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Olympia, Washington 98505

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bulletin 1974-75

The Evergreen State College
BULLETIN
1974-75



Archives

The Evergreen State College
Olympia, Washington 98505

Olympia, Washington 98505
206-866-6300



Awake!

About this book

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This 1974-75 bulletin of The Evergreen State College aims to acquaint you with the programs, philosophies, and policies of an institution that is still developing. It outlines the methods by which learning occurs here, the ways by which this academic community conducts its business, and the means through which individuals from very different backgrounds and with a variety of perspectives may relate to and interact with each other.

You will not find a precise shopping list of academic opportunities here. Rather, this book summarizes the options available, with descriptions of some past and present activities that exemplify the range of learning experiences our unique program offers. In order to keep abreast of the changing world and to capitalize quickly on our own experience, we do not simply carry forward to the next year's catalog the listings in the previous year's. All our academic programs include their own self-destruct mechanisms. Although we certainly retain our concern for the immense and significant problems implied by programs now being studied, we have committed ourselves to critically modifying each year the ways in which we attack these issues. Thus, as the current academic year unfolds, we will be busy planning for the new programs to be offered in 1974-75. These will be described in a supplement, scheduled for publication in early 1974, and timed to give prospective students the latest possible program information. The sup-

plement, or another small publication, also will list up-to-date detailed costs for tuition and fees, housing, and food services.

Consider this bulletin, then, the official statement about what Evergreen is and is not, why it approaches learning in the way it does, and — generally speaking — how it works. Read the material thoroughly and carefully so that you may judge whether you and Evergreen can match interests, talents, and resources.





*As the generation of leaves
so is that of men" PLATO*

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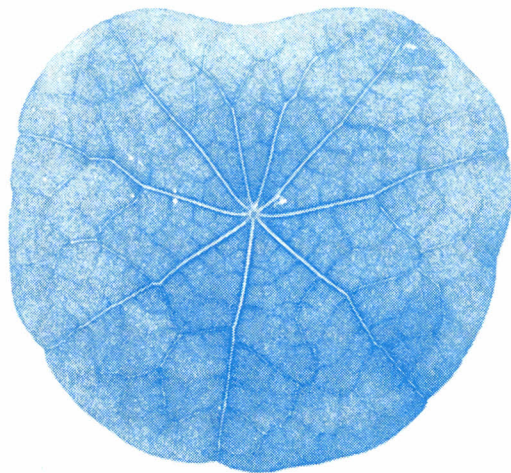
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*Treading insoluble mazes,
so the children, wove in
and out... VIRGIL*

Introduction

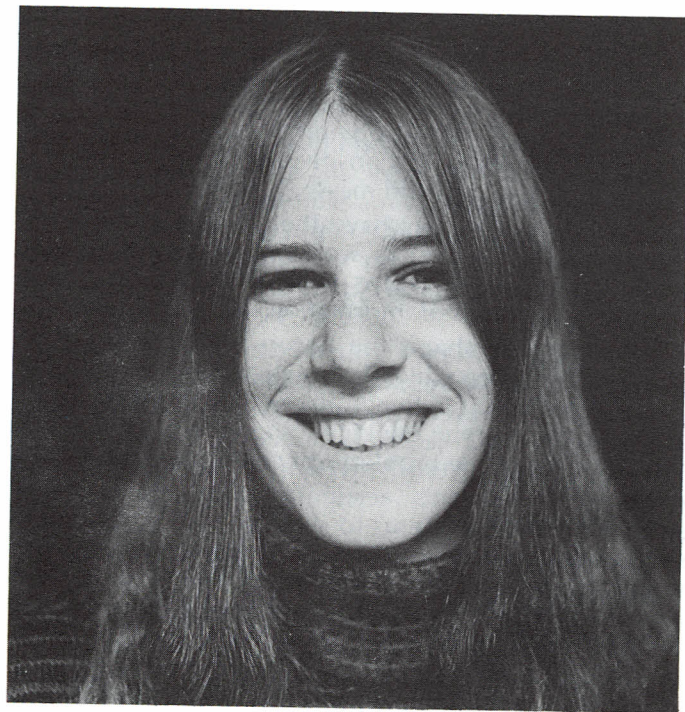
Accreditation

After the usual visit and examination of its people, programs, and facilities, the Northwest Association of Secondary and Higher School Commission on Higher Schools approved The Evergreen State College as a Candidate for Accreditation (December 10, 1971).

In the words of James F. Bemis, Executive Director of the Northwest Association who served as a member of the visiting accreditation team: "Candidates usually qualify for federally sponsored programs. Also, the Veterans' Administration treats candidates the same as fully accredited institutions. For students transferring to other institutions, we recommend that their transcripts be evaluated as if from a fully accredited institution."

In concluding its report, the accreditation team said, "The Evergreen State College is an impressive new institution. Intensive planning has occurred since the college was authorized. An administrative and instructional staff has been carefully chosen to achieve its stated goals. A strong commitment exists to demonstrate that flexible, freewheeling, administrative arrangements and academic programs will work effectively for the kinds of students attracted to Evergreen." The College's programs were scheduled for an additional institutional self-study during the 1973-74 aca-

ademic year, with a campus visit by a Commission on Higher Schools accrediting team expected during Spring Quarter.



Our Philosophy

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

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

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

Although Evergreen's academic programs are designed to enable students to sharpen basic intellectual skills, learn techniques for solving problems and develop an awareness of the implications of central human issues, the College places strong emphasis on the interrelationship of fields of knowledge rather than treating academic disciplines as entirely separate. Evergreen stresses cooperation and interchange

among members of a learning community, allowing faculty and students to work together in a mutual quest for information and for solutions to real problems.

Evergreen encourages students to assume increasingly greater responsibility for their own work as they progress toward the Bachelor of Arts degree, with their studies matching their interests and career goals. Academic study achieves its best, Evergreen believes, when students can sample a reasonably wide range of actual jobs, working under conditions of genuine responsibility to themselves or as members of teams, subjecting this relevant experience to reflection about themselves and their futures.

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



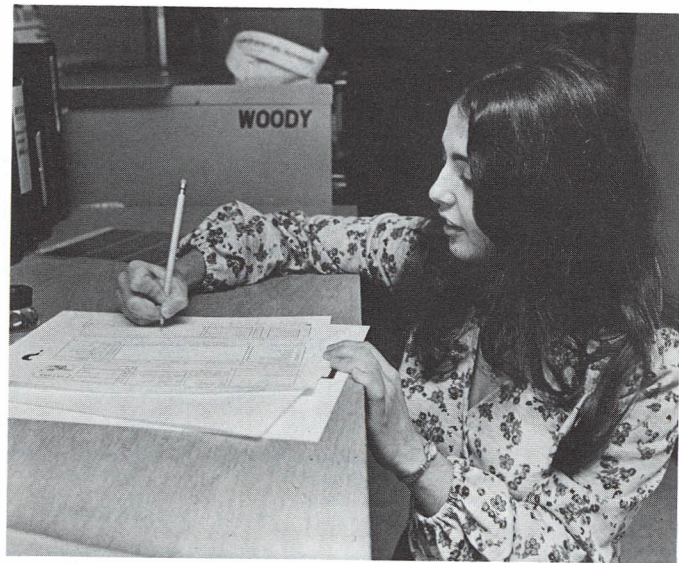
Equal Opportunity

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

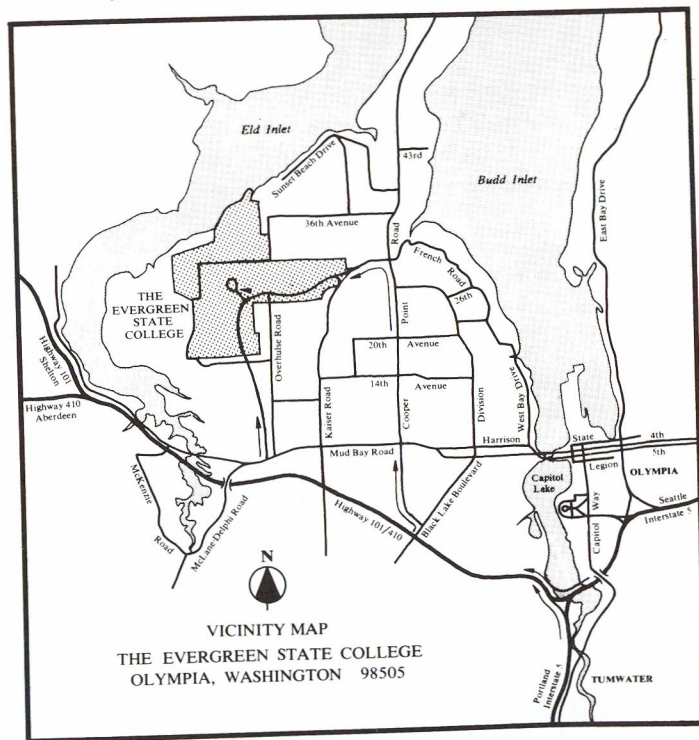
The College recently evaluated its equal opportunity profile, examining its staff and student body composition to identify areas where it may under-utilize and under-represent women and minorities. Evergreen regularly examines all its policies, procedures and practices to identify those which have, or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

The Director of Equal Opportunity Programs is responsible for developing, implementing, and monitoring (including receipt of and action upon discrimination complaints) the affirmative action program.

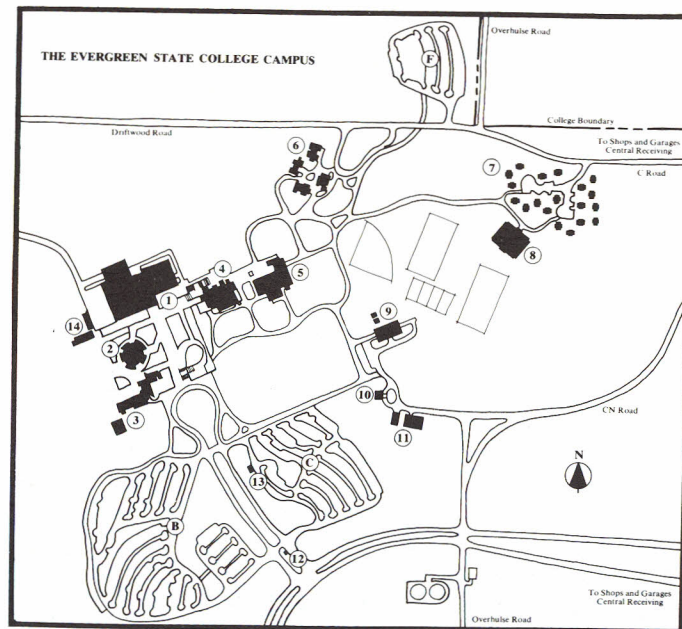
This office works with and coordinates efforts between faculty, staff, students, and student groups to achieve equal opportunity. Programs include ethnic awareness training, upward mobility for women and minorities, and seminars on changing male-female relationships. We have initiated an intensive effort to involve the entire Evergreen and vicinity community in the challenge to achieve equal opportunity.



Vicinity Map

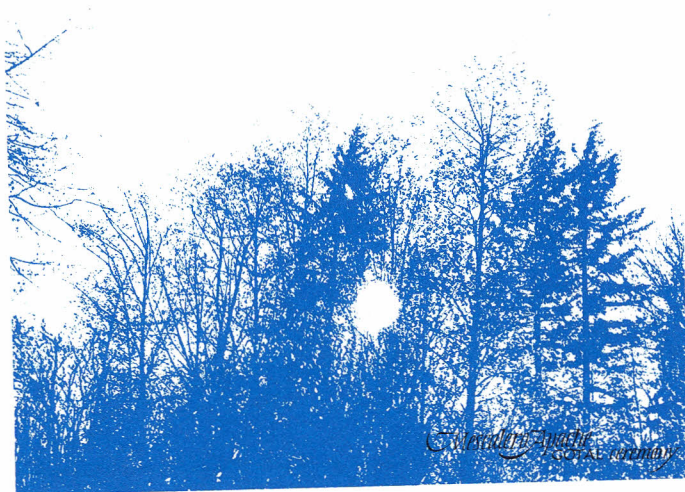


Campus Map



- | | | |
|---------------------------------|-------------------------|------------------------|
| 1 LIBRARY BUILDING | 6 RESIDENCE HALLS | 11 CAMPUS FIRE STATION |
| 2 LECTURE HALLS BUILDING | 7 MODULAR HOUSING | 12 INFORMATION BOOTH |
| 3 LABORATORY BUILDING AND ANNEX | 8 RECREATION PAVILION | 13 CAMPUS BUS STOP |
| 4 COLLEGE ACTIVITIES BUILDING | 9 CENTRAL UTILITY PLANT | 14 SEMINAR BUILDING |
| 5 RECREATION CENTER | 10 BUILDING 201 | B, C, F PARKING LOTS |

*"They dance above us
the dawn maidens"*



Survey of Academic Procedures

Academic Calendar 1974-75

Fall Quarter, 1974


Last Day for Payment of Fall Quarter Tuition and Fees	Aug. 30
Student Check-In	Sept. 23
Orientation and Registration in Programs	Sept. 23-27
Formal Registration Closes	Sept. 30
Work Begins	Sept. 30
Veterans Day Holiday	Oct. 28
Thanksgiving Recess	Nov. 28 & 29
Advanced Registration for Winter Quarter for Continuing Students	Dec. 9-13
Presentation of Projects	Dec. 9-13
Fall Quarter Closes	Dec. 13

Winter Quarter, 1975

Last Day for Payment of Winter Quarter Tuition and Fees	Dec. 13, 1974
Check-In for New Students, Registrar's Office	Jan. 2
Orientation and Registration in Programs, New Students	Jan. 2-4
Programs Continue; New Programs Begin	Jan. 2
Formal Registration Closes	Jan. 4
Washington's Birthday Holiday	Feb. 17
Advanced Registration for Spring Quarter for Continuing Students	Mar. 17-21
Presentation of Projects	Mar. 17-21
Winter Quarter Closes	Mar. 21

Spring Quarter, 1975

Last Day for Payment of Spring Quarter Tuition and Fees	Mar. 21
Check-In for New Students, Registrar's Office . .	Mar. 31
Orientation and Registration in Programs, New Students	Mar. 31-Apr. 2
Programs Continue; New Programs Begin	Mar. 31
Formal Registration Closes	Apr. 2
Memorial Day Holiday	May 27
Advance Registration for Fall Quarter for All Students	May 28-30
Final Festival for Presentation of Projects	June 2-6
Spring Quarter Closes	June 6

*"RATHER abide at the center
of your being; for the more you leave it,
the less you learn."* Lao Tzu 

Study at Evergreen: A Summary

Credit required for graduation — 45 Evergreen units
One unit of Evergreen credit = equivalent of 4
quarter hours

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

Methods of learning include:

- participation in seminars, lectures, tutorial confer-
ences, and workshops;
- performance of assignments in reading, writing,
and other forms of communication;
- individual research and creative projects in the
natural sciences, social sciences, humanities, arts,
and many interdisciplinary combinations;
- cooperative education by working in offices, agen-
cies, businesses;
- field trips, community service projects, and over-
seas study;
- completion of self-paced learning units and Col-
lege Level Examination Program Tests;

- involvement in public presentations and performances.

Evaluation

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



Brief Overviews

Programs

The Evergreen State College offers for full-time students two kinds of programs as ways of earning academic credit: *Coordinated Studies* and *Contracted Studies*. Each full-time student will work for credit to be awarded solely through one or the other during each quarter of his career at Evergreen. Part-time students can also study in these ways if faculty time and space in a program are available. More frequently, a part-time student will enroll for credit in a *modular course*. (A full-time student can participate in a modular course only by arrangement with his program and receive credit for it only through his program.)

Distribution of Academic Work

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

Because of his unified responsibility to one Coordinated Studies program or learning contract at a time, the student receives close and careful advising, intensive support from those working with him, and close and careful evaluation at each step in his individual progress. The College tells him not what he has to take, but what it has to offer.

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

Academic Credit

The Evergreen student will accumulate academic credit for work well done and levels of performance reached and surpassed. Only if a student fulfills his academic obligations will full credit be entered on his permanent academic record. Otherwise there will be either no entry or the recording of fewer units of credit to represent what he has 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*. (NOTE: Through 1972-73 Evergreen students worked in a pattern by which thirty-six units were required for graduation and each unit was considered as equivalent to five quarter hours at other institutions. To provide more flexibility while still avoiding fragmentation, and to approximate more closely the patterns of enrollment for credit at other institutions, Evergreen has now slightly reduced the size of its unit of credit and correspondingly raised its expectations for the number of units to be earned.)

Award of the Baccalaureate Degree

The minimum requirement for awarding the baccalaureate degree is *forty-five* units of credit. Students enrolled in full-time work through four years at the Col-

lege would normally accumulate forty-eight units. Students engaged in a sequence of study which would accumulate more than forty-eight units should present a petition to the appropriate Dean requesting permission to complete the study.

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



Credit by Examination

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

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

The College Level Examination Program also offers a variety of Subject Examinations to test competence at more advanced levels. Evergreen regards these Subject Examinations, the Undergraduate Program Tests of the Educational Testing Service, and other standard examinations as resources to be used at the discretion of students and their sponsors in Contracted Studies. The amount of credit to be awarded, the score considered acceptable, and any other projects leading up

to the test or rounding out the experience will be a matter of negotiation within each contract.

After some experimentation in its first two years, the college is preparing to set up an Office of External Credit. The faculty and staff members responsible for this function will devise opportunities for students to demonstrate competence in subjects or techniques worthy of academic credit. Such credit will not be awarded for attainments which have already been recognized by awards of credit to the student by other colleges or by Evergreen programs. But these arrangements should enable more experienced students to bring their experiences to bear on their academic careers.



Academic Standing

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

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

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

Whether a student wishes to enroll at Evergreen for full-time or part-time status, *he can be enrolled in only one credit-generating program of study at a time.*

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

A full-time student may also request permission from the deans to reduce his academic progress to one, two, or three units of credit for one quarter. For the succeeding quarter, the student must petition the deans to resume the normal rate of four units of credit.

Academic Penalties — If, during any quarter, a student is in danger of earning less than full credit for which he is registered, he should be notified in writing by his faculty sponsor or seminar leader of that danger.

1. Probation — A student who enrolls for full-time work but earns fewer than 9 of 12 possible Evergreen units for three consecutive quarters will be placed automatically on Academic Probation for the subsequent quarter in which he enrolls.

2. Suspension — A student who has been placed on Academic Probation, and who, in any subsequent quarter, earns less credit than that for which he was enrolled, will normally be suspended for a minimum of one year (three consecutive quarters). The action of suspension is subject to consideration by the deans before it becomes effective. Normally, a student who has been suspended is not eligible for readmission for one full year. Readmission at that time is contingent upon (a) evidence of the person's readiness to assume his responsibilities as a student, including an accounting of his activity in the intervening period; (b) the availability of openings at the college, and (c) arrangements for meeting his financial responsibility, if applicable.

3. Dismissal — A student who has been placed on Academic Suspension and who is readmitted to the College must earn full credit in the program for which he is enrolled. Failure to earn full credit will constitute grounds for dismissal, and he will be denied further admission. The action of dismissal will be subject to consideration by the deans before it becomes effective.

Inasmuch as credit is normally awarded at the end of academic-year-long programs, these policies will not necessarily assure automatic gauging of a student's

progress. Therefore, upon the advice of the faculty, the deans reserve the right to warn, place on probation, suspend and/or dismiss a student whose academic performance would warrant such action were credit awarded quarterly.

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



The Learning Process

Coordinated Studies: An Explanation

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

Coordinated Studies programs are small. They usually involve some 100 students and five faculty members. The relative compactness of the programs makes a number of benefits possible — close relationships among students and faculty; opportunities for genuine collaboration in learning; and a sense of responsibility for one's work.

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

Instead of studying sociology, economics, or psychology as separate fields, you will work on central problems or themes. Instead of listening passively to lectures, you will be responsible for engaging actively



in regular discussion. Instead of accumulating bits of data in an attempt to "cover a field," with emphasis on passing impersonal examinations, you will be responsible for putting your ideas to use.

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

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

If You Really Want to Learn . . .

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

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

Coordinated Studies programs emphasize commitment and common effort by both faculty and students. As you will see from their titles, the 1973-74 Coordinated Studies programs pursued interdisciplinary concerns. Some advanced programs provided opportunities for a great deal of specialized learning. But all programs pay less than usual attention to traditional labels and are more than usually responsive to the internal requirements of the problems at hand.

The Common Reading List

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

You will be expected to read all of them carefully, to reread them, to try to understand them, and then to discuss them in the seminar groups of your program.

The Seminar

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

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

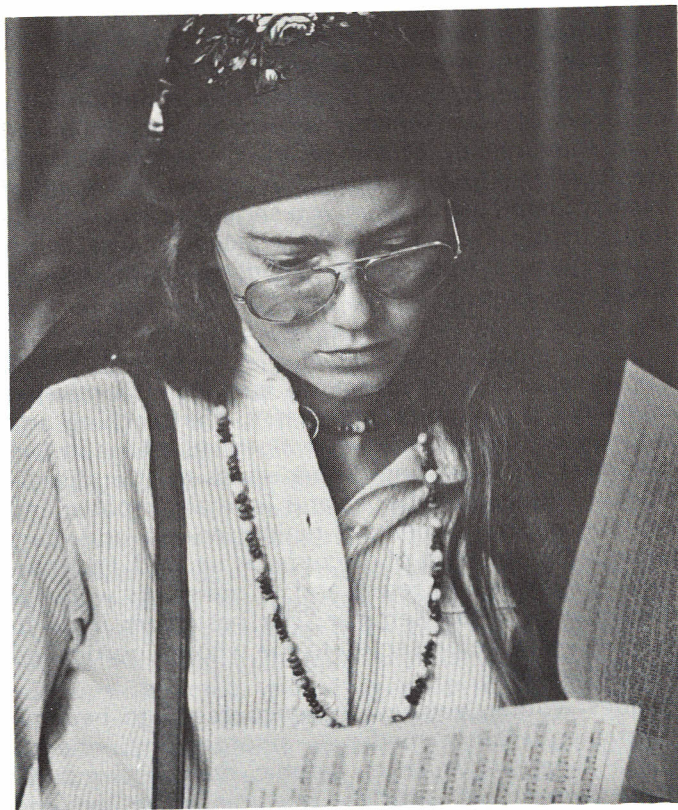
tween you and the book, you and the project, you and the idea — not between you and another person.

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

Lots of Writing

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

Besides writing, you will be encouraged to become "literate" in other media — photography, cinema, video tape, audio tape, graphic design, computer processes, music, and the gestures of drama and



dance. You will be expected not merely to acquire information but also to learn how to communicate your thoughts. It will take much practice and a willingness to seek and to use criticism.

Continual Evaluation

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

At Evergreen only rigorous criticism will do — from others and from yourself. Sometimes this searching scrutiny by your teachers and your fellow students will be hard to take. But if you are willing to have your academic performance represented not by a transcript alone but by a portfolio filled with detailed evalua-

tions *and* samples of your own work, then Evergreen may be right for you.

A Typical Work Week

As you will gather from the descriptions of the Coordinated Studies offerings for 1973-74, there is much variation in scheduling from program to program. In a week's work, however, you may expect to spend between 16 and 32 hours in contact with members of the faculty, and you may need to be present on campus (or for off-campus assignments) every day. Your plans must, of course, take into account these facts of educational life. A typical Coordinated Studies program might distribute its time something like this:

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



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

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

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

Entry and Exit

A Coordinated Studies program is designed as a coherent whole. It may be designed to run for one, less than one, or even for two years. Its members should

always strive to explore, to develop, and to examine its central theme in a systematic way from the start of the program to presentations marking its conclusion.

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

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

Some programs which run for three quarters or more will allow a limited number of students to enter by special permission in the second quarter and perhaps even the third quarter. Conversely, a student who discovers that he just does not want to do or cannot do the work of a program will be helped to find a more satisfactory alternative, either in another Coordinated Studies program or in Contracted Study. *If a student fails to meet his responsibilities to the program, he will be required to leave.* If a student has irreconcilable problems in his particular seminar but wishes to continue as a member of the program, he can request

to join another seminar. If a student has grave problems with comprehending what he reads and carrying out assignments, he will receive as much help as he can use from the faculty members and student members of his group. Program faculty and the Learning Resources Group will seriously try to help students develop the academic skills necessary to the completion of a program of study.

Teamwork

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



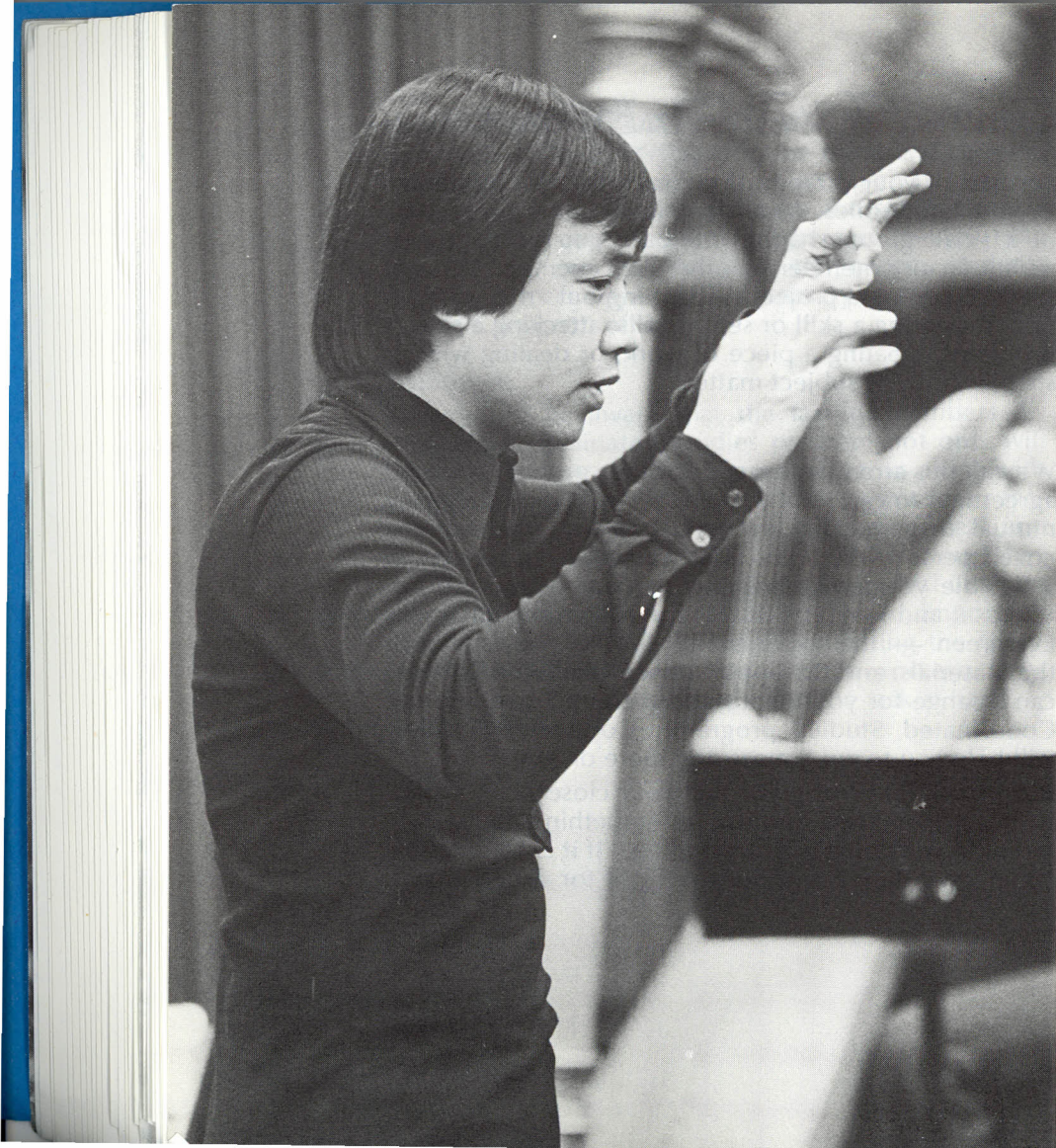
Contracted Studies: An Explanation

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

An Overview

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

But you should recognize that your close relationship with an Evergreen sponsor is something quite different from “doing your own thing.” If it is completely “your own thing” and does not call for experienced,



challenging, guidance, then you can do it much better, much more efficiently, and much more honestly without joining a college which is responsible for offering such guidance.

