# CULTURAL RESOURCES REPORT COVER SHEET

Author: Artifacts Consulting, Inc.

Title of Report: The Evergreen State College, Cultural Resources Survey

Date of Report: June 2016

County(ies): Thurston Section: 5, 6, 7, 51 Township: 18 Range: 02W
Section: 31 Township:19 Range: 02W

Quad: Olympia Acres: 900

PDF of report submitted (REQUIRED) **X** Yes

Historic Property Inventory Forms to be Approved Online? **X** Yes

Archaeological Site(s)/Isolate(s) Found or Amended? **X** No

TCP(s) found? **X** No

Replace a draft? **X** No

Satisfy a DAHP Archaeological Excavation Permit requirement? **X** No

Were Human Remains Found? **X** No

DAHP Archaeological Site #:
_____
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- Submission of PDFs is required.
- Please be sure that any PDF submitted to DAHP has its cover sheet, figures, graphics, appendices, attachments, correspondence, etc., compiled into one single PDF file.
- Please check that the PDF displays correctly when opened.

# the evergreen state college

## Intensive Level Survey Documentation and Illustrated Historic Context Statement


**Artifacts Consulting, Inc.**

June 2016

The Evergreen State College

Washington State Department of Archaeology
and Historic Preservation

(this page): Aerial view of The Evergreen State College campus. Courtesy TESC Archives.

(previous page, clockwise from upper left): The Evergreen State College welcome sign; LAB I, LAB II, and Lecture Halls; Seminar I; and view of the library's clock tower. Courtesy TESC Archives.

All historic photographs illustrating this section are courtesy TESC Archives unless otherwise noted.

# introduction

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# executive summary

The period of significance for the campus is 1971–1978 and encompasses the start and completion of the Phase II Master Plan development. The survey covered the entire campus, covering a total of 130 properties, with the following results. Note that properties range in scale from small free standing directories to the library building.

- 47 historic properties, for which intensive-level inventory forms were recorded in WISAARD (7 properties were paired with other properties due to functional relationships resulting in fewer forms)
- 76 non-historic properties identified, requiring no inventory form

The survey identified a potential National Register of Historic Places (NRHP) historic district encompassing the core academic campus. District eligibility is recommended at the statewide level of significance, under criteria A, C, and criterion consideration G. This district contains the following property types:

» 20 historic, contributing properties

» 2 historic, non-contributing properties

» 13 non-historic, non-contributing properties

Of the 47 historic properties inventoried, five are recommended as potentially individually NRHP eligible properties, at the statewide level of significance, under criterion C, and criterion consideration G. These five are located within and included in the total number of potentially contributing properties for the historic district. These properties are:

» College Recreation Center, built in 1973

» Daniel J Evans Library, built in 1971

» Science Laboratory Phase I, built in 1974

» Science Laboratory Phase II, built in 1976

» Seminar I, built in 1974

# credits and acknowledgements

Preparation of this report would not have been possible without the support from the following entities and individuals: The Evergreen State College, Jeanne Rynne, Director of Facilities; Azeem Hoosein; Randolph Stilson; David Shellman, Dick Clintworth, and Henry Nguyen, formerly with TESC. Chris Griffes, Associate Partner, ZGF, project coordination

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## maps

# photos

All historic photographs illustrating this section are courtesy TESC Archives unless otherwise noted.

All contemporary photos (2016) are courtesy Artifacts Consulting, Inc., unless otherwise noted.

# tables

# project background

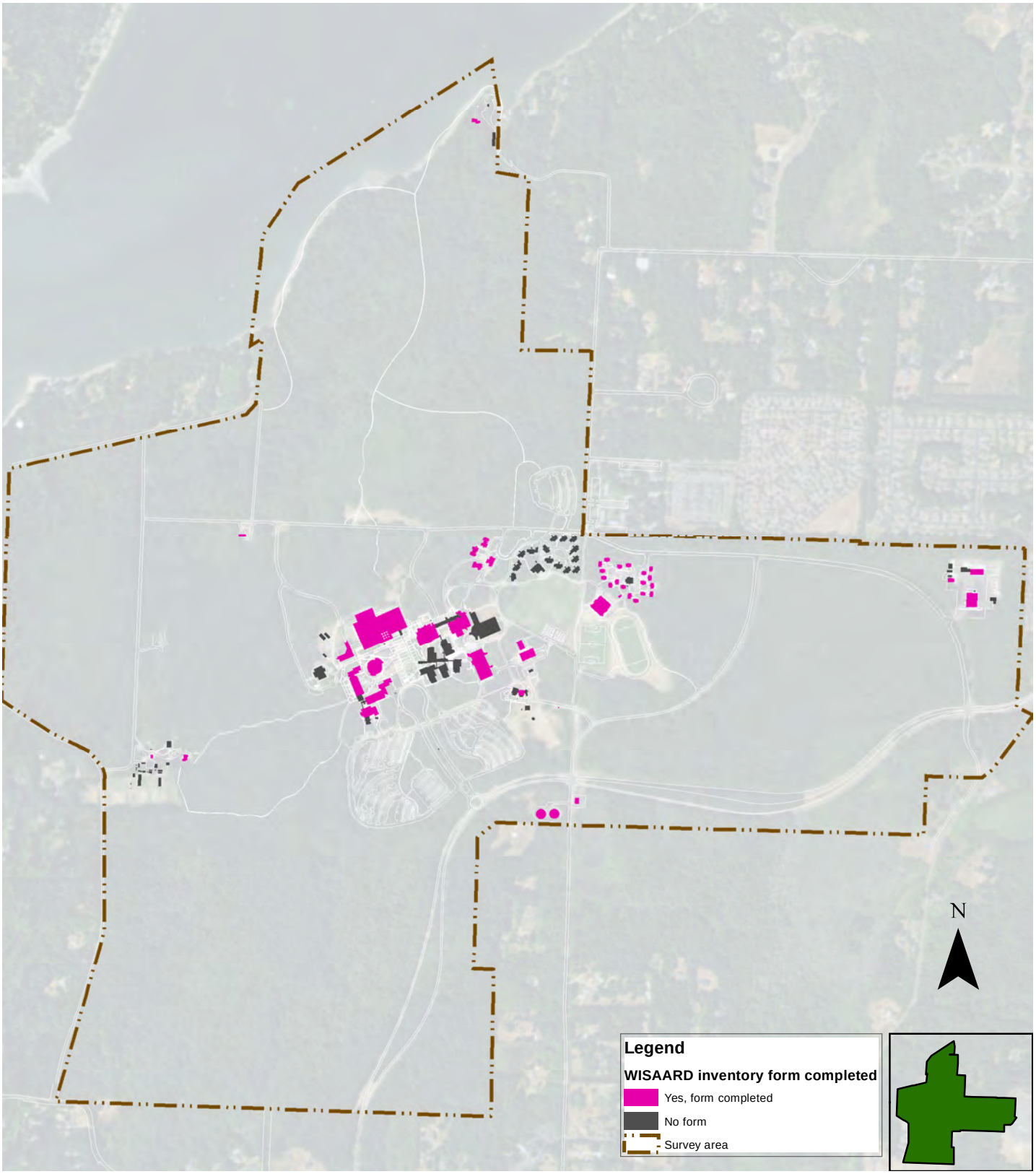
The Evergreen State College retained Artifacts Consulting, Inc. as subcontractor to ZGF Architects to complete this survey and documentation of the campus. This documentation fulfills Stipulations-Mitigation Measure number 1 of the Memorandum of Understanding (MOU) executed between the Department of Archaeology and Historic Preservation (DAHP) and The Evergreen State College (TESC). This MOU stems from compliance with the Governor's Executive Order 0505. TESC utilized capital funding through the State Legislature for the renovation and addition to the TESC Lecture Hall. DAHP determined the hall eligible for listing to the National Register of Historic Places (NRHP) and determined that the proposed partial demolition and substantial addition would have an adverse impact.

The survey and documentation extended to the full campus, encompassing more than 900-acres. Refer to survey area below for details.

Artifacts personnel conducting the survey and documentation all hold Master of Science degrees in Historic Preservation and have extensive survey and documentation experience. All Artifacts personnel exceed the *Secretary of the Interior's Professional Qualifications Standards*, used by the National Park Service, and published in the Code of Federal Regulations, 36 CFR Part 61. The qualifications define minimum education and experience required to perform identification, evaluation, registration, and treatment activities. Personnel and tasks performed during the project listed below.

- Spencer Howard, managing partner, project manager, field work, research, GIS mapping, writing
- Katie Chase, partner, field work, research, writing, production
- Susan Johnson, associate, field work, research, writing, HPI forms

Copies of the inventory forms and report reside with DAHP and TESC. Inventory forms are publicly accessible online through the Washington Information System for Architectural and Archaeological Records Data (WISAARD) at https://fortress.wa.gov/dahp/wisaardp3/.




Map 1.1. Survey Area, encompassing those parcels owned and managed by TESC.

# research design

Research design addresses the survey area, objectives, expectations, and methodology employed in the survey and documentation process. How this information will be integrated by TESC into their planning process is discussed at the end. This study addresses only built environment properties, no evaluation of pre-historic or historic archaeology was conducted as part of this study. All work followed the *Washington State Standards for Cultural Resource Reporting*.

## Survey Area

The survey area extends to the full campus site, including surrounding forested lands. Having the complete land holding surveyed at one time facilitates predictability in ongoing planning by TESC. The survey area is the area of potential effect, based on this area being the subject of ongoing TESC capital planning and management.

Thematically the survey focuses on properties acquired and built by TESC as part of the college's establishment and development and includes the period from 1968 through the 1970s.

The survey area is in Thurston county within the Olympia quadrangle. The site is roughly bounded by 17th Avenue Northwest along the south, Simmons Road Northwest and Lewis Road Northwest along the west, Sunset Drive Northwest, Eld Inlet and Snyder Cover along the north, and Snyder Cove Creek, Overhulser Road Northwest, Driftwood Road Northwest, and Evergreen Parkway Northwest along the east.

- Section: 5, 6, 7, 51 Township: 18 Range: 02W
- Section: 31 Township: 19 Range: 02W

There are currently no National Register of Historic Places-listed or Washington Heritage Register-listed built environment properties within or adjacent to the survey area. There are, however, archaeology-related properties within the survey area.

Previous surveys encompass several historic property inventory forms, archaeological studies, and cultural resource surveys around the survey area. Only the historic property inventory forms relate to this project's thematic and temporal study area.

Historic property inventory forms had been prepared for:

- Property ID: 112411, Central Utility Plant, Building #5, reconnaissance level, recorded in 2010, 072910-32-TESC DAHP determined eligible on 1/11/2011
- Property ID: 112483, Seminar Building #11, reconnaissance level, recorded in 2010, 072910-32-TESC DAHP determined eligible on 1/11/2011
- Property ID: 112409, Large Group Instruction Building #2, reconnaissance level, recorded in 2010, 061312-06-TESC DAHP determined eligible on 6/14/2012; also Property ID 48836 recorded in 2006
- Property ID: 486131, reconnaissance level, recorded in 2011
- Property ID: 48629, Daniel J. Evans Library, recorded in 2006

Cultural resource surveys within the survey area:

- NADB: 1352621, 2009 culvert replacement at Snyder Creek

Cultural resource surveys (five total) around the survey area encompass roadway work, prehistoric, and historic surveys. They range 1,000 to more than 2,000 feet from the edge of the survey area. There are no maritime-related properties recorded along the north edge of the survey area.

- NADB: 1345721
- NADB: 1348531
- NADB: 1348287
- Smithsonian Number: TN00240
- Smithsonian Number: TN00396

# Objectives

The objective is to provide a comprehensive survey and documentation of built environment properties and their potential eligibility. To this end, the context statement development and identification of development periods and themes, coupled with field work, support this identification and eligibility process. This data will provide a baseline to support future planning and capital fund request applications as the college continues to grow and develop.

This survey supports the following goal in the State Historic Preservation Plan:

Goal 3. Strengthen policies and planning processes to enhance informed and cross disciplinary decision-making for managing cultural and historic resources.

A. Position historic preservation to be more fully integrated into land use decision-making processes.

B. Establish policies and provide tools to improve protection of cultural and historic resources.

C. Improve planning, management and funding of historic and cultural resources on state-owned and managed lands.

# Expectations

We expect a concentration of potential NRHP-eligible properties grouped within the core of the campus master plan, with some possible outlying individual properties within the broader survey area. Given the growth and development pressure within the campus, we expect a moderate level of alterations to buildings, circulation features, and landscaping.

# Methodology

TESC provided access to scans of the original and alteration drawings for the buildings and site, as well as an AutoCAD base map for the campus. TESC library provided a substantial volume of scanned historic photographs, and primary archival materials and secondary published volumes on the college history. TESC holdings constitute the majority of primary materials. Other repositories visited include the state archives, state historical society, and Tacoma Public Library. Materials were collected and digitized to form the project archive.

Field work consisted of three Artifacts personnel digitally photographing the buildings, circulation, and landscape features, while completing inventory forms for the properties. We worked from a GIS base map that we developed from the AutoCAD file for the field work. Construction dates identified through research focused on the buildings and features that are 35 years of age and older. Personnel used the Gaia GPS application in the field to track survey routes and photograph locations for circulation and site features.

# Integration with Planning Process

The eligibility recommendations derived from this survey and documentation process will be used by TESC in their project planning and capital fund requests to:

- Streamline Governor's Executive Order 0505 compliance on future projects.
- Identify where programming and preservation goals might conflict, allowing consideration of avoidance alternatives or early discussions on mitigation to occur.
- Assist in developing a protocol for DAHP review to aid TESC in planning for, and understanding what is required and what actions would trigger a review, and what type of actions would have no adverse effects and which could.

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# historic context

Photo 2.1.  Aerial view of The Evergreen State College. Courtesy TESC Archives.

All historic photographs illustrating this section are courtesy TESC Archives unless otherwise noted.

# significance statement

The Evergreen State College, established in 1967 and opened to students in 1971, is a public four-year college that was founded on four "no's": no academic departments, no academic requirements, no faculty rank, and no grades. It broke the traditional mold during a time of unrest on college campuses across the country and sought to emphasize learning and experience rather than requirements or strict standards. The college encompasses 1,000 acres on Cooper Point, a peninsula in Olympia formed by the Eld Inlet on the north and west sides and Budd Inlet to the east. The campus is significant for its representation of state funded higher education in Washington during the second half of the 20th century, its innovative approach to education, and its expression of mid-century brutalist architecture and college campus planning designed by prominent Pacific Northwest modern architects.

While some individual buildings at The Evergreen State College exhibit enough integrity to warrant individual listing, the campus as a whole appears eligible for inclusion on the National Register of Historic Places as a historic district under criteria A and C with Criterion Consideration G at the statewide level of significance. The campus is not yet 50 years old, but the unique history of the college and its expression of a cohesive architectural vision warrants the campus' eligibility for listing to the National Register under Criterion Consideration G. The campus is significant under Criterion A for its association with post-World War II higher education in Washington. Prior to the establishment of The Evergreen State College in 1969, a new state four-year college had not been founded in the state since the late 19th century. The campus's areas of significance are architecture and education. The period of significance for the campus is 1971–1978, the timeframe within which the buildings outlined in the Phase II Master Plan were constructed.

Although several prominent individuals are associated with the campus, many of them are still living and their association with the campus does not rise to the level of exceptional importance, so the campus does not appear eligible under Criterion B, for association with lives of significant persons in the past. The campus is significant under Criterion C for its many expressions of brutalist architecture. Each of the original, master-planned buildings are unique, but the architectural campus planners, Dunham Anderson Freed, had the foresight to encourage a consistent material palette and architectural style that resulted in a cohesive campus design. Furthermore, the campus is significant as the work of masters in the fields of architecture and engineering. Prominent Pacific Northwest architectural firms designed

or engineered many of the buildings on campus. The campus does not appear eligible under Criterion D as it has not yielded, and does not appear likely to yield, information important to history or prehistory.

The campus, which includes original buildings, circulation networks, structures, and open space, maintains a high degree of integrity, keeping its original location, setting, feeling, association, and design. The original design for the campus is evident everywhere, from the distinct circulation patterns for pedestrians and vehicles and the dominant use of concrete as a building material to the retention of the evergreen tree canopy enveloping the campus. Alterations have been made to the original buildings and new buildings have been added to the campus, but overall, these changes do not detract from the campus' significance. The significant alterations to the Lecture Halls building have made it non-contributing to the district's eligibility, but the rest of the buildings within the campus core constructed during the period of significance retain enough integrity to contribute to the campus' significance.

Photo 2.2. Library construction site, 1970.

# historical development

## Background Information

The Evergreen State College was established by the Washington State Legislature in 1967—the first public four-year college founded in Washington in the 20th century. The Legislature was responding to significant population growth in the state, particularly in the Puget Sound region, which increased the need for additional higher education opportunities for students. The existing 5 public four year colleges anticipated higher enrollment numbers in the 1970s. After careful deliberation, a site outside of Olympia was selected and academic and master planning began to determine the course for the new college.

### Education in Washington State

Formal education has been a significant part of the American story since the nation's colonial days. Initially, education in the United States consisted of primary education for young children and teens and university education for young adults. After the nation's founding in 1776 the number of public schools in the country increased. In the 1840s, elementary education became compulsory and normal schools to educate teachers, soon developed and grew.[1] During the 19th century, secondary schools and college preparatory schools were added to fill the gap in education between primary school and college. College education also became more available during the 19th century, particularly with the passage of the Morrill Acts of 1862 and 1890.[2] Higher education enrollment dropped off substantially during World War

1. George A. Delaney, The Development of the Washington Community College Act of 1967, Doctoral dissertation (Department of Education, University of Washington: Seattle, Washington, 1990), 5.

2. The 1862 Morrill Act, officially titled "An Act donating Public Lands to the several States and Territories which may provide Colleges for the Benefit of Agriculture and the Mechanic Arts," provided each state 30,000 acres of Federal land per Congressional member. The states then sold the land, using the proceeds to fund public colleges in their states, with specific emphasis on agriculture and the mechanical arts. These land grants funded sixty-nine colleges. The 1890 Morrill Act extended the funding for public universities, with an aim towards southern states to prevent racial discrimination in admissions. Full text of the 1862 Morrill Act (Public Law 37-108) available through the Library of Congress, http://www.loc.gov/rr/program/bib/ourdocs/Morrill.html

II, but increased significantly following the end of the war as veterans returned and, with the passage of the G.I. Bill, had funds available for education. During this period, the growing number of students in Washington seeking higher education could choose between five public higher education institutions—Washington State University, Eastern Washington State College (now a university), Central Washington State College (now a university), University of Washington, and Western Washington State College (now a university). The increasing diversity in educational opportunities and the growing population paved the way for The Evergreen State College's unique philosophy and approach.

# Development Periods

In terms of the history and development of Cooper Point Peninsula, The Evergreen State College is a relatively recent addition. The primary development period for The Evergreen State College is 1964–1978, which begins with the study to determine the viability of a new publicly funded four-year college and ends with the construction of the last building in the college's master plan. However, use and development of the site occurred both before and after this period of development. We've identified the following development periods:

- Before 1845: Prehistory to Early Contact
- 1845–1908: Euro-American Settlement on Eld and Budd inlets
- 1909–1944: Industrial and City Growth in Olympia
- 1945–1963: Post-World War II Development
- 1964–1978: The Evergreen State College, Master Planning and Construction
- 1979–1982: The Evergreen State College, Interim Planning
- 1983–1997: The Evergreen State College, 1983 Master Plan
- 1998–Present: The Evergreen State College, 1998 Master Plan

The development periods related to The Evergreen State College will be summarized in the following sections, but expanded on in the next section, "The Evergreen State College."

## Before 1845: Prehistory to Early Contact

During this broad period of time, Native Americans, known as Coast Salish or Puget Salish, inhabited the Puget Sound watershed, including present-day Olympia and the Budd Inlet and Eld Inlet watersheds. Today, their descendants are members of the Nisqually and

Squaxin tribes. Deeply connected to the water, they harvested fish from fresh waters and shellfish, crabs, oysters, and other seafood from Puget Sound. Contact with Euro-Americans intensely affected the lives of the Salish people, with settlements and treaties creating conflict over land and new diseases devastating their population. In 1833, the Hudson Bay Company established Fort Nisqually and U.S. Navy Lieutenant Charles Wilkes and his crew explored the Puget Sound in 1841.

No extant buildings or structures from this development period were identified within this study.

## 1845–1908: Euro-American Settlement on Eld and Budd Inlets

Settlers began arriving in Thurston County in 1845. The Medicine Creek Treaty of 1854 established the Nisqually Reservation. The town of Olympia, east of Cooper Point Peninsula, was established in 1850 by Edmund Sylvester. In 1853, Territorial Governor Isaac Ingalls Stevens designated Olympia as the territorial capital, thus beginning Olympia's long history as a seat of government. The town was incorporated as a city in 1859.

During this period, significant land clearing occurred on the Cooper Point Peninsula. Much of the land was cleared for crops or pasture, but the gravelly soil limited farming activities in

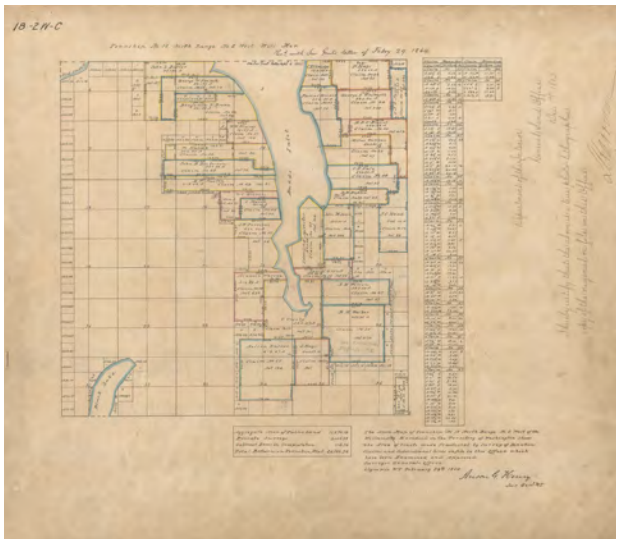




Photo 2.3. (left) Township No. 18 North Range No. 2 West Willamette Meridian, Cadastral Survey, 1854. Courtesy Bureau of Land Management.

Photo 2.4. (right) Township No. 18 North Range No. 2 West Willamette Meridian, Cadastral Survey, 1864. Courtesy Bureau of Land Management.

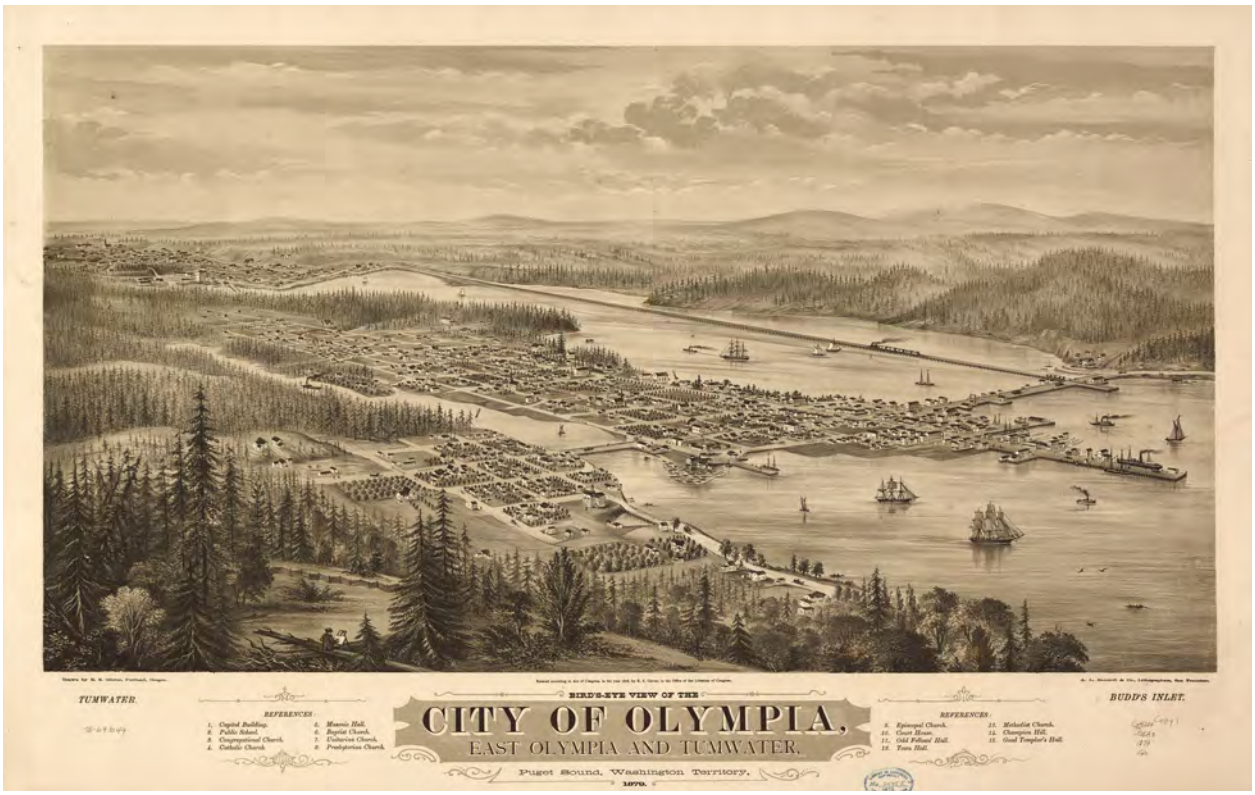



Photo 2.5. Bird's-Eye View of the City of Olympia, East Olympia Tumwater, 1879. Courtesy Library of Congress.

the area.[3] Shellfish harvesting, specifically oysters, was a significant industry in the area, in addition to the timber industry. Oyster processing plants cropped up along the waterfront, including the Brenner Oyster Company and Olympia Oyster Company.[4]

No extant buildings or structures from this development period were identified within this study.

## 1909–1945: Industrial and City Growth in Olympia and South Puget Sound

Dredging occurred at the Port of Olympia between 1909 and 1910, drastically changing the waterfront and surrounding land. The city of Olympia continued to grow—the population increased and waterfront industries boomed with canneries, mills, shipbuilding, and process-

3. Denis J. Hall, David H. Lockwood, and Christine L. Lomas, Campus Inventory & Land Use Planning, The Evergreen State College, 1976, 20.

4. Thurston County Historic Commission, "A Short History of Budd Inlet," 1992, 8, http://www.co.thurston.wa.us/permitting/historic/docs/A-Short-History-of-Budd-Inlet.1992.pdf (accessed March 2, 2016).

Photo 2.6. Outbuilding on former parcel 1-E, property acquired for The Evergreen State College. Property was previously owned by J.J. Brenner Oyster Company.

Photo 2.7. Mid-century designed single-family residence on former parcel 46, property acquired for The Evergreen State College. Proeprty was previously owned by John C. Tate.

ing facilities cropping up throughout the area.[5] Industry slowed with the 1929 stock market crash and subsequent Great Depression. The rural nature of the Cooper Point Peninsula and the scarcity of jobs limited development there. The beginning of World War II, and the United States' entrance into the war in 1941, further altered the economy and nearly halted private and commercial construction. Cooper Point remained relatively isolated during this period.

No extant buildings or structures from this development period were identified within this study.

## 1946–1963: Post-World War II Development

After World War II ended in 1945, veterans returned home from overseas and the nation began to recover. Residential, particularly suburban, and commercial construction picked up and the national economy and population experienced significant booms. Highway and road improvements and the availability of personal automobiles encouraged increased development in more rural areas like Cooper Point. Single-family residences began to be developed in the area, with property owners taking advantage of the proximity to both Olympia and the waterfront of the Budd and Eld inlets.

5. Thurston County Historic Commission, "A Short History of Budd Inlet," 11.

At the time of the college's purchase of the Cooper Point site, several buildings existed there, most of which were constructed during this period. These buildings, according to the appraisals conducted prior to purchase, consisted predominately of single-family residences built in the 1950s and 1960s; these buildings no longer exist on the site.

## 1964–1978: The Evergreen State College, Master Planning and Construction

This period begins with a study prepared for the 1965 State Legislature outlining the state's need for an additional public four-year college. During this period, The Evergreen State College was officially established by the Legislature (1967) and an academic program and master plan were developed for the new college. The Evergreen State College opened for students in fall 1971 and construction on the majority of the buildings identified in the master plan was completed by 1977. The Communications Building was the only building started by 1977 but completed in 1978, which is the basis for using 1978 as the end date for this development period.

## 1979–1982: The Evergreen State College, Interim Planning

This period begins following the completion of construction on the campus core. During this period, The Evergreen State College fought off criticism and continued to refine its academic program. While no major construction occurred during this time, the period is marked by

Photo 2.8. (left) Construction on Evergreen Parkway (n.d.).

Photo 2.9. (right) Surveyor, pre-construction (1969–1975).

Photo 2.10. (left) Aerial view of completed campus, late 1970s.

Photo 2.11. (above) View of Red Square.

the leadership and advocacy of former Governor Dan Evans, who served as president of the college from 1977 to 1982.

## 1983–1997: The Evergreen State College, 1983 Campus Master Plan

This period begins in 1983 with the completion of a new master plan for the campus. During this period, The Evergreen State College slowly grew in enrollment, although it did not meet the high enrollment numbers predicted when the college was first established. Key development during this period included the construction of additional student housing, a multipurpose building in the style of a Northwest Coast longhouse, and additional phases for the Art Annex and College Activities Building.

## 1998–Present: The Evergreen State College, Campus Master Plan

This period begins in 1998 with the completion of a new master plan for the campus. The master plan was revised in 2005 and updated in 2008. The 2005 master plan became the philosophical basis for land use decisions, while the recommendations developed in 2008 were more site specific. These planning documents paved the way for significant development dur-

ing this period. Key changes during this time include the construction of the Seminar II and Sustainable Agricultural Lab buildings and renovations to the Art Annex, Childcare Center, College Activities Building, Lab I, Lab II, Lecture Halls, Library, and Longhouse.

# The Evergreen State College

The following section describes the history and development of The Evergreen State College, from its inception and initial construction through later phases of development.

## 1964–1977: Master Planning and Construction

The Council of Presidents for Washington's five public higher education institutions—Washington State University, Eastern Washington State College, Central Washington State College, University of Washington, and Western Washington State College—met in November 1964 and generated a report highlighting the quality and breadth of their programs. The report also noted the geographic imbalance of the universities and colleges; the region west of the Cascades only had two of the state's public higher education institutions and there was no public university or college in southwestern Washington. The report recommended the 1965 State Legislature study the viability of a new college and begin scouting possible locations.[6]

In response to this request from the Council of Presidents, the 1965 State Legislature convened a temporary Advisory Council on Public Higher Education which met between 1965 and 1967. This temporary council consisted of members of the Legislature, state college and university presidents, representatives from the community colleges, and members of the public.[7] The Advisory Council discussed if a new institution should be established, what kind of institution should be established, and where it should be located. In addition to their own meetings, the Advisory Council contracted with a consultant firm, Nelson Associates, Inc., of New York, to investigate many of these questions. Based on a number of factors, including enrollment forecasts indicating a significant increase in students between 1970 and 1975, the firm recommended the establishment of a new four-year college. The Advisory Council agreed with this and, with an endorsement from Governor Daniel J. Evans, submitted a recommendation to the 1967 Legislature that a four-year college be created in suburban Thurston County, within 10 miles of Olympia.[8]

The bill (House Bill No. 596) to establish the new college initially faced some opposition,

6. Dean E. Clabaugh, T"he Evergreen State College Developmental Aspects Prior to Appointment of the President," Archives, The Evergreen State College, November 25, 1969: 1.

7. Clabaugh, "The Evergreen State College Developmental Aspects," 1.

8. Ibid, 2.

mostly from legislators, and their constituents, who did not want the college located in Thurston County but instead wanted it to be in their own counties.[9] There was a particularly significant advocacy effort for Arlington, in Snohomish County, to be considered.[10] Thurston County won out, however. The bill passed through the House and Senate and Governor Dan Evans signed the bill in March 1967, establishing the new four-year state college in Thurston County.[11] Both the legislature and the governor mandated that the college be innovative and that the site must be selected by December 1, 1967. The legislation authorized the college to award both undergraduate and graduate degrees and provided an initial budget. The budget included $905,000 for site purchase and site planning, $500,000 for initial college organization and development, and approval for a $15 million bond issue for initial capital facilities, to go before voters in November 1968.[12]

IN THE LEGISLATURE of the
STATE OF WASHINGTON

CERTIFICATION OF ENROLLED ENACTMENT

HOUSE BILL NO. 596

CHAPTER 47, LAWS OF 1967

ESTABLISHING A FOUR YEAR COLLEGE IN THURSTON COUNTY

(Because of the emergency clause contained in Section 18, this Act becomes effective as of July 1, 1967.)

Passed the House February 28, 1967
Yeas 80 Nays 17

Passed the Senate March 7, 1967
Yeas 38 Nays 10

The House concurred in the Senate amendments and passed the bill as amended March 8, 1967:
Yeas 85 Nays 9

CERTIFICATE

I, Malcolm McGrath, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is enrolled House Bill No. 596 as passed by the House of Representatives and the Senate on the dates hereon set forth.

Malcolm McGrath
Chief Clerk

Photo 2.12. "Certification of Enrolled Enactment," House Bill No. 596.

Governor Evans appointed a Board of Trustees for the new college on August 6, 1967. Seats on the new board initially went to:

- Robert Camp
- Al E. Saunders
- Trueman L. Scmidt
- Mary Ellen McCaffery
- Halvor Halvorson

9. Lyle Burt, "Focus on Olympia: Problems," January 11, 1967, 8; Associated Press, "Solons Defend Thurston Site for College, *The Seattle Times*, February 15, 1967, 13.

10. Associated Press and United Presss International, "College Critics," *The Seattle Times*, February 27, 1967, 5.

11. Leory Hittle, "Implied-Consent Bill Approved by House," *The Seattle Times*, March 1, 1967, 9; Associated Press, *The Seattle Times*, March 8, 1967, 5; Certification of Enrolled Enactment, HB 596, Washington State Legislature, 40th regular session; Associated Press, "4-Year College Bill Signed by Governor," *The Seattle Times*, March 21, 1967, 17.

12. The Evergreen State College, "Planning for the Evergreen State College: History and Progress," Archives, The Evergreen State College, June 15, 1970, 1.

Photo 2.13. (above) Waterfront of Cooper Point Peninsula.

Photo 2.14. (right) "Radiant Sun," photograph depicting the forested character of The Evergreen State College.

Camp was replaced in September 1968 by Herbert D. Hadley and McCaffery was replaced on September 12, 1967, by Mrs. Neal Tourtellotte.[13]

The Board of Trustees hired Stanford Research Institute, a consulting firm based in Pasadena, California, to help with site selection, and the firm hired subcontractors that included an engineering firm, Tacoma-based Whitacre Engineers, and an appraisal firm, Olympia-based Gerald Sophy. During the site selection process the board considered 21 sites in the greater Olympia area. After deliberation, the Board unanimously selected a site on Cooper Point Peninsula, about two miles northwest of the Olympia city limits.[14] Stanford Research Institute praised the site for its "natural beauty, having a sweeping view of Puget Sound, the Olympics, the Black Hills, Mount Rainier, and the Cascade Range."[15] The board officially selected the site on December 1, 1967, and requested that the Department of General Administration begin acquiring the property.

