



DeLacy, John William

A00072075

Last, First Middle

Student ID

**Former Name(s):** De Lacy, John William;**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 16 Jun 2006

**TRANSFER CREDIT:**

| Start   | End     | Credits | Title                            |
|---------|---------|---------|----------------------------------|
| 09/1997 | 05/1999 | 16      | <b>Portland State University</b> |
| 01/2000 | 12/2000 | 6       | <b>Beloit College</b>            |

**EVERGREEN UNDERGRADUATE CREDIT:**

| Start   | End     | Credits | Title  |
|---------|---------|---------|--|
| 04/2001 | 06/2001 | 8       | <b>Politics Writ Small</b><br>6 - <i>Political Theory</i><br>2 - <i>History</i>  |
| 01/2002 | 06/2002 | 14      | <b>Living Myths: Making Change in a Dangerous Time</b><br>1 - <i>Creative Writing</i><br>2 - <i>American Cultural History</i><br>2 - <i>Political Science</i><br>2 - <i>Mythology in Modern Life</i><br>3 - <i>World Mythology</i><br>4 - <i>Creative Drama</i>    |
| 09/2002 | 12/2002 | 4       | <b>Digital Photography</b><br>4 - <i>Basic Digital Photography</i>   |
| 09/2002 | 12/2002 | 4       | <b>Metalworking, Introduction</b><br>4 - <i>Metalworking</i>   |
| 09/2002 | 12/2002 | 4       | <b>Zen and the Art of the Short Story</b><br>4 - <i>Zen and the Art of the Short Story</i>   |
| 01/2003 | 03/2003 | 4       | <b>Documentary Photography</b><br>4 - <i>Documentary Photography</i>   |
| 01/2003 | 03/2003 | 4       | <b>Metalworking, Intermediate</b><br>4 - <i>Metal Fabrication</i>  |
| 03/2003 | 06/2003 | 16      | <b>Alternatives to Capitalism</b><br>6 - <i>Comparative Political-Economic Systems</i><br>4 - <i>Radical Social Theory</i><br>2 - <i>Introductory Economics</i><br>4 - <i>Special Topics in Political Economy: Anarchist Collectives in the Spanish Revolution</i> |
| 03/2003 | 06/2003 | 4       | <b>Photography Techniques</b><br>4 - <i>Photography Techniques</i>   |



DeLacy, John William

A00072075

Last, First Middle

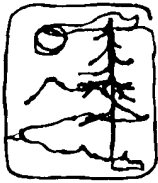
Student ID

**EVERGREEN UNDERGRADUATE CREDIT:**

| Start   | End     | Credits | Title   |
|---------|---------|---------|---|
| 09/2003 | 12/2003 | 16      | <b>Further Adventures in Photography</b><br><i>*16 - Advanced Photography</i>   |
| 01/2004 | 03/2004 | 12      | <b>Treasures of Trash</b><br><i>12 - Internship: Treasures of Trash Center</i>  |
| 01/2004 | 03/2004 | 4       | <b>Color Photography</b><br><i>4 - Color Photography</i>  |
| 09/2004 | 12/2004 | 16      | <b>Photography Center Internship</b><br><i>4 - Studio Portraiture and Lighting</i><br><i>4 - Photography Tutoring and Public Service</i><br><i>4 - Photography Lab Techniques and Support</i><br><i>4 - Advanced Color Dark Room</i>  |
| 01/2005 | 03/2005 | 16      | <b>Intermediate Photocenter Internship</b><br><i>4 - Intermediate Photographic Arts</i><br><i>12 - Instructional Photography Internship</i>   |
| 03/2005 | 06/2005 | 16      | <b>Photo Center Internship</b><br><i>4 - Advanced Photography</i><br><i>12 - Advanced Photo Center Internship</i>   |
| 01/2006 | 03/2006 | 15      | <b>Awareness</b><br><i>4 - Secular Education: Histories, Theories, Practices</i><br><i>4 - Ascetical Education: Histories, Theories, Practices</i><br><i>3 - Experiential Writing: Reflection and Self-Assessment</i><br><i>4 - Individual Research Project: TBD for each student</i> |
| 04/2006 | 06/2006 | 4       | <b>Rumination</b><br><i>4 - Philosophy of Education</i>   |

**Cumulative**

183 Total Undergraduate Credits Earned



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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|                         |                              |             |                  |
|-------------------------|------------------------------|-------------|------------------|
| De Lacy                 | John                         | W           | A00072075        |
| Student's Last Name     | First                        | Middle      | ID Number        |
| 30451                   | Individual Learning Contract |             |                  |
| Program or Contract No. | Title                        |             |                  |
|                         | 03-APR-2006                  | 16-JUN-2006 | 4                |
|                         | Date began                   | Date ended  | Qtr. Credit Hrs. |

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**DESCRIPTION:**

Faculty: Julianne Unsel, Ph.D.

With this contract titled **Rumination**, DeLacy structured an opportunity to think back on his educational experience at Evergreen and to summarize his learning. He developed and executed a plan to review the body of his evaluations and portfolios of artistic and scholarly work. He wrote a long, reflective essay that places his intellectual learning, artistic development, and personal growth over the past four years into a single analytical and narrative context.

**EVALUATION:**

Written by: Julianne Unsel, Ph.D.

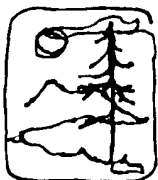
DeLacy was very serious and genuine in his pursuit of analytic resolution and narrative closure for his educational experience at Evergreen. He was careful in his examination of materials and thoughtful in his interpretation of them. His summative essay suggests that he got the best of Evergreen in his time here. Early in his career, he spent time in full-time, coordinated studies programs that taught him the Evergreen core values and skills of self-motivation, self-direction, independent thought, and creative approach. Later, he took on independent work internship experiences that brought his early conceptual training and classroom work forward into unconventional and less strictly structured learning environments. He met and exceeded the goals he set for himself.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - Philosophy of Education

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July 26, 2006  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |             |             |                  |
|-------------------------|-------------|-------------|------------------|
| De Lacy                 | John        | W           | A00072075        |
| Student's Last Name     | First       | Middle      | ID Number        |
| 20051                   | Awareness   |             |                  |
| Program or Contract No. | Title       |             |                  |
|                         | 09-JAN-2006 | 24-MAR-2006 | 15               |
|                         | Date began  | Date ended  | Qtr. Credit Hrs. |

**DESCRIPTION:**

Faculty: Sarah Williams and William Ray Arney

*Awareness is that state in which the consciousness subsides into itself.*  
-Sri Nisargadatta Maharaj

*Those who want to nest in niches that are propitious for the cultivation of the ascetical complement to intellectual pursuits attempt to reform the university in a way more radical than anything ever seen before. They feel secure enough in the humanistic tradition, and free enough in front of all church authorities, to set out on their journey into embodied truth. They believe in the potential strength of friendship to find the courage for cultivating the renunciation of artificially captivating symbols for the sake of a growing awakening of the senses.*  
-Ivan Illich

We started here: The modern university is based on a rupture, effected a millennium ago, between head and heart. This institution—the one in which we meet as teachers and students—is devoted almost exclusively to the technical and critical disciplines. Ascetic disciplines were left in the proverbial dust. Secularization rendered proverb and metaphor, even language itself, disenchanted and idolatized. Our task in this program is to become deeply aware of the devastation caused by this rupture, this loss. Because of what has been betrayed, we dare not simply imagine an alternative form of education, much less another new institution, devoted to the healing of this rupture or the recovery of any loss. Instead, we will, through disciplined, mutually supportive inquiry, become mindful of what we scholars participate in, here and now.

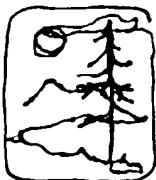
We introduced two particular ascetical practices designed to interrupt the rush and flow of typical academic habits. Yoga classes once a week encouraged students to pay attention to their bodies in the space of learning. They kept a yoga journal and a "body map" as means of reflecting on embodiment in relationship to learning. Readings for participation in yoga included: Jean Klein, *The Ease of Being*, Donna Farhi, *Yoga Mind, Body and Spirit*, and Frank Jude Boccio, *Mindfulness Yoga*. We adapted a form of *lectio divina*, the traditional practice of the contemplative reading of holy texts, for one form of seminar. It encouraged students to attend carefully to the texts and to their responses to it in the context of communal, careful, deliberate reading; it forbade the typical I-think-I-think-I-think ping-pong of seminars and slowed associational responses to the text. Beyond that we set aside time to review mind maps on critical questions; the maps were constructed using Tony Buzan, *The Mind Map Book*. The personal, "radiant thinking" expressed in the mind maps became the basis for essays that were to make this learning public.