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

Variety of Contracts

There will be individual contracts and group contracts — and combinations of the two. For example, you and ten or so other students may agree to work with a faculty sponsor as a seminar group for one month solid and then branch out into individual ventures in order to come back together at the close of a second month to share what you have learned. There will be some contracts which are run totally on the campus and others which lead you out into the community, into

government agencies, into businesses, and into field work at locations quite distant from Evergreen. Some contracts will be devoted to only one kind of subject matter; others will combine several emphases.

There will be contracts lasting a month or so and, when you have decided on specialized work and can demonstrate to a prospective sponsor that you are capable of doing your own work over a longer span, contracts lasting as long as a year. There may even be contracts lasting a few days, if you have engaged in substantial learning on your own time and wish to sign up with a sponsor to take a standard examination on your achievements and to have them recognized by the awarding of credit. There will be contracts for which you take most of the initiative, when you bring a carefully prepared plan of study to a prospective sponsor and ask him for his help. And there will be contracts in which sponsors have made known what they wish to work on and you elect to join them.

Sponsors

To suggest the relationship which Contracted Studies will require, we have chosen the term "sponsor" for the teacher who will be working with you. During the period in which the contract operates, this person will be your teacher, your advisor, in some cases your co-worker, or group leader. Although most sponsors will be members of the teaching faculty, Evergreen has

recruited many other talented staff members who may have the time to work with a few students on contracts. If the contract struck between you and your sponsor requires other specialized assistance which your sponsor cannot provide, you may work with a "subcontractor" on or off campus who will not be fully responsible for your studies but who will help you through part of the contract and report to your sponsor.

Group Contracts

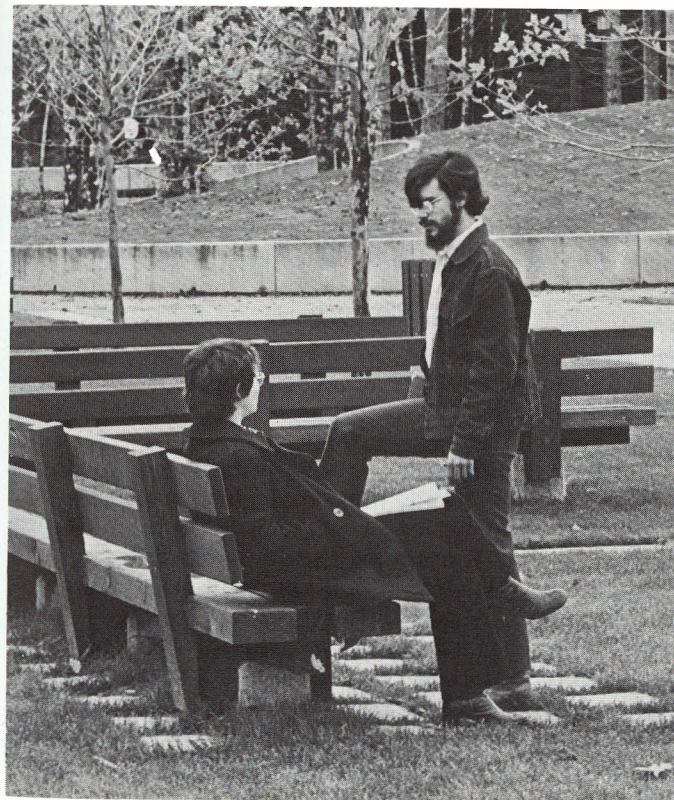
Formally arranged group learning contracts involve tightly knit teams. Many of the Evergreen group contracts thus far have formed around proposals made by a faculty member, who then has led the teamwork for periods of a quarter through an academic year. Some of the most effective group contracts, however,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

tions. But the emphasis resides in teamwork — the successful carrying out of the main goals set forth in the initial written contract, to which all members subscribe.

Individual Contracts

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

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



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

If you can negotiate a contract, your faculty sponsor will work closely with you in organizing the work initially and in evaluating it at completion. But during the run of the contract, you should expect to meet for an intensive working session with your sponsor for one and only one full hour a week. Some individual contracts may fall naturally into small clusters and lead to additional meetings of small groups; but you should be aware that the sponsor's duties in preparation, working sessions, and evaluation of all his students — as well as his other commitments to the college — will severely limit the time he can spend with you each week. You should not expect that your sponsor will have answers to all your questions or that your sponsor will do your project for you. But you should expect that he or she will know how to help you find answers.

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

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

What can you do under contract? The range of possibilities is very large, *so long as the necessary resources are available*. Reading projects in history, philosophy, literature, government, sociology, economics, scientific theory, and so forth; research projects entailing the collection, processing, and interpreting of data from documentary or laboratory or field investiga-

tions; mathematics; computer languages; creative work in visual art, film, photography, music, playwriting, poetry writing, short-story writing; biological or archeological expeditions; apprenticeship in a newspaper office or governmental agency; internship as a teacher's aide or helper in a welfare agency; career-learning in a business office or industry — all of these are possibilities.

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

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



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

- A short title for the project.
- A statement of what you wish to learn through it and why.
- A description of any previous experience you have had which relates to this project.

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

When a project involves travel expenses, living expenses off campus, and any other special costs to the student himself, the student should demonstrate that he can defray such costs and do what he has contracted to do.

In filing a contract, one point remains firm: The two important signatures on a contract are yours and your sponsor's. Neither you nor he should give a signature easily. If you cannot, or are not willing to try to live up

to the contract, then do not sign it. If the faculty member advising you has doubts about your ability or motivation, then he or she should not sign the contract.

Completion and the Portfolio

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

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

**SAMPLE EVERGREEN STATE COLLEGE
LEARNING CONTRACT**

Name _____
Last First Initial

Short Title _____

Faculty Sponsor _____ Units of Credit _____

Additional help if essential to the contract _____

Beginning date _____ Approximate date of completion _____

Purposes:

Previous experience:

Activities under this contract:

Support to be provided by the sponsor:

Results projected:

Methods of Evaluation:

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

Student's signature _____ Date _____

Sponsor's signature _____ Date _____

Modular Courses

In 1973-74, Evergreen began offering a number of modular courses, each running for one quarter and representing about one-fourth of the effort of a full-time student. Modular courses are meant not to compete with but to complement the main activities of full-time students in Coordinated Studies programs, group learning contracts, or individual learning contracts. Their meetings are restricted to late afternoons and evenings so that they will not limit the flexibility for scheduling activities within programs or contracts. Most of them are also designed to accommodate Special Students and Auditors from the Greater Olympia area.

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

The offering of a limited number of modular courses in 1973-74 was an experiment. The college wishes to

give some students options for greater variety in their studies and access to a somewhat wider range of faculty. It does not wish to fragment any student's effort and responsibility into multiple, conflicting courses. The modular course arrangements, then, can work only so long as they support the commitment of full-time students to the main offerings of the college: Coordinated Studies programs, advanced group research contracts, and individual learning contracts.



Cooperative Education

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

The Office of Cooperative Education has been organized to assist you and your faculty sponsor in locating and arranging practical work experiences to match your program of study and your career interests. Working with your faculty sponsor and with representatives of business, industry, government and community organizations, your Co-op Coordinator can help you to locate and arrange credit-bearing internships or community service volunteer experiences, counsel you on matters relating to internships and volunteer placements and help you to resolve any

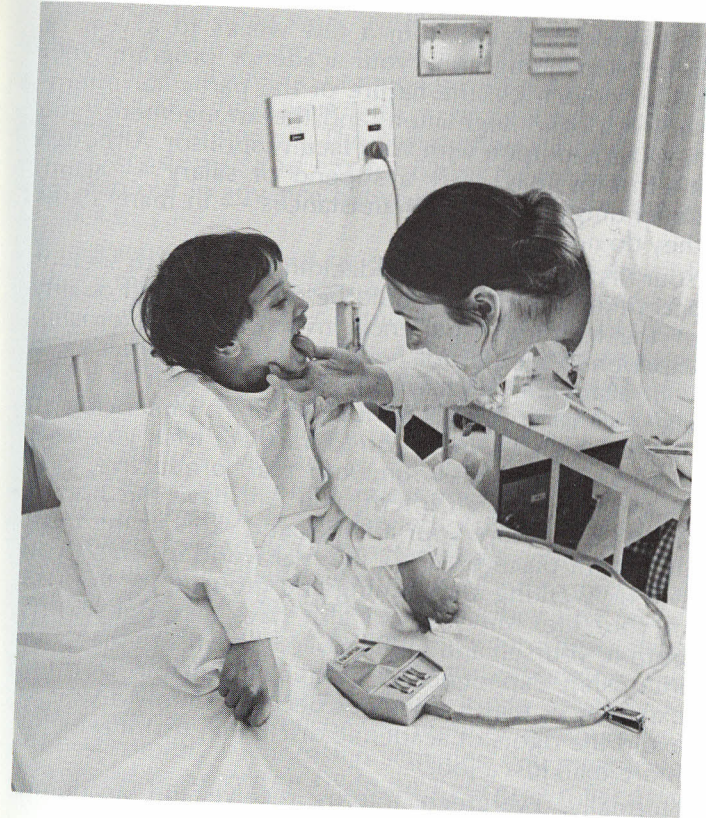
problems that may arise during the course of your placement. To assist you, your faculty sponsor and your coordinator, the office provides a wide range of information and supportive services. These include:

- A comprehensive catalog of internships available to Evergreen students.
- A series of Academic Resource Components to aid faculty sponsors and students in developing reading and research assignments for certain kinds of internships.
- A Field Supervisor's Handbook to help those who work with Evergreen interns to better understand the off-campus program and the evaluation process.
- Publication of the weekly "Co-op Memo" to keep students, faculty and staff up to date on new developments in the Co-op program.
- A complete records and information system to facilitate placement.
- Ongoing developmental activities to insure that new opportunities become available.

Co-op program activities include both *internships* and *community service volunteer experiences*.

Internships

Internships are *program related* work experiences wherein the primary objective is learning and personal growth. You may elect to intern full time or part time



for periods ranging from a few weeks to a year or more, depending upon your academic program, your career objectives, the nature of the particular internship you have negotiated, and the arrangements you have agreed upon with your faculty sponsor. Although internships may carry a stipend or salary — again, depending upon the circumstances — in many cases they do not.

Your first consideration in deciding whether to seek or accept an internship should be the nature and quality of the learning experience involved. *The internship experience should not be viewed as an alternative to your academic program but should be seen as a logical extension and continuation of it, enhancing it, augmenting it, helping you to translate what you have learned in the classroom into real, productive, tangible results.* As an intern, you will have the opportunity to measure your abilities and skills in the most important place of all — the real world in which you will be working and earning and growing for the rest of your life. But you will also have a responsibility, both to yourself and to the College, to insure that your internship experience is a valid, creditable learning experience, that it does not become simply a way to avoid the rigors of academic discipline, that it remains more than just a job.

Normally, Evergreen interns receive full academic

credit for full-time work in the field. Many variations on this may be arranged, including full-time work with a part-time academic component and, for part-time students, part-time work with no distinctively separate academic component. The best combination to match your academic and career objectives should be worked out in advance between you and your faculty sponsor.

Evergreen interns must be enrolled in one of the College's three major modes of study: Coordinated Studies, Group Contracted Studies or Individual Contracted Studies. The rules, covenants and requirements of both the mode and the particular program in which you are enrolled will determine your eligibility to do an internship. If you are enrolled in a Coordinated Studies program or a group contract, you should not plan to intern unless your program has included internships in its planned activities. If you are enrolled in Individual Contracted Study, you may wish to plan an individual internship as all or a substantial part of your learning contract or you may wish to include a minimal number of hours of internship activity as a supplement to your readings, discussion and other activities. Regardless of the mode of study in which you are enrolled or the number of hours you plan to commit to internship activities, you must have approval in advance from an Evergreen faculty

sponsor in order to receive academic credit for your field experience. You must also clear any proposed internship with the Office of Cooperative Education, complete an Internship Agreement form and register your internship with the office.

You should notify the Co-op Office well in advance of the quarter in which you plan to intern. As soon as you have contacted the office, you will be assigned a Co-op Coordinator who will counsel and advise you on matters relating to your internship, assist you in locating and arranging an internship and work with you and your faculty sponsor in resolving any problems that may arise during the course of your internship. Your Co-op coordinator can also assist you in locating a faculty sponsor if you do not already have one.

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

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

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

Career Learning Internships

The Co-op Office recently began planning for the Career Learning Program, a structured program designed to help students to prepare for careers in selected professional occupations. Students interested in this new program (open to second and third year students only) should contact the Co-op Office to obtain further information or to begin planning a long-range curriculum.

If you have any questions, write or telephone Ken Donohue, Office Lab 1000 Telephone (206) 866-6391.



Community Service Volunteer Experiences

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

Not everyone should become involved in community service. Volunteer work requires the commitment of time and energy and the development of trust. When someone is hurting, begging off because of other priorities can damage that trust relationship and destroy the good that has been done. But if you feel you would really like to help, if you feel that you would like to give of your time and your talents to one of the many social or community service organizations in the community, then there is a need for your services.

If you wish to be a community volunteer, the Co-op Office can help you in many ways. The office maintains complete listings of agencies and organizations needing volunteer assistance. The office is in direct

contact with many of these agencies on a regular, routine basis and can provide you with information about their activities, their objectives and their specific needs. The office can also counsel and advise you on the amount of time and effort which you might plan to invest without interfering with your academic program and other commitments.

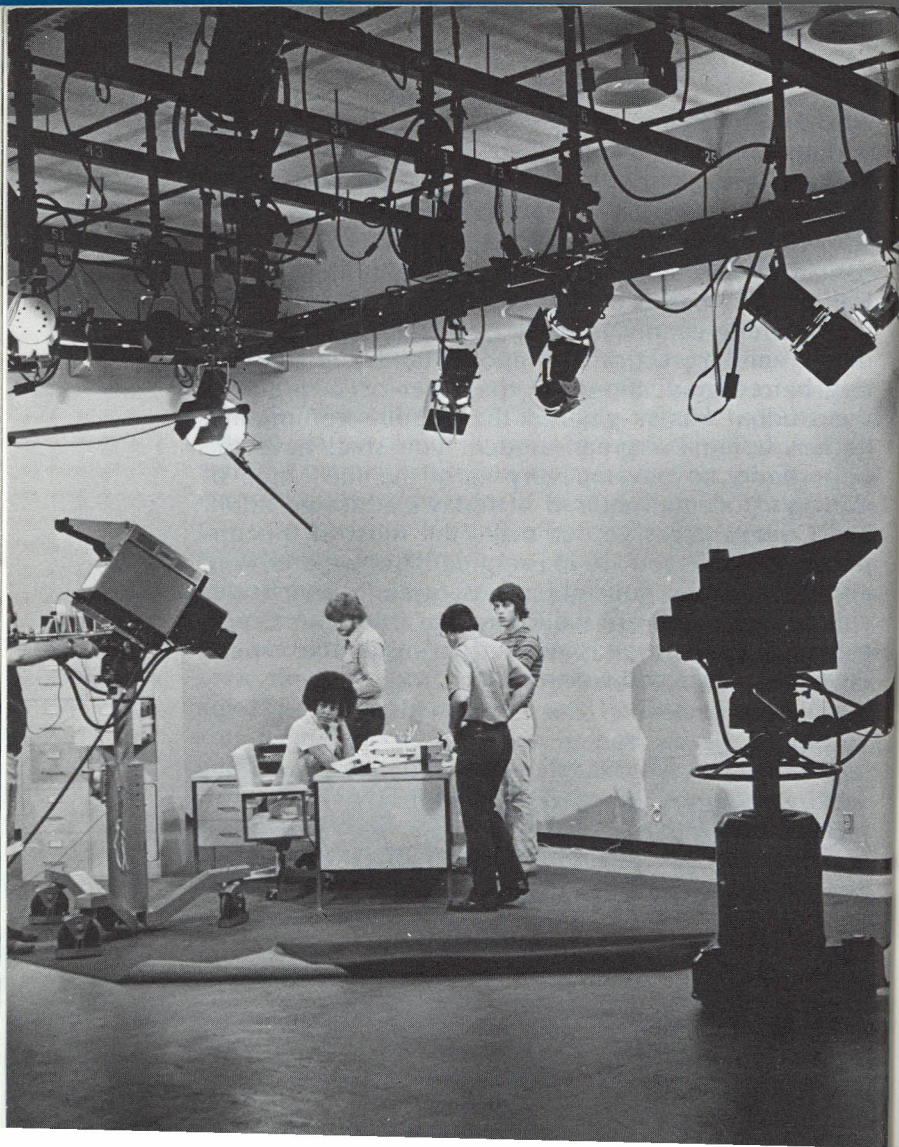
Community service volunteers are needed for hundreds of worthwhile projects. Depending upon your interests and talents, you may wish to: collect and distribute food to a needy family; sponsor a person on parole or in prison; read for the blind or senior citizens; stuff envelopes; answer phones or canvass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

In addition to placing Evergreen students both on and off campus, the Co-op Office assists volunteers from the community in identifying meaningful ways to serve the College. Community involvement in the College has strengthened the ties between the College and its neighbors and has helped us all to gain a deeper understanding of one another. Like the student volunteers, volunteers from the community have discovered that commitments of time and energy cannot be taken lightly. But many have found the deep satisfaction that comes from doing a job that

would not otherwise have gotten done, a job that perhaps no one else could do.

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

THE UNLIKE
IS JOINED TOGETHER, AND
FROM DIFFERENCES RESULTS
THE MOST BEAUTIFUL HARMONY.
HERACLITUS



The Evergreen Library

Whether in Coordinated Studies or on contract, whether confronted with the responsibilities of an internship or with the intricacies of a problem in the economics of ecology, students at Evergreen need ready access to information and ideas. That's what our Library is all about — information and ideas and easy access to them.

Traditionally, libraries mean books. That's as it should be. Books are great sources of information and ideas. As a matter of fact, they remain about the most convenient "teaching machine" available. Consequently, we have more than 85,000 books for your use and pleasure, indexed and cataloged in the best fashion that we can manage to make them readily available for you. Books imply print, or course, and print isn't restricted to what we know as a "book". In addition to our book collection, our print materials include more than 2,000 serials — journals, magazines, and other kinds of periodicals — and several hundred reference volumes like encyclopedias, concordances, dictionaries, statistical abstracts, guides to the literature in a host of fields, and many more.

But information and ideas are not accessible through print alone. For this reason, we have collected for your use more than 8,500 audio recordings, 15,000 slides,

models, art print, maps, and other realia, and a sizeable number of films and video tapes. Again, these items are cataloged and stored in a way that makes them easy for you to use and to enjoy.

"Availability" is the key word here. If the information and ideas, the facilities, and the people of the Library are to serve you most effectively, they must be as readily available as possible. Availability depends primarily on two factors: systems of storage and retrieval, and persons. The Evergreen Library has tried to make its systems both comprehensive and simple — easy for you to work. Systems can't do, however, what people can do. People can listen to you, help you redefine your problems in ways that make them more susceptible to productive solutions, and lend you a hand in making the systems work in a manner that most closely meets your needs and interests. We also develop, as kinds of extensions of ourselves, handbooks, guides, and other tools to increase as far as we can the availability to you of the information and ideas that the Library represents.

We're not without our limitations, of course; but our aim is to provide students with personalized forms of relevant access to our materials. But our services don't stop there. The Library can help you to create the information that you require when such a step seems appropriate. Staff members with special skills in pho-

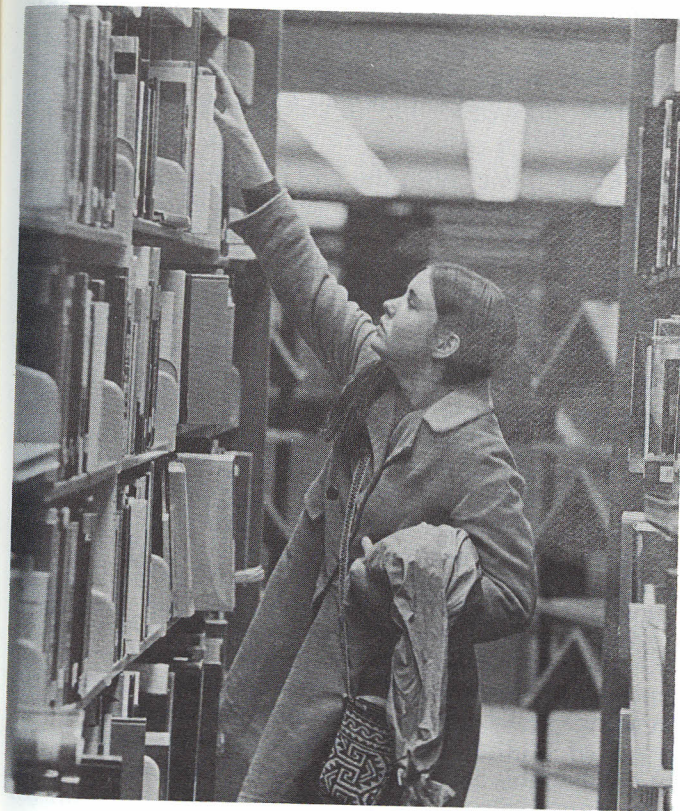
tography, graphics, television, and audio recording carry a basic responsibility of making available to you their abilities, along with some very contemporary production equipment of precisely the sort used in industry. When you need to, then, you have ample aid available to make your own "software" for your programs of study or for special projects of personal significance to you.

We need to make ourselves clear on this matter; like all of Evergreen's units, we try very hard not to make or even to imply promises that we can't fulfill. Because we are limited in our resources, we may not be able to help you to do everything that you want to do, to supply help that we have available exactly when you would like to take advantage of it, or to put in your hands the book or bit of equipment that you need at the very moment that the need becomes apparent to you. We can serve you best if you plan ahead and give us some advance notice of what you expect from us. As a new Library in a new institution, we need your patience and your help as we gear ourselves to offer the kinds of services that we have indicated here. Our basic business is to make your access to information and ideas easy and effective, enjoyable and intellectually rewarding. We'll do our best to meet your needs as fully and as comfortably as we can; you can help by letting us know what you require as early as you can.

You can also help by giving us your suggestions for new additions to our holdings — books, records, art prints and slides, or other resources in ideas and information. We also regard it as valuable to collect in the Library any significant work done by Evergreen people, whatever the forms that they use to make their own contributions to the world's store of data and thought.

Beyond its collection of books and other items and in addition to its staff of helpful people, the Library defines a place and a climate. Our plan is to make the place a pleasant one that everyone can use constructively in his own appropriate manner. As for the climate, we hope that it will encourage conversation and discussion, serious and determined intellectual work, both verbal and graphic expression, College-wide communication, exciting explorations of the complex realms of thought, and the private relaxation that all of us occasionally need.

Like any dynamic place and climate, the Library changes. One of the reasons for these alterations lies in the sheer fact that not everything in the Library can be held permanently. We often mount displays and exhibits that, in one way or another, reflect the many different aspects of life at Evergreen, in the immediate community of which the College is a part, and in the larger world. Pluralistic in concept and sometimes



productively controversial, these occasional elements in the Library's program are always planned for their reasonably wide interest, their stimulating qualities, and their potential enrichment of our ongoing educational venture.

In this statement about the Library, we're troubled by the abstract tone that brevity seems to entail. Through a very few examples, let us try to put some vital flesh on the bones of our generalizations: (1) The entire non-print visual collection is being put on color and black-and-white microfilm, so you can preview in seconds a whole set of slides, prints, maps, etc. (2) All of our audio recordings are on cassette and in specially designed containers on our shelves to provide you with the easiest possible access. (3) Our facilities and equipment are extensive enough to permit you, if you want to, to learn how to record a symphony orchestra quadraphonically or to produce your own TV show. On your part, of course, you must give us suitable notice and allow enough time so that we can provide the help and schedule the gear that you will find most useful.

Finally, working with the Library is a cooperative affair. In using the Library, you are inherently sharing a reservoir of information and ideas with other people. We hope that this fact of sharing will become both apparent and valuable to you. What is useful or fun for

you probably is needed or can be enjoyed by others. If you "rip off" the Library, then, you are denying to others the availability that belongs to all.

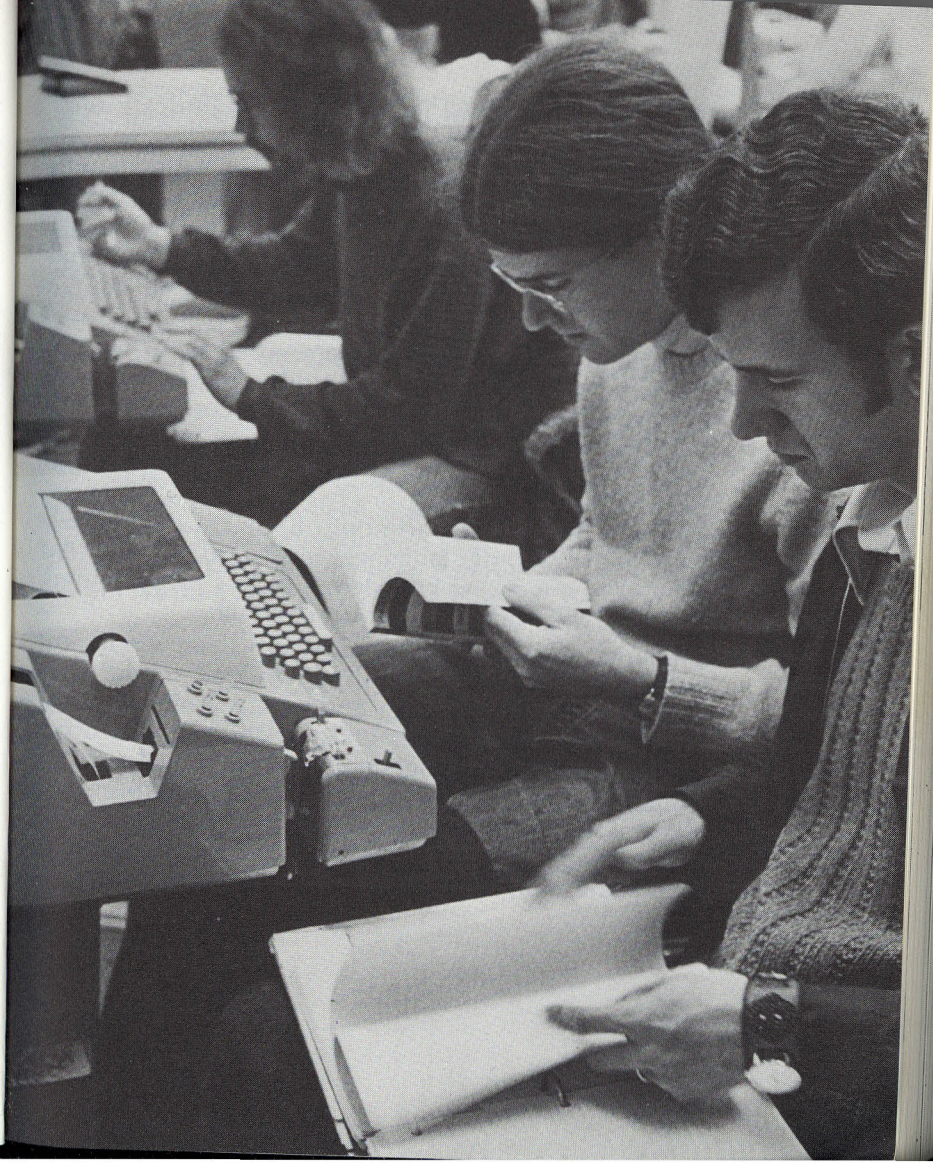
In effect, you are ripping off your fellow students, your teachers, and your friends. Similarly, if you fail to respond to our requests for the return of materials that you have borrowed, then you also are denying that crucial factor of availability to others. We feel particularly strongly about this matter because we don't loan books or other materials by fixed time periods; within any quarter, you can retain an item from the collection for as long as you need it. The system works, however, only if each person promptly returns his withdrawals when somebody else needs them.

