

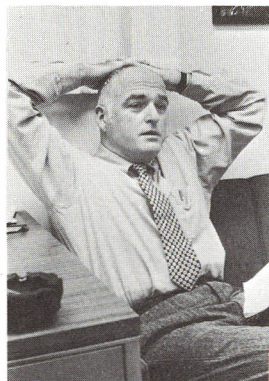
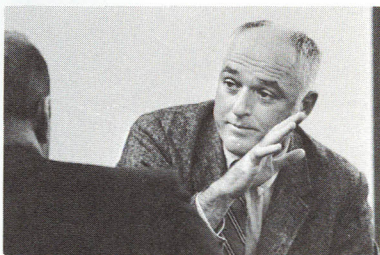
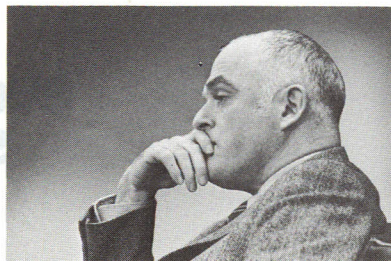
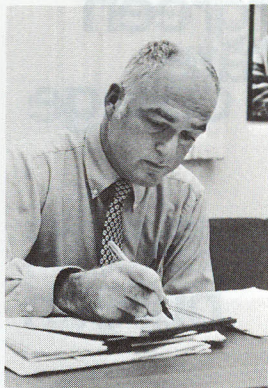
the evergreen state college

bulletin 1971-72

**the
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A Letter from the President To Prospective Students, Prospective Faculty, and Supporters

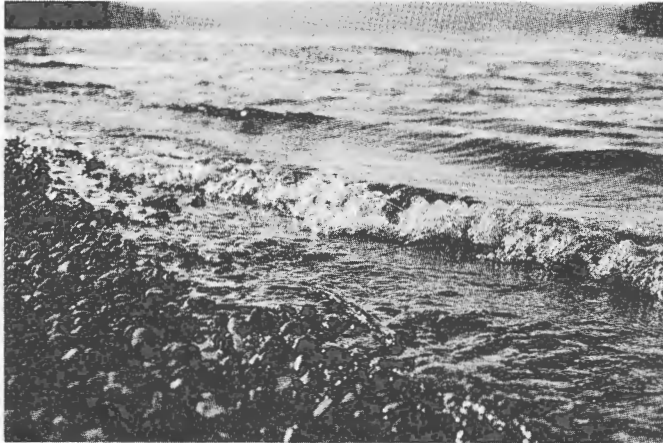
This space in college catalogs often carries a president's welcoming letter, but since this little book is a catalog-with-a-difference, this letter must be a welcome-with-a-difference.

This book differs from the usual catalog because it is a prospectus: Proposals of activities yet to happen. Future Evergreen "catalogs" will continue to be prospectuses, and they will be year books, also, containing accounts of what will have happened here the previous year. But in this first Evergreen catalog you have no history to go by; you can judge whether you are likely to find a match for your interests at Evergreen only by what is said here. Always difficult decisions about the investment of time, energy, and money become hazardous when you lack the benefit of someone's first-hand experience, and must rely only upon the written word of a prospectus. Prospectuses, unfortunately for most of us, give rise in the

absence of experience to dreams utterly unconnected with the reality. It would do great harm to you and to Evergreen if this prospectus led you to expect something different from what's here. In the text, we've tried to be as clear as we can; this letter is a request that the reader carefully submit this book to his best knowledge of himself.

The *prospective student* may be attracted to Evergreen by the absence of some old familiar forms such as GPA's, set class periods, lists of courses to be taken as arbitrary hurdles. Before he considers coming to Evergreen he should think whether it is merely to escape these superficialities, and he should look beyond to the self-discipline he'll need to stick to a task that presumably he himself picked as worth doing. More to the point, he may be attracted by the magnificent opportunity for an individualized program of study. But he should recognize that he will be confronted by the realities of mind, matter, and work. Escape from these realities—ironically—can be made only at cost to one's own individuality. We will





do the best we can to help each student succeed; his response to our efforts remains inevitably his own. He would be wise to look ahead also to the likelihood that the next few years will be his best chance to increase the power of his mind—his finest possession—and that if he sets aside his chance, room must be made for someone else.

The *prospective faculty* member will appreciate working and thinking with students, being able to bring his professional abilities and discretion fully to bear on the problem at hand, encumbered by the least possible red tape. Before he considers coming to Evergreen he should look beyond, to whether his energies will allow him to remain current in his field of competence and to learn other new things along with his students, at the same time spending long hours in the presence of students and fellow faculty members. He should think whether he will be comfortable without departments, in frequently changing combinations of colleagues. Evergreen's commitment to improving undergraduate studies cannot leave aside improving the art of under-



graduate teaching, and he will also be subject to much more stringent and public evaluation of his teaching.

As they are pleased with the prospect of economies resulting from the Evergreen idea fully carried out—economies owing to responsiveness and flexibility—Evergreen *supporters* also should look beyond, to the entailments. For example, the work-and-study option is responsive both to the student and to the world of work; the success of this option, however, depends upon businessmen and others devoting time and energy to help students learn in ways that can't economically be followed on campus. In pursuing flexibility, we have cut away many unproductive structures, but with them gone, any lack of substance in what remains will be all the more glaring. The substance appropriate to the college must be academic learning—"book learning", which can be best done on campus, where certain essentials can most economically be concentrated. These essentials are: The presence of expert help in techniques, interpretation and understanding—in other words, the best faculty available—the presence of many books,



and the presence of adequate resources for information gathering and data handling. We have cut all but these essentials; we depend upon their being strongly supported.

The demands, other than economic, underlying the need for flexibility relate ultimately to processes of mental growth. As minds cut and try individual interpretations of truth and fact, they give rise to various sounds, some of them strident. The right of every citizen to hear and be heard therefore becomes the very lifeblood of a lively place of learning. At the same time that we insist upon maintaining this lifeblood we also pledge to uphold the rational processes that academic learning requires and the good manners on which discourse depends.

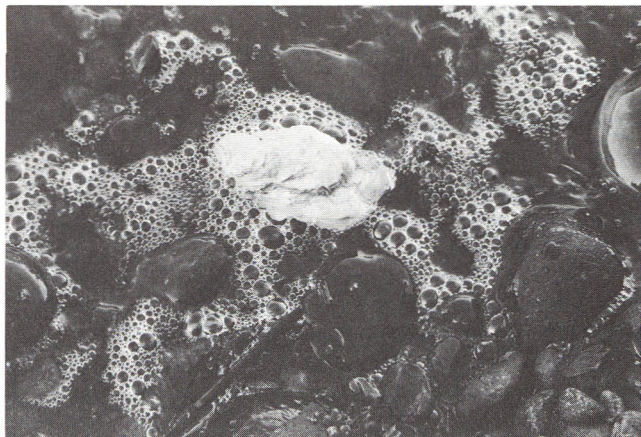
Beyond this, the supporter should be willing to go beyond his prior notions of whatever a "standard" college might be. On our part, we do not consider our differences as novelties to be cherished for their own sake, but simply as more direct ways of getting at learning how to learn.

And now the part of this letter much more pleasant for me: From everyone here at Evergreen,

welcome! An eager hosts' welcome to you all, in the hope that you will visit us; and enthusiastic teachers' and colleagues' welcome to those of you able to join us.

Sincerely,

Charles J. McCann



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evergreen: a college in process

The intent of this little book is to introduce a new college in the State of Washington—The Evergreen State College. Evergreen is new in two senses: It is the first state four-year institution of higher learning to be built in Washington in the twentieth century, and it is new in its educational outlook and program. This first catalog is Evergreen's attempt, as a new and responsible institution, to explain itself to its prospective students, to their parents and friends, and to the people of the state who support it.

That job of explanation is complicated. Evergreen is not an established college; it is an institution in process. To a degree, this situation results from the College's having been so recently founded by the State Legislature. Even more, it is a consequence of efforts to respond to our hectic and rapidly changing times. Responsiveness means, in part, that many persons and groups must properly involve themselves in the de-

isions that will shape Evergreen and determine its character over time. With this book, published in January of 1971, and with our first students and many of our faculty members and other officers not due to arrive until September, we cannot talk extensively here about some aspects of the College. What we can do is describe our initial academic program, report some of the major elements in our planning and development up to now, and outline the conception of education that defines the essential Evergreen idea. For this reason, many of the rules and procedures ordinarily included in college catalogs are absent from this one. They properly belong in an Evergreen Community Handbook, and such a handbook can't be written until our community is more fully assembled and can participate appropriately in its preparation.

What Evergreen offers to that community—and to the larger community of the state and the nation—is an educa-

tional experience based on the recognition that our era is one marked by widespread and intense changes. If those changes are most marked in our technology—in space exploration, computers, atomic energy, miniaturization in electronics, and a host of other developments—they have shown themselves even more forcibly and intimately in our country's culture. Our increasing concern for the quality of our natural environment, the huge problems in the great cities of our land, new patterns in the relationships among racial groups and in our sensitivity to ideas of social justice, the complexity of American involvements abroad, shifts in our moral values, and the emergence of new styles of personal life are only some of the alterations that have pressed themselves on our consciousness. Whole families of jobs have disappeared from our sources of employment, while quite different occupations have sprung up in their

places. The most sophisticated predictions, including those from the U. S. Department of Labor, suggest that a person entering the American labor force in 1970 or later will change not only his *job* but also his *career* three times during his productive life.

In many ways, powerful trends like these raise fundamental issues about the role of education in our society. In an occupational context alone, does one train for jobs that may well become obsolete within a very few years, or for jobs that have not yet been conceived in our world of rapidly changing technology? From the standpoint of citizenship, can the problems that confront us today really be solved by an education that is based entirely in the wisdom of the past, or does that wisdom need the leavening of more contemporary experience for the man and the woman who must grapple with the issues of our age? Viewed from the perspective of

personal growth and a sense of firm individual identity, can young people (or any of us) enlarge and sharpen their self-knowledge and their understanding of others most effectively through concentrating on only tradition-honored modes of study, or are they likely to be better helped by combining intellectual work with experience of the larger world—the world of business and industry, of government, of civic life?

Evergreen pretends to no special insights into these large and harrowing questions. It is simply that a relevant and significant education for many students, although by no means for all undergraduates, must acknowledge these great difficulties and try to cope with them. The description of Evergreen's academic program, which is the heart of this book, indicates the ways in which we have tried to address ourselves in our opening year to these features of the late twentieth century.

To provide an educational alternative that takes into account the large and compelling characteristics of contemporary life, Evergreen must have the understanding and the support of many people; and it must itself demonstrate the values of decency, a willingness to listen thoughtfully to others, and a shared responsibility for the whole institution on which a serious and zestful educational experience depends. Human frailty being what it is, these values must be insured by reasonably clear rules and procedures. But the rules and procedures should be formulated on as wide a base as possible. As this book goes to press, Evergreen has a Committee on Governance, including prospective students, faculty, administrative officers, and staff members, drafting a framework within which the College community can govern itself. Within that framework a code of conduct, articulating the ways in which the values of the community are

expressed in behavior, will also be necessary. That code must evolve through the participation of representatives of all those who will live by it. That process, itself highly educative, will be moved forward throughout the coming year.

Along more procedural and operational lines, we are still developing the precise dimensions of our library's contribution to education at Evergreen, the details of our registration process, the exact ways in which we shall keep some of our student records, and the full scale of our program of student activities and the recreational opportunities that will be available. In some of these areas of concern, we are deliberately leaving room for students and new members of our faculty and staff to make their contributions to the decisions that must be reached. In some cases, what Evergreen will be able to do during its first two years depends heavily on its biennial budget for 1971-1973, a period when

economic hardship in Washington is being keenly felt. In still other instances, Evergreen, as a new college, needs some history—some evaluated experience on the basis of which to make judgments about its programs and procedures. We fully expect to change as we grow. We harbor no illusions about our knowing everything now about how to make Evergreen most useful to the society of which it is a part, and we are eager (along with our students) to learn. Change at Evergreen is made mandatory by the change that goes on in such a rapid and massive way in our contemporary world.

It is against this background that Evergreen's first catalog should be read. Prospective students should carefully evaluate the descriptions of the College as to whether this educational pattern is the one most likely to match their individual characteristics and personal goals. Members of the commercial and

industrial community should examine the material presented here for the ways in which Evergreen can help students develop into the flexible, widely informed persons who can adapt most readily and productively to the demands of our changing business world and who

can become contributory participants in our nation's economic enterprise. All of us should critically study the educational patterns outlined here for their cogency in aiding people to become more constructively concerned citizens of the society which is their heritage.

academic calendar / 1971-72

The possibility of delays in completion of buildings under construction makes difficult the early scheduling of definite dates for registration and beginning of study. Students will be advised by the Office of Admissions as soon as these dates are set.

Fall Quarter, 1971

Student Check-in Day, Registrar's Office	To be announced
Orientation and Registration in Programs	To be announced
Formal Registration Closes	To be announced
Work Begins	To be announced
Veteran's Day Holiday	October 25 (Monday)
Thanksgiving Recess	November 25-26 (Thursday-Friday)
Advanced Registration for Winter Quarter for	
Continuing Students	December 13-17 (Monday-Friday)
Presentation of Projects	December 13-17
Fall Quarter Closes	December 17 (Friday)

Winter Quarter, 1972

(January 3 through March 17)

Check-in for New Students, Registrar's Office	January 3 (Monday)
Orientation and Registration in Programs, New Students	January 3-5 (Monday-Wednesday)
Programs Continue; New Programs Begin	January 3 (Monday)
Formal Registration Closes	January 5 (Wednesday) 4:30 p.m.
Washington's Birthday Holiday	February 21 (Monday)
Advanced Registration for Spring Quarter for	
Continuing Students	March 13-17 (Monday-Friday)
Presentation of Projects	March 13-17
Winter Quarter Closes	March 17 (Friday)

Spring Quarter

(March 27 through June 9)

Check-in for New Students, Registrar's Office	March 27 (Monday)
Orientation and Registration in Programs, New Students	March 27-29 (Monday-Wednesday)
Programs Continue; New Programs Begin	March 27 (Monday)
Formal Registration Closes	March 29 (Wednesday) 4:30 p.m.
Memorial Day Holiday	May 29 (Monday)
Advanced Registration for Fall Quarter for	
Continuing Students	May 22-June 2 (Monday-Friday)
Final Festival for Presentation of Projects	June 4-9 (Sunday-Friday)
Spring Quarter Closes	June 9 (Friday)

The Evergreen State College will observe the division of the academic year into quarters principally for purposes of registering and fee collecting. Though Coordinated Studies programs in 1971-72 will follow the quarterly division for the most effective use of limited early resources, the College will later encourage as much flexibility as possible in allowing the shapes of the problems under investigation to determine the lengths of time during which individual programs will run.

academic programs / credit

Academic Programs

The Evergreen State College offers two kinds of programs as ways of earning academic credit: Coordinated Studies and Contracted Studies. Each student will normally spend substantial amounts of time working now solely in one pattern, now solely in the other, during his career at Evergreen. Please read the descriptions of Coordinated Studies and Contracted Studies carefully so that you will understand how academic work will proceed at Evergreen.

Academic Credit

The Evergreen student will accumulate academic credit for work well done, time well spent in learning, and levels of performance reached and surpassed. Only if a student performs his obligations to his Coordinated Studies group or lives up to the conditions of a Contracted Study will full credit be entered on his permanent record. Other-

wise there will be either no entry or the recording of fewer units of credit to represent what he did accomplish.

Thirty-six units of credit are required for graduation from Evergreen as a Bachelor of Arts. Programs of study will carry whole or multiple units of credit, not fractions of units. For the purposes of transferring credit and of comparison with the programs of other institutions, one Evergreen unit should be considered as equivalent to five quarter credits. Any student transferring from another college must earn at least nine Evergreen units before he can receive the Evergreen degree.

On the assumption that most full-time students who do all their undergraduate work at Evergreen will normally be enrolled for three quarters in each of four years, the 36 units of credit required for graduation can be logically divided into nine units per year and three units per quarter. A single unit of

credit will then be roughly equivalent to what a student can learn or perform in one month of full-time concentration—only roughly, however, for credit will be linked to the completion of contracts or of assignments in Coordinated Studies, not merely to time spent in a program. Especially in Contracted Studies devoted to single projects or to the completion of self-paced learning programs, there will be opportunities for acceleration. But in both Contracted and Coordinated Studies, when more time is clearly required for mastery of skills and concepts or completion of projects, the emphasis will be upon doing it thoroughly and doing it right.

Evergreen will move as soon as possible—probably within three or four years—to full-year or four-quarter operation. Though most students and most faculty members will still be involved for three quarters of full-time activity each year, the full-year calendar will allow: (1) flexibility in scheduling Coordinated Studies programs or Contracted Studies, (2) opportunities for acceleration by those who wish to enroll for academic work in four quarters, and (3) corresponding opportunities for those needing to proceed at a slower pace to prepare themselves thoroughly without adding to the total time span from admission to graduation.

coordinated studies

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

Coordinated Studies programs are small, cooperative learning communities, usually involving some 100 students and 5 faculty members. The relative compactness of the programs makes possible close relationships among student members and faculty members, opportunities for genuine collaboration in learning, and a sense of direct responsibility for one's work. The initial programs to be offered in 1971-72, as well as those proposed for 1972-73, have been designed for the thorough exploration of some of man's most urgent problems, his most important challenges, and his most highly prized values. The faculty will be drawn from different backgrounds and

will bring their special experience to bear in a common effort to cut across the usual boundaries between academic disciplines. Students will join them to define problems, to develop skills, to search for answers, and to struggle toward satisfying our common desire for knowledge and our imperative need for wisdom.

Instead of studying, for example, Sociology, Economics, or Psychology as disparate, self-justifying fields, you will study central problems or themes by learning to make use of appropriate techniques from these several disciplines. Instead of listening passively to lectures most of the time, 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 shaping and documenting your ideas to make them count. You will write, re-

write, polish, and present what you have learned for the scrutiny and benefit of both the faculty members and student members of your group. Instead of working for a quantitative grade point average, which really tells little about what you've learned, you will accumulate a portfolio of direct evaluations and examples of what you have really accomplished. Instead of doing little more than look at the world from the classroom, you will have an opportunity to work in the world, field trips, expeditions, research projects, internships, and 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 what you are learning—you will concentrate on one coherent program at a time. The work you do will hang together. You will be responsible for understanding and feeling

the connections between ideas, techniques, and habits of thinking usually segregated in different departments. You will have time to concentrate on your work without the distractions of competing and unrelated assignments. And you will be constantly relating various kinds of specialized procedures to the central concerns of the program, not because abstract policies require them, but because you will need to know them in order to deal with the issues and to make your contribution to the group.

If you really want to learn. . . .

Let us look at these points a bit more carefully. For only if you wish to understand how a Coordinated Studies program functions—and *want to study this way* for significant portions of your time—will it make sense for you to come to Evergreen.

A Coordinated Studies program will have a comprehensive design and will

include a required set of activities, such as readings, discussions, lectures, films, field assignments, mastery of self-paced learning units, writing assignments, and critique sessions. It will have a logical structure, and it will be demanding. But so far as day-to-day work within the structure is concerned, the typical program will be flexible and will encourage a variety of individual projects and responses. It will always seek to promote your development as a responsible person through cooperative inquiry. In many cases the faculty will expect the students to participate in planning and running portions of their programs and will help them to do it. The programs will emphasize commitment and common effort by both faculty and students.

As you will see from the descriptions of the programs to be offered in 1971-72, most of the Coordinated Studies groups will be working in interdisciplinary concerns, using academic

specialties but not considering them as sacred preserves. Some advanced programs will provide opportunities for a great deal of specialized learning. But all programs will pay less than usual attention to traditional labels and be more than usually responsive to the internal requirements of the problems at hand.

The programs will insist on a high level of activity, and they will strive to be self-correcting. The programs will not be concerned with amassing heaps of inert data; rather, the planners will try wherever possible to match activities and assignments to the genuine needs of the group for certain kinds of information at certain times. A major goal of the programs will be helping you *learn how to learn*.

The Common Reading List

Each Coordinated Studies program will have—in addition to a common schedule of large- and small-group meet-

ings—a common required reading list. “Textbooks” will be rare because you will be reading the first-line works themselves rather than books about books. And the faculty members will be reading all of them with you, no matter what professional fields they may represent. In addition, individual students will be 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. But 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 descriptions of several Coordinated Studies programs in this bulletin mention titles of books to be read. You can get an idea of what you would be reading and discussing in these programs if you look at

some of these books before applying for admission.)

The Seminar

The heart of each Coordinated Studies program is a small-group discussion, the seminar. A seminar is not a bull 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 by teaching each other.

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 will have to expose your ideas, ask for help, give help, think aloud, be questioned, challenged, pressed to explain and to analyze. The usual tactics for beating the system will not work, because the contest will be between you and the book, you and the idea. There will be pressure, but you will have volunteered for it. 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 meeting the goals that you have set, or if you feel unable to respond sympathetically and helpfully to the needs of faculty and other students as teammates in learning, then you should seriously question whether Evergreen is the college for you. But if you really want to try to work responsibly and cooperatively with others, then we

are here to help.

Lots of Writing

The Coordinated Studies program provides a somewhat unusual but valuable approach to the teaching and learning of how to write well. Both students and faculty will 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 will be expected to revise and to polish his work for presentation to his seminar. The best work done in seminars will go to the whole Coordinated Studies group, and from there to the community—for publication in collections of college writing, for performance, or for inclusion, along with other materials developed by the program, in the total learning resources of the College.

Besides writing, you will be en-

couraged to become “literate” in other media—photography, cinema, video tape, audio tape, graphic design, music, and the gestures of drama and dance. You will be expected not merely to acquire information and think it into shape but also to learn how to communicate your thoughts. It will take much practice, a willingness to seek and use criticism, and the desire to make your ideas count.