A significant part of a student's work was independent study. They were to answer five questions: What do you want to learn? How are you going to learn it? How are you going to know when you have learned it? How are you going to show others—faculty and colleagues—that you have learned it? And, what difference will it make? The terms of this work were negotiated individually with the faculty, but students gave public presentations of their work at the end of the quarter.

Readings from Ivan Illich included *In the Vineyard of the Text* and David Cayley, ed., *The Rivers North of the Future: The Testament of Ivan Illich*, plus papers from Hoinacki and Mitcham, eds., *The Challenges of Ivan Illich*, and "Ascesis," "Education in light of the gospel," "Text and university," and "Cybernetic Dream." Other

April 7, 2006

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |             |             |                  |
|-------------------------|-------------|-------------|------------------|
| De Lacy                 | John        | W           | A00072075        |
| Student's Last Name     | First       | Middle      | ID Number        |
| 20051                   | Awareness   |             |                  |
| Program or Contract No. | Title       |             |                  |
|                         | 09-JAN-2006 | 24-MAR-2006 | 15               |
|                         | Date began  | Date ended  | Qtr. Credit Hrs. |

works included Maria Lichtmann, *The Teacher's Way*, Michel Foucault, *Discipline and Punish*, Janet Frame, *The Carpathians*, Jane Campion's film "An Angel at my Table," George Lakoff, *Don't Think of an Elephant*, chapters from Norman O. Brown's *Apocalypse and/or Metamorphosis*, *Tikkun* (Theocracy in America), Susan Blackmore, *Consciousness: A Very Short Introduction*, David Loy, *Lack and Transcendence*, Luce Irigaray, *Sexes and Genealogies*. Students met regularly in peer groups to review independent research, edit each other's written work, and plan a community service project. Students also conducted their own seminars once each week, wrote response papers to the seminars, and attended lectures and seminars by the faculty and guests.

**EVALUATION:**

Written by: William Ray Arney

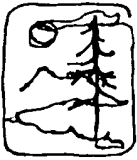
Johnny (John) successfully completed "Awareness." In keeping with the reformatory pedagogical design of this program, the accompanying Student Evaluation of Personal Achievement is the most comprehensive assessment of student achievement. Its creation was supported by program work and is the result of participation in self-assessment exercises, peer reviews, faculty reviews, and an individual evaluation conference. The following is a response by the faculty to Johnny's winter quarter work and self-evaluation.

We began with Ivan Illich's scattered observations about modern higher education: "Learning presupposes both critical and ascetical habits; habits of the right and habits of the left. I consider the cultivation of learning as a dissymmetrical but complementary growth of both these sets of habits.... The habits of the heart and the cultivation of its virtues are peripherals to the pursuit of higher learning today. Ascetical discipline has been exorcised from the core of the learning disciplines.... Among all traditional forms of advanced learning, the university is the only one that has succeeded in prying loose the acquisition of knowledge from advancement in sensual self-discipline." College students can not remain neutral in the face of such claims or as they are immersed in a curriculum that adds ascetical practices to bookish learning. Johnny's description of his experience in this program aligns with what I saw. He wrote, "I have vacillated back and forth in this class, swinging between extremes of frustration and empathy, often wonder what it is I am supposed to be doing, and then realizing that the question itself may be the answer." Johnny's considerable facility with the language served him well in seminars, in his written work, and in other interactions with program colleagues. He left in the middle of the quarter to pursue his independent project of learning how to record music. His self evaluation gives a description of that work. Johnny's final, in-class presentation was a recording of guitar he had made. On the excellent sound system we have, it sounded great.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 15**

- 4 - Secular Education: Histories, Theories, Practices
- 4 - Ascetical Education: Histories, Theories, Practices
- 3 - Experiential Writing: Reflection and Self-Assessment
- 4 - Individual Research Project: TBD for each student

April 7, 2006  
Date



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

|                     |        |            |            |
|---------------------|--------|------------|------------|
| DeLacy              | Johnny | W          | A00072075  |
| Student's Last Name | First  | Middle     | ID Number  |
| Awareness           |        | 01/09/06   | 03/24/06   |
| Title               |        | Date Began | Date ended |


I have always been fascinated by onomatopoeias. Not just words that sound like their meanings, but other things as well; an extension of the concept that form and meaning can be unified in other realms besides words. Bands that sound like their names are an easy example. But how about experiences that sum up what it is like to experience? This class has been onomatopoeic. We have been learning about what it is to learn. Looking at language, contemplation, reading, the concept of the self, consciousness, and educational institutions themselves (from within one), we have asked the difficult question: How do we learn?

Learning can be frustrating. Thus when you are learning about how one learns it can be twice as frustrating. But also twice as rewarding. I have vacillated back and forth in this class, swinging between extremes of frustration and epiphany, often wondering what it is I am supposed to be doing, and then realizing that the question itself may be the answer. In asking, "What am I doing?," I am pausing for a moment to acknowledge that there is an active process going on, that whether immediately aware of it or not, I am not just an empty vessel to be filled with knowledge but both actor and director of my own learning; that the meaning of it may be temporarily obscured, but that the reason I am in this class, and the meaning that I am deriving from it, is to give myself the opportunity to stop mid-process and observe the process from the inside.

An example of this process could be found in our weekly seminars. We have two seminars per week, in different groupings, and the topics of the seminars often range far from the texts and commonly come to focus on the process itself in which we are engaged. Many of my peers have been frustrated by this, but I find a certain amount of freedom (and amusement) with this process. What more meaningful way could we engage with each other in a learning context, than by discussing and breaking down the ways in which we are engaged? What more important insight could one get from a liberal arts education than the ability to critically examine human relation and gain the ability to interact with others in a variety of different ways? To make it even more interesting, we frequently bring ideas from the texts into these meetings. After reading Maria Lichtman's *Teacher's Way*, someone suggested we see these seminars as a form of communion, in which we come together to dwell within and contemplate the texts we have discussed. In addition, the readings in *Teacher's Way* and in Ivan Illich's *In the Vineyard of the Text* have influenced my attitudes toward reading, and have been embodied within the class in the form of *lectio divina*, an ancient monastic practice, in which we attempt to allow the words to speak through us, to see within a reading the word of the divine made flesh. What I have taken from all this is a reverence for the process of learning. I think that much of the frustration that I and others have been experiencing is a lack of a productive sense of knowledge, the fact that at the end of each day we cannot say without hesitance, "Today I learned this." Rather, I have found that I arrive at few conclusions, but explore many routes. In this way, we have been living within our process of learning, rather than merely waiting to arrive at the point of knowing. This has given me room to be patient with myself and with my peers for we should focus on making the process meaningful, and not hurry ourselves in the search for definitive answers.

As part of our course this term, each of us chose an independent project to pursue, through which we could explore the ideas of how we know and how we learn. For my project, I chose to pursue my passion for music, by learning elementary audio recording techniques and by going on tour with a band for two weeks. In learning audio engineering, I was confronted with the vastness of knowledge. As with anything else, every question you ask generates ten more questions. So I was forced to pare down what I sought to learn, and focus on the basics. But I had to ask myself: Where is the boundary between ability and fluency? All I can answer for now is that I feel like I have learned what I set out to. I have recorded a twenty-three minute long song to demonstrate this. Another thing that is really remarkable about this medium, especially to me with my interest in onomatopoeias, is the way in which form intersects with content. A painter who paints well can make a good painting. In recording you can write an amazing song, but if you don't record it well it ends up sounding like a cacophonous mess. So the form is part and parcel of the content.

