowledge and skills through one or more Group Contracts in which you will pursue some single subject in depth. A variety of these are offered every year varying in length from a quarter to a full year. Some are very specialized and others highly interdisciplinary. Typical topics include economic theory, small business management, psychological helping (counseling-related study), Third World, political economics, and public affairs. We have generally found that the combination of an introductory program with one or several Group Contracts of this kind provided ample background for students wishing to attend graduate or professional schools. However, many students find it appropriate to mix social science programs with those from the humanities, arts, or natural sciences, since they may have become interested in questions or topics that require that broad combination of knowledge or may simply wish to explore new areas.

The third and fourth years of study are also a time when many students undertake internships or an individual contract to conduct a specific research or study project. Students who complete these various stages of academic work are prepared for critical analysis, logical argument and problem solving in fields as diverse as law, mental health care, public service, business, criminology, teaching, child care, politics, and environmental advocacy. Work at Evergreen – by teaching analysis of in-depth problems treated from several perspectives at once – helps students develop powerful skills which will hold them in good stead for a world of changing demand and evolving career opportunities.
The challenges of science have always been to explore new worlds on the edge of space, in the depths of the ocean, in the heart of the atom and in the human body and mind themselves. In this exciting age many of these challenges have been met, but new questions have arisen about the use (and misuse) of science and the technology it has engendered. The opportunities for inquiring scientists have never been greater, but neither have their responsibilities to understand implications of any new discovery for humanity. At the same time, a new kind of citizen is needed to understand the methods and philosophy of science and the role that it plays in society.

Evergreen is uniquely suited for developing the necessary skill and understanding in scientifically informed citizens as well as in professional scientists. It can do this primarily because of its emphasis on interdisciplinary education and because it provides students with so many opportunities to learn science by doing it rather than simply reading or hearing about it.

**Learning Science By Doing It**

Scientific work at other universities and colleges is often done in two quite different places — student labs (with "student grade" instruments) and "real" labs (with advanced grade equipment). There is only one kind of lab at Evergreen. It is equipped with professional grade instruments and used by everyone who has a need for it and can demonstrate the necessary facility. Faculty members and students typically work together in the laboratory or the field on group projects in which students learn to do the same work as professionals by actively asking questions and conducting their own investigations whether at the most basic level or in more advanced work. Capable students have been able to join in faculty research, and advanced students have also been able to originate their own problems, pursue them with faculty guidance and even obtain their own research grants to support this work.

We believe that by giving students the chance to explore in realistic ways scientific questions that interest them, we are preparing them to become good scientists and good citizens. The latter is especially important, for even the student who never does another scientific investigation will understand science more accurately and will assess, speak out, and vote on scientific or environmental issues more cogently. Creating such citizens is an important goal of education.

**The Sciences and Interdisciplinary Study**

Evergreen emphasizes interdisciplinary study because we think the most realistic way to study a subject or understand something is to gather all the relevant information about it, drawing from many different sources. Everyone who expects to learn or create new things must be able to do this.

For example, the Coordinated Studies program called Marine History and Crafts, offered in 1974-75, brought together five faculty members and about 100 students to address the problem of designing and operating sailing vessels. They studied mathematics, marine biology, drafting, and physics along with economics, history, and literature. Each of these subjects became alive and important because students used them and combined them to solve a challenging problem: to design and build a sailing vessel that was suitable for commercial fishing. Once students have worked through a problem like this and have seen how to apply ideas and skills from many sources to solve it, they have an easier time with any scientific or technical problem they encounter later on.

The interdisciplinary approach also strengthens the teaching of pure science. In other colleges, students generally take separate courses in mathematics, chemistry, physics and biology. At Evergreen, much of the teaching of these subjects goes on in Coordinated Studies and Group Contracts in which two or more of them are integrated. In this way, what students learn about each subject directly helps them with the others. For example, students generally learn about acid-base chemistry in general chemistry courses. In a math course, they learn the mathematics necessary to describe acids and bases. And in a biology course they learn something about the acid-base chemistry of blood. But students study these subjects at quite different times, without relating one to another, and they may not learn any of them very well. In Evergreen programs, there is the opportunity to learn all three at the same time and in a connected way so that mathematical skills improve through application to chemistry and biology, the chemical concepts become more meaningful when applied to biology, and biology is
understood better because it is based solidly on chemistry and mathematics.

Even in relatively specialized, highly focused work at the junior or senior level, we find that a unified approach has advantages, which is why we organize most of it through groups of 15 to 25 students called Group Contracts, in which several different aspects of a single topic can be studied intensively.

**Foundation Programs**

*Introduction to Natural Science* is the standard foundation program for students who have only a modest preparation in basic mathematics and, particularly, for those who are primarily oriented toward biological and health sciences. It covers the following subjects in a coordinated way: mathematics from algebra to the beginnings of calculus, general and organic chemistry, basic physics, general biology, and topics in the history, philosophy and sociology of science. This will be a good program for students who are interested in mathematics itself but do not have much background in it yet. This program stresses basic biology and organic chemistry, so it is ideal for those who are planning a career in medicine, dentistry, nursing or some other health field, and it may be a good program for those who are interested in modern behavioral science.

*Dynamical Systems* is the alternative foundation program for those who have already had pre-calculus mathematics and especially for those who are primarily interested in physical sciences and mathematics. It will develop mathematics through advanced topics in calculus, general and organic chemistry, computer science, electronics, and a considerable amount of physics. *Dynamical Systems* is taught in a highly coordinated way by having students explore a series of real physical systems and analyze them experimentally and mathematically. Principles of physics and chemistry emerge from these studies in a real and meaningful way, rather than in the isolation where they may be left by a straight textbook approach.

By the end of one of the foundation programs, you will have acquired about half of a strong undergraduate competence in the subjects you have studied and will be in a position to decide whether to work in other areas to broaden your education or to pursue one of the scientific subjects in greater depth.

Intensive scientific studies provide students an opportunity to work closely with faculty and gain ready access to sophisticated laboratory equipment.

**Group Contracts and Research Programs**

In your third or fourth year, you will probably want to develop your knowledge and skills through one or more Group Contracts, in which you will pursue some subject in depth. A variety of these are offered every year, varying in length from one quarter to a full year. Some are very specialized and others highly interdisciplinary. Typical titles include: Advanced Physical Science, Molecular Biology, From Cell to Organism, Marine Biology, Ornithology,
Environmental Design, Alternative Energy Systems, and Computability. Some students who are looking forward to graduate or professional schools are concerned about acquiring enough credits in science through programs like this. They should remember that a quarter of full-time work at Evergreen is three or four Evergreen Units (16 quarter hours), and the typical major at other colleges requires only 30-40 quarter hours of study in one field. So, they can easily obtain the equivalent to a major at Evergreen in two to three quarters. Students can get this specialized training through either a series of Group Contracts or an entire academic year spent in one program, which could lead to an original research project to be pursued in their final year.

However, many students find it more appropriate to mix science programs with those from the humanities and social sciences. You may want to do this just for variety or to explore new things, but your interdisciplinary education should have broadened your interests by this time and you may want to explore several fields at once because you are interested in some problems that demand that combination of knowledge.

**Advanced Interdisciplinary Programs**

By the beginning of your fourth year, you should have acquired considerable expertise in some scientific field. If you have acquired the kind of education we are trying to provide, you will probably be interested in relating that specialty to other fields or applying it in some interdisciplinary context. You may have already done this through a combination of Group Contracts. We are also trying to develop more and more advanced programs that will focus on broader problems. For instance, your study of science may have aroused an interest in the philosophy of science and the general problems of how human beings come to know things. At regular intervals we plan to offer an advanced program in which students who have studied science, philosophy, psychology and related subjects can combine their knowledge in a Coordinated Study of the problems of knowledge itself. Or your study of field biology may have aroused an interest in the social, political, and economic aspects of environmental studies, and you may want to join an advanced program that applies the natural and social sciences to some environmental problem. As society changes, our curriculum changes to offer current topics through this kind of interdisciplinary program.

**Preparing For Careers In Science**

Students who follow the pathway we have described can expect to gain a strong undergraduate background in the most important areas of natural science, a background that will equip them for a variety of careers and advanced study situations.

The exact choices you make for career preparation will depend on what direction you are taking. The next several sections describe specific suggested pathways for some important scientific areas.

**Suggested Paths For Specific Subjects**

**Mathematics:** Dynamical Systems (preceded by Introduction to Natural Science or previous background requires it); then either a Group Contract in Advanced Physical Science (combines physics and mathematics, offered yearly) or in mathematics (offered periodically) or Individual Contracts with mathematics faculty.

**Physics:** Dynamical Systems; then Advanced Physical Science Group Contract; remaining college time can be spent in advanced interdisciplinary Coordinated Studies, in non-scientific work; or in further Group or Individual Contract work.

**Alternative Energy Studies:** Introduction to Natural Science, Dynamical Systems, or Evergreen Environment; then group or Individual Contracts in solar and wind energy, biomass conversion, energy storage, or photosynthesis.

**Chemistry:** Introduction to Natural Science or Dynamical Systems (both carefully planned to cover the key undergraduate topics in chemistry); then Group Contract in biochemistry and advanced organic chemistry or in Advanced Physical Science (thermodynamics, electromagnetism, quantum mechanics, topics in physical chemistry); Individual Contracts also available, including "senior thesis" research.

**Experimental Biology and Health**

**Sciences:** Introduction to Natural Science (designed with health studies in mind) or Dynamical Systems (if mathematics background is strong); then Group Contracts in biochemistry-molecular biology or cell biology-physiology.

**Field Biology and Ecology:** Introduction to Natural Science or Evergreen Environment; then one of several Group Contracts in vertebrate biology, field botany, or marine biology.
Students at traditional colleges who are concerned about preparing themselves for careers frequently avoid majoring in the humanities. Lots of them realize that writing skills are critical in modern life and they are willing to try to learn them, but they feel that a major in English or history or philosophy could only train them to go on to graduate school and try for a non-existent teaching job. Given that, they think they should concentrate on more important work.

Traditional majors in the humanities are, unfortunately, frequently organized in ways which support those judgments or encourage those misconceptions. In fact, studying the humanities is probably the best training for a wide range of careers — not just teaching, journalism, child-rearing, and the ministry, but for careers in law, business, politics and social work. At Evergreen, we try to organize work in the humanities in ways which will make their importance to careers and in everyday life more apparent.

Training In The Humanities

Looked at as processes or skills, the humanities are only what everybody does already. Everybody writes; everybody reads; everybody looks at images; everybody relies on imagination; everybody gives reasons for thinking things are true or should be done, then gets in discussions about whether they are good reasons; everybody tries to figure out what happened and how it affects or illuminates what’s going on now. We take all these things for granted most of the time; they are perfectly ordinary, but also terribly important. If you consider the list for a minute, you will be able to find examples of those processes at central points in many careers and lives. Training in the humanities involves learning to do them much better. Whether a memo you write persuades people to do what you think they should is a measure of your skills in the humanities. So is whether you can figure out the history of why a new management team collapsed. So is whether you notice a flaw in some other lawyer’s argument. So is whether you’re taken in by an advertisement or a speech.

Education in the humanities at Evergreen emphasizes encouraging students to develop their own powers of analysis and train their own abilities to register and respond to experience rather than passively accept some received opinion. Most programs emphasize work with primary sources (historical documents, novels, paintings, philosophical texts) rather than relying on books about them. These primary sources embody moments in which people have managed to write particularly well, or give particularly ingenious arguments for something, or act in particularly decisive ways. They provide brilliant examples of the processes we are interested in cultivating ourselves.

Humanities The Evergreen Way

The majority of our teaching is done in small seminar groups rather than in lectures, by the regular faculty rather than graduate assistants. In many colleges teaching of this kind is reserved for upper division majors in each discipline. By the Evergreen method students are encouraged to learn to articulate, share and defend their interpretations and analyses in discussion. We emphasize cooperative work on projects and in small groups, where each student is

Student Irene Christy of Olympia studies part-time, works full-time and participates in a number of community activities.

People obviously have some skills like these by the time they go to college or return to do further work, and they obviously improve them some in any good humanities program. All too frequently, however, teaching in the humanities tends to make them feel that what they are learning about these skills is only applicable in school. For example, instead of learning that writing can be a way of thinking through a complicated topic, sorting out one’s own position on it, and finding a way to communicate the experience persuasively to other people, students learn that writing consists of hunting down what academics have said about the subject and fitting it into a prescribed form. Consequently, they feel as if what they are being taught about writing is only useful in school, rather than seeing that doing it well is an enormously powerful tool in a wide variety of work.
organized to avoid these problems. Generally, they are centered on themes and questions of current interest to students and society at large. Recently, for example, humanities programs have centered on love and marriage, the relations of man and nature, and peace studies. Materials are selected on the basis of their ability to illuminate issues at stake, rather than just because every potential English or history teacher should be acquainted with them. Frequently, programs are organized around historical moments as well, so students can work on ways in which some issue of current interest was confronted by particular human beings in actual social life.