Continual Evaluation

You will not compete for letter grades or a grade-point average in a Coordinated Studies program, but you will have to work hard and well to receive units of credit and to stay in the program. One of the most important advantages of the small and intimate community within a program is that continual and careful evaluation of each student’s work becomes possible. The faculty team will watch the progress of each student and judge his work carefully. Students will

evaluate each other’s work and progress. Papers will be 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 will be important for all of us to do the best job we can and to help each other.

Where genuine ideas and feelings are at stake, 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 looking for relevance to the conditions you will face in the world beyond the campus, if you are willing to have your academic performance represented not by a transcript alone but by a portfolio filled with detailed evaluations and samples of your own work, then Evergreen may be right for you.

Variety

The typical Coordinated Studies program, while proceeding toward a common learning goal, will offer a rich diversity of activities. The faculty and other staff members directing the group will bring knowledge, skills, and interests from a number of different fields. You will move from (1) meetings of the whole group for lectures, films, exhibits, and performances; to (2) small-group seminar meetings and workshops; to (3) individual projects which take you away from the other members so that you will have something to bring back to them. In teams or as individuals, the members will have opportunities to work off campus: on field trips, expeditions, community study and action projects, visits to performances and exhibits, internships, research projects, and even periods of study overseas. This interplay of interests will be very much a part of Evergreen—from general problems to

specialized knowledge or skills and back, from the group discussion to the individual absorbed in his book and back, from the campus to the larger community and back.

A Typical Work Week

As you will see from the descriptions of the Coordinated Studies offerings for 1971-72, there is much variation in scheduling from program to program. In a typical week's work, however, you may expect to spend between 16 and 32 hours in contact with members of the faculty, and you will need to be present on campus (or for off-campus assignments) virtually every day. Your plans must, of course, take into account these facts of serious educational life. Against this general background, a Coordinated Studies program might distribute its time something like this:

There will be at least one assembly for all members of the program, usually

early in the week. This will last 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 of such work.

Films, concerts, other performances, and exhibits offered to the whole College community will provide occasions for further small-group discussions within your program. These will usually be scheduled during the late afternoon or evening. 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 will usually represent a full-time workload. Your week will not be as crowded as it would in a system of separate courses and classes—not because there won't be much to do but because you will not be forced to drop and pick up pieces of work in four or five unrelated subjects every two days. The demands upon you will be coherent and

related, not conflicting. This will allow you the time that you will need for the much more thorough reading and the extra concentration upon writing that your program will require. It also 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.

Part-Time Membership (See heading, Full-time and Part-time Students)

Although the ideal way to take advantage of a Coordinated Studies program is to be a full-time and fully committed member of the group, most of the programs will accept as part-time members those who cannot or do not wish to enroll in the College full-time. As a part-time member, you will be able to participate in Coordinated Studies for one or two units of credit for each quarter of enrollment. The specific

descriptions of programs for 1971-72 identify many opportunities. Whichever one you choose, you will be able to and expected to attend the lectures, films, performances and exhibits presented to the whole group; to read the required books; and to do a good deal of writing. If you wish to involve yourself for two credits per quarter, you will also either participate in seminars or carry out an extensive individual project. For as much energy and time as you wish to spend, you should be prepared to take the greatest possible advantage of the program.

(For tuition and fee purposes, anything more than one credit unit must be considered "full-time".)

If you are planning to be a part-time student at Evergreen, you should make your own arrangements, prior to registration, with the faculty member directing the program in which you are interested. You should also remember that whether

an Evergreen student has registered in the College for full-time or part-time status, he can be enrolled in only one credit-earning program of study at a time.

Entry and Exit

A Coordinated Studies program is designed as a coherent whole. Its members should always strive to explore, develop, and elaborate its central theme in a systematic way from the start of the program to the final festival marking its conclusion, when it offers the results of its efforts to the attention of the whole College and presents an anthology of its best work for inclusion among the learning resources of the College. You should plan on starting with a program, staying with it, and completing it. In any tightly knit community, there will be stresses and strains. Learning communities are not exceptions. But the rewards of total participation will more than compensate for the temporary wrangles.

You should also be aware that Coordinated Studies programs, unlike academic departments with their standard curricula, are not designed for repetition year after year in the same format. Instead, as efforts to set major problems in rich perspective, they are organizations that depend on a fusing of student and faculty interests and the College's resources. When continuing needs and interests justify doing so, a new faculty team may form, set up a new schedule of readings and other assignments, invite a new group of students to join them, and go at a problem in a different way. But your Coordinated Studies group will be unique. It will not be a well-worn groove, nor will it ever become one. You should make the most of it.

Students will normally enter programs at the beginning by carefully making their choices during the orientation period, when the staffs of new programs will hold open meetings and be available

to answer the questions of anyone interested in joining them. At the close of the orientation period students will indicate their first choices, their alternate choices, and how they weigh their preferences. 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 learning 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 will be allowed to join a seminar more appropriate to his needs and interests. 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.

You should be aware that the faculty team directing a Coordinated Studies program will not only be concentrating on all the required books, along with you, but also will be carrying on their own Monday morning 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.

Offerings in Coordinated Studies

The following programs are designated as Basic or Advanced. Basic programs are open to students beginning their undergraduate careers, to any more advanced students who are interested in the topics and methods which the programs will concentrate upon, and—in most cases—to part-time students. Advanced programs are open to full-time students transferring their work to Evergreen at a third-year level, to advanced part-time students, 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.

The programs offered for 1971-72 may be modified, according to the resources available and the needs expressed by applicants. Their objectives, procedures, and credit options, however, will be those set forth in the program descriptions. Please bear in mind that, unlike the offerings of departments in most colleges, these programs will not automatically be repeated in future years.

be used to predict and control human behavior? If so, how?

- How do the brain and the nervous system operate in behavior? Do they have the potential for spontaneity and creation?
- Can animals be "conditioned" to do just anything? Can people?
- How much of human behavior is the result of our genetic and biological background?
- Is chance a factor in the makeup of the universe, or is everything that occurs an inevitable result of what came before?
- Was the evolution of man a matter of chance?
- What is "chance" anyway? Can chance happenings be predicted?
- Is there such a thing as fate or destiny? If so, what is its religious and personal significance?
- Is history (as the Marxists and others claim) nothing more than

the working out of patterns which were inevitable from the start? For example, are present conflicts in America between the black and white, young and old, the inevitable result of economic forces at work in the first half of the 20th century?

- How do the ideas of chance, fate, destiny, cause-and-effect, and inevitability figure in literature and the arts? In the thought of other cultures?

By the end of the year, everyone will be asked to formulate a personal statement—an essay, a tape recording, a short film, a set of drawings or paintings, or even a musical composition—addressed to this general concern:

- Is the world, for me, primarily a world of free and open possibilities; a world predetermined by conditions I did not create; a world of chance and uncertainty; or a world

basic

of scientific orderliness and predictability?

Some form of public presentation of these "statements" will be planned at the conclusion of the program.

For Whom?

The program is aimed primarily at first-year students. Those who participate in the full activities of the group will be working toward three units of credit for each quarter. The program will be directly useful for persons intending to go on to specialize in psychology, philosophy, literature, mathematics, history, biology, or other science-related fields. It leads, indirectly, to such career interests as teaching and counseling, the ministry, writing, the performing arts, public service professions (law, government), statistical work, computer science, social-science related businesses (for example, advertising or opinion re-

search), and biological-science businesses (for example, medical labs). The faculty members in the group will come from such fields as philosophy, biology, mathematics and statistics, literature, and psychology. These teachers will try, among other things, to help students determine what kinds of careers they might find most valuable and personally rewarding.

Part-time participation (for one unit each quarter) will be possible in this program. Part-time registrants will be expected to attend lectures and films, read all assigned books and articles, and complete all written assignments. A part-time registrant will have to be able to spend Monday afternoons on campus. Most other work can be done at odd hours.

Students may enter the program during the first two weeks of the first quarter or at the beginning of the second quarter. Persons coming in at the start of

second quarter will have to pass a special examination before beginning work.

Activities

To a great extent, this program will be book-oriented. But not exclusively so. Three weeks during the year, for example, are reserved for off-campus expeditions. The first will be an orientation camping trip intended to build a sense of community.

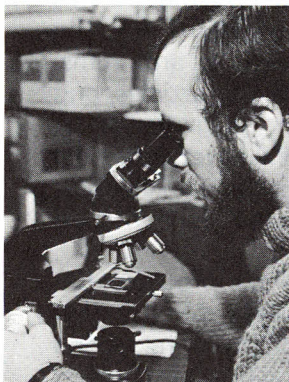
In the second quarter, when most of the "hard science" work is being done, another week in the woods is planned, to give people a chance to catch their breath and think about what has been happening. In the third quarter, the group itself will decide on some common activity away from campus as a break just before an intensive period of final work on the "personal statement" each person must produce.

The theme of the first quarter will be "Determinism, Freedom, and Chance".

In addition to two or three books and seminar discussions per week, there will be a few lectures and a number of films. Philosophy, psychology (experimental and psychoanalytic), literature, and the mathematics of probability will be studied. Students having special difficulties with mathematics will be given individual help.

The second quarter is broadly titled: "Causality and Chance in Modern Science". The emphasis will be on learning about the scientist's (especially, the biologist's) conception of man, nature, and the causal order. The subject matter will be discussed in relation to philosophical ideas developed in the first quarter. Experiments will deal with human and animal genetics, as well as conditioning animals to behave in predictable ways. There will also be a week of field work.

Finally, in the third quarter, non-scientific and anti-scientific views of



basic



human freedom and causality will be studied. These include the philosophy of the Navaho Indians, children's concepts of causal order, the theology of predestination, the Greek idea of fate, the dramatic concept of tragedy, and several philosophic theories outside the sciences. Special opportunities will be available during this quarter for learning to use non-verbal media (such as film).

Over the whole year, we expect to have two examinations and perhaps three major writing assignments. The exams will deal with your factual knowledge and problem-solving ability in the mathematics of probability and in the biology which is studied. The exams will be re-offered until the faculty is satisfied that everyone has a reasonable understanding. The writing assignments will include two full-length papers (10-20 pages) and a field and laboratory notebook covering experiments and observations.

Reading, Writing and Speaking

One activity which will go on all year long is the process of learning to write and read well—not just adequately, but really well. Writing will be a community concern. Each reading assignment will have a series of questions to which you will be asked to respond in writing. Later, you will have a chance to read these to fellow students and teachers for their critical reactions.

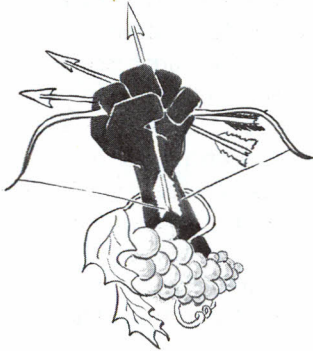
Speaking effectively also will be a community concern. Seminars will not be permitted to become dominated by pedantic teachers or a few aggressive students with everyone else sitting quietly on the sidelines. Neither will discussions be allowed to wander off in a dozen different directions at once. It will be everyone's responsibility to see that everyone else participates and that the discussion stays on the track. The central questions will require all the concentration we can give.

CONTEMPORARY AMERICAN MINORITIES

ONE FULL YEAR (3 QUARTERS)
3 UNITS EACH QUARTER

Rudolph Martin, Coordinator

The Contemporary American Minorities program aims to create greater comprehension of the student's identity within the broad context of American society. Students will examine articulations of the meaning of blackness, redness, and brownness in a predominant White culture. They will understand how the black experience differs from the red life style; how brown life differs from black; and how red and brown differ from each other. *The program is not a bleaching process.* Nonwhite Americans should be made comfortable with their races, their cultures, and their separateness. Students in each racial-cultural seminar will be encouraged to relate to



others in their group as a means of maintaining individual and group identification.

Additionally, the program will try to promote increased understanding among and between the major American racial groups. Cross-cultural sharing, as well as diversity of experience, culture, literature, and thought will mark the program's activities. The similarities of minority experience will be studied as a counterpoint to differences.

The Contemporary American Minorities program will offer students both academic information and practical skills. Arrangements will be sought to make training in typing, shorthand, vocabulary building, computer languages, and other skills available to students. Such useful training will help to equip minority people to assume active, important roles in our changing society. The combined emphasis upon thinking and making thoughts count will allow

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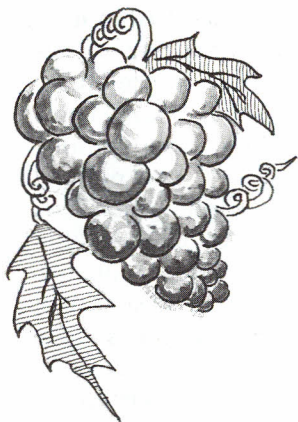
young people to increase their contributions to the growth of their subcultures and to the larger national culture.

For years, minority American spokesman have charged the United States with being a racist society. This is their charge: From Pontiac to Frederick Douglass, Marcus Garvey to Martin Luther King, and more recently, Caesar Chavez, White America has heard accusations of racism and ignored them. Fire, destruction, and murder have wrenched White America into an agonized realization of unresolved problems. Too often an uninformed White America has met an angry, better informed but disenfranchised Nonwhite America with guns, violence, and repression. At best, White America has ignored Nonwhite cries in hopes they will fade away. Nonwhite Americans have been forced to live mainly outside the socio-economic system, and when they have conformed to its teachings in order to survive, they

have met with limited success at best.

Nonwhite America holds rich, unique, and varied cultures still misunderstood by White America. The riches of Nonwhite music, language, poetry, and art have strongly influenced White America and need study and understanding if the fullness of America's contribution to human growth and progress is to be realized.

The "melting pot" image of American society only partly describes life in the United States. Those not successfully "melted" into the "pot" have been Nonwhites. The White population, trapped in the fantasy of "one nation, indivisible" has been unwilling and unable to accept the fact of cultural difference. White America has been unable to create a workable pluralism that protects racial-cultural separateness and insures "freedom and justice for all". Racial separation has long existed in America, but people have still not



learned how best to deal with it in an honest, constructive way.

The Contemporary American Minorities program begins with a firm grounding in the richness of Nonwhite culture. Black authors, poets, filmmakers, dramatists, leaders, and politicians have surged to national prominence. So great has their recent importance become that White America equates success for, let us say, an individual black novelist with advancement on *all* levels for Black Americans. Black people know better.

Caesar Chavez's long, painful grape boycott won support from hundreds of thousands of American buyers. His efforts to unionize migrant fruit pickers have been accepted (by White Americans) as success for *all* Chicanos. Chicano culture is still largely ignored or unknown, and White America accepts small signs of advancement for some as the accomplished fact of betterment for all. Chicanos know better.

Native American groups, tribes, and descendants have worked to win redress for two hundred years of unfair federal policies. Periodically the Bureau of Indian Affairs of the Department of the Interior have announced monetary settlements for unfair removal of Indians from ancient lands. In Oklahoma, many Native Americans have benefited from oil discoveries. White Americans believe this money and Jim Thorpe's athletic prowess marked success and assimilation for all Native Americans. Reservations are seen (by White Americans) as self-contained, educational, economic, social, and opportunistic units. Native Americans know better.

In the year-long program, some 100 students and 5 faculty members will work together toward a comprehensive view of the experience of contemporary minorities. There may be opportunities for some part-time students to join the group for the Fall and the Winter

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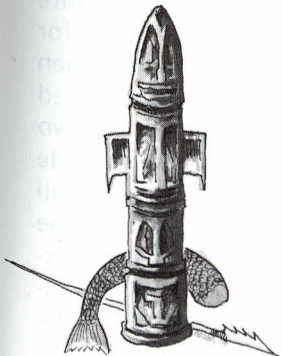
quarters. Some full-time students may enter the group in the Winter quarter by the consent of the faculty.

The Fall quarter will be devoted to exploring basic ideas and acquiring skills. Minority students may choose an ethnic seminar composed and led by co-workers from their own racial backgrounds. There will be Black seminars, Red seminars, Brown seminars, a White seminar, and a mixed seminar. On the assumption that the sub-groups will contribute most effectively to the whole coordinated studies group by having thoroughly explored the implications of their own backgrounds, each ethnic seminar will have its own reading list, designed to stress careful study of the central problems in each subculture. Black students will read and discuss books by Black authors writing about Black problems. Native Americans will study Native American problems. Chicanos will study the position of the Chicano in modern

American society. Students in the White and mixed seminars will study composite lists of books selected from the Black, Red, and Brown readings.

A Tentative Schedule of Activities:

During the Fall quarter, Mondays, Tuesdays, and Thursdays will be devoted to Seminar meetings, discussions of readings and student essays. Individual counseling between instructor and student will proceed on those days as needed. Wednesday mornings will feature Lecture and Group activity for all students in the program. Lectures will center upon problems such as "The Family As A Social Institution", and examine the different views of family life held by each subculture. Wednesday afternoons will center upon scheduled counseling sessions, Skill Workshops, and sometimes discussions of the morning's lecture. Fridays will have a film in the morning, with a Group Lunch and film



discussion slated for the afternoon.

Winter quarter is designed to expand individual interests, knowledge, or skills developed during the Fall. Basically, Winter work is scheduled to allow minority people to begin putting their ideas to work directly.

Theme Workshops will be arranged for students wishing to pursue special topics in Black, Red, and Brown studies. Skill Workshops will continue in an effort to give minority students access to individualized knowledge of typing, shorthand, foreign language training, or work with computers. At the same time, Individual Study Projects in economics, government, health, cultural anthropology, art, dance, music, and ethics may be undertaken up to the limits of the resources within the program staff, the College staff as a whole, and the surrounding community. Further Winter options include community studies, Office of Economic Opportunity intern-

ships, work-and-study arrangements with juvenile authorities, and community action projects.

The Spring quarter introduces another phase of the program. The entire quarter is devoted to simulated social situations. Students will read at least three books which offer differing viewpoints about the way society could be organized. The first two weeks of the quarter will be devoted to tooling up for the construction of model societies. Black Students will design and run the entire social simulation for all 100 students for two weeks. Brown Students will then initiate their plan for two weeks. Red Students will direct the program for two weeks, and two weeks will be set aside for an attempt at viable mixed rule by all racial groups. The final two weeks of the quarter will feature discussion of experiences, knowledge gained, and evaluation of the program.

The program will be taped and filmed

basic

Contemporary American Minorities Program
Sample Year's Activities, by term

FALL	WINTER	SPRING
Monday: 20 member seminar discusses <i>Wretched of the Earth</i>	THEME WORKSHOPS: Black, Red, Brown Studies (Music, Lit., History, Culture, etc.)	SIMULATED SOCIAL SITUATIONS
Tuesday: 10-member seminar, more discussion	SKILL WORKSHOPS: Language, Typing, Vocabulary, Shorthand, Computer Language and Programming	Model Societies
Wednesday: morning—Lecture/Group Activity (Lecture on "The Family As a Social Institution")	INDIVIDUAL STUDY PROJECTS: Economics, Government, Health, Morals, Customs, etc.	Preview taped or filmed record of year's work
Wednesday: afternoon—Counseling and Skill Workshops	OTHER OPTIONS: Dance, Art, OEO Internships, Juvenile Work, CAP, Work-Study	Projections for future
Thursday: 10-member seminar, more discussion		
Friday: morning—Film: "Birth of A Nation"		
Friday: afternoon—Group Lunch/Film Discussion		

as a documentary from the beginning of the academic year. In each quarter there will be a large "Event", such as a week-long visit by bluesmen, with a concert; a Huelga Theatre Group Performance; or other visiting artist presentations.

The program seeks to accept people where they are, and impart ideas, knowledge, and experience in such a way as to allow great growth for young people—as well as insight for any part-time students wishing to join in the large-group activities.

The program should prepare students to undertake specialized work in history, sociology, law, anthropology, teaching, counseling, social work, literature, government, and community planning. Students who participate in the Contemporary American Minorities program should be better equipped to become forceful, confident contributors to an advancing national culture.

HUMAN DEVELOPMENT

SIX QUARTERS—FALL, WINTER,
AND SPRING 1971-72, WITH CON-
TINUATION IN 1972-73
3 UNITS EACH QUARTER
Richard Jones, Coordinator

For Whom?

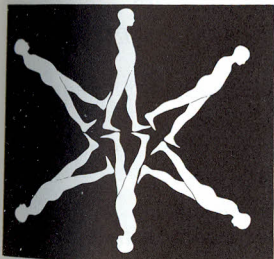
You will probably want to consider this two-year program if your motives in coming to Evergreen include the following: (1) You have an interest in being subjective as well as objective about the things you study; (2) you want to balance this interest by committing a substantial part of your time to community service; and (3) you wish to prepare a general educational foundation for possible later specialization in one of the human-service professions, such as medicine, law, government, education, social work, religious leadership.

Accordingly, the objective of the Coordinated Studies Program in Human Development is cultivation of the student's ability to interpret his life to himself and others in response to (1) readings in the social sciences, biology, philosophy, and literature, and (2) responsible work as a supervised intern in a local school, hospital, mental health center, doctor's or police captain's or state senator's office, or some other human service agency.

What?

Increasing attention is being given, in almost all segments of society, to the "generation gap". The term has taken on mostly negative connotations, as though it were somehow the main symptom, if not the basic cause, of everything that seems to be going wrong in the world. And yet, in the final analysis, what underlies the generation gap also underlies much of what makes us regard

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ourselves as the “highest” species ever evolved: The fact that human beings spend far more of their life spans “growing up” than do any other creatures on the planet. It is the generation gap that makes Man, for better and worse, the *teaching animal*.

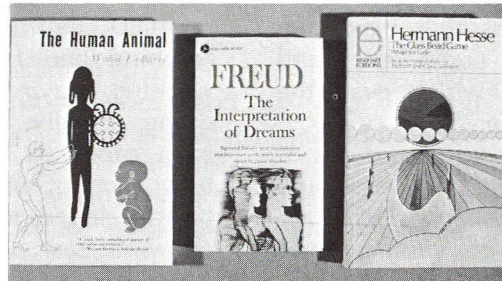
Everything that makes us think of Man as distinctive can be traced in some very important ways to this underlying source of the generation gap: Human creativity and human neurosis, human compassion and human savagery, art and nightmares, science and superstitions, forms of consciousness that make the higher apes dull by comparison and forms of silliness of which even the lower apes are incapable.