On tour, I played keyboard, which is an instrument I was barely acquainted with at the start of the tour. By playing the same parts every night, I was able to observe the gradual improvement in my abilities, and to appreciate the ways in

  
Student's signature  
3/23/06  
Date

Faculty signature: Bill Arney

Date

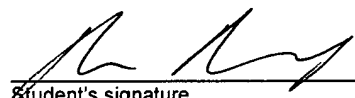


The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

|                     |        |            |            |
|---------------------|--------|------------|------------|
| DeLacy              | Johnny | W          | A00072075  |
| Student's Last Name | First  | Middle     | ID Number  |
| Awareness           |        | 01/09/06   | 03/24/06   |
| Title               |        | Date Began | Date ended |

which knowledge is not always a mental acquisition. For many tasks, the act of thinking about what one is doing obstructs the flow of the action. I found that my fingers knew instinctively what to play, without my conscious self having any part in what was going on, which is an insight that for me drives right to the heart of the mind/body divide in the context of learning. I was also able to intimately explore the idea, which Susan Blackmore elucidates in her book *Consciousness: A Very Brief Introduction*, of the continuity of consciousness. This is the idea that despite being constantly in new situations and receiving new stimuli, we have a sense of self that seems to thread throughout all our experiences. While admitting that I am different now than I used to be, that I have changed over time, I simultaneously admit that I am the same person who once was someone else. This concept was very present with me as I traveled from town to town; meeting new people, having new interactions, having very little around me that was familiar or reaffirming of my sense-of-self. Yet I continued to feel like "me." These experiences were valuable to me for the lucid, immediate manifestations of what I was exploring more abstractly in my class work.

We have been reading a fair amount of Ivan Illich in this class. He is best known for his critique of education as an institution, for calling for learning outside the confines of schools or other organized systems of learning. His writing has been inspiring for me, not just because he encourages active learning as a part of life, but because he has reminded me of how much I already know. If there is anything I am acutely aware of right now, it is how much I have already taught myself in my life, and how much more I can teach myself by opening up to the possibility of doing so. In ceasing to see learning as a commodity, we can open to the possibility of giving and receiving it freely and embracing it as an intrinsic part of being alive. Indeed, despite the fact that I am currently attending an institution of higher learning, I can begin to see all the other possible avenues for learning, and can see equally well the way that I have understated the learning I have done outside of schools. Perhaps some of my most treasured learning, in fact, has been extracurricular. This inspires me not to leave the academic institution, but to embrace it as a starting point, but not the end, of a life-long dedication to learning. For, as I have discovered, the act of learning is rarely just about acquiring a skill or honing one's knowledge. Education, in the end, is the attempt to learn about oneself through the lens of knowledge. Learning should nurture growth and renewal, and this is what I am beginning to feel and embody.

  
Student's signature  
3/23/06  
Date

\_\_\_\_\_  
Faculty signature: Bill Arney

\_\_\_\_\_  
Date



# Internship Learning Contract

The Evergreen State College  
Olympia, Washington 98505

Academic Quarter & Year: Spring 2005

|   |  |   |              |   |
|---|--|---|--------------|---|
| Student ID Number<br>A00072075  | Last Name<br>DeLacy                                  | First<br>Johnny   | Initial<br>W | Telephone<br>(360) 570-1984   |
| Faculty Sponsor<br>Jules Unsel  | Faculty Telephone<br>(360) 867-5496                  | Internship Organization<br>TESC Instructional Photo   |              |   |
| Contract/Program No.<br>30824   | Contract or Program Title<br>Photo Center Internship | Title of Internship Position<br>Head Photo Intern   |              |   |
| Field Supervisors/Subcontractors: Names and Titles<br>Hugh Lentz<br>Head of Instructional Photo |  | Field Supervisor/Subcontractor Address and Phone<br>The Evergreen State College Library 1302<br>Olympia, WA 98505<br>867-6313 |              | Beginning Date: 3/28/05<br>Expected Completion: 6/10/05<br>Prior Internship Credit Earned: 36<br>Class Standing: Senior |

## Related Academic Preparation and Work Experience:

I began studying photography seriously about five years ago. I have completed beginning black and white photography, digital photography, photo techniques, documentary photography, and color photography classes, and I completed a sixteen credit contract pursuing individual study in photography with the supervision of Hugh Lentz. In addition, I have a broad range of experience in other visual arts, including painting, metalworking, and drama, as well as academic study in politics, mythology, art history, and creative writing, all of which inform and guide my work to a more well-rounded perspective. This past experience and the intern work I have already completed in fall 2004 and winter 2005 make me eminently qualified for this position.

## Learning Objectives for Contract:

With my internship this quarter, I intend to further my comprehension of photography above and beyond what I have already completed, to hone my leadership and organizational skills to a fine point, and to achieve the greatest understanding of and immersion in the actual process of teaching in an institution of higher learning. In short, I aim for nothing less than expertise.

|                        |                             |                               |                                 |
|------------------------|-----------------------------|-------------------------------|---------------------------------|
| Internship Activities: | Internship Credit Hours: 12 | Internship Hours Per Week: 40 | Rate of Pay Per Month: \$650.00 |
|------------------------|-----------------------------|-------------------------------|---------------------------------|

This is the quarter in which I more or less take complete control of the academic photographic facilities, extending my duties, increasing my responsibilities, and expanding my horizons. I will be wholly responsible for managing the staff, setting the schedules, and ensuring all the areas and equipment in photoland remain operative and well maintained. I will be responsible for training students in the use and maintenance of all photoland equipment, including performing the photo studio, color, and black-and-white proficiencies; workshops on the professional finishing equipment we have available; and trainings on mural printing. I will continue performing weekly maintenance on the color processor, mixing and stocking chemistry, maintaining the enlargers, and assisting students one-on-one in the labs and in the classroom. I will also be working closely with a small group of students from the full time Photo Projects class, helping them develop their skills and mentoring them in whatever areas in which they need assistance.

|                      |                          |                                |
|----------------------|--------------------------|--------------------------------|
| Academic Activities: | Academic Credit Hours: 4 | Total Quarter Credit Hours: 16 |
|----------------------|--------------------------|--------------------------------|

My academic activities for this internship will be an outgrowth of my previous academic work, with a focus toward the intern show at the end of this quarter at the Washington Center for the Performing Arts, a high profile professional gallery. In addition, I will be continuing to refine my prowess in color printing, using the studio, using both medium and large format cameras to make my images, and continuing to experiment with different processes and photographic media. Furthermore, I will progress in my execution of creating photographs that accurately portray my surreal version of reality, adding elements of mysticism and mythology into my work.

## Responsibilities of Sponsor, Field Supervisor and Other Subcontractors:

Hugh Lentz will supervise my progress concerning both my job at the photo center and my personal photographic work. I will meet with Hugh daily regarding my personal work and job at the photo center. I will meet with Jules Unsel throughout to review my progress and get feedback on my personal work.

## Procedures for Evaluation of Completed Contract:

I will write a self-evaluation and Hugh Lentz will write an evaluation of my performance to be submitted to Jules Unsel by 6/10/05. Jules Unsel will review this evaluation as well as my work and write a formal final evaluation.

Does this contract require the use of special resources, facilities and equipment or carry special legal implications including compliance with the policy on "Human Subjects Review"? If yes, attach clearances.  
(Terms of this contract are on file in APEL.) ☐ Yes ☒ No

This agreement may be terminated by the intern or the employer organization upon receipt of two weeks written notice by either party.

|                                    |                   |
|------------------------------------|-------------------|
| Student Signature<br>              | Date<br>3/31/05   |
| Field Supervisor/Subcontractor<br> | Date<br>4/12/2005 |
| Dean of Group Signature<br>        | Date              |

|                             |                |
|-----------------------------|----------------|
| Sponsor Signature<br>       | Date<br>4-1-05 |
| Academic Planning Staff<br> | Date           |





The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                         |            |                  |
|-------------------------|-------------------------|------------|------------------|
| De LACY                 | John                    | W.         | A00072075        |
| Student's Last Name     | First                   | Middle     | ID Number        |
| 30824                   | PHOTO CENTER INTERNSHIP |            |                  |
| Program or Contract No. | Title                   |            |                  |
|                         | 03/28/05                | 06/10/05   | 16               |
|                         | Date began              | Date ended | Qtr. Credit Hrs. |

Johnny DeLacy excelled in both his work exchange and academic achievements this quarter. His field supervisor, Hugh Lentz, reported the following:

This being the last quarter of his internship, Johnny set out to work more independently and run more of the day-to-day business of the Photo Center and all its accompanying facilities. Another goal of the quarter was to continue improving upon his ability to balance Photo Center responsibilities with producing an exhibition of new photographs. Johnny was able to do both well, demonstrating his increasing maturity.

While it's ridiculous to try listing all of Johnny's duties and accomplishments this year, I need to say that it is an exceptional student who can keep up with all the physical, mental, and emotional demands that this internship entails. Johnny kept up with it throughout this period, seeing to it that everything kept running.

A major piece of Johnny's work this year was the care and maintenance of our color print processor. While Johnny took care of a lot of other equipment in all the labs, this processor was the single most important and delicate of them all. With an exception or two, he kept it running close to flawlessly, and because of Johnny's work, the processor continued to produce excellent color prints for all the students.