The thematic emphasis, the small discussion classes, and the familiarity which comes from being with the same people all the time rather than in four or five different classes, all encourage people to draw on and share their own experiences and varying cultural backgrounds as aids in understanding and evaluating the material. Just as we try to integrate appropriate material which bears on interpreting human acts from the social sciences, we try to develop a number of different ways of investigating material and issues, including some which would normally be found in the division of the arts, like role-playing or creative writing.

For example, the 1979-80 program called Love in the Western World, was thematically organized around a topic which is central to most Americans, whatever their age or cultural background. Issues in the program were considered at four historical points in time. The work included things like

Faculty Dancer Pam Schick demonstrates her performance skills in a spring production which featured work her students had choreographed and rehearsed as part of a year-long study in dance.
Homer's *Odyssey*, which would normally be read in an introductory Western Civilization course; things like Freud, which would usually be part of a psychology course on personality theory; things like how Black, Chicano, or Anglo-Saxon culture affects individual choices which would usually be read in anthropology or sociology classes; things which probably wouldn't be studied at most colleges, like television soap operas and magazines. It involved different kinds of training, from writing academic essays through writing television scripts and advertising to analyzing research. And it tried to integrate all these traditionally scattered activities in a context which encouraged persons to connect material to their own history and choices.

**Planning Your Path**

Planning your education in the humanities offers a great deal more flexibility than does, say, training yourself as a scientist. If you are new to Evergreen and in your first two years of college, you should probably begin in whatever Basic program you find most appealing. If you feel your skills are already well developed, or if the topic is especially appealing, you might try an introductory program in the European-American Studies Specialty Area, but we would recommend consulting with the faculty who are teaching it first. If your skills in the humanities are fairly well developed you will want to enroll in an advanced program in a specialty area like European and American Studies, Human Development, Expressive Arts, or Northwest Native American Cultural Studies.

Fundamentally, though, your developing interests and concerns should guide you. If you intend a career in business or politics or social work, you will probably want to combine work in the humanities with work in Political Economy or appropriate Annual Programs. If you plan to do social work or raise children or teach, you will probably want to study in programs or courses which are offered by the Human Development faculty. Generally, you should ask faculty for advice about what to do next if you're puzzled. If you are considering going on to a traditional graduate school in the humanities, you should certainly consult with humanities faculty at the end of your second year or as soon after that as possible. A humanities education here is good training for graduate school, but the structure of our curriculum means that you will not acquire certain kinds of coverage which some graduate schools expect unless you arrange to do so through an appropriate Individual Contract.

Depending on your interests and career plans, you may want to find an Internship in which you can try out a certain working situation and do appropriately chosen academic work to help you reflect on the experience or do it better. Also, you may at some point, be well enough prepared for an ambitious individual project and anxious enough to try working on your own so that you will want to try to organize an Individual Contract under the supervision of an appropriate faculty member. These range from work on writing children's books and submitting them for publication through traditional research projects in the humanities to things like writing organizational histories or doing legal research. The goals and processes of work in the humanities here are much the same at every level: we seek to help students learn to deal with their experiences, both past and future.
The king is dead.
Long live the king!

And in one sense, King Tut is more alive today, as an international cultural phenomenon, than he was at the time of his reign over ancient Egypt centuries ago.

His armies are gone. His government is gone. His religion no longer defines the parameters of human existence. His way of life, and that of his people, has ceased to prevail. Nevertheless, Tut is remembered today, and information about the society which depended upon him is available to us today, because of his artists. Their masterpieces, surviving in his tomb, enable us to compare ourselves with him and his world, be thrilled by the comparison, and learn from it.

We at Evergreen believe the study of the arts must recognize human significance of the arts, not only as a source of joy and sustenance, but as a source of wisdom. Society influences artists and artists influence society. Therefore, the isolation which too often accompanies formal study of the arts has been superseded at Evergreen by a more universal approach.

Too often, study in the arts separates practicing artists from historians of the arts, musicians from visual artists, writers from dancers, scientists and social scientists from all of the above. Obviously, specialists from each of these areas must learn a great deal from one another, if they hope to reach below the surface of their specialty. In addition, each of us, to a greater or lesser degree, contains grains of the artist, the philosopher, the policeman, the scientist and the builder. Children allow the various facets of their being to inform one another and act simultaneously. Adults too often allow a compartmentalized education to fragment their perception of the world. In the Twentieth Century, the results of this segmented vision have often been chilling.

Role Of The Arts

Evergreen believes education in the arts should not be designed only to produce professional artists, nor should it attempt only to explain the arts to non-practitioners. Assuming that the arts describe human life, influence it and add an otherwise unavailable dimension to living, it becomes clear that every person’s experience may be deepened, made richer and clarified by involvement with the arts.

That involvement need not be passive. The kinetic message of dance is more intensely understood by someone who has danced. The experience of blowing, striking or plucking on an instrument opens an additional channel to aural experience. It should be added that the better one plucks and strikes the deeper the channel runs. Quality of execution is essential to meaningful performance in the arts, whether the performer is engaged in an activity primarily for the sheer love of it, or as a means of earning a living.

Programs involving the arts at Evergreen are designed to teach students how to become very good at practicing a variety of arts by giving them experience in doing so. They are also intended to show how various art forms are related to one another, how they draw upon one another, and how they merge to create new art forms. Some students may intend to go on to further study or careers in the arts; others may want simply to enlarge their lives. No final choice needs to be made at the undergraduate level. Evergreen’s offerings in the arts will allow those who wish to pursue the arts further to do so.

In addition, Evergreen programs link the arts to the history of ideas, to past and current social issues, and to the physical and natural sciences.

The Arts And Interdisciplinary Study

Quality of performance in the arts is dependent upon a rich intellectual and emotional life in which ideas and concepts may be drawn from many different sources – personal, social, even political or scientific. It also requires regular practice and some periods of intense, continuous work. Through Coordinated Studies programs at Evergreen, students may learn to relate such art forms as music, dance, theater, painting, weaving, film, television, sculpture and audio recording to each other in terms of design and aesthetics. What they learn about each subject directly helps with the others. Just as importantly they may learn how the arts are related to other areas of human activity and thought.

For example, Evergreen has regularly offered programs which have brought together students and faculty with interests in a variety of art forms and the desire to weld these individual arts in projects which are dependent upon all of them. Other Coordinated Studies programs have been based upon a comparison of styles and media within a single art. Still others have united the arts with the
Because some Coordinated Studies programs generate credit for only three-fourths of a full load, an additional Evergreen unit may be earned, when enrolled in such a program, through experience in practicing an art form, either by enrolling in a skill development course or through private lessons.

Group Contracts in the arts provide opportunities for in-depth work in specific art forms. In recent years, these have included such programs as Television and Drama, English Theater, Exploration in Twentieth Century Music, Recording and Structuring Light and Sound, and Images in Sequence and Dance.

Pathways In The Arts

Students with a pressing interest in the arts will probably choose many of their programs from within the Expressive Arts specialty area. There are four types of programs represented there. For all of them, students should have attained a level of critical thinking, writing, and careful reading equivalent to completing one of Evergreen’s Basic programs.

Type A, collaborative programs uniting the arts to teach those basics common to all of them and to examine the role of the artist in society, past and present; Type B, Group and Individual Contracts, regular courses and internships to provide focus and specialization in specific art areas; Type C, Coordinated Study programs to foster collaboration among the arts at the advanced undergraduate level; Type D, Coordinated Study programs to foster integration of arts with other study areas of the college. Ordinarily, basic skills development will take place in courses and very advanced work in a particular art form will be done under Individual Contracts.

An enthusiastic weaver enjoys studying the arts through Leisure Education program which offers more than 40 workshops a quarter ranging from Chinese cooking to hang gliding, modern dance to karate.

By the end of such a Type A program, students will have completed substantial work in one artistic field, and developed and broadened their expressive resources by working closely with other artists and by thinking, writing, and talking extensively about the relation of art to human life. Such students will then be in a position to decide whether to work in other areas to broaden their education further, or to pursue artistic work in greater depth.

Advanced artistic work is available through enrollment in a Group Contract (Type B program) which emphasizes a particular art form. Every year, Evergreen offers work at this level in visual arts, music, and theater; other areas, such as motion picture and photography, are taught regularly though not annually. In such programs, students are asked to produce extensive studio work, take part in detailed critique sessions of their own and others’ work, and study the history and evolution of the art form. On completion a student should have the beginnings of a portfolio of finished work, and a relatively clear idea of the extent of his or her talent and commitment to intensive artistic work. By the beginning of their fourth year, students should have acquired considerable expertise in one artistic field. If they have acquired the kind of education Evergreen is trying to provide, they will probably be interested in relating that specialty to other fields or applying it in some interdisciplinary context. We are trying to develop more and more advanced programs which unite the arts in advanced collaborative projects (Type C) or bring the arts together with other subject areas (Type D).

Advanced students can also arrange interdisciplinary research, intensive studio work, recital preparation and internships through Individual Contracts.
Academic Advising

Although you, the student, are responsible for planning your credit-generating work at Evergreen, you may feel the need once in a while for assistance and advice from someone else. Your first recourse is your seminar leader or contract sponsor - your faculty member - who, through conferences and evaluations, can help you find and maintain the direction in your studies that will be most desirable for you. When you need more help, you will find staff and faculty advisers in the Academic Advising Office committed to helping students move through Evergreen's academic programs. Advisors can be especially helpful regarding current program choices and long-range educational plans and goals.

Advising at Evergreen, because of the nature and philosophy of the college, is different from advising at most colleges and universities. Because many of our learning programs are innovative and interdisciplinary, you will explore learning and knowledge without marching through a series of required courses. This office will not tell you what you have to take, but what the college has to offer. It will attempt to aid you in making academic choices - based on individual needs and interests - for achievement of holistic learning and expertise in your chosen area of knowledge.

Our goal is to help students develop an understanding of the appropriate human and material resources. Procedures which can be utilized to set long-range and short-range learning objectives result in the best use of Evergreen's learning modes as academic plans are developed. To this end, one function of Academic Advising is to have current information on curricular offerings and faculty availability - or to know where that information can be found. We use faculty and staff advisors during the times when advice and information are most demanded by students.

Academic Advising also works closely with the deans, faculty, and Career Planning and Placement Office in advocating programs and Individual Contract availability that seem most needed in curricular offerings.

The Library is an integral part of the teaching and learning process at Evergreen. 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 access to information and ideas. In addition, the Library is also part of the process of communicating these ideas. We provide the means to acquire, synthesize, and communicate information using any and all appropriate media.

Reference librarian Frank Motley explains how to make the best use of the library's fully stocked reference section.

The Evergreen Library

Evergreen's Library is dedicated to providing the best library tools available, from esoteric subject indexes to the most innovative media production equipment, together with a friendly staff who enjoys working with and doing things for other people.

That is what our Library is all about - information, ideas, access to them, and ways to communicate.

Traditionally, libraries mean lots of books. Accordingly, we have more than 100,000 books for your use and pleasure, with more than 12,000 new books being acquired each year. These are indexed in the card catalog according to the Library of Congress classification system which
makes them readily available in a logical, topical arrangement. In addition to our general book collection, our print materials include more than 2,500 serials (journals, magazines, international documents, and newspapers), 36,000 government publications, and tens of thousands of pages of material on microfilm and microfiche.

Since information and ideas are also accessible through sources other than print, we have available for your use more than 4,000 audio recordings, 15,000 slides, numerous art prints, maps, films, video tapes, transparency sets and items of realia.

Of special note is our reference collection, which is large, sophisticated, and especially developed to support Evergreen’s unique curriculum. The reference collection consists of thousands of indexes, encyclopedias, dictionaries, bibliographies and handbooks which function together as a complex tool to lead you to the information you need.