13. Ibid.

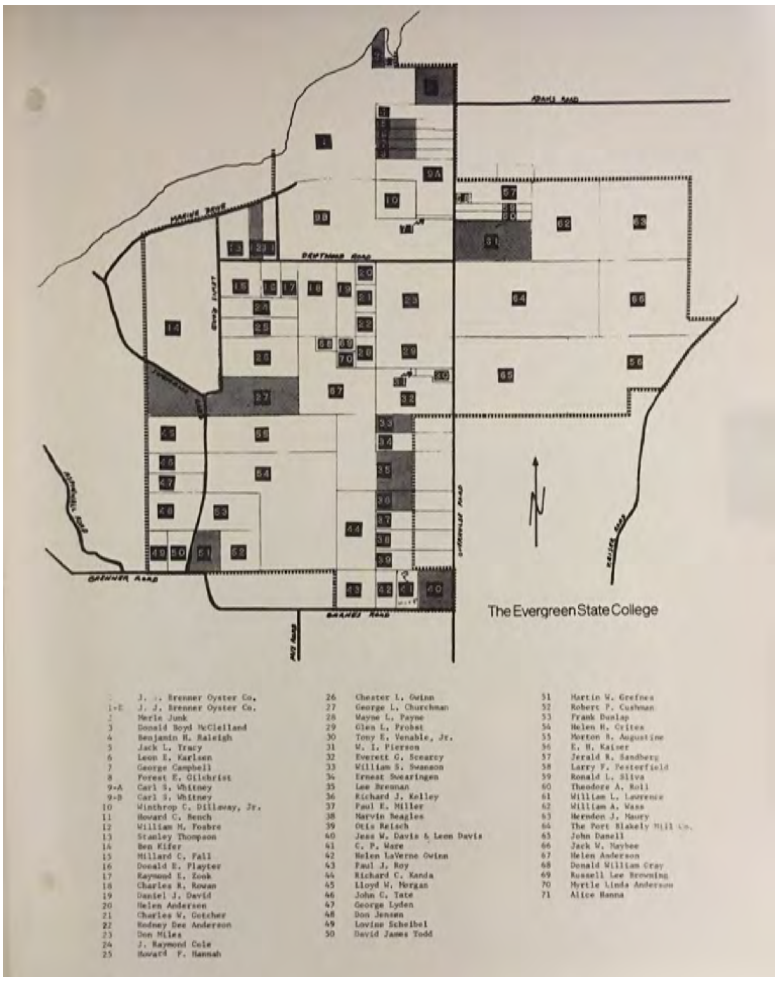
14. Clabaugh, "The Evergreen State College Developmental Aspects," 4.

15. William D. Gorman and Vernon E. Schneider of Stanford Research Institute, *Location of the New Four-Year State College in Thurston County, Washington*, prepared for the Board of Trustees (South Pasadena, California: 1967), 7

Photo 2.15. Property appraised for the establishment of The Evergreen State College. The site included 71 parcels.

Photo 2.16. House on property acquired for TESC.

Photo 2.17. Quonset hut on property acquired for TESC.




## *Academic and Master Planning*

Part of the Department of General Administration's acquisition process required that each property within the site needed to be appraised, which occurred in January, February, and March of 1968. After the appraisals were complete, the desired site acreage was decreased to cut costs. The site included unimproved land, oyster land (J.J. Brenner Oyster Company), single-family residences, and outbuildings. The majority of the single-family residences were built in the early- to mid-1960s, but a few of the residences were older. According to the appraisal report, one of the parcels had a mid-century residence, but included remnants of an original homestead, with a hand-hewn cedar plank cabin.[16] This parcel was known as the Kifer Homestead. The State purchased the first parcel on April 23, 1968.[17]

16. Jerrold F. Ballaine and John E. Norton, Olympia 4-Year College Site: Parcel No. 14, Appraisal Report, 1968, Box 4, Archives, The Evergreen State College, Olympia, WA.

17. Clabaugh, "The Evergreen State College Developmental Aspects," 5.

During the early stages of decision-making, the board selected a name for the new institution, which had been referred to as Southwestern Washington State College prior to this decision. The school was formally named "The Evergreen State College" on January 24, 1968.18 After the initial decisions, the board faced a series of decisions that needed to be made simultaneously in order to meet the fall 1971 deadline for the college's opening to students. In order to accomplish their goals, the board called out three courses of action:

Photo 2.18. Photograph of Charles J. McCann (n.d.).

- Adoption of broad goals and guidelines for the college
- Minimize the number of administrative staff hires until after selecting the college's president
- Appointment of consultants to undertake initial academic programing and site and facilities planning

The Board of Trustees hired both site master planning consultants and educational program planning consultants on March 19, 1968.[19] The board selected Arthur D. Little, Inc., of San Francisco, to complete the academic program study. The board selected a joint team of Durham, Anderson and Freed and Quinton Engineers, Ltd., of Seattle, to prepare the basic campus plan, which included facilities locations and design criteria.

Another key decision the board made during these early stages was the appointment of the college's first president. Charles J. McCann (1926–2015) was appointed on August 15, 1968, and began his position on November 1, 1968.[20] Once McCann was appointed as the college's president, he began directing the energies of the master planning and academic program planning consultants. The preparation of the master plan occurred concurrently with developing the academic program for the new college.

18. Rita Sevick, The Evergreen State College – Planning Milestones and Early Years: 1967-1977, n.d., http://archives.evergreen.edu/webpages/individual/sevcikr/home.htm (accessed February 25, 2016).

19. Edward J. Kormondy, A Brief History: 1967-1973 (Olympia: The Evergreen State College, n.d.), 3, Archives, The Evergreen State College, http://www.evergreen.edu/facultydevelopment/docs/ABriefHistory1967-73Kormondy.pdf (accessed February 25, 2016).

20. The Evergreen State College, "Planning for the Evergreen State College," 2.

Also during this time, the college received funding from the Legislature to construct a residence for the president. It is unclear if the college constructed a residence or simply purchased a residence that was already constructed. The college purchased the property, east of the main campus and on the western shores of Budd Inlet, in 1968. The property is typically referred to as the Leavelle House, after its location on Leavelle Street. Another building within the campus that was not included in the capital improvements is the current Childcare Center; the building was already on the property when college purchased the site in 1968 and was a former meat-processing facility. The building was utilized as the Facilities' Office and remodeled in 1983 and 2004.

## Academic Program

The Board of Trustees hired Arthur D. Little, Inc., to help shape the goals and purposes for the new institution. McCann had Arthur D. Little, Inc., initiate two studies. The first analyzed the computer needs for the new college; the second articulated a model for the college's academic program. The process for establishing the model for the college's academic program included coordination with an academic advisory committee of college and university administrators and students. The advisory committee, formed by McCann, consisted of:

- David G. Barry, Vice President and Provost at Evergreen (former Dean of the School of Mathematics and Natural Sciences, San Jose State College)
- John Bevan, Academic Vice President, University of the Pacific
- Ernest Boyer, Vice Chancellor, State University of New York
- Stanley Idzerda, President, College of St. Benedict
- Warren Martin, Research Educator, University of California at Berkeley
- John Stewart, Provost, John Muir College, University of California at San Diego
- William H. Warren, Vice President, Antioch College
- Roger Malek, planning consultant, Arthur D. Little, Inc.
- Robert Jenks, graduate student, University of California at Berkeley
- Maarten Ultee, senior, Reed College
- Tim Dugan, senior, University of Washington
- Carl Mills, senior, Central Washington State College

Photo 2.19. Aerial view of Cooper Point Peninsula (n.d.).

One of the goals the advisory committee worked through was finding a balance between vocation-specific and liberal arts coursework. College requirements, from grades and credits to academic departments and even student government, had become, in the committee's opinion, an "obstacle course" and frustrating for students.[21] The members felt there was a disconnect between college courses and what training students actually needed to be successful in their jobs and careers. While there was a perception that a college education provided job training, former students found the most effective training to occur on the job, rather than through college coursework. The college did not seek to chart its own territory, but spent significant time researching other alternative programs throughout the country. Another alternative education model in Washington, developing concurrently with The Evergreen State College, was the Fairhaven College of Interdisciplinary Studies at Western Washington in Bellingham. Evergreen paid close attention to the development of that program.

The committee wanted "to outline an environment which stimulates the learning process, encourages the student to come to grips with his mind and ideas" and "to initiate a process of continuing learning."[22] With these goals in mind, the advisory committee began to follow three lines of development for Evergreen:

- Allow students to progress on their own terms in view of their objectives, motivations, learning style, and ability, with a resulting emphasis on independent study
- Encourage students to get acquainted with vocations through work-study programs that allow them to sharpen their competencies on the job
- Take full advantage of the college's location at the seat of state government

21. The Evergreen State College, "Planning for the Evergreen State College," 5.

22. Charles J. McCann, Institutional Goals and Statement of Purpose (Olympia: The Evergreen State College, 1968), Archives, The Evergreen State College.

In keeping with these guidelines, the college developed a bold college-wide academic program. Essentially, the curriculum was established based on "Four Nos," expressed by Charles McCann: no academic departments, no academic requirements, no faculty rank, and no grades. Although the college has not remained static since its founding, The Evergreen State College retains these principles today.

"No academic departments" refers to the structure of the curriculum. Rather than having clearly defined academic departments, the college tailored programs to individual students and encouraged an interdisciplinary exchange amongst faculty and students. The curriculum encouraged independent thought and experimentation. "No academic requirements" refers to what was required of students to graduate. When the college began, only a bachelor of arts degree was offered. "No faculty rank" meant all teaching staff were faculty members, which created a collegial and collaborative environment for faculty. This mentality was particularly helpful as faculty members often team taught. Finally, "no grades" meant that students were not assigned letter grades. Instead, the college wanted to encourage students to assume greater personal responsibility for their academic success and decided not to establish a formal grading system. The college established an evaluation model, with faculty assessing a student's work and participation and students conducting self-evaluations.

## Campus Master Planning

Unlike other states, Washington did not have a master plan for higher education which allowed for and, in fact, encouraged ingenuity when establishing The Evergreen State College. Senator Gordon Sandison, chairman of the Advisory Council, stated that the new college was "a unique opportunity to meet the needs of the students today and the future because the planning would not be bound by any rigid structure of tradition as are the existing colleges nor by an overall central authority as is the case in many states."[23]

### Phase I Master Plan

The Board of Trustees hired Seattle firms Durham, Anderson and Freed and Quinton Engineers, Ltd. to jointly prepare the campus master plan. The consultants crafted a Phase I Master Plan (1968) for the college, largely shaped by a list of 22 planning conclusions and space and function criteria established by the academic program planners. The planners also outlined a list of eight broad guidelines or "basic philosophies" to further shape the college planning program. All of these guidelines helped form the distinct appearance of the campus, which remains today. Key guidelines included minimizing clearing of the site to keep the campus evergreen and creating distinct circulation plans for separate vehicular and

23. The Evergreen State College, "Planning for the Evergreen State College," 3.

pedestrian traffic.[24] The findings within the Phase I Master Plan resulted from consultations with experts in the fields of ecology, biology, oceanology, soils, geology, and traffic research and were modified to coordinate with the findings of the academic program planning consultant. The Phase I Master Plan addressed internal circulation and parking, site grading, water distribution, sanitary sewers, power supply, telephone service, natural gas supply, electrical power and communications, central heating and refrigeration system, and storm drainage. It also roughly outlined the architectural concept for the campus.


Photo 2.20. Master Plan, Phase 1 Studies, The Evergreen State College (1968), cover page.

Planning and construction of The Evergreen State College was divided into four phases, with biennial funding allocated between 1969 and 1977. Phase I was scheduled for the 1969–71 biennium, Phase II during the 1971–73 biennium, Phase III during the 1973–75 biennium, and Phase IV during the 1975–77 biennium.

## Phase II Master Plan

A year after completing the Phase I Master Plan, the consultants revised their recommendations and created the Phase II Development Plan (1969), also known as the Phase II Master Plan, to guide construction of the college campus facilities. This plan analyzed the requirements developed by the academic program, reviewed the recommendations and conclusion of Phase I, and studied alternative arrangements for buildings and circulations. As a result, the design for the campus plan as outlined in the Phase II plan differed significantly from the Phase I plan, and the existing layout of the campus is largely a result of Phase II.

Key components of the Phase II Master Plan included shifting the campus core closer to the geographic center of the site, reducing walking distances, and a more compact campus de-

24. Durham Anderson Freed and Quinton Engineers, Ltd., "Master Plan: Phase I Studies," The Evergreen State College, Olympia, WA, n.d., 4.

sign. With this plan, the primary buildings were clustered together at the center of campus and the traffic flow was shifted away from a northern loop to a loop on the south and east portions of the campus. The Evergreen State College campus has distinct vehicular and pedestrian zones. According to the Phase II plan, the campus was designed to be "externally oriented to the automobile, but internally oriented to the pedestrian."[25] The planners recognized students, faculty, and staff would predominately arrive to the campus by car, and directed them to peripheral parking lots from which they would then continue into the core campus by foot. The planners also hoped that transit would eventually provide a connection between the campus and Olympia. The plan incorporated two major points of entry to the campus; the main entrance, located at the south end of campus connecting via U.S. 101, and the secondary entrance, located at the east end of campus connecting with Cooper's Point Road. Two roadways form a loop around the campus core which connect these two entrances.

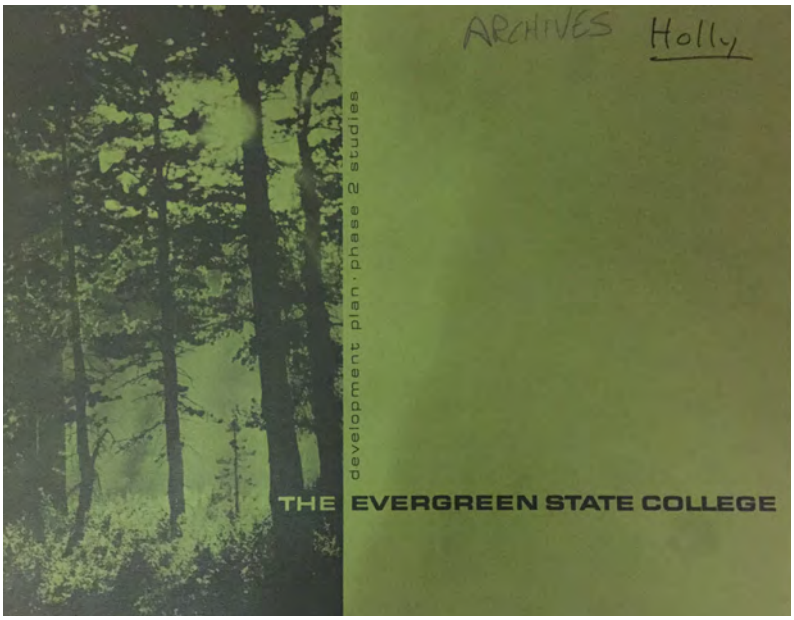




Photo 2.21. (top) Development Plan, Phase 2 Studies, The Evergreen State College (1969), cover page.

Photo 2.22. (bottom) Development Plan -- Phase 2, plate 7. Revised campus layout (1969).

Much consideration was given to the architectural design and arrangement of campus buildings and facilities. In particular, buildings were sited in a manner to "encourage the greatest possible interaction between students and faculty."[26] Furthermore, the plan

25. Durham Anderson Freed Architects and Quinton Budiong, Inc., "Development Plan Phase 2 Studies," The Evergreen State College, Olympia, WA, n.d., 14.

26. Ibid.

Photo 2.23. Aerial view of campus construction, ca. 1970.

paid particular attention to the "psychological and visual impact" of buildings with the greatest academic significance. As a result, the library was to have maximum visibility and was located on the main axis in order to offer views of the Olympics and glimpses of Puget Sound. A plaza guided pedestrians to the library and provided connection to other buildings, such as the student center and instructional buildings. Residential buildings were clustered together outside the campus core, but within a short walk.

The plan also identified two architectural concepts that were to be incorporated into the design: weather protection and material and structure. Rain is a fact of life in the Pacific Northwest and the planners included design elements such as covered walkways, recessed arcades, and wide overhangs for shelter from the elements. The planners also selected a primary exterior building material palette that would unify the various campus buildings while still allowing for their individual design expressions. Concrete was used as the dominant material for academic buildings and made unique with the variety of exterior finishes this material allows. For example, in the design of the library, the architects selected two contrasting finishes—a smooth finish for columns and spandrels, and a rough, heavily textured surface for large panels. There was also a desire for the structure of the buildings to be expressed on both the exterior and interior; the goal was to encourage innovation in the design of the buildings and to allow for future expansions.

## *Construction*

The Phase II plan retained the schedule outlined in Phase I and identified site development and construction for each step. However, occasional funding limitations and construction delays muddled the timing.

(clockwise from upper left).

Photo 2.24. Construction underway on library.

Photo 2.25. View of balconies integral to the library.

Photo 2.26. View of completed library and clock tower.

The inaugural school year for The Evergreen State College was set for fall 1971. The first education-related building set for construction was a three-story library, designed by the lead firm for campus planning, Durham Anderson Freed Architects. The 300,000-square foot library was intended to essentially function as the college for the first year while other buildings were being constructed and was also called the learning resources center. The heart of the new campus, the library building included the main library, 48 classrooms, faculty offices, and audio visual facilities.[27]

The first phase of construction also included seven other buildings in addition to the library: a student activities building, student housing, gymnasium, large group instruction building, science building, plant, and heating building. Each of these seven buildings were designed

27. "Huge Library to be 'College' in 1st Year," *The Seattle Times*, August 19, 1970, C6.


Photo 2.27. (above) Dorms under construction.

Photo 2.28. (right) Completed dorm building, 'A'.

by different architecture firms. A.O. Bumgardner & Partners were the architects for the first phase of student housing; Kirk, Wallace, McKinley & Associates designed the student activities building; Robert B. Price, the gymnasium; Naramore, Bain, Brady, and Johanson, the science complex; Harris, Reed and Litzenberger, the large group instruction building (also known as the Lecture Halls); Bennett and Johnson, the heating building; and engineering firm Bouillon, Christofferson and Schairer designed the plant.

On June 9, 1969, Governor Evans himself manned the bulldozer for the ground breaking ceremony.[28] In September 1969, the architects received notice to proceed on preparing drawings for the large group instruction building, the student activities building, and the central heating plant. Site clearing continued through 1969 and Hoffman Construction Company of Portland began construction on the library in February 1970.[29] Prior to this, a few support buildings including a well house, water pump station, and storage had been constructed.

While construction was underway on the library, facilities construction began in the summer of 1970. These included: utility distribution tunnels, an electrical substation for campus power requirements; parking lots; outdoor lighting; service roads finishing work; storm and sanitary sewer systems; water supply system; sidewalks; and a section of the main loop round

28. Sevick, The Evergreen State College.

29. Clabaugh, "Planning for The Evergreen State College: History and Progress,"The Evergreen State College, 1970, 20.

around the campus. Bids were opened for the College Activities Building and Large Group Instruction Center in late summer 1970.[30]

Photo 2.29. Construction underway on Lecture Halls.

Photo 2.30. Completed Lecture Halls.

Although the library was not quite complete, the new college opened on September 27, 1971, and the first day of class was October 4, 1971. The library opened for use in November 1971. The first phase of student housing was complete and ready for student occupancy in December 1971. The housing consisted of a cluster of four buildings; three five-story buildings and one 10-story building that face each other across a central courtyard. Upon opening, the residence halls housed 450 students, 25 students over the recommended 425. Modular housing had been added to the campus in August 1971 to accommodate the unforeseen number of students wanting on-campus housing—a startling 70 percent versus the 40 percent anticipated.[31] The 19 modular housing units were designed by St. Regis Fabricated Structures. The next building to open on campus was Lecture Halls, completed in early 1972. The Lecture Halls building was circular in design and featured five wedge-shaped halls for lectures or presentations.

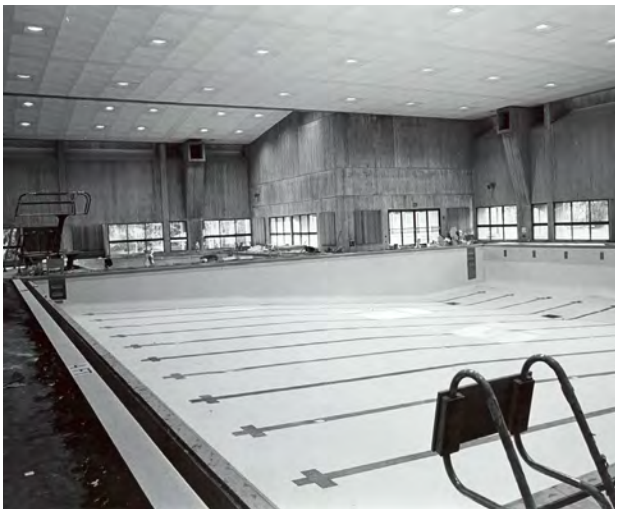
Other buildings completed in 1971 included the central utility plant, shops, garage, storage, and the Geoduck House north of campus on the waterfront. Bennett and Johnson designed the shops and garage. Bouillon Christofferson & Schairer designed the central utility plant.

Both the Library and the Lecture Halls received special honors from the Washington Aggregates & Concrete Association in 1972 for their use of concrete. The jury for the awards noted the Library "has a fragile, airy look due to the crisp texture and architecture design of cast-in place buff concrete."[32] They also praised the Lecture Halls as "exquisite."

30. Ibid.

31. Rosella Broyles, "Old-style Dorm Life on Way Out," *The Seattle Times*, April 23, 1972, E4.

32. "Best Use of Concrete: Psych Building Cited," *The Seattle Times*, September 24, 1972, G1.



(clockwise from upper left)

Photo 2.31. Construction underway on College Activities Building (CAB).

Photo 2.32. Completed CAB.

Photo 2.33. Completed College Recreation Center (CRC).

Photo 2.34. Indoor swimming pool, CRC.

Photo 2.35. (left) Construction crews working on LAB I.

Photo 2.36. (right) Completed LAB I.

With funding and construction delays, construction phases began to overlap. Three more buildings were completed during the 1972–1973 school year. The College Activities Building (CAB) opened in October 1972, just in time for the beginning of the college's second year. Designed by Kirk, Wallace, McKinley & Associates, the building's construction costs rang in at $3.8 million. The College Activities Building, essentially the gathering place for students on campus, included food service facilities, meeting spaces, and recreation facilities.[33] The Recreation Center, designed by Robert Billsbrough Price & Associates and built by Absher Construction Co. of Puyallup, opened in May 1973. The building included swimming and diving pools, weight rooms, handball courts, general-purpose exercise rooms, and saunas.[34] A covered pavilion, located east of the Recreation Center across the athletic fields, was also constructed in 1973 to provide additional recreational space for students. Robert Billsbrough Price & Associates also designed this building.

Construction began on the college's science complex, the Laboratory Building (Laboratory I or LAB I) in August 1972. Laboratory I was designed by Naramore, Bain, Brady, and Johanson, engineered by Skilling, Helle, Christiansen & Robertson, and built by the John Sellen Construction Co. The building was completed in 1974 and a dedication ceremony occurred on May 11, 1974.[35] Like the Library and Lecture Halls, Laboratory I also received honors from the Washington Aggregates & Concrete Association.[36] The next building dedicated on the campus was the Seminar building (Seminar I) in September 1974, which was designed by The Bumgardner Partnership, the firm that designed the four residential structures.[37]

33. Broyles, "Old-style Dorm Life on Way Out."

34. "Recreation Center Opened," *The Seattle Times*, May 20, 1973, E2.

35. "College Lab to be Dedicated," *The Seattle Times*, May 9, 1974, E3.

36. "Concrete Awards for 7 Designs," *The Seattle Times*, March 16, 1975, G6.

37. "College-building Dedication Set," *The Seattle Times*, September 17, 1974, D7.

(clockwise from upper left)

Photo 2.37. Seminar I.

Photo 2.38. Communications Building.

Photo 2.39. Laboratory II.

The Arts Laboratory Annex (Arts Annex) was constructed after construction of Seminar I; like Laboratory I, the building was designed by Naramore, Bain, Brady, and Johanson (NBBJ). NBBJ also designed the next building constructed on the campus, Laboratory II. Jones & Roberts served as the contractors for the project and Arvid Grant & Associates designed the landscaping. Laboratory II included flexible laboratories plus space for art studios, as well as faculty offices, seminar rooms, and facility offices. The building was completed in January 1976.[38] The final master plan building for the campus was a communications building. Architecture firm Walker, McGough, Foltz, Lyerla designed it and Jones & Roberts were the contractors. It was opened in 1978, with a formal dedication in August 1978. The building was designed to house performances—dance, audio-visual, drama, music, and musical theater.[39]

During this initial campus development, the college created a five-acre farm, located a short walk to the east from the campus core. Students helped design and build a farmhouse (known as the Farm House) on the site to house a live-in caretaker and classroom space. The process for the Farm House was initiated in 1975 and completed in 1980.

38. "Evergreen College Building Completed," *The Seattle Times*, January 18, 1976, H10.

39. "Evergreen's New Communications Building," *The Seattle Times Magazine*, August 13, 1978, 27.

Photo 2.40. (above) Students working on the Organic Farm.

Photo 2.41. (right) Students and faculty in front of the Organic Farmhouse.

After the core campus had been constructed, a master planning team, composed of three architectural and engineering firms along with representatives of the Evergreen community, concluded that the campus had achieved many of the goals outlined within the Phase II Master Plan. As a result, the college shifted its focus to identifying and solving issues that were developing in the school's first few years, such as refining the academic program. In 1974, the college formed a new task force to consider amending the master plan. This task force, originally a Disappearing Task Force (DTF) and later renamed the Environmental Advisory Committee (EAC), presented a report to the Board of Trustees in June 1975 outlining potential changes to the master plan. One of the items called out was management for the natural campus surrounding the campus core. They task EAC also recommended the creation of a new Campus Master Plan to address the campus as it has developed since its opening.[40]

## *First Years*

In the midst of campus construction, The Evergreen State College opened its doors to students in the fall of 1971. With the majority of buildings still not complete, the college used facilities around the state, organizing field trips and meetings to accommodate classes. More than 1,000 students were enrolled the first year and the college had received 3,400 applications. A number of the students were transferring from other colleges. Fifty-six faculty

40. ZGF Architects, "The Evergreen State College Campus Master Plan: Volume II – Goals and Policies for Land Use," The Evergreen State College, 2008: 16-17.

Photo 2.42. (right) Students walking along path to residence halls.

Photo 2.43. (below) Students studying on the lawn.

members directed student education, often working together in teams with five other faculty members to teach coordinated study groups.[41] The college offered undergraduates one degree: a bachelor of arts. Instead of departments, the college had three broad academic divisions: natural sciences, social sciences, and humanities and arts. Over the course of the first year, the curriculum was modified and "Group Contracts" were added by the spring of 1972. These group contracts featured a group of 20–40 students with a faculty mentor or two who agree to study a subject in depth, full-time, for one or more quarters. They college also developed internship programs during this first year. Fourteen students graduated in June 1972, the first graduating class of the college.

The second school year began in October 1972 with a student body of 1,900 full-time students and 100 part-time students, close to double the number of students from the first year. There were 100 faculty members.[42] The curriculum for the college continued to evolve as the college began to form a long-range plan for curriculum, which occurred at a conference called the Lake Quinault Conference.[43] The "Coordinated Studies" of the first year were modified and the "Group Contract" was invented by the spring of 1972.

This school year also included a decision by the Board of Trustees to place a 12-year term limit on the college's president. According to Dr. Charles McCann, the president at the time,

41. Don Hannula, "Evergreen College: Higher Education in the State Takes on a New Dimension," *The Seattle Times*, October 10, 1971, F2.

42. "Evergreen College to Open," *The Seattle Times*, October 1, 1972, A4.

43. Byron L. Youtz, "The Evergreen State College: An Experiment Maturing," The Evergreen State College, 1981: 6.

the decision "is the best insurance we could have for keeping the college fresh and open and new ways of doing things in future years."[44] Although the school forecasted significant enrollment numbers, as many as 12,000 students by its 15th year, actual enrollment numbers indicated this growth would take much more time. The first class to graduate with students who had received all of their academic credit from The Evergreen State College graduated in spring of 1975. More than 420 students graduated with that class.[45] During this period, the school also added modular studies, in addition to the coordinated study groups. These modules are more similar to traditional courses, focusing on specific subjects, but they are not permanently locked into the curriculum.[46]

Photo 2.44. Students walking across Red Square.

The new school faced many challenges in its first years. Critics of the new college did not see the value in the unorthodox academic program. Some members of the Legislature, like Senator Frank Atwood of Bellingham, even believed the new college to be unnecessary and a mistake.[47]

## Interim Planning, 1978–1982

As construction of the core campus finished, The Evergreen State College continued to settle into its identity while also responding to initial challenges. In 1979, the Council for Postsecondary Education had a report drafted for the Legislature, in response to Substitute Senate Bill 3109. [48] The report addressed some of the problems The Evergreen State College had encountered in its first decade of life. First of all, the anticipated high enrollment numbers for higher education, for which Evergreen was created, did not materialize. Additionally, the

44. "Evergreen College to Limit Terms of Presidents," *The Seattle Times*, November 17, 1972, F4.

45. "Commencement Set at Evergreen," *The Seattle Times*, June 4, 1975, A16.

46. Julie Emery, "The View From the Top: 'Give us time to be tested,' says provost," *The Seattle Times*, June 3, 1973, G10.

47. Stephen H. Dunphy, "Evergreen: A Candid Look," *The Seattle Times*, June 3, 1973, G10.

48. Dr. William Chance and Denis J. Curry, "The Evergreen Study: Report and Recommendations on The Evergreen State College," Council for Postsecondary Education, State of Washington, February 1979, 2.

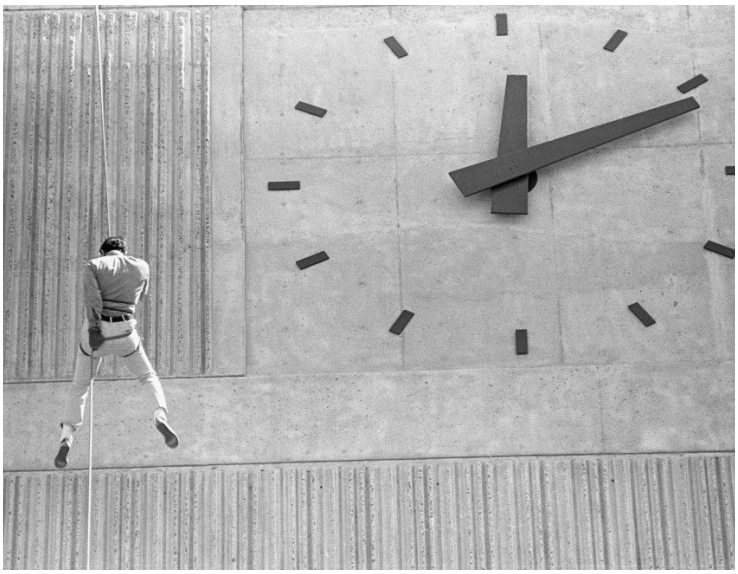


Photo 2.45. Image of Dan Evans rappelling down the library's clock tower at The Evergreen State College.

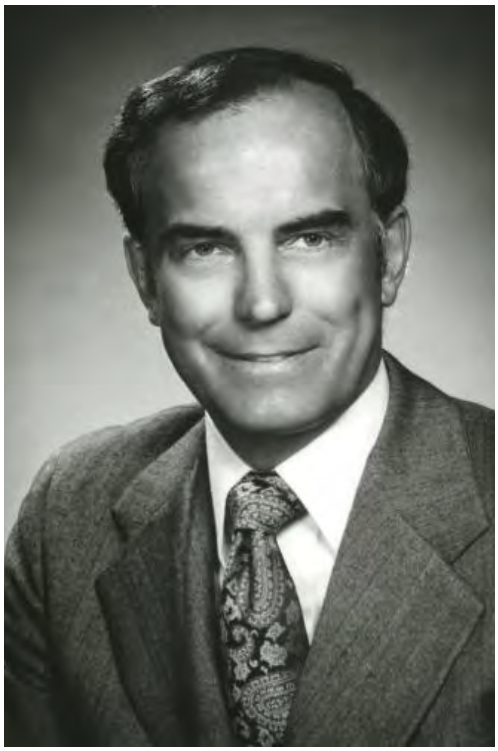


Photo 2.46. Daniel J. Evans, Portraits of State Governors, 1889-2004, Washington State Archives, Digital Archives.

enthusiasm for nontraditional academic programs had waned. The very existence of The Evergreen State College was debated at every legislative session, a fact which was often reflected in funding that was made available for the college. The college was sited in Thurston County to provide a public higher education option for southwest Washington, but was also mandated to provide an innovative approach to education. The Council of Postsecondary Education perceived these two objectives as in opposition to one another. In the report, the consultants summarized the problem: "The role challenge facing Evergreen is that of providing an innovative educational program within the context of the service requirements imposed upon it as a public four-year institution. If it can address the educational needs of the region within the scope of its educational program, it can demonstrate that a nontraditional program can fulfill general educational needs."[49]

In June 1977, McCann stepped down as president but joined the faculty, teaching English Literature at the college.[50] Dan Evans (b. 1925), who had served three terms as Governor of the State of Washington (1965–1977) and signed the legislative act authorizing the college, became the second president for the college in 1977. During his tenure, Evans worked to reduce the dropout rate, improve recruiting, and strengthen the college's public image.[51]

49. Chance and Curry, "The Evergreen Study," 3.

50. Andy Hobbs, "Charles McCann, First President of Evergreen State College, Dies at 89," *The Seattle Times*, July 10, 2015, http://www.seattletimes.com/seattle-news/education/charles-mccann-first-president-of-evergreen-state-college-dies-at-89/ (accessed March 2, 2016).

51. Paul Andrews, "Evergreen: Coming of Age," *The Seattle Times*, June 14, 1987: Pacific - 10.

Evans, a lifelong Republican, championed the school even when it faced heavy criticism from his own party. Both Evans' successor as governor, Dixy Lee Ray, and the Legislature, tried to close the school in the early 1980s, but Evans helped fend off the attempts. Evergreen gained national prominence during Evans' time as president, making numerous lists for best liberal arts schools in the West.

No major buildings were constructed during this period.

## 1983 Campus Master Plan, 1983–1997

In 1983, the campus revised its master plan. This document represented a shift away from site specific planning to management of existing facilities, campus services, and campus lands. The plan was created internally within the college and completed by the Campus Planner and the Environmental Advisory Committee.

During this period, Evergreen continued to earn national accolades and enrollment numbers slowly climbed, increasing from 2,611 students in the 1982–83 academic year to 3,000 students in 1989–90. Many of these new enrollees were in-state students. The faculty also grew during this period, from 129 in 1982–83 to 172 in 1989–90. The college also shifted away from its dual focus as both a regional and innovative higher education option, to solely market itself as an alternative academic program. The school's curriculum expanded during this period to include a baccalaureate program in teacher education as well as graduate programs in Public Administration (1980) and Environmental studies (1984).[52]

Photo 2.47. Dr. Joseph Olander (left) with students, ca. 1985.

Evans left the president's office in 1983 when he was appointed to the United States Senate following the death of Senator Henry M. Jackson. Dr. Joseph Olander assumed the presidency in fall 1984, after a long and arduous search process by the Board of Trustees. Olander became known for his imaginative style. However, his tenure only lasted six years. Olander

52. Northwest Association of Schools and Colleges, Commisison on Colleges, "Re-Accreditation Report," The Evergreen State College, 1989, 1.

Photo 2.48. (left) Jane Jervis.

Photo 2.49. (above) Dedication ceremony for the Longhouse, 1995.

resigned in September 1990, amidst accusations that he falsified his academic record. Jane L. Jervis was hired as the fourth president of the college in 1992, filling the vacancy created when Joseph Olander resigned. Dr. Thomas (Les) Purce served as interim president during that two-year period.

The buildings constructed during this period were predominately student housing buildings, responding to the uptick in enrollment. The Residence Community Building, constructed in 1987, was designed by Michael and Lakeman AIA. The Residence Community Building functions as a community center for the students and contains a social and dining space, recreation equipment, laundry facilities, and residential mailboxes. Apartment-style student residences (E-U) were also constructed in 1987 and 1989, designed by Michael and Lakeman AIA. These buildings feature 4- and 6-bedroom apartments with community kitchens.

In 1995, the college constructed a longhouse of Douglas fir and Olympic Peninsula cedar on the campus to serve as a multi-purpose building. Designed by Jones & Jones to resemble a Northwest Coast longhouse, the Longhouse Education and Cultural Center provides space for Native American programs, classes and conferences with a commercial kitchen and three large classrooms featuring flexible wall systems. A 2009 renovation added archival storage and administration offices. The Longhouse was constructed on the campus in 1995, designed by Jones & Jones. Two additional phases of construction were also completed on the Art Annex building, in 1988 (The Miller/Hull Partnership) and 1992 (Carlson/Ferrin Architects, P.S.). A second phase of construction occurred on the College Activities Building in 1990, designed by Olson Sundberg. A small operations building for the Organic Farm was constructed in 1990.

## Campus Master Plan, 1998–Present

After using the 1983 Master Plan for 11 years, the college sought to update the plan and began the process to revise the plan. While it was determined that the goals and principles of the 1983 Master plan were still viable, the 1998 Master Plan identified five areas that required special attention:[53]

- Growth and change, both within and external to the college
- External relations
- Infrastructure issues
- Fiscal constraints
- Preservation of land

The plan provided a framework and land use policies for campus development and landscaping. The 1998 plan was updated in 2005.