At this point, Johnny is knowledgeable in most facets of operation for all the campus photo labs. He's at a place where he can begin to anticipate many of the difficulties before they develop, and is able to problem solve and troubleshoot most problems as they occur. He's improved a bit with his ability to delegate work, developing a better sense of what he needs to attend to himself and what he can allow someone else to do. Throughout the entire year, he was the resource person for students doing photography on campus, sharing his knowledge with all who needed it. Johnny was an asset to the Photo Center, the Digital Imaging Studio, and a tremendous help to me. His commitment to working hard made it easy for me to work with him.

For his final exhibition of the year, Johnny and the other interns put together a showing of their work at the Washington Center. Johnny's work was striking, his large-scale color photographs commanding the attention of everyone entering the gallery. He began this series shooting at night in locations where he was able to take advantage of nearby artificial light and if he were early enough, he would use

Faculty Signature(s)  
Julianne Unsel, Ph.D.

Faculty Name

August 4, 2005

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

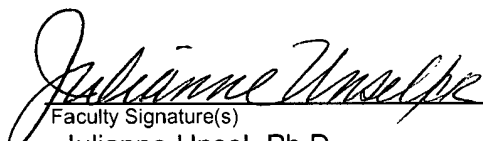
|                         |                         |            |                  |
|-------------------------|-------------------------|------------|------------------|
| De LACY                 | John                    | W.         | A00072075        |
| Student's Last Name     | First                   | Middle     | ID Number        |
| 30824                   | PHOTO CENTER INTERNSHIP |            |                  |
| Program or Contract No. | Title                   |            |                  |
|                         | 03/28/05                | 06/10/05   |                  |
|                         | Date began              | Date ended | Qtr. Credit Hrs. |

the bit of the fading light at dusk. He eventually added some electronic flash to open up areas that were too dark or where the contrast was too great. After feeling comfortable enough with his process, Johnny began adding a single person to the pictures. Generally, this person occupied a back corner of a picture or they were simply a silhouette—these were not portraits, rather these people functioned more as nameless humans in his landscapes. The resulting photos are forceful in their beauty and grandness, and at the same time, they're quiet and reflective. They're very inward looking pictures that quietly ask questions of the viewer. Johnny pushed himself to create this work, entirely re-thinking and re-working his ideas several times before he got the images to say and look a way that satisfied him. It's intelligent, mature work in which Johnny has demonstrated exceptional aesthetic sensibilities and a refined knowledge of his craft. They're gorgeous.

I know one of the most difficult challenges for Johnny this year was balancing the Photo Center workload with producing his own photographs. In doing this internship, Johnny demonstrated the disciplined work habits required of any artist. I think Johnny made tremendous personal growth and produced beautiful and evocative photographs. The work he's done will serve him well in whatever direction he chooses for himself.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) – TOTAL: 16**

4 – Advanced Photography  
12– Advanced Photo Center Internship

  
Faculty Signature(s)

Julianne Unsel, Ph.D.

Faculty Name

August 4, 2005

Date



# Internship Learning Contract

The Evergreen State College  
Olympia, Washington 98505

Academic Quarter & Year: Winter 2005

|   |  |   |              |  |
|---|--|---|--------------|--|
| Student ID Number<br>A00072075  | Last Name<br>DeLacy  | First<br>Johnny   | Initial<br>W | Telephone<br>(360) 570-1984  |
| Faculty Sponsor<br>Jules Unsel  | Faculty Telephone<br>867-5496                                    | Internship Organization<br>TESC Photo Center  |              |  |
| Contract/Program No.<br>20610   | Contract or Program Title<br>Intermediate Photocenter Internship | Title of Internship Position<br>Head Photo Center Intern  |              |  |
| Field Supervisors/Subcontractors: Names and Titles<br>Hugh Lentz<br>Head of Instructional Photo |  | Field Supervisor/Subcontractor Address and Phone<br>The Evergreen State College Library 1302<br>Olympia, WA 98505<br>867-6313 |              | Beginning Date: 1/3/05<br>Expected Completion: 3/18/05<br>Prior Internship Credit Earned: 24<br>Class Standing: Junior |

## Related Academic Preparation and Work Experience:

I began studying photography seriously about five years ago. I have completed beginning black and white photography, digital photography, photo techniques, documentary photography, and color photography classes, and I completed a sixteen credit contract pursuing individual study in photography with the supervision of Hugh Lentz. In addition, I have a broad range of experience in other visual arts, including painting, metalworking, and drama, as well as academic study in politics, mythology, art history, and creative writing, all of which inform and guide my work to a more well-rounded perspective. This past experience and the intern work I have already completed in fall 2004 make me eminently qualified for this position.

## Learning Objectives for Contract:

With this internship, I aim to continue to advance my skills as a photographer, build upon my understanding of academic photographic lab management, and progress in the application of using my photographic and instructional skills to teach students.

**Internship Activities:** Internship Credit Hours: 12 Internship Hours Per Week: 40 Rate of Pay Per Month: 650.00  
This is a full time internship at the photo center. My internship activities will be a continuation from last quarter with added responsibilities and independence. My duties include teaching black and white and color darkroom proficiencies, teaching photography workshops, assisting students one-on-one in the photo labs, stocking chemistry inventory, making professional-quality slides using the digital copystand, maintaining the black and white and color enlargers, and performing weekly maintenance on the color processor. I will also begin working with graphic design and web design programs and projects.

## Academic Activities:

Academic Credit Hours: 4

Total Quarter Credit Hours: 16

My academic activities will include weekly critique group meetings with the other photo interns and my field supervisor. In addition to peer critique we will also be viewing and discussing slides and gallery shows of other artists. These meetings will provide group feedback for my work, engage me in photographic dialogue in critiquing my peers' work, and allow me to expand my notions of photography and the photographic image by being exposed to other people's work and modes of expression. I will continue to develop my artistic prowess, exploring new realms such as mural printing, using an 8x10 enlarger, enhancing my skills in the photo studio, and using a large format view camera. I will continue in developing a cohesive body of work, some of which will be publicly displayed in a group intern show halfway through the quarter.

## Responsibilities of Sponsor, Field Supervisor and Other Subcontractors:


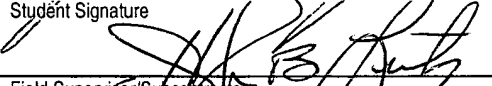
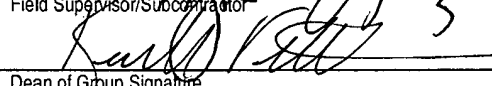
Hugh Lentz will supervise my progress concerning both my job at the photo center and my personal photographic work. I will meet with Hugh daily regarding my personal work and job at the photo center. I will meet with Jules Unsel throughout to review my progress and get feedback on my personal work.

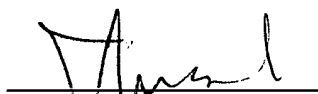

## Procedures for Evaluation of Completed Contract:

I will write a self-evaluation and Hugh Lentz will write an evaluation of my performance to be submitted to Jules Unsel by 3/18/05. Jules Unsel will review this evaluation as well as my work and write a formal final evaluation.

Does this contract require the use of special resources, facilities and equipment or carry special legal implications including compliance with the policy on "Human Subjects Review"? If yes, attach clearances.  
(Terms of this contract are on file in APEL.) ☐ Yes ☒ No

This agreement may be terminated by the intern or the employer organization upon receipt of two weeks written notice by either party.

Student Signature  Date 1/5/05  
Field Supervisor/Subcontractor  Date 1/5/05  
Dean of Group Signature  Date 1/13/05

Sponsor Signature  Date 01-06-05  
Academic Planning Staff  Date 1/6/05



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                                     |            |                  |
|-------------------------|-------------------------------------|------------|------------------|
| De LACY                 | John                                | W.         | A00072075        |
| Student's Last Name     | First                               | Middle     | ID Number        |
| 20610                   | INTERMEDIATE PHOTOCENTER INTERNSHIP |            |                  |
| Program or Contract No. | Title                               |            |                  |
|                         | 01/03/05                            | 03/28/05   | 16               |
|                         | Date began                          | Date ended | Qtr. Credit Hrs. |

Johnny DeLacy continued his photo internship with great success. In connection with his work exchange commitment, he met his responsibilities and greatly improved his skills. In his artwork, DeLacy pursued a thematic focus on abstraction of every day items into conceptual forms and expressions. He used the technique of long focus in nighttime shots to introduce a sense of enchantment into ordinary urban and suburban scenes. In addition he used techniques that included paper negatives, color corrections and heightened color contrasts to go beyond in his final effects. His field supervisor reported the following:

In this second quarter of Johnny's internship, I feel that he's again done outstanding work in every way. The amount of work and responsibility that I've asked of him has increased this quarter and he's managed it all in a mature fashion.