These, then, are the key questions of the program: What are the uses and abuses of the generation gap? How are these to be seen in my *community* now?

How are they to be seen in *my life* now, and what are they likely to mean to me in the future? In order to get handles on these questions we shall need to learn a lot of what is known about how the human species developed, where we came from, how we differ and how we do not differ from other species, where it seems we are headed as the planet’s most dominant species ever. We shall also need to learn a lot of what is known about how contemporary individuals develop, how all of us mature through particular ways of learning and forgetting, resolving conflicts and avoiding conflicts, getting sick and getting well, teaching and being taught, dreaming, working, playing, loving, reflecting, and dying. Finally, we shall need to help each other to become more aware of how each of us as separate individuals has developed, where each of us is now, and what each of us hopes to become.

Tentative sequence of readings for the first year:

Loren Eiseley – *The Immense Journey*
 Weston La Barre – *The Human Animal*
 Joyce Cary – *The Horse's Mouth*
 Benjamin Nelson, Ed. – *Freud and The Twentieth Century*
 Sylvia Ashton-Warner – *Teacher*
 Susanne Langer – *Philosophy in a New Key*
 Louise Young, Ed. – *Evolution of Man*
 Nathaniel Hawthorne – *The Scarlet Letter*
 Andras Angyal – *Neurosis and Treatment*
 William James – *Talks to Teachers*
 Hermann Hesse – *Magister Ludi*
 Erik Erikson – *Childhood and Society*



Norman Brown – *Life Against Death*
 Nikos Kazantzakis – *The Last Temptation of Christ*
 Margaret Mead – *Culture and Commitment*
 Sophocles – *The Oedipus Cycle*
 Arthur Chickering – *Education and Identity*
 Helen Keller – *Story of My Life*
 Roger Brown – *Words and Things*
 Sigmund Freud – *The Interpretation of Dreams*
 Richard Lewis, Ed. – *Miracles*
 William Shakespeare – *Hamlet and The Book of Job*
 Carl Jung – *Answer to Job*
 Arthur Koestler – *The Act of Creation*
 T. H. White – *The Once and Future King*

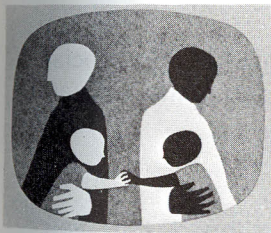
How?

The program consists of five kinds of communal events, each of which will occur once a week:

The Reading Seminar

In preparation for this seminar every-

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one will have written two short papers, one addressed to the book as the author intended it, the other being a paraphrased or metaphorical amplification of the book or one of its central themes—what it meant to you, what it set you to thinking about or musing about, what it was “as if”. After each reading seminar, students will pair off to read and criticize each other’s writing.

The Work-Study Seminar

The purpose of this seminar is to learn how to reflect on and how to share those moments, experienced on the job or in the library, in which work enhanced study or study enhanced work. In preparation for this seminar everyone will keep a journal in which such moments are represented. After each work-study seminar students will pair off to read and criticize each other’s journal entries.

The Self-Study Seminar

Here we shall work on the arts and disciplines of introspection and personal communication. In preparation for this seminar everyone will put together a portfolio of personal documents according to individual taste and talent, such as dreams and self interpretations, letters to a friend, diary entries, autobiographical sketches, and memoirs. These documents may be shared only by mutual agreement.

The Internship

You will spend one full day a week in a community service internship under the supervision of a cooperating community preceptor. The internship will not bring financial benefit either to you or to your preceptor. The objective is to allow the staff maximum selectivity in arranging internship placements which involve you in practical work that is

both educationally meaningful and socially useful.

Film and Lecture Series

Students, staff, and community preceptors will meet as a group one evening a week to view a film or hear a lecture. Subsequent discussions will probably vary in setting and format as common interests, special interests, and patterns of friendship develop.



Faculty

The faculty will consist of three social scientists, a biologist, an artist, and an internship coordinator.

The Second Year

Mindful of the likelihood that you and your first year colleagues will have useful suggestions to make regarding further reading, we have not tried to design even a tentative second-year reading sequence. Very generally, we expect the second year to include more difficult authors (e.g. Piaget Marcuse, Cassirer), just as we expect the second year to involve you in internships of greater independence and increased responsibilities.

The format will remain the same: The three weekly seminars, the cooperative writing tutorials, the internship and the film-lecture series.

basic

THE INDIVIDUAL IN AMERICA

ONE FULL YEAR (3 QUARTERS)

3 UNITS EACH QUARTER

William Unsoeld, Coordinator

How do you go about answering the question—"Who am I"? And how do you answer the further question—"How should I relate to society today?"?

These two issues provide the core around which this program is organized.

In search of answers to these questions, students and staff will explore together three basic areas:

1. *The Nature of Man*—Do man's animal origins affect our behavior today? Is man basically aggressive and violent? What can we learn about social bonds from studying animal behavior? How important to us are our "instincts"? These are some of the

problems we shall explore while reading and discussing the results of recent studies in archeology, anthropology, and animal behavior.

Further readings in philosophy, psychology, and religious writings will consider other characteristics of man's basic nature. Is man free to shape his future? Or is he the plaything of blind chance? Can he consciously decide what sort of a person he wants to be? Or is he rigidly confined by heredity and environment? Is man basically good or evil? Or neither? And how can we tell what we mean when we ask such questions?

2. *Personal Identity*—Topics will include body awareness, personal sensitivity, sexual identity, interpersonal communication, the process of developing a positive

self-concept. . . and generally what constitutes "individuality" and how one goes about hammering out a personal style of living.

3. *Social Identity*—How does the life of the individual connect with the life of the community? We shall encounter directly many elements of community living such as group decision-making, styles of leadership, the process of compromise, and the effect of role and status. During field work in neighboring cities and towns, we shall examine such societal factors as race, poverty, power, class, and religion. We shall emphasize the need to understand the interplay between such factors and our own individuality.

The plan of the program aims at a balanced alternation between experien-

tial phases, in which activities will be on a physical-emotional level, and intellectual phases, in which we shall be concerned with reading, viewing films, discussion, and listening. The readings will provide the theoretical framework within which the programmed experiences can best be organized. In order to facilitate such organization, it will be necessary to deal with some difficult concepts of philosophy, anthropology, psychology, and sociology. Intensive seminars will be the key to mastering the necessary material, and a variety of evaluative devices—tests, check lists, papers, recitations, and personal journals—will be used to assess individual progress.

The following list of planned activities is given in the order of their probable sequence. The times given in parentheses are only estimates, but may suggest how the program should operate.

1. An outdoor experience to help

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- pull the entire group together, in the midst of stressful wilderness conditions. (1 or 2 weeks)
2. Reading and seminar discussion on the nature of man. (5 weeks)
3. "Creativity workshop" during which you will work in a variety of artistic media to discover what you really can and want to do. (1 week)
4. "Human Relations Laboratory" during which you will read and meet as a seminar on a selection of books on personal psychology while carrying out various active experimental approaches to the question of personal identity. (4 weeks)
5. A winter camp-out. (1 week)
6. Introduction to sociology and its relation to personal identity. (1 week)
7. Development of interviewing techniques and design of interview instruments. (2-3 weeks)
8. Trying out interview skills in several nearby cities and towns. (4 weeks)
9. Analysis of results and refinement of techniques. (3 weeks)
10. Final field work and analysis. (3 weeks)
11. Consideration of Race, Class, Religion, Poverty, and Power, based on assigned readings and field experience. (4 weeks)
12. Participation in an experimental community to be designed by you and your co-workers. (2 weeks)
13. Public display of the effects and outcomes of this total educational experience—to be planned and presented to the whole College and surrounding communities. (1 week)
14. Specific concentration, throughout the year, on reading, writing,

speaking, and listening will be required of all students.

Students may join the program in the Fall Quarter or the Winter Quarter, but not in the Spring Quarter. It should be useful to anyone whose plans for a career include close work with other people. Because it will use information, techniques, and insight from such fields as philosophy, psychology, sociology, political science, and literature, the program can also serve as a strong basis upon which you can build more special-

ized patterns of study.

Any attempt at getting this close either to yourself or to your neighbor can be extremely demanding, both intellectually and emotionally, and could even involve an element of personal risk. Nevertheless, the program should generate in each participant an increased power for joyous living—along with a heightened awareness of American social complexities and how each of us can react to them in an increasingly positive manner.

basic

THE INDIVIDUAL, THE CITIZEN, AND THE STATE

WINTER QUARTER
3 UNITS

David Hitchens, Coordinator

Man's position as individual and as citizen has troubled him throughout human history. What does man owe to himself? What does he owe to his government? Is there a higher, moral law affecting man which takes precedence over his responsibilities as a citizen? What are the duties and responsibilities of the state to its citizens? Can a state demand actions from a citizen which violate his individual rights and beliefs? These sample questions illustrate the central concern of this program.

Students in the program will examine Man-Citizen's changing role from both historic and contemporary standards. Careful study of selected classics in

political theory from Plato to Mao will be combined with simulation of governmental systems. For one week, participants will feel the impact of arbitrary decisions under a totalitarian form of government. As a consequence, their perspective upon individual liberty may be sharpened. At another point in the quarter, a week of democracy modeled after ancient Athens will illustrate majority rule and allow students to re-examine modern representative political processes in light of their experience. A third week of simulation will illustrate the workings of a socialist state designed on Utopian or Marxian patterns. Simulated governments will form a vital element in the program, for they offer a variety of experiences crucial to better participation in our own governmental mode.

The whole group will attend and discuss several lectures, films, and demonstrations. Seminars within the larger

group—led by faculty members drawn from such fields as history, philosophy, and sociology—will discuss intensively the books and simulations with which the total group is concerned. Faculty will work closely with students in planning and helping them understand and evaluate their experiences under the simulated governments. Basic statements selected from Plato, Aristotle, St. Augustine, Hobbes, Locke, Rousseau, and others will offer rigorous intellectual challenges to students' comprehension of Citizen-State relationships.

Finally, students will attempt to formulate workable answers to the central

questions in light of contemporary needs. The final two weeks of the quarter will be devoted to drafting a constitution for a model form of government and living under it to see if theory will work in practice. *Part-time students* may receive credit for readings and film attendance; however, it is expected that the greatest benefit will be derived from full participation in the governmental simulations. This program will be of interest to those planning future studies in political science or law, as well as those who feel the weight of public questions and responsibilities.

basic

THE PLAY'S THE THING: THEN AND NOW

SPRING QUARTER
3 UNITS

Richard Brian, Coordinator

This is going to be a very active program. Each student will be an actor, or a producer, or a designer, or a playwright, or a critic. The faculty and student members of the group will study carefully a number of plays and work from them to a series of dramatic activities: Play readings, a full-dress production or two, performances of scenes, the making of short films, and the working up of slide shows and musical backgrounds.

Here is what we shall do: We shall take a number of Greek plays, tragedies and comedies, and adapt them in various ways for presentation in contemporary language, in contemporary dress, and in

the light of contemporary issues. The plays of ancient Greece were about the perennial problems of pride, revenge, love, jealousy, courage, cowardice, war, and peace. They were about man's struggle to become heroic and honest (or, with Aristophanes, to remain sensible in the midst of lunacy). They were about law, order, freedom, and responsibility. They were about man's attempt to find himself, to become human, and to accept the meaning of humanity. In other words, they were about the problems that we still struggle with to this day.

We shall take these ancient plays and immerse ourselves in them. We shall read them aloud for each other, talk about them, and read them some more. We shall also read some great modern adaptations, as Aeschylus' *Oresteia* becomes Sartre's *The Flies*, Sophocles' *Electra* becomes Von Hofmannsthal's *Elektra* and is set to music by Richard



Strauss, and Euripides' *Medea* becomes Robinson Jeffers' *Medez*.

Then we shall move to the difficult but exciting job of writing our own short, free adaptations; directing them; acting in them; working them into shape. We shall have writing sessions in which each seminar within the whole group works on its adaptation of one of the dramatic myths. We shall review and discuss film versions of Greek plays to get ideas on what our productions can mean. Starting with the basic group of faculty members and students who want to read the plays and work with them, we shall enlist the talents of others at Evergreen and in the larger community to help us with our projects.

During the twelve weeks of full-time work by the group, each student will learn about some of the most important works of dramatic art in Western culture and their philosophical, political, histori-

cal, and social connections. But the emphasis of the program will be on very active participation by every member of the group. Whether one helps to write, to direct, to design, to make sets or costumes, to work up choreography and background music, or to do several of the many other jobs involved in producing performances for the group and beyond the group, he will acquire much of the feel of hard, direct experience with plays. During the term, each student will be urged to keep a notebook or log of what he is doing and learning. We shall also try to keep a videotape log of our activity.

Everything will point and move toward a "drama festival" during the concluding weeks of the program. Then all of us will face the hardest and most rewarding test of all—examination by audiences.

basic

POLITICAL ECOLOGY

ONE FULL YEAR (3 QUARTERS)

3 UNITS EACH QUARTER

Robert Sluss, Coordinator

This program will deal with the facts of the current global ecological crisis, the reasons behind our predicament, and possible methods of doing something about it. The central problem will be studied from the perspectives of biology, sociology, political science and law, economics, philosophy, and American historical and literary ideas.

We shall try to understand the workings of natural and of human ecosystems. We shall consider philosophical ideas about nature as external to man and about the nature of man himself. We shall then examine how these ideas have resulted in various conceptions of "environment" and various methods of dealing with the environment. Finally, we

shall search for various legal and political means to assure that decisions about the environment—political, social, and economic—will proceed from sound ecological thinking.

To accomplish these goals, we shall all participate in a variety of activities:

Book seminars: We shall read thoroughly at least one major book each week and meet twice weekly in small groups to discuss our readings, which will include such works as Leopold's *A Sand County Almanac*, Borgstrom's *Hungry Planet*, Nash's *Wilderness and the American Mind*, and Bellow's *Henderson the Rainmaker*.

Lectures and films: Once a week all members of the program will meet to hear a lecture related to the current reading assignment, or to see a related film, or perhaps to do both.

Intensive short concentrations: The first six weeks of the program will be devoted to the study of basic *ecological*

concepts. About halfway through the academic year, another six-week period will be devoted to a study of *sociological* concepts.

Writing: In addition to presenting to his co-workers reports connected with projects and readings, each student will be responsible for keeping a journal in which he will record his personal reactions to the materials and ideas in the program. These journals will provide the focus for individual student-teacher conferences, which will be held at least once every three weeks.

Projects: Each student will be required to join a small team which will have two major projects. The first of these is to be completed about halfway through the academic year and will be an investigation of a natural community. The team will select a community (forest, pond, shoreline) on or near the campus and undertake an ecological study to elucidate some of the interre-

lationships which keep the community functioning. The second project, to be completed toward the end of the academic year, will be a study of a human community. During this study the team will investigate a small community and attempt to understand its social, political, and economic structure. Special emphasis will be directed toward an understanding of how decisions which might affect the environment are reached and how most effectively to contribute to such decisions. We tentatively plan to focus these studies on natural and human communities along the Nisqually River.

Field trips: The first week-and-one-half of the program will be spent on a camping trip. We shall hike in Rainier Park to the Nisqually Glacier, and then go down the Nisqually River to Puget Sound. The primary purpose of the trip will be the forming of acquaintances and habits of collaboration essential to the

basic

success of the program group. The secondary purposes are to observe the various natural and human communities along the river, and to observe the influence of these communities on one another. Other small field trips will be undertaken whenever appropriate.

Evaluation: A careful evaluation of each student's performance will be prepared by the student's seminar leader. Samples of work done to meet the writing requirements, as well as the project reports, will form a part of the student's portfolio. We shall work toward continual self-evaluation by both students and staff.

For whom: The program is meant primarily for first-year students. It will form a basis for persons with interests in political science, biology, sociology, or philosophy—or those who need a broader and deeper understanding of the environmental crisis. Students completing this program would be particularly

well equipped to take up further studies at Evergreen in environmental design and public affairs.

Part-time opportunities: Part-time Evergreen students may join the program in three ways: (1) Attend lecture and film series and complete a natural community study—for one unit of credit each quarter. (2) Attend lecture and film series and complete a human community study—for one unit of credit each quarter. (3) Attend lecture and film series and complete both community studies—for two units each quarter.

Whether a student wishes to regard the program as a basis for further specialization or as useful to his education generally, it provides an excellent opportunity to learn how special knowledge and techniques can be brought to bear upon a central problem. And the problem at the center presents a genuine challenge, beyond strictly academic concerns, to responsible citizenship.

PROBLEM SOLVING: GAMES AND PUZZLES

WINTER QUARTER
3 UNITS

Frederick Young, Coordinator

Purpose

Throughout his lifetime man faces problems that demand solution. In a



sense he is playing a game of great complexity. His antagonist takes a variety of forms. Sometimes it appears to be his family, his teacher, his employer, or society as a whole; but basically each man's struggle is with himself. The winner in this game is the person who has the ability to think clearly and to plan his actions in a reasonable way. This same thought process is used in solving logical puzzles and in forming reasonable strategies for games like tic-tac-toe and chess. The purpose of this coordinated study, then, is to help the individual, by mastering games and solving puzzles over a range from the simple to the complex, to learn some of the mathematical and logical skills demanded by our contemporary world.

The Program

This coordinated study is planned for sixty students working with three fac-

basic

ulty members for a period of twelve weeks. The program will consist of three main phases: lectures, seminars, and projects.

Lectures

The entire group will meet together twice a week for lectures. Subjects covered will include the following: Digital computers and their uses, elementary symbolic logic, general problem-solving methods, probability, number theory, paradoxes, mathematical induction, and recursive functions.

Seminars

The students will meet with their instructor three times a week in groups of ten. These seminars are the heart of the program. It is here that puzzles, games, and problems will be analyzed, discussed, and generalized. Reports will be made on progress achieved on individual projects.

Projects

Although some puzzles and games may require only a brief examination, others will require extensive study. Students will work singly or in pairs to develop reasonable strategies for such games as chess, checkers, hex, go, or three-dimensional tic-tac-toe. Some students may program a computer to play a game, either with a fixed strategy or by a learning process. Other possible projects include constructing some cubes, pentominos, or flexagons and reporting on the patterns that can be constructed with them. In addition to these projects, each participant will be expected to invent a game, write a set of rules for it, and present a discussion of possible strategies involved in playing it.

General Discussion

A wide variety of puzzles will be studied. These will range from children's

toys and parlor tricks to logical problems that require careful analysis. The games will range from matching pennies and nim to games with the richness of chess and go. There will be mechanical puzzles, card tricks and games, mathematical puzzles and games, and logical puzzles and paradoxes. The emphasis throughout will be on technique, strategy, and generalization.

The faculty members of the group will bring experience from such fields and activities as mathematics, logic, computer programming, and chess.

Students will be expected to submit reports from time to time on various aspects of the program. They will also be expected to use self-teaching materials to develop an adequate facility in computer programming, probability, and other necessary mathematical skills. Though

there will be a good bit of stimulation, perhaps even pleasure, it should be remembered that the logical operations involved in the competent playing of these games and solving of these puzzles represent some of the purest and most rigorous exercise of the human intellect.

Suggested Equivalent Transfer Credit
(quarter-hours)

Logic	7
Mathematics	4
Computer Programming	4
	15

The program will conclude with a fair at which students will demonstrate games and puzzles to the public. The students will also set up and conduct public tournaments in chess and other games.

basic

**SOUTHEAST ASIA:
TRANSITION AND CONFLICT**
(Open to part-time students only,
1971-72)

WINTER QUARTER
1 OR 2 UNITS OF CREDIT
Alfred Wiedeman, Coordinator



About the only knowledge most Americans have about Southeast Asia is that associated with the current situation in Vietnam, and this knowledge is usually vague and fragmentary. What is Southeast Asia? With its geographical location and 250 million people, what is its future importance? What are the hopes of these people? How does a citizen of one of these countries view government? Other races? Religion? The rest of the world? Can a democracy, "guided" or otherwise, work? Communism? Social discipline? The questions are important and endless. Because much of the current political thrust in the world is toward nationalism, international awareness becomes more important than ever. Cultures are different, and those of the so-called "inscrutable Orient" are more different than most people realize. But this difference can be appreciated and even understood—at

least partly—and perhaps therein lies the possibility of hope for the future.

No brief program can look at all of the questions, problems, and cultures of the region, but it is possible to get an introduction and a bit of insight. The basic work of this program is the reading of about eight books. These books will be discussed in small-group seminars which will meet two evenings a week for about two hours each evening. Both the content and larger implications of the book will be considered. Each member of the group will be expected to read each book and contribute to the discussion.

The reading will begin with a general survey of the region: a brief look at the cultural and political fabric of each country with emphasis on the present situation. With this background one can then consider the influence of Western dominance on the Asian region. This long record of colonialism, dating from

1498, has probably affected this region more than any other in the world. A more detailed look at contemporary Southeast Asia will precede consideration of three countries which represent the range of cultures and problems in the area today, two of which probably have suffered most from their colonial heritages, and one which has no such history.

Vietnam is the sore spot, its troubles rooted in European colonialism and aggravated by a confrontation of non-Asian ideologies. Indonesia labors under the strain of colonial abandonment, racial conflict, and official corruption. Thailand, never subservient to a European power, finds itself not exempt from the troubles plaguing its neighbors. And in all of Southeast Asia a new type of domination is being established: the economic colonialism of Japan and the cultural subversion of the United States. What these relatively new influences

basic



portend for the future will be a closing consideration of the program.

To encourage serious thinking on these problems, a number of short papers will be required as part of the seminars. Some will be written and some presented orally. At least three events, in the form of films, slide shows, or lectures, will be scheduled in addition to the weekly evening seminars. These programs will involve all the small seminar groups and be open to the public as well.