In sum, the Library is a cooperative effort to maximize the availability of information and ideas for Evergreen's people. If its emphasis is on books, it acts on the awareness that information and ideas come in other kinds of packages, too. If it has tried to install the best systems of storage and retrieval that it can afford, it also has remembered that persons — the people on its staff — are essential in serving the needs of users of the Library, who are also people. Most of all, the Library's collections, staff, facilities, and climate all aim at the same target as the rest of the College — furthering intellectual growth and the skills and understandings that are the hallmark of a useful education.

The Computer at Evergreen

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

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



with large amounts of information and intricate relationships in sets of data.

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

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

Students, staff and faculty have two main modes for using the interactive computer. In one mode, they learn the BASIC language and create their own programs, simulation games or calculation. In the other mode, they use a program previously developed by someone else to solve a specially defined problem. Several computer-aided instructional packages have been developed or implemented at Evergreen to help illuminate units in the Coordinated Studies programs.

Other computer-based units are available for students with special interests, such as computer graphics, foreign language study, mathematics and chemistry. For recreational purposes, students frequently use a terminal to play a simulated game of blackjack, golf, bullfight or sea-war.

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

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

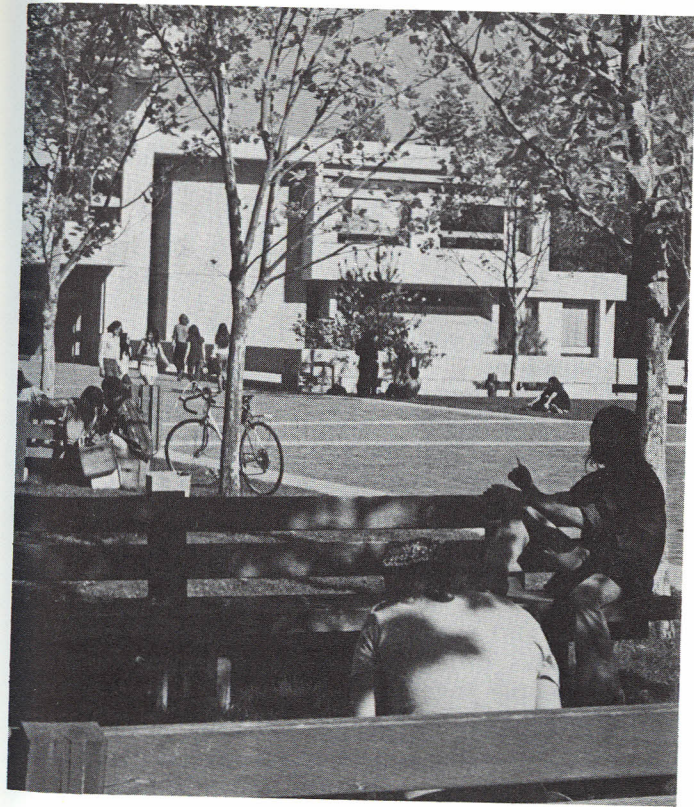
*"Do not confine your children to your own learning,
for they were born in another time."
Hebraic Proverb*

Student Services: The Idea

Activity outside the formal academic program represents a significant portion of every student's educational life at Evergreen. The Division of Student Services has as its central purpose the encouragement and facilitation of student growth. Its aim is to help students develop themselves intellectually, personally, and socially by providing professional services, programs and facilities that will aid this vital process. To fulfill this genuine commitment to people, the College provides students with easy and quick access to services in such fields as financial aid, career and personal guidance and counseling, placement, recreation and co-curricular activities, and health.

These services are designed to identify personal interests and problems and to offer a broad base of alternatives in response to them. All of our staff energies and talents are directed toward the student's becoming a more constructive, problem-solving, self-directing person. We view the entire campus community as a learning environment, rather than a fragmentation of formal academic programs and traditional supporting services. Student Services objectives emphasize these major goals:

1. To provide information, mediation, and counseling to help students deal in an informed way



with changing life styles and their influence on the individual.

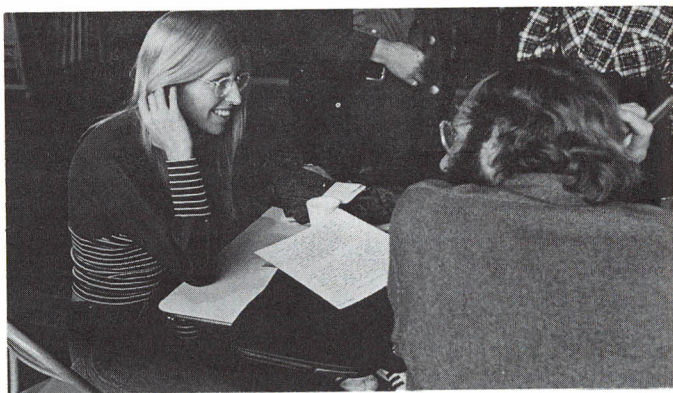
2. To create a more open system for intensive involvement of students in activities, programs, and services that positively affect their lives and to extend every possible avenue for their participation in evaluating all aspects of campus life.
3. To establish both the formal and the informal linkage with the academic faculty that will facilitate a common concern for the development of students, a shared interest in Evergreen, and a unified conception of the College's educational obligations.
4. To build a mechanism by which the College can seek and rapidly respond to expressed student concerns so that any gap between the institution and its largest internal constituency can be dealt with openly and kept minimal.

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

Counseling Services

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

Counseling Services has three basic emphases. The first is basing the role of the counselor and of Counseling Services on a developmental rather than a therapeutic framework. This developmental approach blends traditional and new concepts. Individual counseling, group counseling, occupational and educational information, and other programs are all relevant to the developmental approach. Utilizing this approach, we attempt to counsel students in such a way that they learn the techniques involved in prob-



lem-solving rather than emphasizing only the solution of the immediate problem. The second emphasis is movement away from a center and into the community to create programs based primarily on prevention rather than remediation. For example, the student aide program, an extension of Student Services coordinated by Counseling Services, is located in Building "A" of the residence halls. The main objectives of this program include providing aid in: working through roommate difficulties and differences in life styles; responding to crisis situations; informal counseling; and facilitating information and communication through workshops, seminars, and group activities. The third emphasis is a mobilizing of community re-

sources for mental health, such as the Crisis Clinic of Thurston-Mason Counties, Thurston County Mental Health Center, and other community agencies as it becomes appropriate.

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

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

Health Services

The Evergreen State College maintains Health Services with one part-time physician, one full-time nurse, and qualified student aides during regular clinic hours. The physician is available for half-days between Monday and Friday. Beyond providing routine health care for students without charge, he lends professional support in the areas of health education and preventive medicine, and in cases of emergency. If health needs cannot be handled on campus, the staff makes every effort to provide appropriate referral to other resources within the Olympia community.

Health Services extends its hours into the evening and weekends. When possible, Health Services programs are sponsored in on-campus resident facilities. Emergency facilities are available in the emergency room at St. Peter Hospital, the Olympia branch of the Group Health Cooperative of Puget Sound, and, in some cases, through private physicians.

We make every effort to develop a greater concentration of health services on campus while still requiring a high degree of interaction and cooperation between the College and the medical community of Olympia. Public and private persons with expertise in health services are involved with students, faculty, and staff in a variety of activities. The services include family

planning clinics, drug awareness workshops, first aid training sessions, and much additional work in preventive medicine, health education, and health-related concerns. We have found that students are curious and vitally interested in their own personal health needs. Our Health Services staff makes every effort to counsel and openly discuss diagnosis and treatment with the student in order to provide him with a learning experience.

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

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



Recreation and Campus Activities

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

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



metal sculpture, jewelry, leather, batik, and macrame. A wide variety of intramural sports is open to anyone who wishes to participate. These include archery, basketball, bicycle racing, cross-country, field hockey, flag football, golf, handball, racketball, pool, sailing, soccer, softball, swimming, table tennis, volleyball, water polo, weight lifting, and wrestling.

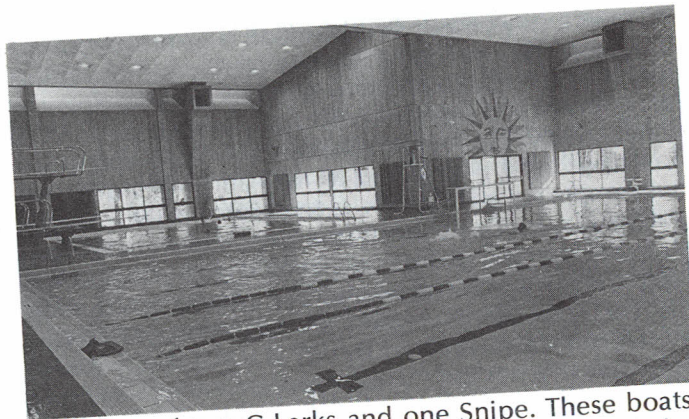
Students who desire to take part in other types of formal campus activities may be interested in the following organizations: The Modern Dance Club, Jazz Dance Group, Ballet Club, KAOS FM Radio, The Faith Center, Drama Club, The Paper, MECHA, The Native American Students Association, UJAMAA, and the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

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

The Campus Recreation Center includes an eleven-lane swimming pool; a separate diving well; a sun deck, two sauna baths and large showering and locker rooms; a multi-purpose room for dance, karate, exercising, etc.; separate weight-training rooms

for men and women; five handball/racketball courts; and a meeting room. Since this facility serves as the hub of indoor recreational activity, it remains open as many hours during the week as possible and on a more limited basis on weekends. We supplement indoor facilities by operating a small and well-equipped but temporary all-weather gymnasium in the campus utility plant. This facility includes two basketball shooting stations, two volleyball and badminton courts, a gymnastics climbing rope plus selected additional gymnastics equipment. A recreation pavilion — an unheated but covered facility — includes two basketball courts and two tennis courts. Outdoor facilities include a large playfield which facilitates field hockey, flag football, rugby, soccer, and softball. Although the College owns 3,300 feet of undeveloped beach front on Eld Inlet, the majority of the members of the Evergreen community prefer to leave most of the waterfront undeveloped until systematic plans can be advanced to assure protection for this fragile ecosystem.

The Recreation Building equipment center has a wide variety of equipment which can be rented or, in some cases, borrowed free of charge. Included are such things as crampons, ice axes, climbing rope, packs, stoves, tents, canteens, cook sets, and hard hats. In addition, game bags containing volleyballs, nets, softballs, etc., are available. The Geoduck Yacht Club is



custodian of two C-Larks and one Snipe. These boats can be used free by club members, or they can be rented at selected times by non-members. Instruction in sailing is offered by the club.

Any student who desires financial support for an activity which he or she feels is of campus-wide value, may submit a request for funds to the Services and Activity Fee Review Board. This board, which falls under the jurisdiction of the Director of Auxiliary Services, is composed of eight students selected randomly, who are willing to serve for staggered three-month terms. During the past year, several of the clubs and organizations previously mentioned received funding from this board.

Financial Aid and Placement

Financial Aid

General Information

Students who expect difficulty in meeting the costs of college should apply for help through the Office of Financial Aid and Placement. Evergreen's goal is to provide every needful student with sufficient financial assistance to make his 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 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 (9) units each academic year and a minimum of three (3) units in a given quarter (the Law Enforcement Education Program and the Basic Educational Opportunity Grant are exceptions to this rule).

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

Students should not rely on the availability of ready employment in the community as a means of financing their education. Although the placement center will provide every assistance in locating work, the pool of part-time jobs in the Olympia area is very small and competition is keen. Further, the flexible nature of Evergreen's Coordinated and Contracted Studies program schedule often does not lend itself to the typical "be-here-every-day-at-three" part-time job.

Students who have temporary financial problems at The Evergreen State College may apply for emergency loan assistance. Any student may inquire about scho-

larships 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 Office of Financial Aid and Placement. Information on financial aid at other colleges is readily available, as is information on summer and career placement. See "Student Accounts/Fees and Charges" in this bulletin for estimates of annual costs for students attending Evergreen.

Financial Counseling

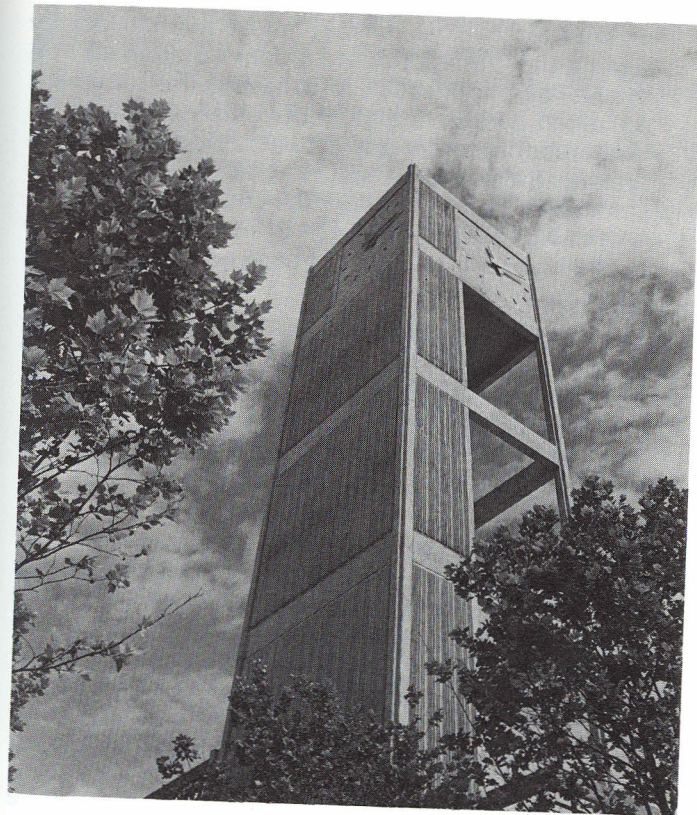
The College makes financial counseling available for any student wishing assistance with family budget management, estimates of college costs, economical food-buying techniques, the economics of study abroad, and information on nutrition. In addition to individual counseling, the office holds periodic 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. Veterans with temporary need who are not eligible for institutional aid may receive information on other sources of assistance.

Application Procedures

Students who wish to be considered for aid should complete The Evergreen State College Financial Aid Application and return it to the College. The appropriate College Scholarship Service Confidential Statement — either the Parents' Confidential Statement or the Student's Financial Statement as indicated below — must be submitted to the College Scholarship Service before the application can be considered. Confidential statement forms are available from high school counselors or from the Office of Financial Aid and Placement.

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

Students' Financial Statement should be completed by "independent students." That is, students to whom none of the three points listed above applies. Unmarried students over 23 years of age and married students over 21 wishing to establish independence, who have lived apart from their



parents for two years, may attest to that fact by signing the "Independent Student's Statement" on the College application and having the statement notarized. Unmarried students under 23 and married students under 21, as well as other students seeking independent status who cannot demonstrate two years of independence, must request an "Affidavit of Non-Support" form from this office for their parents to sign and have notarized.

Summer Quarter

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

Deadlines

Applications for aid during the 1974-75 academic year must be received by July 1. The Parents' Confidential Statement must be mailed to the College Scholarship Service at least two weeks prior to the above deadlines. Needy students applying after July 1 will be aided if funds are available. Applicants will receive acknowledgement when their applications are complete and will be given an estimate of the total of their awards. The specific nature of their awards, however, will not be announced until after July 15. Our deadline

of July 1, which allows more students to apply, precludes any earlier award announcements.

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

Programs

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

Loans

The majority of aid funds is in the form of loans. Almost every aid recipient, therefore, must accept some part of his aid in the form of a loan.

National Direct Student Loan Program. This program provides long-term, low-interest, loans for qualified students in any program of study at Evergreen. Terms and conditions include these stipulations: (1) Students may borrow up to \$2,500 total during their first two academic years and not more

than \$5,000 during their entire undergraduate careers. (2) Borrowers must be citizens or permanent residents of the United States. (3) Quarterly repayments on the loan begin one year after the borrower leaves school, and the interest begins to accrue nine months after the borrower leaves school at three percent simple annual interest. No interest on the loan accrues prior to the beginning of repayment. Payments are at a minimum of \$15 per month and the loan must be repaid within ten years. Borrowers who become full-time teachers in Head Start may have 15 percent of their loans cancelled for each year of teaching in that program. Borrowers who become teachers in schools where there is a high concentration of students from low-income families and those who become full-time teachers of the handicapped in public or non-public elementary or secondary school systems may have their loans cancelled as follows: First and second year — 15 percent per year; third and fourth year — 20 percent per year; fifth year — 30 percent. Veterans who served in an area of hostilities may have 12.5 percent of their loan cancelled for each year of such service up to four years.

Federally Insured Loan Program. This program provides loans to students of up to \$2,500 a year through participating banks, credit unions and sav-

ings and loan associations. It was designed to aid students from middle-income families who may not ordinarily qualify for college-based aid. The loan is guaranteed by the federal government and the annual interest rate is set at 7 percent. Many students qualify for federal interest subsidies, under which the federal government will pay all interest charges until ten months after the student leaves college.

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

- The Gladys Burns Student Emergency Loan Fund
- The Garrett Heyns Memorial Loan Fund
- The Leona M. Hickman Student Emergency Loan Fund
- The Southwest Washington State College Committee Emergency Loan Fund
- The United Methodist Church Student Emergency Loan Fund

The Richard C. Watts Memorial Loan Fund
The Donald Heard Memorial Loan Fund

College Long-Term Loan Program. Sources of this program include community donors and Services and Activity Fees. It provides loans of up to \$300 for periods of up to twelve months. Eligibility requirements and application procedures are the same as for the Emergency Loan Program.

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

Leona M. Hickman Long-Term Loan. The Trust Department of Peoples National Bank in Seattle administers the Leona M. Hickman Loan for male residents of King County enrolled full-time. The student must demonstrate significant financial need and may apply for loans up to the amount of school-related expenses. Applications are available at the Trust Department, Peoples National Bank, or through the Office of Financial Aid and Placement.

The interest rate is 5 percent per year plus a credit insurance premium. Repayment commences upon graduation; interest is paid by the recipient while in school.

Grants

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

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

Washington State Tuition Waiver Program. By authority of an act passed by the 1971 State Legislature, a limited number of tuition and fee waivers are granted

to needy students under the same general criteria as those of the Educational Opportunity Grant Program.

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

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

The Ward Bowden Memorial Scholarship

The Roger F. Camp Memorial Scholarship

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

Law Enforcement Education Program. The Department of Justice offers a financial aid program to students whose major areas of study are in the fields of administration of justice, law enforcement, or corrections, or who are employed in these fields. Any student currently employed in these fields (in-service) may apply

for a tuition grant. In-service or pre-service students may apply for tuition loans if they are enrolled for two units or more. Loan recipients must be enrolled in studies suitable for persons employed in law enforcement. Grant recipients must agree to continue employment in their current law enforcement agency for two years after graduation. Should they fail to do so, the grant becomes a loan repayable at 7 percent per year, with repayment beginning six months after the recipient leaves school. Loan recipients who, after leaving school, are employed in a public law enforcement, correctional, or court agency enjoy a 25 percent forgiveness of the loan for each year of employment up to four years.

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

Employment

College Work-Study Program. The College receives federal funds to create a wide variety of school year jobs, both on campus and in the community, for stu-

dents whose financial need is significant. Students may work no more than 15 hours per week and receive compensation at a rate of \$1.83 to \$3.50 per hour. Every student in this program must be an American citizen or in the United States on a permanent visa. The College can only offer the opportunity for Work-Study employment; it cannot guarantee employment nor retention of a position. Employment depends on skills and performance and is the prerogative of the employer.

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

*O body swayed to music,
O brightening glance,
How can we know the dancer
from the dance."* W.B. YEATS
"Among School Children"

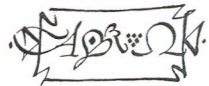
Career Placement

The Office of Financial Aid and Placement provides students with access to career, summer and part-time employment opportunities, assists them in attaining their career goals, provides informational support to Counseling Services in its function as a career guidance center, and offers liaison and mediation services to employers and student employees. Students should seek career counseling from Counseling Services as soon as they enter The Evergreen State College.

The placement center staff maintains contact with local businesses, industry, state, federal and local government, and other placement agencies to develop job opportunities, share listings, and monitor job openings. The staff keeps listings up-to-date, counsels job applicants and refers them to prospective employers. Employers are encouraged to interview students on campus and to join student placement seminars to share their knowledge of the world of work. In coordination with Counseling Services and the Office of Cooperative Education, the placement staff seeks information on job forecasting and employment trends from a variety of sources. The development of employment opportunities also involves a strong emphasis on vocations for social change or alternative placement for those students who prefer not to make a career choice immediately after graduation. Oppor-

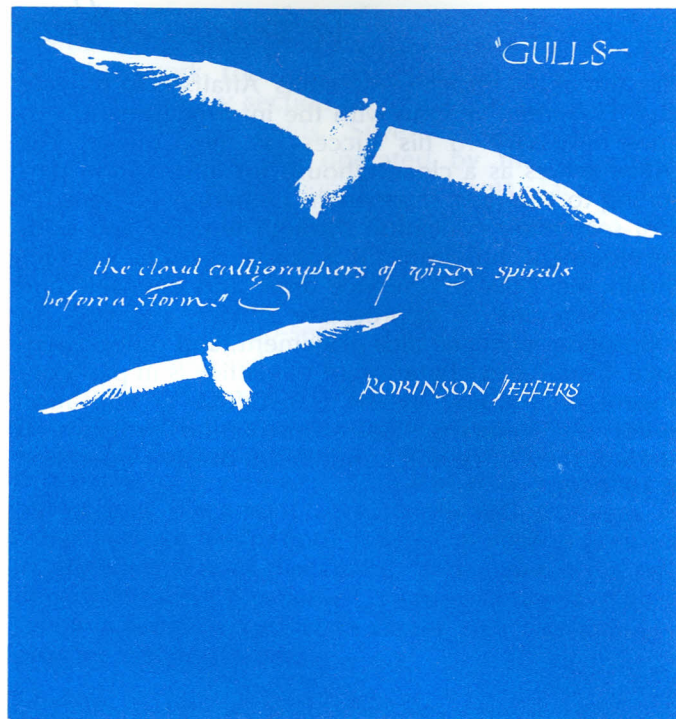
tunities range from Peace Corps service to inner-city volunteer work. The office maintains an extensive contemporary library section on vocations and a tape library on career fields. Several placement-related training programs are operated by the placement staff: general orientation for students, faculty and staff; seminars to acquaint College Work-Study Program employers with the requirements of the program; specific job-skills development sessions in cooperation with various on and off-campus employers; and seminars in job-seeking techniques. The office holds a weekly seminar from September to May dealing with topics of interest to seniors.

The office also concentrates its efforts in such singular areas of job development as veterans', women's and minority placement. It maintains reciprocal out-of-area placement agreements with colleges in other parts of the nation, assists Counseling Services in graduate school placement, and maintains a credential file service by which graduates may have portfolios indexed according to career area forwarded to prospective employers.



Veterans Affairs

The aim of the Office of Veterans' Affairs is to provide each Evergreen veteran with the information and services necessary to his success at the College. The Office serves as a clearinghouse for information pertaining to veterans. It assists in preparing veterans for post-secondary education through tutoring and skills development programs. It actively recruits veterans within the College's service area, and counsels and refers veterans to appropriate service agencies for counseling, financial aid, placement, and other assistance. Continued operation of this office is in part contingent on funding by the U.S. Office of Education under the Veterans Cost-of-Instruction Program. If funded, the Office will continue its present operation in 1974-75.



Current Programs

Programs in Progress

At Evergreen, we seek to offer a variety of new Coordinated Studies programs, new group learning contracts, and new opportunities for individual learning contracts each year. A Coordinated Studies program will be repeated only with a modified design and with changes in the faculty team leading it.

You should not expect, therefore, to find the 1973-74 programs in operation next year. Even if some of the program titles appear again and even if some of the same faculty team members are involved, the programs will have been largely altered by our experience. We shall continue to value growth and change over mechanical repetition within hardened categories.

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

These programs are designated as Basic or Advanced. Basic programs are open to students beginning their undergraduate careers and to any more advanced stu-

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

*"We are living in a world
of permanent change."
ROMEO MAIONE*

Coordinated Studies, 1973-74

It is very important for you to remember that all of the Coordinated Studies programs described in The Evergreen State College Bulletins are 1973-74 programs and *not* 1974-1975 programs.

The programs that we will offer in the fall of 1974, from which you will choose, are *not* listed in this Bulletin. They will be listed and described in a supplement that will be mailed to admitted students early in the spring.

While the 1974-1975 programs will be different from the 1973-1974 programs, they will cover essentially the same range of disciplines.

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

One final word of explanation — normally, any advanced students may take a Basic Program. Advanced Programs do have prerequisites. These will be mentioned in the detailed descriptions contained in the supplement to be mailed in the spring.

In 1973-1974 we offered nine Basic Programs:
Nature and Society: A Scientific Approach
A Matter of Survival: Ecology in Transition

Man and Nature

P.O.R.T.A.L.S.

The Individual in Contemporary Society

Democracy and Tyranny

Words, Sounds, and Images

Form and Function

Native American Studies

and, six Advanced Programs:

Matter and Motion

The Ecology of Pollution

Power and Personal Vulnerability

Freud and Jung: An Approach to the Humanities

Dreams and Poetry

America's Music

You will find brief descriptions of these programs on the following pages.

THE MAIN THING IS TO FEEL EMOTION,
TO LOVE, TO HOPE, TO QUIVER, TO LIVE,
Auguste Rodin

Nature and Society

Three Quarters

Basic

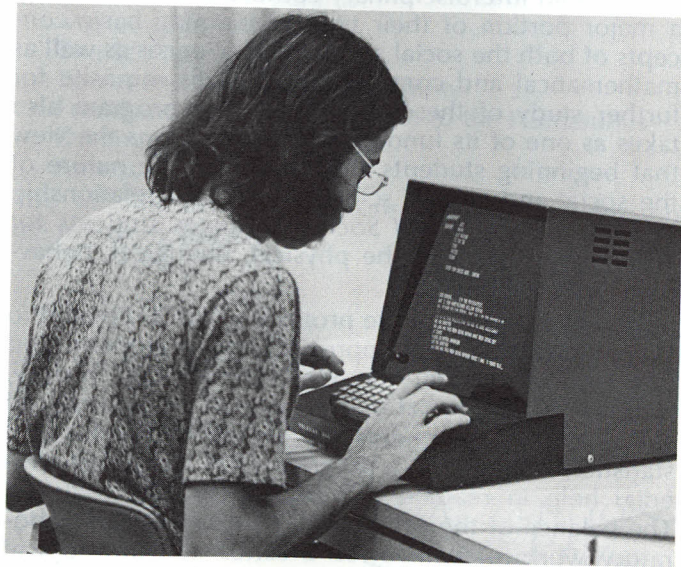
Four Units Each Quarter

Nature and Society examines our natural and social world in an interdisciplinary context. Students devote a major portion of their time to learning basic concepts of both the social and natural sciences as well as mathematical and communication skills requisite for further study of these disciplines. The program also takes as one of its fundamental assumptions the view that beginning students should discuss the nature of the social and natural sciences and their relationship to society. *Nature and Society* prepares students for intermediate work in the physical, biological, behavioral, or social sciences.

Approximately half of the program effort is devoted to "core seminars", with approximately 20 students and one faculty member, on the methodology, history, philosophy, and social implications of the natural and social sciences. Mathematics, including calculus and statistics, is taught on a program-wide basis, and remedial help in reading and mathematics is available. The balance of the program (lectures, seminars, laboratory work, etc.) involves a series of short topical

and/or problem-oriented modules such as Architecture of Matter; Environmental Decision-Making; Human Nature; Law, Custom and Society; and Photosynthesis, which introduce the concepts of the social and natural sciences and their applications.