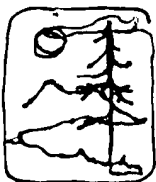
Organization of many of the Photoland facilities is a major component of the internship. Johnny's kept up with inventory for the different labs, hazardous waste disposal, tracked equipment and facility use, as well as repair and maintenance. Additionally, Johnny's kept abreast of all the user forms, phone lists, and schedules. With his documentation and attention to detail, Johnny helps maintain the overall quality of the labs, facilitating access for all the users.

In addition to the weekly proficiencies Johnny did in the b&w lab, he's been doing workshops in studio lighting, color printing, and print finishing. Johnny's a thorough instructor and is patient with the differing experience levels of the students. Another job that Johnny took on was installing and learning of three new pieces of print finishing equipment that we've purchased. After doing this, he turned around and began showing other employees and students how to properly use the cutters and mounting equipment.

Johnny continued this quarter with the maintenance schedule in the color darkroom, training another student to help him doing the weekly equipment sweeps in the lab and maintaining the chemistry and mechanics of the color print processor. What they didn't attend to during the sweep, Johnny made note of and took care of on his own during the week. This is what he does with any equipment in the other labs that malfunctions outside of our Thursday equipment sweeps. He's ultimately responsible for all equipment functioning properly in the various labs and studios, as well as the day-to-day operations of the facilities. Johnny continues to improve in this area, expanding his base of technical knowledge. The facilities kept going

Faculty Signature(s)  
Julianne Unsel  
Faculty Name

June 24, 2005  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                                     |            |                  |
|-------------------------|-------------------------------------|------------|------------------|
| De LACY                 | John                                | W.         | A00072075        |
| Student's Last Name     | First                               | Middle     | ID Number        |
| 20610                   | INTERMEDIATE PHOTOCENTER INTERNSHIP |            |                  |
| Program or Contract No. | Title                               |            |                  |
|                         | 01/03/05                            | 03/28/05   |                  |
|                         | Date began                          | Date ended | Qtr. Credit Hrs. |

without any major problems during the quarter and this was due to Johnny's solid understanding and his attention to the many details that comprise the facilities.

For our weekly critiques Johnny always presented new work, making progress in his experiments with photo techniques and materials. He's begun working more seriously with larger format cameras and paper negatives. Most of it is brand new to him and he's struggling and fighting with mixed results, but that's what it takes at this point. During the critiques Johnny is an active participant and is improving his abilities to articulate what is functioning or not in another person's picture. He's also become very good at listening carefully to the comments others make about his work, incorporating what is useful and then moving on. He's made excellent growth.

The big thing that Johnny has learned this quarter, and he especially needs to continue learning next quarter and into the future, is the delegation of work. While I've benefited tremendously from the high level of Johnny's work, he needs to understand the different levels of importance to his many duties as intern. Many of his jobs have become repetitive. Obviously someone won't do the job as well as Johnny, but they will in time and it will be something that Johnny can let go of and free up more time for himself. Next quarter I'd like him to spend more time and energy doing his own artwork. He put up beautiful work at his exhibit downtown and I think it's most important to spend the time necessary for his end of the year show to be dazzling. I've put tremendous demands on Johnny all quarter and he's responded to it with energy and enthusiasm. He did exceptional work this quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) – TOTAL: 16**

4 – Intermediate Photographic Arts  
12 – Instructional Photography Internship

Faculty Signature(s)

Julianne Unsel

Faculty Name

June 24, 2005

Date



# Internship Learning Contract

The Evergreen State College  
Olympia, Washington 98505

Academic Quarter & Year: Fall 2004

|   |  |   |              |   |
|---|--|---|--------------|---|
| Student ID Number<br>A00072075  | Last Name<br>DeLacy  | First Name<br>Johnny  | Initial<br>W | Telephone<br>(360) 570 1984   |
| Faculty Sponsor<br>Jules Unsel  | Faculty Telephone<br>(360) 867 5496                        | Internship Organization<br>TESC Instructional Photo   |              |   |
| Contract/Program No.<br>10705   | Contract or Program Title<br>Photography Center Internship | Title of Internship Position<br>Photoland Intern  |              |   |
| Field Supervisors/Subcontractors: Names and Titles<br>Hugh Lentz<br>Head of Instructional Photo |  | Field Supervisor/Subcontractor Address and Phone<br>The Evergreen State College<br>Library 1302<br>Olympia, WA, 98505 |              | Beginning Date: 09/27/04<br>Expected Completion: 12/17/04<br>Prior Internship Credit Earned: 12<br>Class Standing: Junior |

## Related Academic Preparation and Work Experience:

I began studying photography seriously about five years ago. I have completed beginning black and white photography, digital photography, photo techniques, documentary photography, and color photography classes, and I completed a sixteen credit contract pursuing individual study in photography with the supervision of Hugh Lentz. In addition, I have a broad range of experience in other visual arts, including painting, metalworking, drama, art history, and creative writing which all inform and guide my work to a more well-rounded perspective.

## Learning Objectives for Contract:

With this internship, I hope to be able to share my skills and knowledge in order to teach and guide other students toward a more thorough understanding of photography, and through doing this I will be broadening my own understanding. I will acquire the necessary knowledge to manage an academic photographic lab. Also, I aim to advance my skills as a photographer using black and white, color, and digital photo techniques.

Internship Activities: Internship Credit Hours: 12 Internship Hours Per Week: 40 Rate of Pay Per Month: \$650.00

This internship is a full time job at the Photo Center. My duties include teaching black and white, color, and film processing proficiencies; assisting students in the traditional photo labs as well as in the digital imaging studio; stocking chemistry inventory; maintaining the black and white and color enlargers; and performing weekly maintenance on the color processor.

## Academic Activities:

Academic Credit Hours: 4

Total Quarter Credit Hours: 16

My academic activities will include directing myself in my artwork and my development as an artist, as well as weekly critique group meetings with other photo interns and my field supervisor. These meetings will provide group feedback of my work, allow me to critique their work, and give me the opportunity to engage with and grow with peer artists in a supportive educational environment. We will also be looking at and discussing slides and gallery shows of other artists. Finally, I will produce a cohesive body of work during my internship, which will be publicly displayed in a gallery-type environment twice during the year.

## Responsibilities of Sponsor, Field Supervisor and Other Subcontractors:

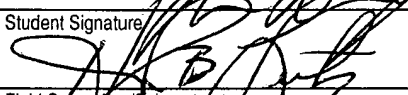
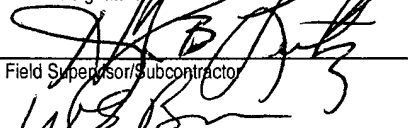
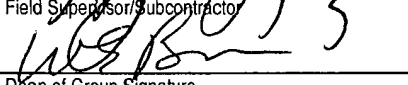
Hugh Lentz will supervise my progress concerning both my job at the Photo Center and my personal photographic work. I will meet with Hugh daily regarding my personal work and progress in my internship. I will meet with Jules Unsel periodically to review my progress and get feedback on my personal work.

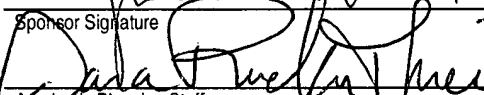
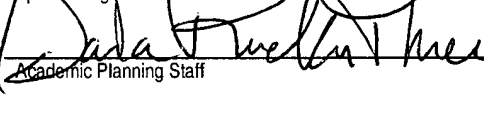
## Procedures for Evaluation of Completed Contract:

I will write a self-evaluation and Hugh Lentz will write an evaluation of my performance to be submitted to Jules Unsel by 12/10/04. Jules Unsel will review this evaluation as well as my work and write a formal final evaluation.

Does this contract require the use of special resources, facilities and equipment or carry special legal implications including compliance with the policy on "Human Subjects Review"? If yes, attach clearances. (Terms of this contract are on file in APPL.) ☐ Yes ☒ No

This agreement may be terminated by the intern or the employer organization upon receipt of two weeks written notice by either party.