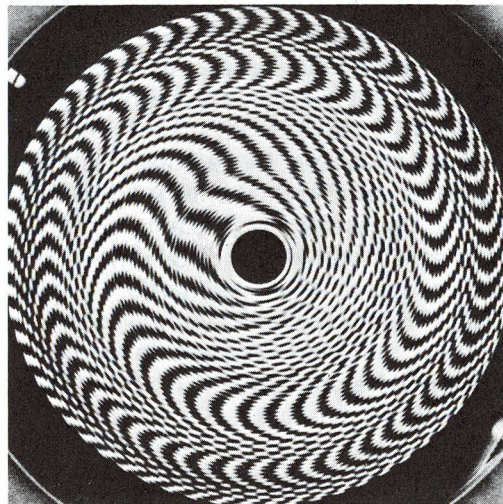
An optional requirement will be a comprehensive paper project. It will involve some particular interest of the student and be related to the Southeast Asian scene. For example, it might be an in-depth paper on some political or cultural problem, a project on some aspect of art, drama or daily life, or language study. Opportunity will be pro-

vided for presentation of the work toward the end of the program.

This is a part-time program designed for persons in the surrounding community who cannot attend Evergreen full time. Full-time students may not register for this program. It will be offered during the Winter Quarter. If there is sufficient demand, it may be extended for another quarter, or it may be repeated. One Evergreen credit (the student being enrolled in the College at "1/3 time") will be awarded for satisfactory participation in the seminars for one quarter. Two Evergreen credits (the student being enrolled in the College at "2/3 time") will be awarded for participation in the seminars and the satisfactory completion of a comprehensive paper or project in the same time period.

SPACE, TIME, AND FORM Common Problems in Art and Science

ONE FULL YEAR (3 QUARTERS)
3 UNITS EACH QUARTER
Byron Youtz, Coordinator



Space, Time, and Form—

- Basic elements in a world of continuous growth, development, and change.
- Phenomena to be examined, savored, manipulated.
- Keys to the understanding of a wide range of natural phenomena and human experiences.

This program will focus on fundamental space-time-form concepts in art and science. Our examination will take us from the simple to the complex, from the intuitive to the abstract.

Students and faculty together will share in the excitement of exploring the following space-time-form problems:

- What are our everyday experiences with space, time, and form and how do we describe them to ourselves and others?
- How are these everyday notions influenced by cultural, physiological, and other factors?

basic



- Are these common-sense notions trustworthy? adequate? can they be manipulated?
- How do we refine our concepts of space and time for more adequate representation and communication?
- What methods do we have for depicting and representing movement through art, science, mathematics, technology?
- What is the nature of time? Does it have a direction? How do we experience and represent it in art and science?
- How does one define and represent simultaneous events? How do they differ from sequential events?
- How are spatial and temporal distortions used in contemporary arts and sciences?
- What is "personal space"? Biological time? How do these affect us?
- What are the implications and applications of our study of space-time-

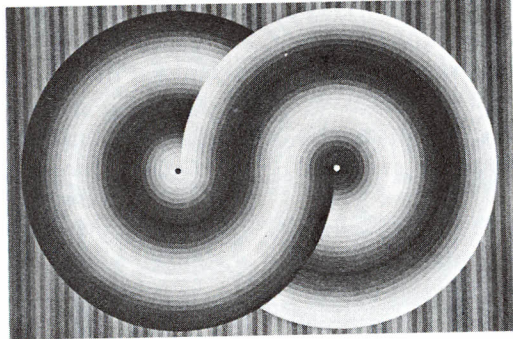
form to the whole range of human needs? How can we use our knowledge in the comprehensive design of time-space forms which will better serve these needs?

We shall approach these problems from the perspectives of the artist, the designer, the physicist, the psychologist, the anthropologist, the biologist—seeking an integration of these viewpoints through readings, discussion, writing, lectures, demonstrations, and public events.

Roughly half of our effort will be devoted to reading, book seminars, and individual writing projects. A typical booklist may draw upon:

Concepts of Space—Jammer
Optical Illusions—Sci. Amer. Reprints
Child's Conception of Space—Piaget
The Responsive Eye—Seitz
Art and Geom.etry—Ivins
Art and Visual Perception—Arnheim
Personal Space—Sumner
The Hidden Dimension—Hall
Kinetic Art—Brett

Two New Sciences—Galileo
Flatland—Abbott
Mr. Tomkins in Wonderland—Gamow
The Meaning of Relativity—Einstein
The Film Sense—Eisenstein
The Anatomy of Nature—Feininger
Mathematical Snapshots—Steinhaus
On Growth and Form—D'Arcy Thompson
Cellular Design—Thomas
The Architecture of Molecules—Pauling
Space, Time, & Architecture—Gideon
The Union of Art & Science—Potter
New Landscape in Art & Science—Kepes
The Shop (laboratory/studio) will be



the center for much of our exploration of space-time-form phenomena. We shall struggle with problems of measurement, two- and three-dimensional representations, techniques of time lapse and stroboscopic photography, movies and animation problems, modern dance, crystallography, optical illusions and op art, microscopy and telescoping, music and rhythm, and many other phenomena and techniques. The shop problems will be carefully coordinated with the readings and other work of the program, so that all of us are working together on similar problems at similar times. There will, however, be a wide range of options available for individual treatment of each of these problems.

The program will be rounded out by a rich variety of other activities including numerous related films, several lectures by our own staff and by distinguished visitors, a number of field trips including an opening four-day campout for ex-

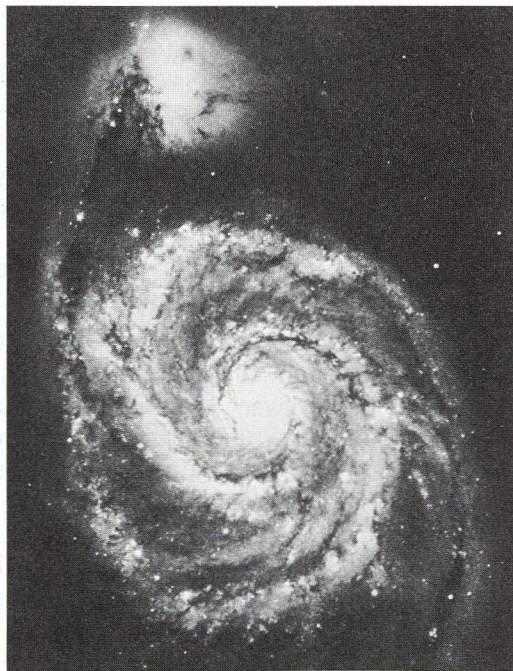
basic

ploration of space-time-form phenomena, and a series of exhibits on "Art and Science", including much of our own work.

While the central theme of the program will be an examination of common problems in Art and Science, we shall also encourage a continuous dialogue between artists and scientists concerning their differences. The dialogue will explore such questions as: What is the basis for classifying some types of human activity as "artistic" and others as "scientific"? Has this distinction always existed, and if not how did it develop? Is it possible that an understanding of common factors will permit a new unity of art and science?

Exhibitions and Evaluations:

One of the aims of the program will be to develop effective means of communication in the arts and the sciences; there will be continual opportunity to



display our work and subject it to the evaluation of fellow students and col-

leagues in the Evergreen community. We shall select and accumulate the best of our work for presentation at a year-end festival of the Arts and Sciences to which we shall invite appropriate outside evaluators for judgment concerning our individual efforts as well as our program.

Typical Weekly Program:

Monday afternoons and Wednesday evenings: full group meetings for lectures, films, demonstrations, program evaluation, dialogues.

Tuesday and Thursday mornings or afternoons: small group discussions, book seminars, presentation of individual projects, periodic evaluation of seminars; also, individual student/faculty conferences, tutorials, discussions of journals and other writing, periodic student evaluation.

Wednesdays and Fridays, all day: shop problems and projects, field trips.

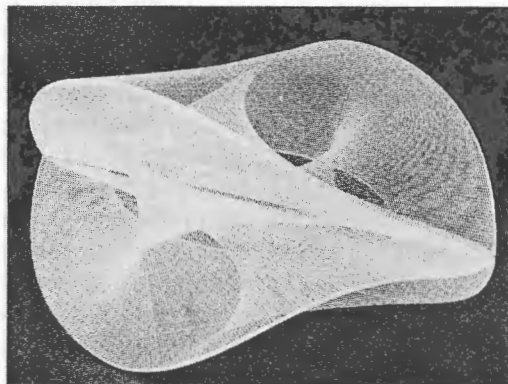
For Whom?

This program should be of interest to those who have curiosity about central problems and seek a good introduction into the arts and the sciences. After the conclusion of this program, some students may wish to continue in the serious study of art, or proceed into a concentrated study of the biological or physical sciences, or perhaps proceed quite naturally and smoothly into a latter program in environmental design. Others may be sufficiently intrigued by the effort to achieve a common understanding of the Arts and Sciences that they will wish to continue this study at a more advanced and specialized level through contracted studies. And they will be equipped with knowledge of technical procedures useful in many specialized fields.

basic

Part-Time Students:

Special arrangements can be made for part-time students with adequate prior backgrounds to enroll for one credit of work in each of the three quarters. Each case will be handled individually to determine what parts of the program could best be accomplished on a part-time basis. However, all such part-time participants will be expected to attend the evening films, lectures, demonstra-



tions and exhibitions; to engage in some of the reading and writing components of the program; and to prepare one or more substantial projects as a contribution to the year-end festival.

Proposed Staff:

The faculty members in this group will be persons of broad artistic and scientific interests, and will bring special experience from such fields as drawing and painting, three-dimensional design, physics, biology, psychology of perception, and cultural anthropology.

The whole group—some 100 students and 5 faculty members—will work together to understand some of the most intriguing fundamental concepts which can be imagined and which, indeed, govern human imagination.

coordinated studies / advanced

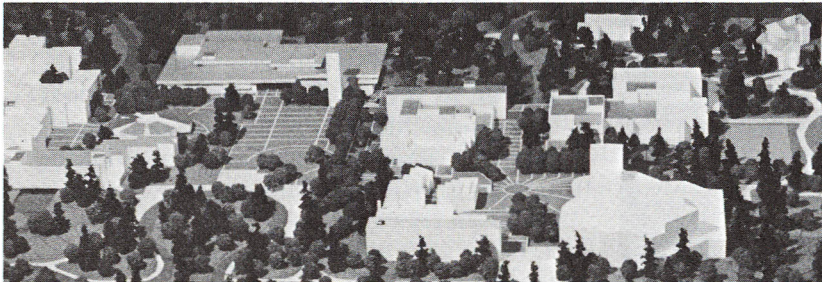
ENVIRONMENTAL DESIGN

ONE FULL YEAR (3 QUARTERS)

3 UNITS EACH QUARTER

Lawrence Eickstaedt, Coordinator

Because of increasing population and urbanization, the diversity of conflicting interests, and the limited amount of habitable space, the problems of designing in harmony with nature force themselves upon us as extremely demanding challenges.



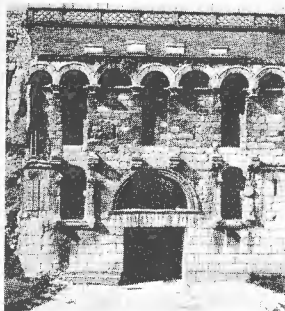
How do architectural designs affect the learning process?

If

- you would like to tackle some of these challenges
- you are not looking for simplistic answers to complex environmental problems
- you have previous college training to bring to bear on these problems
- you are interested in pursuing a career in public services, environmental sciences, law, architecture, social work, or urban planning
- you are willing to work cooperatively and sympathetically on difficult problems and projects which may affect your future—

then you may want to join this program.

As a member of this advanced, year-long program you will focus upon the history, contemporary problems, and future of environmental design through the eyes of architects, artists, biologists, engineers, historians, lawyers, politicians, and sociologists; and will continually



How can examples such as this help us design for the future?

question what these eyes have seen, analyze what you are seeing, and generate new visions and proposals.

The program will begin with a week's orientation period in a wilderness area. During this time, we shall get to know each other, survey the year's activities, and, through observation and discussion, explore the ecological principles of natural design.

During the first two terms of the program we shall investigate the following topics: views of nature, historical and contemporary architecture, history of cities, urban planning, future architecture, future cities, and designs of utopias through book seminars, periodicals, government documents, regional and city master plans, films, slides, lectures, and field trips. All of us will spend a good deal of time learning to produce photographs, films, tapes, sketches, and architectural drawings so that we can express our ideas through a variety of means.

In addition to the common core of lectures, seminars, and projects related to the central topics, each member of the program will also participate in a special seminar in which greater attention will be directed toward a particular area of environmental design. The interests of the staff and students will determine the topics and format for these seminars, and the information generated from these special seminars will be related at regular intervals to the entire community.

During the third term we shall use our campus as a laboratory and our emphasis will be on practical design considerations. We shall very carefully analyze the development and implementation of the College master plan and shall use the master plan and basic data on the environmental resources and features of the campus as our primary sources of information. You will participate in one of two major projects during this period.

One team will do an extensive study of the College shoreline and develop plans and models of alternative types of marine facilities which would meet the educational and recreational needs of the school.

Those students who are more inter-



What architectural lessons can we find in nature?

ested in urban planning will review the college site as a potential area for the development of a small town and will produce plans and models accordingly. The results of these projects will be presented to the entire campus and community at the end of the year.

If you are a part-time student at Evergreen and wish to participate in this program, you will be asked to choose from several options after consultation with the staff. You should recognize, however, that you will need to do additional reading and other preparation on your own if you expect to benefit fully from this kind of involvement.

The faculty for this program will represent such disciplines as architecture, urban planning, social or political science, fine arts, and biology. In addition, many members of the total Evergreen staff and the surrounding community will be called upon to offer their expert advice and assistance.

advanced

COMMUNICATIONS AND INTELLIGENCE

(The Nature and Use of Media Technology)

1-1/3 ACADEMIC YEARS
(4 QUARTERS)

3 UNITS EACH QUARTER
Robert Barnard, Coordinator



What's in a picture? Not very much. Or, quite a bit, depending upon who the viewer is and what the picture is. More people all over the world are growing up with images of film and television which provide for them the most convincing visions of what the world is.

The study of the form and content of images, and of the techniques by which they are produced, should not be confused with "audiovisual education" or the treatment of modern media as mere "aids" to learning. Rather, for sophisticated, sensitive human beings, a study of images may truly be a matter of primary insight.

A firm, broad grasp of basic knowledge is essential if students are to develop the ability to evaluate the images which crowd in upon them and to generate images as communicators in their own right. The program in Com-

munications and Intelligence is designed to provide rich and varied topics of study, opportunities for creative professionals. It will run for four quarters and deal with four major areas: (1) the development of film theory and study of the theory in relation to other arts; (2) the development of general communication theory, and a study of specific elements within communications, such as sound, color, graphics (animation), and editing; (3) mass communications and public opinion, including marketing and advertising; and (4) the planning and execution of productions—which may include field experience with professional operations, collaboration with Evergreen faculty in generating instructional materials, or instructing in workshops serving students from other programs.

Through such training, students in the

program should develop an understanding of how photographs, picture stories, motion pictures, and television reflect and shape contemporary society. They will have opportunities to learn both the principles and the practice of photography, cinema, and television. They will learn how to evaluate imagery, to produce work in the media, and to relate their specialized knowledge to general concerns.

Besides carrying out projects for demonstration and criticism within the group, some students may work with other students and faculty members to develop materials which will become a part of the total instructional resources of the College. As they advance, they can help other students with photographic or television practices and techniques. Internships with area producers and broadcasters will be integral to the

advanced

program. There will thus be significant contact with real problems in the design, production, and use of materials for specific audiences.

A schedule of activities is planned so that members of the group will be able to attend seminars, lectures, and public events, both on campus and throughout the Pacific Northwest generally. Discussions within the group will be based on common readings, or on projects



submitted by members. During a typical week, one may attend an afternoon general session devoted to the discussion of specific readings. All members of the program will read at least one book in common each week. Both in general sessions and in seminars, members will work with relevant professional periodicals and other publications of commercial, industrial, and broadcast organizations.

Other general sessions will involve viewing and discussion of topical films and TV tapes. Two additional seminar periods during the week will be devoted to special problem discussions and screenings. Laboratory-studio work, emphasizing production, will be scheduled for two four-hour periods weekly. Students will be able to work with 8-8 mm, 16mm single- and double-system sound cameras, advanced splicer and

editing stations, a sound studio with electronic synthesizer and mixing console, complete television studio facilities, portable video tape equipment, and a facility for the production of animated films.

Faculty and other contributing staff members will be drawn from such fields as communication theory, photography, video techniques, audio techniques, and film production. Each student will be expected, through meticulous work, to develop technical finesse and professional standards.

During any of the four quarters, only full-time students may be enrolled in the program. However, it will be possible for

some students to join the program after the first quarter, with the consent of the program staff.

"Communications and Intelligence" should be considered by students planning careers in broadcasting, marketing, advertising, and the field of communications generally. Those who may plan on careers as teachers will acquire a superior understanding of communications techniques and will have a fundamental grasp of the techniques and language of film. Whether a student intends to move into postgraduate study or directly into a career, he will have learned something of what it means to be a professional.

advanced

A tentative schedule for the first quarter—Fall, 1971-72—with laboratory-studio concentration on photography:

Week	1	2	3	4	5	6	7	8	9	10	11	12	
Theme	IMAGES, SYMBOLS IN CONTEMPORARY SOCIETY		THE HISTORY OF CINEMA		THE IMAGE FORMING PROCESS		DEVELOPMENT OF FILM THEORY IN RELATION TO OTHER ARTS (Theatrical films) (Multi-Image, Multi-Media)						
Reading	Orientation	"The Image"	"The Livelist Art" film: "The Creative Process"	An Introduction to the American Underground Film "film, a Montage of theories"	"The Money Image"	"Elements of Film"	"Dynamics of the Film"	"The Moving Image"	"The Serpent's Eye, Shaw and The Cinema"	The Theatre of the Absurd Esselin	"What Is Cinema" "Against Interpretation"	"The Cinema as Art" "Expanded Cinema"	Selected Readings Concerning Expo '67 and '70
Resources	Film: "Why Man Creates"		Film Historian		Film: "Technical Development of Photography"		Film: "A Man For All Seasons"	film: Great Expectations					
Lab Resources	Read: "The Camera"		Read: "Light and Film"		Read: "The Print"		Optical and Chemical Image Manipulation						
Theme:	Fundamentals of Still Photography				Optical and Chemical Image Manipulation		Fundamentals of Motion Picture Photography						
	Camera Basics (Still)		Lighting Exposure	Processing Printing	Displaying		Camera Basics (Motion Picture)		Lighting	Laboratory		Sound/film Projection Systems	

A tentative schedule for the second quarter—Winter, 1971-72—with laboratory-studio concentration on electronic media and combining audiographic media:

Week	1	2	3	4	5	6	7	8	9	10	11	12
Theme	IMAGES AND COMMUNICATION THEORY		SOUND		ANIMATION				COLOR		EDITING	
Reading	"Non-verbal Communications" "Explorations in Communications"		"Preparing Instructional Objectives"		"Animated Film" "The Technique of Film Animation"						"The Film Sense" Eisenstein "The Film Form" Eisenstein	
Resources	Film: "The Last Laugh" Film: "Seven Surprises" (McLaren)				Films: Mickey Mouse to Mr. Magoo			Film: "Cosmic Zoom"			Film: Potemkin	
Lab	ELECTRONIC IMAGE AND SOUND MANIPULATION "Creative TV" Studio and Camera Work		Sound Effects Electronic Synthesizer		Mixing Scoring				Read "Color"			

advanced

A tentative schedule for the third quarter—Spring, 1971-72—with concentration on communications systems and the beginning of major projects:

Week	1	2	3	4	5	6	7	8	9	10	11	12
Theme	MASS COMMUNICATIONS AND PUBLIC OPINION		AND				INSTRUCTIONAL FILMS INDUSTRIAL FILMS		INFORMATION PROCESSING		FESTIVAL	
Reading	"Public Opinion", Lippmann	"Violence and the Mass Media" "To Kill A Messenger"	"The Image Makers"	"Documentary in American TV"	"The Role of Information in Developing Countries"	"The TV Commercial" "Visual Persuasion"	"The Dollars and Sense of Business Films"		"Information Scientific American"			
Resources	Film: "Operation Abolition vs. Operation Correction" Film Reviewer	Documentary Film on TV Producer	Political Film Specialist	TV: "Who Killed Lake Erie" "Hunger in America"	Public Information Specialist (USIA)	"100 Best TV Commercials"	Industrial Producer	The Science Series: CBC "The Nature of Things"	Computer Specialist			
Lab	Student Productions, Planning and Execution →											
	Field Experiences possibly with local radio and TV station (KCTS) Local Govt. agencies e.g. Dept. of Safety, Ecology, local industry e.g. Puget Power											
	Read: "Five C's of Cinematography"	Read: "Filming TV News and Documentaries"										

The fourth quarter—Fall, 1972-73—will be devoted mainly to carrying out major projects in photography, cinematography, video production, audio production, artistic mixed-media innovation, instructional workshops for other students, or off-campus internships.

**MAN AND ART:
THE RENAISSANCE AND NOW**

ONE FULL YEAR (3 QUARTERS)
—(WITH FOREIGN STUDY OP-
TIONAL IN THE SECOND YEAR)

3 UNITS EACH QUARTER

Willard Humphreys and
Sidney White, Planners

Art and Artists

The relationship between the artist and his surroundings is a complex and controversial one. In the view of some, the artist is a spokesman or interpreter of his time and age. Others see him as a kind of revolutionary attempting to overthrow established order.

The problem of how the artist functions in his society will be analyzed in this program from a number of perspectives. Chiefly, the study will focus on painters, sculptors, musicians, architects,

and writers of the Renaissance (15th and 16th centuries) in and around Florence and London, and their 20th century counterparts in the geographical localities of Paris, London, and the United States. The (rather loose) geographic concentrations have been chosen mainly in order to limit the scope of the study but also to provide a focus for subsequent overseas study in Europe planned for 1972-73.