Students also may undertake individual projects or internships related to the basic objectives of the program.



A Matter of Survival: Ecology in Transition

Three Quarters

Basic

Four Units Each Quarter

A Matter of Survival investigates the problems that the human species faces today, and looks for understanding and solution through the study of the non-living environment of humans, the general principles of biology, a view of human beings as biological creatures, a subsequent view of humans as cultural and social creatures, and, finally, in-depth views of humans in different social and cultural settings. Program Components:

The core material of this program includes a series of questions regarding the earth as a planet. Next, the principles of biology are traced from abiotic to biotic substances. The following section studies man as a biological creature with respect to certain organ systems, nutrition and health. The next core topic views man as a cultural creature, inspects the evolution of culture and society with respect to the environment, and studies social and cultural adaptations to these environments. The core material concludes with in-depth investigations of several different societies and their relationships to their environments.

The Good Life Seminar involves groups devoted to fundamental communications skill development, and discussions of personal reaction, growth and values.

Workshop and Projects — Students take part in both workshops and projects. Workshops are generated by both the faculty and students, and include: environmental health problems, propagation of plants, myth and religion. Projects are student initiated. They are related in content to the program and include presentation of results to the whole program.



Man and Nature

*Three Quarters
Basic*

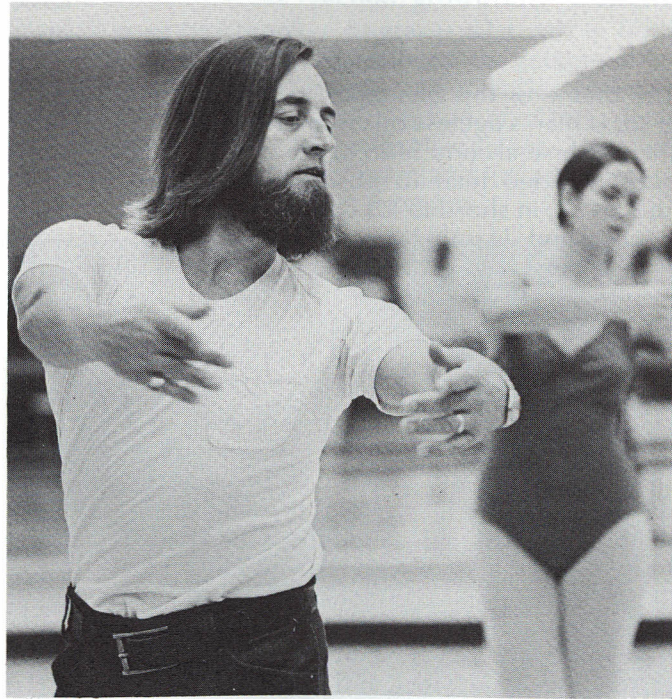
Four Units Each Quarter

The theme of this one-year Coordinated Studies program is man's ageless quest to understand himself and the universe around him. In the course of history, this quest has led man to philosophy, religion, science, and art . . . in short, to his culture. Learning from experiences and learning from the records of previous generations have been the twin paths followed by man in these pursuits.

The program has a core content in which everyone participates, providing a foundation in biology, physics, earth science, mathematics, history, and literature.

During three one-week excursions and regular shorter trips, we explore some of the wilderness areas of Washington. We also participate in a vigorous physical fitness program which offers such choices as mountaineering, ski touring, swimming, and dance. This core program will take up roughly three-fourths of the student's time during the first quarter, two-thirds during the second, and one-third during the final quarter. In the remaining time, the student chooses from a variety of specialized activities and topics such as rock climb-

ing, painting, the evolution of man, comparison of modern cosmology with religious theories of creation and the ocean.



P·O·R·T·A·L·S·

(Personalized Options Reaching Toward Affective Learning Skills)

Three Quarters
Basic

Three Units Each Quarter

This program primarily includes beginning Evergreen students who are interested in pursuing a wide range of activities in order to acquire a breadth of experience and knowledge, or who wish to explore various possibilities in a search for potential areas of specialization. It offers students an educational environment which has been designed to maximize the probability of a successful beginning experience in their pursuit of higher education. And, it provides the counsel and expertise of a group of faculty and several veteran student facilitators whose goal is to assist students in their personal and academic development. Components of the program include:

Basic Skills — Workshops in reading skills, writing skills, and in the art and science of interpersonal communications.

Directed Seminars — The highly structured first term features a broad variety of academic seminars and workshops, ranging from two or three weeks to the

entire term, and including studies from a number of disciplinary viewpoints, as well as explorations that are interdisciplinary in nature. Typical topics considered include: the creative process in children, shoreline biology, and the use and misuse of rational process.

Special Interests — Special interest workshops and activities such as still photography, hiking and camping, throwing pots, group awareness exercises, and academic concentrations take place throughout the year.

Individual Projects — Individual project opportunities are available first term, small projects are structured into second term, and a major project mandatory during third term. Second term includes seminars and workshops aimed at providing students the tools necessary to pursue and critique their chosen projects. Examples: questionnaire formulation and interviewing techniques, probability statistics and experimental design, and using the library as a research tool.

This program includes a lecture series, a film series, field trips and internship opportunities.



The Individual in Contemporary Society

Three Quarters

Basic

Four Units Each Quarter

Individual/Society, a social science-oriented Coordinated Studies program, focuses on the complex interactions of the individual or groups of individuals and the society in which they must function. It explores the following concepts: (1) The impact of an individual on society; (2) The impact of society on an individual; (3) The roles groups and institutions play in society; (4) Functional and dysfunctional aspects of society; (5) Society from a socio-technical-political systems viewpoint; (6) One's own roles(s) in society — one's own impact — one's own personal power within society — to get one to look at personal choice.

The program involves the development of skills in the areas of problem-solving, decision-making, research, interpersonal communications, observation, interviewing and public speaking.

A typical week includes: individual conferences, workshops, reading and writing seminars, field work, and a program assembly.

Democracy and Tyranny

Three Quarters

Basic

Four Units Each Quarter

This program is a search for our roots in the past, an attempt to understand the present, and an analysis of our hopes, and fears, for the future. We ask tough questions about our proper relationship to the state, to our community, and to ourselves. We try to find out who we are, and what kind of human beings we should become. Even as we study our heritage, we ask whether it is worth studying and whether our traditions are worth saving. For one year, we search together for wisdom by following even the most difficult questions wherever they lead.

We compare Democratic Athens and America, imperialistic Athens and America, and creative Athens and America. Ancient Athens was the place where Democracy started. Athens' experiment foundered in an imperialistic war. Does the United States run the same risk today? Athens was the place where many of our values and most of our art started. Is all of that worth knowing and using today?

The program includes weekly lectures, slide shows and assemblies, as well as individual and group pro-

jects in music, art, drama, politics, dance, modern and classical Greek, mathematics, and religion. But the heart of the program involves small group discussions of books which we read in pairs; one from Athens and one from modern America.



Words, Sounds, and Images

Two Quarters

Basic and Advanced

Four Units Each Quarter

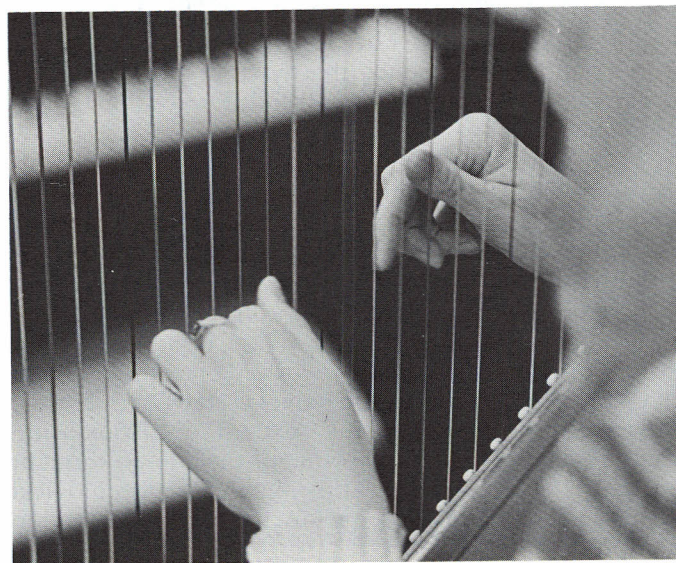
The main goal of this program is to help find ways to make serious art a meaningful part of our lives. The components:

Making — In part, this program offers technical training to increase skill and facility in producing writing, music and visual art. We meet together three times a week to do brief practical exercises of all kinds in utilizing the fundamental elements of these arts.

Responding — Close reading, hard looking and intensive listening are also central activities of the program. We spend time in workshops giving each other feedback about how we experience each other's creations. In seminars twice a week we work on interpreting specific works of art. The program also includes occasional festivals for relaxation and enjoyment of the major work of the people we've been studying.

Reflecting — We are also concerned with philosophical reflection on the nature of language, music, and images. Lectures often explore theories of art. We work together in seminars to understand some difficult books as well as a lot of brief passages off the cuff.

Independent Work — The week's schedule includes blocks of reserve time during which students are expected to work on their own: drawing and painting; or practicing an instrument; or writing; or reading literature; or working in chamber orchestra or ensemble. The schedule also provides time for faculty to give individual guidance and criticism on a regular basis to students continuing their own advanced work.



Form and Function

Three Quarters

Basic

Four Units Each Quarter

This program is designed to consider such matters as the relationships of form and function in art, science, nature, and society; to study and experience motion in art, science, and nature; to learn about materials and techniques as used by the scientist, artist, and designer; and to experience the dynamics of the design process as it is common to all life. Program activities include:

Studying selected topics and doing workshops in biology, drawing, sculpture, dance, psychology, design methodology, philosophy, mathematics, physics, computer applications, writing, visual perception, sociology, and architecture.

Solving problems such as the design and construction of a musical instrument; production of a tactile work of art or kinetic sculpture; design of toys for child development for use in the College Day Care Center; development of a "scientific" experiment to measure the effect of physical environment on human thought and behavior; or the establishment of an ecological monitoring system for an area on the Evergreen campus.

Participating in group meetings, book seminars and topical discussions; attending lectures, movies, and panels; working in project seminars.



Native American Studies

One Year Pilot Program

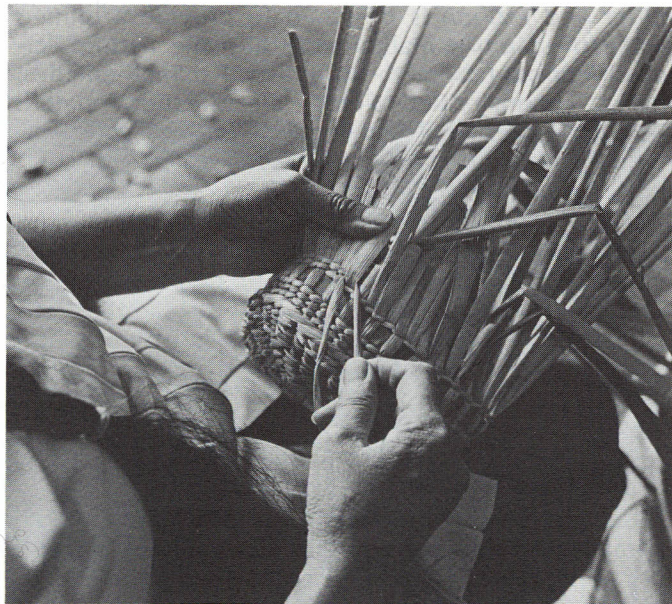
Three Units Each Quarter

This program was planned for Indian students who are enrolled as tribal members from any of the 34 tribes in the Pacific Northwest. Primary focus is on the Native American Community in the Pacific Northwest; however, enrolled tribal members from other tribes in the country are welcome to participate. Limiting participation to Indian students is necessary at the present time due to the many problems and concerns facing Indian people which only they can begin to solve. And, if self-determination is to become a reality, the education of Native Americans must be directly relevant to them.

The program is sponsored as a Coordinated Studies Program by four Native American faculty members. It focuses its attention on: 1) Creating internships which directly benefit the Native American Communities; and 2) Native American-oriented Philosophy, Religions, Literature, Indian Medicine, Music, Dance and Art (painting, weaving, ceramics, sculpture, archery, etc).

The program considers old and new problems as they relate to History, Politics, Economics, Sociology, Phi-

losophy — in a word, the arts and sciences — within a context which speaks to Native America from Pre-Columbian times to the present. The program includes slides and lectures as well as ceremonies and talk which are shared with resource people from various tribes.



Matter and Motion

Three Quarters

Advanced

Four Units Each Quarter

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

Content — Through a balance between theory and applications we examine the fundamental unity of the mathematical sciences by in-depth treatment of the following subjects: calculus and its applications through differential equations; thermodynamics and its applications in biology and chemistry; atomic theory, quantum mechanics and chemical bonding; electricity, magnetism and electrochemistry; topics in biophysics, cell biology, molecular biology; organic chemistry and topics in biochemistry.

Alternatives to some of the above topics are covered in small special interest groups. Both analog and digital computer programming are applied to problems connected with the overall study. Laboratory work is

an important component of the program. As a change of pace from the intensive science study, students read and discuss books in the humanities and social sciences and engage in activities in drama, art, music, writing, hiking, snowshoeing, etc. This portion of the program, called "sanity seminars", is normally student-initiated.

Structure — The program is structured around a common core consisting of lectures, problem sessions, "sanity seminars", and laboratory work.



The Ecology of Pollution

An Advanced Coordinated Study Program in Environmental Research

Eight Quarters

Advanced

Four Units Each Quarter

This advanced Coordinated Study program provides education and training meant to prepare students for employment in the solution of pollution problems. A wide spectrum of disciplines, including ecology, chemistry, entomology, economics, toxicology, limnology, environmental law, computer programming, and oceanography, are taught in an integrated way. Emphasis is on research and the effects of pollutants on biological systems.

The program runs eight consecutive quarters, including summers. The program objective involves development of a comprehensive quantitative and qualitative description of pollutants and pollution in the Puget Sound Basin specifically and the State of Washington generally. Group research occurs during the first year; individual research, culminating in a publishable senior thesis, will develop in the second year. The program provides students with time to pre-

pare internships. Students also research and prepare grant proposals to finance their second year of research.

A typical week includes lectures, group meetings, field and laboratory research.

*"Only as builders of the future,
as knowing the present,
will you understand it."
Friedrich Nietzsche*

Power and Personal Vulnerability

Three Quarters

Advanced

Four Units Each Quarter

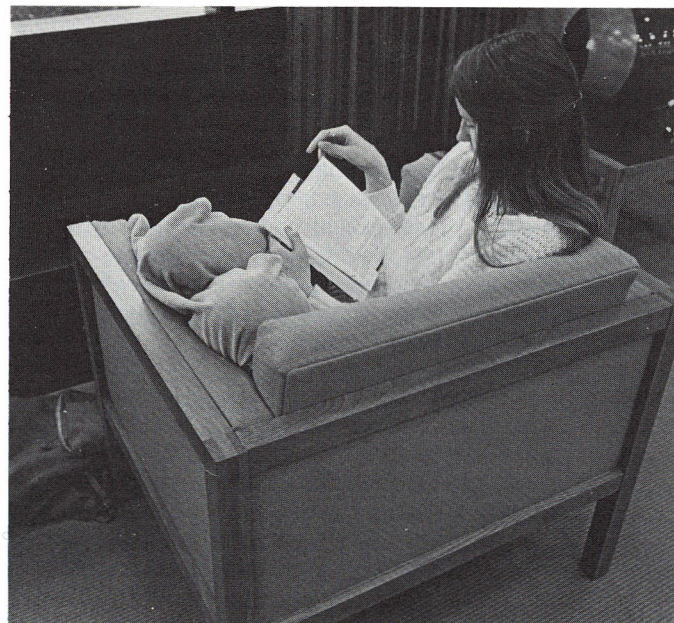
This program is constructed around two major premises:

1. Western civilization is in a waning period, due in large part to the perceived existence of simple dichotomies in the thought patterns of the Western world.
2. A viable future in the post-industrial world will be attained, not by clinging to these dichotomies in order to define the human condition, but by the humanistic integration of them.

This program is grounded in the firm belief that such an integration can be achieved only through rigorous analysis of the human condition leading to the resolution of such perceived dichotomies as: Freedom vs. Authority, Individualism vs. Citizenship, Public Power vs. Personal Vulnerability.

The model used in the program is to examine the parables of such authors as Dante, Chaucer, Shakespeare, Jung, Buber, Nin, Kafka, and others. The *first quarter* concentrates on acquiring analytical tools and conceptual frameworks for analyzing the paradoxes of choice,

and on the testing of these tools. During the *second and third quarters* we devote two weeks to each writer. The first week the student is required to write a counter-parable, and the second week the student writes an essay reconciling his own parable and the author's.



Freud and Jung

Three Quarters

Advanced

Four Units Each Quarter

A major premise of our program is that each of us has lost his mind — or a good part of it — and that we are committed to exploring the terrain on which it might be found.

The Approach — Our approach is an intellectual one, but it emphasizes the understanding of the subjective rather than the objective realm. We begin with a full quarter's study of two modern pioneers in the awareness of subjectivity, Sigmund Freud and Carl Gustav Jung. The territory to be traveled is the Humanities — non-Western and Western alike.

The Field — We explore the humanities as a whole, as Freud and Jung did. We are not limited to the traditional historical-political "Western Civilization" perspective; rather, we study both European and non-European culture, and explore non-chronologically a set of documents and artifacts which exhibit basic myths, symbols, legends, and rituals — the "stories" which men have told themselves to give structure to perception and experience.

Teaching Mode — Besides the faculty seminar and a large group meeting each week, we achieve focus in offering only one seminar per week to each student with two faculty members always present, participating, and equally responsible for what happens. This is an issue-raising seminar, after which every student has a guaranteed and mandatory tutorial — to discuss the student's understanding of the reading, to present written material, and to assist in individual projects. These formal procedures combine the advantage of group and individual effort.

During the first quarter we immerse ourselves in the works of Freud and Jung. We aim at nothing short of mastering the basic tenets of their thought. The second quarter concentrates on literary and visual samples of European and non-European culture. The third quarter deals primarily with myths and symbols of the contemporary world.

"Here we are, all of us in a dream caravan"
BAHAUDIN EL SHAH

Dreams and Poetry

Three Quarters

Advanced

Four Units Each Quarter

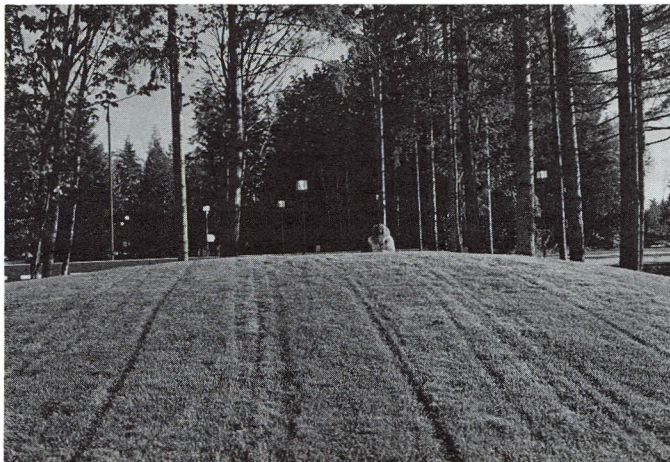
The specific goal of the program is to pursue the problem of how dreams and poetry are related through exploring all possible avenues of theory and research. Students and faculty will collaboratively write and publish *three books* on aspects of the problem.

Avenues of investigation include: (1) Studying the psychology of the creative act; (2) Thoroughly investigating the matters of symbol, metaphor, and allegory in both dreams and poetry; (3) Evaluating the importance of dreams to specific cultures and periods; (4) Examining the distinction (dichotomous?) between *reflection* and *analysis* as ways of approaching dreams and art; (5) Writing a phenomenology of dream reflections which distinguishes between types of dreams; (6) Rigorously attempting a structural correlation, in detail, between the dream and the poem and between the creative acts involved in both.

Program activities also involve the development of certain skills and techniques: (1) Learning Middle English and, for some members, gaining a degree of com-

petence in Old French, Italian, or Medieval Latin; (2) Acquiring necessary research techniques; (3) Utilizing the dream-reflection process for more than self-knowledge so that we may extend its usefulness in research; (4) Learning the art of public writing, since book-publication is our aim.

In general, the first quarter of the program is devoted to skill development. The second quarter is devoted to the various avenues of research indicated by the program's set of problems. The third quarter is spent writing the books.



America's Music

Three Quarters

Advanced

Four Units Each Quarter

There is no country in the world today where more types and traditions in music continue to live than the United States. The aim of the America's Music program is to try to understand this phenomenon — historically, sociologically, and especially, musically. The primary focus of attention is the music: playing it, singing it, analyzing it, writing about it, listening to it. But students in the program also try to learn from their own musical tastes something about who they are and how they fit into this pluralistic and diverse society.

The types of music to be studied and performed include: Native American Music; classical; jazz; pop, rock, and soul; country, western, and folk (especially Bluegrass); film, radio and television music; avant-garde, electronic and third stream; and musical theater.

The program is organized around three types of small group meetings; (1) *Basic Music Skills Classes and Workshops* featuring such elementary skills as the ability to read and sight-sing music and more sophisticated skills such as advanced theory, counterpoint,

composition, and analysis. Group skills workshops in vocal and instrumental music are offered regularly. (2) *Book Seminars* which include discussions of and written work about non-musical materials (novels, poems, short stories, historical and sociological books and materials), as well as works on history of American music and musical styles. Records and tapes are used extensively in seminars. (3) *Performance Groups*. A variety of performance-oriented groups—including a chorus, large jazz-rock ensemble, small bluegrass and folk groups, a musical theater group, and small instrumental ensembles — rehearse frequently. All students in the program participate in some aspects of the performance groups, depending on ability and interest.



Individual, Group Learning Contracts 1973-74

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

The faculty members assigned primarily to be available as sponsors for *individual contracts* in 1973-74 represented such interests as the following:

American studies	history
anthropology	history and philosophy
audio-visual techniques	of science
biology	international relations
business administration	Latin American studies
ceramics	philosophy
classics	physics
clinical psychology	political science
comparative literature	social organization
education	sociology
English literature	urban planning
foreign languages	

Other faculty and staff members who sponsored one or two contracts each add to this list. And the availability of off-campus internships extends the range of

contract topics into many other kinds of occupational training and experience in solving practical problems.

A variety of group learning contracts had been arranged by the beginning of 1973-74. The following list, though not exhaustive, will give some idea of the range of experiences possible at Evergreen in this way of studying:

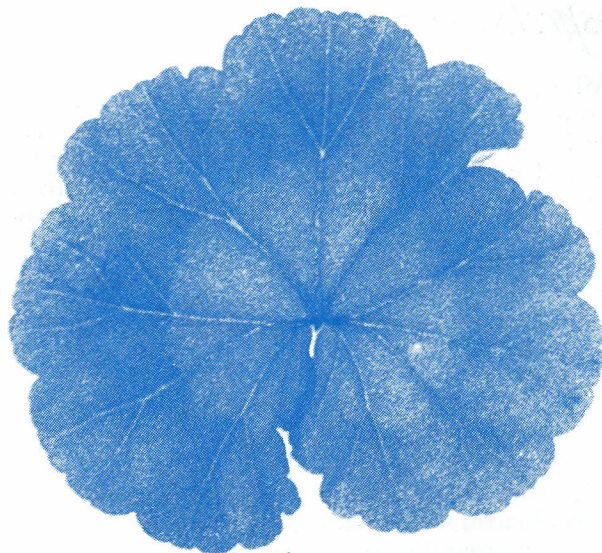
A Year in Sweden
Basic Skills in Science and Technology
Correctional Institutions
Environmental Systems Project
International Film Production—in Italy
Japan and the West—Year in Japan
Language, Culture and Writing
Marine Life and Water Quality
Media: Theories and Techniques
Mobile School Unit
Molecular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



Modular Courses, 1973-74

At the beginning of 1973-74, the following modular courses had been announced, each to be offered for one quarter during the year. Several modular courses were to be developed to match the needs of students with the experience available on the faculty.

Approaches to Shakespeare
Beginning the Calculus
Ceramic Process
Confronting Life: a Practical Introduction to Sociology
Godard, Resnais, and Truffaut
History of American Cinema, 1919-1941
Introduction to Analog/Hybrid Computer
Introduction to Genetics
Introduction to the Philosophy of Science
Introduction to Urban Planning
Introductory Chemistry
Problems in Philosophy
Sociology of Everyday Life
Studies in the History of the United States
Survey of Oceanography
The Future of Sino-American Relations
The Soviet Union Today
Thomas Hardy and D.H. Lawrence
Varieties of Contemporary American Childhood
Vertebrate Zoology



*"...reproduce—
the primordial images—
or it is not Art."*

W. ANDRAE

Future Prospects

Prospects, 1974-75

You will not find here the specific new programs to be offered in 1974-75 and the years beyond. Instead, you will find general essays which set forth our attitudes, hopes and plans. They amount to a comprehensive invitation to belong to this kind of college. Those who wish to join us, as well as those who will be continuing their work here, will receive announcements of specific programs for 1974-75 as the proposals for them are approved — by the early spring of 1974.

How Coordinated Study Groups Are Formed

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

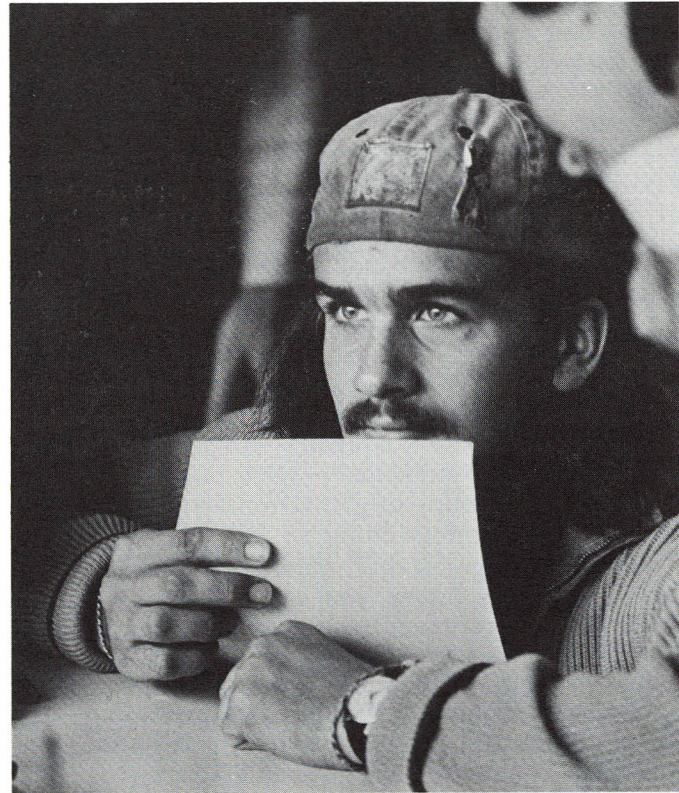
Plans for Coordinated Studies programs are formulated by faculty members, frequently in cooperation with students. The next series of proposals for year-long programs will be formulated and submitted during the Winter Quarter of 1973-74.

After a proposal has been approved, each team designs its own program, makes up its own schedule, conducts its own experiments in curriculum design and teaching, arrives at its own agreements for governance, and evaluates its own effectiveness. The team asks for a mandate and gets it. It is up to the team to use its resources, its energy, and its mandate to do something memorable and something significant.

Possibilities For Contracts

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

You may expect, therefore, that in the early years there may be a preponderance of opportunities for joining group contracts over individual contracts and of faculty initiative rather than student initiative to get things started. Advanced students who can best use the specialized help available will be given priority in arranging contracts. We can, however, tell you now



about some of our preparations for more extensive activity in Contracted Studies. We shall never pretend that we have something for everyone; but as we grow and learn, so the opportunities for Contracted Studies will grow.

