NATURAL SCIENCE AT EVERGREEN

Two features of the Evergreen curriculum--concentrated work and hands-on involvement--make the college a particularly good place to study the sciences. Because you aren't taking a series of separate courses, which break up the week into short blocks, you can spend the long, continuous hours in the lab or the field that are required to make progress in research. Furthermore, the Evergreen policy of involving students in realistic, hands-on work is especially valuable in the sciences. At many other colleges, undergraduates can only do cookbook labs in formal courses, and research-quality instruments are reserved for faculty members and graduate students; but at Evergreen students have many opportunities to get into the laboratory or out in the field to engage in serious research projects, both independently and with faculty members, and excellent instruments are available to all students who need them. Facilities are excellent and improving. The College has received several grants in recent years for new equipment, and labs are equipped with instruments such as electrophoresis apparatus, centrifuges and ultracentrifuges, various spectrophotometers, liquid scintillation counters, an NMR spectrometer, a gas chromatography-mass spectrometer system, and a scanning electron microscope. Several basic programs introduce students, at different levels, to the natural sciences, and to more specialized areas such as computer science, health sciences, and environmental studies. The Computer Applications Laboratory is devoted to instruction in the use of computers in scientific work. More advanced programs offer work in mathematics, computer science, chemistry, and laboratory and field biology, and the college features new interdisciplinary studies such as cognitive science, energy studies, and pollution chemistry. (Science programs are listed under Environmental Studies and Science, Technology, and Health.) Several laboratories are conducting research in such fields as physical chemistry, neurobiology, physiology, molecular genetics, and ecology, and advanced students regularly get research experience in these subjects. The college has an excellent record of placing its science graduates in graduate programs in science, medical school, and in challenging technical jobs.

The argument for including material like this:

Students don't come to college looking for the odd names that we give to our specialty areas. They come looking for subjects described in traditional terms, and our interdisciplinary approach may be an added attraction, or something they learn to appreciate later. Faculty members in Science, Technology, and Health have been distressed by finding excellent students who have decided *not* to come to Evergreen because they don't perceive it as a place where science is done. We want to change that image. Give us a place in the Catalog to blow our horn, with a few good photos showing people actually doing science stuff.

Certainly the arts, humanities, and social sciences would have to be represented in the same way, but it's a matter of a few minutes work for someone to write paragraphs for those areas comparable to the one I've written for natural science. If Sandy Hanson and her crew can fit this into the Catalog, I think we should do it.

Burt Guttman