Particular artists of the two periods—Renaissance and Modern—will be studied in depth. Their works, their biographies (or autobiographies), their social, political, and intellectual environment, will all be considered. The modern artists will be juxtaposed to the renaissance artists in an attempt to see what they have in common and when distinctive features set them apart. Thus, for example, an intensive two- or three-week study of Michelangelo may be followed by study of Frank Lloyd Wright's architecture and

advanced

Picasso's painting. Study of the music of Monteverdi, Gesualdo, and such English renaissance composers as Orlando Gibbons will be linked with study of Stravinsky; Marlowe and Shakespeare with Samuel Beckett; DaVinci with Duchamp. And so forth.

In the course of the study a number of themes will be developed, such as: relations between art and technology, how artists go about creating their works, style and form in the arts, the emergence of individualism in the Renaissance, the character of modern experience, London as it was around 1600, Paris as it was in the 1920's. Perhaps the most pervasive theme will be the question: Why did art and literature undergo an explosion of creative activity in these times and places?

Faculty members in the group will be drawn from such fields as cultural history, visual arts, music, and literature/drama.

Concerts, Exhibits, Special Events

A series of public concerts; visits by musicians and artists and writers; exhibits of painting and sculpture, as well as other media showings; films, museum visits, and the like—all are planned as integral parts of the program. Something will be "doing" every week.

It is expected that during the year exhibits relating to the program (some of which will be designed by students in the program themselves) will be available at all times and will change each month. When concerts occur involving renaissance and modern music, students will be given a chance to meet separately with the musicians in order to discuss the composers and their works. At least one of the concerts is expected to be a madrigal concert produced by students of the program themselves. Resources permitting, an effort will be made to stage a dramatic production or, at least,

a series of dramatic readings. A student-faculty anthology of writing, taped music, and visual art-work will be developed if interest warrants. As a finale to the year's work, members of the program will stage a Renaissance Fair for the entire community.

The program aims will be to provide a rich and varied experience in art of the past and present as well as the opportunity to discover how works of art and artists do relate or should relate to modern society.

Talent and Interests

A student entering the program will not be assumed to have special ability in the arts or music or literature. However, he will be expected to have mature interest in the arts and some college-level experience in analyzing works of art, literature, or music. A student who does have special talents—or who may want to find out if he does—will have excellent

opportunities in the form of special interest groups devoted to particular art forms. Groups in ensemble singing, painting, drawing, creative writing, drama, and film and photography will be formed at various times during the year.

The work of these groups will be coordinated with the seminars; for instance, the group in drawing will not simply study drawing in general, but will focus on things like renaissance technique in perspective or cubist approaches to drawing in the 20th century. It will be a general requirement for all students in the program that they contribute to or produce some artistic work or performance during the year. These will be evaluated not by "absolute standards", but in the light of the individual student's background, limitations, and ability.

The program should be useful to those students wishing to proceed with advanced studies in the humanities and

advanced

arts; those who intend to follow professional careers teaching or practicing in the arts, in cultural community planning and service, and in museum work; and those who wish to increase their comprehension of the interplay of art and society.

Work Loads

Enrollment in this program will represent a substantial commitment to hard but rewarding work. Reading and other research assignments will necessarily be heavy, in order to come fully to grips with the individual artist and the world in which he lives and works. As many as four or five discussion—and book—seminars will be held each week in order to share understanding of what is read and seen and heard.

Occasional lectures, slide-talks, and demonstrations will be scheduled. In a given week, a student may be expected also to attend a concert and follow-up

discussion, view and discuss a feature-length film, do some work on a creative project, and—for those with appropriate interests—keep abreast of autotutorial work in a foreign language related to the program. Considerable time will also be devoted to examining slides and other reproductions, listening to music on tapes and records, and browsing in museums and galleries. Papers will be assigned from time to time in order to bring into sharp relief the ideas and concepts which emerge in discussions.

In short, it will be a very busy year.

(Entry at the beginning of the second or the third quarter will be by permission of the faculty only.)

Part-Time Students

Students enrolled in the College on a part-time basis may participate in this program by special arrangement. One standard option, for example, would

consist of attendance at all concerts, exhibits, evening films, lectures, and discussion following such events, plus successful completion of all written assignments. This option, which would entail one-third credit (one unit each quarter), would be suitable for students who could not usually attend meetings held in daytime but could participate in the evenings. (For further information on this and other options, write to Professor Charles Teske, Dean of Humanities and Arts.)

Language and Study Abroad

The program is designed to enable some especially interested students within the group to prepare for continuing of their studies in Italy (or France), commencing in the fall of 1972. Details of this study trip under the supervision of Evergreen faculty members, including costs, will be announced later. In order to prepare for it, however, students entering Evergreen in the fall of 1971

and enrolling in this program with the intention of studying abroad in 1972 will be asked to undertake autotutorial study of Italian (or French) as part of their normal work-load.

In the summer of 1972, if the desired arrangements can be worked out, those electing to go to Europe will participate in a "total-immersion" study at Evergreen of the language and culture of the country they will be visiting. (Students not interested in going abroad are, of course, welcome to enroll in the total Coordinated Studies group for 1971-72. They will be expected to carry out autotutorial language studies during the school year as part of their general education. They will not have to participate in the total-immersion study planned for the summer but may do so if they wish to receive additional credit.)

Both the total-immersion summer study and the period of study abroad will carry full credit toward graduation.

coordinated studies / future

The programs proposed for 1972-73 or future years are considered by the faculty to be highly valuable but somewhat too complex to be run successfully in the first year of academic work at Evergreen. Whether they will be offered will depend largely upon the interests and needs of students and faculty.

In addition to the following descriptions, the members of the planning faculty have suggested other stimulating ideas, problems, and needs around which programs could be organized in the future, but they have not been sufficiently developed for announcement at this time. All such proposals will be the subject of much discussion by the faculty—discussion in which the students of Evergreen will be included, up to the limits of their dedication to learning.

- *“Japan and the West”*: a Basic Program for three quarters, with additional quarters to be spent by some students in

Japan (Richard Alexander, planner). The Japanese program is designed to provide, for all its members, a broad and thorough study of Japan’s classic culture and her modern culture; how the modern grew from the old, and the clash between the two; and the uniquely Japanese solutions to problems of the modern world. Throughout, Japanese culture will be compared to the history and culture of the United States. In addition to the regular work of “core seminars” on a common reading list, each student will participate in a “special interest seminar” in literature, music and the arts, social sciences, religion and philosophy, or natural sciences and mathematics. He will also contract for special study in some area of his own choosing.

Some students will elect to spend a large part of the next year studying in Japan. For these students, intensive language training will be required in the

second quarter of the first year. An extensive program will be designed for their period overseas, which will include living with Japanese families and as much work in Japanese as possible, under native supervision. When they return to Evergreen they will find continuing opportunity to study things Japanese and more generally oriental.

● *"Culture and Technology"*: an Advanced Program for three quarters (Richard Alexander, planner). The major work of the program will alternate between two large concerns: (1) what effects technology has produced in our culture, and (2) why different cultures have produced such different technologies. The program will begin by studying the effects of a single technological development, such as the internal combustion engine, on American society. It will then consider the role of technology in some so-called "primitive" cultures, some

development in Roman technology (such as the arch or Roman hydraulics or highway construction), and the role of technology in a "high culture" strange to us, perhaps Chinese or Mayan. Finally, it will consider some technological development on the very frontier of current work and try to predict its impact on our culture to come. The program will require, in addition to a willingness to undertake demanding research in technological and cultural problems, the greatest possible variety of interest among the students and the staff, who will represent such fields as anthropology, art, economics or political science, history, and natural science or engineering.

● *"Southeast Asia: Transition and Conflict"*: an Advanced Program for three quarters with additional quarters to be spent by some students in Indonesia, Malaysia, or Thailand (Alfred Wiede-

future

mann, planner). This program will consider the types and results of political and cultural invasions which have swept over Southeast Asia throughout recorded history. Colonialism and religion as they have affected the entire region will form the background for detailed looks at various countries: Thailand, Vietnam, Malaysia, and Indonesia. Each student will discuss books, events, and ideas in seminars; meet with large groups to deal with the music, fine art, drama, and cinema of Southeast Asia; and develop a comprehensive paper or project matching his special interests or talent with some facet of Southeast Asian history, culture, or current problems.

The program will draw upon expert knowledge in such disciplines as economics, political science, comparative religion, journalism, anthropology, geography, and biology. Those wishing further experience will be able to undertake intensive study of a major South-

east Asian language and to spend part or all of the second year studying and preparing a large project in Southeast Asia.

● *“War as an Expression of Human Culture”*: an Advanced Program for three quarters (Rudolph Martin, planner). This program will investigate the causes of wars and their effects on human beings and their environment. It will encourage students to raise and to deal with the basic questions of whether or how war should continue. The program will consider war in “primitive” (such as African Zulu and New Guinea Dani) cultures and in modern cultures. It will develop a system of individual and group research on such topics as weapons development, the psychology of aggression, peaceful resolutions of human conflicts, and the racial aspects of war. Using game strategies and computer programs, it will simulate a war of

the future between two major world powers as a way of involving all students in serious thinking about the procedures of war, what war means, and how it can be modified or avoided. The program will include seminars on books and films, lectures, research on and off campus,

and workshops for developing skills in research and communication. The staff will be drawn from such fields as literature and history, anthropology, sociology and economics, biology and physical science, and mathematics and computer science.

contracted studies

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

An Overview

We call this arrangement a "contract" for learning, to emphasize that it is an agreement to do a piece of work and that 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, and the opportunities which

the College can arrange for you to work with other people and in facilities off campus.

At an early stage in the planning of Evergreen, President McCann said that "the most valuable service Evergreen can offer is to initiate a process of continuing learning by preparing a student with the methods of learning and experimentation, by encouraging independence in pursuit of inquiries that interest and motivate him, and by providing him with counsel and resources to test this knowledge and ability". As a pattern complementing the Coordinated Studies Program, 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 Study will allow you to develop further your knowledge in a specific area of interest. It will help you to pursue further a particular problem raised in a Coordinated Studies Program. It will allow you to explore new interests and experiment with them for short but intensive periods of time 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 lengthy opportunities, up to the limit of our own resources and our off-campus connections, for you to undertake highly specialized projects. It will enable you to combine on-campus activity with practical work-and-study in your chosen field off campus. And it will give you the chance, from time to time, to collaborate with a faculty member on a front-line research adventure. You will

be able to learn many different things in many different ways and to make your learning count.

Variety of Contracts

You will receive your credit toward graduation by fulfilling the contracts which you work out with your sponsors. The procedures for drawing up and completing contracts will be relatively formal. But the learning activities which you can engage in under contracts will be as varied and imaginative as you and your sponsor can make them. There will be individual contracts and small-group contracts—and combinations of the two, as when you and ten or so other students agree to work with a faculty sponsor as a seminar group for one month solid and then branch out into individual readings 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. 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 self-paced learning on your own time and wish to sign up with a sponsor to be tested for 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 volunteer to join them.

In effect, Contracted Study provides a way for you to match your genuine interests and needs with the interests and experience of faculty members and other Evergreen staff. Rather than having a system in which College authorities, depending largely upon traditional patterns at other institutions, tell teachers what they have to teach and students what they have to "take", we wish to create an environment of grass-roots responsibility in which experienced learners and students who want to learn can come together to work on developing the ideas, the information, and the techniques which they most need to know.

Early Limitations

Both the coming together and the fulfilling of needs will be somewhat difficult in the early years of the College. The preparation of contracts for valuable

study depends to a large extent upon acquaintance—of students with the concerns and talents of various faculty and other staff members, and of faculty members with the students' needs and capabilities. In addition, all of us will have to gain experience by working gradually into this pattern so that we can achieve the flexibility we seek and still keep our contracted projects sensible and strong. Most important, in the early years, the resources of Evergreen will be limited. Our physical facilities and the variety of skills represented in our faculty will not yet be extensive enough to permit many students to sign contracts or to enable us to offer as many kinds of specialized study as students might wish to undertake.

You may expect, therefore, that in the early years there will be a preponderance of small-group contracts over individual contracts and the need for faculty initiative rather than student initiative to

get things started. Advanced students who need specialized help will probably be given priority in arranging contracts. And there may be few opportunities for Contracted Study in the first quarter of our first year. As we grow and learn, so the opportunities for Contracted Study will grow—although we shall never pretend that we have something for everyone. You should interpret this description as suggesting what we can do on a small scale in 1971-72 and what we firmly intend to do on a much larger scale in later years.

Sponsors

To suggest the relationship which Contracted Studies will require, we have chosen the term "sponsor" for the experienced person who will be working with you. During the period in which the contract operates, this person will be your teacher, your advisor, perhaps your co-worker, or group leader, or tutor.

You will be responsible for carrying out what you have promised to do, and he will be responsible for giving you as much help as you need. He will draw up the contract with you, work with you along the way, and evaluate your achievements at the conclusion. Although most sponsors will be members of the teaching faculty, Evergreen has recruited many other talented staff members who are eager to work with students on contracts. If the contract struck between you and your sponsor requires other specialized assistance which your sponsor cannot provide, you may also do some 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.

Although we have not yet developed hard and fast procedures, we assume that all faculty members not fully involved in Coordinated Studies Programs during a

given period of time will be available for Contracted Studies (up to a limit of 12-15 students each, according to their specialities and the other demands upon their time, such as running workshops for Coordinated Studies groups, developing self-paced learning materials, or serving as subcontractors for other projects). In addition, administrative officers and other staff members will be able to sponsor a few contracts at a time.

As we recruit new faculty members for the opening year of the College, we shall be able to let you know much more specifically about the possibilities for writing contracts, perhaps by a bulletin to be published in time for the initial orientation period. Until then, and in addition to the fields of interest mentioned below, a close reading of the Coordinated Studies descriptions will give you an idea of the kinds of people already at Evergreen and their educational concerns.

You should also know that the sponsors engaged in Contracted Studies at any given time, just as their colleagues during the runs of Coordinated Studies Programs, will form interdisciplinary teams of four-to-six members. They will meet in seminars to work on improving their teaching, to discuss topics connected with the contracts they are sponsoring, to act as a sounding board for the students with whom they are under contract, and to provide as far as possible some of the opportunities for sharing of interests among their students which typify the Coordinated Studies Programs.

Preparing for the Contract

By the careful selection of sponsors and negotiation of contracts, each student will have a large stake in planning his own career at Evergreen. As you move from a Coordinated Studies Program or a concluding 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., 1/36 of the total credit required for graduation), you should prepare for a new contract as carefully as you can by preliminary discussions with any prospective sponsor.

You may be asked to do some reading or otherwise sample the kinds of activity which your new contract may entail. And you should critically examine your own motives. It is important that you do not waste opportunities for learning by proposing a project that will not really challenge you, and important that you do not confuse "doing more of the same" with "depth" or aimless meandering around with "breadth". Whether the main initiative for your project comes

from you or is suggested by your prospective sponsor, both of you should be prepared to ask some hard questions. As in all other sorts of contracts in the business world, you should plan for the strongest possible results for your investment of time and energy. For however long the contract may run, for 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.

What can you do under contract? The range of possibilities is very large. Reading projects in history, philosophy, literature, government, sociology, economics, scientific theory, and so forth; research projects entailing the collection, processing, and interpreting of data from documentary or laboratory or field investigations; mathematics, computer languages, and foreign languages approached by intensive small-group study or by completion of a battery of self-

learning units; creative work in graphic art, film, photography, music, playwriting, poetry writing, short-story writing; biological or archeological expeditions; apprenticeship in a newspaper office or governmental agency or design center off campus; internship as a teacher's aide or helper in a welfare agency; work-and-study in a business office or industry—all of these will make sense.

Remember that, though you may carry on a variety of related activities under a single contract, this contract will be your *total academic assignment* until you have completed it. You must be prepared to immerse yourself in the subject or activity. Once you have decided upon your objectives, you must perform all the assignments which you have agreed upon with your sponsor in making the contract. Each contract will assume a significant engagement with new information, ideas or techniques; call for critical and creative thought; and

assume some development of skills, especially skill in communicating what you have learned and otherwise accomplished.

Signing Up

Once you have decided upon what you wish to do and have found a sponsor who can help you, you and the prospective sponsor will decide: whether the resources available at Evergreen or off campus can support the contract you have in mind; whether you are personally and academically ready to undertake the particular project; and whether both of you (and the other members, if it is to be a group project) can agree on the terms of the contract. We have not yet designed a standard format for the drawing up of contracts, but clearly you and your sponsor will have to agree upon and place on file a brief document which will contain the following information:

- A short title for the project.

- The names of student(s), sponsor, and any subcontractors who will be involved.
- A description of the study, including the reasons for carrying it out, the previous preparation or interest of the student(s), the materials to be studied, the procedures to be studied or used, the skills and concepts to be mastered, the goals and how the student(s) and sponsor will know when they have been reached.
- The location(s) in which work will be done, if the contract involves going off campus; and arrangements that have been made with off-campus agencies.
- The amount of credit which will be awarded for the completion of the contract.
- A rough estimate of the duration, under the assumptions that one Evergreen unit should represent

about one month of full-time effort but that contractual credit is awarded for the successful performance of the project, not for the amount of time spent (unless the length of an experience, as in a work-and-study period, is central to the project).

- An estimate of the amount and kind of instruction which the sponsor is to provide.
- Arrangements for interim reports on progress if the contract is to extend over several academic quarters.
- The form which the results of the contract will take (e.g., a research paper, computer printout, an exhibit, reports from those with whom the student has worked off campus).
- The methods by which the project is to be evaluated.

Some projects will involve special

costs. When the proposed contracts are appropriate, and when the College has funds that can legally and educationally be used for the purpose, Evergreen's intent is to help when it can with the defraying of these expenses. Policies on this very complex issue are *not* formulated, however; and in times of financial stringency, other demands on limited monies must take priority. When a project involves travel expenses, living expenses off-campus, and any other special costs to the student, the student should demonstrate that he can support himself and do what he has contracted to do.

The preparation involved in drawing up complex, long-term contracts may be great and may require several weeks of work—during which you are not officially “signed up” for a specific program of study. But if you bear in mind that credit and time are not necessarily connected, you will see that the amount of credit assigned to a contract can also

cover your efforts in preparing the contract—which may be quite educational indeed. It will also be acceptable, as you move toward highly specialized work, to arrange for a one-unit pilot-contract devoted mainly to planning for the larger contract to come.

Although the procedures for Contracted Study are not yet complete, it is clear that most short-term contracts for studies which are not unusually expensive or complex in their arrangements will be swiftly approved. The longer, more complex, and more demanding the contracts will be, the more care will be given to administrative review and approval, especially if the sponsor and student wish to make large modifications during the run of the contract. One point remains firm: The two important signatures on a contract are yours and your sponsor's. Neither you nor your sponsor should give them easily. They place the responsibility where it belongs,

not on a curricular system but on human beings.

Completion and Credit

When you have completed the study as contracted, your sponsor will report to the registrar that you have been awarded the unit or units of credit involved. (Until or unless this is done, no credit will appear in your permanent records.) More important, the project will then be validated by the inclusion of several documents in your cumulative portfolio: A copy of the contract itself, with whatever modifications had been agreed upon. An evaluation written by your sponsor and perhaps quoting from the remarks of any subcontractors or other people who supervised you off campus, describing what you accomplished, how well you accomplished it, and what kind of advance this represented in your academic career. Your own evaluation of what you learn and of

how well the total resources of Evergreen—sponsor, subcontractors, facilities—and any off-campus agencies may have supported you in your work. And, if possible, samples of your work.

It will be especially valuable if you and your sponsor can arrange some means of sharing the results of your project with others. If you are engaged in a group contract, this will be fairly easy. You may also be able to work through your sponsor's seminar group to reach other students. But the responsibility to shape your results for communication to others is important enough that you should consider such communication as a natural outcome of your contract.

Contracts for Part-Time Students

Those who cannot or do not wish to enroll at Evergreen as full-time students will still be able to take advantage of some Contracted Studies, either in small

groups or as individuals. It would be quite appropriate, for example, for a student on "one-third-time" status to negotiate a contract carrying one unit of credit and to complete that contract over a period of approximately three months. As in contractual arrangements for full-time students, the availability of sponsors and facilities will be limited during the early years of the College. As with full-time students, no one on part-time status may be directly engaged in more than one contract at a given moment. But Contracted Study may be particularly useful for those who must fulfill other obligations while continuing to learn at Evergreen.

The Portfolio

The ongoing portfolio 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. In some cases your entrance into advanced Coordinated Studies Programs will depend upon the strength of your past performance, as represented by your portfolio. In most cases, your ability to negotiate future contracts for more specialized work will depend upon what your portfolio tells your new prospective sponsors about the quality of your earlier Contracted Studies. And when you come under consideration by prospective employers or by other academic institutions at which you wish to continue your education, the portfolio—especially in regard to Contracted Studies—will indicate what you did at Evergreen and how well you did it.

Specialization through Contracted Studies

Specialization in academic work should not necessarily be equated with individual or small-group contracts. There will be advanced Coordinated Studies programs which will focus strongly on special problems and special fields. But by and large, Contracted Studies will provide the most effective means of directing your academic work toward your chosen career. We shall not have departments labeled by traditional subject-headings at Evergreen, nor shall we have departmental “majors”, as abstract and predetermined sequences of required courses for reaching specialized goals. But we shall have specialized facilities and faculty members who can help you to penetrate quite far into the various disciplines usually gathered under the headings of the natural sciences, social sciences, humanities, and arts. Other Evergreen staff members can

help you with professional and technical skills beyond the normal academic disciplines. And the options for field work, internships, apprenticeships, and work-and-study positions off campus will allow you to try out your interests in highly practical ways. When you consider the possibility for full-time absorption in specialized work under Contracted Studies, you will see that Evergreen presents unusual opportunities as you plan your career and wish to move toward it. And you will move toward it, not by a few rigidly defined tracks, but rather by a path which you and your sponsors gradually map out, as your needs, inclinations, and abilities become clearer.

There might be reason to fear that some students would be tempted to use Contracted Studies as a means of specializing too much and too soon. But here the alternative emphasis upon Coordinated Studies comes to bear. For if a

contract is focused upon carrying out a specific project, a Coordinated Studies Program proceeds by the sharing of many viewpoints, of common experiences, and of common responsibility. Whether you plan your career at Evergreen to emphasize Coordinated or Contracted Studies, your teachers will be alternating regularly between the two kinds of activity. As they sit down to negotiate contracts with you and as they offer you their advice, they will have in mind the full spectrum of experiences which Evergreen can provide for you.