In addition to these more or less traditional information resources, the Library makes available to its users an extensive collection of media equipment and facilities through its Media Loan service. Portable audio-visual equipment, which may be checked out by anyone in the campus community, enables you to create software for programs of study, special projects, or audio-visual documentation of 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. It consists of an assortment of fully equipped work stations including a photography studio, a graphic arts workroom, audio and video recorders, listening carrels, multi-media program equipment, and super 8 and 16mm film 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 which make possible professional-level work. The Library also offers media production services in graphic design, photography, and audio and video recordings. In addition, Library staff maintains electronic media maintenance and repair services and the campus closed circuit electronic switching center. The Library provides operators for the Lecture Hall and Communications Building media equipment and systems.

The reason for all this equipment, most of which is rarely found in libraries, is to provide the means to communicate information and ideas to other people through whatever medium may be appropriate.

This 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 or from one of our staff.

The Computer At Evergreen

It is important for every educated individual in today’s world to know something about how to use computers and the role they play in our society. The computer has been important in an increasing range of studies, and experience in using this tool provides Evergreen graduates with a valuable problem-solving resource. In the broader context, computers directly influence our lives in an increasing variety of ways, not all beneficial. Such crucial issues as privacy, electronic funds transfer, and government data bases, for instance, are far too important to be left only in

Microprocessor systems such as this one are part of the college’s timesharing system and provide students access to state-of-the-art computing facilities.
the hands of technical experts. Therefore, a "computer literate" citizenry is necessary if our society is to find humane uses for this powerful technology.

"Hands-on" Approach

Evergreen has adopted an open access, "hands-on" approach to computing. The college owns a capable Hewlett-Packard minicomputer system which can interact with 32 students concurrently. Use of this system is free and available to all students, whether or not they are taking a "computer course." To help students gain access to the computer, special facilities have been provided which make it easy to learn to program in a powerful version of BASIC. More than 40 terminals are located in clusters around the campus, and individual students may even check out terminals from Media Loan, much as they would check out a library book. This open access policy makes Evergreen's computer one of the most available of any college campus in the nation. The college also maintains a library of programs, including simulations and data analysis packages. Students may also write their own programs for use on the computer, using a structured version of BASIC which was developed by students at Evergreen as a learning project.

In addition to the Hewlett-Packard computer, the college has a remote job entry terminal and interactive terminals which can be connected to many large computer systems around the state for "number crunching," three laboratory data collection systems built around Data General NOVA Minicomputers, an analog digital hybrid system, and an extensive collection of microprocessor systems (SOL-20, IMSAI, Intecolor, etc.) for student experimentation.

Staff and Faculty Support

Equipment by itself is useless. For this reason the college provides staff support for faculty and students using the computer. Many students are also employed by the college to assist other students in using the computer resources, to operate equipment, and to write special programs.

Advanced students, and those with a special interest in Computer Science, will find facilities available for applications such as computer graphics. Students gain specialized knowledge of computers through Individual Contracts with faculty and staff and through Internships with computer manufacturers, software houses, and major users such as state government. Group Contracts have provided a unique opportunity for Evergreen students to undertake major system design projects such as revising the operating system of the Hewlett-Packard system.

After graduating, students exposed to Evergreen's computer resources have produced commercial computer animated films, attended graduate schools in Computer Science such as Stanford and the University of Edinburgh, Scotland, been employed as programmers, or simply had available a powerful tool for other pursuits. In 1978, Evergreen was chosen by a National Science Foundation study as one of 10 exemplary colleges and universities nationwide for its use of instructional computing.

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/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 Evergreen Units each academic year and a minimum of three Evergreen Units in a given quarter.

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 only a few forms of assistance. For instance, some 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 Financial Aid office 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 schedules of Evergreen’s Coordinated and Group Contract Studies programs often do not lend themselves to the typical “be-here-every-day-at-three” part-time job.

Evergreen students who have temporary financial problems may apply for emergency loan assistance. Any student may inquire about scholarships awarded by off-campus agencies, some of which do not consider need as a major criterion of award. All students are encouraged to seek general financial counseling and help in the personal management of money at the Financial Aid office.

The Financial Aid office is unable to assist foreign students. Foreign students must be prepared to cover their total college expenses and travel. Refer to the Admissions Procedures section for further details on requirements for entry.

Financial Counseling

The college makes financial counseling available for any student wishing assistance with family budget management, estimates of college costs, and the economics of study abroad. In addition to individual counseling, the Financial Aid office holds periodic seminars on these subjects. Students who intend to transfer to other schools should seek assistance from this office in obtaining and completing financial aid applications and scheduling interviews with financial aid counselors at their new schools.

Summer Quarter

Applicants for Summer Quarter assistance can usually rely only on the Federally Insured Loan, employment other than College Work-Study, or other off-campus resources. With the exception of the emergency loans, very little college-administered aid will be available during Summer Quarter.

Application Procedures and Deadlines

Students who wish to apply for financial aid should request application materials from the Office of Financial Aid.

Applications for aid during the academic year should be received by May 15. Needy students applying after May 15 will be aided if funds are available. Applicants will receive acknowledgment 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 June 15. Our deadline of May 15, which allows more students to apply, precludes any earlier award announcements.

Financial Assistance Programs

A brief description of the requirements and regulations attached to 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 depending on the needs of each student.

Loans

The National Direct Student Loan 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. Partial cancellation of loans is available to some borrowers including students who become teachers of low-income or handicapped children or in the Head Start program.

The Federally Insured Loan 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 seven percent.

Emergency Loan Program funds are donated by businesses, service and professional organizations, individuals in the community, and Services and Activities Fees. The program is designed to aid students who face temporary need by providing loans of up to $200 for not more than 90 days. Borrowers may apply by means of a personal interview in the Financial Aid office. Simple annual interest is set at six percent. Emergency loan funds available include: The Gladys Burns Student Emergency Loan Fund The Garrett Heyns Memorial Loan Fund The Leona M. Hickman
Washington State Tuition Waiver Program, by authority of an act passed by the 1971 State Legislature, provides tuition and fee waivers to needy students under the same general criteria as those of the other financial aid programs.

Washington State Need Grants are administered by the Washington State Council for Postsecondary Education. Nominations are made by Evergreen’s Office of Financial Aid for students of exceptional financial need whose family incomes are inordinately low.

Scholarships
Institutional Scholarship Awards from the following scholarship funds are made by the college annually, solely on the basis of need:
- The Ward Bowden Memorial Scholarship
- The Roger F. Camp Memorial Scholarship
- Northwest Securities Scholarship
- Donor-Designated Scholarships are awarded by organizations not connected with Evergreen. See the Financial Aid office for information related to available scholarships and application forms. Announcements are made each winter on the scholarships that will be available.

Evergreen Foundation Achievement Scholarships are sponsored by The Evergreen State College Foundation and awarded to new full-time students who have made outstanding contributions in community service, academic work or other areas. Awards are for one year only and cover the cost of in-state tuition and fees for three quarters. Recipients are announced in the spring.

Other Aid
The Law Enforcement Education Program, sponsored by the Department of Justice, offers a financial aid program to students who are employed in the fields of administration of justice, law enforcement or corrections. Any student currently employed in these fields (in-service) may apply for a tuition grant or loan. 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 seven 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 for students is provided by the Washington State Department of Social and Health Services through the college. Applicants should inquire at the Financial Aid office for appointments.

Employment
The College Work-Study Program is supported by state and federal funds for a wide variety of school-year jobs, both on-campus and in the community, for students whose financial need is significant. Students in this program may work no more than 19 hours per week. 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 for students is aided by the Financial Aid office, which maintains a listing of part-time positions with employers on-campus and in the community. It is the students’ responsibility to arrange interviews with potential employers. Students employed on-campus report the hours they work and are paid by check on a monthly basis.
Up-to-date information on job and graduate school opportunities are among the many services offered by the Office of Career Planning and Placement, located on the first floor of the Evans Library.

Career Planning & Placement

Career Planning and Placement Services help students identify their career interests, gather information about those interests, identify potential employers or graduate programs, and plan an appropriate job or graduate school search. We work with first through fourth-year students on an individual basis and in groups. Services include:

Career Exploration Groups: Designed to assist entering and continuing students with identification, exploration, and research of their career interest.

Senior Employment Seminars: Designed to assist seniors in implementing their career goals as they relate to further study or graduate school. Topics include resume writing, portfolio preparation, job search strategy, and interviewing skills.

Job and Graduate School Information Days: A series of day-long workshops focusing on specific career areas which will bring more than 100 professional representatives to campus to act as advisers on various professions.

Other services include practice graduate examination testing, maintenance of a career information library, a course in career planning and placement, and special interest workshops as a result of student interest. You can contact Career Planning and Placement Services at any time during your study at Evergreen, but we urge you to make initial contact soon after you arrive on campus. This way you avoid the panic and increased demand for services that occurs around graduation time and insure that you will get the career and job search counseling you will need.

Veterans' Affairs

The Office of Veterans' Affairs seeks to provide all Evergreen veterans with the information and services necessary to their success at the college. The office 1. assists veterans and other eligible persons with all VA related applications and information to assure the maximum use of benefits provided under the law; 2. serves as a clearinghouse for information pertaining to veterans; 3. actively recruits veterans within the college's service area; 4. provides counseling and referral assistance to veteran students; and 5. serves an advocacy role in supporting veterans' issues and concerns.

As a part of a federal VA program, the on-campus veterans' representative serves Evergreen and other local colleges. His primary responsibility is to process veteran certifications and to handle problems regarding veterans' educational assistance payments. This representative supplements the staffing in our Veterans' Affairs office.

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 also be generated as student interests develop. The Counseling Services staff includes a professional counselor, part-time psychologists and student paraprofessional counselors. In some situations, such as the field of 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 operates on and is committed to the philosophy that people are naturally healthy, dynamic, and capable of change, learning, and creativity. The philosophy and commitment supports our belief that each of us is growing at a different rate. Counseling Services offers opportunities for people to acquire skills to solve their own problems and to develop their human potential.

Counseling Services has two basic emphases. First, it places the role of the counselor and of Counseling
Services in a developmental framework. This developmental approach blends traditional and new concepts and readily adapts itself to individual counseling, group counseling and occupational and educational information. Second, Counseling Services emphasizes cooperation between the campus and the community to encourage creation of programs based primarily on prevention rather than remediation.

**Housing**

The Evergreen Housing office assists students to locate living accommodations according to their individual needs, on or off campus. For those who choose to live on campus, Evergreen offers a wide choice of living units, including single and double studios (five-person), and regular one to five bedroom apartments. Some of the units are satisfactory for families.

Evergreen's on-campus living units are close to classrooms and other main campus facilities and offer 24-hour security services. In addition, campus housing offers certain other features which often make it an advantage for students to reside at Evergreen. Mail delivery, study rooms, handicap residence units, bicycle and motorcycle shelters, storage lockers, TV-FM cable, color TV and lounges, pool and ping pong tables, laundry facilities, bus service to other parts of the greater Olympia area, and recreational, social and cultural events (nearly every night) are some of these special features.

Many consider Evergreen housing unique in that it sets no standards for student hours or behavior except those established by the residents or college community and those required by law or for health and/or safety reasons. As an example, pets are not permitted in the living units or in any other college building. Students in virtually all on-campus housing have access to full kitchen facilities to do their own cooking, or they may choose to buy meals at the college food service. Daycare facilities are available on campus for students' children between two and six years of age.

Campus living units include 19 duplexes, three five-story and one ten-story buildings (which contain a variety of one to five person apartments). Each living unit is equipped with all items normally found in a furnished apartment: bed frame and mattress, desk and chair, wardrobe, dresser, supplementary furniture where needed, all necessary appliances, carpeting and drapes. Housing does not furnish study lamps and personal items such as bath mats, bed linens, blankets, pillows, towels, pots and pans, plates and eating utensils. Telephone service is available with residents accepting financial responsibility for connection, monthly service and toll call fees.

The Housing office meets demands for student living accommodations on a first-come first-served basis. However Housing staff also seeks to meet individual needs.
and preferences whenever possible.

Students who elect to live in campus housing sign either a Rental Contract or a Unit Lease. The Rental Contract is a traditional contract among campus housing offices, where a student rents one bed and the college assigns other roommates to the unit. The Unit Lease is less expensive than the Rental Contract, however, residents are responsible for renting an entire living unit and finding their own roommates (if any are wanted) to share rent and other costs.

Housing may be obtained by completing a Housing Application / Contract and submitting it with deposit ($45 for Rental Contracts and Unit Leases for one and two-person studios; $70 for Unit Lease applicants on units for two to five persons). Housing applicants will receive a full refund if not admitted to the college; those who cancel applications by the date on the contract or lease will receive a partial refund. These forms and more information are available from The Evergreen State College Housing Office, Building A, Room 322, Olympia, WA 98505, (206) 866-6132.