Student Signature:  Date: 9/29/04  
Field Supervisor/Subcontractor:  Date: 9/29/04  
Dean of Group Signature:  Date: 9/30/04

Sponsor Signature:  Date: 9-29-04  
Academic Planning Staff:  Date: 9-29-04



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                               |            |                  |
|-------------------------|-------------------------------|------------|------------------|
| DeLACY                  | John                          | W.         | A00072075        |
| Student's Last Name     | First                         | Middle     | ID Number        |
| 10705                   | PHOTOGRAPHY CENTER INTERNSHIP |            |                  |
| Program or Contract No. | Title                         |            |                  |
|                         | 09/27/04                      | 12/17/04   | 16               |
|                         | Date began                    | Date ended | Qtr. Credit Hrs. |

Johnny met and exceeded his goals for this fall internship in photography and digital imaging. He focused on improving his skills as a photographer in analog camera formats in particular through the combination of his intellectual work as a visual artist and his lab duties as an intern. He deepened his established skills and his new learning through peer teaching experience in the darkroom and digital labs. In his artistic work, Johnny sustained an inquiry into questions of existential meaning through an exploration of scale in his photographs. He composed and shot severe close-ups of natural objects and juxtaposed these with self-portraits meant to decontextualize the self from the every day built environment. The result was a portfolio of abstracted organic forms that provoked ambivalent moods and sets of meanings in the viewer. His work at quarter's end displayed an emerging coherence of theme that characterizes the turn in artistic endeavor into genuinely original work.

His field supervisor reported the following:

This first third of Johnny's three-quarter internship has been productive for him. The primary goal of the quarter was for Johnny to become familiar with all aspects of the day-to-day operation of all the PhotoLand facilities. It's a colossal undertaking and Johnny has handled it in a balanced and mature fashion.

When speaking of the operation of PhotoLand, the maintenance and repair of equipment is the largest and most boundless of all our duties. Johnny and I began the quarter slowly moving to the different labs and studios working on equipment and making repairs as needed. He has now taken much more responsibility of this task and is directing other employees to aid him. The area where he has total responsibility is the color darkroom. After beginning the quarter with re-socking the color print processor, which entails taking apart and putting back together the entire transport system of the machine, Johnny and another student do the weekly maintenance of the processor. Mixing chemistry, running and reading control strips to monitor the color balance of the processor also fall into Johnny's domain of responsibility. While there are many specifics I could talk about, what's important to note is that Johnny not only maintained and repaired, but he learned to anticipate the problem areas and make appropriate decisions on his own. He's now applying all of this information to his subsequent planning for the area's routine care. The quarter went by without any major equipment failures, due in large part to Johnny's thorough work.

Communication, training and instruction are other major parts of the internship

Faculty Signature(s)

Julianne Unsel

Faculty Name

January 6, 2005

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                               |            |                  |
|-------------------------|-------------------------------|------------|------------------|
| DeLACY                  | John                          | W.         | A00072075        |
| Student's Last Name     | First                         | Middle     | ID Number        |
| 10705                   | PHOTOGRAPHY CENTER INTERNSHIP |            |                  |
| Program or Contract No. | Title                         |            |                  |
|                         | 09/27/04                      | 12/17/04   |                  |
|                         | Date began                    | Date ended | Qtr. Credit Hrs. |

position and Johnny did extraordinarily well here. He runs the weekly employee meeting when I can't be there, helps to solve conflicts with other employees or users, and has done an enormous amount of training for our other workers. Johnny teaches b&w proficiencies to the general campus on a weekly basis, instructing users in the fundamentals darkroom photography. He helps all users with their printing skills, film problems, and a general understanding of darkroom practice. Additionally, he did consulting and proficiencies on an as needed basis in the color and b&w darkrooms, the copy stands and in the photo studio. Users of the facilities and other student staff have commented on Johnny's ability to effectively communicate, his friendliness as well as his tremendous patience. I certainly concur with them.

The other significant aspect of this internship is our weekly photo critique. Each of the interns brought their own work every other week and on the off-weeks we looked at the work of other artists. His own artwork has gone in several directions over the quarter and Johnny's used this time as an opportunity to explore new conceptual and visual challenges. In general the pictures he's created have taken advantage of visual scale and gorgeous color, exploiting their emotive abilities. Throughout the quarter, Johnny has demonstrated disciplined work habits by spending time in the darkroom fussing with his printing and pushing himself to establish a direction. During all critiques and discussions, Johnny is fully engaged, adding perceptive and critical comments about the other students work as well as being a very good listener to the criticisms made about his own photographs. He's made excellent progress this quarter.

This quarter has been a solid beginning to the internship, laying down a good foundation of skills in the areas of technical maintenance, instruction, and overall function of the lab. Johnny's organizational skills, common sense, and his intellectual grasp of photography have been an asset for me and all the PhotoLand users.

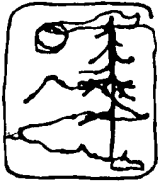
**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) – TOTAL: 16**

- 4 – Studio Portraiture and Lighting
- 4 – Photography Tutoring and Public Service
- 4 – Photography Lab Techniques and Support
- 4 – Advanced Color Dark Room

Faculty Signature(s)  
Julianne Unsel  
Faculty Name

January 6, 2005  
Date





The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                   |            |                  |
|-------------------------|-------------------|------------|------------------|
| DE LACY                 | John              | W.         | A 00072075       |
| Student's Last Name     | First             | Middle     | ID Number        |
| 20211                   | Color Photography |            |                  |
| Program or Contract No. | Title             |            |                  |
|                         | 01/05/04          | 03/19/04   | 4                |
|                         | Date began        | Date ended | Qtr. Credit Hrs. |

**Description:** This course is an introduction to the color photography process of printing from color negatives. Along with readings from a color photography textbook, students learned about the rudiments of color theory, color film, the color spectrum of natural and artificial light, and the mechanics of the color darkroom. There were workshops in medium format cameras, electronic flash, and working in a studio environment with a studio flash system. By way of assignments and lectures, students developed the tools and critical abilities to pursue their own projects. One assignment involved collaboration, and a final project of photographs was produced by each student and exhibited in a downtown gallery. All of the major assignments were done with medium format cameras and most work was done in the studio. Students saw the photographic work of numerous contemporary and historical photographers.

**Evaluation:** Johnny did outstanding work in this class and receives full credit. The quality of his photographs consistently improved as the quarter progressed, reflecting the hard work he put into his studio lighting and the time spent in the darkroom. Johnny's become an excellent color printer, developing a keen eye for the subtleties of color and a good knowledge of their effect on the viewer. In the studio, he's demonstrated great skill and imagination with the way he uses lighting and props. With these tools he's transformed the sterile studio environment into a jungle, a war zone, and a desert landscape at dusk. Using himself as the model, Johnny's become a sociopath frontiersman, a grenade-throwing soldier, and a naked, howling caveman. This work is a great evolution from his previous photographs and portraits dealing with men and notions of masculinity. During all critiques and discussions Johnny is fully engaged, making helpful comments about other student's photos. He enjoys the challenge of reading photographs and arguing their merits or meanings. Johnny made great progress in all aspects of this class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 – Color Photography

Faculty Signature(s)

Hugh Lentz

Faculty Name

03/15/04

Date



# Internship Learning Contract

The Evergreen State College  
Olympia, Washington 98505

Academic Quarter & Year: Winter 2004

|   |   |  |              |  |
|---|---|--|--------------|--|
| Student ID Number<br>A00072075  | Last Name<br>Delacy                             | First Name<br>Johnny   | Initial<br>W | Telephone<br>360 570 1984  |
| Faculty Sponsor<br>Peter Dorman   | Faculty Telephone<br>360 867 6899               | Internship Organization<br>Building Materials Drop-Off Site  |              |  |
| Contract/Program No.<br>20380   | Contract or Program Title<br>Treasures of Trash | Title of Internship Position<br>Treasures of Trash Crafter   |              |  |
| Field Supervisors/Subcontractors: Names and Titles<br>Chandra King: BMDOS Project Administrator<br>Sound Builder's ReSource |   | Field Supervisor/Subcontractor Address and Phone<br>210 Thurston Ave, Olympia WA 98501<br>360 407 3368 |              | Beginning Date: 01/05/04<br>Expected Completion: 03/19/04<br>Prior Internship Credit Earned: 0<br>Class Standing: Junior |

## Related Academic Preparation and Work Experience:

I have always had a passionate relationship with waste and waste reclamation. I have been practicing the reuse of trash for years, in many forms, and I am adept at scavenging building materials, craft items, and other reusable goods. In addition, I worked for the Pacific Northwest Regional Council of Carpenters during 2000 and 2001, and have studied carpentry on my own. I have one year of formal metalworking experience here at Evergreen during the academic year of 2002-2003, using many scavenged materials, and have a basic knowledge of building and drafting principles.