Admission to Contracted Studies, 1971-72

Students entering Evergreen at the third-year level and advanced part-time students will have prior call on the time of faculty and other staff members for Contracted Studies in our opening year. There will be some opportunities for first-year students to negotiate contracts,

especially in the second and third quarters. In any case, those who wish to begin their work at Evergreen through Contracted Studies must arrange their contracts during the initial orientation period, before the deadline for admission into Coordinated Studies Programs. Those who wish to start with contracts should also be aware that, in this first year, a Coordinated Studies Program will accept new members only at the breaks between quarters, and then only by special permission. They should therefore plan to spend the whole first quarter in Contracted Studies.

(In the Supplemental Admissions Form, you are asked to list several preferences for Coordinated Studies Programs in 1971-72. If you wish to enter Evergreen as a third-year or advanced part-time student, you may also indicate a preference for Contracted Study and name the general area of interest in which you would like to work.)

Opportunities for Contracts, 1971-72

You will find below detailed descriptions of opportunities for Contract Study in Problems in Biology and Problems in Physical Science. Though suggestions for specific projects have not yet been formulated, there will also be opportunities for some contracts in Mathematics, Computer Science, Public Affairs, Law, Literature, Creative Writing, and Journalism. As new faculty members are recruited for the opening year, other opportunities will become available. These will be announced in a separate bulletin by the time of the initial orientation period.

In addition, though the list is highly tentative, there may be opportunities for the following internships or apprenticeships among others:

On Campus

- Office of College Relations (problems in public relations, media studies)

- Library—Exploration and Exploitation of Resource Materials; Multi-Media Learning Experiences (development and evaluation)
- Computer-Assisted Instruction
- Studies in Local and State Government
- Student Personnel Services (counseling and interviewing)

Off Campus

- Washington State Arts Commission (apprenticeships with artists)
- Institutions for the handicapped, aged, and exceptional children
- Public and private social rehabilitation agencies (welfare, minority group experiences)

- AFL-CIO Federation of State Employees (labor relations)
- Washington State Education Association
- Washington State Legislative Budget Committee
- Washington State Joint Legislative Committee on Higher Education
- Washington State Department of Natural Resources
- U. S. Department of Agriculture: Soil Conservation Service
- Thurston County Prosecutor's Office
- Church and society in the local community (through participating clergymen).

contracted studies / biology

1971-72

Students of third-year standing will have an opportunity to make contracts for studies in biology during the academic year 1971-72. Because of limitations imposed by staff and facilities, Biology Contracted Study for 1971 will be limited to the following General Biology Study:

The study is designed for one year (3 quarters) to provide a general biology background in a social, philosophical, and historical context. Students should plan to enroll for full-time participation during the whole period, for a total of nine units of credit. (Some few students may be allowed to make contracts for shorter periods of consent of the faculty sponsors.)

The biological background material will cover evolution, ecology, behavior, anatomy, physiology, pathology, and genetics. This material will be treated in

a variety of modes, such as lectures, films, book-discussions, and self-paced learning.

The social, philosophical, and historical aspects relevant to biology will be treated through book-discussions in small seminars.

Each student will be expected to complete a research project which will contribute to the understanding of a natural community. For example, a student interested in plant distribution might catalog and map the plants of the selected community, while another student interested in physiology might investigate diapause in an insect species found in the selected community. Necessary skills, such as plant collection and preservation, statistics, and perhaps glycogen determinations, will be learned as needed in workshop sessions.

During a typical week a student will attend two seminars for about two hours each, in which readings in philosophy,

sociology, and history of biology will be discussed. He will also attend two meetings a week for about two hours each in which the biological background material will be presented. In addition, one or two skills-workshops will be available each week to assist the student in the conduct of his research project. The remainder of the available time will be

spent on the research project.

Successful completion of the study will give the student sufficient biological training to enter graduate work in the field, to conduct a more specific undergraduate Contracted Study, or to qualify for a large number of technical positions in biologically oriented laboratories.

contracted studies / physical science

1971-72

For transfer students and selected beginning students with strong interests in the physical sciences, this advanced program will offer an opportunity during 1971-72 for intensive interdisciplinary work in chemistry, physics, astronomy, and the earth sciences. Mathematical subjects will be developed as needed, and applications into the biological sciences will be sought where appropriate. Since the science laboratories will not be completed until the second year, the work of this first year will be more theoretical than experimental.

It is one of the long range goals of the sciences at Evergreen to provide many opportunities for individualized, self-paced learning through the use of study guides, autotutorial methods, computer-assisted instruction, and apprenticeships in ongoing research projects. An objec-

tive in the first year of the Problems in Physical Science program will be the production by students of a variety of self-paced learning materials for use by future Evergreen students.

In 1971-72 the program will operate as a series of brief, intensive studies of interdisciplinary topics or problems, proposed either by faculty or by student initiative. Students may enroll in the program as a whole or in segments of it by signing contracts with the faculty sponsors involved. Sample topics might include: Thermodynamics and statistical mechanics, quantum mechanics and quantum chemistry, electromagnetism and electrochemistry, electronics and instrumentation. Sample problems might include: polluted air, polluted water, energy sources and resources, continental drift, vulcanism, geomagnetism, simulation and analysis of systems in

nature, biochemical cycles, and energy conversion.

Small groups of students will study each unit intensively and from an interdisciplinary perspective, including the scientific, mathematical, historical, and cultural contexts as appropriate. The result of this study will be not only the mastery of subject matter but also the preparation of one or more plans for producing self-paced learning materials (audio or video tapes, slides, movies, etc.). The intensive study periods will be relieved at the end of each unit by a production period during which time the self-paced materials of that unit will be produced by the student teams using facilities available in the audiovisual installations of the campus.

The study units would, perhaps, most usefully represent some progression or sequential development of subject matter, although it is also possible to con-

ceive of a series of unrelated "short subjects"—for example, in laboratory techniques. Choice of subjects and level of topics are highly flexible and will be arranged to meet the needs and interests of the students in the program.

From time to time, the sub-groups developing various units may serve as testers of the materials produced by other sub-groups in the program. After criticism and possible remaking of materials, the completed productions will become part of a permanent collection of self-paced learning material.

This program should be of interest and value to students intending to go on to graduate school or employment in one of the physical sciences as well as to those intending to teach physical science in the schools. The opening of the science laboratories in the fall of 1972 will provide a variety of additional opportunities in the physical sciences for the second year and beyond.

distribution of academic work

THE DISTRIBUTION OF ACADEMIC WORK

The faculty of Evergreen believes that all students should plan to do a great deal of learning in both Coordinated Studies Programs and Contracted Studies. According to the distribution of interests and resources which will be maintained between these two kinds of activity, it will make sense for each student to earn at least one-third of his units of credit in Coordinated Studies Programs. But this pattern will not be administered as a requirement or checked mechanically. Rather, students will work out their schedules point by point with the leaders of their Coordinated Studies Programs and their Contracted Studies sponsors.

ILLUSTRATIVE PROGRAMS OF STUDY

What might your program of studies

be if you spend four years at Evergreen? If you are a transfer student, what might your final two years look like? The pattern will be up to you and your sponsors and seminar leaders. But we can suggest what some idealized individual schedules might look like:

(Four years)

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

First year: Coordinated Studies, "Causality, Chance, Freedom."

Second year: Contracts in political science, philosophy, journalism; one quarter Coordinated Studies in American culture.

Third year: Advanced Coordinated Studies in political systems, including internship in a law firm.

Fourth year: Contract for two quarters of internship in a state governmental agency; then helps to organize and lead a one-quarter group Contracted Study in Washington State government.

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

Alice 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 primary school, helping with reading and music.

Third year: One quarter Coordinated Studies, examining the similar and different roles of men and women in the arts; one month contract reading novels by women; one month contract on creative writing; one month contract, master classes in dance; one quarter Coordinated Studies, leading to the production of short operas by Menotti.

Fourth year: One quarter Coordinated Study in problems of exceptional children; two-quarter group contract in advanced educational psychology, with teaching internship in public schools and in classes for exceptional children.

● ● ● goes on to graduate school for Master of Arts in Teaching.

Roger Redmond (interested in business management, finance)

First year: Coordinated Studies: "Problem Solving" and "Individual, Citizen, and State"; group contracts in mathematics and computer language.

Second year: Coordinated Study in American and comparative governmental systems.

Third year: Group contracts in advanced mathematics and computer programming; group contract in economics; individual work-and-study contracts in accounting (in the Evergreen business office) and banking (in a local bank).

Fourth year: One-quarter advanced Coordinated Study in fiscal policy; work-and-study contracts in a real estate agency and in a state regulatory agency; group contract in business law.

● ● ● accepts a position in a bank.

Barbara Brown (interested in graphic art and drama)

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

Second year: Group contracts in drawing, painting, mixed media-work. One quarter Coordinated Studies in modern drama, leading to the production of a play (for which she designs sets). Three months individual contract as designer and production assistant with a little theater group in Eastern Washington.

Third year: Advanced Coordinated Studies in photography, television, and film.

Fourth year: Contract for apprenticeship with the Seattle Opera design staff. Group contracts in history of theater and aesthetic theory.

- ● ● marries Arthur Black, will maintain interest in theater and take up part-time employment as a graphics specialist for a public relations office.

Joe Green (interested in natural science, business management)

First year: Coordinated Studies, "Political Ecology".

Second year: Contracts in biology, computer

science, American historical attitudes toward nature, field expeditions with sponsor to redwood forests.

Third year: Coordinated Studies in natural conservation: historical attitudes and present problems.

Fourth year: Contracts on and off campus in chemistry, forestry, wood-products industry.

- ● ● goes to graduate school of forestry, leading to a position with a wood-products industry.

Paul White (undecided, but concerned about social cooperation and international understanding)

First year: Coordinated Studies, "Individual in American Society".

Second year: Coordinated Studies, "Japan", with total immersion quarter in Japanese.

Third year: Continues study in Japan, with internship in the public relations office of a Japanese industry.

Fourth year: Group contracts in Oriental studies, economics; individual self-paced learning contract in accounting and cost-

analysis procedures. Contract for work-and-study with a Northwest business firm dealing with Japan.

- ● ● goes to graduate study in business administration, leading to an industrial position involving Japanese-American trade relations.

(Two years)

Jim Nord (interested in social and political issues, electronics)

Third year: Coordinated Studies, "Communications and Intelligence".

Fourth year: Continues "Communications and Intelligence"; contracts for apprenticeship in television studio, journalism, development of media at Evergreen; group contract in sociological techniques.

- ● ● takes up a position with a television station, planning to continue work in broadcast journalism.

Sylvia West (has had secretarial training

but is widely interested in literature and the arts)

Third year: Coordinated Studies, "Man and Art".

Fourth year: First two quarters, overseas study in Florence; group contracts in cultural anthropology, history of art.

- ● ● takes graduate work in chemistry and in techniques of painting; moves to professional training for museum curators.

Whatever pattern you will devise within resources which Evergreen can make available to you, the result will not be a predetermined departmental "major" but a series of intensive programs and projects tailored by you and your sponsors to fit your needs, career plans, and complementary interests as closely as possible.

self-paced learning

Learning situations at Evergreen can take many forms: seminars, workshops devoted to skills, and laboratory investigations are a few examples. Individualized instructional systems are also an integral part of the learning process at Evergreen. There are promising possibilities for improving the effectiveness of learning if the student or teacher can select at key points those elements of information which can be learned by a person working individually at his own pace.

The purpose of a self-paced, individualized instructional system is to organize one's time and talent into a kind of self-discipline in mastering difficult concepts. The several components that comprise the system are interlocking, in that any changes in objectives, programs, teachers, or students will have an immediate and direct influence upon the others. Several styles of self-paced instructional units will be available

to students at Evergreen.

We wish to enable each student to tailor much of his study to his own interests and needs. We assume that a student can approach various subjects by various routes—books, discussions, first-hand experiences; but also slides, films, videotapes, audiotapes, and computer programs. We begin by having an inventory of learning materials and devices easily available. And we shall encourage students not only to use such resources of the College but also to help us develop these resources, so that the results produced by a Coordinated Studies Program or individual learning contract may become the basic materials for new self-paced learning units.

We are also concerned with matching learning techniques to the kinds of information and procedures that the student needs to master at one time or another. And such concerns imply making the best possible use of all devices.

Once the printed book—the first widespread self-paced instructional device—had been developed, the medieval lecture, in which the teacher dictated the information in his precious manuscript to the note-taking students, became obsolete as a mechanism for conveying facts. Some sort of classroom drills and quizzes on routine matters, however, were still necessary. For books do not themselves contain feedback mechanisms. They don't tell you whether you really understand them. A student must still be called upon to write about them or discuss them. At Evergreen, there will be much writing and discussion; but we shall also use new 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 simultaneous 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. In a "mastery learning" program—for example, on how to write a time-sharing language for a computer—learning outcomes are first specified and then the materials are presented as sequential tasks. The student masters each step as he moves along.

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.

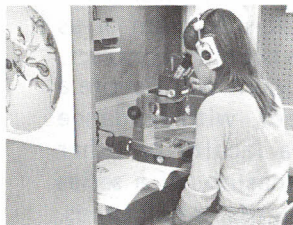
In some cases, a student will devote a whole learning contract, with guidance and evaluation from a faculty or other staff sponsor, to the mastery of a series of self-paced learning units. At all times,

these resources will be available to support the total educational program of the College.

Having investigated those routines which can be studied and mastered by individual interplay with a learning medium—book, tape, film, computer, or other program to develop skill and insight, students and teachers will be better able to use their time together for intensive discussions which will utilize the learning already developed and suggest what the next steps should be.

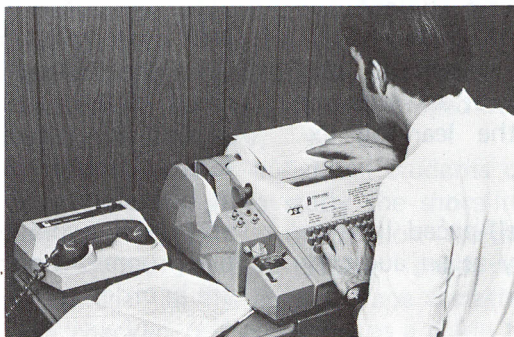
The first exposure to use of the microscope during the laboratory experience in biology will come in the self-paced study sessions. Visualize a student, having arrived at the science building, as seated in a study station. The mastery unit on microscopy has been selected. From a set of headphones he will hear information in the voice of a fellow student. The tape might start as follows: "This tape will begin your

introduction to the nature and use of the compound microscope. Observations through the microscope are primarily based upon optical phenomena, and are limited or extended by the optical system of the microscope. Now start the motion picture projector located by the microscope. You can follow the animated diagram which details the light path and lens system in a microscope. . . . Now stop the projector and bring the microscope with the arm toward you and swing the 4x lens into place. Rotate the coarse adjustment knob one-half turn. How far did the objective move? . . ." At this point the student might open a notebook and make sketches and notes comparing the projected slide and his own observations. The student then would turn his attention back to the microscope and additional film animation. Focusing techniques and problems would be explained.



The student works in concert with the film and tapes to develop expertise with the focusing and lighting at higher and higher magnifications. Frequent breaks are made to obtain samples and discuss progress with other students.

A student has just completed a laboratory investigation in which he has titrated samples of an acidic solution which he has collected. After a late afternoon conference with a faculty member, he is asked to proceed to a computer terminal where trial titrations



involving more complex solutions can be simulated. After dialing a phone number to connect a study station into the computer, the student enters into a dialogue with the computer. We describe a short segment of the dialogue between a hypothetical chemistry student and a computer.

Student: (typed message) I wish to enter into a dialogue on the determination of the equivalent weight of an unknown acid.

Computer: (typed response) Very well. You have unknown number 21348, what do you wish to do with it?

Student: Dissolve it in water.

Computer: Don't you think it would be a good idea to weigh out a sample first?

Student: Yes. Weigh out about a one-half gram sample.

Computer: The sample weighs 0.5324 grams. Now what?

Student: Dissolve it in water.

Computer: How much water? (Etc.)

After more dialogue, in which the student controlling the computer



changes many details, he eventually simulates the preparation of a solution and arrives at the detail of a complex, time-consuming titration. The data provided by the computer to the student late in the evening, interrupted by breaks for coffee, is used to plot a curve. The curve will be compared at the next seminar with the one prepared in the laboratory with the water-polluting sample the student collected. Needless to say, the teaching-learning interaction has proceeded with unusual effectiveness. The message here is that the student has available to him a system, including the incredible computing capability and memory of a computer, at any time, as an integral part of the learning experience.

Creative Unit

A creative unit in self-paced instruction might treat poetry as an auditory experience.

Poetic contributions are recorded on audio tape cassettes. The students respond in two ways: One, with a short written essay criticizing the poem based on the auditory experience, and two, a discussion which the student will record on a separate channel of the tape containing the poem. During exercises in dictation the student will try to work from what he has heard and create his own presentation of how the poem should be set on the page. By comparison of his transcription with the standard text, he will develop new insights into prosody. Conversely, he may work from the printed page toward performances of his own, continually checking himself by playing back his tapes. A faculty sponsor reviewing these materials at completion of the project can thus accurately estimate how far the student has progressed and what further projects are in order.

Survey Unit

A biology professor takes his study group to the shoreline area of the Evergreen campus. Their purpose is to study representative plants and animals in the Puget Sound shoreline. Several members of the group are carrying tape recorders; others have cameras. As a group project, signs and labels are put on key points. A complete sound and pictorial record is made of the trip. Several of the students from the Biology group combine with their professor and a student from the study group "Communication and Intelligence" to edit the raw data into a presentation consisting of a pointed outline, and a slidetape show cataloged into the College Library.

The next time individual students or small groups go to study the shoreline laboratory their introduction comes from the student-teacher produced "package" in the library. Tape cassettes are checked out and serve as a guide to



expand upon features the students will see on the pathway. Both students and teachers have shared unusual learning experiences.

work-and-study, internships

During your career at Evergreen, you will have opportunities to combine your study with practical on-the-job experiences. These opportunities are important for two reasons: First, job experience is one source of meaningful roles that students can play in the larger society. Second, because one of the major purposes of college is to improve your earning capacity, direct engagement in meaningful work can be a valuable part of your development at Evergreen.

Most of the work opportunities will be arranged with business offices and industrial plants, with school systems and governmental agencies, and with other employers in the community. A few will be available on campus—for example, in the media services area of the library, the Office of College Relations, or our business offices. In any case, by taking part in these practical, job-oriented activities, you will be able to place more effectively your future

career, to understand yourself and your interests more fully and to increase your familiarity with the kinds of work in which your energies and talents can best be invested.

The majority of these experiences will be arranged as Contracted Studies. There will be some opportunities, however, within the later stages of some Coordinated Studies Programs for you to work off campus and then share the results of your experiences with your seminar. Some programs, such as "Human Development", are designed to include internships as part of the students' total commitment.

Although work-and-study arrangements will, wherever possible, involve some compensation for the function you perform, payment may more often take the form of direct on-the-job training, and the counsel of off-campus business and professional men acting as supervisors. Where certification is necessary,

as in education or physical therapy, internships should help to satisfy the requirements. In commercial and industrial establishments, scientific agencies and hospitals, social service units and government departments, the internships are intended to increase your employability and your understanding of these work settings, and to permit your becoming acquainted with the kinds of people and the kinds of tasks that are important to you in making a wise choice of a career. Other work-and-study opportunities will involve learning practical techniques from professionals involved in arts and crafts. They will lead students to independent artists, theater groups, galleries and museums, and commercial studios. The goal is to help you develop productive relationships with men and women who successfully represent the world of work.

Participation in a contract for any of these activities will mean a continual

relating of work and study, not a mere alternation of work at one time and study at another. At Evergreen, "work-and-study" arrangements assume that you will be both performing tasks and reflecting upon them, bringing the full strength of your intelligence and knowledge to bear upon the task you are performing.

An Evergreen sponsor will work closely with you in carefully selecting an appropriate work experience, planning related readings and research projects, and exploring the implications of the work experience. You will also come to understand much more of the complexity of the world outside the College environment. And future employers will find both your professional skills and your increased awareness of human relations to be very desirable as you move from your formal education into your chosen career.

study abroad

Evergreen intends to make every effort to provide opportunities for the largest possible number of students to study foreign areas and cultures at first hand. We shall offer some programs including overseas study (such as the Japan, the Southeast Asia, and the Man and Art programs) which will immerse the student in the language, history, and culture of the area he will visit. We shall provide other opportunities for less formal and perhaps briefer periods of study abroad in conjunction with programs or projects he is involved in at Evergreen. When we cannot provide such opportunities directly, we shall help students to enroll in programs operated

by other institutions and agencies. Generally, if a student needs foreign study in connection with some project essential to his education, we shall attempt to facilitate such study.

Such programs, however, require substantial funding, faculty and administrative expertise, and often special scholarship provisions. Incoming students should understand that until the College has the necessary money and personnel we cannot promise extensive opportunities for study abroad. Evergreen is, nevertheless, committed to the broadest possible range of foreign study programs. Student interest and demand will help us meet that goal.

foreign language study

Depending on our resources, we shall be able to provide skill workshops, individual tutoring, and group tutoring in certain languages. If resources and student demand permit, we also hope to conduct regular seminars in foreign languages. For instance, ten students who have already made some progress in Spanish might enroll in a Coordinated Studies Program in which their seminar readings and discussions (in philosophy, or ecology, or mathematics, or political science) would be conducted in Spanish. Or a similar group of students might make a contract with a single sponsor to do advanced work in Spanish for several months. 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—French, German,

Spanish, Italian, Russian, (and for reading) Latin, and Greek—but *also such neglected languages as Swahili, Japanese, Malay, Hindi, Serbo-Croatian, and still others if staff, facilities, autotutorial resources, and demand permit.*

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 fulfill its objectives by satisfying so broad a range of student needs and desires for foreign languages. If you are considering enrollment at Evergreen and if you have strong motivation toward foreign language study, make your desires known. Such expressions of interest and need will guide our initial planning.