Food Services

Located in the College Activities Building, Evergreen's major food service facilities include a cafeteria, a small grocery store (The Deli), and related dining rooms. 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 complement of vending machines throughout the campus. A full catering and banquet service is also available.

The college contracts with a professional management firm to operate all food service facilities. The manager is charged with handling the details of food and finance, providing the intangibles to ensure customer satisfaction, and meeting 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 services employs many students during the academic year; students interested in working there should personally contact the Manager of Food Services, located in the College Activities Building kitchen office. Any student wishing to make comment on food service operations should also contact the Manager of Food Services.

Health Services / Women's Clinic

The Evergreen State College provides Health Services/Women's Clinic for enrolled students during Fall, Winter and Spring Quarters. Clinic facilities are located in the Seminar Building on the main floor. The clinic is staffed by a full-time Nurse Practitioner, Women's Health Care Specialist, Clinic Receptionist, and a part-time physician team, Licensed Practical Nurse, and Women's Clinic Coordinator. Over 20 paid and volunteer positions are available for qualified student workers during the academic year.

There is no charge to currently enrolled students for professional care given by staff in the Health Services Clinic. Although students are responsible for the cost of most medications, certain basic drugs are provided without cost.
Limited laboratory work is available in the clinic for a small fee; however, most laboratory tests and all x-rays must be referred to off-campus facilities. The purchase of student medical insurance will cover these costs and is highly advisable for students who are not covered on their parents' insurance plans. Evergreen offers two different medical insurance plans for students, and enrollment is handled through the Business office at the time of registration. Health Services assists students in processing all insurance claims for off-campus medical care.

Treatment for injuries and illness, health counseling, allergy injections, emergency first aid and day bed facilities are available in the clinic. Overnight facilities are not available, and health care is the responsibility of the student for after clinic hours and Friday through Sunday. Referral service is maintained for local physicians, dentists, chiropractors and naturopaths, as well as local health care agencies. St. Peter Hospital, Olympia, is available for 24-hour emergencies, and Thurston County operates a Medic One Emergency Service for all county residents. Evergreen maintains a Medic Nine Fire Department Unit on campus which can provide limited first aid on a 24-hour basis.

Health Services sponsors workshops in Standard First Aid, Advanced First Aid, Cardio-Pulmonary Resuscitation, non-smoking, nutrition, stress and other health related concerns. Health Services staff makes every effort to counsel and openly discuss diagnosis and treatment with students in order to provide learning experiences about their conditions and how to use medical systems as a consumer.

The Women's Health Clinic is an accessible and inexpensive way for Evergreen women to help each other meet health care needs. We provide physical examinations for women, including gynecological distress treatment and referral, venereal disease screening, and treatment of cancer and DES testing, pregnancy testing and referral for prenatal care, adoption and abortion. Counseling is provided for women and men on contraceptives, pregnancy, abortion, sexuality and sexual health care. The staff consists of volunteers who are trained to deal with most questions that women and men have about sexual health.

Services & Activities Board
Day Care
The Driftwood Day Care Center provides child care for pre-school age children of student parents. The Center also provides field experiences for the student intern staff. Driftwood has an open learning environment that recognizes each child's development needs. Day Care users pay on a sliding scale, averaging between $1.25 and $3.85 per six-hour day.

Organic Gardening
Students interested in organic gardening may raise crops at the Evergreen Organic Farm on campus. Participation in farming may occur through an academic program (on the group cooperative farms) or through individual request (on the community plots). Individual plots average 10 by 14 feet and may be used at no cost. Students who want to make arrangements for use of the farm (or the solar greenhouse completed in Fall 1978) should contact the resident caretaker at the Organic Farm.

Self-Help Legal Aid
Paraprofessional legal counselors, in cooperation with a local practicing attorney, assist students who are having legal problems. Students needing legal assistance should contact the Legal Aid office in the Library, 866-6107.

Bike Shop
Student bikers will find the tools and expertise they need available for servicing their own bicycles in the Bike Shop in the basement of the College Activities Building. A small fee each time (under $1) is charged for using the tools and obtaining advice and assistance from the attendants on duty.

The Evergreen Foundation
The Evergreen Foundation, a non-profit charitable corporation, was established in August 1976. Managed by a Board of Governors, the Foundation works to raise broad-based support from the private sector to fund student scholarships and other special purpose educational activities not financed by regular sources of income. In achieving this purpose, the Foundation maintains a vital link with the business and professional communities in Washington state, as well as individual citizens concerned about quality higher education. The Foundation also sponsors an Annual Fund Drive and events of public interest, such as the Tuesdays at Eight Concert/Lecture Series, three rounds of Estate Planning Seminars, and the "Tut Adventure," which offered admission to a private showing of the King Tutankhamon treasures, as well as an advance slide/lecture, Egyptian dinner and round-trip transportation to Seattle. The Foundation is staffed by Evergreen's Development Office.
Alumni Relations

Through its early years of operation, when Evergreen graduates remained few, the college has offered limited alumni services in the form of career contact and placement, record keeping and post-graduate informational surveys. Presently under consideration, however, is an expanded college-alumni relations program to promote interaction between the campus and its former students. The Evergreen Development office is overseeing the organization of an alumni program.

Facilities / Use Regulations

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 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. In all cases, persons must identify themselves as responsible for the fulfillment of all agreements made about the use of college quarters and facilities.

Soccer attracts a number of vigorous kickers each year.

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 reservations section in the Office of Facilities, LAB II, Room 1254, phone 866-6340. 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.

Arrangements for conferences on the Evergreen campus may be made through Conference Coordinator, Evergreen Bookstore, Campus Activities Building, 866-6216.

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. Permits may be obtained through the Dean of Enrollment Services' office, Library 1200. 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 illegal.

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.

Sunny days invite students to relax just outside the Olympic-sized swimming pool in the College Recreation Center.
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.

Safety

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.

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 campus.

Emergency Services

(Phone 3333)

First aid services are provided by the McLane Campus Fire Department 24 hours per day, seven days per week. Emergency ambulance transportation is available from the Thurston County Medic One unit. Campus Health Services also offers first aid during regular office hours.

Security

Security Office

Evergreen’s security personnel, recognizing that people have different needs, experiences, and outlooks, perform their duties with respect for individual beliefs, rights, and freedoms. The 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.

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.

Parking

Parking facilities adjacent to the academic plaza and residence halls are available to students and visitors. Motor vehicles parked on campus must possess valid parking permits, available at the following prices:

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Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be impounded at the expense of the vehicle driver.

Campus Communications

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 Information Center, Newsletter, Happenings 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; 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.

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 during Fall, Winter, and Spring Quarters.

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 Wednesdays.

Student journalists complete paste up on latest issue of their campus newspaper, the Cooper Point Journal.

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 year round, is a student-operated 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.

Radio station KAOS (89.3 FM) airs a wide variety of shows created by the students who support and staff it.
Learning radio broadcasting "on the air" is just one of the services campus radio KAOS-FM provides.

Programming leans to classical, jazz, and blues music; college affairs; and governmental news gathered from nearby Olympia.

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.

Athletic Facilities

Evergreen has the largest, most modern and complete sports facilities in the Olympia area, including an 11-lane swimming pool, sauna, showers and locker rooms, sundecks, tennis courts (covered and open), playfields, gymnasium, exercise rooms for men and women, handball and racquetball courts, and others. For a complete description of these sports facilities see Section VI: Student Life, "Sports".

Bookstore

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 a.m. to 4:30 p.m. As Evergreen 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 Service

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, Olympia, WA 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.
The Evergreen Student Body

Evergreen's enrollment averages 2,500 students, with approximately even numbers of men and women. One-fourth of the student body is 30 years of age or older, and the median age is 23. Third World students comprise ten percent of the student population, with the majority of those being Black or Native American. Full-time students usually comprise about 2,000 of the total student body; the rest are part-timers.

More than half of Evergreen's students are residents of Southwest Washington, the school's designated service area, and all but approximately 500 are Washingtonians. In order to convene a truly heterogeneous, richly diverse college community, Evergreen seeks students of all heritages, interests, income levels, aspirations, and geographic background.

Program-Related Activities

Evergreen student life often grows out of academic programs, which call for students to spend many hours each week together in different learning and informal situations. Students of Evergreen programs often report a special feeling of community and friendship among members, as a result of this close interaction. Potlucks, parties, impromptu gatherings, and field trips are often called by programs outside of regular study sessions.

Living-Related Activities

Students living in campus housing, as well as those who choose domiciles in the community, often opt for spontaneous get-togethers in their off-hours. On campus, "The Corner" in the residence halls, "Ash Commons" in the Adult Student Housing (ASH) complex, and the College Activities Building's Coffee House and game areas are some of the on-campus places that students gather for social interaction.

Community Activities

Evergreeners also take part in many community social, political and artistic events and organizations; and attend films, plays, poetry readings, musical and other events sponsored by establishments in the greater Olympia area. Bus service to and from downtown Olympia, Lacey and Tumwater six days each week make it possible for students to take part in these off-campus events. In addition, many students find the close proximity to Seattle and other cities and to the outdoor world of forests, beaches and mountains an invitation to adventures in line with their individual tastes.

Student Organizations

Students who wish to participate in formal, student-funded, organizations on campus may choose from on-going functions such as KAOS-FM (community radio), The Faith Center, drama groups, the Cooper Point Journal (weekly student newspaper), Asian Coalition, MECHA (Chicano students' organization), Native American Students' Association, Third World Coalition, Ujamaa (Black students' organization),
Environmental Resources Center, Women's Center, Lesbian Caucus, and the Gay Resources Center. All of these organizations offer educational resources; many serve as meeting places for people of special interests. Most of the student organizations have headquarters in the College Activities Building or Library Building.

Any student who desires financial support for an activity which he or she feels is of co-curricular value may submit a request for funds to the Services and Activities Fee Review Board for consideration. The Board, composed of six randomly-selected students, plus a faculty and staff representative, allocates money to most student clubs, activities, and organizations.

Films & Special Events

The Friday Night Film Series sponsors weekly films at low cost for students and others who enjoy recent and not-so-recent film classics. In addition, many academic programs sponsor films of special focus as part of their learning activities at announced times during the week.

Student organizations frequently host speakers, conventions, dances and other events during the year. Examples of recent campus-sponsored events include the Northwest Energy Exposition (in conjunction with Sun Day 1978), the Women of Color Unite conference and New Age Education Conference (both Spring Quarter 1978).

Students have access to many events related to the performing arts and public affairs, when these are held on campus in cooperation with community and other organizations. The Tuesdays at Eight Concert–Lecture Series, Black Hills Leadership Conference, Washington State Press Women’s Annual Conference, Thurston County Democratic Convention, and pre-election Candidate Forums are recent examples of these special events.

Sports

Evergreen students may engage in several types of physical activities, some purely for recreation, others for academic purposes, still others for gaining lifetime values through special skills. Sports recreation, either formal or informal, varies with level of interest. The campus sponsors active sports clubs including soccer, basketball, softball, volleyball, kayaking, running, akido, mountain climbing, and sailing. Most of these clubs offer instruction.

Evergreen’s Campus Recreation Center includes an 11-lane swimming pool; a separate diving well; sun deck; two sauna baths; showering and locker rooms; a multi-purpose room for dance, the martial arts, and exercising; separate weight training rooms for men and women; five racquetball–handball courts; a meeting room; and a rock climbing practice wall.

Recreation equipment, which may be rented out or, in some cases, borrowed free of charge by students, includes crampons, ice axes, climbing ropes, stoves, tents, canteens, cook sets, and hard hats. In addition, day use equipment, such as game bags containing
volleyballs, nets, softballs, etc., is available. The Geoduck Boat Club manages three 1975 C-Larks, four canoes, four kayaks, two rafts, and two rowboats.

The Rec Center supplements indoor facilities by operating a temporary, small, but well-equipped, all-weather gymnasium in the campus utility plant. This facility includes two basketball shooting stations, one volleyball court, a gymnastics climbing rope, plus selected additional gym equipment.

Evergreen’s Recreation Pavilion – an unheated but covered facility – includes two basketball courts, superimposed over two tennis courts. Outdoor facilities include a direct aid climbing wall, two horseshoe pits, an archery cage, four lighted tennis courts, and a large playfield for field hockey, flag football, rugby, soccer, and/or softball.

The College owns 3,300 feet of undeveloped beachfront on Eld Inlet of Puget Sound, and the majority of Evergreeners prefer to leave the area in its natural state.