After completing a strategic planning process, The Evergreen State College expanded on the previous master plan and repackaged it as a new campus master plan in 2008. The previous master plan (1998, with a 2005 update) established the philosophy for future development on the campus, but did not provide specific plans for academic, administrative, and student space. The new plan specifically addressed facility renovations, locations for potential new facilities, and overall campus issues.[54] The new material created for the 2008 Campus Master Plan was established as Volume I—Site Specific Recommendations. The master plan incorporated the previous master plan as Volume II—Goals and Policies for Land Use. The master plan was designed to cover the period from 2005–2020. The 2008 plan was then updated in 2014.

During this period, Jervis continued as president of the college before retiring at the end of the academic year in 2000. Dr. Thomas L. (Les) Purce, the former Executive Vice President (1992–1995) at Evergreen and previous Interim President of Evergreen, became the college's fifth president in July 2000. Under Purce's leadership, The Evergreen State College grew and new construction and renovation occurred on the campus, primarily following the completion of the 2008 Campus Master Plan. The Seminar II Building was constructed in 2004, designed by Mahlum Architects, and the Sustainable Agricultural Lab was constructed in 2011, designed by HKP Architects.

53. ZGF Architects, "The Evergreen State College Campus Master Plan: Volume II," 17.

54. ZGF Architects, "The Evergreen State College Campus Master Plan: Volume I – Site Specific Recommendations," The Evergreen State College, 2008: 3.


Photo 2.50. (left) Les Perce, ca. 2000.

Photo 2.51. (above) George Bridges, Ph.D.

Renovations, predominately interior, were completed on a number of buildings during this time, including:

- Art Annex (2010, McGranahan Architects)
- Childcare Center (2004)
- College Activities Building (2012, DLR Group)
- Lab I (2007, Opsis Architecture)
- Lab II (2000, Studio Meng Strazzara; 2007, Arai Jackson Elison Murakami)
- Lecture Halls (2016, ongoing, ZGF Architects)
- Library (2009, Studio Meng Strazzara)
- Longhouse (2009)

Purce remained president of the college until his retirement in 2015. George Bridges, Ph.D., became the sixth president of Evergreen in fall 2015. When Bridges assumed leadership, Evergreen had an enrollment of approximately 4,200 students.

# survey results

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# findings

Overall, the campus conveys a remarkable unity of design that starts with the experience of driving along Evergreen Parkway NW onto the campus—an important and intentional design. Our discussion of resources begins with landscape features, progresses along circulation routes and ends with buildings. Traditionally, buildings are the only features surveyed and associated with historical significance, but landscape, circulation, and buildings are so closely interwoven in The Evergreen State College (TESC) design, as seen in the master plan phase II and original design documents, that buildings benefit from first discussing the landscape and circulation.

The findings exceeded expectations relative to integrity and quality of design and the status level of architectural firms involved in the original planning and design. The following survey findings convey eligibility recommendations for the campus based on field work and archival research.

**Status definitions used on the map legends**

Note that all categories are recommended based on field work, archival research, and our professional experience.

- **Historic, individual and contributing**, recommended: "Historic" indicates properties older than 30 years as of 2016, built before 1986. "Individual" indicates the property is potentially individually eligible for listing to the NRHP based on its architectural and/or historical significance and role in the development of TESC. "Contributing" indicates the property resides within, and supports, the architectural and historical significance of the recommended NRHP historic district.
- **Historic, contributing**, recommended: built before 1986 and resides within and supports the architectural and historical significance of the recommended NRHP historic district.
- **Historic, not NRHP eligible,** recommended: built before 1986, not potentially individually NRHP eligible, and is outside of the recommended NRHP historic district.
- **Historic, non-contributing**, recommended: built before 1986 and within the potential NRHP historic district, but non-contributing due to the extent of alterations.

- **Non-historic** (less than 30 years as of 2016): properties built in or after 1986.
- **Non-historic, non-contributing**: built in or after 1986, resides within, but does not support, architectural or historical significance of the recommended NRHP historic district.
- **Not assessed, not owned or managed by TESC**: included existing roads passing through the site that did not have a direct role in TESC development and are also not owned or managed by TESC.

**District**: The core TESC academic campus is recommended as potentially eligible for inclusion on the NRHP as a district listing at the statewide level of significance under criterion A, C, and criteria consideration G. The period of significance for the campus is 1971–1978 encompassing the start and completion of the Phase II Master Plan development, and completion of the Communications Building in 1978. Refer to Map 3.1 on page 61 for the recommended boundary and contributing properties.

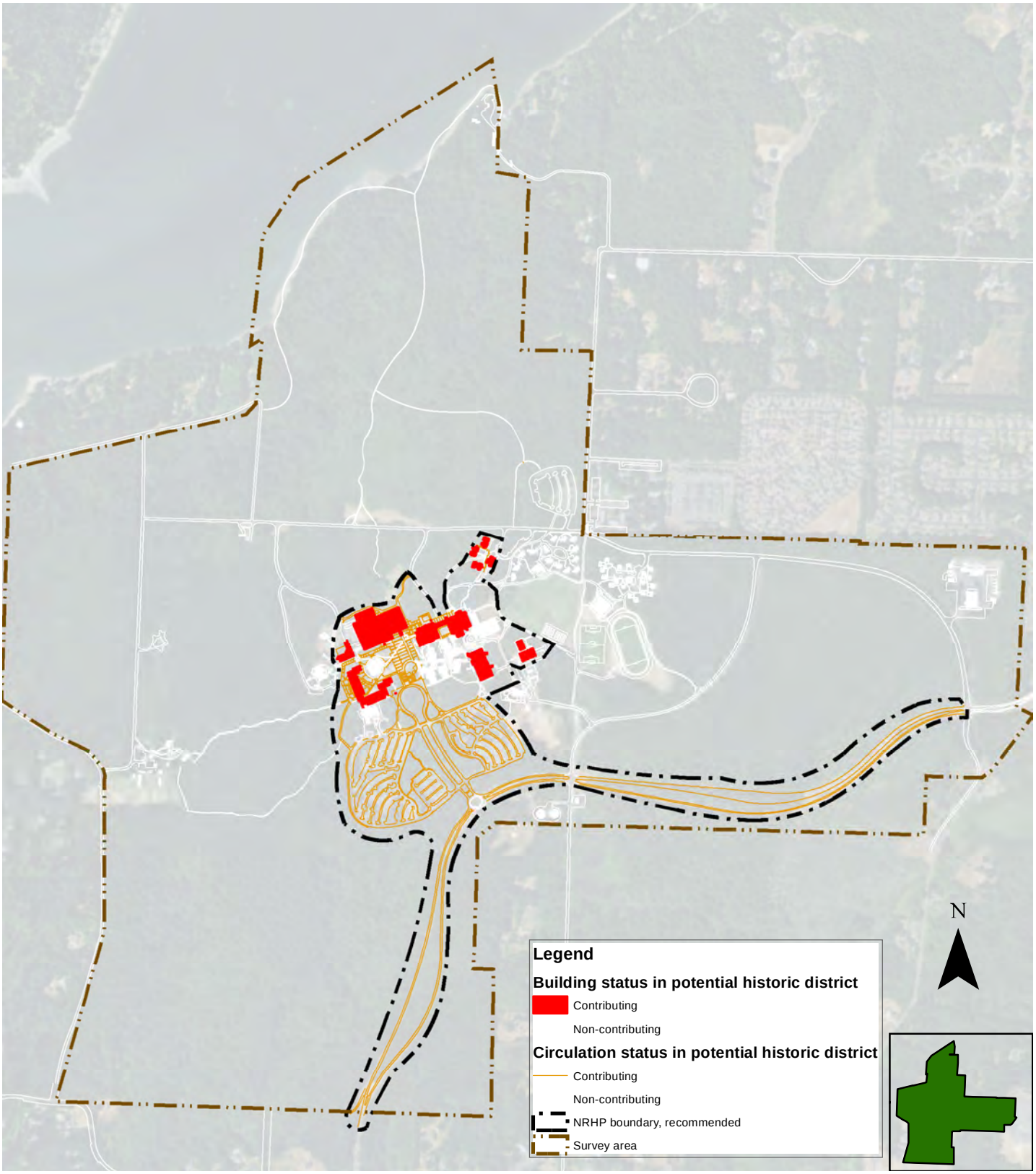
- Under criterion A, area of significance of education, for its association with post-World War II higher education in Washington.
- Under Criterion C, area of significance of architecture, for its many expressions of brutalist architecture.
- Under criteria consideration G for its expression of a cohesive architectural vision.

**Individual**: Several individual academic buildings rise to the level of potential individual NRHP eligibility due to the quality of their design and construction. Refer to Map 3.2 on

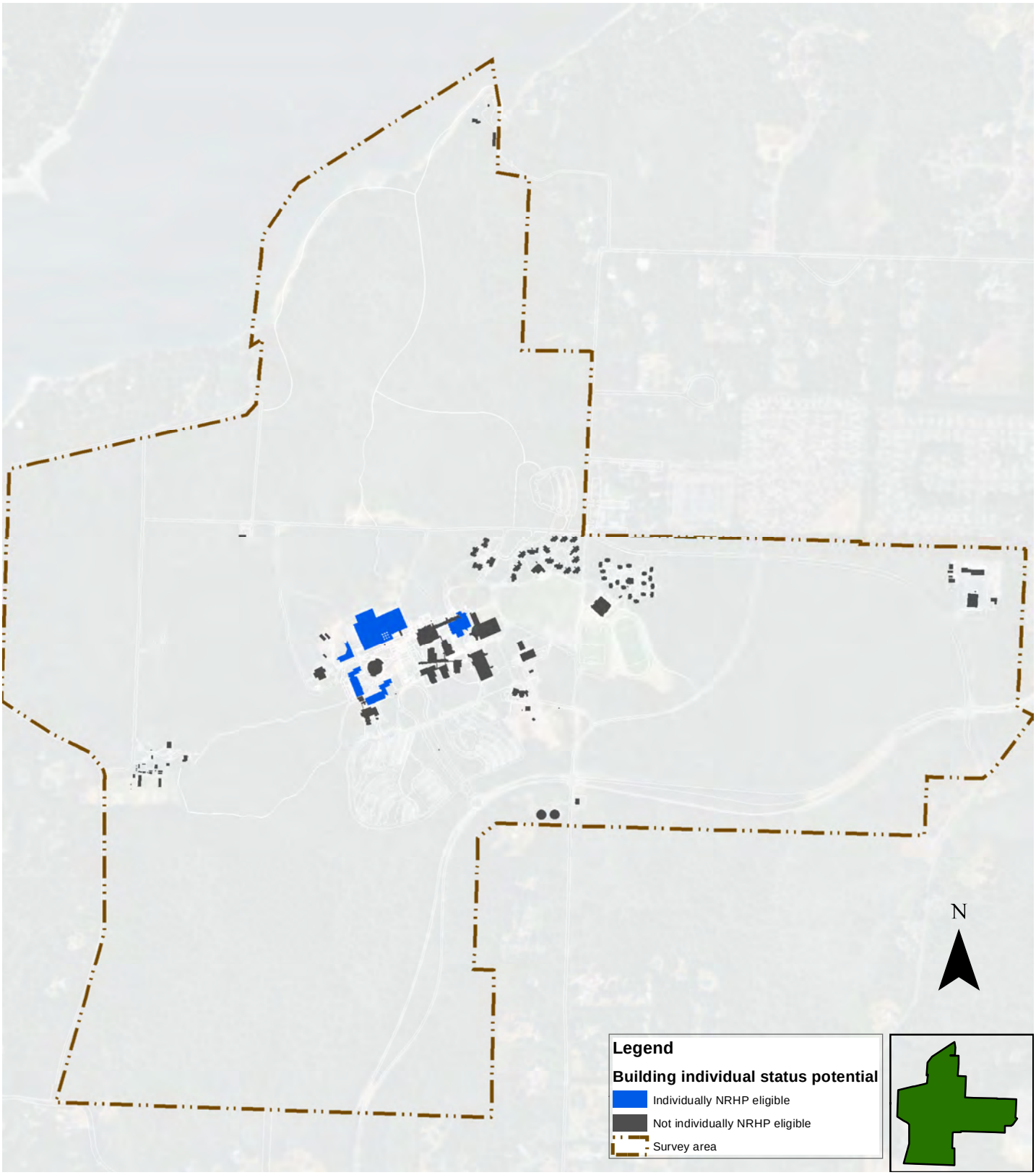
Photo 3.1. (above) LAB II. Courtesy Artifacts Consulting, Inc.

All contemporary photos (2016) are courtesy Artifacts Consulting, Inc., unless otherwise noted.

Photo 3.2. Residence Hall A.




Map 3.1. District Status Map.




Map 3.2. Individual Status Map. Detailed maps are present in Appendix B: Maps

page 62 for the recommended properties. Property list:

» College Recreation Center, built in 1973

» Daniel J Evans Library, built in 1971

» Science Laboratory Phase I, built in 1974

» Science Laboratory Phase II, built in 1976

» Seminar I, built in 1974

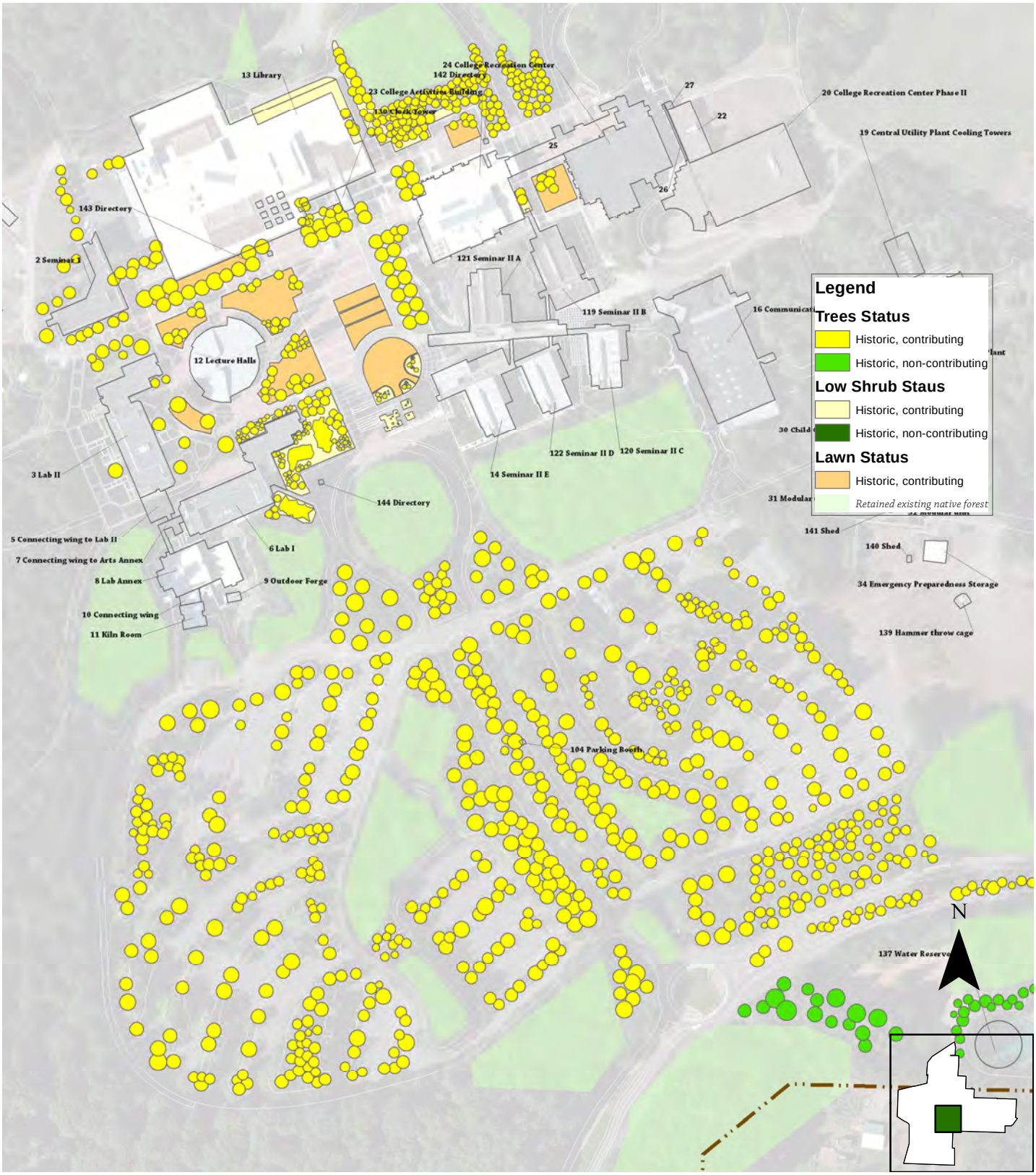
Photo 3.3. Panoramic view of various landscape features on TESC campus.

# Landscape

Landscape is a vital component of TESC's visual and physical character and an integral component in the quality of design, setting, feeling and association for which the campus is nationally recognized. The original design employed four key design features to achieve this character. The following observations and recommendations stem from a comparison of the original landscape design drawings with existing features and historic aerials pre-dating TESC construction. Overall landscape features retain a high level of integrity of location, design, setting, materials, workmanship, feeling, and association. There has been some loss of trees and shrubs. Refer to Map 3.3 on page 64 for recommended NRHP eligibility details.

- NRHP district contributing:

  » **Trees** within the core campus, south parking areas, and along Evergreen Parkway NW established as part of the original design, in particular the Platanus Acerifolia; having a direct role in the integration of the campus in to the native forest.




Map 3.3. Landscape Status Map. Detailed maps are present in Appendix B: Maps

    - » **Lawn** within the core campus, established as part of the original design.
    - » **Shrubs** within the core campus, south parking areas, and along Evergreen Parkway NW, established as part of the original design.
    - » **Native vegetation** around the core campus, south parking areas, and along Evergreen Parkway NW, providing the essential forest immersion experience of the campus.

Photo 3.4. Example of trees around TESC campus.

- Historic, non-contributing:
    - » Trees around the dorms and northeast parking area where they serve the same role, though these areas are more distant from the core campus.
    - » Lawn outside of the core campus, in the agricultural, athletic and residential areas, or established as part of subsequent development periods.
    - » Shrubs outside of the core campus, in the agricultural, athletic and residential areas, or established as part of subsequent development periods.
    - » Native vegetation within the greater site, but not immediately around the core campus or along Evergreen Parkway NW.
- Non-historic, non-contributing:
    - » Trees, lawn and shrubs planted as part of subsequent development periods that departed from the original species and structure types.

**Trees**: A key element, integrating the new construction into the native forest and providing the experience of a campus set within an evergreen forest. Plantings were clustered around the buildings and campus perimeter. The notable exception to use of clusters consisted of two perpendicular rows of the large, deciduous, Platanus Acerifolia (London plane) trees along the east and north sides of the central plaza area. Original tree species used included the following:

Photo 3.5. Example of trees around TESC campus.

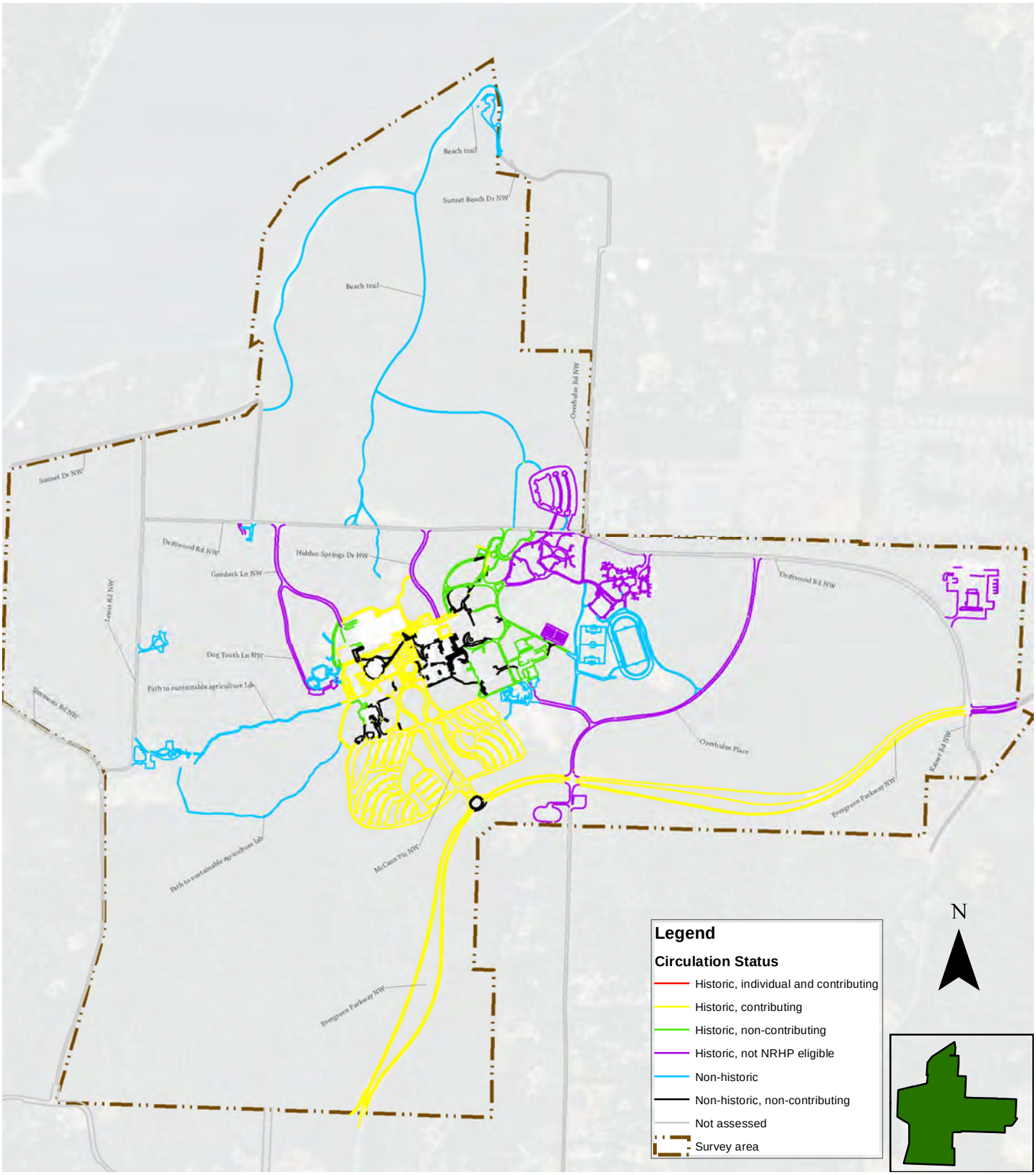
- Acer Circinatum (native to western North America, used around the east end of the Science Laboratory Phase I building)
- Acer Platanoides Schwedleri (used extensively)
- Existing native trees (these were flagged on drawings for retention, most of these were conifers and maples, used around dorms extensively, which included three large Thuja Plicata within dorm courtyard)
- Gleditsia Triacanthos Inermis (used extensively within the parking areas and along roads)
- Pinus Nigra (used mostly within the core campus)
- Pinus Sylvestris (used mostly within the core campus)
- Platanus Acerifolia (row trees in the plaza, several of which have been lost)
- Pseudosuga Menziesii (often planted in an outer cluster behind the others just before the native forest)
- Pseudotsuga Taxifolia (used extensively within the parking areas and along roads)

**Lawn**: Sodded turf areas provided an important textural contrast within the concrete and brick circulation system. They afforded seating areas and a meadow base for trees.

**Shrubs**: Beds provided an important understory feature for the trees as part of the visual transition to the native forest. A variety of plant types, including rhododendrons, were used. In addition, around the dorms, the original designers employed a 20-foot-wide, 2-inch-thick

layer of forest bark as a transition between the buildings and the native forest.

**Existing vegetation**: Described on the original landscape plans as native forest, the site's existing vegetation was used as an important design feature, immersing the campus in a forest setting. The original drawings specifically identified the retention of this native vegetation. New plantings actively transitioned from the campus to this forest.




Map 3.4. Circulation Status Map. Detailed maps are present in Appendix B: Maps

# Circulation

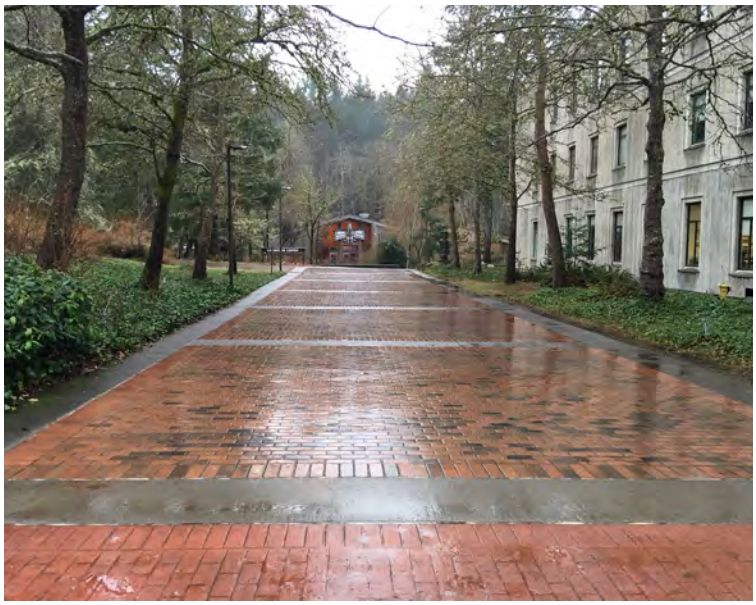


Photo 3.6. Plaza example, west of LAB I.

Circulation into and within the campus is a successful functional component. Those features within the core campus directly support the character and quality of design, setting, feeling and association. As circulation features move away from the core campus, their influence on the visual and physical character becomes more indirect. The following observations and recommendations stem from a comparison of the original landscape design drawings and historic aerials. Overall circulation features retain a high level of integrity of location, design, setting, materials, workmanship, feeling, and association. There has been one alteration—adding a hip roof to a directory—and some non-compatible efforts to replicate original brick paving (in front of the Seminar I building), along with loss of circulation features and addition of contemporary features due to development. Refer to Map 3.4 on page 68 for recommended NRHP eligibility details.

- NRHP district contributing:
  - » Circulation within the core campus, south parking areas, and along Evergreen Parkway NW established as part of the original design, having a direct role in the visual and physical experience and the navigation of the campus. This includes parking, plazas, roads, directories, and brick and concrete walkways.
- Historic, non-contributing:
  - » Circulation outside of the core campus, having an indirect role in the experience and navigation of the campus. This includes parking, roads, walkways, and trails.
- Non-historic, non-contributing:
  - » Circulation features added as part of subsequent development periods that

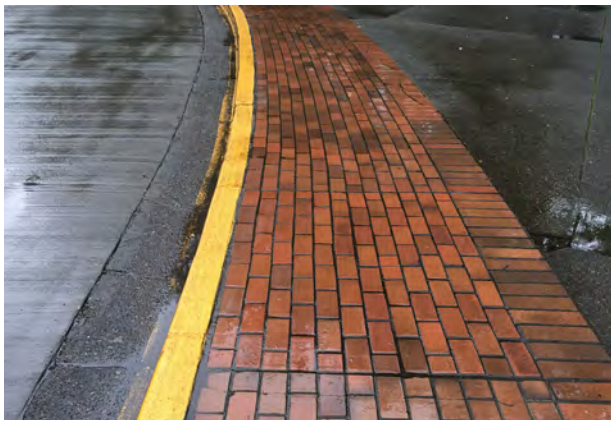



Photo 3.7. (upper left) Example of asphalt paving meeting brick sidewalk.

Photo 3.8. (upper right) Asphalt paving example.

Photo 3.9. (right) Concrete directory.

departed from the original designs, materials, and locations.

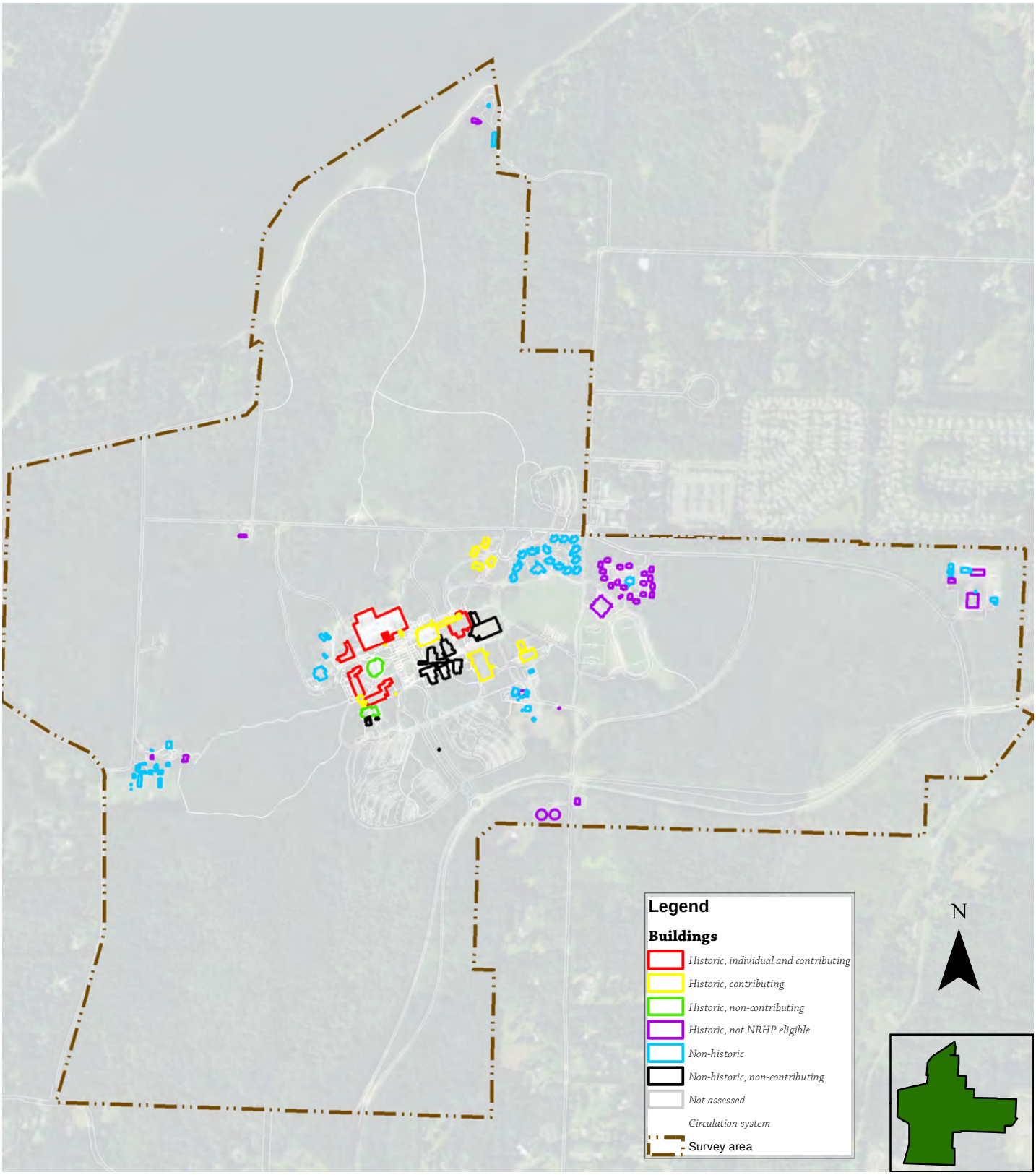
**Parking**: The direct approach to managing onsite parking taken in the original campus design achieved a remarkable balance between convenience and student experience. The original parking areas are characterized by the extensive use of trees for screening from the road and campus. Raised landscape strips between parking sections break up the visual expanse of parking. The south parking areas most directly convey the design and functional intent. The northeast parking area utilizes the same design features; however, it is more distant from the core campus. Materials consist of trees, shrubs, concrete, and gravel.

**Plazas**: An organizational feature as well as respite and gathering space amidst the buildings. They typically feature concrete, brick, lawn, trees, and shrubs. The brick and lawn in particular provided an important visual contrast with the concrete buildings. Plazas within the core campus include:

- Main open space south of the library featuring brick and concrete paving, lawn tracts, trees, and shrubs.
- Lower-level open space south of the library featuring brick paving and raised planters with shrubs.
- Open spaces to the east and west of the Science Laboratory Phase II building featuring brick and concrete paving and planters with shrubs and trees.
- Open space between the College Activities Building and College Recreation Center featuring lawn bounded by exposed aggregate concrete paving and several trees in the lawn area.
- Open space along the north side of the College Activities Building featuring a large brick paved area around a square of lawn with several trees.
- Open space off the northwest side of the Seminar I building featuring exposed aggregate paving with brick borders around open planting areas containing low shrubs and small trees. Several wood benches provide seating.

**Roads**: These provide vehicular access to, and within, the campus. They are paved with asphalt. Roads are categorized by their role and whether they existed prior to TESC.

- **Direct role**: roads added as part of the TESC master plan and construction. These consist of Evergreen Parkway NW and McCann Plaza Drive NW. Both were designed and built as part of the original construction and serve as the principal means for students and visitors entering the campus. The attention to landscaping and design details directly supports the overall visual and experiential character of TESC.
- **Indirect role**: roads added as part of the TESC master plan and construction. These provide supporting service roles for TESC and do not reflect the same high level of landscape and design associated with roads having a direct role. These include:
  - » Dog Tooth Lane NW and Geoduck Lane NW in the northwest corner off Driftwood Road NW providing service access
  - » Hidden Springs Drive NW off the north side of campus providing service access from Driftwood Road NW




Map 3.5. Buildings Status Map. Detailed maps are present in Appendix B: Maps.

Photo 3.10. (above) Residence Dorm B.

Photo 3.11. (upper right) Pumping Station.

Photo 3.12. (right) Maintenance shops.

» The segment of Overhulse Road NW between Driftwood Road NW and Evergreen Parkway NW. Originally this was a direct north–south alignment; however, as part of TESC development the north–south portion was abandoned and this new curvilinear segment added.

» Miscellaneous service access roads around the campus

**Existing roads**: existed prior to TESC development. They provided the overall linkages to the larger regional transportation system; however, they did not have any direct influence on TESC development or internal functions. These include Overhulse Road NW, Driftwood Road NW, Lewis Road NW, Simmons Road NW, and Sunset Beach Drive NW.

**Directories**: Occur within the campus core and provide student and visitor campus maps for orientation and boards for posting public information and notices. Materials consist of concrete and wood.

**Trails**: Occur outside of the campus core and provide a means of experiencing and moving through the surrounding forest. Although not historically significant relative to the original design and development of TESC, they are an important feature enabling students and visitors to immerse themselves in the surrounding forest.

**Walkways**: Paved concrete and curvilinear in form, they are laid out throughout the campus, and link to areas outside of it. As part of the original design development they provided connections between the academic, residential, and parking function areas within the campus. Their form, design, materials, and placement are important character-defining features that

relate directly to the overall experience of the campus.

# Buildings

Buildings within the core campus directly support the character and quality of design, setting, feeling and association that characterize TESC. Three functional types support TESC: academic, residential, and service. Overall buildings features retain a moderate level of integrity of location, design, setting, materials, workmanship, feeling, and association. There have been several alterations, and contemporary in-fill development. Refer to Map 3.5 on page 72 for recommended NRHP eligibility details. The tables below provide additional details.

- NRHP district contributing:
  - » Buildings within the core campus established as part of the original design, having a direct role in the visual and physical character and educational role of TESC. This includes academic, residential, and service buildings.
  - » Individually eligible recommendations identify those buildings that could potentially achieve NRHP listing as individual properties based on their architectural significance. These are core academic buildings.
- Historic, non-contributing:
  - » Buildings outside of the core campus, having an indirect role in the experience and educational role of TESC. This includes academic, residential, and service buildings.
- Non-historic, non-contributing:
  - » Circulation features added as part of subsequent development periods that departed from the original designs, materials, and locations.

**Academic**: Core buildings designed and built to provide education facilities for students enrolled at TESC. These reflect the highest level of material and design, while also being directly related to the educational mission of TESC. These were designed by some of the state's most prominent architectural firms.