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

- (1) The student preparing to study abroad will need nearly complete mastery of the spoken and writ-

ten 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.
- (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 several languages.

There will be 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 plans to satisfy student needs for foreign language training in a number of ways:

We hope to be able to provide *total immersion* programs in a number of languages—either on campus or elsewhere. In these programs, students would hear, speak, and read nothing but the foreign language for several months, all the while participating in rigorous problem-oriented seminars, workshops, and autotutorial programs in the foreign language.

We also hope to provide less intensive autotutorial and person-to-person studies in a variety of languages. These might be pursued over a long period of time and recognized by the award of Contracted Study credit whenever the student is able to demonstrate that he has reached a new level of mastery.

future science programs

Facilities

Only limited special work in the natural sciences can be offered for 1971-72, because of the lack of facilities. The science building is scheduled for completion by Fall of 1972. It will be a three-story structure designed for maximum use and flexibility. In the basement will be shops, darkrooms and animal rooms. There are 25 teaching and research laboratories planned, most of them on the second and third floors. Most of the ground floor area will be given over to autotutorial facilities. Glassed instrument rooms, which will allow observation of different types of equipment at work, will be located in various places. There will be a small greenhouse on the top floor and a controlled-environment terrarium in the entrance lobby.

No laboratory within the building will be designated specifically as a biology or chemistry or physics laboratory. Certain

labs, because of built-in features, will be more suited to some things than others, but in general there will be flexibility, allowing many types of activities in any one laboratory. In addition, most instruments and equipment will be portable. A small group of students and their instructor could move into a lab, set up shop, do their work, and move out again when the project is completed. This flexibility makes possible the use of laboratory space by groups of individuals in programs that do not have science teaching as their main objective.

Programs

The science program of Evergreen will be concerned with two groups of people. For those science-oriented students who want a broad general education in the sciences, Evergreen will offer unique opportunities with its absence of required "majors" and department-oriented disciplines. Indeed, certain

kinds of interdisciplinary scientific investigations which cannot usually be approached at the undergraduate level in other institutions will be possible at Evergreen because of the responsiveness of its academic programs to needs and interests. Other students who desire some familiarity or work with science as part of their broad educational objectives or who have specific interests also will be able to take advantage of Evergreen's offerings.

This does not mean, however, that a student cannot specialize in some scientific discipline with a view toward professional capability. On the Evergreen faculty are many individuals who are highly trained and recognized in the various scientific disciplines. Their interests extend to a concern for people, for the problems of the campus, and for the problems of society and the world at large. They are committed to the interdisciplinary approach, in making science

teaching itself relevant and more immediately useful, as well as trying to bring about a meaningful union of science with the arts and humanities. These attitudes and approaches should make study at Evergreen, regardless of one's interest, practical, pertinent, and exciting.

Several basic science programs have been proposed for the 1972-73 academic year. Although much of the detail is yet to be worked out, they will be open to both science-oriented and other students.

One of the programs will be developed around a series of problems and topics in the natural sciences. Each topic or problem will involve knowledge and skills from the various scientific disciplines: mathematics, chemistry, physics, and biology, and will also be related to the broader human concerns of contemporary social problems. Laboratory work will be an important part of the pro-

gram. Two additional important aspects of the program are: Students will be able to work in it for fairly short periods of time if they wish; and all levels of student interest and background will be accommodated.

Another program will deal primarily with the environment, and as such will emphasize the earth and biological sciences. Because of its concern with the human factor in the environment, it should be of interest and value to all at Evergreen. Most of the activity of the program will involve field work, each quarter being devoted to the study of a different aspect of the Pacific Northwest: seashore, mountains, desert.

A third program will place less emphasis on laboratory work and more on the reading of books and discussion of them in seminars. A historical approach will be used, with the central theme based on the developmental relationship between

society and science from ancient times to the present.

Further work and specialization in science will be possible at Evergreen to the extent that faculty and facilities are available. Science programs at more advanced levels will be developed, but much specialization will involve individual and group-contracted study, and the use of self-paced learning or auto-tutorial facilities. Most of the responsibility for specialization will be upon the student himself. He will have to decide himself 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 supervising his activities. 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

Facilities

For the beginning years of Evergreen, most work in the arts will take place in general seminar spaces, in campus media production areas, and in areas immediately adjacent to them. A carefully selected number of students will have direct access to campus facilities and equipment that may be available for audio-graphic design and production in film, photography, television, and graphic design (including 3-dimensional exhibition design). We hope eventually to provide a printing facility which will be available for student production of literary publications, student newspapers, posters, and small books and magazines devoted to poetry, creative writing, photography, and opinion. Printmaking will be a closely related activity which will provide opportunities for collaborations between visual and literary artists.

Plans are now under way for the

construction of an arts complex which will provide a broader range of opportunities for learning and creation. This complex, scheduled for construction as soon as funds are available, will contain studios and equipment for the graphic arts, the design crafts, cinematography, painting, sculpture, instrumental and vocal music, drama, and the dance. Phase III of the campus design includes plans for an auditorium with a seating capacity for 2,500 persons, fully equipped for large-scale performances.

Programs

The major concern of arts programs at Evergreen will be to help students develop deeper involvement in the arts as personal and self-disciplining means of communication and fulfillment. Because we shall expect students to respond to assignments and to report on projects not only by writing papers but also by submitting tapes, films, sketches, and

other works, Evergreen students will have unusual opportunities and encouragement to develop artistic skills at many points in their college careers.

The arts at Evergreen will be a vital part of the total environment. They will contribute to an atmosphere that will permeate all phases of campus life. They will be visible, audible, and alive in the campus buildings, in the design of print and cinematic productions, and in the organization of lively public events programs which will offer a wide range of creations in the literary, poetic, dramatic, musical, film, and visual arts. The arts will also be visible and relevant to what happens day by day in the student activities center and in the student residences. There will be many places where art can be produced and presented in an atmosphere of spontaneity and informality. Specialized facilities will also be provided for carefully and formally produced and presented art.

The arts will be integrated into the Coordinated Studies groups. Community experience can be established through collaborative projects. Dramatic, musical, film, TV documentary, and other presentations will promote creative participation and exchange. These kinds of projects, whether done in groups or by individuals for presentation to groups, provide exciting means for enriching understanding of natural, social, and cultural phenomena—especially the aesthetic and emotional dimensions. The arts should serve as necessary tools and furnish basic vocabularies for sharing understandings within the group, throughout the campus and off campus.

Programs in the arts at Evergreen will emphasize collaboration among artists—poets, film makers, dramatists, choreographers, sculptors, painters, designers, craftsmen. Our focus will be on creative production in an atmosphere in which ideas (not narrowly “artistic” ideas, but

all ideas which have exciting potential for aesthetic exploration) are in constant exchange, and in which discoveries are possible, as students learn to move easily among several disciplines.

Collaboration between artists and scientists, and exchanges between people possessing different kinds of talents and modes of knowing and behaving will be promoted at Evergreen. Given the right kind of atmosphere, these collaborations will be beneficial to all.

Within this atmosphere of cross-disciplinary collaboration and exchange, students with a strong commitment to the arts as a life-vocation will be able to engage in prolonged and in-depth activity in preparation for further professional study or work. However, the responsibility for specialization will rest 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, and work-study off campus. Normally this opportunity will be available to students who have clearly demonstrated that they have the necessary preparation, motivation, and maturity. In 1971-72, the on-campus opportunities for Contracted Study in the arts will be available mainly in graphic design and media production, though we hope to be able to support some work in music, drama, and creative writing as well.

The following Coordinated Studies programs offer the strongest emphasis in the arts:

The Play's The Thing
Space, Time, and Form: Common
Problems in Art and Science

Environmental Design
Communications and Intelligence
Man and Art: The Renaissance and
Now

public events

Evergreen will provide a rich and varied program of films, exhibits, concerts, recitals, lectures, symposia, plays, and other performances. Unlike the "artists' series" and visiting lectureships at most colleges, however, the offerings at Evergreen will usually be directly related to the academic program and will grow out of the day-to-day activities of the students and the staff.

Most of these events will be open to the whole campus and the community beyond the campus. Some of them will be generated by Coordinated Studies Programs or Contracted Study groups as integral parts of their design. Others will be produced by special-interest groups of students, staff, and persons 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 com-

pletely into the programs of Coordinated and Contracted Studies. They will be available for discussions, conversations, master classes, and specific teamwork both before and after the events themselves.

Because the academic program of Evergreen will be more than usually flexible and responsive, we shall be able to arrange public performances, not just as "extracurricular activities," rehearsed for or attended separately from the normal day's studying. When appropriate we can build them into our programs or even plan credit-earning programs to produce them. For example, by 1972-73 it may be possible to offer a Coordinated Studies Program aimed at the production of a play and designed for forty students and two faculty or staff leaders. (See "The Play's the Thing" as a pilot project along these lines.) The program members would work out assignments as actors, technical staff, and production staff.

One of the leaders probably would be an Evergreen faculty member. The other might be a professional director or actor currently "between plays" and therefore available for several months of intensive work. The team would then concentrate for the length of the program on studying the play thoroughly; reading other works by the same playwright, his predecessors and his contemporaries; studying theatrical techniques; dividing into acting, and technical and production teams; but always sharing in the total project. As the goal of the program would come the performance of the play on campus, in the community, or even "on the road". Extend this procedure into performances of music and dance, or into shows of visual artworks or 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.

Regarding public events as a major method of connecting interests, we hope not only to provide for continuity between the study of problems or creative works and the practice of skills. We also hope to provide ways for on-campus programs to share their concerns and results, to link campus interests to community interests, and to relate serious thinking to solid enjoyment. Somewhat symbolically, the proposed special performance and exhibition facilities of Evergreen will be located at the entrance to the campus. We hope that College and community will meet in them; that campus-generated productions will move outward from them to the surrounding area and the state at large; and that residents of the community will enter them, perhaps first as spectators, but later as participants.

full-time, part-time status

For academic purposes, in contrast to financial purposes (*see section on Tuition and Fees*), a *full-time student* at Evergreen, having requested admission to this status and paid the necessary fees, will be entitled to and required to enroll for the normal rate of three units of credit per quarter. When a full-time student engages in a Coordinated Studies Program or a multiple-credit contract or a series of one-unit contracts and is awarded units of credit at this rate, he will be making *normal progress toward graduation*.

Those registering for part-time status will normally be entitled to and ex-

pected to enroll in Coordinated or Contracted Studies for one unit ("one-third time") or, in exceptional circumstances, two units ("two-thirds time") of credit per quarter. If a student wishes to change his program from one unit to multiple units of credit within a quarter, the necessary adjustments will be made in tuition fees.

No matter what the official status of a student may be, and whether his involvement depends upon a single project or a number of related assignments, a student will work in one program or on one contract at a time.

academic standing

The College is developing procedures according to which a student whose performance is deficient will be asked to reduce his workload, withdraw temporarily, or sever his connection with the College. A full-time student's academic standing will depend upon whether he is making *normal progress toward graduation*. "Good academic standing" for a full-time student will mean enrolling for and completing Coordinated or Contracted Studies at an average rate of three units of credit per quarter. The standing of a part-time student will similarly depend upon his success at earning credit for the programs and contracts in which he has enrolled. As the student gains experience, becomes clearer about his objectives, and moves into long-term contracts or Coordinated Studies programs for which credit cannot be awarded, he and his sponsors or seminar leaders will be responsible for answering questions about his progress.

If a student spends two quarters in an academic program or programs without receiving the appropriate units of credit or demonstrating substantial progress on his work, he will be advised by his sponsor or seminar leader or by the academic deans with respect to how he must improve his performance. If by the end of the third quarter the necessary improvements have not been achieved, the student will then be required to reduce his work-load, to withdraw temporarily, or even to leave the College. Evergreen will do its best to help every one of its students and to insure insofar as it possibly can their successful and rewarding development. But as a College with an explicit educational mission and as a public institution supported by the public's funds, it also has the responsibility for making sure that its services and facilities are put to full and proper use by those best able to benefit from them.

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 continuing specific evaluations you receive of your performance. Within a Coordinated Studies program, you will be constantly evaluated by your seminar leader in individual conferences and through comments on your written work. 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 criticism 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. Within the terms of a group 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 or for a favorable spot on a "bell curve", critical evaluations by your teammates and sponsors will be directed toward helping you, not toward standardizing comparisons.

The Portfolio

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 cumulative portfolio. Each unit of credit or block of units will be represented by at least three documents: (1) the Coordinated Studies program description or the 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 capabili-

career planning

ties; and (3) a statement by you, commenting on what you feel you have learned and evaluating the guidance and support which you received. Whenever possible, samples of your work—written, photographed, drawn, or taped—will be included.

The 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 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 sponsor. 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 Evergreen portfolio will become the full dossier of your under-

graduate career and will represent to employers or to professional schools the quality and extent of your work.

Preparation for Careers

Because of differences in educational thinking and in registration systems, the necessity may arise for translating the Evergreen credit you have earned and the evaluations you have received into other frames of reference. Should you apply to a professional school or seek certain specialized work at another college, your sponsors and other Evergreen staff members will help you make these translations. The work you have done in Coordinated Studies programs and in contracts will usually be described in portfolio documents as equivalent to a certain amount of course work in a certain subject, according to more traditional systems. The credit you earn at Evergreen will thus be acceptable elsewhere, allowing for the various require-

ments and policies of various institutions. And should, in a very few circumstances, another institution or agency require letter- and number-grades rather than a comprehensive report of your individual performance, it is much easier to derive letters and numbers from full evaluations than it is to write statements of recommendation for students known only by these symbols.

You will find many comments on career preparation in the sections devoted to Coordinated Studies programs, Contracted Studies, and the distribution of work. The portfolio will also be most helpful as a way of describing to future employers the preparation for a career which you have made at Evergreen. Throughout the academic program and other College services, you will be advised carefully, assisted strongly, and evaluated closely by people who know you well.

As the resources and relationships of Evergreen grow so will the opportunities for education toward specific careers become clearer and more numerous. Some students will prepare directly for their first jobs, some for graduate study, some for advanced professional training. But the College has a commitment to look further ahead as well. Evergreen will concentrate upon the basic strategies which will enable its graduates to perform vigorously and productively throughout their entire careers.

The imperative need is for men and women who are resourceful at problem solving, able to accept the challenge of relating specialized knowledge and techniques to general issues, and alert to the opportunities awaiting those capable of making individual contributions, under realistic circumstances, as members of teams.

study at evergreen: a summary

Credit required for graduation—36 units.
One unit of credit = five quarter-hours.
Ways of earning credit: (1) Coordinated Studies or (2) Contracted Studies.

Methods of learning include:

- participation in seminars, lectures, conferences, and workshops;
- performance of assignments in reading, writing, and other forms of communication;
- individual research and creative projects in the natural sciences, social sciences, humanities, and arts;
- involvement in large-group presentations and performances;
- completion of self-paced learning units and College Level Examination Program tests;

- field trips, community service projects, internships, work-and-study arrangements, overseas study.

Evaluation:

- Unit(s) of credit will be awarded upon fulfillment of each program of Coordinated or Contracted Study (otherwise, no entry will appear on the student's permanent records).
- Performance in each program of Coordinated or Contracted Study will be represented in a student's cumulative portfolio containing descriptions of projects, close evaluations by faculty and other staff sponsors, the student's self-evaluation, and samples of the work done.

the library at evergreen

The Evergreen Library will be a kind of full-service bank, making loans and sharing profits, concerned with the storing, use, and reuse of many units of currency—information.

The library is a focal point for these information transfers. It will help you find out where you are and where you want to go—to acquire skills in getting and using information.

Information, of course, is available in many sources. Usually you think of books, and magazines, but there are films, radio and television, friends and acquaintances, teachers, parents. And always you must test the validity of the information you are getting. There are other sources, too—government offices, newspaper morgues, business, labor, industry, and service agencies.

Evergreen's Library is designed to meet your interests. You will find familiar reference tools, books, and jour-

nals. You will also have easy access to information on tapes, records, films, maps, prints, slides and transparencies, programmed learning units, and models. People will work with you in learning how to find information on your own.

Even more important, these people will help you develop your own synthesis of information in support of your objectives, using photographic equipment and facilities, tape and television production capabilities, copying devices, and other resources. There are also many channels, electronic and conventional, to the other informational resources, on campus and beyond the campus.

Within the library there are different kinds of spaces, for work, for discussion, and for relaxation. The library, with its many resources, alive and working with you, is for the use, convenience, and enjoyment of everyone.

computer services

Subject to meeting irreducible administrative obligations, Evergreen's Computer Center will provide a variety of opportunities for students and staff to have access to computers. In lieu of a major on-campus facility, the College will utilize the service of several centers, making available the kind of computer best suited to a given project.

A significant on-campus installation

will be an interactive system including many terminals. Through this medium, computer services should be available to any student, using a simple, direct language (such as BASIC) which can be mastered within a few hours. This service will be available during a large part of the day or night, to provide help with homework, for special instructional assignments, or research projects.

counseling services

Evergreen will provide personal counseling and opportunities for career development planning for all interested students. The purpose here is to support the growth of students in the making of personal decisions and the solving of personal problems. Counseling relationships are strictly confidential. Since nearly all faculty and staff members will be involved in some type of counseling and advisement function, our services will attempt to complement these activities.

Career planning resources are available to assist students in determining initial vocational goals and to explore the relationship of their particular talents and interests to the world of work. Through counseling, a student can then apply these goals in curriculum and work-study planning.

Because of budgetary limitations, only minimal health services will be available in 1971-72, and the nature of these services is still to be determined.

financial aid

The Financial Aids Office will help, to the extent of limited funds available, to provide assistance to the student needing support in addition to his own and his family's resources.

To be considered for financial aid, a student, after being granted admission, must submit the Parent's Confidential Statement. This form, available from high school and community college counselors, should be completed and mailed to the College Scholarship Service, P. O. Box 1025, Berkeley, California, before March 1. The amount of aid which may be granted will be in direct proportion to the need computation of this statement. Financial assistance is awarded for one academic year; requests for renewal must be submitted annually and are subject to annual evaluation of need and academic status.

In assisting students, the College in 1971 will have to rely primarily on federal financial aid programs, guidelines

for which are established by the Department of Health, Education, and Welfare. Types of aid include: Educational Opportunity Grants, National Defense Student Loans, College Work-Study Program, Federally Insured Loan Program, and part-time employment on campus. Assistance may be approved for one program or a combination.

National Defense Student Loan (NDSL)

The amount of an NDSL loan will be determined by need and funds available. The maximum amount that an undergraduate may borrow each year is \$1,000. A full-time enrolled student may borrow no more than \$5,000 during his undergraduate career. A student is not required to pay interest on the loan during the time he is in college or for nine months following his departure from college, after which time repayment and interest begin.

For further information, write to Director of Financial Aids, The Evergreen State College, Olympia, Washington 98501.

Educational Opportunity Grants (EOG)

These funds are earmarked for full-time undergraduate students with exceptional financial need. To be eligible for such a grant, the student must clearly demonstrate that he would be unable to attend college without considerable financial assistance. The grants range from \$200 to \$1,000 each academic year but may not exceed more than one-half of the total financial assistance obtained by the student. EOG grants are matched with scholarships, loans, or guaranteed employment.

College Work-Study Program (CWSP)

The College, through federal funding, arranges summer and part-time employment to assist students in earning money to help meet college expenses. Students from low-income families are given priority for CWSP job opportunities available both on campus and in the community.

Federally Insured Student Loan

The three federal programs previously described were established to assist students from families with low income. The federally insured student loan program makes it possible for students from less economically stringent backgrounds to borrow money at a low interest rate. The student makes application directly to a participating bank or other lending institution. An undergraduate may borrow up to \$1,500 a year, depending on availability of funds. Repayment must begin nine months after the borrower leaves college, but payment may be deferred while the student is in graduate school, the armed forces, Vista, or the Peace Corps. If the student comes from a family with an adjusted income of more than \$15,000, he is required to pay all interest on the loan, beginning at the time he makes the loan. Any student interested should check for lending agencies in his own community.

housing and food services

HOUSING ACCOMMODATIONS

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

On-campus housing includes apartment-type space for 428 students, from single studio rooms to five-person complexes. All units are designed to provide living conditions similar to those available in private off-campus facilities, and will be regulated according to the same principles that apply to off-campus apartment houses. On-campus housing for married students will not be available during the 1971-72 school year.

Responsibility for determination of policies, procedures, contract terms, conditions, and rate schedules rests with the Board of Trustees, which may make

modifications at its discretion without notice. Rental rates will not be changed during the term of any contract. Assignments to college housing will be made without regard to race, creed, color, or ethnic background.

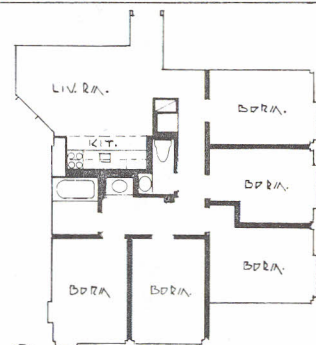
Facilities

Final responsibility for room assignments rests with the College, but to the extent possible student preferences will be honored. Six basic residence hall accommodations are available, as indicated in the adjoining diagrams. They are:

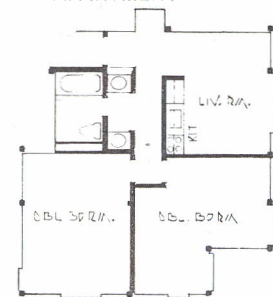
- A. *Five-Student Apartment.* These units are designed to give each occupant his own bedroom/study room. Roommates share bath and kitchen facilities. Each unit has a comfortable living room. Number of units available: 29 (accommodating 145 students).

HOUSING ACCOMMODATIONS
THE EVERGREEN STATE COLLEGE

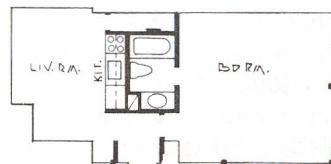
THESE DRAWINGS ARE INTENDED
AS EXAMPLES ONLY, ACTUAL
FLOOR PLANS MAY VARY.