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

If you join Evergreen or continue your work here in 1974-75 and the future, you will find increasing opportunities for contracts as the faculty grows. As both students and faculty members move back and forth between Coordinated Studies and Contracted Studies, we hope to maintain a position in which about 40% of the faculty will be available to sponsor group and individual contracts in any given quarter.

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

Faculty and staff members will be available to sponsor work in Contracted Studies only over time and by turns. But from these observations and from your reading of the descriptions of 1973-74 offerings, you should have a sense of the kinds of experienced and energetic people who will be eager to match interests with you.





Self Paced Learning

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

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

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

A self-paced learning program thus takes a certain kind of information or a procedure out of the standard classroom format and makes it available to the student in a learning resources center. The student masters material on his own time and at his own rate, exactly when he finds it essential to his understanding of some key concept.

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

*"Life is infinitely stranger
than anything which the mind
of man could invent!"*
Sherlock Holmes.

The Sciences at Evergreen

The Evergreen State College is a place where emphasis is placed on collaborative team efforts rather than narrowly competitive individualism. Prospective scientists will not study science in isolation from the rest of the world.

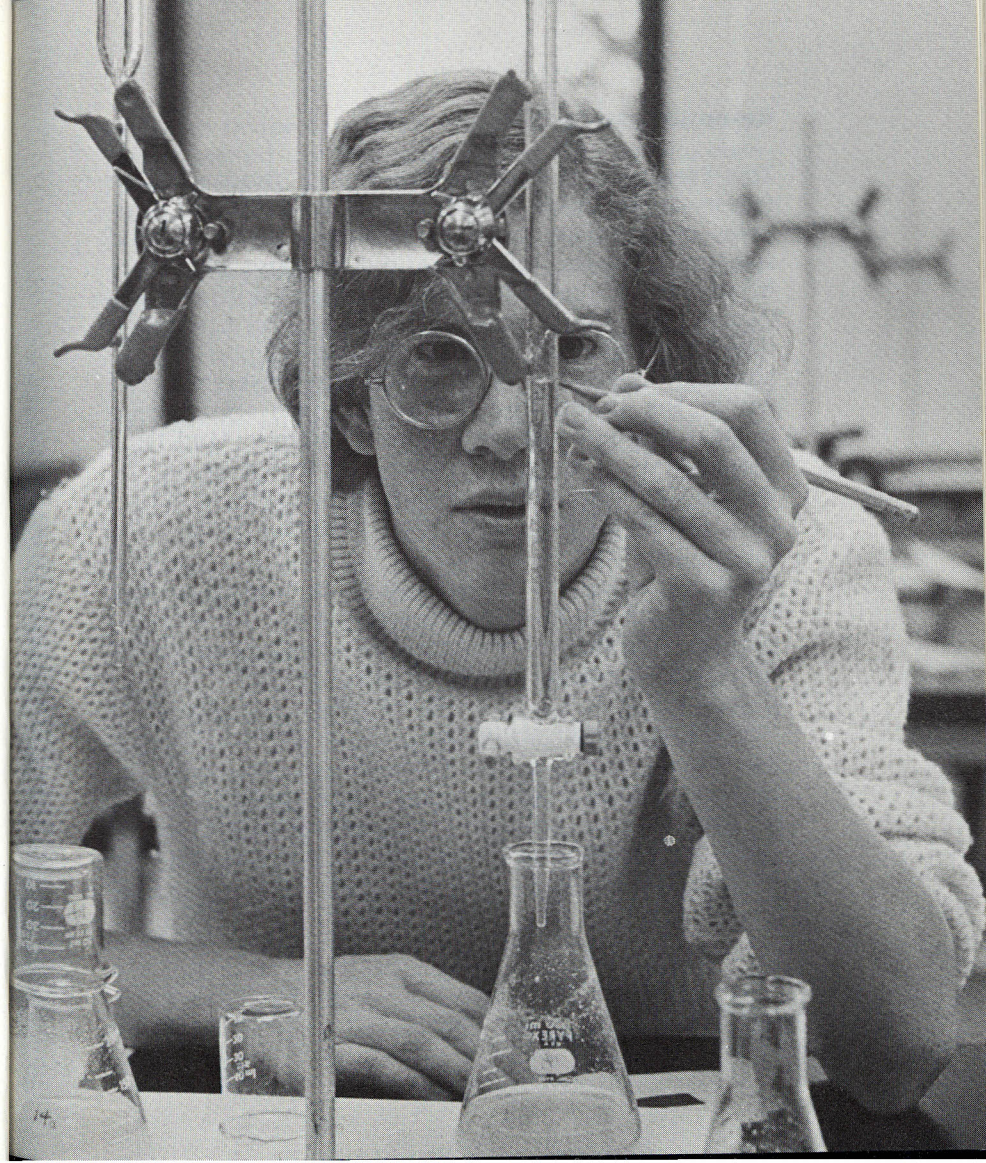
Already, most Coordinated Studies programs at Evergreen have some aspects of scientific thinking woven into their fabric. Students in specific programs move into the laboratory in order to conduct projects growing out of their studies. Similarly, students in Contracted Studies may write contracts that will involve them in research problems in one or another of the sciences. Through either or both of these ways of earning credit, individual students may prepare themselves for advanced studies in the various disciplines of science or may develop a broad understanding of the relationship of science to other areas of human knowledge.

Though Evergreen will not force students into required "major" programs or department-oriented disciplines, a student can specialize in some scientific discipline with a view toward professional capability. The faculty is committed to the interdisciplinary approach in making science teaching itself relevant and more immediately useful, as well as in trying to bring

about a union of science with the arts and humanities. In addition, certain kinds of interdisciplinary scientific investigations which cannot normally be approached at the undergraduate level in other institutions are possible at Evergreen.

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

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



Resources and Facilities

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

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

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

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

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

However, please remember that specialized work in science is possible only to the extent that faculty and facilities are available. At present varied opportunities for study in the physical, biological and earth sciences do exist. Remember too, that the responsibility for specialization will be upon the student. He will have to decide what he wants to do, find out what he must do to accomplish his objectives and then do the work

to the satisfaction of both himself and the faculty member or members working with him. Within these limitations, the progress of a student specializing in some particular area is dependent entirely upon his imagination and his capacity for work.



The Arts at Evergreen

Evergreen offers exciting opportunities for exploration in the arts through Coordinated Studies programs which emphasize collaboration among artists, collaboration between artists and scientists, and collaboration between artists and scholars. For examples of 1973-74 programs offering such opportunities, see the descriptions of *Form and Function*; *Words, Sounds, and Images*; *America's Music*; and *Democracy and Tyranny*.

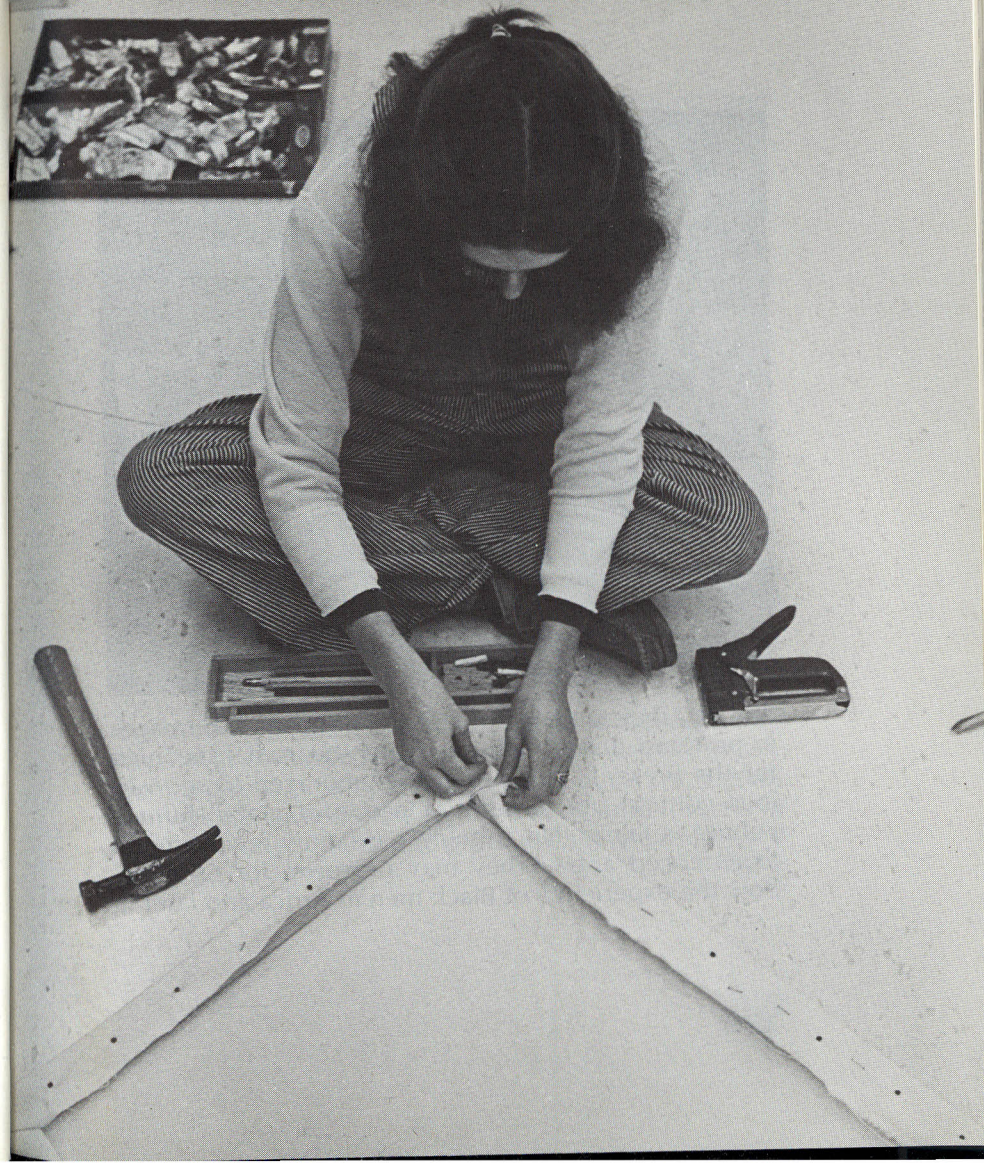
Group and individual learning contracts also provide opportunities in certain areas for students who have demonstrated appropriate readiness for advanced work. Whenever possible, contract students will be encouraged to form cooperative teams for work in areas requiring physical labor and organization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

At present Evergreen is well equipped for collaborative artistic activity in film, video, and multi-media work. Our present capabilities for computer graphics, for animations, and for the electronic synthesis of music can serve as evidence for our interest in collaboration involving musicians, visual artists, filmmakers,

scientists, mathematicians, computer specialists, and electronic engineers. Work in ceramics will be available in a newly-completed ceramics studio, and large-scale sculpture will be well accommodated in a new facility designed for metal-wood-glass projects. A small foundry and expanded shop space are also included in this facility. Printmaking, painting, jewelry-making, silkscreening, batik and other such activities will be accomplished in space temporarily modified for such projects in the laboratory building. Students should not come to Evergreen expecting a large-scale fine arts building, but they can expect opportunities to pursue studies in arts if they are willing to improvise and sometimes work under less than ideal conditions. Other specialized work in music, drama, and dance is currently accomplished in limited, temporary, or make-shift spaces. Further facilities for the arts will be constructed in the years ahead.

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

Our approach to the study of the arts is "holistic." Thus, when students are introduced to the history of





the arts, they are encouraged to find ideas and images in past and distant cultures which bear vital meaning for the present. They are also encouraged to see various cultural phenomena as part of a global human culture, a fabric that is being constantly rewoven and experienced anew. They may perceive, for example, how the experience of Black men in Africa and later in

America has found artistic form and expression, and how this experience relates to styles of art and life which we find to be current and "peculiarly American."

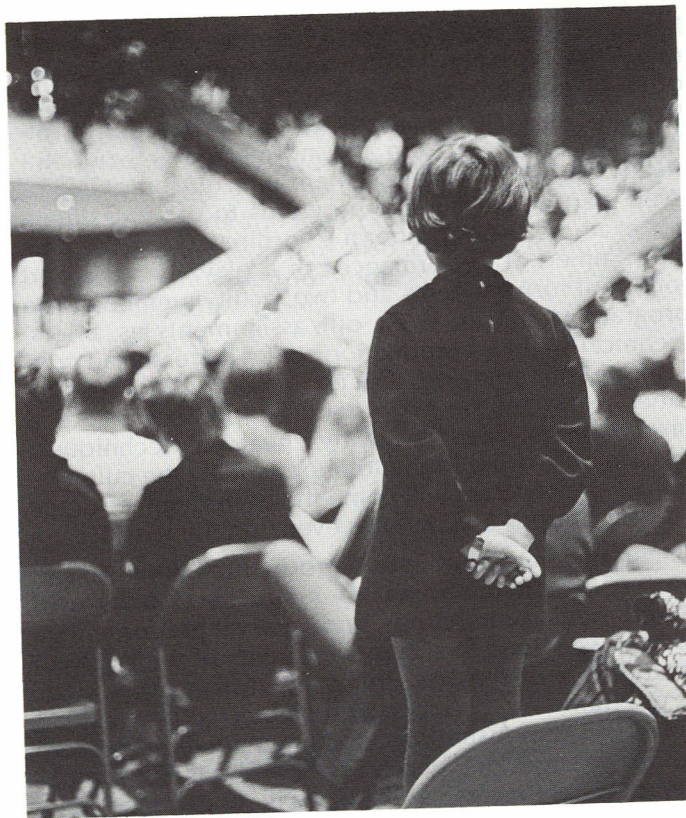
Within this atmosphere of cross-disciplinary collaboration and integration, students who wish to pursue careers in the arts can prepare for further professional study and work. The responsibility for specialization, however, rests with the student. If a student has demonstrated readiness for more specialized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

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

Public Events

As it grows, Evergreen provides a good number of films, exhibits, lectures, symposia, concerts, plays and other presentations. Though it will increasingly sponsor series of lectures, performances, and art exhibits, the offerings at Evergreen will usually be related to academic programs and other ongoing campus activities. They will grow out of the day-to-day concerns of the students, faculty, and other staff.

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



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

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

groups can make their ideas count on the campus and in the larger community.

In addition, Evergreen students will find much activity in the performing arts within the Olympia area, including local theater and music groups and the productions of visiting groups brought by the Governor's Festival of the Arts and the Community Concerts Association. Arrangements are also possible through the Olympia Opera Guild for reduced rates for performances of the Seattle Opera.

*"Shaking the roots & fast foundations
of the Earth." William Blake*

Foreign Language Study

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

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

There are no "language requirements" at Evergreen, except as they might arise naturally from one of these needs. For instance, students desiring to participate in a program including study abroad will be required to gain competence in handling the language before they go.



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

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

ognized by tests administered for credit as part of a learning contract.

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

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

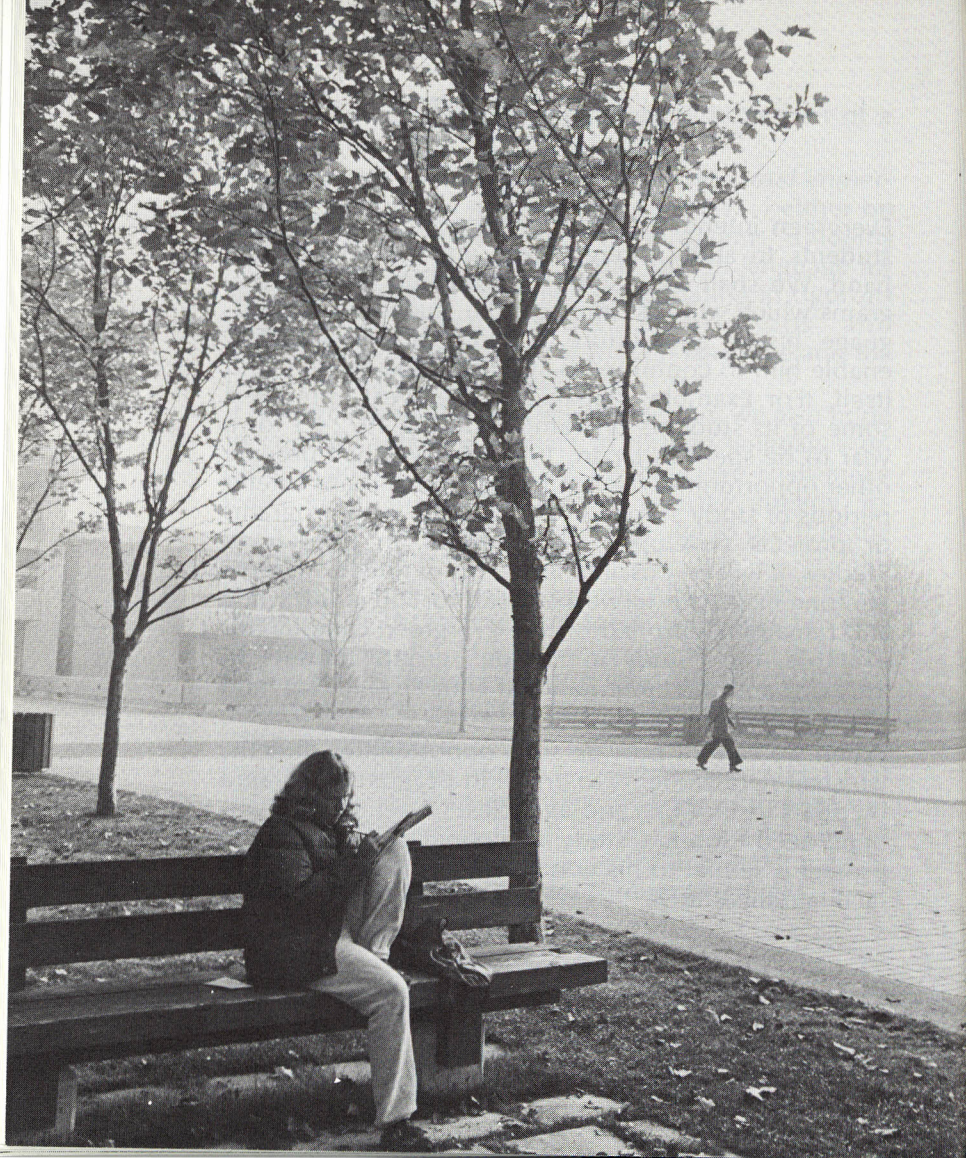
We want foreign language study at Evergreen to include not only the usual European languages but also certain Asian and African languages if staff, facilities, auto-tutorial resources and interest permit. (We have already offered intensive work in Japanese and some work in Chinese.)

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

Study Abroad

Evergreen intends to provide opportunities for many students to study foreign areas and cultures at first hand. We shall offer some Coordinated Studies programs which will first immerse the student in the language, history and culture of a foreign land and then enable him to continue his studies in the foreign land itself. (For Example, "Japan and the West" prepared some of its students on campus during 1972-73 for a year to be spent in Japan, 1973-74.) We shall provide other opportunities for less formal and perhaps briefer periods of study abroad in conjunction with programs or projects developed at Evergreen. In Contracted Studies, it will be possible for teams of fifteen students and one instructor to work abroad for full credit while still remaining enrolled on the Evergreen campus (for example, the "Study in Europe" group contract in 1972-73, and the "International Film Production" and "Year in Sweden" groups of 1973-74).

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

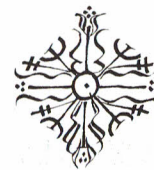


Registration For Students Studying Abroad

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

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

These details can be handled in advance, but the responsibility for initiating action rests with the student. Inquiries should begin at the Registrar's Office.



*In beauty
my holy medicine*



Evaluation, Career Planning, Credentials

Evaluation, The Portfolio

Evaluation

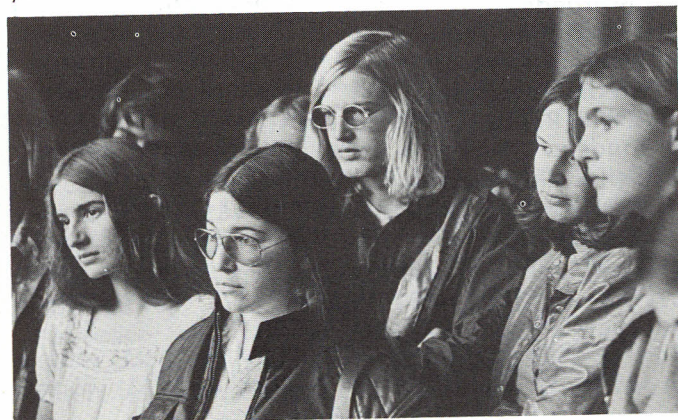
More important than the units of credit recorded and the assurance that you are in good academic standing will be the evaluations you receive of your performance. Within a Coordinated Studies program, you will be constantly evaluated and tested by your seminar leader in individual conferences and through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

The Portfolios

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

You and your seminar leader or sponsor will maintain your own larger "*Traveling Portfolio*." In addition to the basic documents it will include samples of your work — written, photographed, drawn, or taped. When the time arrives for you to leave Evergreen, you will have the opportunity to include selected examples of your work directly in the Official Transcript as part of a microfilmed permanent record. Your Traveling Portfolio will go along with you from sponsor to sponsor, from program to program, always growing in size and in specific detail. It will give you and your

prospective sponsors and seminar leaders an ever clearer comprehension of where you have been, where you are, and the direction in which you should be moving. Thus, in lieu of departmental majors or required tracks, it will make possible a continuity of planning for you and your advisors. If your interests make it advisable for you to transfer to another institution, the portfolio will indicate what your Evergreen credit means. Otherwise, as you graduate, your Official Transcript will become the full record of your undergraduate career and will represent to employers or to professional schools the quality and extent of your work.



Record Keeping

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

Permanent Academic Record

- 1) The official description of the program or contract, *if* credit is awarded;
 - 2) Description and evaluation of work done, *if* credit is awarded;
 - 3) Credit Report;
 - 4) Student Self-Evaluations.
- ALL OF THIS IS MAILED
WHEN
YOU REQUEST A TRAN-
SCRIPT

Portfolio

- 1) The official description of the program or contract for all work attempted.
- 2) Descriptions and evaluations of all work attempted. Personal evaluations are not intended for the permanent record.
- 3) Credit Report.
- 4) Student self-evaluations, including those not for the permanent record;
- 5) Polished and edited work judged worthy

of inclusion. This does not mean ALL work.

- 6) Program Change Check Sheets, records of interview, petitions for leave, and anything else that will help create an academic biography of the student.

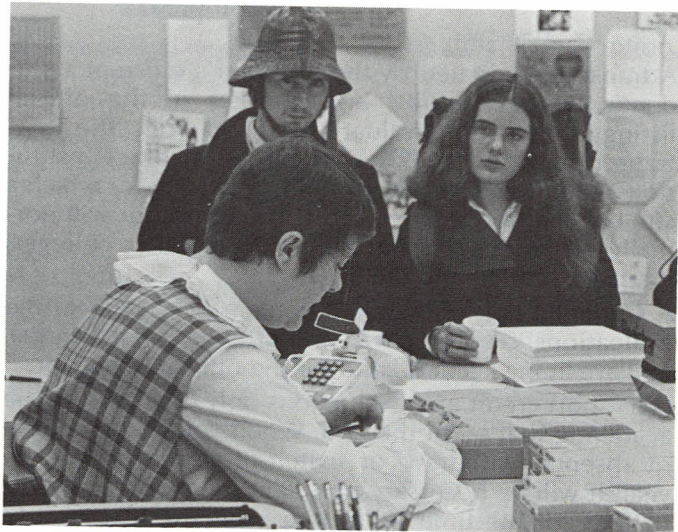
A transcript is issued by the Registrar's office at a student's written request and consists of the official listing of credit and evaluations of that work. The TESC transcript will identify credit earned at other institutions, too. It will not list work in a program for which a student did not receive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

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

We report credit and evaluations only once during the academic year — at the end. When you go on a leave of absence, withdraw, or switch programs during the year, it will be necessary to pull in the credit and evaluations for the time spent in a program. If we fail to

take care of this little detail at that time, there will be a hole in your records (both official and portfolio), causing a delay in producing transcripts. Pulling in credit and evaluations when a student leaves a program, for whatever reason, insures carefully written evaluations at a time when the work performed remains clear in everyone's mind.

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



Career Planning

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

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

Students who are wondering how 1973-74 programs relate to specific academic and career goals they may

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

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

Helena Knapp, Vocational Advisor
(206-866-6151)
Career Counseling

Students interested in Health Sciences should write to:

Burt Guttman
Health Sciences Advisory Group

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

Teacher Preparation

Evergreen believes its educational program to be ideal in providing the academic and personal growth expe-

riences most beneficial to those intending to enter the teaching profession. However, we have not established with the Superintendent of Public Instruction the means by which a student can receive certification to teach in the public schools. Students interested in becoming teachers may wish to complete one or more years at Evergreen and then transfer to one of the other institutions in the state which can provide certification to teach in the public schools.

Illustrative Programs of Study

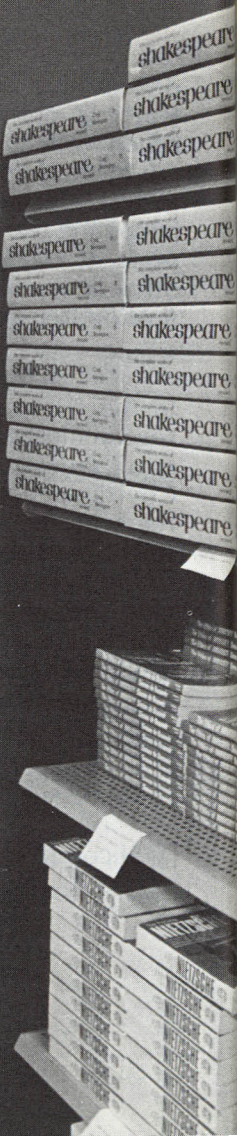
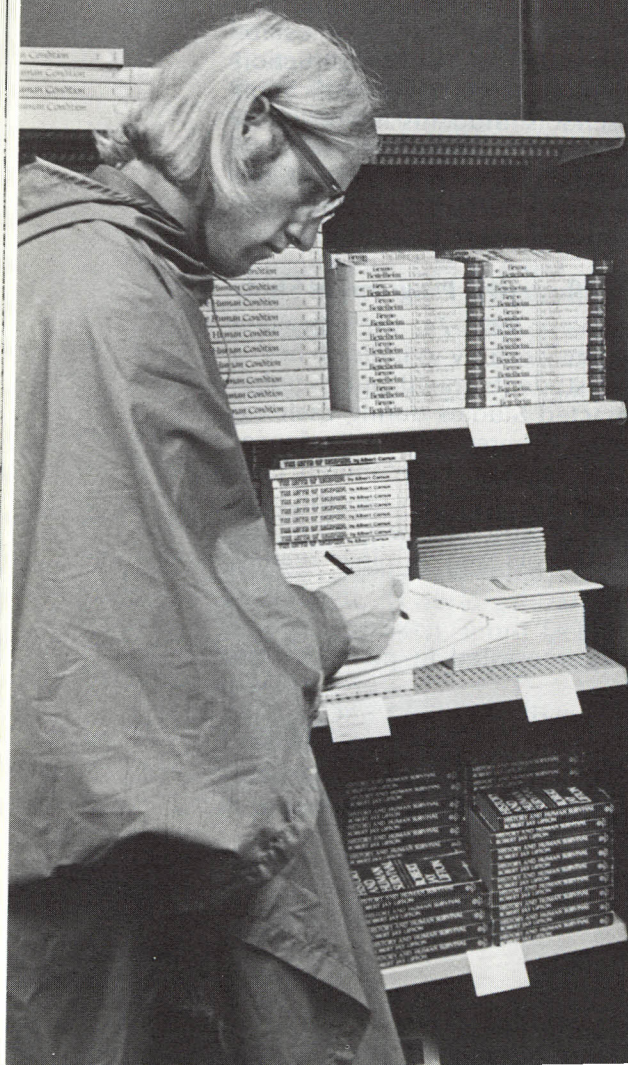
In the Evergreen Bulletin for 1973-74, we suggested several illustrative programs of study to indicate how a small number of typical students might put together Coordinated and Contracted Studies during their careers at the College and where these experiences might lead them. Several of them have altered their future lives a bit since last year, but they can still indicate the sorts of four-year and two-year schedules which you and your sponsors and seminar leaders might well work out.