Leisure Education Workshops

Evergreen’s Leisure Education program allows students to supplement academic learning through workshops and activities for personal enrichment, creative stimulation and pure enjoyment. Examples of these workshops, which do not generate academic credit, include pottery, basic photography, basic textiles printing, basic jewelry making, beginning spinning, creative clothes making, interior design, loom weaving, woodworking, etching, oil painting, drawing, kung fu, ballet, mountaineering, and down hill skiing. Leisure Education activities also are available to faculty, staff, and the community at large.

Recreational Arts Program/Center

Instruction in ceramic arts and fine metal arts and lapidary, as well as photography, stained glass, and leather, is available through the Leisure Education program (see above). Individuals already skilled in these arts may register for open studio use by paying a fee.

The Recreation Arts Center is comprised of a metal arts studio and a ceramics studio. The 211 metal arts studio contains complete facilities for jewelry making, small metal sculpture, lapidary work, leather and stained glass. The 201 ceramics studio offers facilities for working with raku stoneware and porcelain. It contains both electric and kick wheels, an electric bisque kiln, a 60 cubic foot gas kiln, and small temporary raku kilns.

A black and white photo darkroom is also available on the campus through the recreation arts director. Students and community residents may use all of the facilities discussed here by either enrolling in a Leisure Education Workshop or paying a use fee.
Academic Policies & Procedures
Admissions

The Evergreen State College is concerned with helping prospective students determine whether they can profit from its distinctive program.

General Admissions Requirements

High School Graduates: Normally, any high school graduate in the upper half of the graduating class will be considered for admission. If ranking is not available the applicant will be considered on an individual basis. Beyond the high school diploma there are no set requirements for a specific number of high school units or course sequences. Students who do not fall in the upper half of their graduating class will need to show evidence of their ability to succeed at Evergreen by submitting test scores, letters of recommendation from persons who are in a position to give a professional judgment, and other supporting data as requested by the Admissions office. Test scores most commonly submitted include: The Washington Pre-College Test, the Scholastic Aptitude Test or the American College Test.

Transfer Students: Transfer students will be considered for admission if their record indicates that they have left the previous college with good academic standing. If the applicant from another college or university has successfully completed 15 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 15 quarter hours of college level work will submit high school transcripts in addition to college transcripts.

Conditional Admission: Conditional admission may be granted to a student at the discretion of the Director of Admissions when the evaluation of the student's credentials shows that he/she will benefit from Evergreen's academic programs but that he/she needs additional work in some specific area.

General Educational Development

Tests: Applications also will be accepted from persons 18 years of age or older who have completed the General Educational Development tests, but have not actually graduated from a high school.

Students From Other Countries: Foreign students who have met the minimum entrance requirements for college in their native countries and who can provide evidence of their proficiency in the English language and financial stability will be considered for admission.

Admissions Procedures

All applicants who wish to be considered for acceptance as fully matriculated students must submit the following items to the Admissions office:

2. The Evergreen State College Supplemental Admissions Form. The supplemental admissions form is an essential part of the admissions procedure in support of the application. The supplemental admissions form will be sent upon receipt of the uniform application of admission.
3. Official transcripts of all previous college work and, for those applying directly from high school or with less than 15 quarter hours of college work, a record of completed high school courses, including rank in graduating class.
4. Special Note: Students who have previously attended Evergreen need only submit the uniform application and supplemental form unless they have attended another college during the interim period. In
such case official transcripts of work completed since leaving Evergreen must also be submitted.

All foreign students must submit the “Pre-Application for Admission” form. If this application is approved, the student must comply with all of the above requirements and in addition submit:

1. Official copies of the student’s scores on the Test of English as a Second Language (TOEFL).
2. Evidence of having at least $4,500 (U.S.) at their disposal to pay all normal expenses for one year’s enrollment at Evergreen, in addition to funds necessary to meet travel expenses.

For those applying directly from high school: 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.

For those transferring with previously completed college work: Transfer students are required to present an official transcript from each college or university they 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 disenrollment. No action will be taken on a transfer application until ALL transcripts for 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 Admission office immediately following completion of the course(s).

Summer Quarter Enrollment does not require completion of the formal admission procedure. It is handled directly through the Registrar’s office.

Admissions Notification

Notification of Admissions’ decisions will be made after a review of the completed application has been 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 reserves the right to deny admission.

Upon receipt of a notice of eligibility, the applicant must send an advance deposit of $50. The $50 will automatically be applied to the student’s first quarter tuition. This deposit is forfeited if the student fails to register, except for circumstances outlined in the section “Refunds/Appeals.”

Admissions Director Arnalda Rodriguez and his staff check latest figures on academic program enrollments.

Advanced Placement and CLEP

A score of three or higher on the Advanced Placement Examination of the College Entrance Examination Board will be reviewed by the Registrar to determine the amount of credit to be given. 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 (see Non-Traditional Credit).

Statement of Records

Credentials, including original documents submitted in support of an application, become the property of the college. Transcripts of students who do not register for the term for which they applied will be held two years before being discarded.
Campus Visits

Personal visits to the campus are encouraged. All prospective students and other interested persons are welcome to visit the campus and to discuss Evergreen’s program with members of the Admissions staff, students and faculty. Tours may be arranged through the Admissions office. For further information about admissions, appointment with an admissions counselor, and tours call toll-free 1-800-562-6106 (WASHINGTON RESIDENTS ONLY) or (206) 866-6170.

Registration

As a full-time Evergreen student, you will be enrolled in only one full-time learning activity – Coordinated Studies program, Group Contract, or Individual Learning Contract – at a time.

If you are enrolled full-time, additional credit cannot be earned concurrently at another college for transfer back, nor will you be able to earn more than the maximum full-time amount at Evergreen.

Credit will be expressed in Evergreen units. Each Evergreen unit is comparable to 4 quarter credit hours. Maximum full-time enrollment is 4 Evergreen units per quarter (or 16 quarter credit hours). It is possible to accelerate your progress toward graduation by enrolling for Summer Sessions.

You will be able to designate the length of your program or contract when you enroll by specifying both the beginning and ending dates. You also will be able to specify the number of Evergreen units per quarter during the period you indicate. There will be no need to re-enroll each quarter during the period you designate if you continue in the same program or contract. Changes to the beginning or ending dates or to the amount of credit need to be made as far in advance as possible. Early notification will assure proper assessment of tuition and fees.

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 will be provided information about registration at the time of their admission to the college.

Throughout the year mailings with important information need to reach you, therefore, students are required to keep current addresses – even those of short duration – on file with the Registrar’s office throughout their tenure at the college.

To Drop Or Change A Program: Students who want to drop or change a program should pick up a Registration Form from the Registrar’s office. At that time students should also check to see if faculty signatures are required for the particular programs involved.

Fees must be paid by the deadlines published in the annual Academic Program Offerings Supplement. Only those “advance registered” are billed by mail. All others should pay at the time of enrollment, but no later than the deadline.

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.
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 not more than 4 Evergreen units per quarter. (NOTE: Through 1972-73 Evergreen students worked in a pattern by which 36 units were required for graduation and each unit was considered as equivalent to five quarter hours at other institutions.)

Graduation Requirements

The minimum requirement for awarding the Bachelor of Arts degree is 45 Evergreen units of credit. Students enrolled in full-time work through four years at the college would normally accumulate 48 units. Students engaged in a sequence of study which would accumulate more than 48 units should contact the Registrar to initiate a petition to extend their work beyond the 48 Evergreen units.

Any student transferring from another college must earn at least 12 Evergreen units before becoming eligible to receive the Evergreen degree. Those 12 must be earned as part of the last 24 Evergreen Units.

Transfer Credit Policy

General Policies

Evergreen has a liberal policy on the acceptance of credit from other colleges and universities. The maximum credit that can be transferred is 33 Evergreen units (132 quarter credits or 88 semester hours). The maximum amount of credit that can be transferred from two-year colleges is 23 units (90 quarter credits) total.

The procedure for transferring credit is to supply transcripts of all previous work at the time of application for admission. The Office of the Registrar will evaluate the credit and supply you with a report after you are admitted.

Policy varies slightly depending on the kind of institution from which you are transferring and the kinds of course work involved. In general, courses in which a D or F grade was received are not acceptable in transfer, nor are P.E. activity courses, remedial courses, or high-school equivalency courses. Some vocational courses are transferrable, others are not. This is discussed further below.

If you are transferring from a four-year accredited college or university – one that offers a Bachelor of Science or Bachelor of Arts degree towards which you were working and is approved by the appropriate regional accrediting association – all of your work (with the exceptions noted above) should be transferrable.

Graduates of two-year accredited community colleges holding the Associate of Arts or Associate of Science degree are automatically awarded 23 Evergreen units of transfer credit. This policy is one established under guidelines set by the Washington Intercollege Relations Commission. Graduates who hold two-year degrees such as Associate of Technical Arts, Associate of Applied Science, or Associate in General Studies, are invited to apply under Evergreen’s “Upside-Down Degree Program” (see Non-Traditional Credit).

Credits earned at non-accredited institutions, technical institutes, military schools, art and music institutes, foreign colleges and universities, and proprietary schools (such as business colleges and correspondence schools) are evaluated on a case-by-case basis by the Registrar. The principle used is that the work performed should be equivalent to work for which a four-year college or university would normally give credit toward the B.A. degree.

Students who have completed some work at an accredited two-year college but who have not earned a degree may transfer any courses which that college designates as “four-year college transfer.” This designation must appear either in the transcript, in the...
college's catalog, or in an official letter from the institution. If a question exists whether a particular course is "transferrable" or not, it is the student's responsibility to provide evidence that the college from which he or she is transferring considers the course to be a legitimate part of its transfer curriculum. This policy applies particularly to so-called vocational or technical offerings of the two-year colleges.

Miscellaneous Policies

Evergreen accepts credits earned through the College Level Examination Program (CLEP) so long as scores are at the fiftieth percentile or above, and do not duplicate credit earned at other institutions including Evergreen credit equivalencies. Other national credit-by-examination options are reviewed on a case-by-case basis. Evergreen will not accept credit twice for the same course work.

Evergreen grants credit for prior learning experience only through its External Credit program (see Non-Traditional Credit).

Evergreen will accept credits earned 10 or more years ago, but persons presenting such credits are strongly advised to petition to take more than 48 Evergreen units before graduating in order to update earlier work. (Students may disclaim credit 10 or more years old upon agreement with the Registrar.)

A transfer student must present records of all previous college work at the time of admission. Students may not transfer credit earned at other institutions while concurrently enrolled full time at Evergreen. Evergreen uses the following formula for converting semester and quarter hours to Evergreen units: semester hours times 1.5 equals quarter hours which are divided by 4 to equal Evergreen units.

Academic Standing

Full-Time and Part-Time Status

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

Those who enroll as part-time students will work most frequently in regular courses. Part-time students may enroll in some Contracted Studies, on individual projects or as participants in groups, earning one or two units of Evergreen credit per quarter. Watch for announcements of part-time study offerings just prior to registration periods.

Full-time students can be enrolled in only one credit-generating program of study at a time. Part-time students may enroll in two (one Evergreen unit each) course.

Leaves Of Absence

Students who have been regularly admitted and need to "drop out" for a while are eligible to apply for a leave of absence. A leave of absence may be no longer than one year. Application for a leave of absence is initiated in the Office of the Registrar. Students who have not enrolled in a program/contract by the enrollment deadline are considered to be on leave.

Deceleration

A student may officially reduce a credit load during a quarter with the approval of his/her coordinator/sponsor.

Acceleration

Normal academic progress for a full-time student entails enrolling for no more than four units of credit per quarter, or 12 units per regular academic year. Students may accelerate only by enrolling for a fourth quarter of study each calendar year (i.e., in Summer Quarter).

Any increase in the numbers of units for which a student is registered must be submitted to the Registrar no later than the sixth class day of any quarter.

Academic Standing

Since The Evergreen State College follows a narrative evaluation system of maintaining student records, a student's transcript contains only information regarding the credit he or she has successfully completed. Some recognition, of a non-punitive but consultative nature, needs to be made of the student who is not making satisfactory progress as defined below. The following stages of academic standing have been designed to allow the student having academic difficulties the maximum amount of advice and counsel in resolving those problems. At the same time, it acknowledges that if a student is unable or unwilling to do his or her best work at Evergreen, then that place should be given to someone else.