**Residential**: Buildings designed and built to provide on-site housing for students enrolled at TESC. These consisted of four concrete frame buildings and multiple modular and temporary facilities. The concrete buildings reflect a modest level of material and design and directly support the educational mission of TESC. These departed from the concrete exterior, instead using a marble crete cladding. These buildings are set off from the main academic campus. The modular and temporary residential facilities do not exhibit the level of material and design quality associated with TESC. These are likewise set off from the core academic

campus.

**Service**: Buildings designed and built to support the operation of TESC. These occur both directly adjacent to and set off from the academic core. These reflect a high level of material and design and were designed by some of the state's most prominent architectural firms. Their proximity to the core relates to their operational importance and was reflected in their design and materials.

# Development Trends

Growth and development to accommodate growing enrollment will be an ongoing stewardship concern relative to the historic landscape and circulation features, and buildings. Integration of new development in a compatible manner can both support and enhance the existing historic features, as well as the overall character and experience of TESC.

Vehicular traffic on the brick pavers within the core campus is accelerating the cracking and deterioration of these pavers. Originally designed as a pedestrian only campus, the brick paving was not designed for vehicle loading. The large sized pavers are no longer produced, making their repair and in-kind replacement difficult when they break. Eliminating vehicular traffic within and providing for a designated fire lane for emergency vehicle drills would prolong the life of the existing original brick pavers.

## Table 3.1. Academic Buildings

| ID | TESC ID | Development Period | Year Built | Status | Historic Name | Current Name | WISAARD form | Architect | Builder |
|---|---|---|---|---|---|---|---|---|---|
| 130 | NA | 1964 to 1978 | 1971 | Historic, contributing | Clock Tower | Clock Tower | No | Durham Anderson Freed | |
| 142 | NA | 1964 to 1978 | 1971 | Historic, contributing | Directory | Directory | No | | |
| 143 | NA | 1964 to 1978 | 1971 | Historic, contributing | Directory | Directory | No | | |
| 144 | NA | 1964 to 1978 | 1971 | Historic, contributing | Directory | Directory | No | | |
| 7 | NA | 1964 to 1978 | 1974 | Historic, contributing | Connecting wing to Arts Annex | Connecting wing to Arts Annex | No | Naramore Bain Brady and Johanson | |
| 5 | NA | 1964 to 1978 | 1976 | Historic, contributing | Connecting wing to Lab II | Connecting wing to Lab II | No | Naramore Bain Brady and Johanson | Jones and Roberts |
| 25 | NA | 1964 to 1978 | 1973 | Historic, contributing | Connecting wing to College Recreation Center Phase 1 | NA | No | Robert Billsbrough Price and Associates | Absher Construction Company |
| 23 | 101 | 1964 to 1978 | 1972 | Historic, individual and contributing | Student Activities Building | College Activities Building | Yes | Kirk Wallace McKinley and Associates | |
| 24 | NA | 1964 to 1978 | 1973 | Historic, individual and contributing | College Recreation Center | College Recreation Center | Yes | Robert Billsbrough Price and Associates | Absher Construction Company |
| 16 | 14 | 1964 to 1978 | 1978 | Historic, contributing | Communications Building | Communications Building | Yes | Walker McGough Foltz Lyerla | Jones and Roberts |
| 2 | 11 | 1964 to 1978 | 1974 | Historic, individual and contributing | Seminar I | Seminar 1 | Yes | A O Bumgardner and Partners | |

| ID | TESC ID | Development Period | Year Built | Status | Historic Name | Current Name | WISAARD form | Architect | Builder |
|---|---|---|---|---|---|---|---|---|---|
| 20, 22, 26, 27 | NA | 1983 to 1997 | 1987 | Non-historic, non-contributing | NA | College Recreation Center Phase II | No | Cummings Schlatter Associates Loschky Marquard and Nesholm | |
| 10 | NA | 1983 to 1997 | 1988 | Non-historic, non-contributing | NA | Connecting wing | No | Miller Hull Partnership | |
| 11 | NA | 1983 to 1997 | 1988 | Non-historic, non-contributing | NA | Kiln Room | No | Miller Hull Partnership | |
| 78 | 227 | 1998 to Present | 2011 | Non-historic | NA | Sustainable Agriculture Lab | No | HKP Architects | |
| 139 | NA | 1998 to Present | 2004-2005 | Non-historic | NA | Hammer throw cage | No | | |
| 79 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Green House 2 | No | | |
| 80 | NA | 1998 to Present | 2007-2008 | Non-historic | NA | Green House 1 | No | | |
| 81 | NA | 1998 to Present | 2004 | Non-historic | NA | Shed 2 | No | | |
| 83 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Chicken Coop | No | | |
| 84 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Green House 6 | No | | |
| 85 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Green House 5 | No | | |
| 86 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Tool Shed 2 | No | | |
| 90 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Shed 3 | No | | |

| ID | TESC ID | Development Period | Year Built | Status | Historic Name | Current Name | WISAARD form | Architect | Builder |
|---|---|---|---|---|---|---|---|---|---|
| 13 | 1 | 1964 to 1978 | 1971 | Historic, individual and contributing | Daniel J. Evans Library | Library | Yes | Durham Anderson Freed | |
| 6 | 4 | 1964 to 1978 | 1974 | Historic, individual and contributing | Science Laboratory Phase I | Lab I | Yes | Naramore Bain Brady and Johanson | John Sellen Construction Company |
| 3 | 12 | 1964 to 1978 | 1976 | Historic, individual and contributing | Science Laboratory Phase II | Lab II | Yes | Naramore Bain Brady and Johanson | Jones and Roberts |
| 12 | 2 | 1964 to 1978 | 1972 | Historic, non-contributing | Large Group Instruction Center | Lecture Halls | Yes | Harris Reed and Litzenberger | |
| 8 | 15 | 1964 to 1978 | 1974 | Historic, non-contributing | Arts Laboratory Annex | Lab Annex | Yes | Naramore Bain Brady and Johanson | |
| 88 | 220 | 1964 to 1978 | 1958-1967 | Historic, not NRHP eligible | Organic Farm Storage | Organic Farm Equipment Storage | Yes | | |
| 36 | 9 | 1964 to 1978 | 1973 | Historic, individual and contributing | Covered Recreation Pavilion | Covered Recreation Pavilion | Yes | Robert Billsbrough Price and Associates | |
| 87 | 219 | 1983 to 1997 | 1990 | Non-historic | NA | Organic Farm Operations Building | No | | |
| 1 | 221 | 1983 to 1997 | 1995 | Non-historic | NA | Longhouse Education and Cultural Center | No | Jones and Jones | |
| 9 | NA | 1983 to 1997 | 1992 | Non-historic, non-contributing | NA | Outdoor Forge | No | Carlson Ferrin | |

| ID | TESC ID | Development Period | Year Built | Status | Historic Name | Current Name | WISAARD form | Architect | Builder |
|---|---|---|---|---|---|---|---|---|---|
| 14 | NA | 1998 to Present | 2004 | Non-historic, non-contributing | NA | Seminar II E | No | Mahlum Architects | |
| 119 | NA | 1998 to Present | 2004 | Non-historic, non-contributing | NA | Seminar II B | No | Mahlum Architects | |
| 120 | NA | 1998 to Present | 2004 | Non-historic, non-contributing | NA | Seminar II C | No | Mahlum Architects | |
| 121 | 18 | 1998 to Present | 2004 | Non-historic, non-contributing | NA | Seminar II A | No | Mahlum Architects | |
| 122 | NA | 1998 to Present | 2004 | Non-historic, non-contributing | NA | Seminar II D | No | Mahlum Architects | |

| ID | TESC ID | Development Period | Year Built | Status | Historic Name | Current Name | WISAARD form | Architect | Builder |
|---|---|---|---|---|---|---|---|---|---|
| 91 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Building 3 | No | | |
| 92 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Green House 3 | No | | |
| 93 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Canopy | No | | |
| 94 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Green House 4 | No | | |
| 95 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Tool Shed 1 | No | | |
| 100 | NA | 1998 to Present | 2004-2005 | Non-historic | NA | Shed 1 | No | | |
| 101 | NA | 1998 to Present | 2006 | Non-historic | NA | Toilet | No | | |
| 102 | NA | 1998 to Present | 2012-2015 | Non-historic | NA | Shed 4 | No | | |
| 103 | NA | 1998 to Present | 2012-2015 | Non-historic | NA | Shed | No | | |
| 115 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Building 1 | No | | |
| 116 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Building 2 | No | | |
| 117 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Building 4 | No | | |
| 118 | NA | 1998 to Present | 1980-2002 | Non-historic | NA | Building 5 | No | | |
| 123 | 228 | 1998 to Present | 2012 | Non-historic | NA | Carving Studio | No | | |
| 124 | NA | 1998 to Present | 2007-2009 | Non-historic | NA | Seminar I Annex B | No | | |
| 125 | NA | 1998 to Present | 2010-2011 | Non-historic | NA | Seminar I Annex A | No | | |

## Table 3.2. Residential Buildings

| ID | TESC ID | Development Period | Year Built | Status | Historic Name | Current Name | WISAARD form | Architect | Builder |
|---|---|---|---|---|---|---|---|---|---|
| 74-77, a, b, c, d | 102 | 1964 to 1978 | 1971 | Historic, contributing | Student Housing | Student Housing | Yes | A O Bumgardner and Partners | |
| 82 | 206 | 1964 to 1978 | 1975-1980 | Historic, not NRHP eligible | Farm House | Organic Farm House | Yes | John Collier | Students, TESC facility |
| 37 | 312 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 38 | 313 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 39 | 314 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 40 | 315 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 41 | 311 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 44 | 309 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 46 | 316 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 47 | 317 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |

| ID | TESC ID | Development Period | Year Built | Status | Historic Name | Current Name | WISAARD form | Architect | Builder |
|---|---|---|---|---|---|---|---|---|---|
| 48 | 318 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 49 | 319 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 50 | 308 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 51 | 307 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 52 | NA | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 53 | NA | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 54 | 303 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 55 | 304 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 56 | 305 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 57 | 306 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Modular housing | Modular housing | Yes | St Regis Fabricated Structures | |
| 42 | 320 | 1964 to 1978 | 1971 ca | Historic, not NRHP eligible | NA | Shed | Yes | St Regis Fabricated Structures | |

| ID | TESC ID | Development Period | Year Built | Status | Historic Name | Current Name | WISAARD form | Architect | Builder |
|---|---|---|---|---|---|---|---|---|---|
| 58 | 115 | 1983 to 1997 | 1987-1989 | Non-historic | NA | Student residence P | No | Michael and Lakeman | |
| 59 | 114 | 1983 to 1997 | 1987-1989 | Non-historic | NA | Student residence N | No | Michael and Lakeman | |
| 60 | 116 | 1983 to 1997 | 1987-1989 | Non-historic | NA | Student residence Q | No | Michael and Lakeman | |
| 61 | 112 | 1983 to 1997 | 1987-1989 | Non-historic | NA | Student residence K | No | Michael and Lakeman | |
| 62 | 117 | 1983 to 1997 | 1987-1989 | Non-historic | NA | Student residence R | No | Michael and Lakeman | |
| 63 | 118 | 1983 to 1997 | 1987-1989 | Non-historic | NA | Student residence S | No | Michael and Lakeman | |
| 64 | 119 | 1983 to 1997 | 1987-1989 | Non-historic | NA | Student residence T | No | Michael and Lakeman | |
| 65 | 120 | 1983 to 1997 | 1987-1989 | Non-historic | NA | Student residence U | No | Michael and Lakeman | |
| 66 | 110 | 1983 to 1997 | 1987-1989 | Non-historic | NA | Student residence I | No | Michael and Lakeman | |
| 67 | 111 | 1983 to 1997 | 1987-1989 | Non-historic | NA | Student residence K | No | Michael and Lakeman | |
| 68 | 109 | 1983 to 1997 | 1987-1989 | Non-historic | NA | Student residence H | No | Michael and Lakeman | |
| 70 | 113 | 1983 to 1997 | 1987 | Non-historic | NA | Residence Community Center | No | Michael and Lakeman | |
| 71 | 108 | 1983 to 1997 | 1987-1989 | Non-historic | NA | Student residence G | No | Michael and Lakeman | |
| 72 | 107 | 1983 to 1997 | 1987-1989 | Non-historic | NA | Student residence F | No | Michael and Lakeman | |
| 73 | 106 | 1983 to 1997 | 1987-1989 | Non-historic | NA | Student residence E | No | Michael and Lakeman | |

| ID | TESC ID | Development Period | Year Built | Status | Historic Name | Current Name | WISAARD form | Architect | Builder |
|---|---|---|---|---|---|---|---|---|---|
| 133 | NA | 1983 to 1997 | 1980-2002 | Non-historic | NA | Apartment | No | | |
| 69 | 225 | 1998 to Present | 2008 | Non-historic | NA | Housing Generator Storage | No | | |
| 43 | 310 | 1998 to Present | 2007-2009 | Non-historic | NA | Shed | No | | |
| 45 | 310 | 1998 to Present | 2007-2009 | Non-historic | NA | MODS building | No | | |

## Table 3.3. Service Buildings

| ID | TESC ID | Development Period | Year Built | Status | Historic Name | Current Name | WISAARD form | Architect | Builder |
|---|---|---|---|---|---|---|---|---|---|
| 114 | NA | 1945 to 1963 | 1960-1964 | Historic, not NRHP eligible | Geoduck House | Geoduck House | Yes | | |
| 18 | 5 | 1964 to 1978 | 1971 | Historic, contributing | Central Utility Plant | Central Utility Plant | Yes | Bennett and Johnson | |
| 19 | NA | 1964 to 1978 | 1971 | Historic, contributing | Central Utility Plant Cooling Towers | Central Utility Plant Cooling Towers | Yes | Bouillon Christofferson and Shairer engineers | |
| 30 | 201 | 1964 to 1978 | 1958-1966 | Historic, not NRHP eligible | Meat Processing Building | Child Care Center | Yes | | |
| 35 | 202 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Well House | Well House | Yes | | |
| 105 | 8 | 1964 to 1978 | 1969-1970 | Historic, not NRHP eligible | Water Pump Station | Water Pump Station | Yes | | |
| 134 | NA | 1964 to 1978 | 1958-1967 | Historic, not NRHP eligible | NA | Driftwood House | Yes | | |
| 137 | 8 | 1964 to 1978 | 1969-1970 | Historic, not NRHP eligible | Water Reservoir II | Water Reservoir II | Yes | | |
| 138 | 8 | 1964 to 1978 | 1969-1970 | Historic, not NRHP eligible | Water Reservoir I | Water Reservoir I | Yes | | |
| 109 | 7 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Garage | Garage Evergreen Motor Pool | Yes | Bennet and Johnson | |
| 110 | 6 | 1964 to 1978 | 1971 | Historic, not NRHP eligible | Shop | Shops | Yes | Bennet and Johnson | |
| 113 | 216 | 1964 to 1978 | 1969 | Historic, not NRHP eligible | NA | Grounds Supply Storage | Yes | Bennet and Johnson | |
| 108 | NA | 1979 to 1982 | 1980-1999 | Non-historic | NA | Shed | No | | |
| 111 | 213 | 1979 to 1982 | 1980-1999 | Non-historic | NA | Grounds Office | No | | |

| ID | TESC ID | Development Period | Year Built | Status | Historic Name | Current Name | WISAARD form | Architect | Builder |
|---|---|---|---|---|---|---|---|---|---|
| 112 | NA | 1979 to 1982 | 1980-1999 | Non-historic | NA | Shed | No | | |
| 128 | 215 | 1979 to 1982 | 1980-1999 | Non-historic | NA | Grounds Equipment and Vehicle Storage | No | | |
| 129 | 13 | 1979 to 1982 | 1980-1999 | Non-historic | NA | Combustable Storage | No | | |
| 104 | 218 | 1979 to 1982 | 1990 | Non-historic, non-contributing | NA | Parking Booth | No | | |
| 31 | NA | 1983 to 1997 | 1983 | Non-historic | NA | Modular unit | No | | |
| 32 | NA | 1983 to 1997 | 1983 | Non-historic | NA | Modular unit | No | | |
| 135 | 201 | 1983 to 1997 | 1983 | Non-historic | NA | Child Care Center | No | | |
| 136 | 201 | 1983 to 1997 | 1983 | Non-historic | NA | Child Care Center | No | | |
| 34 | 224 | 1983 to 1997 | 1996 | Non-historic | NA | Emergency Preparedness Storage | No | | |
| 17 | 16 | 1998 to Present | 2004 | Non-historic | NA | Utility Tunnels | No | | |
| 106 | 226 | 1998 to Present | 2009-2015 | Non-historic | NA | Boat Storage | No | | |
| 107 | 222 | 1998 to Present | 2009-2015 | Non-historic | NA | Shops Storage | No | | |
| 131 | NA | 1998 to Present | 1980-2015 | Non-historic | NA | Concrete foundation | No | | |
| 132 | NA | 1998 to Present | 1980-2015 | Non-historic | NA | Covered sign | No | | |
| 140 | NA | 1998 to Present | 2006 | Non-historic | NA | Shed | No | | |
| 141 | NA | 1998 to Present | 2004 | Non-historic | NA | Shed | No | | |

# appendices

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# Appendices

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# appendix A
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# appendix B
## maps

The following maps are more detailed versions of maps presented in Chapter 3.

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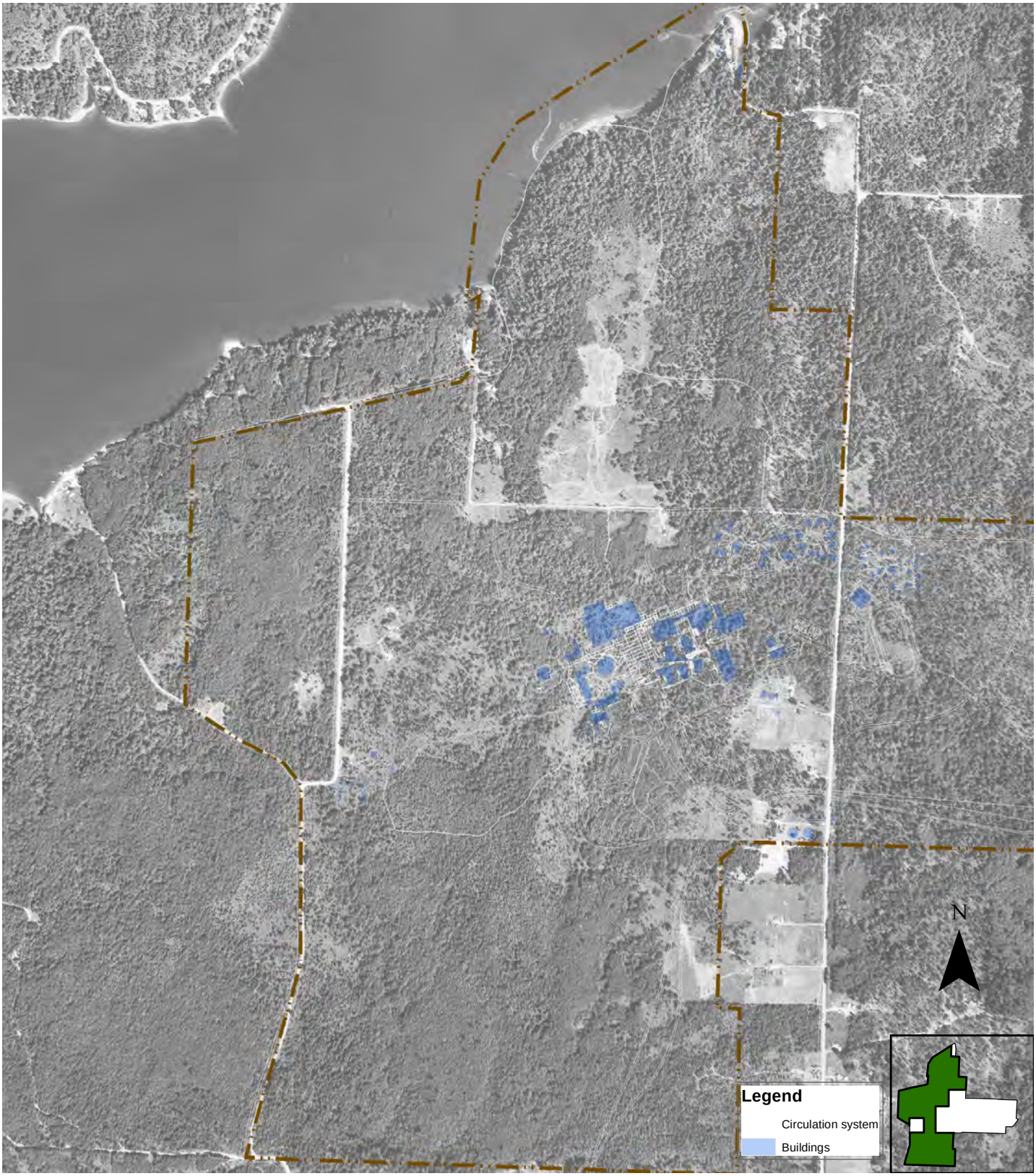
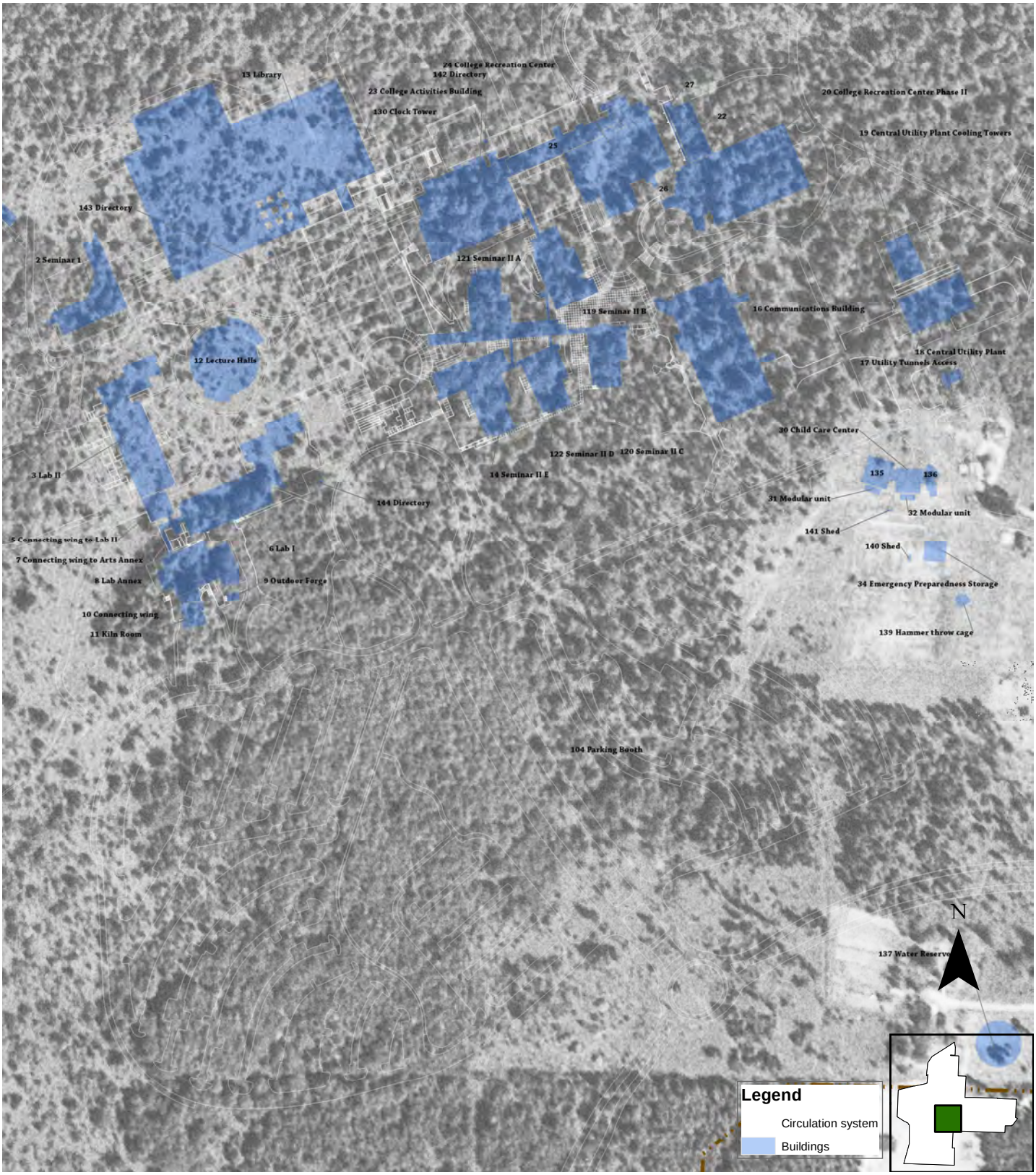
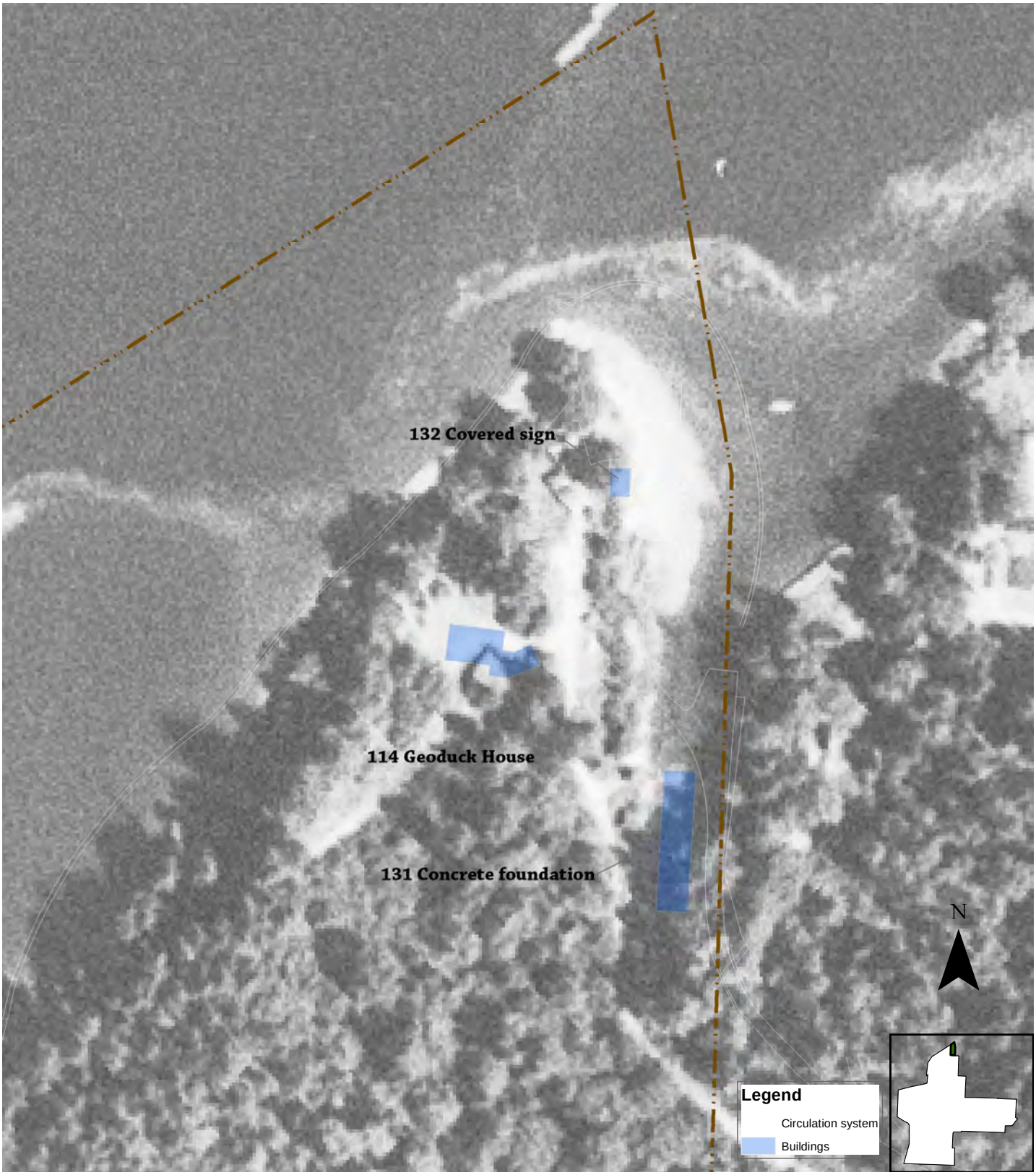
# maps



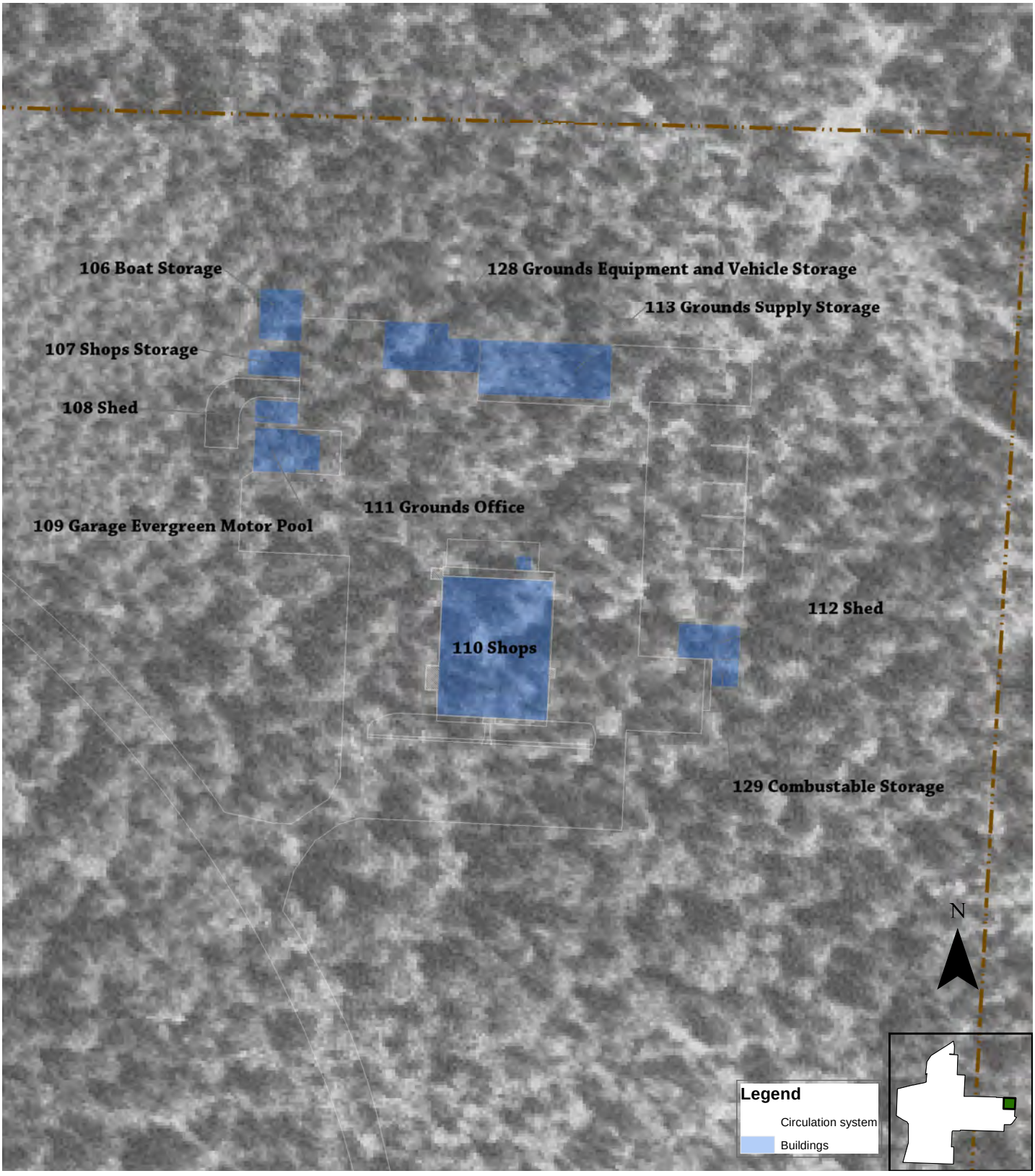

Map 4.1. 1957 aerial map with overlay of 2016 buildings and roads. Map 1 of 7.



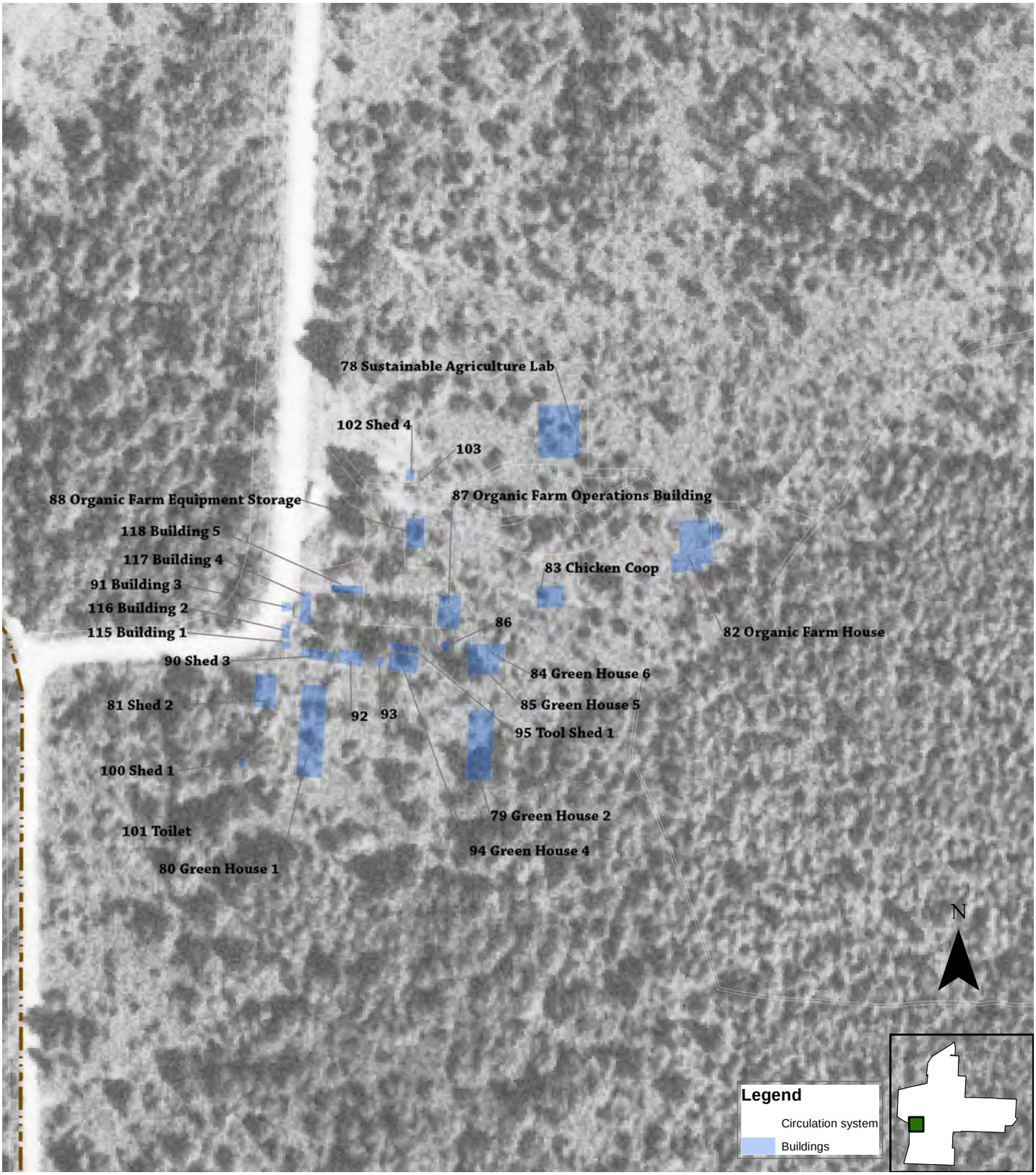

Map 4.2. 1957 aerial map with overlay of 2016 buildings and roads. Map 2 of 7.