Four Years

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

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

Second Year: Coordinated Studies, "American Stu-



dies," two quarters; one quarter contract for internship with Washington State Legislature.

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

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

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

First Year: Coordinated Studies, "Human Development."

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

Third Year: Coordinated Studies, "Words, Sounds, and Images."

Fourth Year: Group contract in aesthetics for one quarter; individual contract for internship in public school administration.
goes on to a graduate program in education; becomes a school administrator.

Roger Redmond (interested in business management and finance)

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

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

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

Fourth Year: Individual contracts, readings in fiscal policy and internship in a bank. accepts a position in a bank.

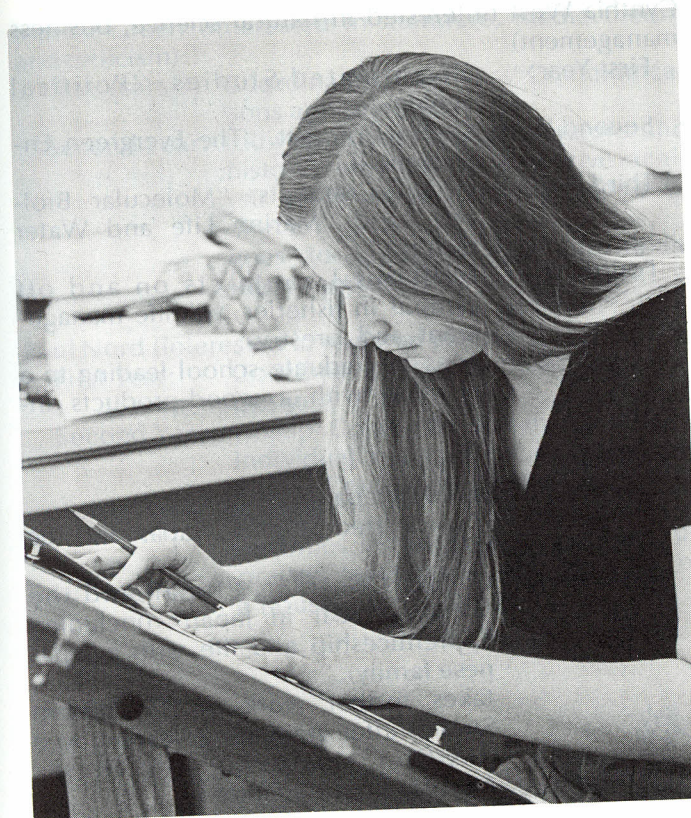
Arthur Brown (interested in graphic art and drama)

First Year: Coordinated Studies, "Space, Time, and Form."

Second Year: Coordinated Studies, "Image and Idea."

Third Year: Group Contract, "International Film Production — Italy."

Fourth Year: Group Contract in theater arts; individual contract for an internship with a Seattle producing organization. takes up employment as graphics specialist in a public-relations agency.



Cynthia West (interested in natural science, business management)

First Year: Coordinated Studies, "Political Ecology."

Second Year: Group Contract, "The Evergreen Environment."

Third Year: Group Contracts, "Molecular Biology" and "Marine Life and Water Quality."

Fourth Year: Individual contracts on and off campus in fisheries, wildlife management, and forestry.
goes to graduate school leading to a position with a wood-products industry.

Two Years

Jane White (interested in Japan)

First Year Coordinated Studies, "Japan and the West."

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

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

Marcia Green (interested in literature, media theory and criticism)

First Year: Coordinated Studies, "Communications and Intelligence."

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

goes to graduate study in media theory and analysis.

Paul Nord (interested in regional planning)

First Year: Coordinated Studies, "Environmental Design."

Second Year: Group Contract, "Urban Planning"; individual contract for internship in Pierce County Assessor's Office (Tacoma).

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



Evergreen Credentials

Because of differences in educational thinking and in systems of registration and reporting, the necessity may arise for translating the Evergreen credit you have earned into other frames of reference. Should you apply to a professional school or desire to transfer to another college, your seminar leaders will help you make these translations. The work you have done in Coordinated Studies programs and in learning contracts can, if necessary, be described as equivalent to a certain amount of course work in a certain range of subject-materials, according to more traditional systems. The credit you earn at Evergreen will be acceptable elsewhere, allowing for the various requirements and policies of various institutions.

As you prepare to leave Evergreen, you should find your portfolio to be most helpful as a way of describing to future employers or to other academic institutions the preparation for a career which you have made at Evergreen.



To create
 a little flower
is the labor of Ages
William Blake

Admissions & Registration

Admissions

GENERAL ADMISSIONS REQUIREMENTS

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

High School Graduates

Normally, any high school graduate may be considered for admission if he ranks in the upper half of his graduating class. There are no requirements for any specific number of high school units or course sequences. Evergreen places major emphasis on its Supplemental Admissions Form, available on request from the Office of Admissions. High School transcripts and college test scores must be submitted but there are no special requirements (beyond upper-half class standing) with respect to grade point average or standardized test results. The reason for requesting test scores is to insure the completeness of the record; they help the College to determine whether it is aiding its students to develop in productive ways. Or-



dinarily, the test scores submitted should be on the Washington Pre-College Test or on the Scholastic Aptitude Test of the College Entrance Examination Board.

General Educational Development Tests

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

Transfer Students

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

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

Transcripts from *ALL* colleges attended must be submitted in support of the application, but primary emphasis will be placed on the prospective student's evidence of interest, initiative and creativity as indi-

cated in his responses to the Supplemental Admissions Form. Action will not be taken on the application until all transcripts are in. Failure to submit transcripts of all previous college work constitutes ground for disenrollment. Copies will not be accepted.

Advanced Placement

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

Students from Other Countries

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



ADMISSIONS PROCEDURES

December 1, 1973 is the first day applications for degree-seeking students are processed for Fall Quarter, 1974. Admissions usually close in May or June. The specific date is not determined until late spring. Fall enrollment will be limited to the number that can be effectively served within the available resources and facilities. Applicants for subsequent terms during the academic year will be considered as space becomes available.

1. A \$15 application fee is required (nonrefundable and nonrecurring) in the form of a check or money order. Payment should accompany the Uniform Application for Admission to Colleges and Universities in the State of Washington.
2. A student applying directly from high school should request that an official transcript of his record, including his *rank* in his graduating class, be sent to the Admissions Office by the appropriate school official. Provisional acceptance can be granted on the basis of three years of high school work. Applicants accepted on this basis must submit a transcript showing the completed high school record and date of graduation before acceptance is final.
3. A transfer student is required to present one (1) official transcript from each college or university

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

4. The Supplemental Admissions Form is an essential and major part of the admissions procedure. It must be completed by all prospective students in support of the application. The Supplemental Admissions Form will be sent upon receipt of the Uniform Application for Admission to Colleges and Universities in the State of Washington.
5. An Admissions decision will not be made on an incomplete application. An application is considered complete when the following items have been submitted to the Admissions Office:
 - a) Uniform Application for Admission to Colleges and Universities in the State of Washington, together with the \$15 application fee;
 - b) Supplemental Admissions Form;
 - c) Official transcript (s);

d) For those students entering from high school, rank in class.

6. Test scores are not used directly for admissions. They are used in other areas of the College. Local or national test scores should be submitted.
7. Upon receipt of a notice of eligibility, the applicant must send an advance deposit in the amount of \$50 within 30 days, or within the time specified in the notification of eligibility. This deposit is forfeited if the student fails to register, except for circumstances outlined in the section "RefundsAppeals".
8. The Health Evaluation Form, enclosed with the acceptance letter must be completed by a physician and returned to the campus Health Center, The Evergreen State College, Olympia WA 98505, at least 30 days prior to the date of registration.

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

Statement of Records

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

Waiting List

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

Summer Session

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

Special Students and Auditors

The categories of Special Student and Auditor are designed largely for Olympia-area residents interested in college work but not seeking a baccalaureate degree.



Both categories are generally limited to one unit of study.

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

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

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

Notice — Important

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

Campus Visits

Personal interviews are not required, but they are encouraged. All prospective students and other interested persons are welcome to visit the campus and to discuss Evergreen's program with members of its staff. Please call or write to make an appointment. The Office of Admissions may be reached Monday through Friday 8:00 to 5:00 by calling (206) 866-6170.

Registration

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

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

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

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

Special registration periods will be held for those desiring to enroll as non-degree-seeking, Special Stu-

dents or auditors. Ordinarily, these special registration periods coincide with the opening dates of new quarters, with specific dates announced in both on- and off-campus communications media.

Advance registered students wishing to change program selections may inquire at the OFFICE OF THE REGISTRAR during the first several days of the quarter. For 1974-75, details of the registration process will be mailed to all admitted students in early August. It is mandatory, then, that students inform the Registrar's Office of correct summer mailing addresses.



"Remember,

remember the sacredness of things"



Special Services, Policies, Procedures

Information Center

Coordinated by the Office of College Relations, Evergreen's Information Center is designed to serve communications needs of the entire academic community as well as those of visitors to campus. The Center is located in the main mall of the College Activities Building and is operated by several part-time student employees of the Office of College Relations. The Information Center distributes the weekly Happenings Calendar; maintains a large master calendar on which additions to or changes in schedules may be made; compiles a daily College Journal which includes up-to-date items of interest; maintains a number of special announcement bulletin boards (campus and community events, study activities, transportation information, etc.); distributes a variety of college publications and documents; and operates a telephone answering information system.

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 Center is a centralized place to *take information* that requires attention throughout the Evergreen community.

The Center is a centralized place to go when any community member wants information about various college activities or wants to know who to ask for answers to questions.

The Center plays a key role in Evergreen's scheme of governance (see Governance and Decision Making Section). Accurate and thorough communication is absolutely essential to the establishment and maintenance of a true community of learners, all of whom have a vital stake in what happens at the College.

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



Newspaper / Radio / T.V.

A newspaper, FM radio station, and closed-circuit television system have developed during Evergreen's early years. These media — which operate in response to student interest — not only enhance campus communications but also serve as learning and recreational resources.

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

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

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



Housing

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

On-Campus Housing

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

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

but, to the extent possible, student preferences will be honored.

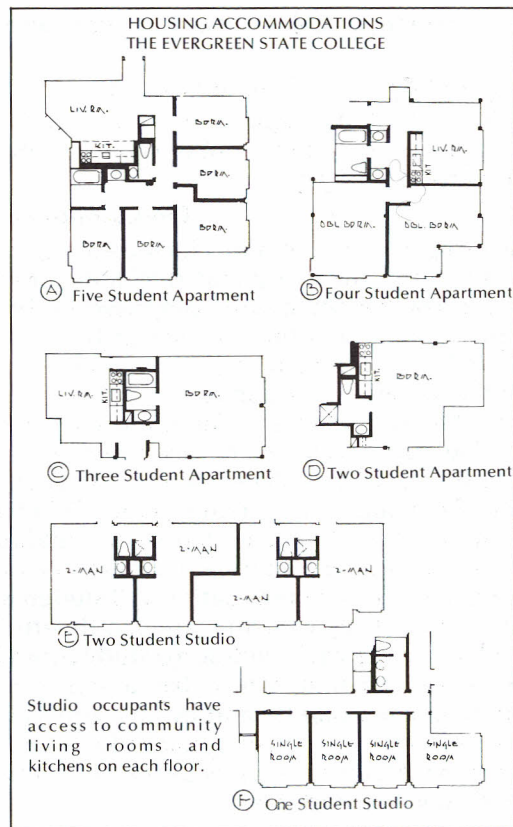
Pets may not be kept in campus housing.

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

On-Campus Facilities

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

1. Five-student apartment. These units are designed to give each occupant his own bedroom/study room. Roommates share bath and kitchen facilities. Each unit has a comfortable living room. Both the five-story and ten-story buildings include five-student apartments. Number of units available: 30 (accommodating 150 students).
2. Four-student apartment, kitchen-dinette. Two students share each bedroom/study room in this two-bedroom unit, which has a separate bathroom, kitchen-dinette and living room. All apartments in the low density group (duplexes) are of this type. Number of units available: 38 (accommodating 152 students).



3. Four-student apartment, efficiency kitchen. Two students share each bedroom/study room in this two-bedroom apartment, which has a separate bathroom and efficiency kitchen connected with the living room. These units are found only in the five-story residence halls. Number of units available: 20 (accommodating 80 students).
4. Three-student apartment. Three of these units, each with an over-sized single bedroom/study room, bathroom, and convenient living room-kitchen combination, are located on the top floors of the five-story buildings. In addition, a faculty apartment on the first floor of each of the same buildings has been converted to a three-student apartment, with bedroom, living room, bathroom and kitchen-dining alcove. Total number of units available: 6 (accommodating 18 students).
5. Two-student apartment. Design of these units varies widely. Some have separate bedroom/studies; all have kitchen facilities and bathrooms. Two-student apartments are located in the five-story residence halls. Number of units available: 23 (accommodating 46 students).
6. Two-student studio. Two students share a combination bedroom/study/living room. All have complete bathroom facilities, and access to a community kitchen-lounge. The studios are lo-

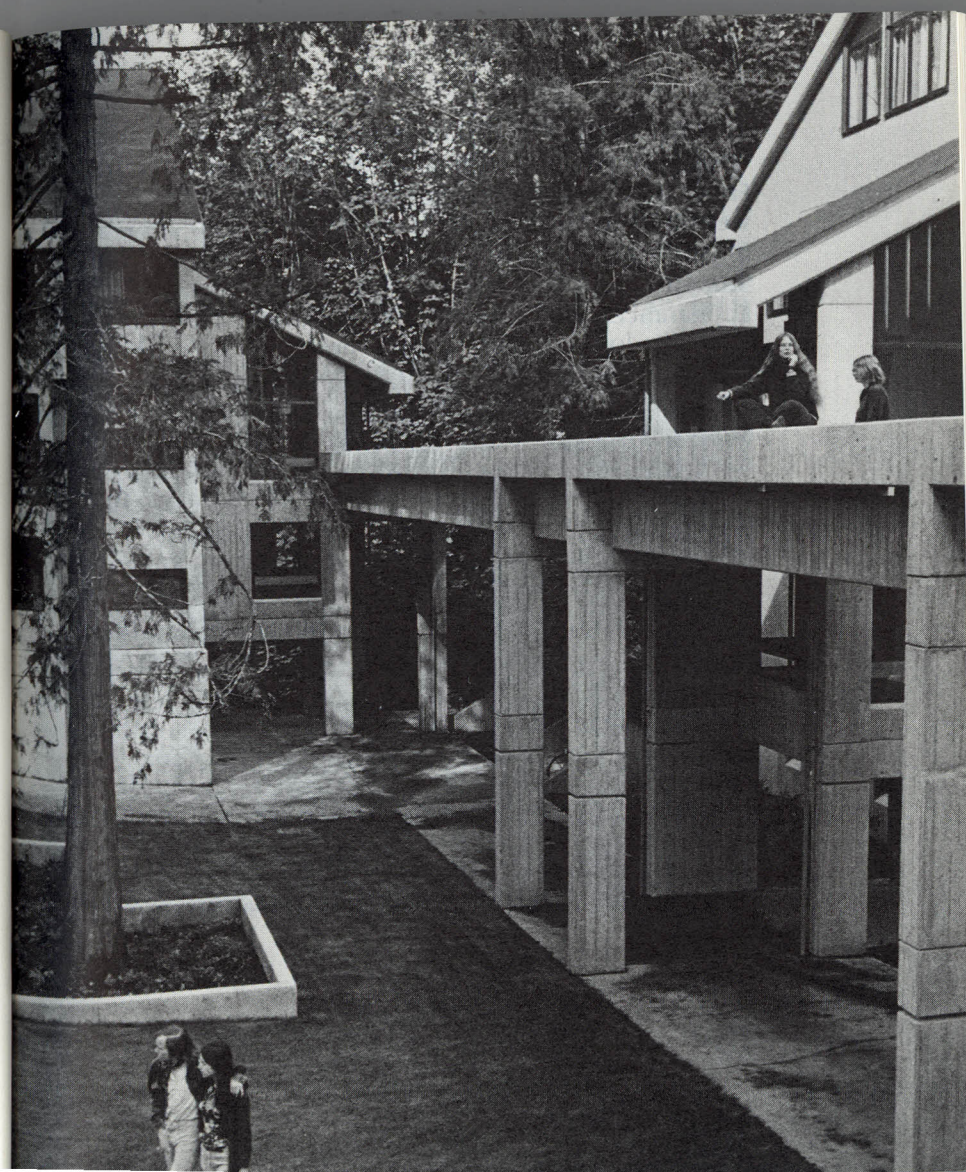
cated in the ten-story structure. Number of units available: 63 (accommodating 126 students).

7. One-student studio. This is the most private unit, with access to bathroom facilities shared with three other one-student studios and to a community kitchen-lounge. The one-student studios are all located in the ten-story building. Number of units available: 28 (accommodating 28 students).

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

Full coin-operated laundry facilities are available to all occupants. In the high density group, laundry facilities are available on the ground floor of the ten-story building; in the duplex group, a separate laundry building is provided. Mail services are provided in the same location as laundry facilities.

A telephone is located in each apartment with local service provided by the College without charge. The student must, however, accept financial responsibility for all toll calls. Although adequate storage space is



available within each apartment, additional rental storage facilities are available within each living group. Each fall, housing policies and procedures are reviewed by a student task force and revised for applicability during the next year.

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

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

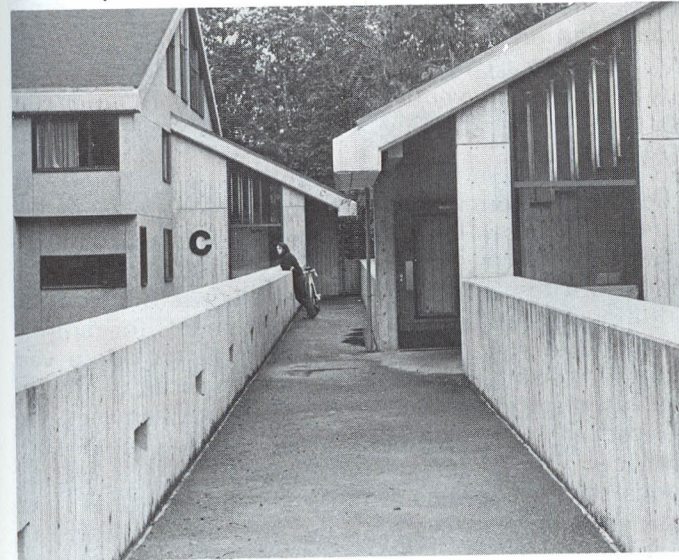
Rental Rates and Deposit for On-Campus Housing

See the Student Accounts section of this catalog for rental rates. A student must deposit \$50.00 to reserve residence hall space. The College business office maintains the deposit during the student's occupancy; the deposit is fully refundable when the student leaves the residence hall if the unit and the student's account are in order.

Students may select a Quarterly, Bi-Quarterly or Annual Lease Agreement.

Renter's Rights

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



Food Services

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

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



Food service is available in the cafeteria on either a contract or cash purchase basis. Neither is required of any student regardless of his place of residence. The contract plan is considerably less expensive than direct purchase.

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

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

Bookstore

The Bookstore (in the College Activities Building) serves the College and the community with a basic and stimulating selection of books that not only keeps pace with, but is ahead of the demand. By bringing the best of new and time-tried selections to the store shelves — including selections for each field of study — the Bookstore has a constructive influence on student interest in books.

The Bookstore makes available a full line of study supplies to supplement the reading material of academic programs. If the materials are not in stock, a special order can be placed with assurance of speedy delivery.

Additionally, the Bookstore carries a complement of personal, cosmetic, gift and novelty items to provide the shopper with appropriate items for every need.



Mail Services

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

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

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

Student Accounts

POLICIES AND PROCEDURES

Student Classification

Resident and Non-resident Status

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

Part-time and Full-time Status

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

Tuition, Incidental Fees, and Other Charges

Application Fee

A \$15 application fee is required of all applicants for

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

Advance Deposit

An advance deposit of \$50 (\$20 for part-time) is required from students admitted for regular credit within 30 days after notification of acceptance is received from the Office of Admissions. (No advance deposit is required of Special Students and Auditors.) Payment will reserve enrollment, on a first-come, first-served basis. This deposit will be forfeited if the student does not register for the quarter admitted. If the student completes registration but withdraws after the tenth day of instruction, he is eligible for a full refund of his advance deposit, minus any outstanding debts owed to the College. The advance deposit is not applied toward payment of tuition, but is maintained as a deposit in the student's account and continues to reserve an enrollment position through succeeding quarters until he graduates or otherwise withdraws.

Exit Interview

Withdrawals are never blocked but must be accomplished through an Exit Interview. At the conclusion of the interview, the advance deposit is refunded, less any outstanding debts to the College.



Tuition and Fees

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

Student Health Insurance

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

Parking

Parking facilities adjacent to the academic plaza and residence halls are available to students and visitors. Every vehicle parked on campus grounds during reg-

ular working hours, or parked in residence hall parking areas at any time, must display a parking permit. Drivers may purchase daily permits at the entrance to the parking lots. Monthly, quarterly or yearly permits may be purchased in the Cashier's Office. (NOTE: Parking fees were not charged during the 1973-74 academic year, but are subject to reinstatement.)

Student Identification Cards

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

Financial Aid Disbursements

Financial aid awards are made by the Office of Financial Aid. The amounts, types, and conditions are transmitted to the Student Accounts Office for accounting and disbursing. All financial aid, with the exception of short-term emergency loans, is distributed quarterly to coincide with the assessment of tuition and fees. Because financial aid is designed primarily to pay direct expenses of going to college, all outstanding charges at the time of distribution are deducted from the quarterly award, and any balance of the aid is paid to the student. The exception to this policy is the on-campus

work/study program, for which funds are distributed through the payroll system. The balance of aid, if any, will usually be available for disbursement to the student at the Student Accounts Office, upon presentation of proper identification, during the first week of instruction.

Billing and Payment Procedures

The student accounts system assembles all financial information, both charges and credits, for each student and prepares a monthly statement of account. This makes it possible for each student to submit a single check for tuition and fees, housing, food services, and other charges by mail or night depository. The Cashier's Office is open from 9:00 a.m. to 12:30 p.m. and from 1:00 p.m. to 4:30 p.m., Monday through Friday, to accept payments in person, particularly when payment is made with cash.

Tuition and fees are billed on a quarterly basis regardless of the content or length of a student's academic program. Although bills are prepared and mailed well in advance of required payment dates, the mobility of students often results in bills not arriving or arriving too late to meet the deadlines. Students should be aware of payment schedules, and should at all times keep a current mailing address on record with the Registrar. The student is responsible for making satis-

factory arrangements to pay bills within the specified time limits. Failure to pay tuition and fees as scheduled will result in disenrollment.

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

All checks must be made payable to The Evergreen State College and delivered to the Student Accounts Office.

Refunds/Appeals

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

Timing Fee Category	Prior to 1st Class Day	1st Class Day thru' 6th Class Day	7th Class Day thru' 10th Class Day	11th Class Day thru' 30th Calendar Day	After 30th Calendar Day
Advance Deposit	—0—	—0—	—0—	100%	100%
Tuition and Fees	100%	100%	50%	50%	—0—
Insurance (if applicable)	100%	—0—	—0—	—0—	—0—
Housing Deposit	100% if reservations are cancelled 45 days prior to occupancy, or if you vacate on 30 days' notice.				
Housing Rental	If you never move in, no rent will be required; if you are moving out, you must pay for 30 days after notice.				

Blossom!

Student Accounty

FEES AND CHARGES

Actual 1974-75 school year charges for tuition and fees, housing, food services, and other categories of student expense are not known at this time. Categories and rates listed in the following tables are based on charges in effect during Fall Quarter, 1973. Additions, deletions, or adjustments may be made prior to Fall Quarter, 1974 and will be noted in material which supplements this publication.

Schedule of Tuition and Fees

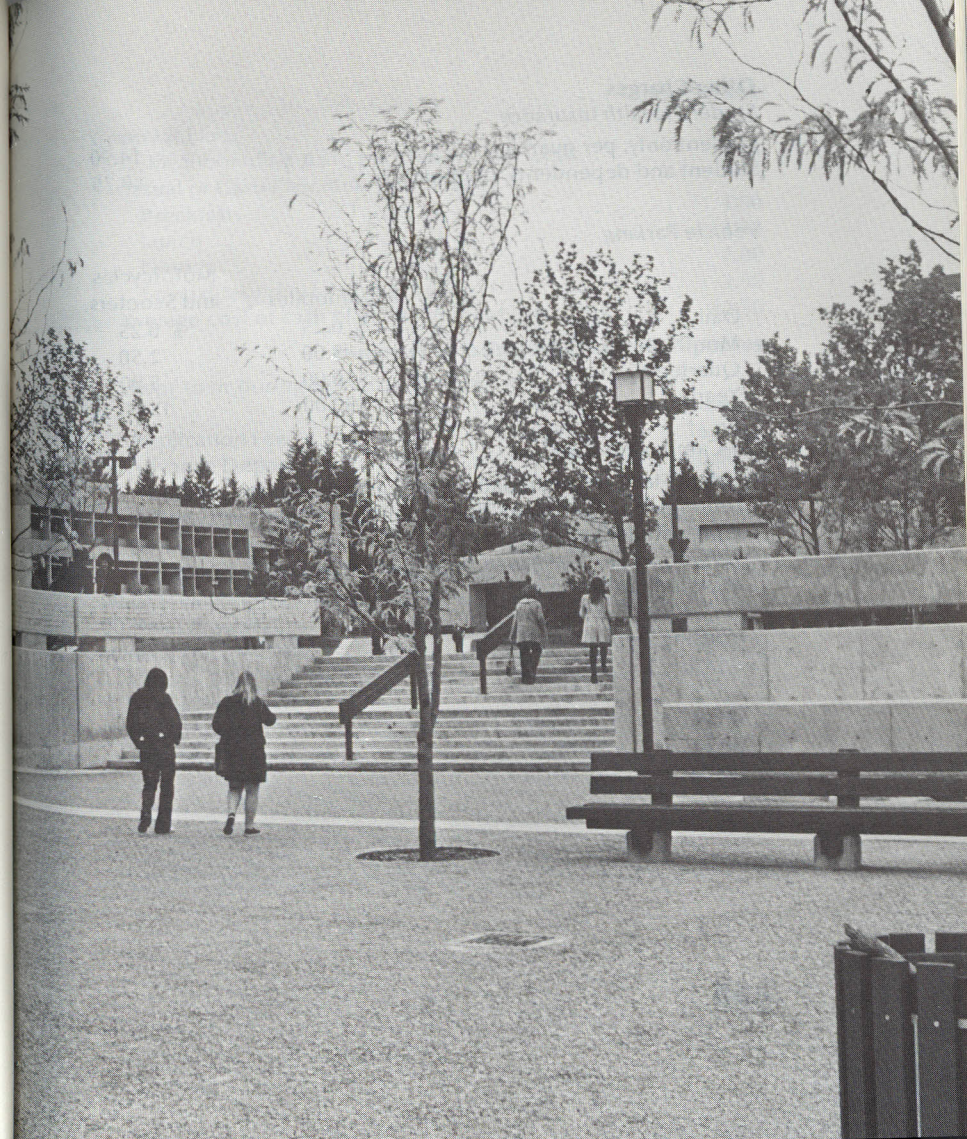
Resident—Full-time student, per quarter	\$165.00
Resident — Vietnam veteran — Full-time student, per quarter	120.00
Nonresident — Full-time student, per quarter	453.00
Resident — Part-time student and Special Student, per quarter	80.00
Nonresident — Part-time student, per quarter	219.00
Auditor — One unit, per quarter	20.00

Application Fee and Advance Deposit

Application Fee (regular students only)	15.00
Advanced Deposit — Full-time (regular students only) .	50.00
Advanced Deposit — Part-time (regular students only)	50.00

Miscellaneous Fees

Replacement of Student Identification	5.00
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Other Charges

Student Health Insurance

Student only, per quarter	14.90
Student and dependents, per quarter	40.75

Vehicle Parking

	Automobiles	Motorcycles and Scooters
Daily	\$ 0.25	\$ 0.25
Monthly	5.00	2.50
Quarterly	10.00	5.00
Yearly	30.00	15.00

On-Campus Housing

Resident Halls accommodations, per month, each occupant:

Four-student apartment, duplex units	\$70.00
Five-student apartment	68.00
Two-, three-, or four-student apartment, or one-student studio room	66.00
Two-student studio room	64.00
Housing Deposit	50.00

Food Service

Contract Plan:

15-meal boarding plan, per student, per week	16.50
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Casual or Cash Plan (Rates per meal):

Breakfast	1.00
Lunch	1.50
Dinner	2.00
Special Monthly Festive Meals	2.50
Average cost of cash plan, per student, per week	22.50

Summary of Estimated Quarterly Expenses

1. Prior to or during first quarter only:

	Resident	Nonresident
Application Fee	\$ 15.00	\$ 15.00
Advance Deposit	50.00	50.00
Housing Deposit	50.00	50.00

2. Direct Education Costs:

Tuition and fees	165.00	453.00
Books and Supplies (estimate)	50.00	50.00
Miscellaneous Fees and Charges	25.00	25.00

3. Related Costs:

Housing (average)	190.00	190.00
Meals (contract plan)	182.00	182.00

4. Other Expenses:

Personal (estimate)	135.00	135.00
Insurance (optional)	15.00	15.00
Car (estimate)	65.00	65.00

Summary of Estimated Academic Year Expenses

For the 1974-75 academic year at Evergreen a single resident student, without a car, living in College housing, using the boarding plan, can reasonably expect to spend \$2,291 on his education as follows:

Tuition and Fees	\$ 495.00
Books and Related Supplies	150.00
Miscellaneous Fees and Charges	80.00
Housing and Meals	1,116.00
Personal Expenditures	400.00
Travel to and from home	50.00
Total estimated expenses for 3 quarters, 1974-75 . .	2,291.00

*"Be true! Be true!
Show freely to your world..."* NATHANIEL HAWTHORNE



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's citizens. To discharge its obligations and to insure the effective use of its facilities, the College must operate under some simple rules.