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

1. Academic Warning - A student who earns fewer than three-fourths the number of units for which he or she is registered in three successive quarters will receive an academic warning from the Deans, a copy of which will also go to the student's current or
Policy On Completion Of Academic Work

I. Completion Of Work
A. A student will complete his/her study program and submit all written materials, including self-evaluation, by the ending date of the program or contract, as specified in writing at the beginning of the program or contract. If a student changes his/her program before the originally specified ending date, the ending date for the old and new programs will be given on the change of registration form submitted to the Registrar's office.

B. A written evaluation of the student's work by faculty or staff sponsor is to be submitted to the program secretary no later than two weeks after the ending date of the program or contract.

II. Incomplete Status
A. If a student fails to complete his/her work on time, the faculty/staff sponsor must either:
   1. grant partial or no credit on the credit report provided by the Registrar's office; or
   2. submit an "Incomplete Form" (also available from the Registrar's office). This form, a copy of which is to be sent to the student immediately, will contain a summary of the policy on Incompletes and spaces for a description of the work to be completed, a specified completion date not to exceed two months, and the signatures of the student (optional, but strongly encouraged), and the sponsor. This is the student's only official notification of the Incomplete status.

B. If the Incomplete has not been removed within two months, The Registrar will make an entry of "No Credit" in the student's academic record (but not on the student's transcript).

Approximately two weeks before such action is taken, as a matter of courtesy the Registrar will remind the faculty-staff sponsor that this action is about to be taken, and that it can be prevented only by submission of the written evaluation by the sponsor before the end of the two months.

III. Faculty/Staff Role In Completion Of Student’s Work
A. The faculty/staff sponsor will submit a written evaluation of a student's work within two weeks of the ending date of the student's program.

B. If a student completes the work necessary for removal of an Incomplete within the allowable period, the
Faculty/staff sponsor will submit a written evaluation of the student's work within two weeks of its completion.

(Revised Policy, March 1975)

Faculty Member Dr. Robert Gottlieb outlines requirements of his music study program.

**Evaluation**

Student progress and quality of work at Evergreen is measured by a system of student-faculty and student-student conferences and by written evaluations, rather than a traditional letter or numerical grade process. In this way, evaluation may be conducted more frequently throughout a quarter, strengthening student learning in the process. At the end of each quarter, faculty members hold individual conferences with students and then prepare a two to four page detailed evaluation of that student's work and learning. Written evaluations by faculty, together with students' own self-evaluations for each program taken, form a permanent student Portfolio - the official permanent learning record maintained by the college and carried away by the student when he or she graduates. Section III, Evaluation, gives a more detailed description of this evaluative process.

**Record Keeping**

Each student acquires two documents while studying at The Evergreen State College. One is the TRANSCRIPT. The other is your PORTFOLIO. Here is what each is to contain:

**TRANSCRIPT**, maintained by the Registrar's office and includes:
1. Summary of all work done, for which credit was awarded - called a "Record of Academic Achievement."
2. The official description of the program or contract.
3. Faculty evaluation of work done.
4. Your own evaluation of your achievement.

**PORTFOLIO**, maintained by you and includes:
1. The official description of the program or contract for all work attempted.
2. Descriptions and copies of faculty evaluations of all work attempted.
3. Student self-evaluations, including those not for the Transcript.
4. Polished and edited work judged by you as worthy of inclusion. Not all work should be included.

ALL OF THIS IS MAILED WHEN YOU REQUEST A TRANSCRIPT.

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. Your seminar leaders and/or sponsor will make these translations by means of "course equivalencies" which describe the range of subject materials according to more traditional systems. These are included in the faculty evaluation of your work. The credit you earn at Evergreen will be acceptable elsewhere, allowing for the various requirements and policies of various institutions.

A transcript is issued by the Registrar at a student's written request and payment of fee. The Evergreen Transcript will identify the amount of credit earned at other institutions, too. It will not list work in a program for which a student did not receive credit.

We report credit and evaluations only once during a program/contract - at the end. When you go on a leave of absence, withdraw, or change programs during the year, it will be necessary to request a report of credit and an evaluation for the time spent in a program.

**PORTFOLIO**, maintained by you and includes:
1. The official description of the program or contract for all work attempted.
2. Descriptions and copies of faculty evaluations of all work attempted.
3. Student self-evaluations, including those not for the Transcript.
4. Polished and edited work judged by you as worthy of inclusion. Not all work should be included.
5. Records of interview, petitions for leave, and anything else that will help create your academic biography.

Your portfolio enables you to share relevant information with our faculty during interviews. It is also a tool for use during interviews off campus for graduate schools or employment.

Confidentiality Of Records

The federal Family Education Rights and Privacy Act of 1974 establishes fair information practices regarding student records at American colleges and universities. Essentially, the law 1. assures that parents and students will have access to education records (with rights of the parent transferred to the student 18 years and older), 2. protects such individuals' right to privacy by limiting transferability of their records without consent; and 3. gives parents and students the opportunity to challenge the correctness or at least enter an explanation regarding misleading or inaccurate information in their files.

Student Accounts

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, Half-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 "half-time student" for purposes of payment of tuition and fees means one who is enrolled for two Evergreen units of credit. The term "full-time student", for tuition and fee purposes, means one who is enrolled for three or four units. Part-time, half-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.

Student Health Insurance: The college, through a contract with private insurance carriers, offers a comprehensive medical insurance plan for all enrolled students. Options include either major medical coverage or full health care coverage. Limited on-campus medical facilities during Evergreen's early years make this coverage advantageous for students not otherwise insured against health risks. Students with eligible dependents may make arrangements – on or before the first class day of each quarter – for expansion of the insurance to cover those dependents.

Parking: All student vehicles using college parking must display current parking decals. Parking decals are available for $5 per month, $10 per quarter, or $25 per year. Students who reside in college housing may park free in the residence hall parking lot. (Also see page 59.)

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 Accounts Receivable office for accounting.

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 Financial Aid 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 accounts receivable 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 noon and from 1 p.m. to 4:30 p.m., Monday through Friday, to accept payments in person.

Tuition and fees by the thirty-first calendar day will result in disenrollment and assessment of one-half of the original tuition and fee charge. All other charges appearing on a student's billing statement are due and payable on the tenth of the month following the month that the charge(s) was recorded. Charges not paid on time are considered delinquent and as such are subject to interest and penalty charges.

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 for them to meet 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 specified time limits.

Policies and fees are subject to change at the discretion of the Board of Trustees or by action of the Legislature.

All checks must be made payable to The Evergreen State College and delivered to the college cashier.

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 Dean of Student Enrollment Services. 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.

Fee or Charge Refunds Category Applicable
Enrollment Deposit Refundable as described below.
Tuition and Fees Refundable in total upon withdrawal through the sixth class day; 50 percent refundable from the seventh class day through the thirtieth calendar day; not refundable thereafter.
Insurance Refundable in total prior to the first class day; not refundable thereafter.
Housing Deposit If reservations cancelled prior to the first day of the period for which the applicant applied, the deposit will be refunded in full. If occupant vacates prior to completion of a contract, deposit is not refundable. Upon completion of contract, $20 refundable. (See Housing Contract for greater detail.)
Crafted by students, the college's friendly gargoyle shows the effects of the year's first snowfall.

**Fees and Charges**

Rates listed in the following tables are based on charges in effect during Fall Quarter 1978. Additions, deletions or adjustments for the years 1979-81 depend on legislative action and changing cost factors. Please check the most recent supplemental information to this catalog for accurate charges for tuition and fees, housing, food services and other categories of student expense.

**Schedule Of Tuition and Fees**

<table>
<thead>
<tr>
<th>Status</th>
<th>Evergreen Units</th>
<th>Cost/Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td></td>
<td>$ 83</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>3 or 4</td>
<td>206</td>
</tr>
<tr>
<td>S.E. Asia Veteran</td>
<td>2</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>3 or 4</td>
<td>162</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>1</td>
<td>265</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>396</td>
</tr>
<tr>
<td></td>
<td>3 or 4</td>
<td>661</td>
</tr>
<tr>
<td>Auditor</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

*Note: A full-time student is enrolled for 3 or 4 Evergreen units. A part-time student is enrolled for 1 or 2 Evergreen units. An auditor student is enrolled for no credit.*

**Miscellaneous Fees**

- Replacement of Student Identification: $ 5 (each time)
- Parking fee (per year): 25

Tuition and Fees Late Payment Fee: 15 (each time)

**On-Campus Housing**

Resident Halls accommodations, per academic year:

- Housing Deposit, Rental Contract: $ 45.00
- Housing Deposit, Unit Lease: 70.00

9 month

<table>
<thead>
<tr>
<th>Status</th>
<th>Cost/Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>One person studio:</td>
<td></td>
</tr>
<tr>
<td>rental contract</td>
<td>739.20</td>
</tr>
<tr>
<td>Two person studio:</td>
<td></td>
</tr>
<tr>
<td>rental contract</td>
<td>633.60</td>
</tr>
<tr>
<td>unit lease</td>
<td>1,100.00</td>
</tr>
<tr>
<td>Two person apartment:</td>
<td></td>
</tr>
<tr>
<td>rental contract</td>
<td>756.80</td>
</tr>
<tr>
<td>unit lease</td>
<td>1,276.00</td>
</tr>
<tr>
<td>Three person apartment:</td>
<td></td>
</tr>
<tr>
<td>rental contract</td>
<td>695.20</td>
</tr>
<tr>
<td>(Downstairs) unit lease</td>
<td>1,628.00</td>
</tr>
<tr>
<td>Three person apartment:</td>
<td></td>
</tr>
<tr>
<td>rental contract</td>
<td>624.80</td>
</tr>
<tr>
<td>(Upstairs) unit lease</td>
<td>1,452.00</td>
</tr>
<tr>
<td>Four person apartment:</td>
<td></td>
</tr>
<tr>
<td>rental contract</td>
<td>712.80</td>
</tr>
<tr>
<td>(Two bedroom) unit lease</td>
<td>1,874.40</td>
</tr>
<tr>
<td>Five person apartment:</td>
<td></td>
</tr>
<tr>
<td>rental contract</td>
<td>818.40</td>
</tr>
<tr>
<td>(Two bedroom) unit lease</td>
<td>3,203.20</td>
</tr>
<tr>
<td>Duplex/Mod (4 person):</td>
<td></td>
</tr>
<tr>
<td>rental contract</td>
<td>730.40</td>
</tr>
<tr>
<td>(Two bedroom) unit lease</td>
<td>1,892.00</td>
</tr>
</tbody>
</table>

*Please refer to “Housing” section for description of Rental Contract and Unit Lease Contract. Telephone charges are not included.*
Food Service: Available at the cafeteria; good food at nominal cost.

**Other Charges**

<table>
<thead>
<tr>
<th>Description</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health Insurance (per quarter)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Medical ($100 deductible)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Only</td>
<td>$38.80</td>
<td></td>
</tr>
<tr>
<td>Student and Dependent(s)</td>
<td>$108.00</td>
<td></td>
</tr>
<tr>
<td>Full Health Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Only</td>
<td>$99.45</td>
<td></td>
</tr>
<tr>
<td>Student and Dependent(s)</td>
<td>$198.90</td>
<td></td>
</tr>
</tbody>
</table>

**Summary of Estimated Quarterly Expenses**

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prior to or during first quarter only:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing Deposit</td>
<td>$45.00</td>
<td>$45.00</td>
</tr>
<tr>
<td>2. Direct Education Costs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>206.00</td>
<td>661.00</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>70.00</td>
<td>70.00</td>
</tr>
<tr>
<td>3. Related Costs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing (average) and meals</td>
<td>550.00</td>
<td>550.00</td>
</tr>
<tr>
<td>4. Other Expenses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal (estimate)</td>
<td>190.00</td>
<td>190.00</td>
</tr>
<tr>
<td>Insurance (optional)</td>
<td>24.25</td>
<td>24.25</td>
</tr>
<tr>
<td>In-State Transportation (estimate)</td>
<td>120.00</td>
<td>120.00</td>
</tr>
</tbody>
</table>

Rainfall in the Pacific Northwest is a major factor in its celebrated beauty and the life styles of Northwesterners.

Administrative Secretary Eileen Humphrey listens while she works.

**Summary Of Estimated Academic Year**

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$618</td>
<td>$1,983</td>
</tr>
<tr>
<td>Books, Supplies, Misc.</td>
<td>220</td>
<td>220</td>
</tr>
<tr>
<td>Fees and Charges</td>
<td>1,650</td>
<td>1,650</td>
</tr>
<tr>
<td>Personal Expenditures</td>
<td>580</td>
<td>580</td>
</tr>
<tr>
<td>In-State Travel</td>
<td>360</td>
<td>360</td>
</tr>
<tr>
<td>Total Estimated Expenses for 3 Quarters</td>
<td>$3,428</td>
<td>$4,793</td>
</tr>
</tbody>
</table>
The Olympia Community
For more than a century the City of Olympia has served as the capital of Washington state, the seat of Thurston County government, a major seaport connecting local trade with foreign markets, and the home of many businesses, light industries, and - since 1967 - The Evergreen State College.