## Learning Objectives for Contract:

This quarter I will become proficient in woodworking and model making, and explore creative ideas for the reuse of waste products. I will continue to develop skills in communication, community leadership, and public relations, and will learn the ins and outs of non-profit recycling programs and how Sound Builder's ReSource is run and how it interacts with other entities such as Habitat for Humanity and Thurston County. I will learn about the uses and applications of different types of building materials, learn what is valuable for reuse, and identify the shortcomings and advantages in using recycled and alternative building materials. In addition, I will witness the waste of the consumer economy in late-stage capitalism.

**Internship Activities:** Internship Credit Hours: 12 Internship Hours Per Week: 30 Rate of Pay Per Month: 0  
I will staff the Building Materials Drop Off Site three full days a week, where I will accept materials from donors, organize the materials, and act as a resource to the public about their recycling options and what is desirable for reuse and resale. I will create finish quality craft items and prototypes from what is donated, for resale at SBR, thus improving my woodworking and modeling skills while creating art from waste and generating revenue for the program.

Academic Activities:

Academic Credit Hours: 0

Total Quarter Credit Hours: 12

## Responsibilities of Sponsor, Field Supervisor and Other Subcontractors:

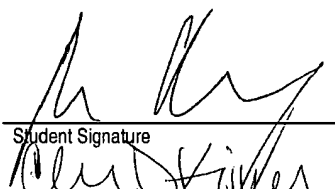
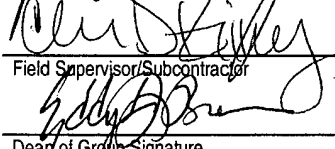
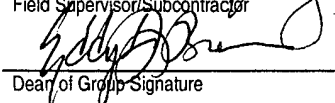
The field supervisor will be on site with me at least one hour per week. She will advise me on donation acceptance and rejection, review my work performance with BMDOS, and critique my crafts for Treasures of Trash. Both my sponsor and field supervisor will provide guidance and support throughout my internship in order to help me maintain focus and reach my learning objectives.


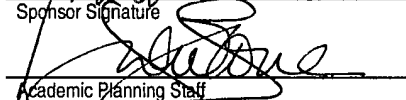
## Procedures for Evaluation of Completed Contract:

The field supervisor and I will each submit an evaluation of my performance to the faculty sponsor, who will meet with me at the end of the quarter, and write the final evaluation thereafter.

Does this contract require the use of special resources, facilities and equipment or carry special legal implications including compliance with the policy on "Human Subjects Review"? If yes, attach clearances.  
(Terms of this contract are on file in APEL.) ☐ Yes ☒ No

This agreement may be terminated by the intern or the employer organization upon receipt of two weeks written notice by either party.

Student Signature  Date 1/14/04  
Field Supervisor/Subcontractor  Date 1/14/04  
Dean of Group Signature  Date 1/21/04

Sponsor Signature  Date 1/14/04  
Academic Planning Staff  Date 1/14/04



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                    |            |                  |
|-------------------------|--------------------|------------|------------------|
| DELACY                  | Johnny             | W.         | A 00072075       |
| Student's Last Name     | First              | Middle     | ID Number        |
| 20380                   | Treasures of Trash |            |                  |
| Program or Contract No. | Title              |            |                  |
|                         | 1/04               | 3/04       | 12               |
|                         | Date began         | Date ended | Qtr. Credit Hrs. |

This quarter Johnny interned at Sound Builder's ReSource. His field supervisor, Chandra King, BMDOS Project Administrator, said of his work:

This quarter Johnny Delacy has proven to be a great intern with Habitat for Humanity's "Treasures of Trash" program.

Johnny quickly learned to identify different types of building materials and was able to determine which materials are considered reusable. He was courteous with donors and maintained good relations with all of his coworkers.

Johnny has a great passion for waste materials that motivated us all to look at our garbage a little differently. Other artwork he's created has contained all sorts of random items someone could find littered on the street.

This quarter his projects included a bookshelf made from scrap lumber and cabinet drawer covers, a bench that used a large slab of wood, decorative spindles, and an old headboard, and a small wooden box. Johnny also assisted in the construction of our workshop.

Although Johnny has had more experience in metalworking, he was eager to experiment with our wood working tools.

Through his internship Johnny gained knowledge and skill, both in woodworking and in the salvaged building material industry. He would be welcomed back as an intern for "Treasures of Trash" anytime.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours):** Total: 12

12 – Internship: Treasures of Trash Crafter

Faculty Signature(s)  
Peter Dorman, Ph.D.  
Faculty Name

January 11, 2005  
Date



The Evergreen State College - Olympia, Washington 98505

## INDIVIDUAL LEARNING CONTRACT

|  |                |                     |         |                |    |
|--|----------------|---------------------|---------|----------------|----|
| A00072075  | Delacy         | Johnny              | W       | Qtr Credit Hrs |    |
| Student ID Number  | Last Name      | First               | Initial | Fall           | 16 |
| 10220  | Bill Arney     |                     |         | Wtr            |    |
| Sponsor no.  | Sponsor        |                     |         | Spr            |    |
| Further adventures in Photography  | 9/29/03        | 12/12/03            |         | Smr            |    |
| Short Title  | Beginning Date | Expected Completion |         | Total          | 16 |
| Hugh Lentz   |                |                     |         | Class Standing |    |
| Subcontractor(s) and Titles  |                |                     |         | Sopho          |    |
| Objectives:<br>Through this contract I will further my understanding of photographic methods and procedures. |                |                     |         |                |    |

Related academic preparation and work experience:

In the spring of 2000, I took a semester-long beginning photography course with Lauren Garber at Beloit College, Beloit, Wisconsin. Last academic year I took Digital Photography in the fall quarter, and Documentary Photography in winter, both with Steve Davis. Then in spring quarter I took Photo Techniques with Hugh Lentz. In addition, but less formally, I have been taking pictures nearly all my life.

Activities under this contract:

Weekly classroom component?



Yes



No

As part of this contract I will spend extended amounts of time in the darkroom, developing and printing a variety of photographic media, both in color and black and white. I will use different kinds of cameras, especially two-and-a-quarter format and four-by-five. I will also expand upon my knowledge gained in Photo Techniques by making mural prints, using the stat camera, and experimenting more with alternative printing processes such as cyanotypes and liquid emulsion. In addition to this technical work, I will also engage in weekly classroom critiques with peers and with the subcontractor, to further my understanding of how photography interacts with the outside world and to engage in constructive dialogue with fellow photographers.

Support by the Sponsor and Subcontractor(s):

The faculty sponsor will be available to periodically discuss contract progress. The subcontractor will meet with me and my peers for a weekly critique, as well as providing technical, emotional, and spiritual support when needed.

Procedures for evaluating completed contract:

At the end of the contract, I will complete a self-evaluation and turn in a portfolio of my work for review. The faculty will then write an evaluation of my achievement.

☒ Yes ☐ No Does this contract require the use of special resources, facilities and equipment, or carry special legal implications including compliance with the policy on "Human Subjects Review"? (If yes, attach clearances.)

☐ Yes ☒ No Does this contract involve foreign travel? (If yes, attach liability waiver.)

Student signature

Date

Sponsor signature

Date

Signature(s) of Subcontractor

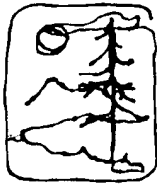
Date

Dean of Group signature

Please turn in original contract plus 3 more copies to registration and Records.

Date

rev. 7/7/95



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                                   |            |                  |
|-------------------------|-----------------------------------|------------|------------------|
| DE LACY                 | JOHN                              | W          | A 00072075       |
| Student's Last Name     | First                             | Middle     | ID Number        |
| 10220                   | FURTHER ADVENTURES IN PHOTOGRAPHY |            |                  |
| Program or Contract No. | Title                             |            |                  |
|                         | 09/29/03                          | 12/19/03   | 16               |
|                         | Date began                        | Date ended | Qtr. Credit Hrs. |

John De Lacy completed his contract in photography. Hugh Lentz supervised all the work. He wrote:

Johnny (John) did outstanding work this quarter. He's taken his knowledge of photography and narrowed his intentions to create a significant and cohesive group of images that talk about how he sees the idea of masculinity. This group of pictures has gone more in-depth and further in one direction than anything Johnny's done previously and it's all the more powerful because of it. What's also important is that he stayed with this project and pushed, creating a beautiful and engaging group of portraits.