Using College Premises.

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

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

Alcoholic Beverages.

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

The one exception is the rooms 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 his drinking — or his being served an alcoholic drink — violates the laws of the state. (The 1973 Washington State Legislature adopted 19 as the legal age for drinking of alcoholic beverages; the law has been referred to vote of the state's electorate and will become effective only when and if approved by the people.)

The whole matter of alcohol on campus challenges our capacity to govern ourselves. If we fail to do so responsibly, we invite intrusions from outside our own community.

Firearms.

The same point applies to the possession of firearms on campus. There is no reason to have them in an educational institution. 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.

Parking

Motor vehicles may be parked only in posted lots. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be towed away at the expense of the vehicle driver.

Traffic Regulations

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

Emergency Services

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

Security

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. Their main concern is serving the campus community and attending to the welfare and protection of students, staff, and faculty.

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

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

The Security Office makes available visitor parking permits when appropriate; other parking permits — when required — may be purchased at the lots (daily) or the Cashier's Office (monthly, quarterly, and annually).

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.



*R*AIN is the husband of the EARTH.



Governance

NOTE:

A special new Commission on Governance, appointed by the president, has already begun evaluating the following two documents, with an eye toward making specific suggestions for alteration where needed and upon agreement of the academic community. Should new governance documents become operational prior to the start of the 1974-75 academic year, you will receive a copy under separate cover.



Governance and Decision-making at Evergreen

Introduction

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

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

1. The procedures must reflect the Evergreen approaches to facilitating learning, and recognize the responsibility of the President and the Board of Trustees for institutional direction.
2. "What to do" and "how to do it" should be decided "where the action is", that is, at the administrative level closest to those affected by a particular decision.
3. "Where the action is" should be locatable.

4. All people responsible for deciding "what to do" should be accountable.
5. "What to do" and "how to do it" should be decided after consultation and coordination. Who is to be consulted, and what is to be coordinated are part of the definition of "where the action is".
6. Consultation and coordination should be:
 - a. primarily concerned with substantive issues;
 - b. normally involving people who are affected by and interested in the issues.
7. Oligarchies are to be avoided.
8. In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for what they say.
9. In cases of conflict, due process procedures must be available.
10. The procedures must respond automatically to growth and be evaluated periodically.

Governance and decision-making in the Evergreen community must not:

1. Separate the Evergreen community into constituencies with some sort of traditional representative form of government.
2. Require decisions by vote.
3. Call for standing committees and councils.
4. Stifle experimentation with new and better ways to achieve Evergreen's goals.



The following system, designed to accomplish these objectives:

1. Calls for the continuous flow of information and for the effective keeping of necessary records.
2. Provides for getting the work done and for making decisions where the action is.
3. Allows for creative policy making, including a policy initiation process open to any member of the Evergreen community.
4. Insists on the speedy adjudication of disputes with built-in guarantees of due process for the individual.

5. Has built-in methods for evaluating — and if necessary, changing — the system.
6. Attempts, in every instance, to emphasize the sense of community and to require members of the community to play multiple, reciprocal, and reinforcing roles in the community enterprise.

The Legal Nature and Status of The Evergreen State College

The Evergreen State College, established in Thurston County by the 1967 Washington State Legislature, operates under the provision of the Revised Code of Washington (RCW 28B.40). Management of the College, care and preservation of its property, erection and construction of necessary buildings and other facilities, and authority to control collection and disbursement of funds is vested in a five-member Board of Trustees appointed by the Governor with the consent of the Senate for six-year overlapping terms. Board members serve without compensation. Evergreen's President is chosen by and is directly responsible to the Board of Trustees for executive direction and supervision of all operations of the College. The Trustees and the President in turn delegate many duties and responsibilities to others in the Evergreen community. The governance system of Evergreen recognizes the legal nature and status of the College as

well as the *de facto* system whereby the community works toward achieving its goals and purposes.

The President may delegate responsibility and authority to the vice presidents. They in turn may delegate duties to deans and directors, etc. *The essential business of the community — to foster learning — is the responsibility of everyone in the community, and cannot be delegated.*

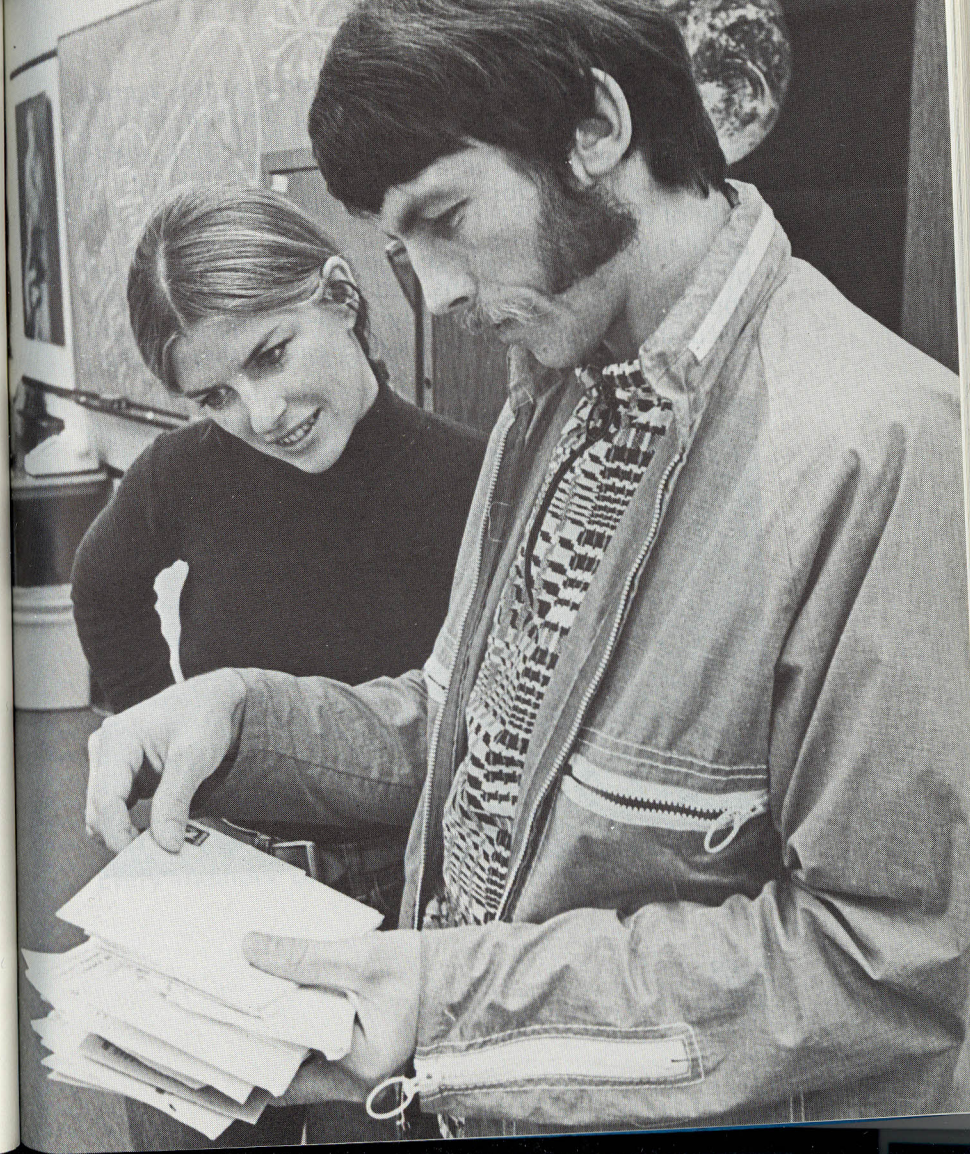
Information, Communications and Record-Keeping

The Evergreen community needs to be open, self-conscious and self-correcting if it is to be both viable and innovative. The left hand does need to know what the right hand is doing. Furthermore, Evergreen needs to be able to remember the important things both its left and right hands have done, and with what degree of success or failure they have done it.

(In keeping with the original mandate of the Committee on Governance, the Information and Communications Center has been established.)

The College Forum. As an occasion for all concerned members of the Evergreen community to come together; to think together; to talk, listen, and reason together, the College Forum meets regularly.

The president of the College leads the Forum discussions. He is responsible for preparing and publishing



an agenda, but it is to be understood that the agenda is open-ended. The Forum is not a decision-making body. It is a place and a time and a gathering where hard questions can be asked, where dreams can be told, where plans for a better college may first see the light of day.

In addition to the College Forum, similar forums led by vice presidents, deans and directors, etc., are encouraged. These forums may allow for more focused discussion in specific problem areas of the community enterprise.



The College Sounding Board. As an important all-campus information and coordination body, the College Sounding Board meets on a regular schedule to facilitate coordination of activities among all areas of the Evergreen community. This group is not vested with binding decision-making powers, but it does constitute a consultative pool or "sounding board" where discussion and advice on issues affecting various areas in the College can be heard, and needs for coordination can be aired.

The membership is constituted as follows:

1. The president is a member of the Sounding Board.
2. Each vice president appoints not more than 10 persons from his area of responsibility as member of this body.
3. 13 students regularly serve as members of this body.

The students serve as facilitators to all members of the Evergreen community in areas of initiative petitions or proposals, help individuals locate where the action is, and otherwise facilitate communication and coordination on campus. They are selected from various academic program areas, with assurances that women and persons from ethnic minority groups are represented.

Every member of the Sounding Board serves in this

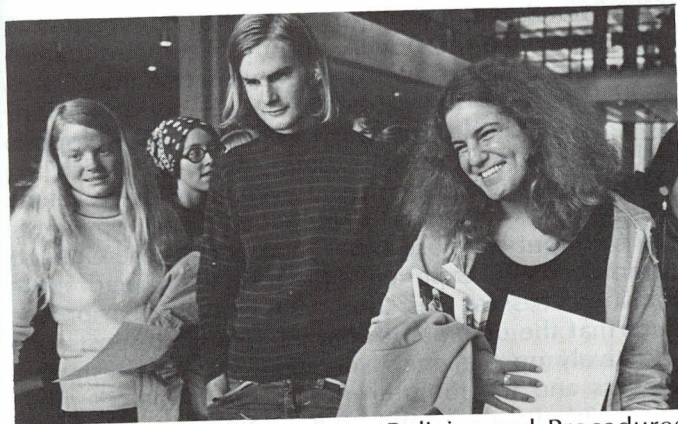
facilitating role, and participation on the Board serves to acquaint its members with the multitude of problems, decisions, plans, etc., that typify an active center for learning. Each member of the Board must arrange for a substitute if he or she is to be absent from any particular meeting.

The College Sounding Board selects a moderator and a recorder for a limited term. These responsibilities are rotated through the Board membership. The moderator sees that the group meets on a regular schedule, prepares and publishes an open-ended agenda for each meeting, and assures a free and open discussion of the issues. The recorder is responsible for reporting the issues discussed.

Getting the College's Work Done: Patterns of Administrative Decision-Making

Decision-making at Evergreen takes place "where the action is", that is, at the administrative level closest to those affected by the particular decision. Those responsible for making the decisions must be locatable and accountable; they are expected to obtain input and advice from concerned parties as a regular part of the decision-making process.

Locatability. Location of those responsible for the functioning of various areas of the community is identified in the College organizational chart, the Faculty



Handbook, and the Business Policies and Procedures Manual. Delegated duties and responsibilities should be made as explicit as possible, and information regarding the decision-making roles of various members of the Evergreen community should be made easily available in the College Information and Communications Center. Members of the College Sounding Board will also serve as information sources on these questions of locatability.

Administrative Evaluation and Accountability. Accountability for decisions made or not made, and the degree to which those affected have been encouraged to make inputs into the decision-making process, will

be reflected in the College's system of administrative evaluation. Like the student and the faculty evaluation procedures, the administrative evaluation must emphasize growth in learning how to perform more effectively the roles for which the individual is responsible. The procedure (still being developed) will include a large element of self-evaluation and evaluation by peers, but must also include clear opportunities for input by those other members of the College community who experience the results of the administrative processes. It is through this evaluative procedure that the community can express itself most constructively on the effectiveness of the administrative process and the long-term interests of that community. Without a smoothly functioning procedure encouraging evaluative contributions from a wide circle of community opinion concerning the administrative performance of the decision-makers in the College, the campus community cannot be expected to place its confidence in the system of governance elaborated here. Administrative evaluation is therefore central and essential to the workability of the governance pattern proposed.

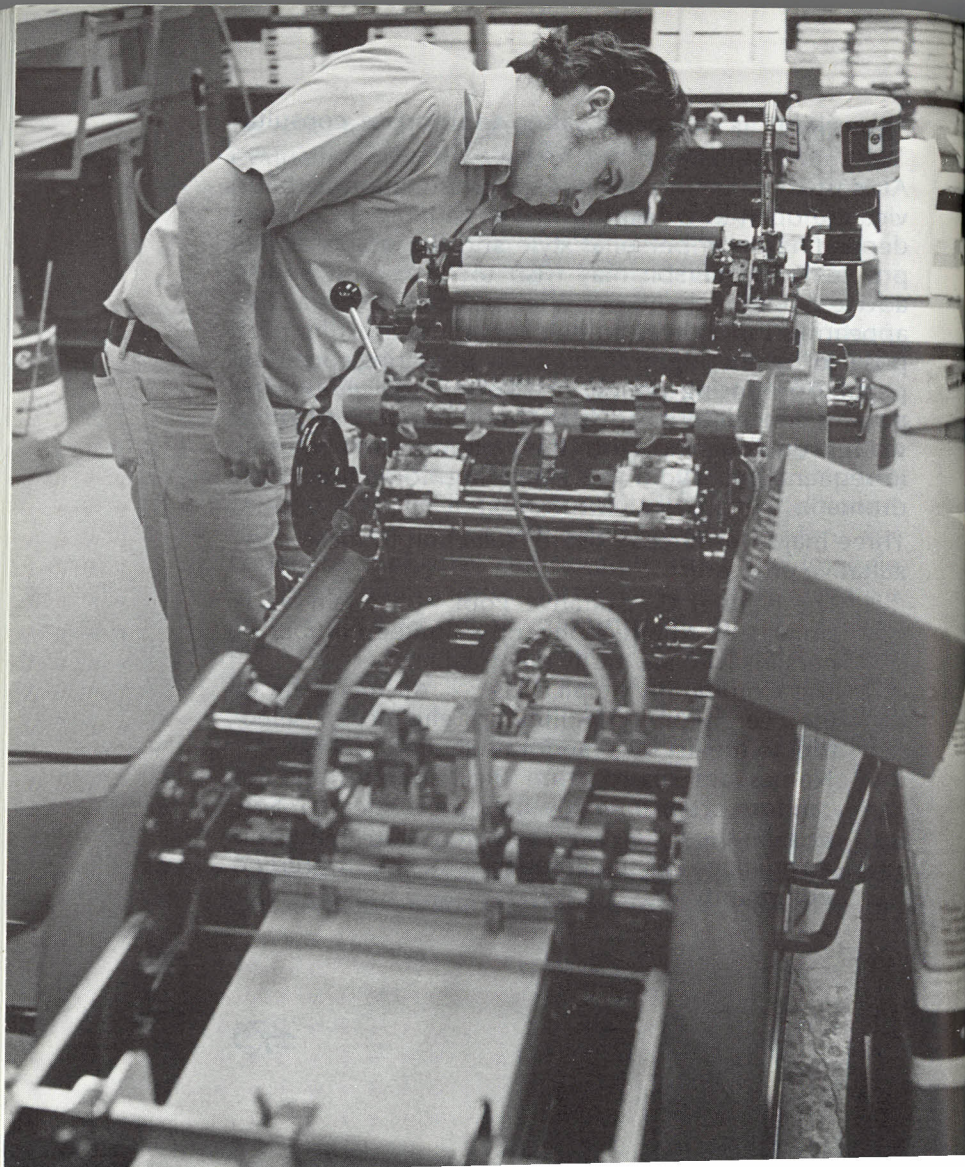
Consultation, Input, and Advice. The Evergreen State College wishes to avoid the usual patterns of extensive standing committees and governing councils. Instead, decisions are made by the person to whom the re-

sponsibility is delegated, after appropriate consultation.

At least three major avenues for consultation and advice are open to a decision-maker within the College, depending upon personal style and the scope of the problem. The person may wish to: (1) simply solicit advice on a direct and personal basis; (2) select a Disappearing Task Force (ad hoc committee) for the purpose of gathering information, preparing position papers, proposing policy, or offering advice; (3) appoint a longer term advisory body for counsel on a matter requiring expertise (this option should be used infrequently to avoid the "standing committee syndrome").

Three major resources exist for selection to these consultative processes;

1. The Natural Consultative Pool — Certain decisions have an effect only on a limited number of persons who are easily identifiable.
2. The Community Service List — All members of the Evergreen community are eligible for selection to the list by a random selection process. Names are drawn from the list following the random order in which they were selected. Service on the list is considered a responsibility and a privilege of membership in the Evergreen community.



3. The Voluntary Service List — In addition to the Community Service List an Evergreen Voluntary Service List is compiled by the computer center. Any member of the Evergreen community may have his name added to the list, and if he so desires may specify certain interest areas where he would wish to serve (e.g., Bookstore, DTFs dealing with experimental housing, administrative service, sports, etc.). This list is available through the Information and Communications Center. Any individual or group can use this list to locate individuals to serve on DTFs, to identify people with certain interests, or to find talent and expertise. Those placing their names, interest areas, etc., on this list will have entree into the governance process in ways not immediately provided by the Community Service List. The College is advised to experiment with all aspects of the service list concept. It may prove to be an important innovation in the campus governance system.

Initiative Processes

In addition to those who by law or by delegation of duties and responsibilities are charged to develop policy in the performance of their duties, any member of the Evergreen community can write a proposal, gather together a disappearing task force to develop a

proposition, or present a petition. The appropriate administrative officer is obliged to read and act upon such proposals at the earliest possible time after receipt of said proposals in finished form. If accepted by the appropriate authority, the proposal will become official Evergreen policy and will appear in the next Evergreen Bulletin, Faculty Handbook, Business Policies and Procedures Manual, or other official Evergreen documents. Proposals not accepted will be returned to their initiators along with the reasons for rejection.

Aid and advice on the initiative process are available to individuals and groups from members of the College Sounding Board as well as from the Information and Communications Center.

DTFs or other consultative bodies can be formed in the same manner as indicated in Section III, C of this document.

Adjudication of Disputes, Grievances, and Appeals

The grievances and appeals system at The Evergreen State College is designed to:

1. Reflect the programs and character of the institution and apply to all members of the community.
2. Provide a working system where appeals can be heard in the least possible time; one that is capable of speedy resolution of conflict and grievances.

3. Provide a *campus* adjudicatory apparatus, not one intended to operate in place of civil authority.

The appeals system should be required only when all prior attempts to resolve disputes and grievances "where the action is" have failed. All members of the Evergreen community should feel a heavy responsibility to make every effort to solve individual and community problems imaginatively and constructively without resort to this system.

Appeals Procedures. In the event that satisfactory resolution of disputes or grievances is not achieved, or in



cases of appeal for infraction of the code of conduct, the following procedure will be employed:

1. It is the responsibility of the individual or individuals affected to initiate the process.
2. The first step involves written notification of an appropriate facilitator (a member of the Sounding Board or others as selected) regarding the dispute or grievance. This notification should include all necessary details about the dispute. The facilitator establishes that appropriate prior attempts at resolution have been made. He then forwards the written grievance to the appropriate person or office (coordinator, dean, director, vice president, or president).
3. The appropriate person or office notifies the individual or individuals involved of a time and place for a hearing. (This hearing must take place within one week of notification of dispute.)
4. The hearing board is constituted in the following way:
 - a. The board consists of five members representing each disputant.
 - b. Members are selected from the Community Service List.
 - c. The hearing board reflects the peer groups of the disputants.
 - d. The members are selected by a random number process from identified peer groups.



- e. Each side represented in a dispute has the right of two preemptory challenges.
5. The decision of the hearing board is binding on all parties concerned. However, if the sanction imposed by this hearing body involves possible suspension, a fine in excess of \$25, an official institutional reprimand which would become a part of the individual's permanent record, or a matter of serious principle, then the decision can be appealed to the All-Campus Hearing Board.

All-Campus Hearing Board. All-Campus Hearing Board hears conflicts of a serious nature which are appealed from other hearing boards.

At the beginning of each academic year, the president impanels three members of the Board. These members have the authority to review all appeals documents and to decide in advance which cases it will hear. At the time when a case is to be heard, four additional members, representing the peer groups of the disputants, are selected for each individual case. All Board members are selected from the Community Service List utilizing variations of the random number/peer group process. Each side represented in a dispute has the right of two peremptory challenges. The only appeal within the institution beyond the All-Campus Hearing Board is by petition to the Board of Trustees. The Board of Trustees may also, on its own motion, review any decision of the All-Campus Hearing Board and affirm, modify, or reverse that decision.

In cases heard by the All-Campus Hearing Board, disputants will:

1. Receive adequate (5 to 10 days) written notice of the nature of the grievance and possible sanctions (where appropriate).
2. Receive written notice of the date, time, and place of the hearing.



3. Be advised of the names of the witnesses who will appear in the case.
4. Receive a fair hearing.
5. Have the right to present a defense and witnesses and the right to cross-examine opposing witnesses.
6. Have access to a transcript of the proceedings and the findings of the Board.

Evaluation of Governance

Necessary and essential amending of this document is to be accomplished through the initiative procedures contained herein. Every five years, the President shall convene a Commission to evaluate the Evergreen governance system. It will be the responsibility of that Commission to affirm its effectiveness or to propose changes. When changes are proposed, they shall be published for discussion within the Evergreen community. At the discretion of the President, in appropriate consultation, recommended changes may be subjected to suitable ratification procedures.

Conclusion

Most contemporary forms of academic governance have taken shape from the faculty struggle for power and from the continuing conflict between faculty and administration. The faculty has clothed its cause in democratic rhetoric, and college presidents have been

reluctant to stand against the language of Jefferson. But a public college is not a state. A public college is not a self-governing body politic. It is the educational and initiatory agency of the state. Its work is learning, not self-government.

At Evergreen, we have designed, and hope to perfect, a simple system of academic government that grows out of and meets the needs of the teaching enterprise. We have not used the federal government as a model, and we are not going to use inappropriate political rhetoric. Our organizational, administrative, and policy-formulating structure must reflect our teaching function.

At Evergreen, we assume a community built upon commonality of interest, instead of upon inevitable conflict between irreconcilable interest groups. We assume cooperation between members of a single interest group. Those who come together at Evergreen will do so because they want to, because they want to become fellows.

Evergreen will not be the place for students, faculty, deans, or presidents who function best in overt or covert conflict.

Pressure-group politics is not the way to search for great curricular ideas, and is not the way to run an educational community. Conflict, pressure, non-negotiations, and confrontation politics will not

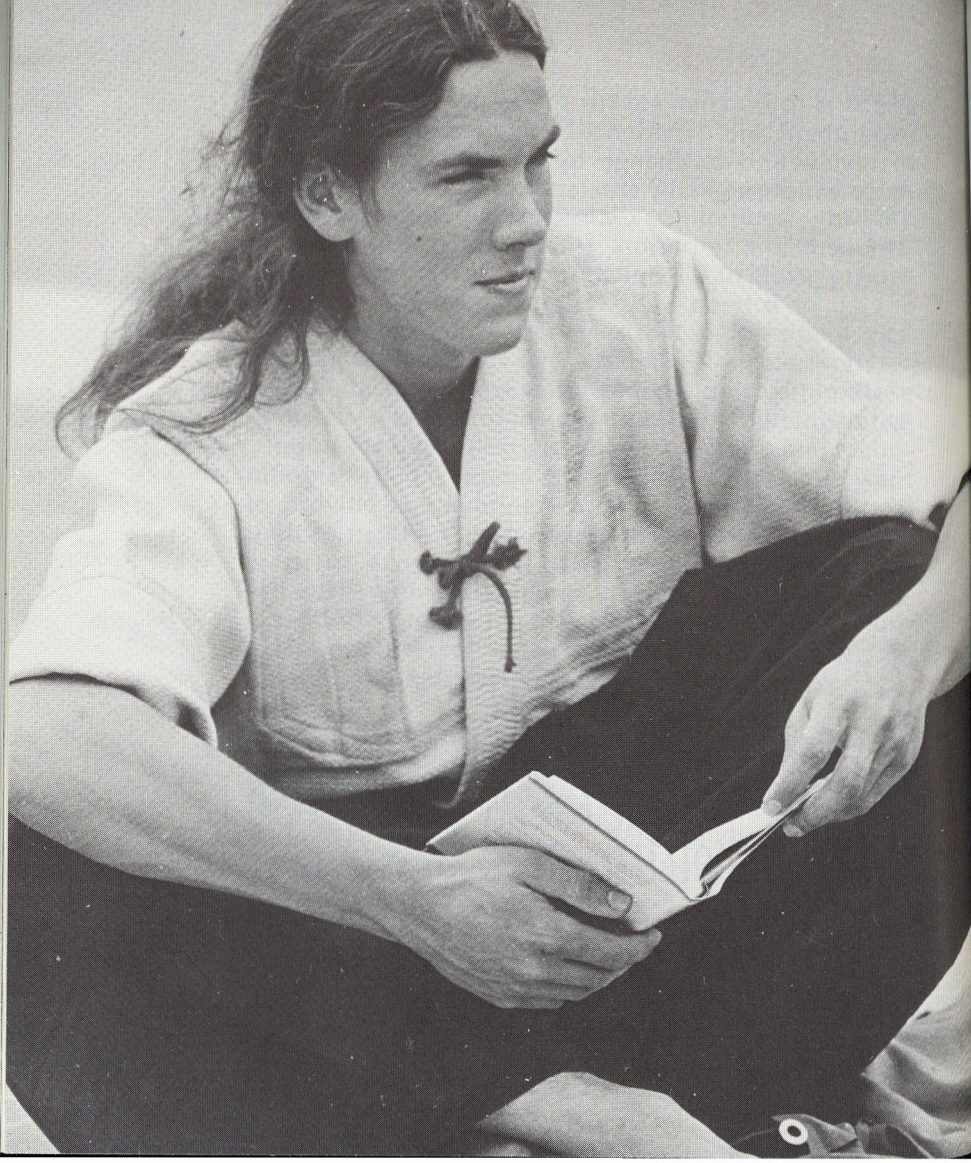
create a fellowship — war perhaps, maybe a standoff, constituencies certainly, but not a reasonable community.