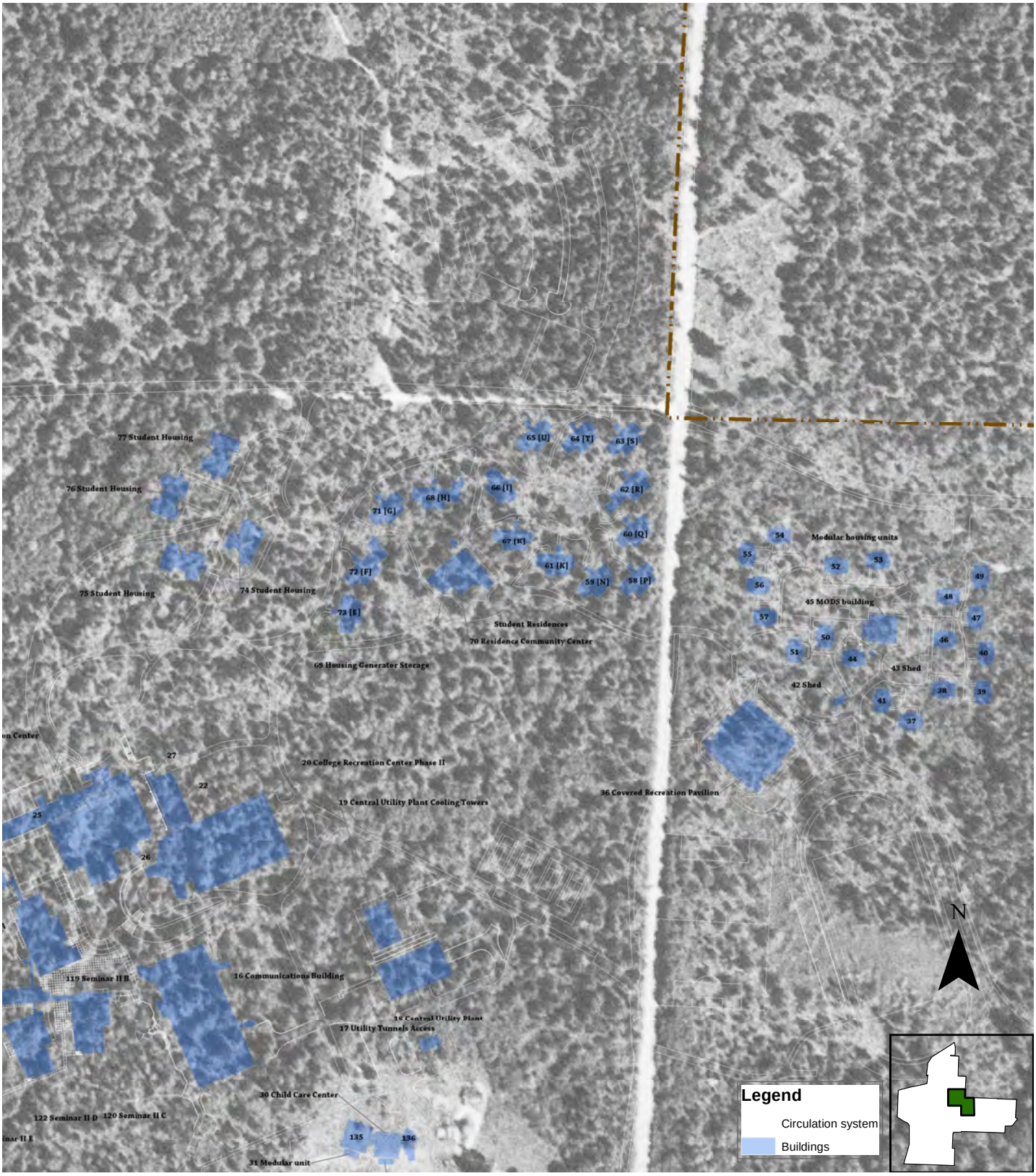

Map 4.3. 1957 aerial map with overlay of 2016 buildings and roads. Map 3 of 7.



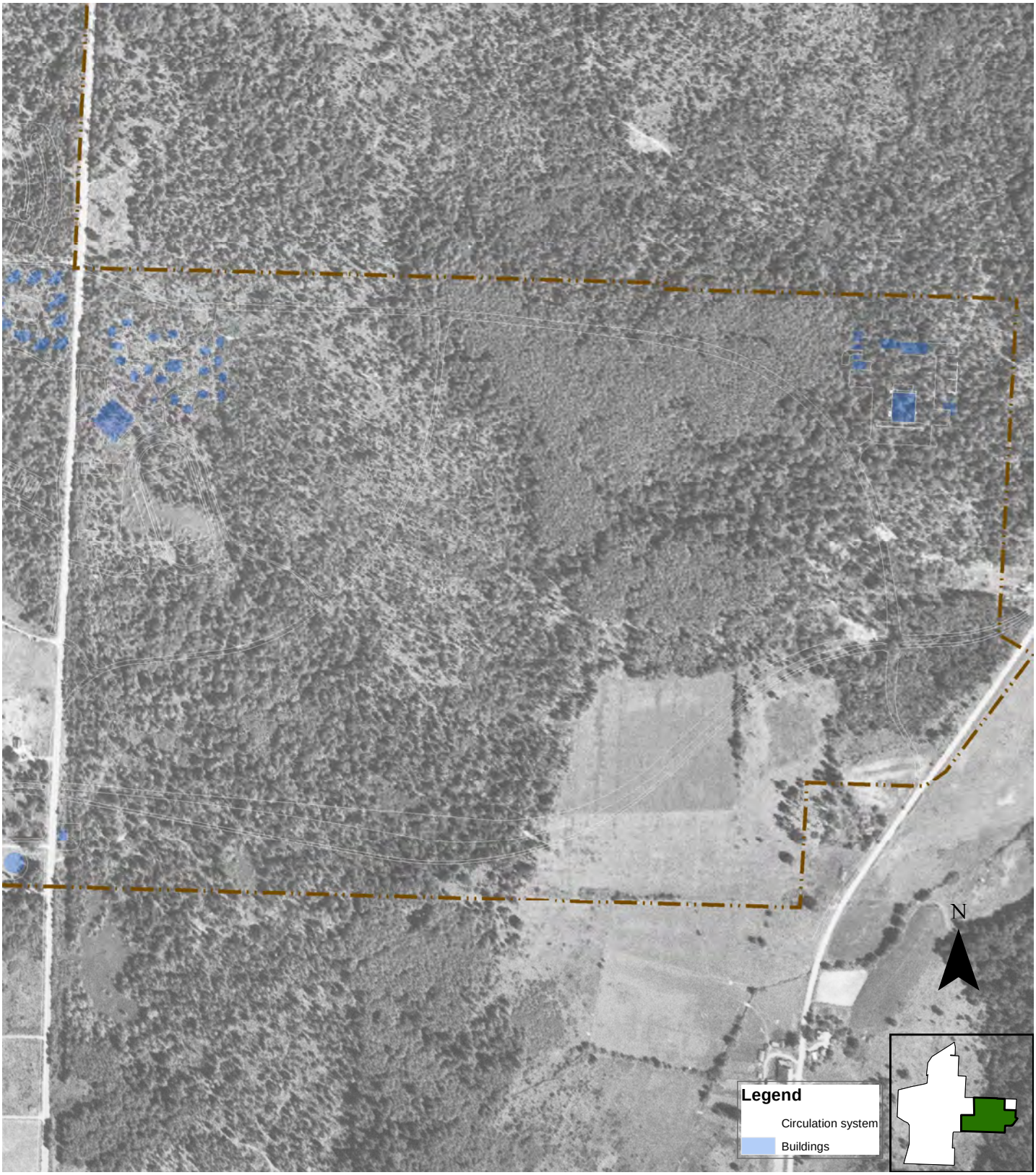

Map 4.4. 1957 aerial map with overlay of 2016 buildings and roads. Map 4 of 7.



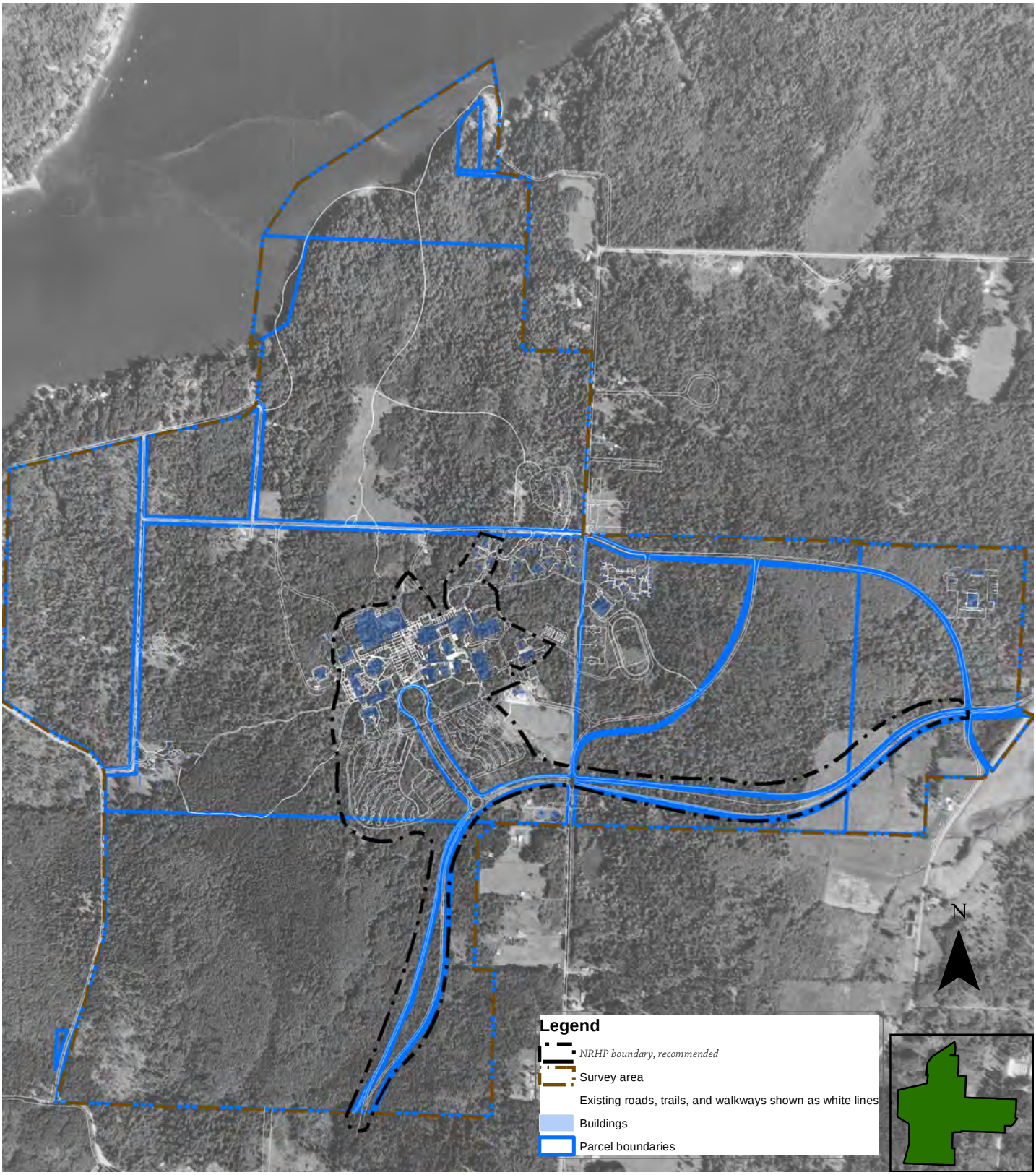

Map 4.5. 1957 aerial map with overlay of 2016 buildings and roads. Map 5 of 7.



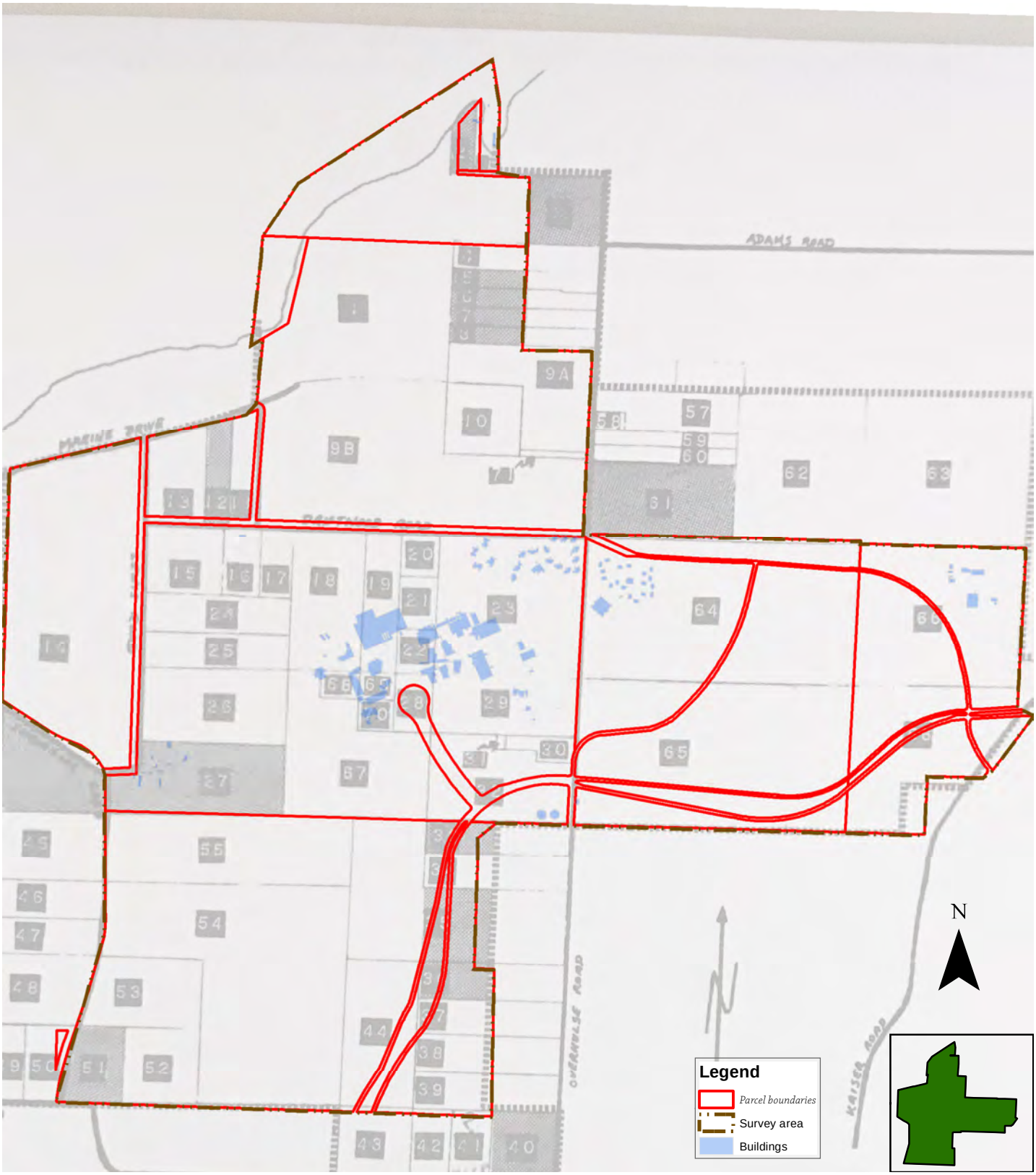

Map 4.6. 1957 aerial map with overlay of 2016 buildings and roads. Map 6 of 7.



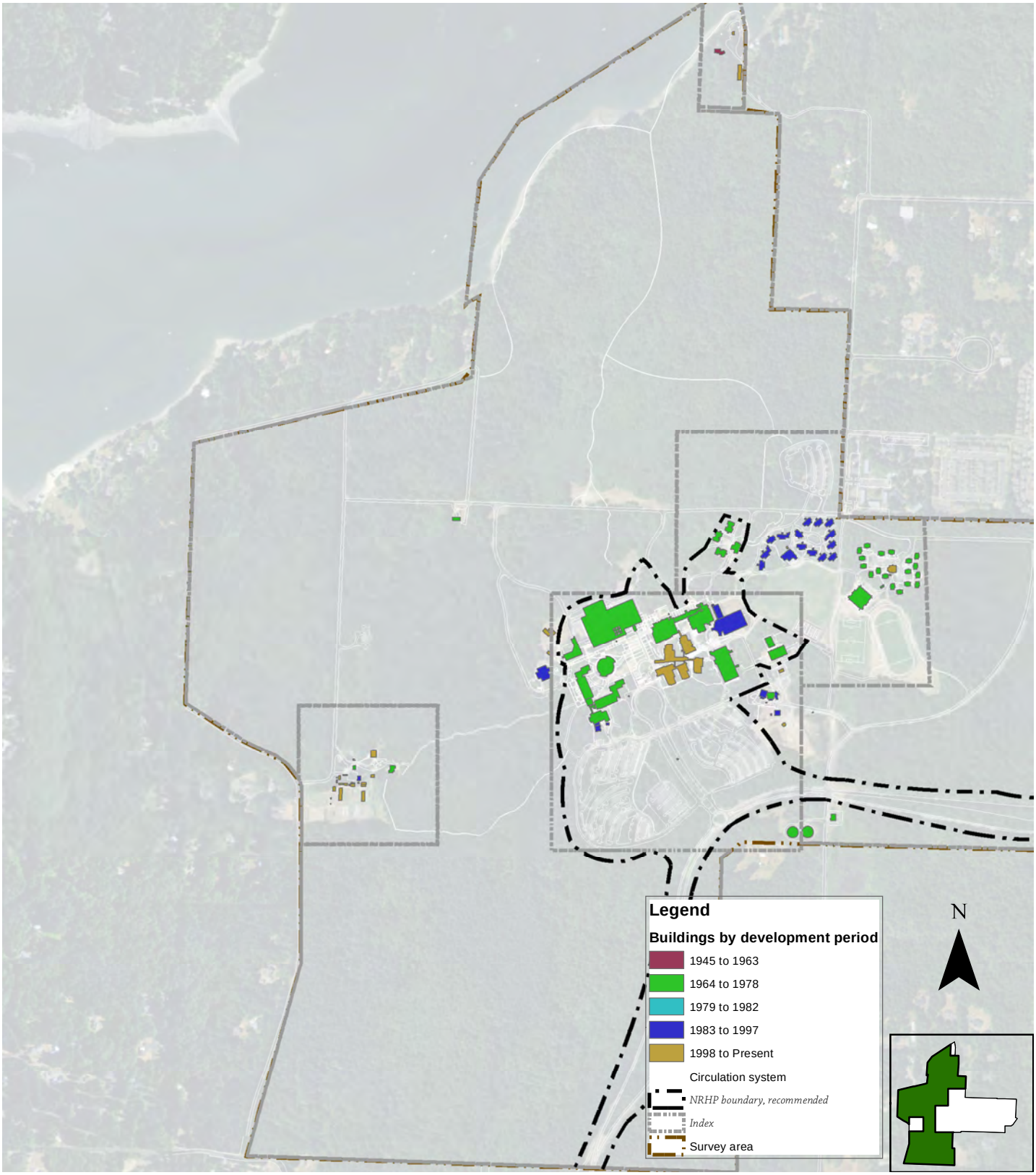

Map 4.7. 1957 aerial map with overlay of 2016 buildings and roads. Map 7 of 7.



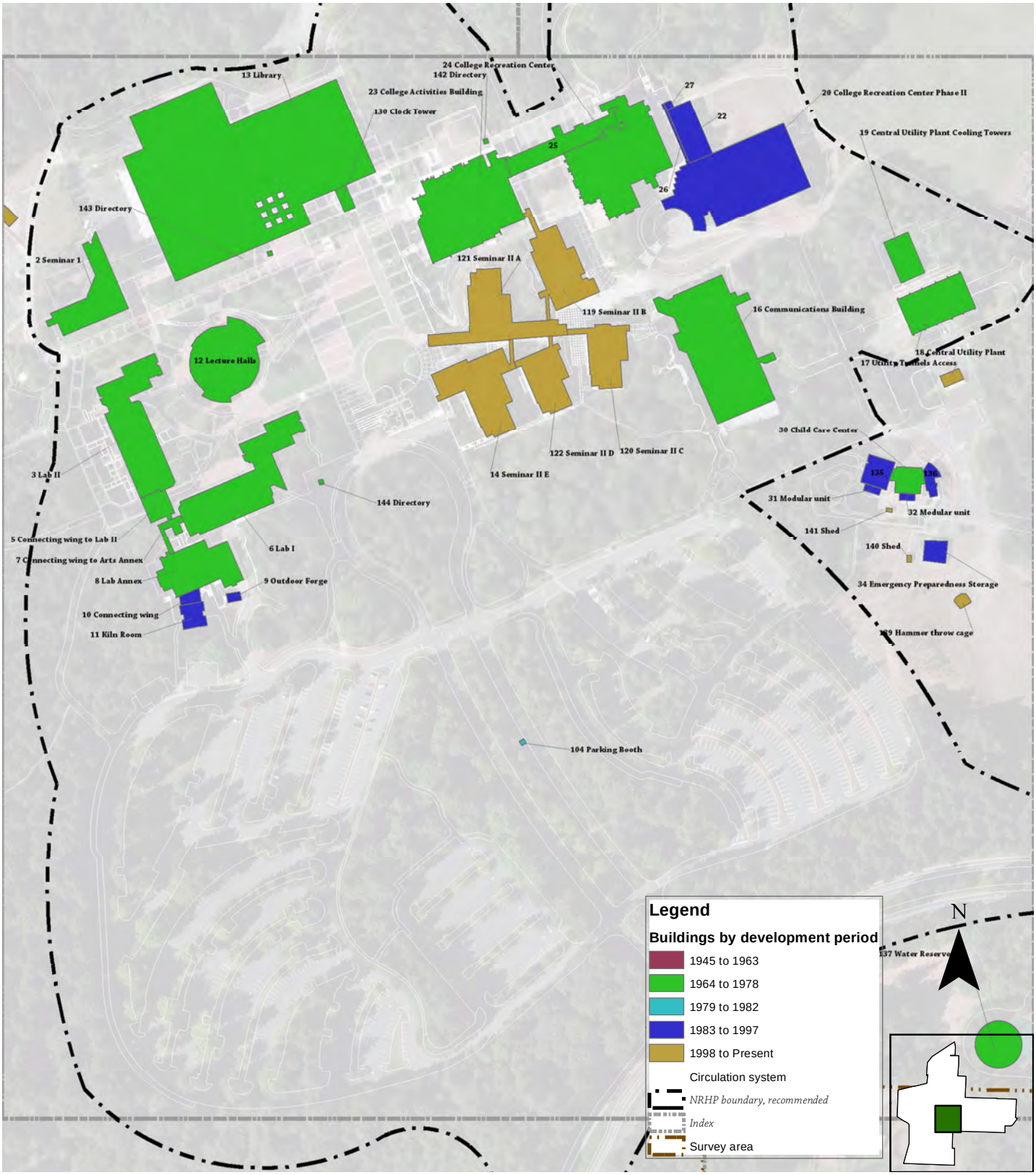

Map 4.8. 1968 aerial map with overlay of 2016 buildings and roads.



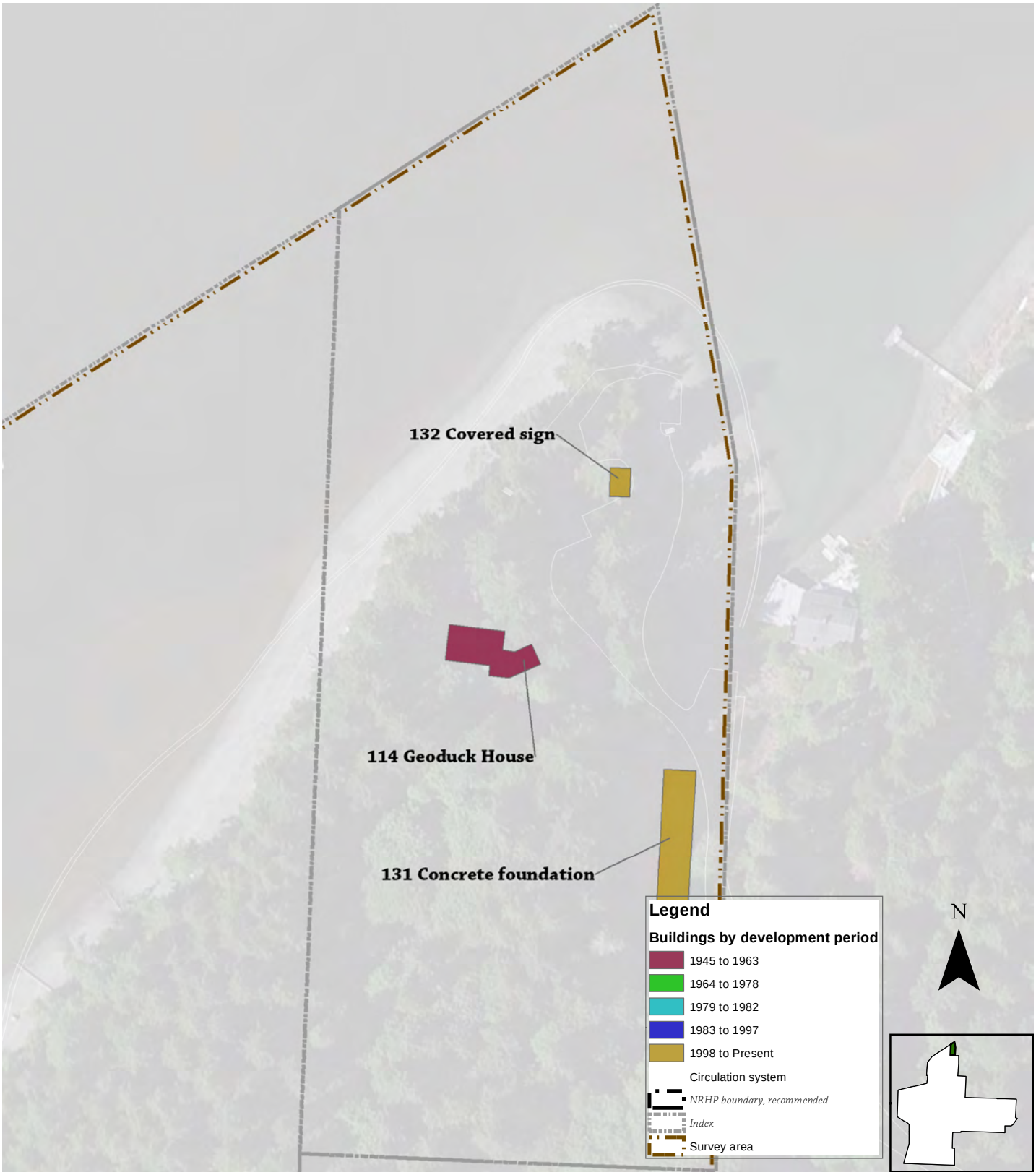

Map 4.9. Appraised parcels with overlay of 2016 buildings and roads.



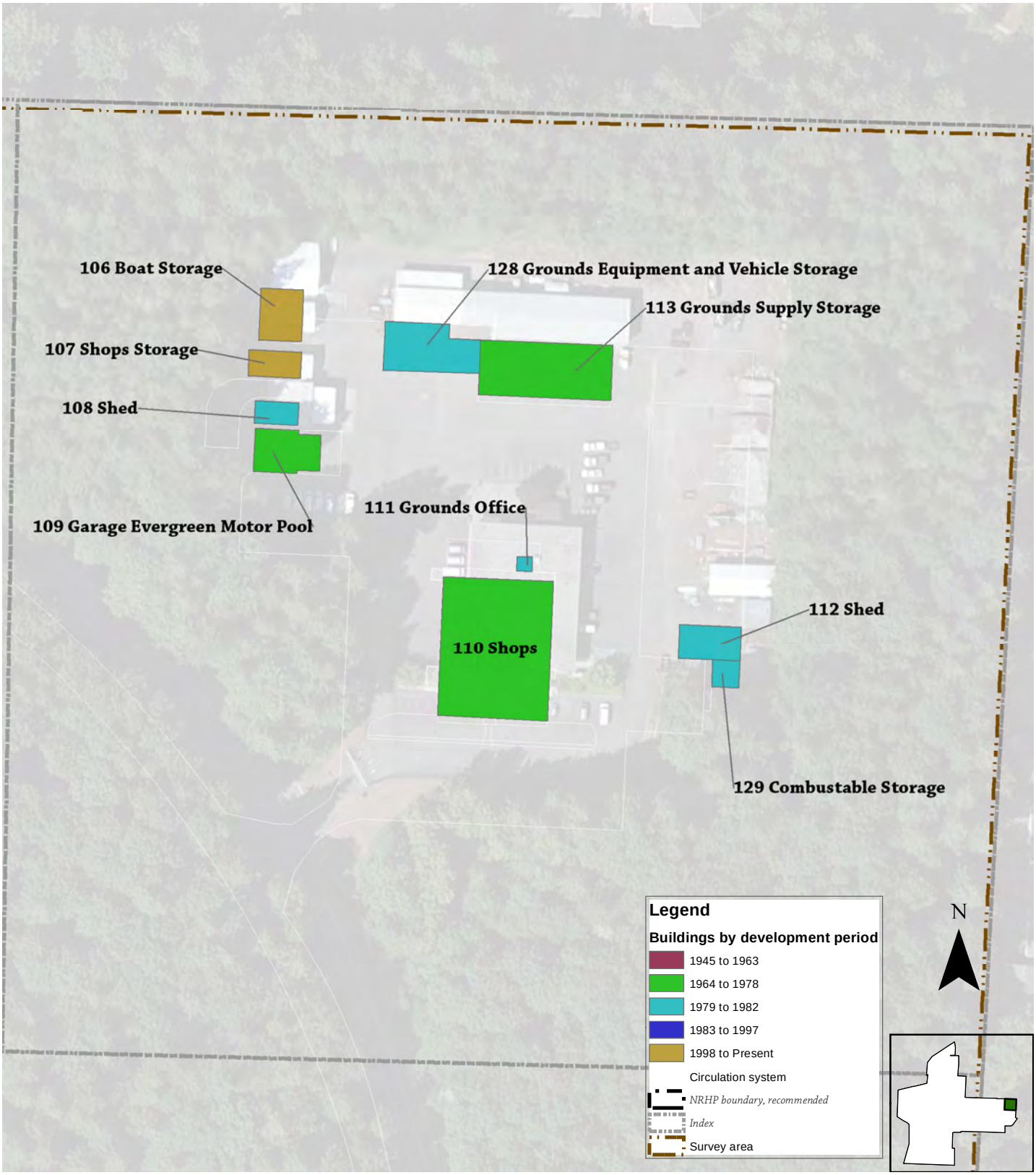

Map 4.10. Development periods, campus core. Map 1 of 7.



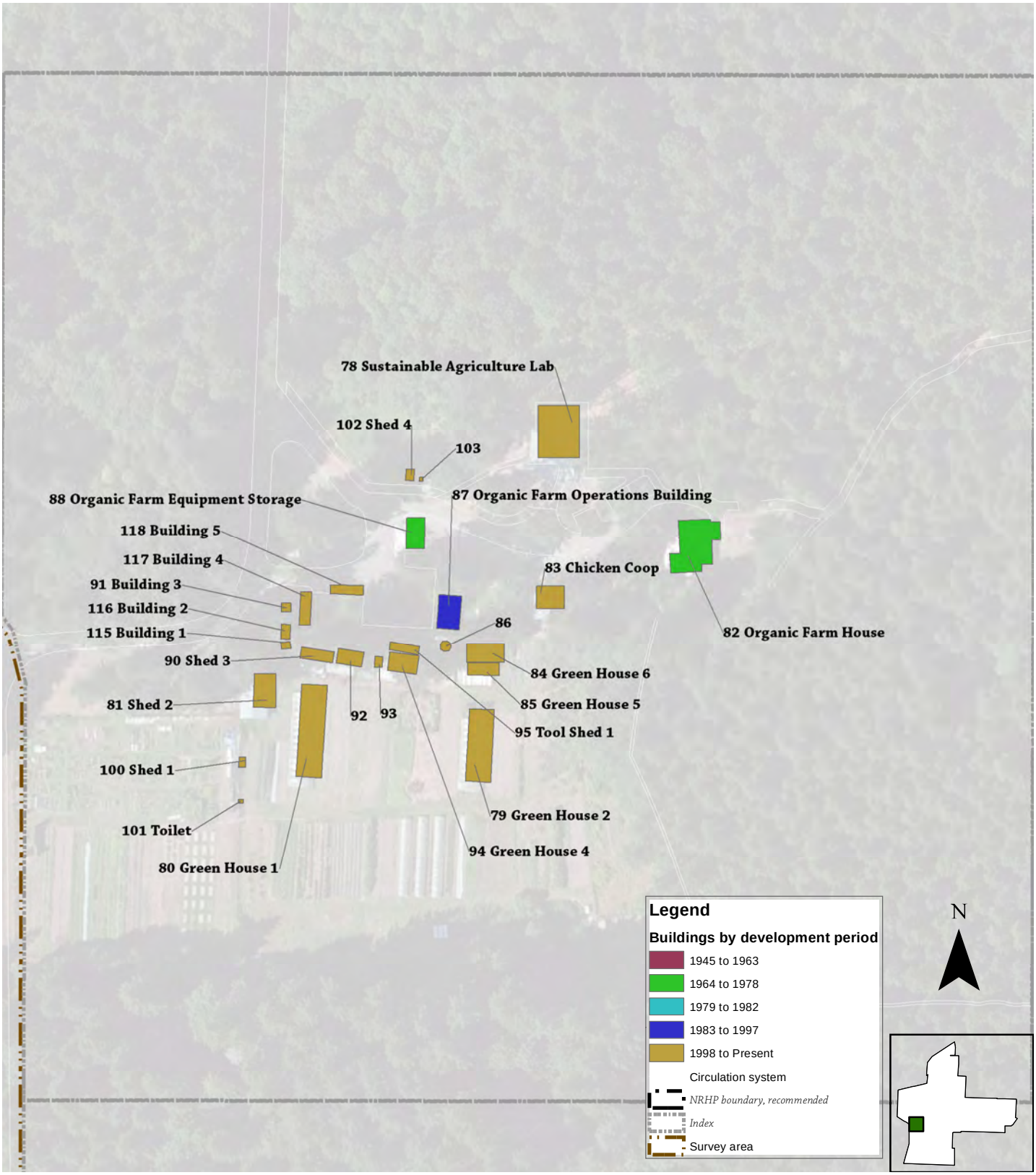

Map 4.11. Development periods. Map 2 of 7.



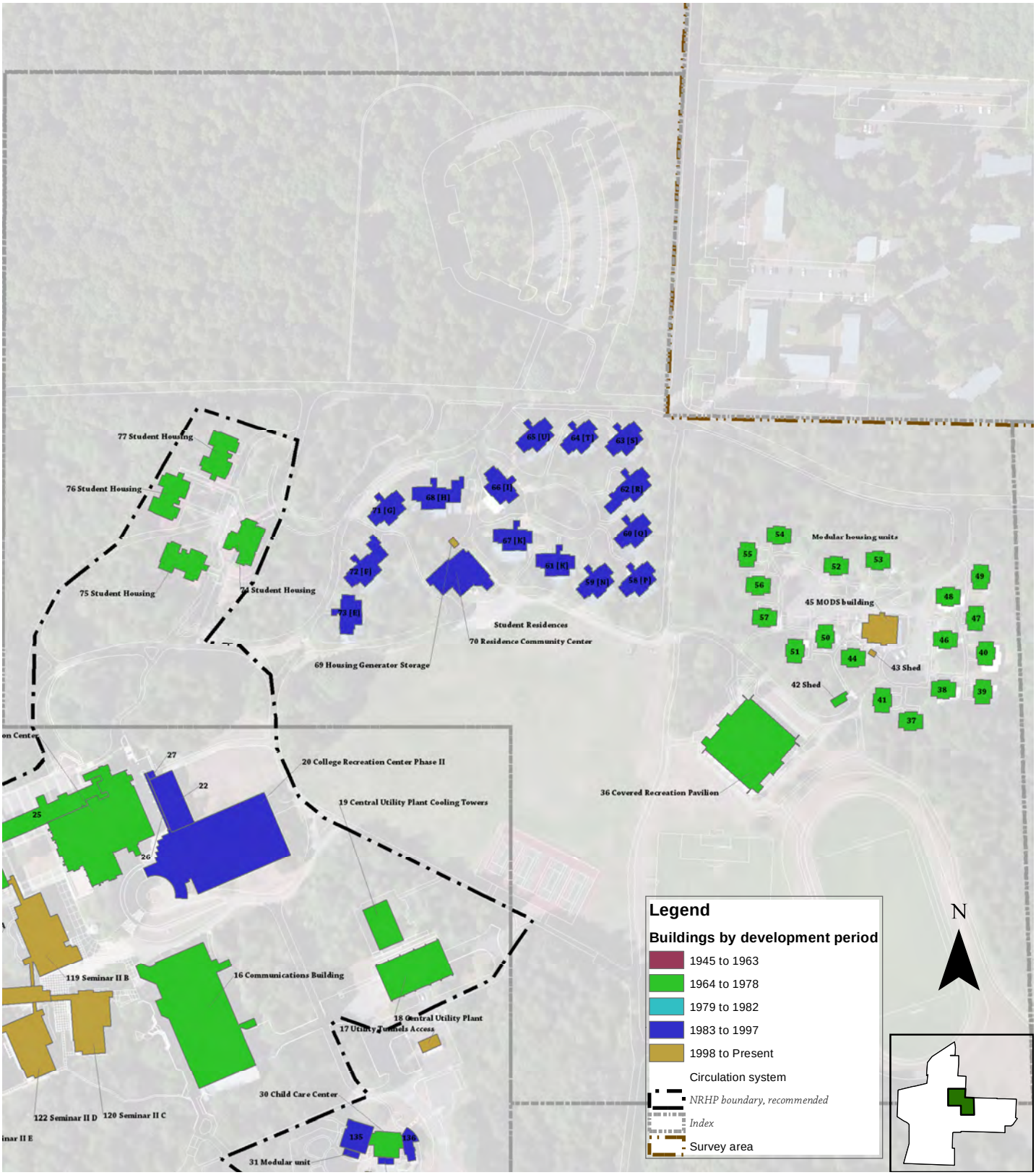

Map 4.12. Development periods. Map 3 of 7.