Students gather at many community spots for entertainment, such as the Gnu Deli, owned by an Evergreen alum.

Today the city's 26,000 residents make their home in and around the original seaport of Olympia, founded in the early 1800's at the southernmost tip of Puget Sound. The greater Olympia area, composed of the tri-cities of Olympia-Lacey-Tumwater, claims 42,000 people, nearly half of Thurston County's 100,000 population. A large number - perhaps even a majority - of those who reside here are natives of the region or of Washington State. Steady growth in Olympia and other parts of Thurston County has also brought many new arrivals over the years. Together, recent and long-time residents have maintained the appealing natural features of rural lands, forests, and characteristic Pacific Northwest landscapes; a friendly, small-town atmosphere; and the kind of lively community spirit that might be expected of a major decision-making center.

Tom Anderson and two other Evergreen alums founded Mansion Glass in 1973, and their stained glass creations now compete in national markets.

Sixty miles south of Seattle, 115 miles north of Portland, and inland 50 miles from Pacific beaches, Olympia is convenient to urban centers and oceans alike. In addition, the Olympic and Cascade mountain ranges are short driving distances to the west and east, respectively. Olympia connects with these and other points by major highways (including the north-south Interstate 5 and coastal route U.S. Highway 101), regular daily bus service, and limited passenger rail and air services. Local residents and visitors both enjoy the Olympia area year-round for its beauty; access to recreation, trade, and public policy-making functions; and for certain local delicacies such as Olympia oysters and salmon.

Cultural activities are an ever-expanding aspect of Olympia area life. Classical and contemporary dance and musical ensembles, a half-dozen theater groups, annual festivals and celebrations, and a wide array of bookstores, libraries, and galleries offer those with nearly any kind of cultural talent or appreciation the opportunity for involvement. The Evergreen State College, located just northwest of Olympia, joins with community-based cultural and artistic organizations in presenting many events for the general public, in addition to its regular educational programs.

Evergreen students participate in community organizations and events in accordance with their individual interests. Many local businesses have been founded by former Evergreen students. These and other spots draw students for jazz and other musical performances, poetry readings, theater presentations, food specialties, and for miscellaneous other purposes.

Sylvester Park offers Olympia visitors a green oasis in the center of the downtown area.
The Greater Olympia Area
Who We Are
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Hal Wolf, Yelm
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Faculty 1978/79

Social Sciences

Guy B. Adams
Public Administration, 1978

Bill Aldridge
Education-Social Psychology, 1970

Priscilla V. Boweman
Economics, 1973
A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M.Phil., Yale University, 1971.

Jovana J. Brown
Librarianship and Political Science, 1974

William H. Brown
Geography, 1974

Carle L. Cable
Anthropology, 1972

Stephanie Coontz
History and Women's Studies, 1974
Beryl L. Crowe
Political Science, 1970
A.B., Political Science, San Francisco State College, 1959; M.A., Political Science, University of California at Berkeley, 1961.

Diana C. Cushing
Psychology, 1978
B.S., Occupational Therapy, University of Buffalo, 1959; Ph.D., Clinical Psychology, State University of New York at Buffalo, 1971.

Elizabeth Diffendal
Applied Social Science–Planning, 1975

Donald Finkel
Psychology, 1976
B.A., Philosophy, Yale University, 1965; M.A., Developmental Psychology, Harvard University, 1967; Ph.D., Developmental Psychology, Harvard University, 1971.

Thomas H. Foote
Education–Journalism, 1972

Russell R. Fox
Community Planning, 1972

Henry L. Freund
Law, 1973

Theodore L. Gerstl
Applied Behavioral Science, 1971
B.A., Psychology, California State University at Northridge, 1965; Ph.D., Organizational Behavior, Case Western Reserve University, 1969.

Margaret H. Gribskov
Journalism and Education, 1973

James Gulden
Education, 1972

Jeanne E. Hahn
Political Science, 1972
Assistant Academic Dean, 1974-Present.

Philip R. Harding
Architecture, 1971

Rainer G. Hasenstab
Environmental Design, 1974

Peta M. Henderson
Anthropology, 1974

Mary Ellen Hillaire
Sociology and Social Work, 1972

Virginia Ingersoll
Communications, 1975
B.A., Journalism–Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.

Winifred Ingram
Psychology, 1972
B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951.

Richard M. Jones
Psychology, 1970
A.B., Psychology, Stanford University, 1980; Ph.D., Clinical Psychology, Harvard University, 1956.

Lovern C. King
Native American Studies, 1977

Lowell Kuehn
Sociology, 1975

Eric H. Larson
Anthropology, 1971
B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D., Anthropology, University of Oregon, 1966.

Russell Lidman
Economics, 1974

Paul A. Marsh
International Relations, 1971
Earle W. McNeil  
Sociology, 1971  
B.S., Chemistry, Washington State University, 1964;  

Maxine L. Mimms  
Social Science, 1972  
B.S., Education, Virginia Union University, 1950;  
M.A., Sociology, Wayne State University, 1953;  
Ph.D., Pedagogical and Curriculum Studies, Union Graduate  
School-West, 1977.

Charles T. Nisbet  
Economics, 1971  
B.A., Economics, Kalamazoo College, 1958;  
M.B.A., Indiana University, 1959;  
Ph.D., Economics, University of Oregon, 1967.

Carol J. Olexa  
Sociology, 1971  
B.A., Sociology, San Francisco State College, 1967;  

Mark L. Papworth  
Anthropology, 1972  
B.A., Central Michigan College, 1958;  
M.A., Anthropology, University of Michigan, 1958;  
Ph.D., Anthropology, University of Michigan, 1967.

Lynn D. Patterson  
Anthropology, 1971  
Academic Dean 1973-76  
B.A., Anthropology, Ohio State University, 1968;  

Gregory Portnoff  
Psychology, 1971  
B.A., Psychology, Brooklyn College, 1961;  
M.A., General Experimental Psychology, Brooklyn College, 1964;  

Thomas B. Rainey  
History and Russian Studies, 1972  
A.B., History, University of Florida, 1962;  
M.A., History, University of Illinois, 1964;  
Ph.D., History, University of Illinois, 1966.

Gilbert G. Salcedo  
History, 1972  

LeRoi M. Smith  
Psychology, 1971  
Director of Counseling, 1974-75  
B.A., Psychology, Idaho State University, 1969;  

Matthew E. Smith  
Political Science, 1973  
B.A., Political Science, Reed College, 1966;  
M.A.T., Social Sciences, Reed College, 1968.

Barbara L. Smith  
Political Science, 1978  
Academic Dean, 1978-Present  
B.A., Political Science, Lawrence University, 1966;  
M.A., Political Science, University of Oregon, 1968;  
Ph.D., Political Science, University of Oregon, 1970.

Susan Strasser  
American History, 1975  
B.A., History, Reed College, 1969;  
M.A., U.S. History, State University of New York at Stony Brook, 1971;  
Ph.D., History, State University of New York at Stony Brook, 1977.

Nancy Taylor  
History/Education, 1971  
A.B., History, Stanford University, 1963;  

Kirk Thompson  
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.

David W. Whitener  
Native American Studies, 1978  

York Wong  
Management and Computer Sciences, 1975  
Director of Computer Services, 1973-75  
B.S., Electrical Engineering, University of Arkansas, 1956;  

Ronald G. Woodbury  
History, 1972  
B.A., Economics, Amherst College, 1965;  
M.A., Latin American History, Columbia University, 1967;  

Irwin Zuckerman  
Economics, 1977  
A.B., University of North Carolina, 1941;  
M.A., Economics, Yale University, 1974.

Natural Science  
Lee R. Anderson  
Physical Science, 1971  
B.S., Physics, Stanford University, 1961;  
M.A., Physics, University of Oregon, 1965;  
M.S., General Science, Oregon State University, 1967;  
Ph.D., Physical Science, Oregon State University, 1969.

W. Robert Barnard  
Chemistry, 1970  
B.S., Education–Chemistry, Montana State College, 1961;  
M.S., Applied Sciences, Montana State College, 1965;  
Ph.D., Audio-Visual Communications, Ohio State University, 1969.

Michael W. Beug  
Chemistry, 1972  
B.S., Chemistry, Harvey Mudd College, 1966;  
Ph.D., Chemistry, University of Washington, 1971.

Richard B. Brian  
Mathematics, 1970  
B.S., Physics, Grove City College, 1958;  
M.A., Mathematics, University of Maryland, 1959;  
Ph.D., Mathematics Education, University of Maryland, 1966.

Richard A. Cellarius  
Biophysics and Plant Biology, 1972  
B.A., Physics, Reed College, 1958;  
Ph.D., Life Sciences, Rockefeller University, 1963.
Sherburn S. Cook, Jr.
Biology, 1977
A.B., Zoology, University of California at Berkeley, 1953; M.S., Vertebrate Zoology, University of California at Berkeley, 1956; Ph.D., Entomology, University of California at Berkeley, 1961.

George E. Dimitroff
Mathematics, 1973
B.A., Mathematics, Reed College, 1960; M.A., Mathematics, University of Oregon, 1962; Ph.D.,

Larry L. Eickstaedt
Biology, 1970

Betty R. Estes
History of Science, 1971

Robert W. Filmer
Applied Science and Technology, 1972
B.S., Agriculture, Cornell University, 1956; B. Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.

Burton S. Guttman
Biology, 1972
B.A., University of Minnesota, 1958; Ph.D., Biology, University of Oregon, 1963.

Matthew Halfant
Mathematics, 1976
B.S., Mathematics, Pennsylvania State University, 1968; M.S., Mathematics, University of Kansas, 1971; Ph.D., Mathematics, Oregon State University, 1974.

Steven G. Herman
Biology, 1971

Donald G. Humphrey
Biology, 1970
Academic Dean, Natural Sciences and Mathematics, 1970-73
B.S., Physical Education, University of Iowa, 1949; M.S., Physical Education, University of Washington, 1950; Ph.D., Zoology, Oregon State University, 1956.

Linda B. Kahan
Biology, 1971

Jeffrey J. Kelly
Chemistry and Biochemistry, 1972
B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.

Robert H. Knapp, Jr.
Physics, 1972
Assistant Academic Dean, 1976-Present.
B.A., Physics, Harvard University, 1965; D.Phil., Theoretical Physics, Oxford University, England, 1968.

Elizabeth M. Kutter
Biophysics, 1972

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

Kaye V. Ladd
Inorganic Chemistry, 1975

Albert C. Leisenring
Mathematics, 1972

David H. Milne
Biology, 1971
B.A., Physics, Dartmouth College, 1961; Ph.D., Entomology, Purdue University, 1967.

Willie I. Parson
Microbiology, 1972
Academic Dean, 1974-78
B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968; Ph.D., Microbiology, Washington State University, 1973.

Hazel J. Reed
Mathematics, Spanish, 1977

Jacob B. Romero
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.

Niels A. Skov
Oceanography, 1972
B.S., Mechanical Engineering, Teknikum, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Ph.D., Physical Oceanography, Oregon State University, 1965.

Robert R. Sluss
Biology, 1970
B.S., Zoology, Colorado College, 1953; M.S., Zoology, Colorado State University, 1955; Ph.D., Entomology, University of California at Berkeley, 1966.

Oscar H. Soule
Geology, 1975
Associate Academic Dean, 1972-73

James Stroh
Geology, 1975
Frederick D. Tabbutt  
Chemistry, 1970  

Peter B. Taylor  
Oceanography, 1971  
B.S., Biochemistry, Cornell University, 1955; M.S., Marine Biology, Scripps Institution of Oceanography, University of California at Los Angeles, 1960; Ph.D., Marine Biology, Scripps Institution of Oceanography, University of California at San Diego, 1964.

Alfred M. Wiedemann  
Biology, 1970  
B.S., Crop Science, Utah State University, 1960; M.S., Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.

Byron L. Yountz  
Physics, 1970  
Academic Dean, 1973-74  
B.S., Physics, California Institute of Technology, 1948; Ph.D., Physics, University of California at Berkeley, 1953.