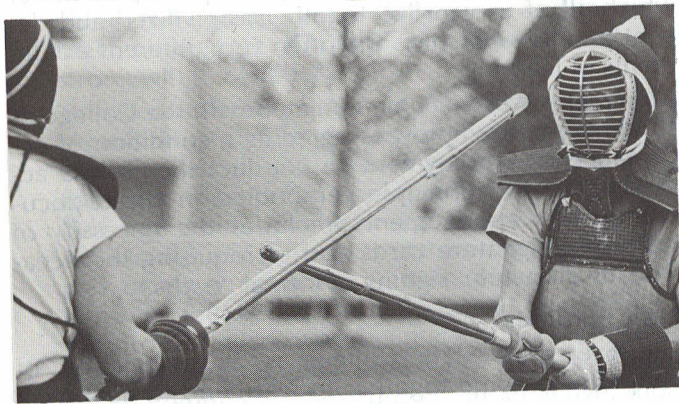
Evergreen must try to avoid a labyrinth of college-wide and departmental committees. Instead, proper power, opportunity, authority, and responsibility will be distributed functionally to those groups of faculty and administrators who need it to do the work they must do. This means that the president, vice president, and deans will set limits — wide limits — and the faculty teams will explore widely within those limits. We want to insure maximum administrative support for the widest possible exploration and elaboration of the Evergreen programmatic ideal. We want to provide cooperating teams of faculty with opportunities for the design of better ways of learning. We want to provide for continuous self-study and self-evaluation by students, faculty, and administration; and continuous critical self-study of the entire College. Evergreen is to have a growing, changing, living curriculum, faculty, and administration.

Our system of decision making, evaluation, and appeals has been designed specifically to support the teaching and learning programs peculiar to Evergreen. Though it is the product of months of careful deliberation, it is not intended to stand unchanged for all time. It is a system that is to be tried and evaluated,

and it is to be changed for the better on the basis of experiment and experience. This document is subject to review and to change by processes analogous to those which originally created it.

"Madness is the salt
that keeps good sense
from rotting"
NIKOS KAZANZAKIS





Social Contract

Introduction

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

All persons who become affiliated with the College as students or as employees agree as a condition of acceptance or employment to conduct themselves according to the principles embodied in these documents. This arrangement precludes the necessity of collecting signature cards and of requiring the occasionally distasteful signing of formal "oaths."

Basic Purposes

The Evergreen State College is an association of people who come together to learn and to help each

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

These considerations directly imply the necessity of an organized structure to achieve the goals of more effective learning, a system of governance that encourages widespread participation in the making of College decisions (See *Governance and Decision-Making at Evergreen*), and a full awareness on the part of every member of the community of how his behavior influences the climate and the spirit of the campus. If the spirit and climate of the College are to promote learning most effectively, then each member of the community must protect in an active, thought-



ful, and concerned way (a) the fundamental rights of others in the community as citizens, (b) the right of each member of the community to pursue different learning objectives within the limits defined by Evergreen's resources in people, materials and equipment, and money, (c) the rights and obligations of Evergreen as an institution established by the State of Washington, and (d) the rights of all members of the community to fair and equitable procedures for determining how, when, and against whom the community must act when its safety or its integrity has been damaged.

Even more important, however, is the requirement, difficult to define and impossible to legislate, that each member of the Evergreen community concern himself with how the College can become a more productive, more humane, and more supportive place in which to learn. This requirement entails an explicit and continuing consideration of the delicate balances in the relationship of the members of the Evergreen community to each other and to the institution itself.

Evergreen and Society

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

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

Freedom of the press implies the right to freedom from censorship in campus newspapers and other media. Concomitantly, such publications are subject

to the usual canons of responsible journalism, to the law of the press, and to the same conditions of self-maintenance that apply to other forms of public communication.

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

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

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

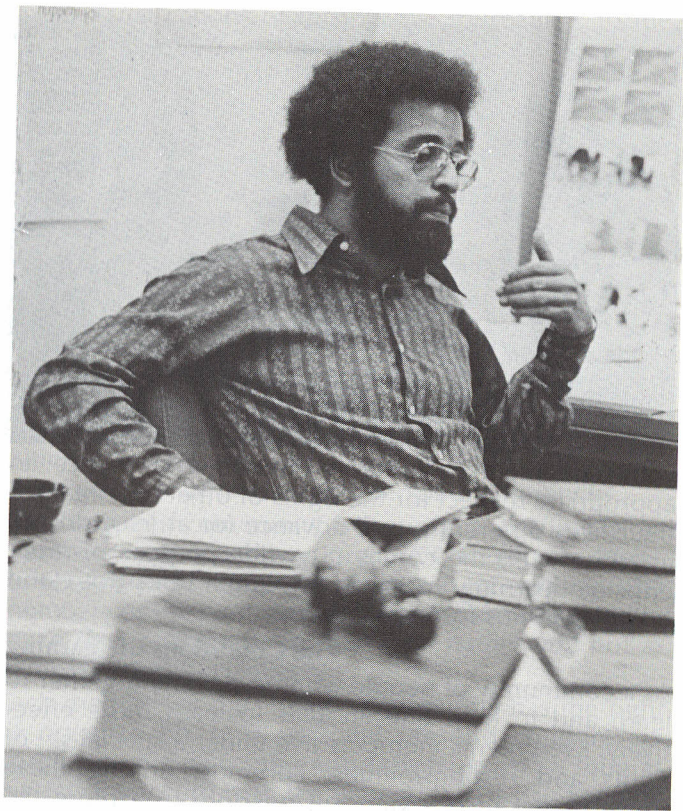
Each member of the College community has the right to organize his own personal life and conduct according to his own values and preferences so long as his actions accord with the general law, are in keeping



with agreements voluntarily entered into, evince an appropriate respect for the rights of others to organize their lives differently, and advance (or at least do not interfere with) the community-wide purpose of more effective learning. In short, Evergreen does not stand *in loco parentis* for its members.

The Conditions of Learning

As a community of people who have come together to learn and to help one another to learn more effectively, Evergreen's members live under a special set of rights and responsibilities. Foremost among these rights is that of enjoying full freedom to explore the



nature and implications of ideas, to generate new ideas, and to discuss their explorations and discoveries in both speech and print without let or hindrance. Both institutional censorship and intolerance by individuals or groups are at variance with this basic freedom. By a similar token, research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, also violate the principle of free inquiry.

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

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

Honesty is an essential condition of learning. Honesty includes (although it is not limited to) the presentation of only one's own work in one's own name, the full consideration of evidence and logic even when they contradict a cherished personal point of view, and the recognition — insofar as it is humanly possible — of biases and prejudices in oneself as one strives to become a more effective learner.

Another essential condition of learning is the full freedom and right on the part of individuals and groups to the expression of minority, unpopular, or controversial points of view. If the Evergreen community is to prove valuable to all its members, this right must be especially cherished, particularly when the predominant current of opinion, regardless of its character or its content, runs strong.

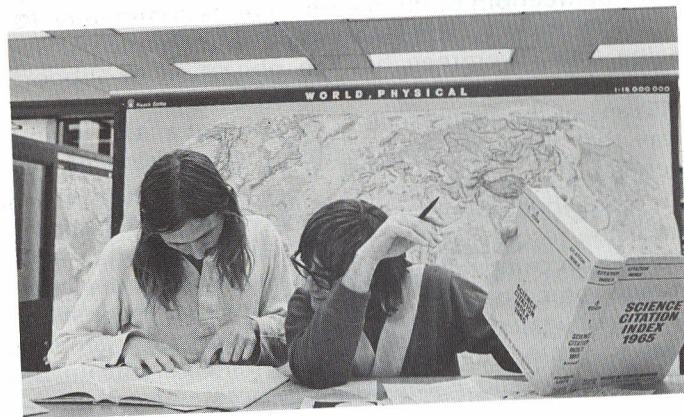
Related to this point is the way in which civility is a fundamental condition of learning. Only if minority and unpopular points of view are accorded respect, are listened to, and are given full opportunity for expression will Evergreen provide *bona fide* opportunities for significant learning as opposed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

All members of the Evergreen community — students, staff, faculty, administrators, trustees, and all others — are under an obligation to protect the integrity of Evergreen as a community of learners from external and

internal attacks, and to prevent the financial, political, or other exploitation of the campus by any individual or group.

Institutional Rights and Obligations

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



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

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

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

The individual members of the Evergreen community have the responsibility for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from inter-

ruption. At the same time, it also must guarantee the right of the members of its community to be heard at appropriate levels of decision-making with respect to basic matters of policy and other issues of direct concern. As a community, Evergreen, through its governance structures, has both the right and the obligation to establish reasonable standards of conduct for its members in order to safeguard the processes of learning, to provide for the safety of its members, to protect the investment of the people of the State of Washington in its properties, and to insure a suitable respect for the very different tastes and sensibilities of its members. For these reasons, the law empowers the President or his designees to intercede whenever, in his (or their) judgement, a clear and present danger to these concerns exists.

The Issue of Strikes

The strike, including such variant procedures as the boycott and the prolonged demonstration, has been formally institutionalized in industrial society as one means of effecting change. It is recognized at law, has generated its own official personnel, and operates according to relatively common understandings. Because the strike bases itself in adversary rather than collaborative relationships, it is an inappropriate means of seeking change at Evergreen. Nevertheless,



an awareness of human frailty and the complexity of our times suggests that, in spite of hopes that strikes will not need to occur within our community, wisdom and prudence call for some relevant concepts and policies from the outset.

As an effective means of demonstrating moral commitment and the courage of one's convictions, a strike entails costs; those who choose to strike must put something of value on the line that they choose to draw. Otherwise, a strike readily degenerates into a kind of hybrid — part party and part parade with little moral or intellectual meaning. It is for this reason that

industrial workers do without their pay when they, for explicit purposes, withhold their labor.

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

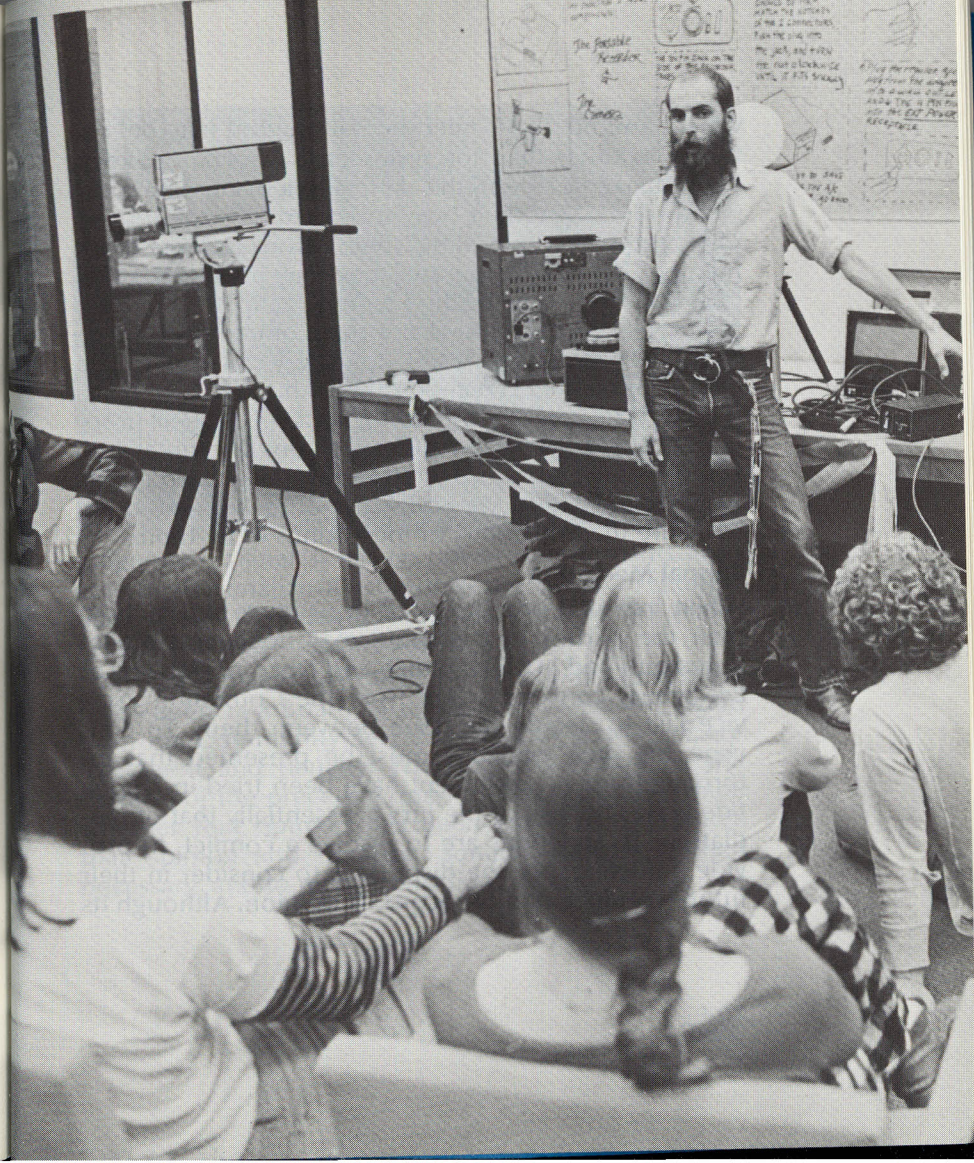
Difficulties here are more probable in connection with the denial of credit than with the denial of pay. If striking students are able to meet their full academic obligations, then the notion of Evergreen as a community of learners argues against their having credit withheld. The judgement of Program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

Judicial Action

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

Informal Mediation

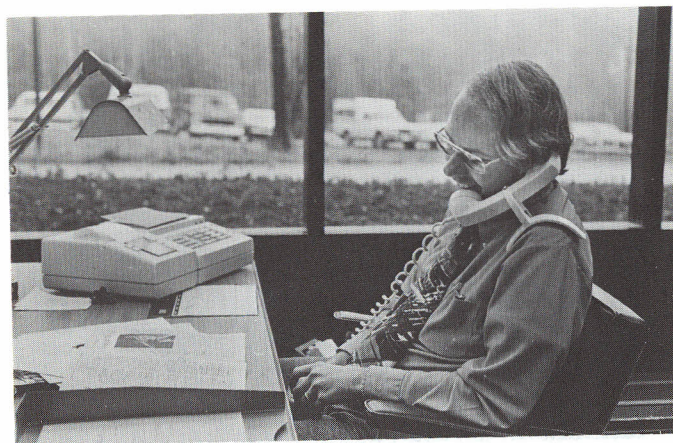
To begin with, it is expected that members of the Evergreen community who come into conflict with one another will make a determined effort to resolve their problems peacefully and quietly by themselves. When unable to work out their differences in this direct fashion, then they may resort to informal mediation in which no records are kept, nor formal bodies are con-



vened, and no "law" need be (although it may be) referred to other than the terms of this social contract. By mutual agreement, the parties to a dispute may call in a third party of their own choice to help them; they may request counseling help from some other member of the community; they may invite or accept intervention by one of the Student Facilitators, or they may select a moderator from the Community Service List. These possibilities are not at all exhaustive; the people in conflict can choose any other method that is mutually acceptable to help them clear up their problems in a peaceful and quiet fashion. The great majority of disputes is expected to find resolution at this informal level, and the obligation of the community is to insure the availability of these kinds of methods.

Formal Mediation

When informal processes fail to produce satisfaction, then the parties to a dispute may, following procedures outlined in *Governance and Decision-Making at Evergreen*, convene a jury from the Community Service List to decide the issue between them. To convene the jury, evidence must be presented that informal efforts at settlement have been tried in a *bona fide* way. The task of the jury is essentially that of mediation; its functions are to resolve a conflict, to provide guidelines for the disputants to consider in their future conduct, and to record its opinion. Although its



judgement is final, it has no power to enforce its findings or to penalize the party to the conflict whom it finds at fault if, indeed, it identifies one of the disputants as "wrong" in some sense.

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



Appeal Procedure

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

Off-campus Offenses

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

The question of a general community interest may be raised only when members of the Evergreen community have been *convicted* of off-campus offenses. When, in the light of such a conviction, a member of the Evergreen community believes that the offender has, by the nature of his offense, demonstrated a lack

of fitness to continue as a student or an employee of the College, he may request in writing a hearing on the issue by the All-Campus Hearing Board. Initiative rests entirely with the person who is involved.

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

(Accepted by Trustees and subject to review and change by processes analogous to those which brought it into being on November 18, 1971.)



Who We Are

Board of Trustees and Administrators

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Halvor M. Halvorson, Spokane
Thomas Dixon, Tacoma
Janet Tourtellotte, Seattle
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Vice President and Provost: Edward J. Kormondy
Administrative Vice President: Dean E. Clabaugh



Academic and Professional Staff

Aldridge, Bill; Member of the Faculty (Sociology and Education)
Alexander, Richard, W.; Member of the Faculty (English and Literature)
Allen, Nancy; Member of the Faculty (Literature and Language — Spanish)
Anderson, Lee R.; Member of the Faculty (Physical Science)
Annis, Judy; Information Officer
Arguelles, Jose; Member of the Faculty (Art History) (on leave Winter, 1973-74)
Barnard, W. Robert; Member of the Faculty (Chemistry)
Barry, David G.; Member of the Faculty (Biology)
Beck, Gordon; Member of the Faculty (Cinema Arts)
Beug, Michael; Member of the Faculty (Chemistry)
Bowerman, Priscilla; Member of the Faculty (Economics)
Brenner, Susan; Member of the Faculty (Art)
Brian, Richard B.; Member of the Faculty (Mathematics)
Cable, Carie; Member of the Faculty (Anthropology)
Cadwallader, Mervyn L.; Member of the Faculty (Sociology)
Carlson, Craig; Member of the Faculty (Communications)
Carnahan, David J.; Associate Dean of Library Services
Carr, Robert L.; Director, Office of State College and University Business Affairs
Cellarius, Richard; Member of the Faculty (Biochemistry, Plant Physiology)
Chan, Donald; Member of the Faculty (Music)
Clabaugh, Dean E.; Administrative Vice President
Cook, Sherburne; Science Program Coordinator
Cornish, Texas; Utilities Production Manager

Crowe, Beryl; Member of the Faculty (Political Science)
 Curtz, Thaddeus, Jr.; Member of the Faculty (Literature)
 Daugherty, Francis Leo; Member of the Faculty (English Language and Literature)
 Daum, Ida; Member of the Faculty (Physical Anthropology) (on leave, 1973-74)
 Davies, Charles; Library Electronic Media Producer
 Delgado, Medardo; Member of the Faculty (Psychology and Minority Ethnic Studies)
 Dickinson, Margaret; Member of the Faculty (Arts)
 Dimitroff, George; Member of the Faculty (Mathematics)
 Dobbs, Carolyn; Member of the Faculty (Urban Planning)
 Doerksen, Arnold; Purchasing Agent
 Donohue, Kenneth; Director of Cooperative Education
 Durkee, Norman; Member of the Faculty (Music)
 Eickstaedt, Lawrence L.; Member of the Faculty (Biology)
 Elbow, Peter; Member of the Faculty (Literature)
 Eldridge, Lester W.; Director of Financial Aid and Placement
 Esquivel, A. Cruz; Member of the Faculty (Philosophy)
 Estes, Betty; Member of the Faculty (History of Science)
 Fiksdal, Susan; Member of the Faculty (French), part-time
 Filmer, Robert; Member of the Faculty (Applied Science and Technology)
 Foote, Thomas; Member of the Faculty (Education and Journalism)
 Fox, Russell; Member of the Faculty (Urban Planning)
 Frasca, Marilyn; Member of the Faculty (Art)
 Freund, Henry; Member of the Faculty (Law)
 Fuller, Richard; Media Operations Technician
 Gerstl, Theodore; Member of the Faculty (Applied Behavioral Science)

Gottlieb, Robert; Member of the Faculty (Music)
 Greenhut, Naomi; Member of the Faculty (Psychology)
 Gribskov, Margaret; Member of the Faculty (Journalism)
 Griffith, Howard; Printing Supervisor
 Gulden, James; Member of the Faculty (Education)
 Guttman, Burton; Member of the Faculty (Biology)
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 Hanfman, Andrew; Member of the Faculty (Language Studies; Russian/Soviet Area Studies)
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 Herman, Steven; Member of the Faculty (Biology)
 Hillaire, Mary Ellen; Member of the Faculty (Sociology and Social Work)
 Hirzel, Woody; Photo-Media Specialist
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 Hubbard, Connie; Artist-Illustrator
 Humphrey, Donald G.; Member of the Faculty (Biology)
 Humphreys, Willard C. Jr.; Member of the Faculty (Philosophy)
 Hunter, Sally; Administrative Assistant to Vice President and Provost
 Ingram, Winifred; Member of the Faculty (Psychology)
 Jacob, Ken A.; Housing Officer
 Jacobson, Norm; Custodial Supervisor
 Johansen, Bernard; Member of the Faculty (Dance)
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 Jones, Richard M.; Member of the Faculty (Psychology)
 Kahan, Linda; Member of the Faculty (Biology)
 Kan, Kingsley; Student Accounts Supervisor
 Kelly, Jeffrey; Member of the Faculty (Biochemistry)
 King, Ed; Assistant Director of Recreation
 Klyn, Stan; Member of the Faculty (Arts-Engineering)

Knapp, Robert; Member of the Faculty (Physics)
 Kormondy, Edward J.; Vice President and Provost and Member of
 the Faculty (Biology and Ecology)
 Kutter, Elizabeth; Member of the Faculty (Biophysics)
 Kutter, G. Siegfried; Member of the Faculty (Astrophysics)
 Larson, Eric; Member of the Faculty (Anthropology)
 Leisenring, Albert; Member of the Faculty (Mathematics)
 Levensky, Mark; Member of the Faculty (Philosophy)
 Lynch, Victor; Media Electronics Technician
 Lyons, Charles; Member of the Faculty (Mathematics)
 Main, Faulene; Member of the Faculty (Business)
 Maraïre, Abraham; Member of the Faculty (Musicology)
 Marr, David; Member of the Faculty (Literature-American Studies)
 Marrom, Rod; Security Supervisor
 Marsh, Paul; Member of the Faculty (International Relations)
 Marshall, Lorraine; Member of the Faculty (Reading)
 Martin, Gail; Placement Counselor
 Martin, S. Rudolph; Academic Dean and Member of the Faculty
 (English)
 Martinez, James; Member of the Faculty (Corrections)
 Matheny-White, Patricia; Head of Library Cataloging Services
 Mayer, Kenneth B.; Director of Admissions
 McCann, Charles J.; President and Member of the Faculty (English)
 McCarty, Craig; Food Services Manager (SAGA)
 McCarty, Doris; Bookstore Manager
 McNeil, Earle; Member of the Faculty (Sociology)
 Meyer, Donald; Budget Analyst
 Milne, David; Member of the Faculty (Biology)

Mimms, Maxine; Member of the Faculty (Social Science)
 Moss, John T.; Director of Auxiliary Services
 Motley, Frank; Head of Library Reference Services
 Munro, John; Systems Analyst
 Nathan, Richard; Admissions Counselor
 Nelson, Marianne; Director of Development
 Nelson, Mary; Member of the Faculty (Art-Minority Studies)
 Nichols, Dick; Director of Information Services and Publications
 Nickolaus, Donald; Systems Analyst
 Nisbet, Charles; Member of the Faculty (Economics)
 Olexa, Carol; Member of the Faculty (Sociology)
 Pailthorp, Charles; Member of the Faculty (Philosophy)
 Papworth, Mark; Member of the Faculty (Anthropology)
 Parson, Willie; Member of the Faculty (Biology)
 Patterson, Lynn; Associate Academic Dean and Member of the
 Faculty (Anthropology)
 Pearson, Linnea; Member of the Faculty (Literature)
 Pepper, Lou-Ellen; Counselor
 Peterson, David; Member of the Faculty (Biology-Medicine),
 part-time; College Physician
 Phare, Darrell; Member of the Faculty (Education-Minority
 Studies)
 Portnoff, Gregory; Member of the Faculty (Psychology)
 Powell, David; Member of the Faculty (Literature)
 Rainey, Thomas; Member of the Faculty (History)
 Renshaw, Carl; Parking Foreman
 Reynolds, Edward; Member of the Faculty (Psychology)
 Rockwell, Bea; Payroll Clerk
 Romero, Jacob; Member of the Faculty (Applied Science)
 Rose, Allan; College Activities Building Manager

Royse, Chester; Member of the Faculty (Earth Science)
 Russell, Gary; Security Officer
 Saari, Albin; Chief of Media Engineering
 Sainsbury, James; Assistant to the President
 Salcedo, Gilbert; Member of the Faculty (History)
 Schillinger, Jerry L.; Director of Facilities
 Simon, Sandra; Member of the Faculty (English Literature)
 Sinclair, Leon (Pete); Member of the Faculty (Literature)
 Skov, Neils; Member of the Faculty (Oceanography)
 Sluss, Robert; Member of the Faculty (Biology)
 Smith, LeRoi; Director of Counseling Services and Member of the
 Faculty (Pshchology)
 Smith, Matthew; Member of the Faculty (Political Science)
 Smith, McDonald; Security Officer
 Smith, Susan; Head of Library Circulation Services
 Smith, William; Financial Aid and Placement Counselor
 Soule, Oscar; Member of the Faculty (Biology)
 Sparks, Paul; Member of the Faculty (Art-Photography)
 Spence, Alan; Chief Accountant
 Spence, Carol; Member of the Faculty (Psychology)
 Steilberg, Pete; Director of Recreation and Campus Activities
 Stenberg, Larry R.; Dean of Student Services
 Stepherson, Lemuel A.; Member of the Faculty (Psychology)
 Stilson, Malcolm; Head of Library Acquisition Services
 Strecker, Robert; Plant Engineer
 Sturgis, Clayton; Security Officer
 Swecker, Dan; Assistant Coordinator of Cooperative Education
 Syversen, Karin; Member of the Faculty (Literature)
 Tabbutt, Frederick; Member of the Faculty (Physical Sciences)
 Taylor, Nancy; Member of the Faculty (History and Education)

Taylor, Peter; Member of the Faculty (Oceanography)
 Teske, Charles B; Academic Dean and Member of the Faculty
 (English)
 Thomas, Laura; Assistant to the Registrar
 Thompson, Kirk; Member of the Faculty (Political Science)
 Travis, Edwina; Director of Health Services
 Unsoeld, Willi; Member of the Faculty (Philosophy)
 Webb, E. Jackson; Member of the Faculty (English)
 White, Sidney; Member of the Faculty (Art)
 White, W. Joe; Director of Equal Opportunity Programs
 Wiedemann, Alfred; Member of the Faculty (Biology)
 Wilder, Ainar; Member of the Faculty (Theater and Drama)
 Winden, William; Member of the Faculty (Music)
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 Wong, York; Director of Computer Services
 Woodbury, Ronald; Member of the Faculty (History)
 Young, Frederick; Member of the Faculty (Mathematics)
 Youngquist, Diann; Director of Personnel
 Youtz, Byron; Interim Academic Dean and Member of the Faculty
 (Physics)



Designed by Connie Hubbard



Calligraphy by Tim S. Girvin



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