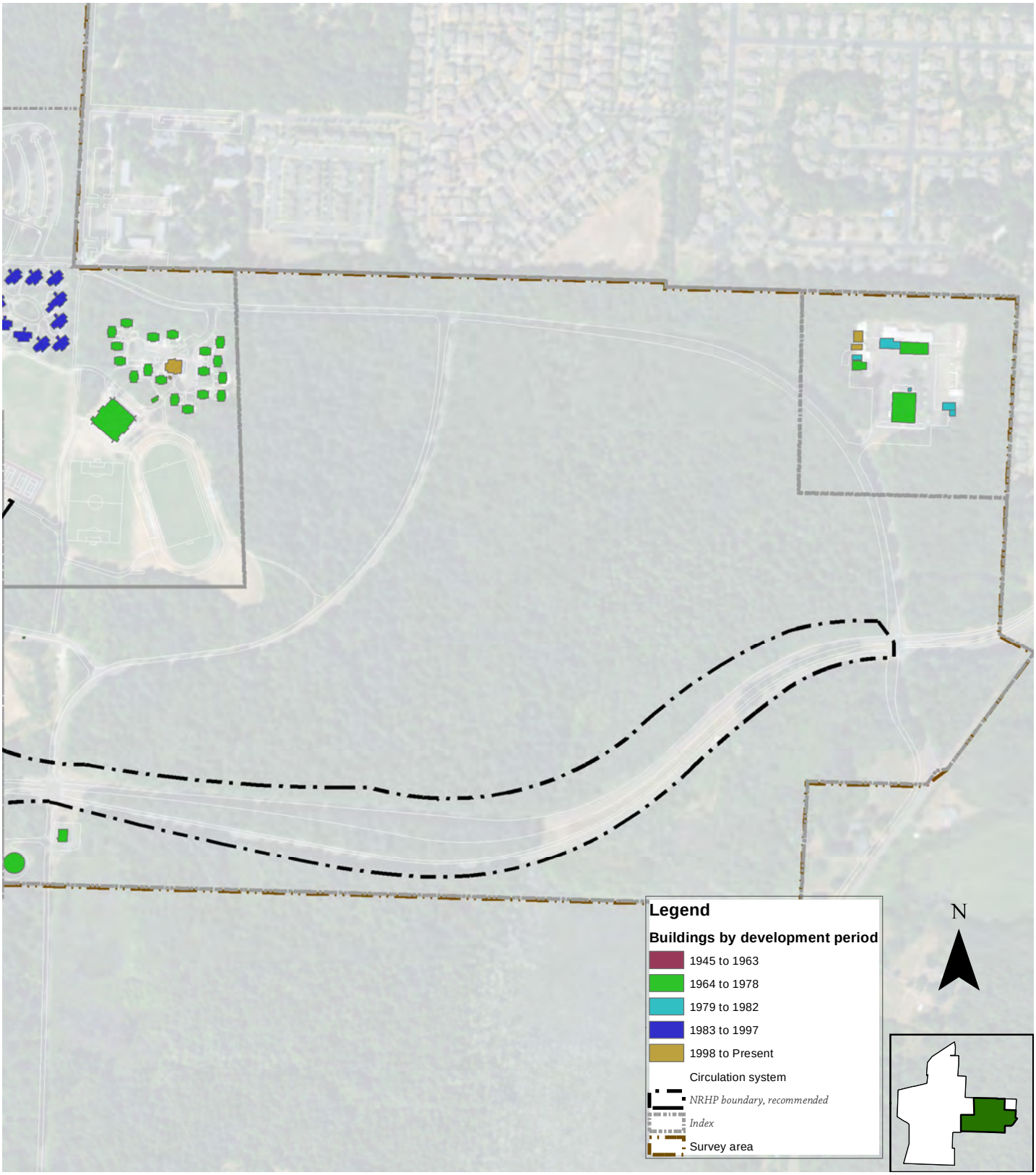

Map 4.13. Development periods. Map 4 of 7.




Map 4.14. Development periods. Map 5 of 7.

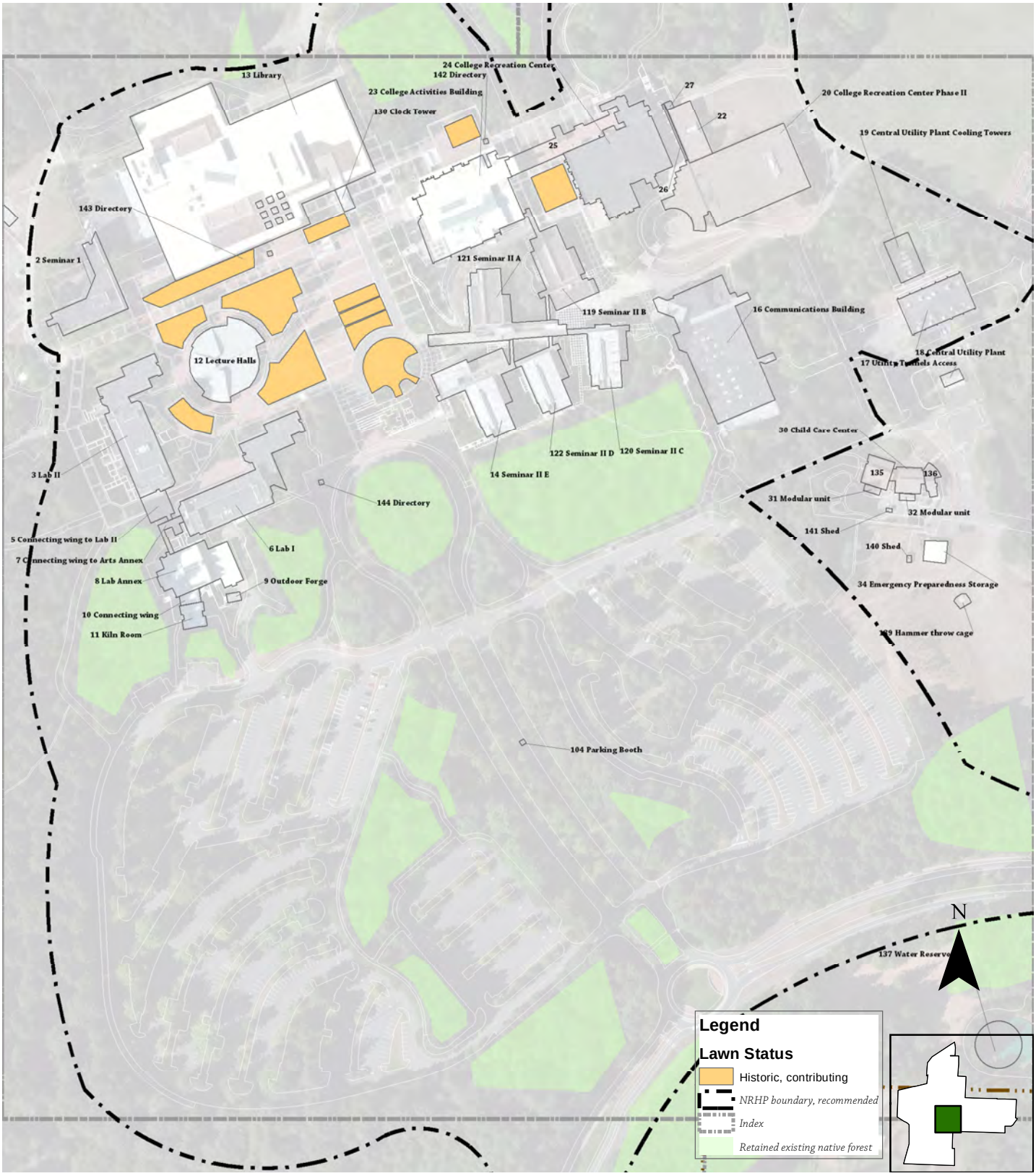



Map 4.15. Development periods. Map 6 of 7.

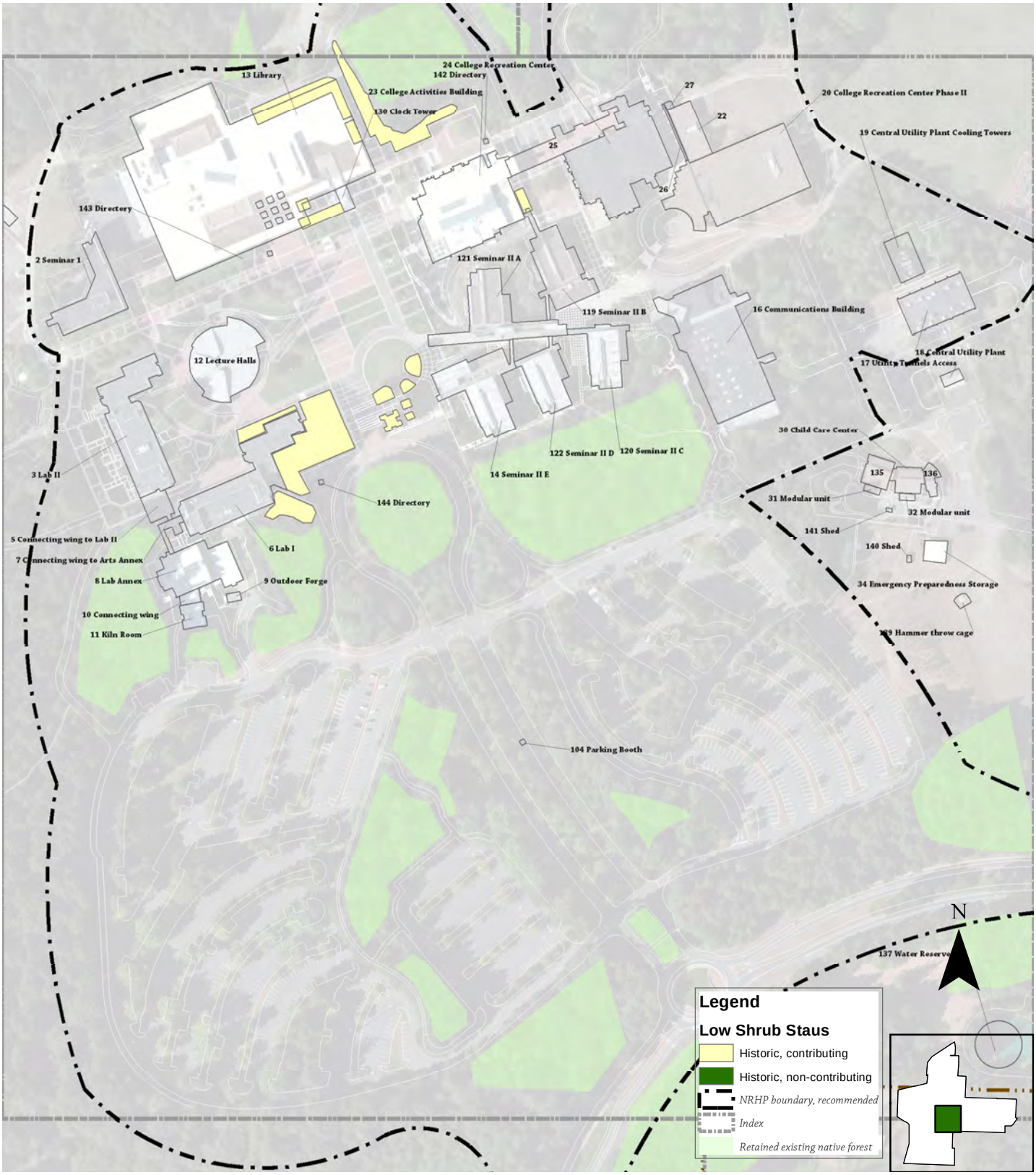



Map 4.16. Development periods. Map 7 of 7.

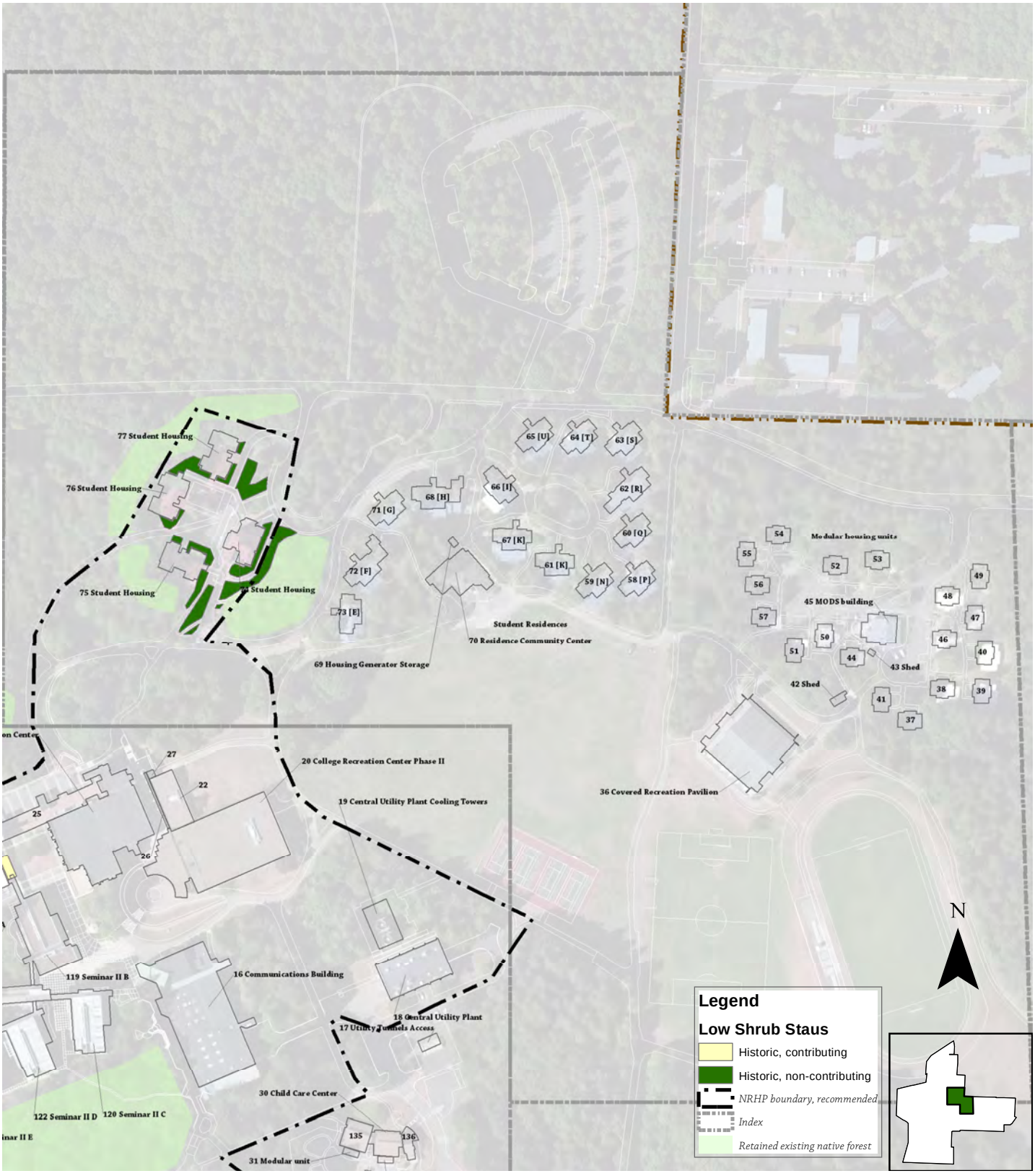

Map 4.17. Aerial view with overlay of original landscape plans.



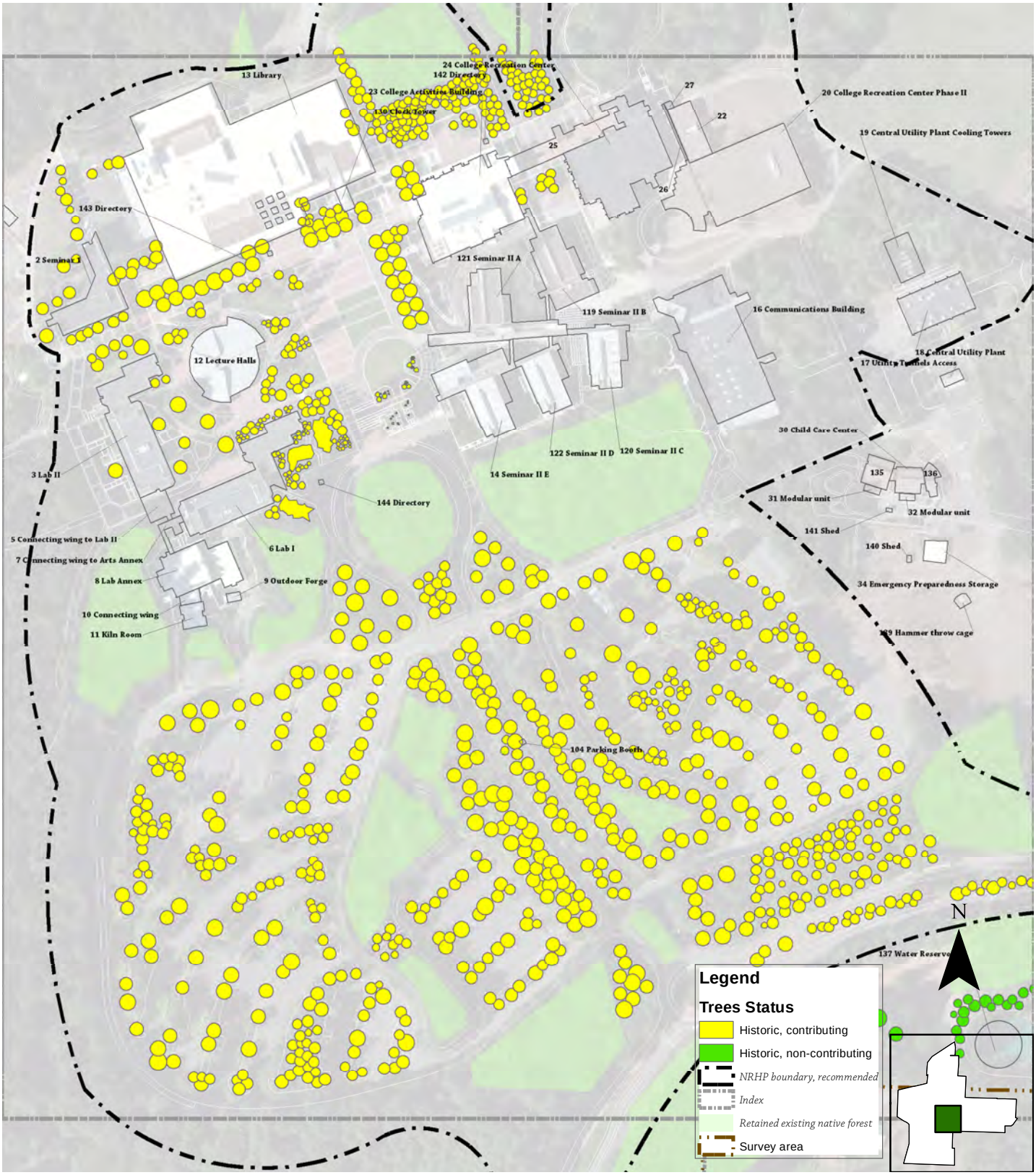

Map 4.18. Lawn Status.



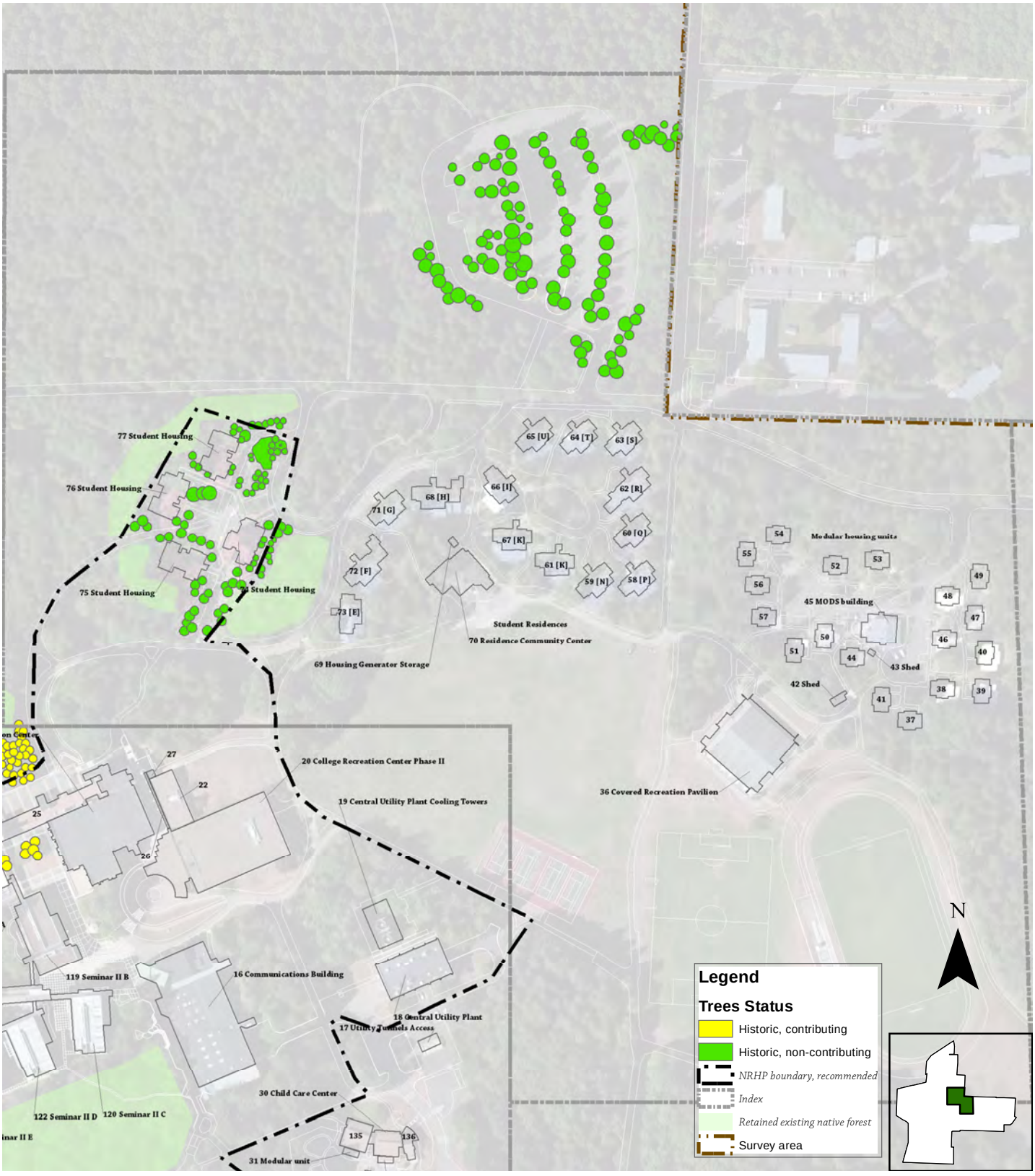

Map 4.19. Shrub Status. Map 1 of 2.



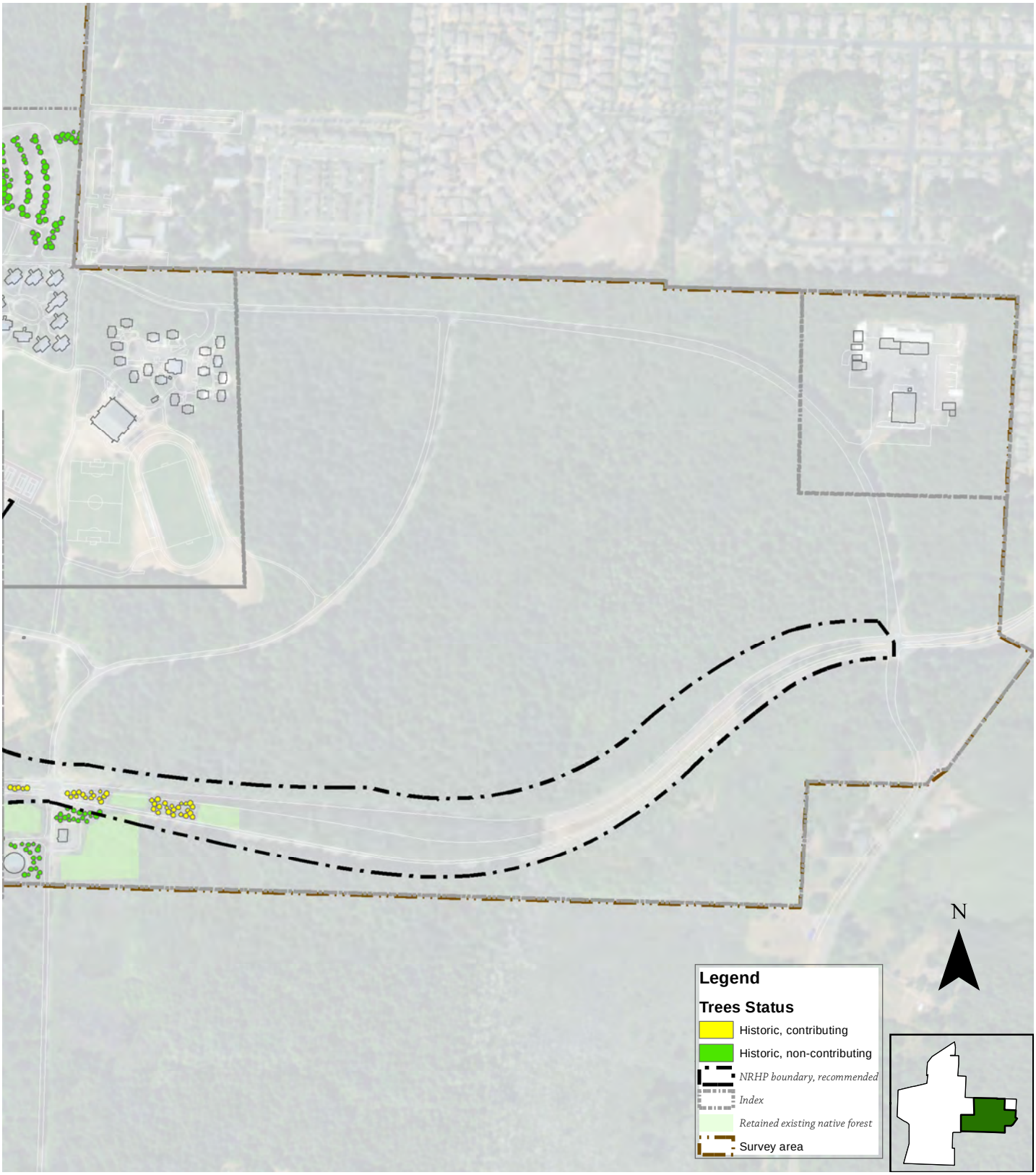

Map 4.20. Shrub Status. Map 2 of 2.



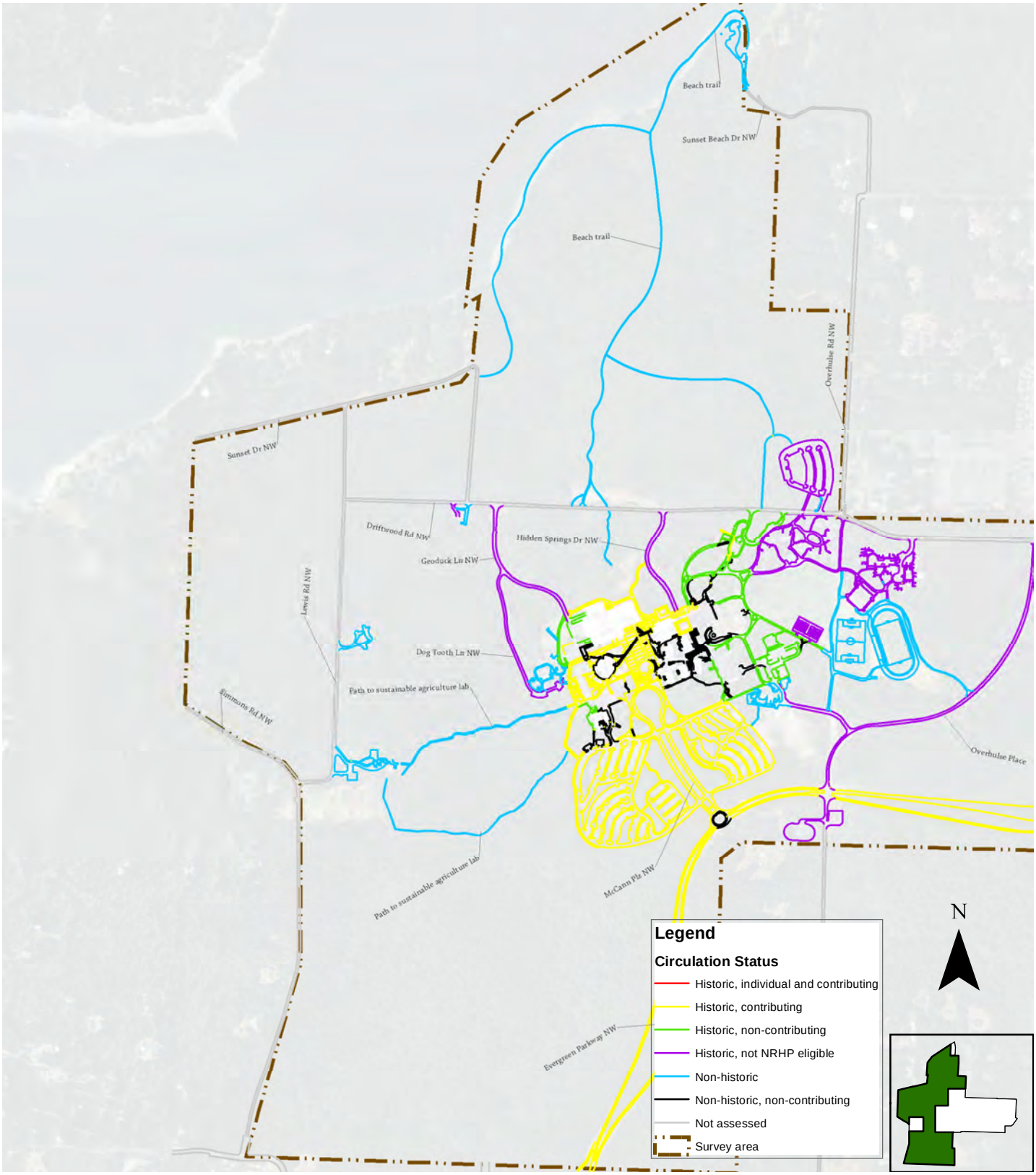

Map 4.21. Tree Status. Map 1 of 3.



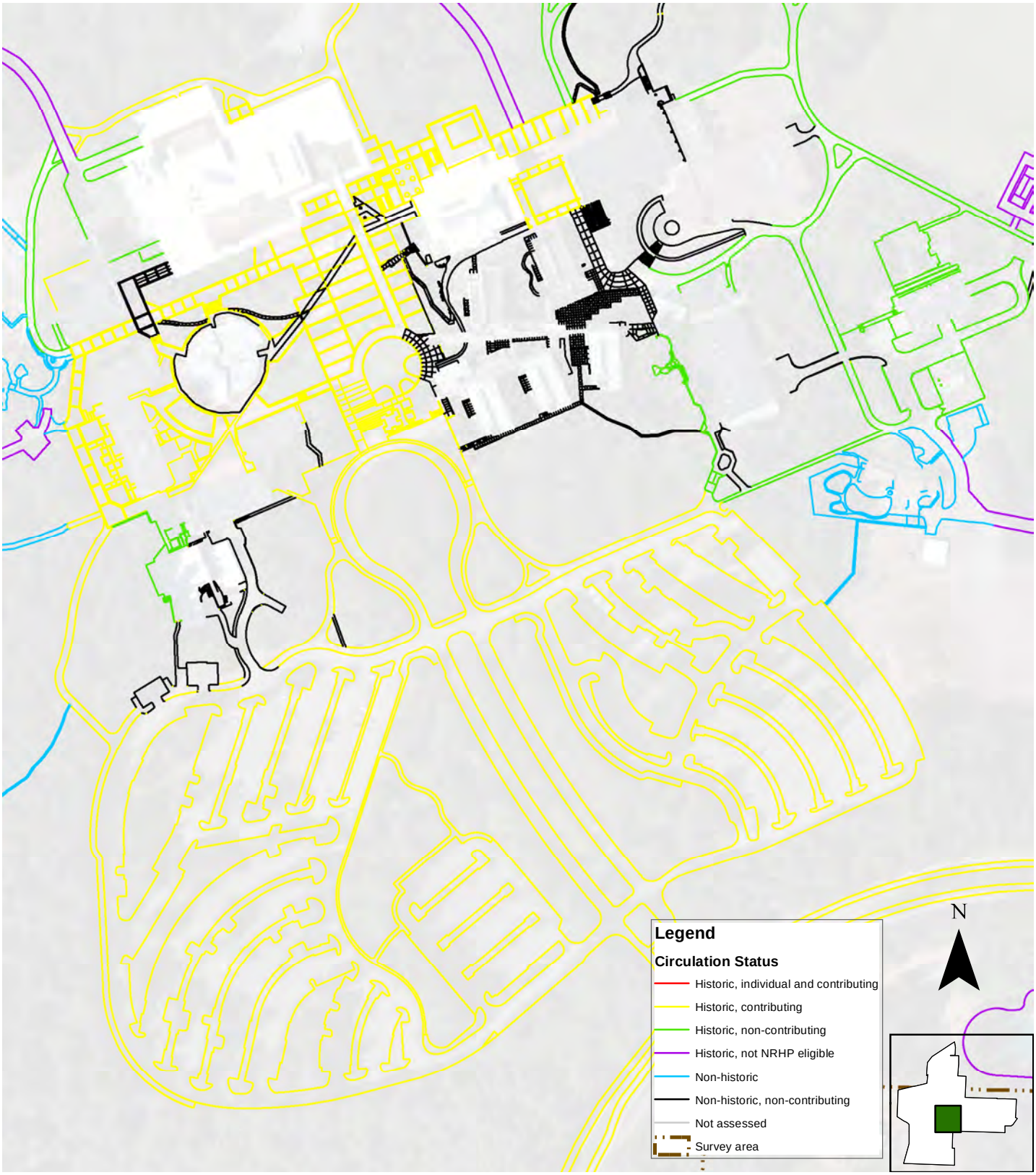

Map 4.22. Tree Status. Map 2 of 3.