Humanities/Arts

Richard W. Alexander  
English and Literature, 1970  

Nancy Allen  
Literature and Languages, 1971  

Susan M. Aurand  
Art, 1974  

Gordon Beck  
Cinema Arts and Art History, 1972  
A.B., Speech, Bowling Green University, 1951; M.A., Drama, Western Reserve University, 1952; Ph.D., Theater, University of Illinois, 1964.

Craig B. Carlson  
Communications, 1973  

Donald W. Chan  
Music, 1971  

Sally J. Cloninger  
Film/Television, 1978  
B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.

Thad B. Curtz  
Literature, 1972  
B.A., Philosophy/Literature, Yale University, 1965; M.A., Literature, University of California at Santa Cruz, 1969; Ph.D., Literature, University of California at Santa Cruz, 1977.

Leo Daugherty  
Literature and Linguistics, 1972  
Academic Dean, 1973-76  
A.B., English/Art, Western Kentucky University, 1961; M.A., English, University of Arkansas, 1963; Ph.D., American Literature, East Texas State University, 1970.

Peter H. Elbow  
Literature, 1972  

Susan R. Fiksdal  
Languages, 1973  

Lin H. Foa  
Humanities, 1978  

Marilyn J. Frasca  
Art, 1972  

David F. Gallagher  
Fine Arts, 1978  

Robert S. Gottlieb  
Music, 1972  
B.A., Music, Yale University, 1948; M.A., Composition, University of California at Berkeley, 1955; D.M.A., Music, University of Southern California, 1958.

Andrew M. Hanfman  
Language Studies; Russian/Soviet Area Studies, 1972  
Ph.D., Modern Languages/Comparative Literature, University of Turin, 1937.

Willard Humphreys  
Philosophy, 1970  
Academic Dean, 1976-Present  
A.B., Mathematics, Allegheny College, 1961; M.A., History/Philosophy of Science, Indiana University, 1968; M.A., Philosophy, Yale University, 1965; Ph.D., Philosophy, Yale University, 1966.

Margaret I. Hunt  
Dance, 1976  
Bernard Johansen  
Dance, 1972

Donald A. Jordan  
Literature, 1974
B.A., Sociology, Humboldt State University, 1971.

Kazuhiro Kawasaki  
Art History, 1976
B.A., Art History, University of Washington, 1970;  

Stan Klyn  
Arts/Engineering, 1972
B.S., Engineering, California State University at San  
Jose, 1967; M.S., Mechanical Engineering, California  
State University at San Jose, 1968.

Mark A. Levensky  
Philosophy, 1972
B.A., Philosophy, University of Iowa, 1959; A.M.,  
Philosophy, University of Michigan, 1961; Ph.D.,  
Philosophy, University of Michigan, 1966.

David Marr  
Literature/American Studies, 1971
B.A., English, University of Iowa, 1965; M.A., American  
Civilization, University of Iowa, 1967; Ph.D., American  

S. Rudolph Martin  
English, 1970
Academic Dean, Humanities and Arts, 1973-76
A.B., English, University of California at Berkeley,  
1957; M.A., English, San Francisco State College, 1961;  
Ph.D., American Studies, Washington State University,  
1974.

Patricia Matheny-White  
Librarianship, 1978
B.A., Music, Macalester College, 1967; M.A., Library  
Science, University of Denver, 1968.

Charles J. McCann  
English, 1968
President, 1968-77
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.

Frank Motley  
Librarianship, 1978
B.S., Psychology, Portland State University, 1965; M.S.,  
Librarianship, University of Oregon, 1968.

Alan Nasser  
Philosophy, 1975
A.B., Classical and Modern Languages, St. Peter’s  
College, 1961; Ph.D., Philosophy, Indiana University,  
1971.

Mary F. Nelson  
Art, Anthropology, Minority Studies, 1972
B.F.A., Art-Education, Washington State University,  
1966; M.A., Art-Anthropology, University of Idaho,  
1968.

Charles N. Paulthorp  
Philosophy, 1971
B.A., Philosophy, Reed College, 1962; Ph.D.,  
Philosophy, University of Pittsburgh, 1967.

Joye H. Peskin  
Theater/Communications, 1975
B.A., Literature/Creative Writing, State University of  
New York at Buffalo, 1968; M.A., Urban Folklore,  
State University of New York at Buffalo, 1975.

David L. Powell  
Literature, 1972
B.A., English, Pennsylvania State University, 1960;  

Susan P. Smith  
Librarian, 1978
B.A., History, Wake Forest University, 1963; M.S.L.S.,  
University of North Carolina, 1966.

Sandra M. Simon  
English, 1973
B.A., Psychology, University of California at Los  
Angeles, 1954; M.A., English, University of California  
at Los Angeles, 1963.

Leon R. Sinclair  
Literature, 1971
B.A., University of Wyoming, 1964; Ph.D., Literature,  
University of Washington, 1970.

Paul J. Sparks  
Art and Photography, 1972
B.A., Art, San Francisco State College, 1968; M.A.,  
Art-Photography, San Francisco State College, 1971.

Greg Steinke  
Music, 1975
B.M., Music, Oberlin Conservatory of Music, 1964;  
M.M., Music, Michigan State University, 1967; M.F.A.,  
Music, University of Iowa, 1971; Ph.D., Music,  
Michigan State University, 1976.

Charles B. Teske  
Literature, 1970
Academic Dean, 1970-75
B.A., English, Lafayette College, 1954; M.A., English,  
Yale University, 1955; Ph.D., English, Yale University,  
1962.

Andre Tsai  
Theater Arts, 1974
B.A., English Literature, National Taiwan University,  
1957; M.A., Theater Arts, Ohio State University, 1961;  
Ph.D., Theater Arts, Ohio State University, 1964.

Willi F. Unsoeld  
Philosophy, 1970
B.A., Physics, Oregon State College, 1951; B.D.,  
Theology, Pacific School of Religion, 1954; Ph.D.,  
Philosophy, University of Washington, 1959.

Sidney D. White  
Art, 1970
B.A., Art Education, University of New Mexico, 1951;  
M.S., Philosophy-Aesthetics, University of Wisconsin,  
1952.

Amara D. Wilder  
Theater and Drama, 1972
B.A., Dramatic Arts, Wisconsin State University, 1968;  
M.A., Theater Arts, University of Wisconsin, 1969.

William C. Winden  
Music, 1972
Assistant Academic Dean, 1976-78
B.S., Music, Stanford University, 1953; M.A., Music,  
University of Washington, 1961; D.M.A., Music,  
University of Illinois, 1971.
Professional Staff

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Walker Allen, Registrar
Judy Annis, Director of Information Services
Dale Baird, Systems Analyst
Michael Bigelow, Budget Officer
Elane Bills, Career Counseling Specialist
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Phillip Briscoe, Director of Upward Bound Program
Ann Brown, Security Officer
Jovana Brown, Dean of Library Services
Carolyn Byerly, Editor
David J. Carnahan, Associate Dean of Library Services
Georgette K. Chun, Financial Aid Counselor
Dean E. Clabaugh, Administrative Vice President
Joan Conrad, Cooperative Education Coordinator
Barbara Cooley, Director of Cooperative Education
Rita Cooper, Director of Personnel
Texas Cornish, Chief Engineer, Central Utility Plant
Charles Davies, Electronic Media Producer
Arnold Doerksen, Assistant Director of Facilities
Lester W. Eldridge, Assistant to the President
Rose Elway, Chief Accountant
Daniel J. Evans, President
Lynn Garner, Coordinator of Campus Activities
Rita Grace, Administrative Assistant to the President
Woody Hirzel, Library Photographic Services Coordinator
Joan Hutchings, Computer Operations Supervisor
William Jackson, Veterans' Program Coordinator
Ken A. Jacob, Director of Housing

Norm Jacobson, Custodial Services Manager
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Frank Motley, Head of Library Reference Services
John Munro, Systems Analyst
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Vern Quinton, Buyer
Edna Ramos, Accountant
Doris Reid, Administrative Secretary to Administrative Vice President
George Rickerson, Coordinator of Library Technical Services
Stephen Richter, Veterans' Program Coordinator
Paul A. Roberts, Planning Analyst
Debbie Robinson, Head of Library Circulation, Media Loan
Kris Robinson, Space Analyst
Arnaldo Rodriguez, Director of Admissions
Gary Russell, Police Lieutenant
Albin Saari, Coordinator of Library Media Engineering
McDonald Smith, Security Chief
Susan Smith, Coordinator of Library Media Services
Pat Sparks-Cauchy, Admissions Counselor
Peter Stellberg, Director of Recreation and Campus Activities
Larry R. Stenberg, Dean of Student and Enrollment Services
Malcolm Stibson, Periodicals, Government Documents Librarian
Robert Strecker, Director of Facilities
Kay Sullivan, Film Consultant
Ernest (Stone) Thomas, Executive Director of Education Support Program
Laura Thomas, Director of Financial Aid
Phoebe Walker, Library Acquisitions Manager
Joyce Weston, Cooperative Education Coordinator
Daniel Weiss, Administrative Services Manager
Ken Wilhelm, Electronic Media Producer
Kenneth Winkley, Business Manager
Byron Youtz, Acting Provost and Vice President
William Zaugg, Accountant
Human Rights & Governance
Affirmative Action Policy

The college Board of Trustees has adopted a strong Equal Opportunity Policy in order to assure open membership and participation in the academic community for all students and employees.

The Affirmative Action Office is responsible for developing, implementing, and monitoring (including receipt of and action upon discrimination complaints) the affirmative action program. This office works with faculty, staff, students and student groups 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, marital status or the presence of any sensory physical or mental handicap unless based upon 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, marital status or the presence of any sensory physical or mental handicap unless based upon 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), except for assignment in college housing facilities consistent with Chapter 145, Laws of 1975, first Extraordinary Session, and facilities usage, be administered without discrimination based on race, sex, age, religion, national origin, marital status or the presence of any sensory physical or mental handicap unless based upon a bona fide occupational qualification.

Evergreen 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.

Governance

The Evergreen system of governance must rest on open and ready access to information by all members of the Evergreen community as well as on the effective keeping of necessary records. Decisions and methods to be used for their implementation must be handled at the level of responsibility and accountability closest to those affected by a particular decision. Decisions are to be made only after consultation and coordination with students, faculty and staff who are both affected by and interested in the issues, except on those occasions in which circumstances do not allow for formal consultation to occur between those affected.

The Evergreen Administration Code names the Evergreen Council as the body responsible for discussing general and continuing issues affecting the college, and for advising the college on ways of addressing those issues. The Council consists of the president (or designee); representatives from exempt and classified administrative staff; faculty; and students - all selected by their respective constituencies. The Administrative Code also specifies that most specific problems or issues requiring attention shall be addressed by Disappearing (i.e., ad hoc) Task Forces, rather than standing committees and governing councils. Disappearing Task Forces are formed as needed and are charged with researching and gathering information on the issue before them, and for preparing recommendations, position papers and advice to the college. Meetings of the Council and task forces shall be public, with notice of meeting times and locations announced in advance.

The grievances and appeals system at Evergreen is designed to provide a campus adjudicatory apparatus, the authority and thoroughness of which should promote the resolution of disputes within the college. Students, faculty, and staff who come into conflict with one another should make a determined effort to resolve those problems among themselves before relying on informal mediation procedures. If third party mediation is unsuccessful, a disputant who wishes to pursue resolution of a dispute may choose to petition the president for a formal hearing.

Two documents, Governance and Decision Making and The Social Contract, both part of the Evergreen Administrative Code, are available at the college Information Center and describe the ways in which this vital process works. New students are urged to obtain a copy of each and review them for their own information and reference.
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Contacting Evergreen

Persons with inquiries about admissions should contact:
Director of Admissions, The Evergreen State College,
Olympia, Washington 98505 206-866-6170

General information may be obtained through the
Office of College Relations, 866-6128.

Direct all correspondence to the appropriate office,
The Evergreen State College, Olympia, Washington 98505

Other important offices and their phone numbers include:

866-6312 Academic Advising
866-6295 Academic Deans
866-6400 Academic Vice President
866-6500 Administrative Vice President
866-6216 Bookstore
866-6450 Business Office
866-6193 Career Planning and Placement
866-6391 Cooperative Education
866-6900 Directory Assistance
866-6565 Development Office
866-6072 Extérieur Credit
866-6120 Facilities
866-6205 Financial Aid
866-6291 Food Services
866-6132 Housing
866-6300 Information Center
866-6250 Library
866-6100 President's Office
866-6180 Registrar
866-6530 Recreation Center
866-6254 Veterans' Affairs