

# NEWS

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FOR IMMEDIATE RELEASE

The National Endowment for the Humanities' Division of Education Programs has announced the award of a three-year \$176,934 grant to support advanced-level humanities studies at The Evergreen State College, it was announced this week in Washington, D.C. The award, effective immediately, runs through the 1977-78 academic year.

Receipt of the grant will enable the college to strengthen advanced studies in and among such academic fields as literature, philosophy, political science, languages, speech, history and criticism of the arts, according to project director, Dr. Charles B. Teske, Evergreen faculty member.

Evergreen's award is one of only four of its kind made this summer to institutions throughout the nation, according to NEH officials. Others receiving grants in the advanced-level studies category of the Division of Education Programs were the University of Virginia, University of Massachusetts Harbor Campus at Boston, and Portland State University. Some 21 colleges and universities submitted grant applications during the funding cycle in which Evergreen received its award.

The grant will augment institutional funding in the design, operation, and evaluation of advanced team-taught Coordinated Studies programs during each of the next three academic years, Dr. Teske said. Coordinated Studies involve the year-long examination of major topics or problems from the perspectives of numerous academic disciplines as represented by faculty assigned to the instructional teams. The programs normally include four instructors and about 80 students. Programs specially designated for support under the grant will operate with a slightly smaller student-faculty ratio.

The initial program supported by the large grant is a Coordinated Study entitled

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Dick Nichols, Director  
Information Services

"Culture, Ideology and Social Change in America." Already designed for inclusion in the 1975-76 curricula, the program will entail extensive reading and writing assignments, core seminars, lectures and other presentations, research activities, special-topic workshops, and individual projects and conferences.

Working around the relations between culture, ideology and social change in America since 1775, the program will consist of a highly-structured series of five-week segments, including group studies and individual research projects.

Major topical areas will include "The Culture, Ideology and Politics of the American Revolution;" "The Renaissance in Literature and Social Thought on the American Frontier;" "Culture and Society in the Slave South, and the War for Southern Independence;" "European Immigration to the U.S. (1820-1920) and the Development of Local and Working Class Culture;" "Debates and Movements on Behalf of a New American Culture and Society;" "The Rise of Mass Culture;" and "Towards a New Populism."

Faculty assigned to the initial program include Coordinator David Marr (American studies), Dr. Eric Larson (anthropology), Dr. Priscilla Bowerman (economics), and Dr. Teske (literature).

"Once the initial Coordinated Study ends next Spring, the NEH grant will support a complete written evaluation, as well as assignment of another faculty team to design and prepare a new program for 1976-77," Teske said. "The same process will be followed in the third year of the grant."

The NEH award also provides for engaging visiting lecturers and other resource persons to add their expertise to the academic programs. In addition, it will support acquisitions to strengthen Evergreen's library resources in the humanities.

Commenting on the long-range value of the grant, Dr. Teske said, "Evergreen during its first four years has employed Coordinated Studies as the largest part of its curriculum and has had success in basic and intermediate programs involving the humanities. Our own research indicates the college has not realized the full potential of this kind of study for truly advanced work centered in the humanities. This grant will allow the college to develop models and traditions of advanced humanistic study in its formative years which will have a strong impact on the future curriculum."