(A) FIVE STUDENT APARTMENT

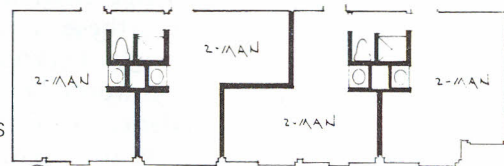


(B) FOUR STUDENT APARTMENT

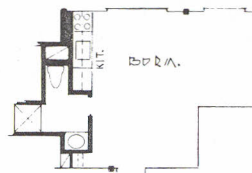


(C) THREE STUDENT APARTMENT

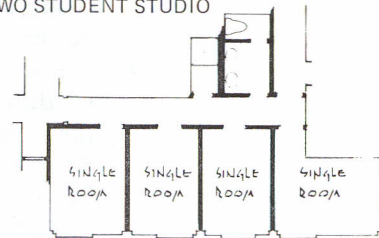
STUDIO OCCUPANTS
HAVE ACCESS TO
COMMUNITY LIVING
ROOMS AND KITCHENS
ON EACH FLOOR.



(E) TWO STUDENT STUDIO



(D) TWO STUDENT APARTMENT



(F) ONE STUDENT STUDIO

- B. *Four-Student Apartment.* Two students will share a bedroom/study in this two-bedroom unit, which has a common bath and kitchen to complement the living room. Number of units available: 20 (accommodating 80 students).
- C. *Three-Student Apartment.* Each of these units, with oversized single bedroom/study area, will comfortably house three students. Units have convenient living room-kitchen combinations. Number of units available: 3 (accommodating 9 students).
- D. *Two-Student Apartments.* Design of these units varies widely. Some have separate bedroom/studies. All have cooking facilities. Number of units available: 23 (accommodating 46 students).
- E. *Two-Student Studio.* Two students share a combination bedroom/study/living room. All have adjoining bath facilities. A community kitchen is available. Number of units available: 60 (accommodating 120 students).
- F. *One-Student Studio.* This is the most private unit, with access to community kitchen and living room. Number of units available: 28 (accommodating 28 students).
- Each unit is furnished with all items normally found in an apartment: bed frame and mattress, desk and chair, wardrobes, dressers, 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 laundry facilities are available to all occupants. All units have radio and television hook-ups. Arrangements for telephones must

be made with the Pacific Northwest Bell Telephone Company.

Students will have primary responsibility for maintaining appearance and cleanliness of common lounge and lobby areas as well as their own rooms. Vending machines will be available with a full line of convenience foods. Students wishing to do their own cooking will find a representative selection of packaged meats, assorted dairy products, condiments, assorted fruits, vegetables, soups, and bakery products on sale in the College Activities Building, scheduled for opening about December 1.

Rental Rates

Rental rates are indicated in the Student Accounts section. A \$50 deposit is required to reserve residence hall space. The deposit will be maintained in the Office of the Controller during occupancy of the residence hall.

FOOD SERVICE

Food service is provided by a private company under contract with the College. Eating facilities are located in the penthouse of the library and in the College Activities Building. Since the Activities Building will not be completed by opening day, all early food services will be housed in the library. Occupants of residence halls may use college food services to the extent they wish. Costs had not been determined at the date of this publication, but charges probably will range from \$70 to \$85 per month for a three meal per day, seven day per week program.

Food service is available to residence hall occupants but not required.

student accounts / rules, procedures

STUDENT ACCOUNTS

Policies and Procedures

Resident and Nonresident Status

The term "resident student" means one who has lived in the state of Washington for one year prior to the date of registration; 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 Students

(For Tuition and Fee Calculation)

For purposes of payment of tuition and fees, the term "part-time student" means one who is enrolled for less than two Evergreen units of credit. The term "full-time student", for tuition and fee purposes, means one who is enrolled for

two or more units. Determination of part-time or full-time status for fee calculation will be made during registration, and may not be changed after the sixth day of instruction of the quarter.

For academic purposes, part time is less than three units; full time is three units. (*See "Full-Time and Part-Time Status", academic.*)

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.

TUITION, INCIDENTAL FEES, AND OTHER CHARGES

Application Fee

A \$15 Application Fee is required of all applicants 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.

Billing and Payment

Tuition and incidental fees are billed on a quarterly basis regardless of the content or length of a student's academic program. All other charges and related fees will be billed on a monthly basis as they arise.

Tuition and incidental fees are due and payable at the beginning of the quarter. If full payment is not received by the sixth day of the quarter, the student will not be enrolled for that term. If after the sixth day the student presents payment and can show cause for late payment he may be re-enrolled at the discretion of the registrar; however, enrollment will not be allowed after the tenth day. A student not completing registration on the day specified in the College calendar, or one re-enrolled after the six-day limit, will be assessed a late registration fee of \$15.

Failure to pay any charges other than the tuition and incidental fees will not be cause for disenrollment. Such failure may, however, result in other action such as eviction from College-owned housing, cancellation of insurance eligibility, or revocation of such other licenses as may have been granted.

Deposits

An advance deposit of \$50 is required within 30 days after notification of acceptance is received from the Office of Admissions. This deposit will be forfeited if the student does not register. 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 credit to the student's account and continues to reserve an enrollment position

through succeeding quarters until he graduates or otherwise withdraws.

The advance deposit is refunded when a student withdraws from Evergreen. Withdrawals are never blocked. For three reasons, the College asks, however, that withdrawal be accomplished through an interview. First, if withdrawal is made necessary because of difficulties that Evergreen can help to relieve, the possibility of that help should at least be noted. Second, The College's resources for counseling and information should be available, if the student wants to use them, as he acts upon his decision to leave the campus and as he considers the next stages of his experiences. Finally, if Evergreen is to provide a supportive and genuinely educative environment, it must be kept apprised of how effectively it meets students' needs. At the conclusion of the interview, the advance deposit is refunded less any outstanding debts to the College.

Refunds

No refund of tuition and incidental 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. If a refund is appropriate and authorized, and if the student withdraws from the College prior to the sixth day of instruction of the quarter, tuition and incidental fees will be refunded in full. If a refund has been authorized and the student withdraws on or after the sixth day of instruction, but before the thirty-first day, refund of one-half of tuition and incidental fees will be refunded. If the student withdraws after thirty calendar days, no refund is allowable.

Financial Aid Disbursement

Financial aid awards are made by the Financial Aids Office. The amounts, types, and conditions are transmitted to the student accounting section for accounting and distribution. All financial aid, with the possible exception of short-term emergency loans, is distributed quarterly to coincide with the assessment of tuition and incidental 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 on-campus work/study programs for which funds are distributed through the payroll system.

Parking

Parking facilities adjacent to the academic plaza and residence halls are available to students and visitors. Student vehicles may be operated on campus under the following conditions: (1) Permits are purchased; and (2) campus traffic and parking regulations are complied with.

STUDENT HEALTH INSURANCE

For 1971-72, because of financial restrictions, the College can provide only the most minimal health services. Students not covered by parental or other health insurance programs are therefore strongly urged to purchase medical insurance. Evergreen will make suitable policies available for students and their dependents.

HOUSING AND FOOD SERVICE

Billing and Payment

Students will be billed for housing and contract food service at the beginning of each month. The statement will be included on the regular student accounts bill. Housing payments are due and payable by the tenth day of the month. If a student falls more than one month in arrears in housing, his housing contract is subject to cancellation.

The contract period for residence hall occupancy is a minimum of three months and a maximum of one year. At the expiration of a contract, the student is eligible for a complete refund of his housing deposit less any outstanding debts owed to the College, or he may wish to renew the contract for an extended period. If a notice of termination is not received at least fifteen days prior to the contract expiration date, the contract will be assumed to continue for one additional quarter.

Deposits

A housing deposit is required, to reserve living accommodations and to offset any assessed damages. If the student reserves a room and subsequently changes his mind, he is eligible for a refund provided that he gives written notice at least forty-five days prior to the date for which the room has been reserved. If cancellation is requested less than forty-five days before the reservation date, the full deposit is forfeited by the student.

Refunds

If a student vacates prior to the termination of his housing contract, he is liable for payment for the balance of the month in which he gives notice and for the month following. If he has paid in advance and gives notice of intent to vacate, the balance remaining after deducting rent for the current month and one additional month will be refunded.

student accounts / tuition and fees

STUDENT ACCOUNTS Schedule of Tuition and Fees

Resident—Full-time student, per quarter	\$120.00
Nonresident—Full-time student, per quarter	240.00
Resident—Part-time student	75.00
Nonresident—Part-time student	150.00

HOUSING AND FOOD SERVICES: RATES

Residence Hall Accommodations, per month, each occupant

Two-student or three-student apartment	\$64.00
Four-student or five-student apartment	62.00
Two-student or one-student studio room	60.00

A variety of styles will be available to accommodate 428 students, on a first-come, first-served basis.

<i>Housing Advance Deposit</i>	\$50.00
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Payment of this deposit will reserve residence hall accommodations on a first-come, first-served basis. The deposit is forfeited if reservations are not used, or not cancelled

with sufficient notice. The deposit is refunded upon vacancy in accord with the terms of the housing contract.

Food Service

Food service on The Evergreen State College Campus is contracted to a company specializing in this service. The cost of food service has not been determined at the date of this publication but is estimated at \$70 to \$85 per month. Food service is not required of residence hall occupants, but is available to anyone who wishes it.

APPLICATION FEE AND DEPOSITS

Application Fee \$15.00

This fee is paid only once and must accompany the application for admission. The fee is not refundable nor applicable to fees upon registration.

Advance Deposit \$50.00

This deposit is required of all new students after notification of acceptance. Payment will reserve enrollment, on a first-come, first-served basis, and is not refundable if the student does not enroll. The advance deposit is not applied toward the payment of tuition, but is maintained as a credit to the student's account and continues to reserve enrollment through succeeding quarters. It is refundable upon withdrawal or graduation.

MISCELLANEOUS FEES

Late Registration Fee \$15.00

Students who do not register on the days specified in the college calendar, or who do not pay the required fees according to stated policy will be assessed a late fee.

Student Supplemental Insurance (Quarterly)

Student only \$10.37

Student and Dependents 31.64

The College offers an optional insurance program. The insurance will be billed quarterly for the student unless additional coverage is requested or a waiver is signed and returned during registration.

Replacement of Student Identification \$ 5.00

Portfolio and Transcript Fee 10.00

(Payment of this fee entitles the student to one copy. Charge for additional copies is payable before delivery.)

Vehicle Parking

	<i>Auto- mobiles</i>	<i>Motorcycles and Scooters</i>
Daily	0.25	0.25

Monthly	5.00	2.50
Quarterly	10.00	5.00
Yearly	30.00	15.00

Every vehicle parked on college grounds during regular working hours, or parked in residence hall parking areas at any time, must display a parking permit.

Summary of Estimated Quarterly Expenses

	<i>Resident</i>	<i>Nonresident</i>
1. Prior to or during first Quarter only		
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	\$120.00	\$240.00
Books and Supplies (Estimate)	50.00	50.00
Miscellaneous Fees and Charges	25.00	25.00
3. Related Costs		
Housing (Average)	\$186.00	\$186.00
Meals (Estimate)	250.00	250.00

4. Other Expenses

Personal (Estimate)	\$135.00	\$135.00
Insurance (Optional)	10.37	10.37
Car (Estimate)	65.00	165.00

For the 1971-72 academic year at Evergreen, a single resident student, without a car, living in college housing, can reasonably expect to spend \$2,335 on his education as follows:

Tuition and Incidental Fees	\$ 360.00
Books and Related Supplies	150.00
Miscellaneous Fees and Charges	75.00
Housing and Meals	1,300.00
Personal Expenditures	400.00
Travel to and from Home	50.00
 Total estimated expenses for three quarters, 1971-72	 \$2,335.00

the campus/the community

Evergreen's campus covers 990 acres on Cooper Point Peninsula, five miles northwest of downtown Olympia. The site includes natural forest, open areas, and 3,300 feet of waterfront on Eld Inlet of Puget Sound. Mount Rainier, the Olympics, and the Black Hills are visible



from many campus locations.

Buildings, grouped in the center of the campus and connected by a landscaped central plaza with lateral courts, reflect an urban character. Walks, trails and service roads penetrate the forest lying at the outer edges of the plaza; otherwise the site's natural qualities have been preserved.

Students, staff, and campus visitors will experience a sense of a community in action, with quiet places for relaxation and contemplation nearby. The campus also supports Evergreen's philosophy that learning extends beyond the classroom, providing students a large, living outdoor laboratory for environmental, marine, and other scientific study.

Major facilities scheduled for completion by fall, 1971, include the library, large group instruction center, college activities building, and student residence halls. Construction of first phases of the

science laboratory and recreation buildings started early in 1971 and will be completed by fall, 1972. Proposed future projects include more residence halls; additions to the science, recreation, and college activities buildings; seminar building, fine arts building; drama-music building; and health services center.

The campus may be reached by the Seattle-Portland and Olympia-Aberdeen freeways and by city and county roads. A future limited-access parkway will connect the southern edge of the campus with the freeway system; a new county arterial will provide access from the eastern part of the campus to downtown Olympia.

In addition to numerous state agencies and services, Olympia has the state capital museum, state library, and headquarters of the five-county Timberland Regional Library.

The annual Governor's Festival of the



Arts, hosted also by the Olympia Fine Arts Guild, covers the cultural spectrum from modern to classical and ranges through the visual, orchestral, and performing arts. Community activities also include performances by the new Olympia Symphony and Olympia Little Theater.

admissions and registration

The Evergreen State College welcomes a wide variety of students—a real diversity of ages, backgrounds, interests, and outlooks.

General Admissions Requirements

In general, the College is concerned with helping prospective students to determine whether they can profit from Evergreen's distinctive program. The College can best serve those whose interests and personal characteristics will permit their constructively investing their time in such a program. They should 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 if he ranks in the upper half of his graduating class. There are no requirements for a specific number of high school units. Evergreen places major emphasis on the information provided on its Supplemental Admissions Form, available on request from the Office of Admissions. Although transcripts and college entrance test scores must be submitted, there are no special requirements (beyond upper-half class standing) with respect to grade point average or standardized test results. The reason for requiring transcripts and test scores is to insure completeness of the record; they help the College to determine whether it is aiding its students to develop in productive ways. Ordinarily, the test scores submitted will be on the Washington Pre-College Test or on the Scholastic Aptitude Test of the College Entrance Examination Board.

Applications will be welcomed also

from persons who have completed the equivalent of the twelfth grade but have not been actually graduated from high school.

Transfer Students

Generally, procedures and policies for transfer students are the same as for those coming directly from high school. If the applicant from another college or university has successfully completed fifteen or more quarter-hours of credit (or the equivalent), he need not meet the requirements for upper-half standing in his high school graduating class. If he has not successfully completed fifteen quarter-hours of college-level work, he may be asked to apply under the same conditions as one applying directly from high school. Equivalent credit for work satisfactorily completed at other institutions can be applied toward a baccalaureate degree at Evergreen, subject to Evergreen's requirement of thirty-six units.

All credit earned at other institutions of higher education will be applied toward a B. A. degree at Evergreen in multiples of five, rounded to the nearest multiple. In other words, twenty-three quarter-hours earned elsewhere will provide five of the thirty-six learning units necessary for the baccalaureate degree at The Evergreen State College, whereas twenty-two quarter-hours will yield four of the necessary Evergreen units.

Transcripts of all college-level work must be submitted in support of the application, but primary emphasis will be placed on the prospective student's evidence of interest, initiative, and creativity as indicated in his responses to the Supplemental Admissions Form.

Advanced Placement

An applicant with a score of three (3) or higher 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 may also be granted on the basis of the College Level Examination Program of the College Entrance Examination Board.

Students from other countries and the admissions procedures for Canadian students are the same as those for students from the United States. All others should request a bulletin of special instructions from the Office of Admissions.

Admissions Procedures

The closing date for applications is May 1, 1971, for students seeking admission the following September. Fall enrollment will be limited to the number that can be effectively served within available resources and facilities. Appli-

cants 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 must 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 and recommendations 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 complete high school record and date of graduation, before their acceptance is final.
3. A transfer student is requested to

present two (2) official transcripts from each college or university attended and a statement of honorable dismissal.

4. The Supplemental Admissions Form is an essential part of the admissions procedure. It must be completed by all prospective students in support of the application. The Supplemental Form will be sent upon receipt of the Uniform Application for Admission.
5. An admission decision will not be made on incomplete applications. 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.

(d) Test scores.

6. Upon receipt of a notice of eligibility, the applicant must send an advance deposit in the amount of \$50 within 30 days. A permit to register, showing the date of registration, will then be sent.
7. The Health Evaluation Form, sent with the permit to register, must be completed by a physician and returned to the Admissions Office at least 30 days prior to registration.

Notification of admission 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 for a particular term. Applications will not be carried over to a subsequent term. Closing dates for applications will be May 1 for fall term, December 1 for winter term, and March 1 for spring term.

Credentials, except original documents, submitted in support of an ap-

plication become the property of the College. The admissions credentials of students who do not register for the term in which they applied will be held two years before being discarded.

Campus Visits

Personal interviews are not required. All prospective students and other interested persons are welcome to visit the campus and to discuss Evergreen's program with members of its staff.

Registration

Once a student has been admitted, he will find the procedures for registration spelled out in the materials provided each quarter. Registration, which is simply an official recording of the work for which a student is enrolled, takes place on days indicated in the College Calendar. For newly admitted members of

Evergreen's student body, registration takes place after an orientation period that permits their developing greater familiarity with the College's offerings; once a student has spent a quarter at Evergreen, he will have an opportunity to register early for subsequent terms, thus enjoying greater convenience and more easily reserving a place for himself within the institution's programs.

For 1971-1972, details of the registration process will be sent to all admitted students during the summer.

Requests for forms and correspondence regarding admissions should be addressed to:

Director of Admissions
The Evergreen State College
Olympia, Washington 98501
(206) 753-3150

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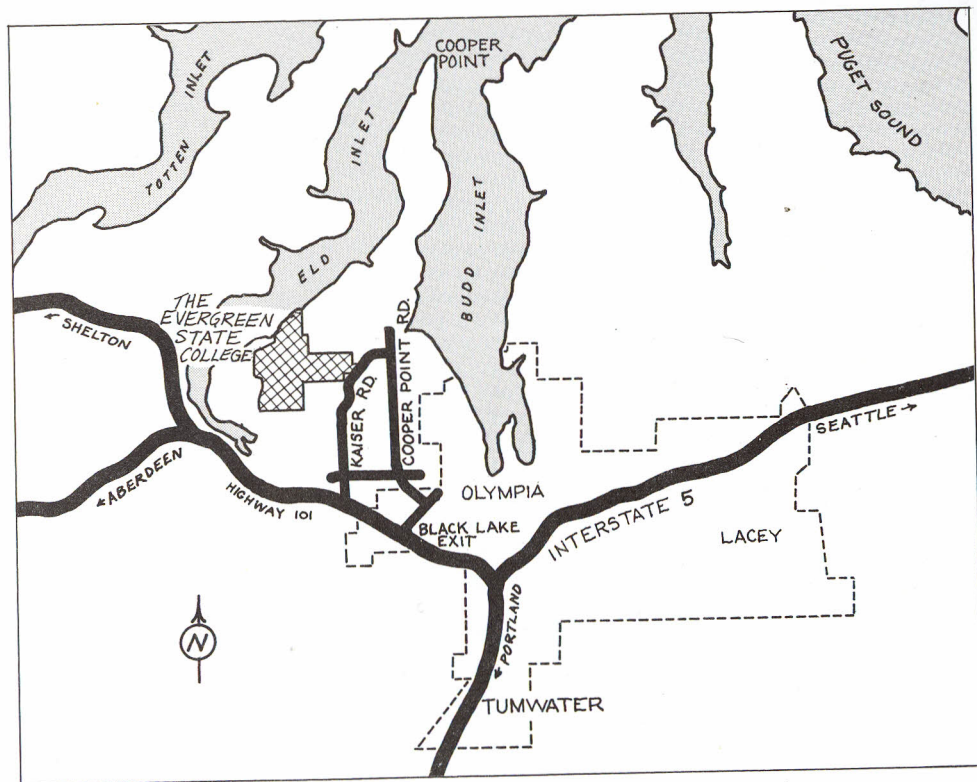
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Hirzel, Woody	Photographer, Media Services
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Holly, James F.	Dean, Library Services

*As of January, 1971

Hubbard, Connie	Artist-Illustrator, Media Services
Humphrey, Donald G.	Dean, Natural Sciences
Humphreys, Willard C., Jr.	Faculty
Hutchings, Joan S.	Programmer, Computer Services
Jacques, Neal	Resident Engineer
Johnson, James O.	Systems Analyst
Johnson, Karl N.	Administrative Architect
Jones, Richard M.	Faculty
Long, James	Programmer, Computer Services
Martin, S. Rudolph, Jr.	Faculty
Matheny, Patricia	Associate Librarian, Media Processing
McCann, Charles J.	President
Moss, John T.	Student Accounts Supervisor
Munro, John	Systems Analyst, Computer Services
Nichols, Richard O.	Director of Information Services
Nickolaus, Donald	Systems Analyst, Computer Services
Olson, Harry F.	Building Maintenance Supervisor
Parry, Donald S.	Director of Plant Operations
Paull, Kenneth W.	Coordinator of Library Systems
Phipps, William A.	Staff Architect
Saari, Albin	Chief of Media Engineering Services
Schillinger, Jerry L.	Director of Facilities Planning
Sethre, Robert A.	Director of College Relations
Shoben, Edward Joseph, Jr.	Executive Vice President

Sluss, Robert	Faculty
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Unsoeld, William F.	Faculty
Webb, E. Jackson	Faculty
White, Sidney D.	Faculty
Wiedemann, Alfred M.	Faculty
Winkley, Kenneth M.	Controller
Workman, William	Programmer, Computer Services
Young, Frederick H.	Faculty
Youtz, Byron L.	Faculty

map



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