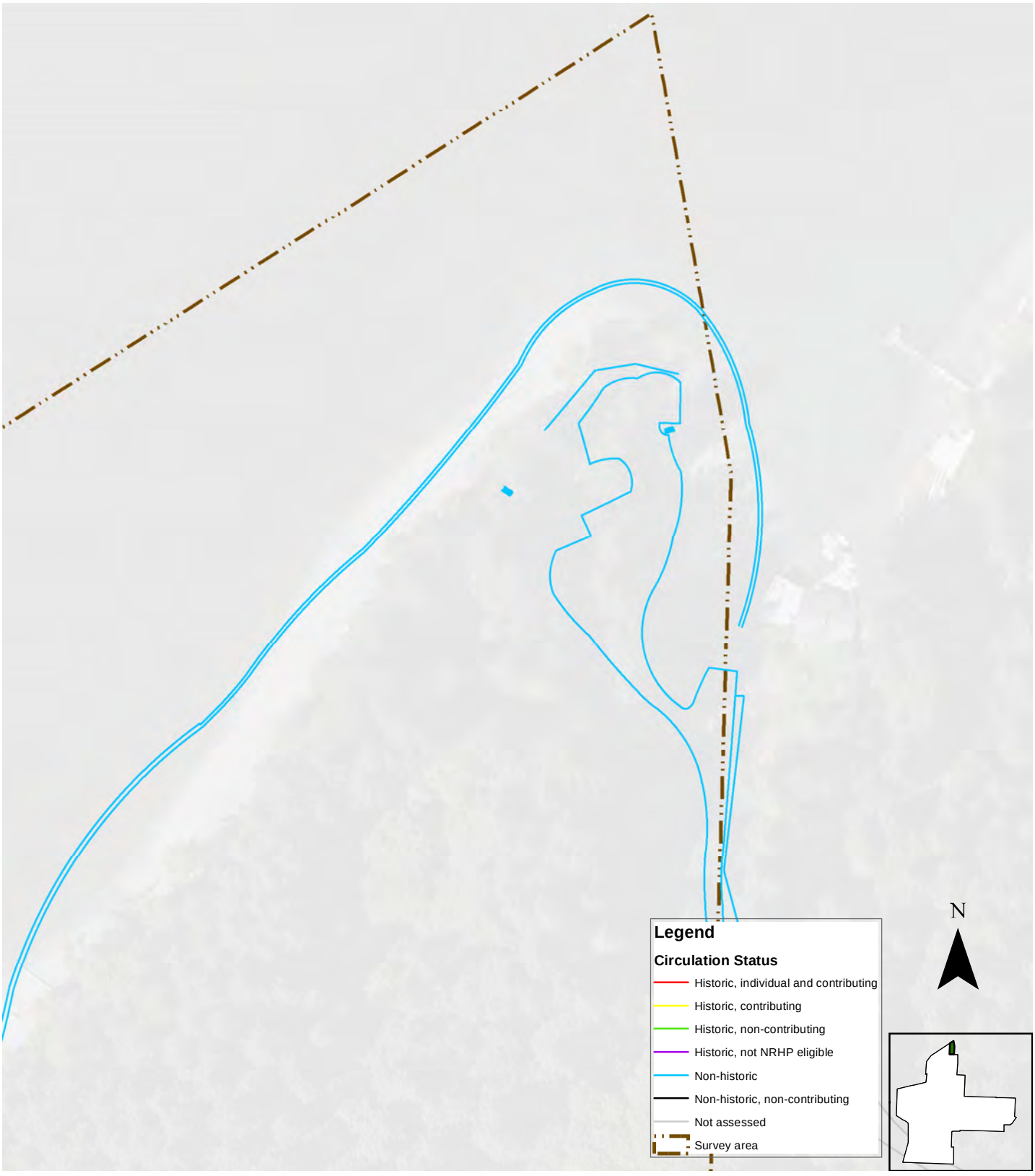

Map 4.23. Tree Status. Map 3 of 3.




Map 4.24. Circulation Status. Map 1 of 7.




Map 4.25. Circulation Status. Map 2 of 7.

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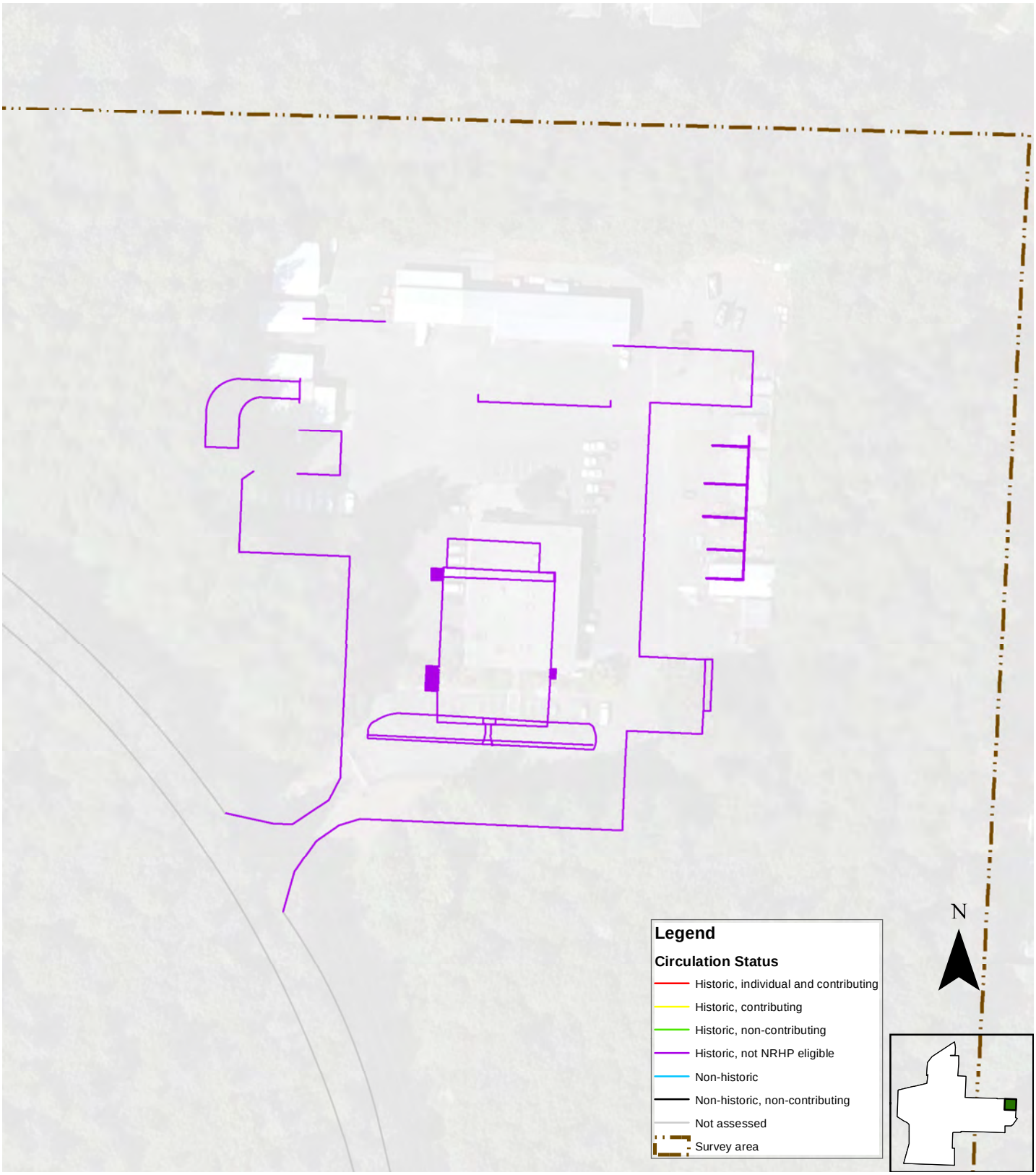
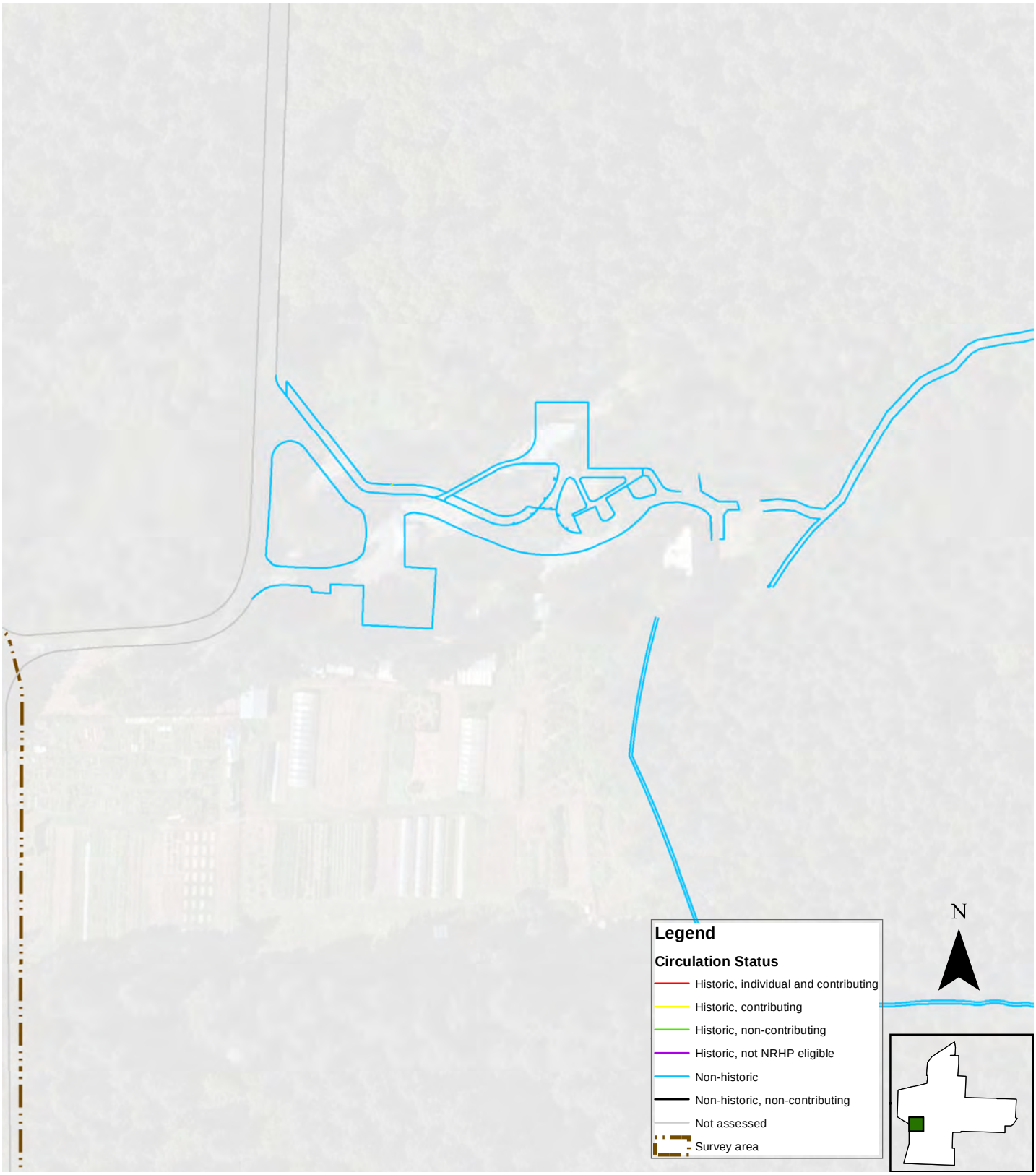
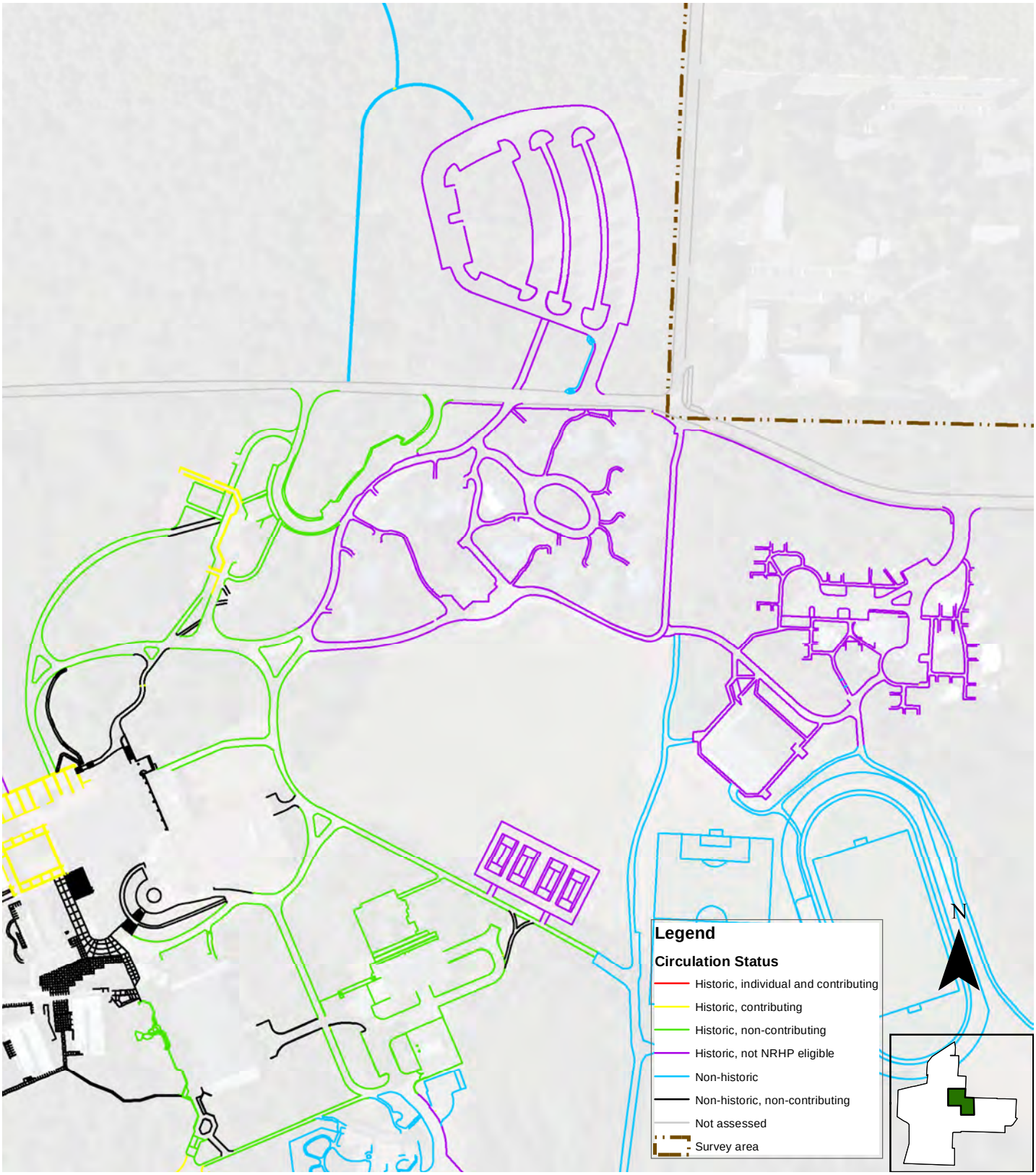


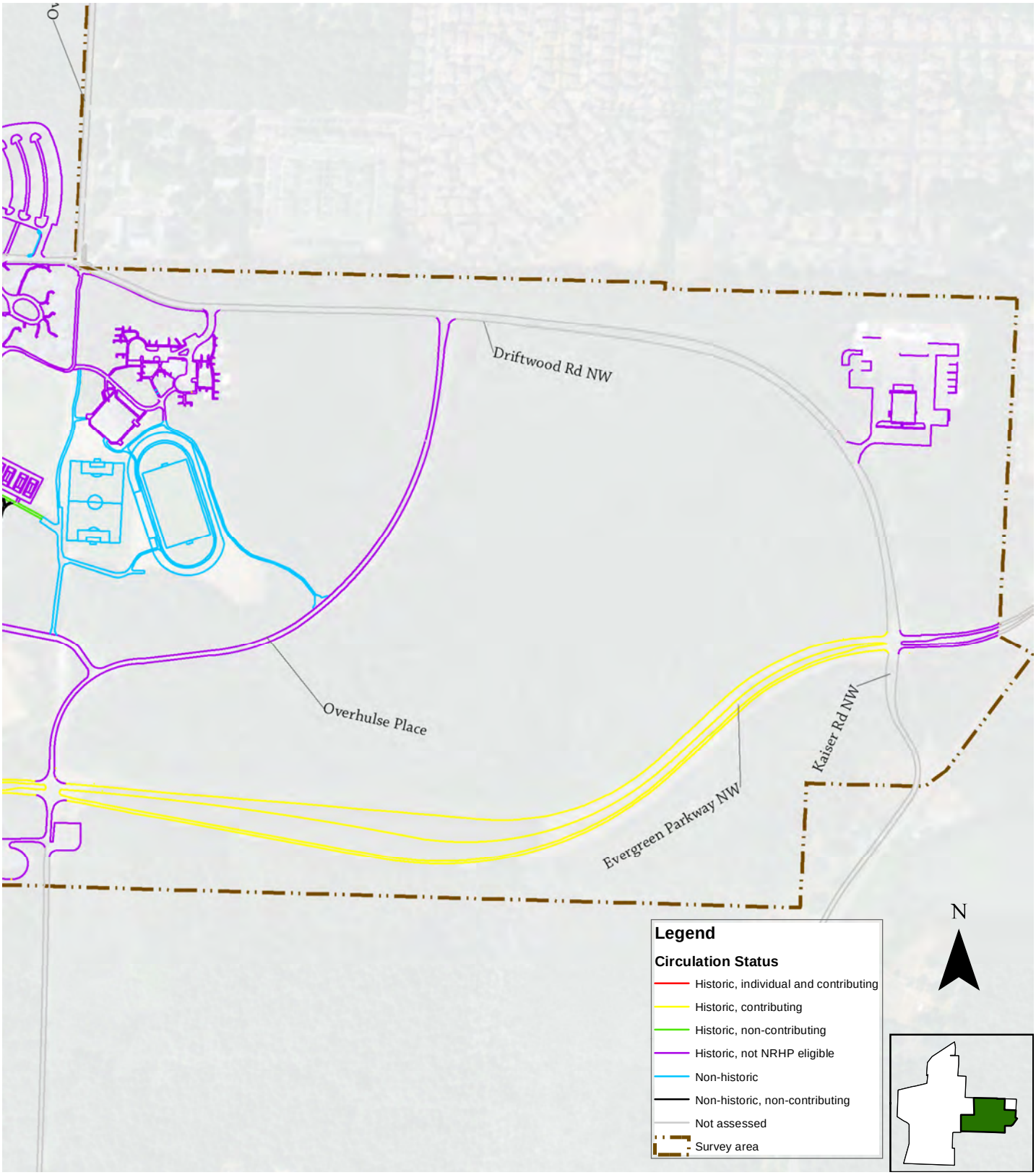

Map 4.27. Circulation Status. Map 4 of 7.



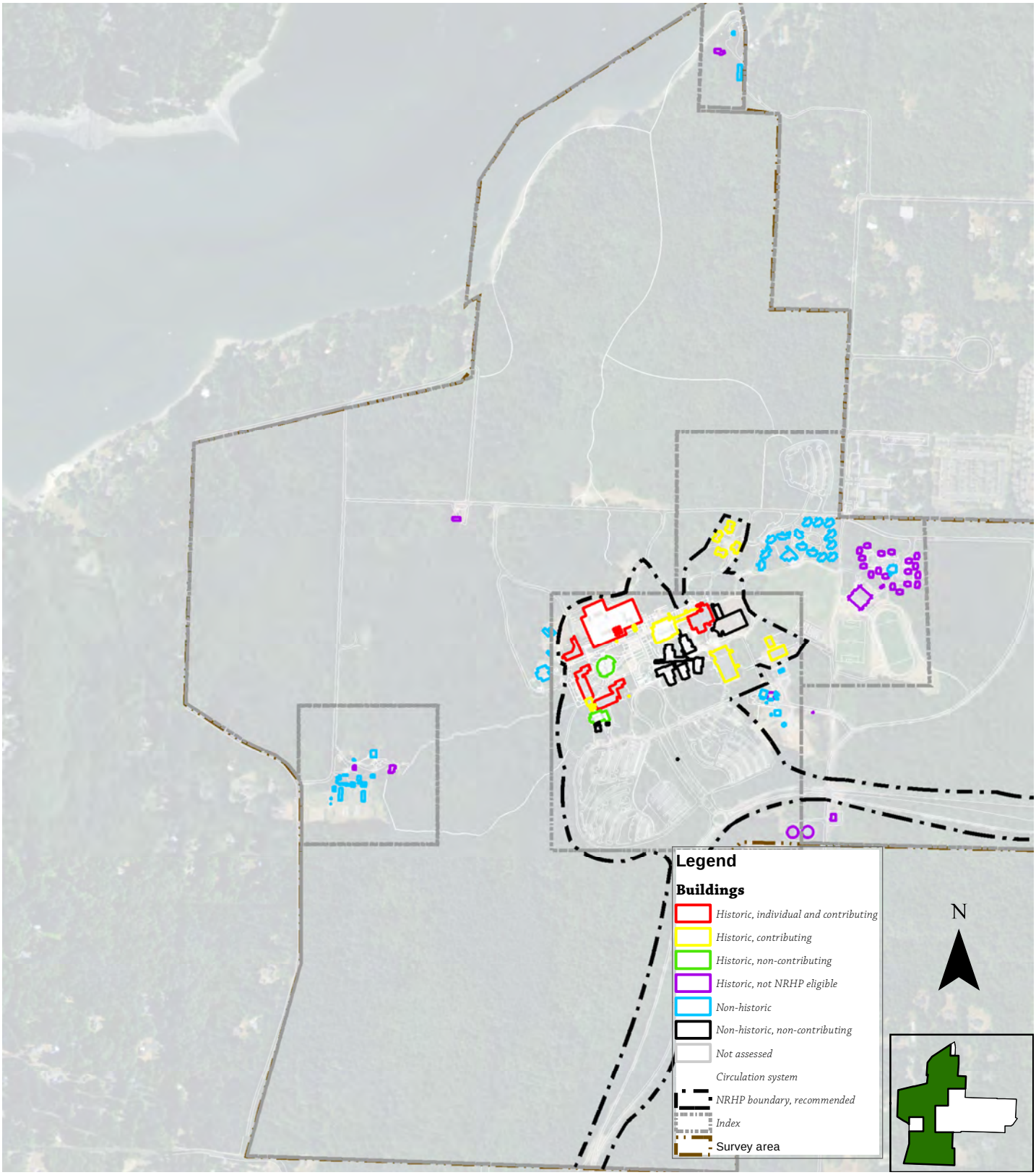

Map 4.28. Circulation Status. Map 5 of 7.



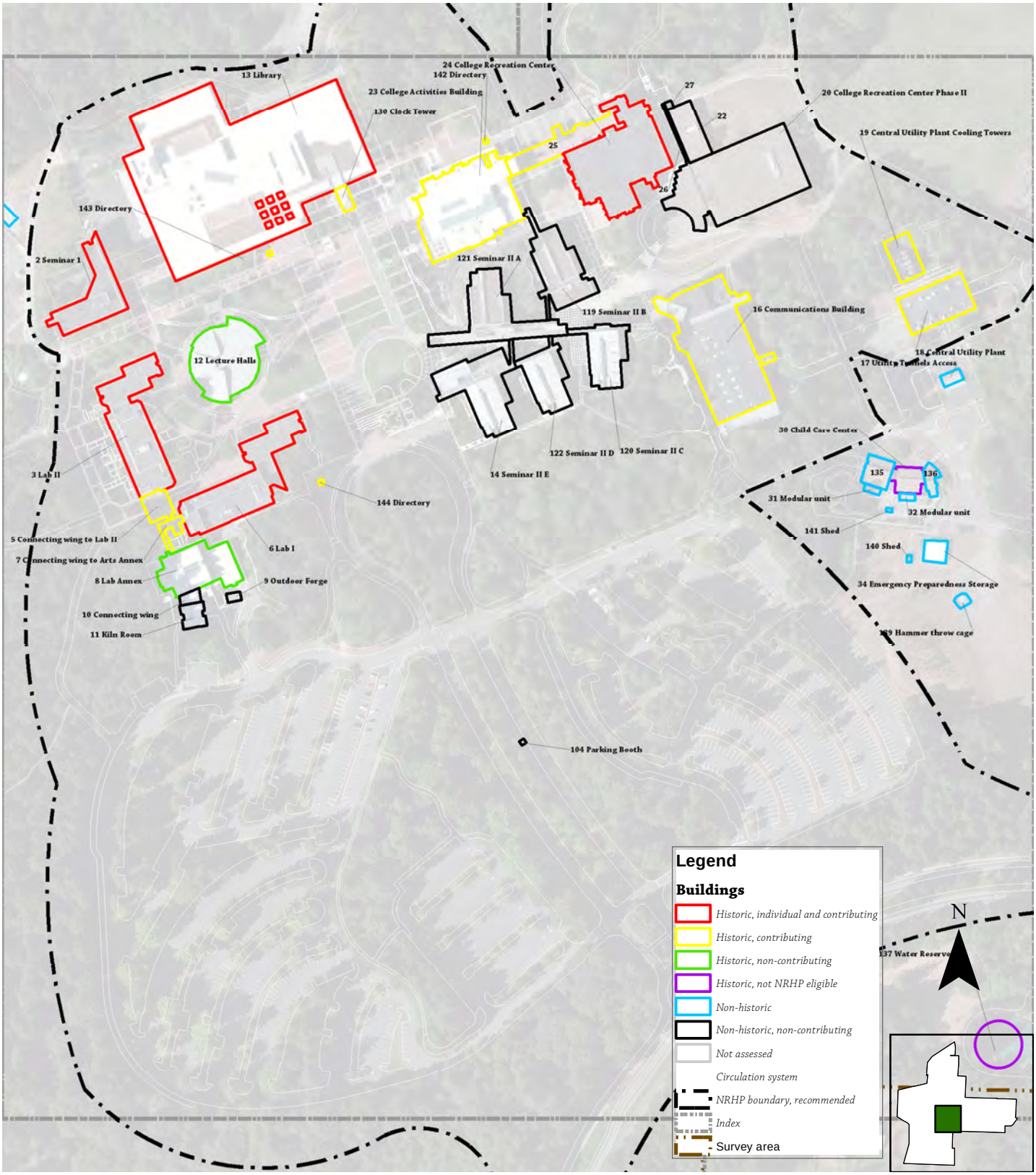

Map 4.29. Circulation Status. Map 6 of 7.



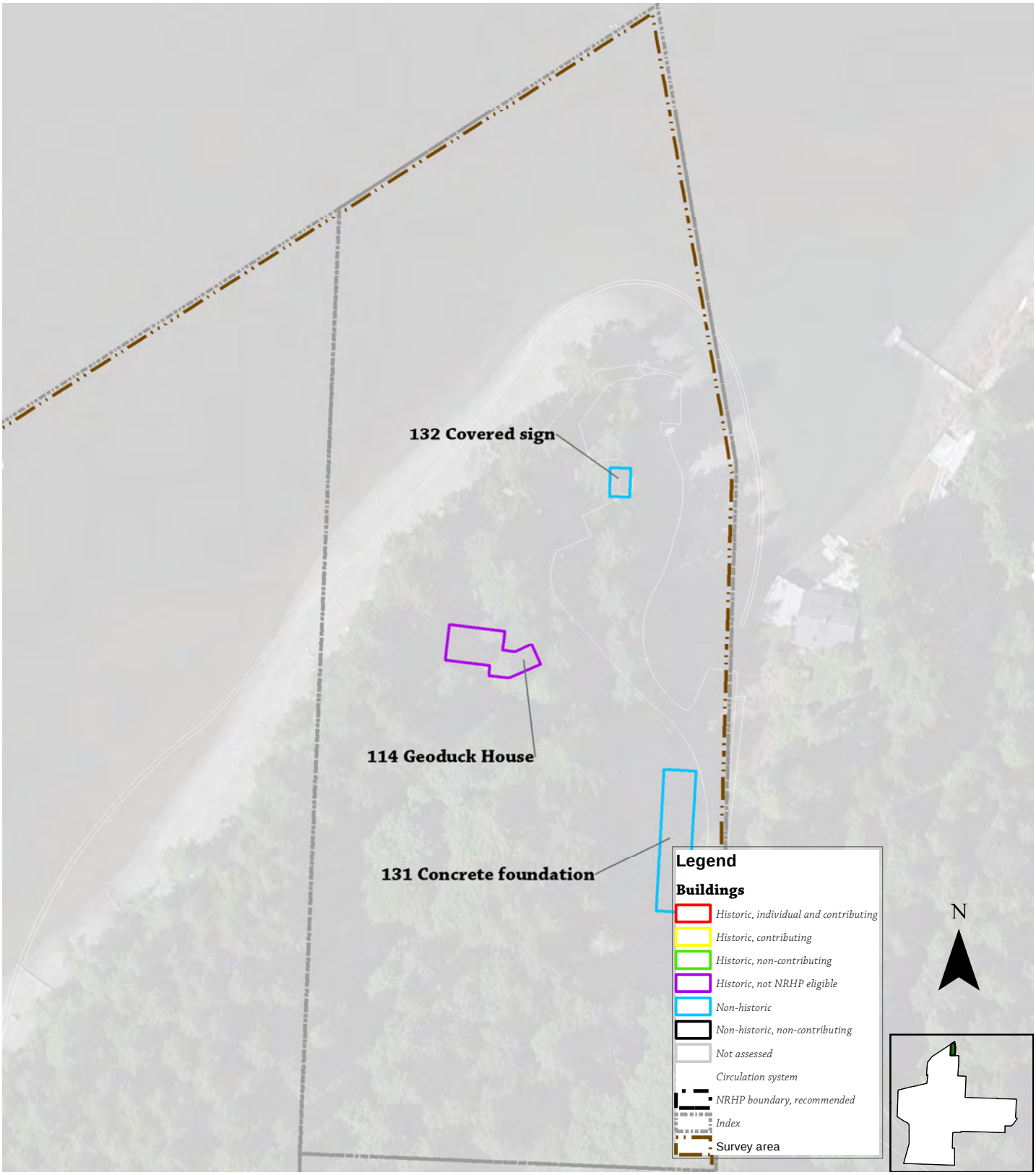

Map 4.30. Circulation Status. Map 7 of 7.



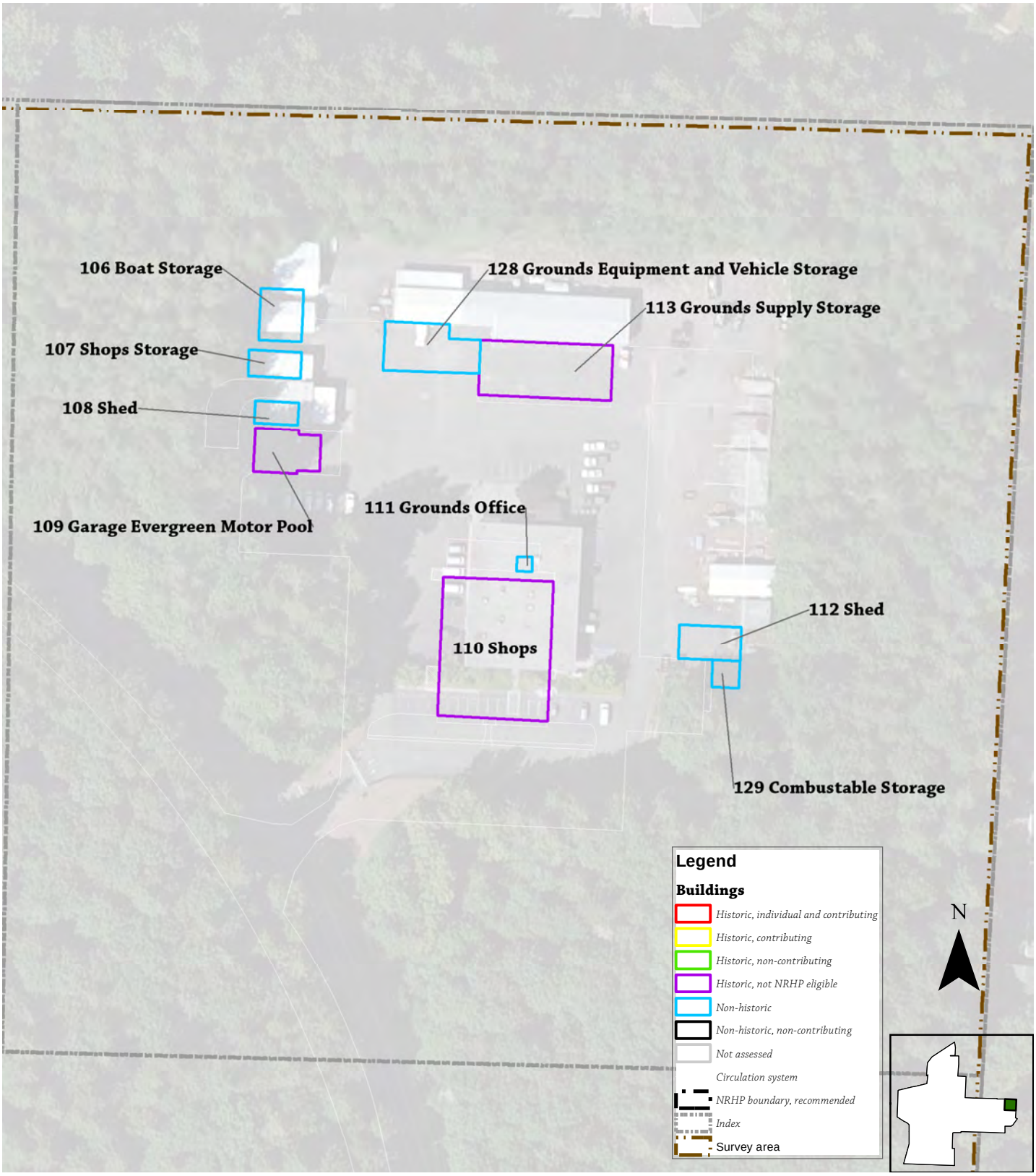

Map 4.31. Building Status. Map 1 of 7.



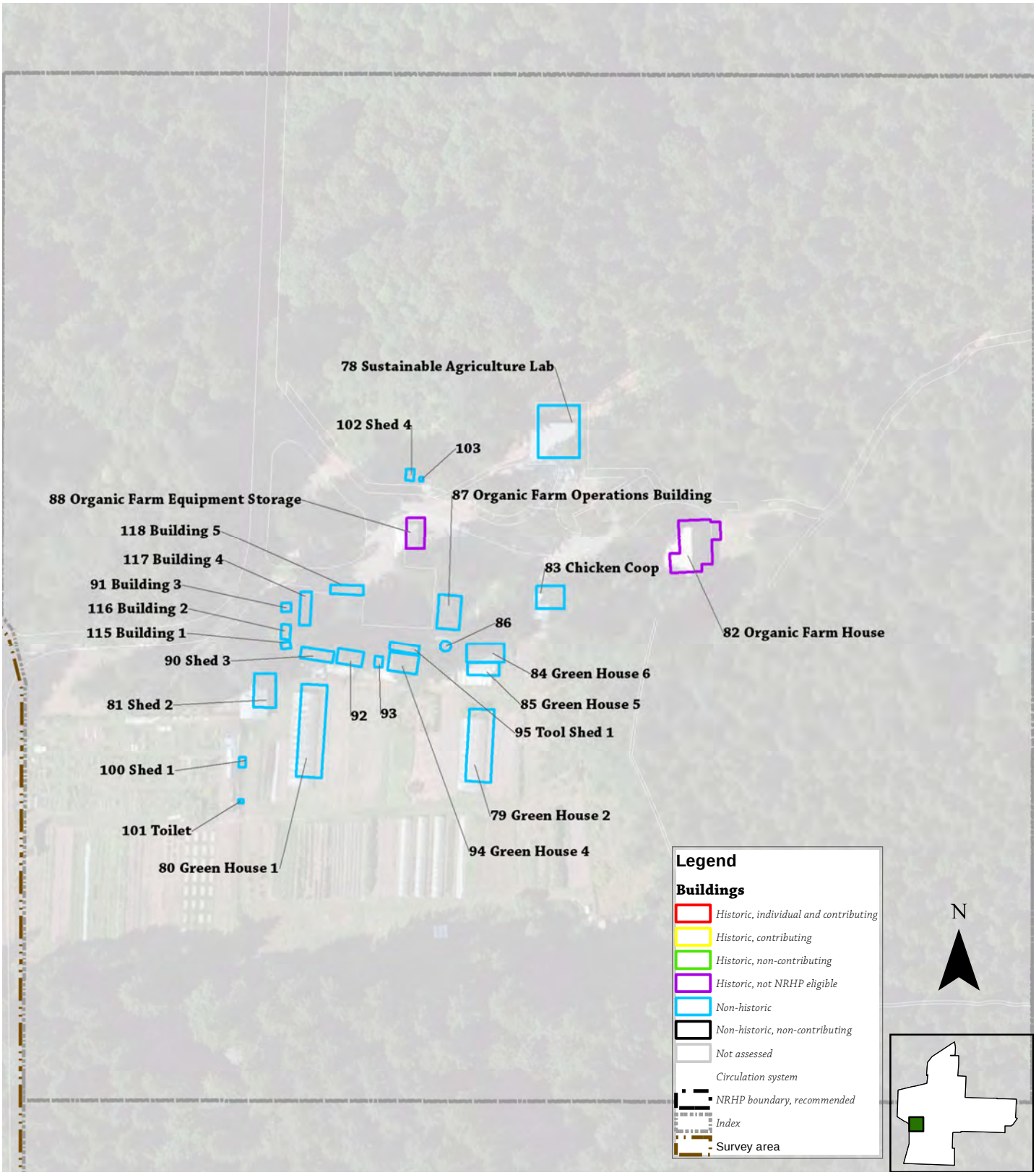

Map 4.32. Building Status. Map 2 of 7.



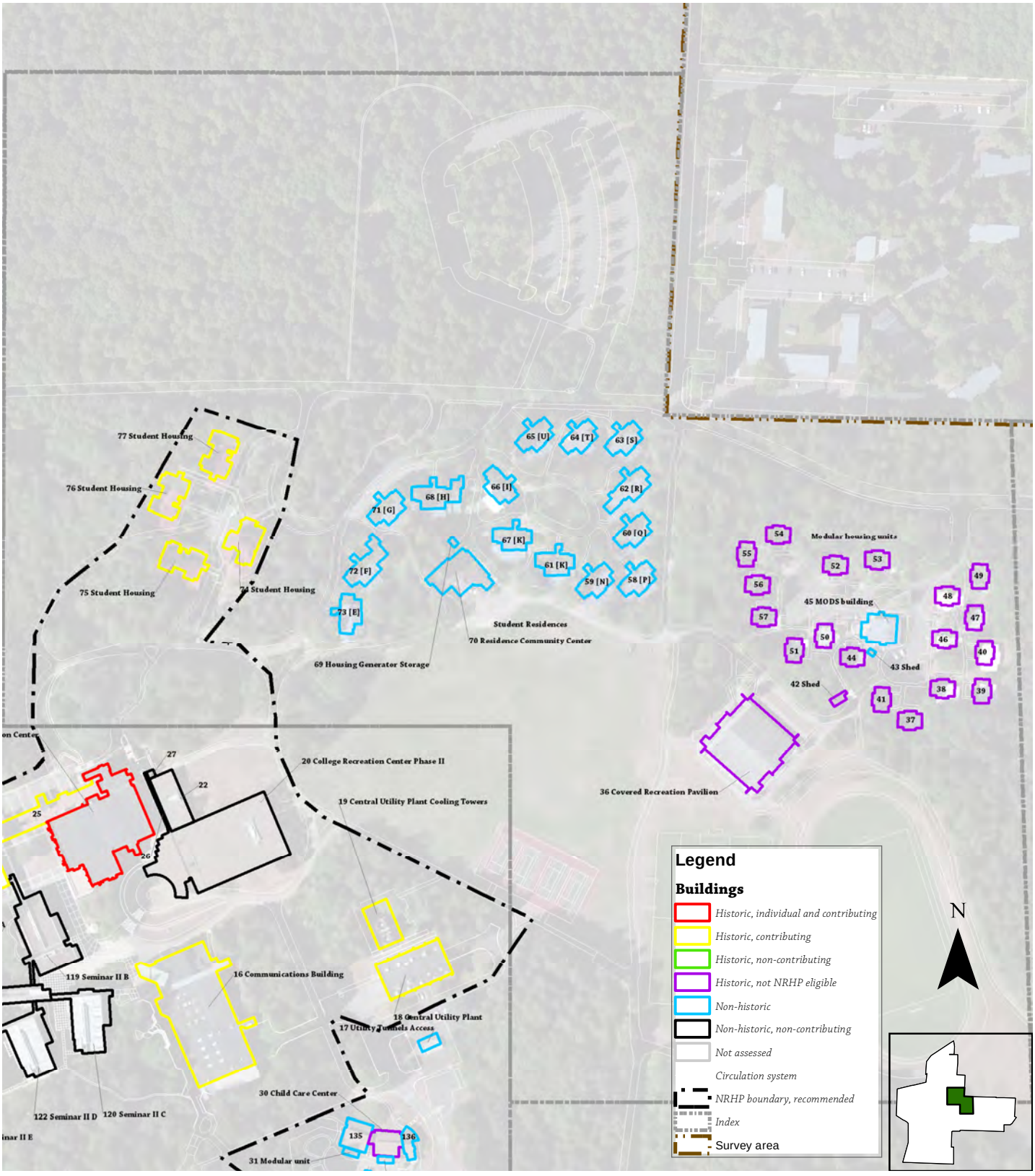

Map 4.33. Building Status. Map 3 of 7.



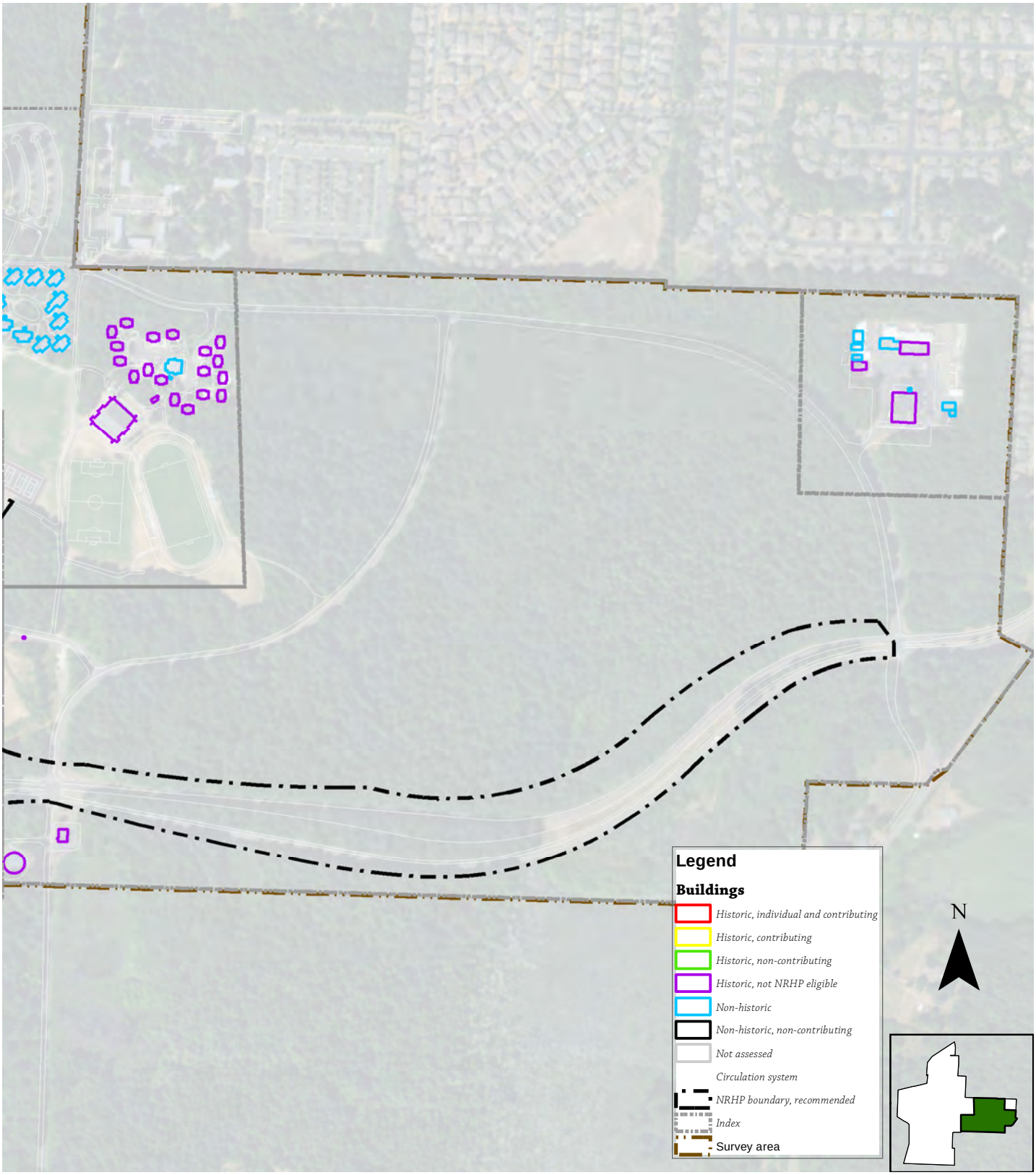

Map 4.34. Building Status. Map 4 of 7.



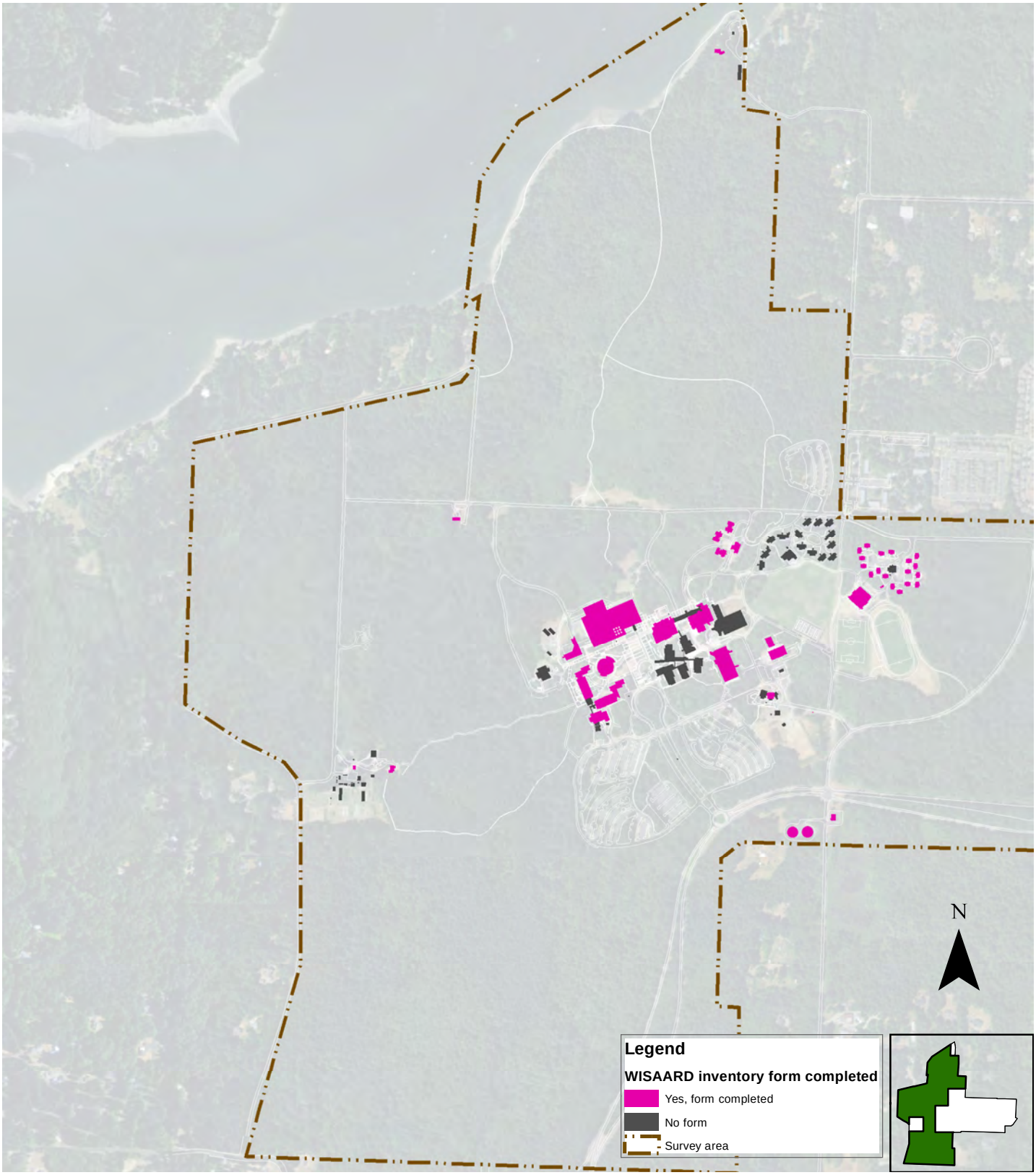

Map 4.35. Building Status. Map 5 of 7.



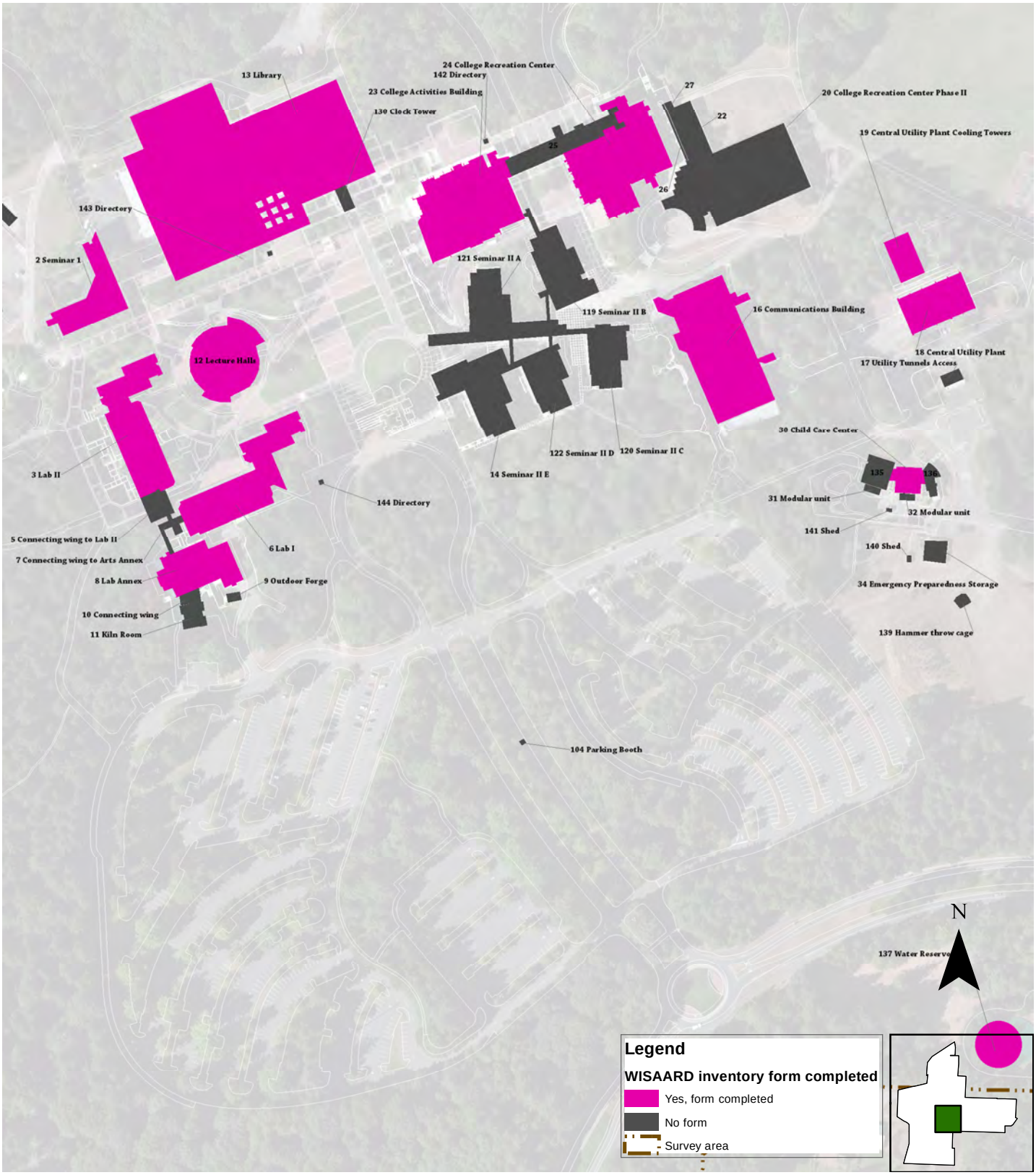

Map 4.36. Building Status. Map 6 of 7.



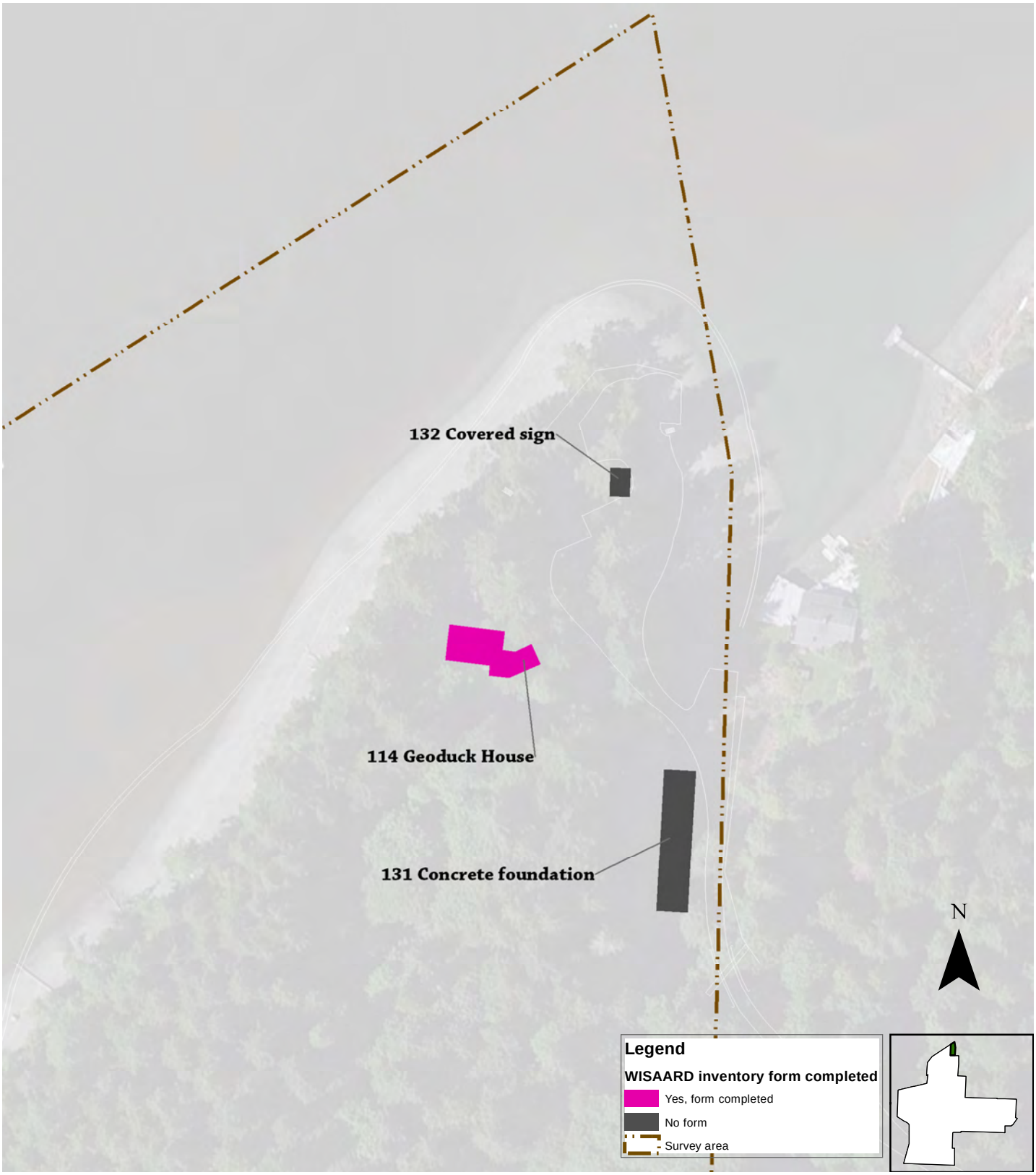

Map 4.37. Building Status. Map 7 of 7.



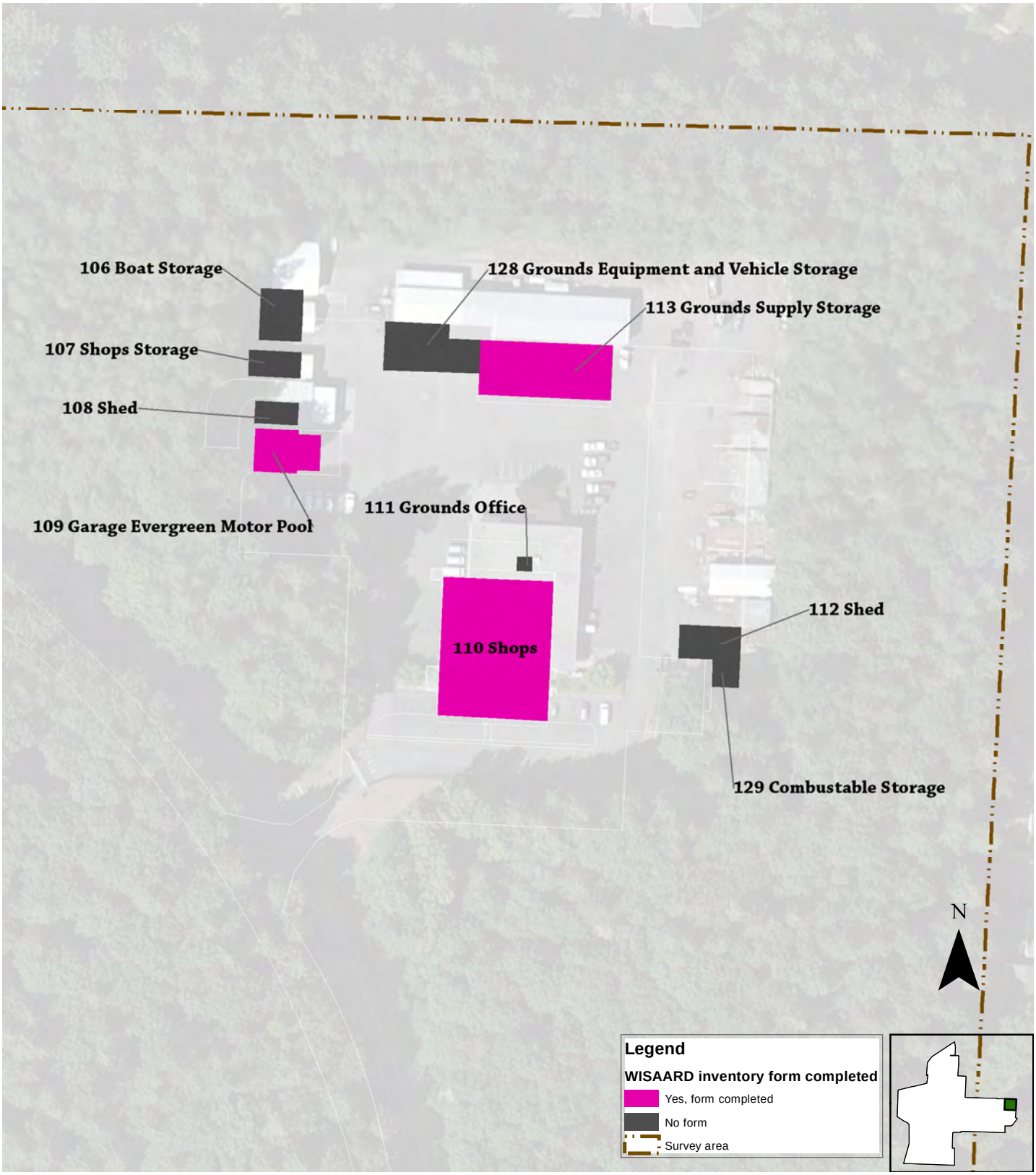

Map 4.38. WISAARD Inventory Forms Completed. Map 1 of 7.



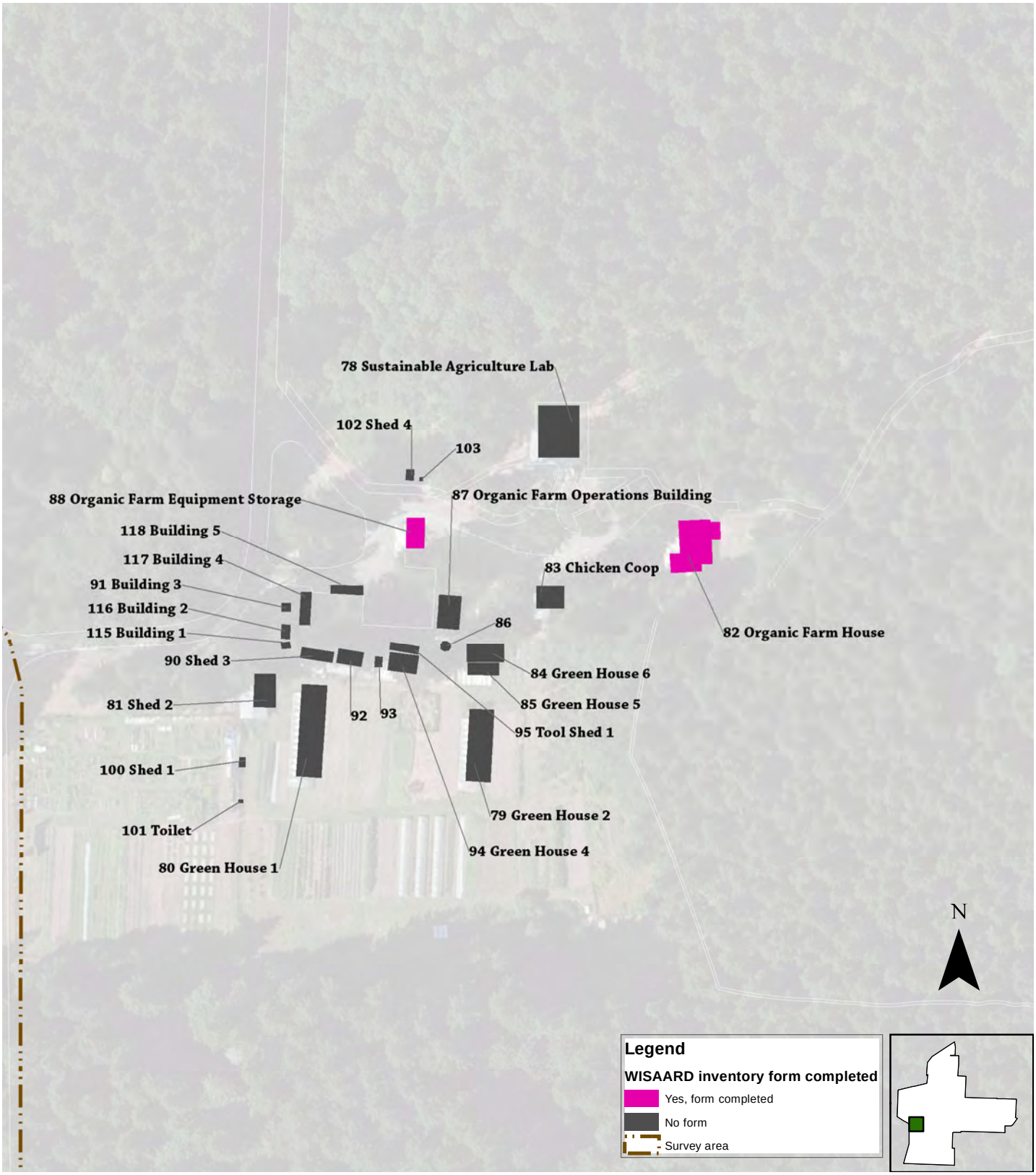

Map 4.39. WISAARD Inventory Forms Completed. Map 2 of 7.



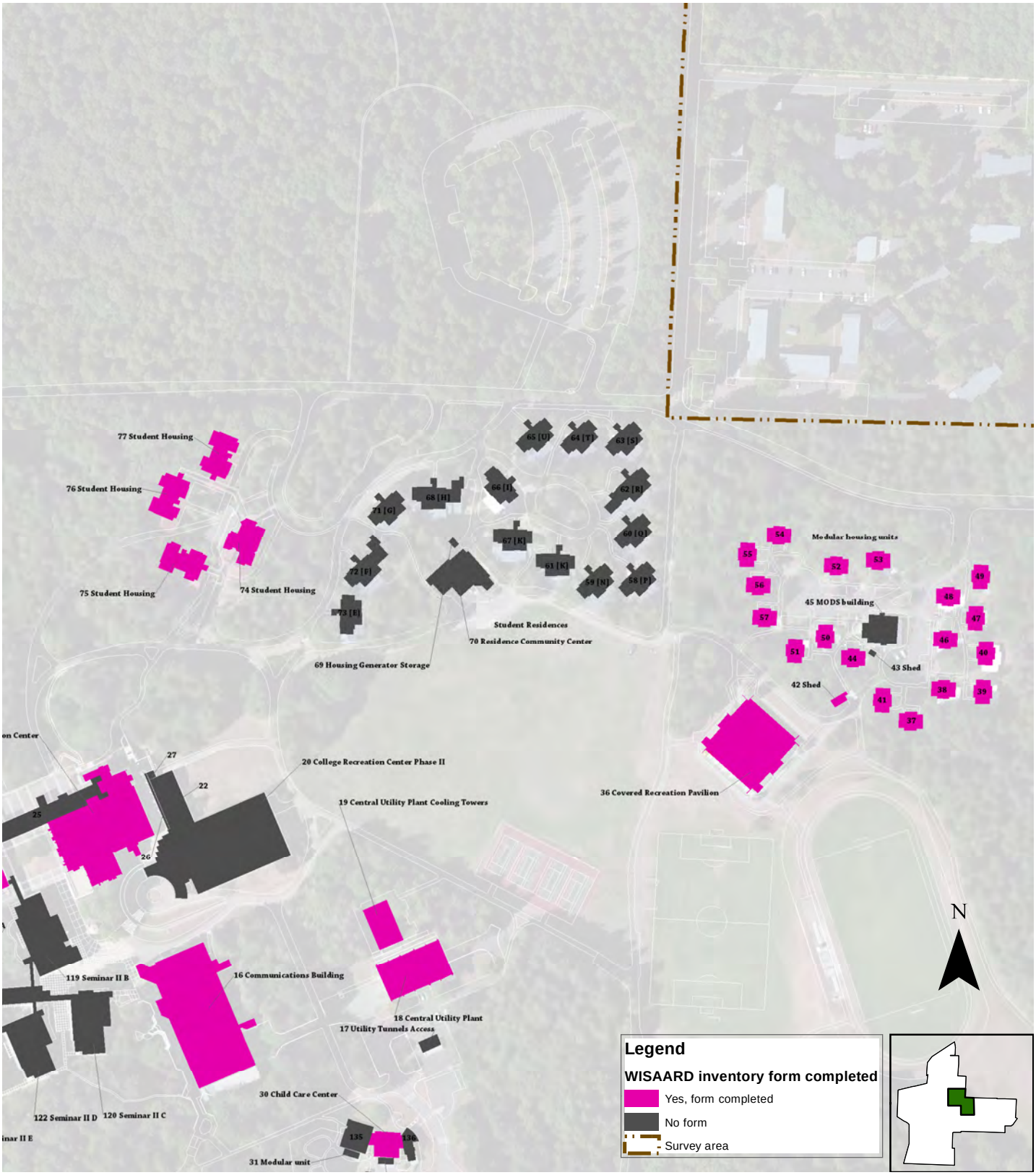

Map 4.40. WISAARD Inventory Forms Completed. Map 3 of 7.



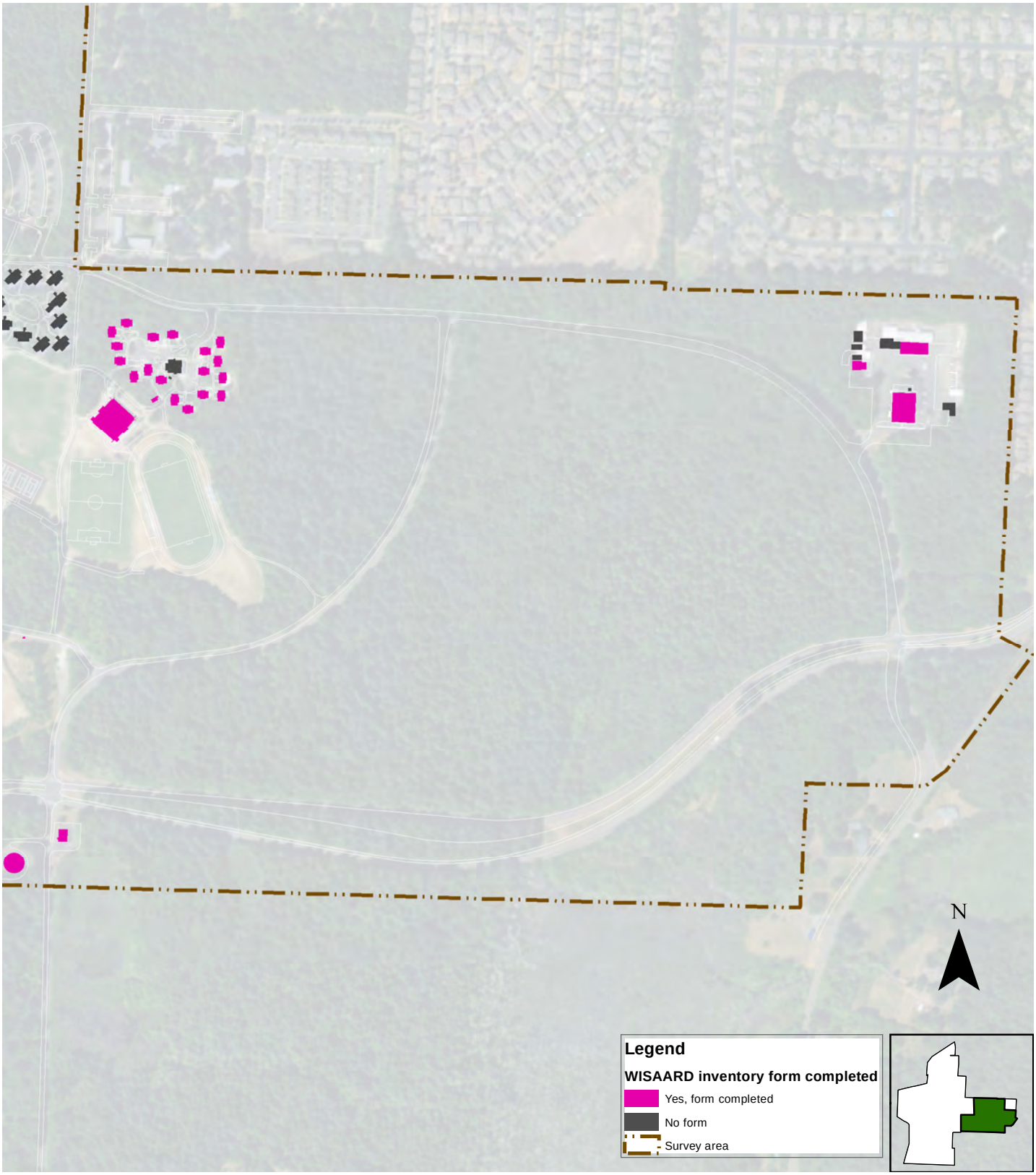

Map 4.41. WISAARD Inventory Forms Completed. Map 4 of 7.




Map 4.42. WISAARD Inventory Forms Completed. Map 5 of 7.




Map 4.43. WISAARD Inventory Forms Completed. Map 6 of 7.




Map 4.44. WISAARD Inventory Forms Completed. Map 7 of 7.