Throughout the quarter Johnny showed remarkable energy for his work. Beginning with an idea that was perhaps too large in scope, he shifted to allow his initial vision be more of a guide than an actual end. He simply went about photographing as many men as he could, keeping in mind the question of representing masculinity. Adding new technical challenges to the project, he used a different format camera that would give him a larger negative and he also used a slower speed film. Both of these changes made a significant difference in the quality of his work.

The initial photographs were done in open sunlight and this presented Johnny with typical high contrast problems in his printing. He experimented some with daylight fill-flash, but found that simply using a bounce card gave him enough light to bring his shadows and highlights closer together. What's important about this is that Johnny took the initiative to experiment with both lighting solutions and found out which was more to his liking. During the entire ten weeks he exhibited this same attitude of being open to experimentation and to the suggestions others might have for his work.

The prints that Johnny made at the end of the quarter illustrated the same hard work and enthusiasm that he showed all quarter. He enlarged his negatives onto 16x20" fiber paper and made gorgeous prints. His earlier decision to work with finer grain film and a medium format negative gave his prints fluid tonality and wonderful detail. These images subvert typical representations of masculinity by showing a kind of sweetness and gentleness to these men, showing them in a light that works against much of our standardized views of men.

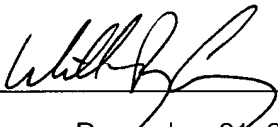
The work Johnny did this quarter is beautiful and it clearly demonstrates the tremendous growth that he's made in a relatively short amount of time. What's been great for me is to see the remarkable change in how he's articulating photographic ideas and how he's addressing the artwork of other students. Johnny's pushing himself to excel and seems to be enjoying it.

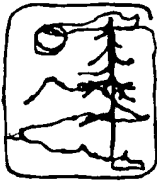
Suggested Course Equivalencies (in quarter hours): Total - 16

(\* - indicates upper division credits)

\*16 - Advanced Photography

Faculty Signature(s)  
William Ray Arney  
Faculty Name

  
December 31, 2003  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                        |            |                  |
|-------------------------|------------------------|------------|------------------|
| DE LACY                 | John                   | W.         | A 00072075       |
| Student's Last Name     | First                  | Middle     | ID Number        |
| 30226                   | Photography Techniques |            |                  |
| Program or Contract No. | Title                  |            |                  |
|                         | 03/31/03               | 06/13/03   | 4                |
|                         | Date began             | Date ended | Qtr. Credit Hrs. |

**Description:** The goal of this class was to learn a range of photographic processes, techniques, and cameras, while at the same time experimenting with them to create images that go beyond the "straight" camera photograph. Students were introduced to the following: pinhole cameras, copystands, stat camera, 4x5 cameras, black and white mural printing, cyanotypes, photograms, liquid emulsion, kodolith and lpd4 films, and paper negatives. Successful students developed the kind of disciplined work habits necessary to learn from their experimentation and create photographs that exploit the photo materials and process as well as the camera. This class demanded a heavy commitment to working in the darkroom. All students completed assignments, an in-class collaborative project, and had to do a final project utilizing any number of the processes learned in this class. These projects were shown in a class exhibition in a downtown gallery.

**Evaluation:** John did good work in this class, using the many processes introduced to push his technical skills in new directions and to further his sense of photography's scope. He experimented with the processes and created new work for most assignments. John demonstrated the skill to find his way through the technical difficulties, making the differing processes work for him. He was part of a successful collaboration team, making a smart and funny image within the short timeframe allowed. For the class exhibit, John printed a large black and white mural print of a small toy skeleton. It was nicely executed, demonstrating the level to which his skills have risen. In class critiques, John would often make insightful and funny comments that added to the energy of the class. He made solid progress this quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 – Photography Techniques

Faculty Signature(s)

Hugh Lentz

Faculty Name

06/20/03

Date

## ALTERNATIVES TO CAPITALISM

### Program Description

#### Spring Quarter

Faculty: Peter Dorman

This one-quarter program examined alternatives to capitalism as an economic system and as a set of policies and practices. During the first five weeks students were divided into two groups based on their previous background. Those without significant prior work in economics took a mini-module introducing them to the main concepts of introductory microeconomics: supply and demand, economic efficiency, general equilibrium and market failure. The main text was *Economic Literacy: Basic Economics with an Attitude* by Frederick S. Weaver, supplemented by additional writings by Peter Dorman. Students met twice a week, first in lecture and then in group problem-solving. Each week had a homework assignment to be submitted, and a take-home exam was given at the end of the process. The second group studied three recent near-revolutionary episodes, France in 1968 (*When Poetry Ruled the Streets: The French May Events of 1968* by Andrew Feenberg and Jim Freedman), Chile under Allende (*Allende's Chile: An Inside View* by Edward Boorstein) and Portugal during 1974-75 (*Portugal: The Impossible Revolution?* by Phil Mailer). They met once a week in seminar and wrote a midquarter essay on the lessons they drew from these histories.

Concurrent with these streams, and then the sole focus of the program during the second five weeks, was the study of the alternatives themselves. We began with a glance backward at nineteenth century images of post-capitalism as expressed in the writing of Karl Marx (excerpts focusing on his conception of socialism) and Peter Kropotkin (the essay "Expropriation"). Week two introduced the utopian tradition, as depicted in the NY Public Library's web exhibit on this topic and the Ken Burns documentary "The Shakers: Hands to Work, Hearts to God". We also read *The Dispossessed* by Ursula K. LeGuin. Week 3 presented a capsule picture of the twentieth century communist experience: the first half of Alec Nove's *An Economic History of the USSR*, selections from Anton Pannekoek's *Workers' Councils*, and John Gerber's essay, "Anton Pannekoek and the Quest For an Emancipatory Socialism". The Hungarian film "Angi Vera" was screened to portray the transition to communism at the level of personal experience, and Tom Rainey delivered a guest lecture on the Russian Revolution. The following two weeks were given over to economic debates regarding the feasibility of socialism. We used Don Lavoie's *Rivalry and Central Planning: The Socialist Calculation Debate Reconsidered*, which takes Hayek's position against socialism, as well as a rebuttal by Fikret Adaman and Pat Devine, "The Economic Calculation Debate: Lessons for Socialists"; after this we read Joseph Stiglitz' *Whither Socialism?* As a counterpoint to the abstract economic theorizing, two directors of the Timberland public library system came to the program to discuss the economics of libraries: how resources are allocated in the absence of market signals.

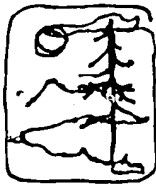
The final weeks of the program took up modern alternatives. Readings included *After Capitalism* by David Schweickart, *Looking Forward* by Michael Albert and Robin Hahnel, *Values at Work: Employee Participation Meets Market Pressure at Mondragón* by George Cheney, "Socialist Calculation and Environmental Valuation: Money, Markets and Ecology" by John O'Neill, "Socialism and Innovation" by David Kotz, "The Publicly Controlled Economy: Crisis and Renewal" by Peter Dorman, and excerpts from Hilary Wainwright's response to Hayek, *Arguments for a New Left*, and her study (with Dave Elliott), *The Lucas Plan: A New Trade Unionism in the Making?* Additional lectures over the ten weeks covered such topics as Christian eschatology in the utopian tradition, the context of the socialist calculation debate of the 1930s, Stiglitz' contributions to the economics of asymmetric information and unresolved

issues in Marxism and anarchism. Seminars were scheduled twice a week for detailed discussion of the texts.

An important component of the program was student governance. Even as they read about and discussed concepts in democratic self-management, students were expected to do much of this themselves. After an initial workshop on consensus decision-making (presented by the Olympia Food Coop's Grace Cox), students were invited to formulate changes in the syllabus and plan the overnight field trip. This second task proved complex and time-consuming, but it resulted in an event-packed trip to Portland and Breitenbush Hot Springs. We held discussions with members of four worker cooperatives, three in Portland and Breitenbush itself, and we toured Dignity Village, an encampment of homeless people with aspects of an eco-village.

For their final project, students were given a range of options: they could write a paper reflecting more deeply on the readings and discussions during the quarter, produce a research paper on a topic or historical example pertaining to post-capitalism, write up their own ideas for aspects of an alternative system or produce a creative work exemplifying the program's concerns. Students presented their final projects in class during the final week of the quarter.





The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                            |            |                  |
|-------------------------|----------------------------|------------|------------------|
| DE LACY                 | John                       | W.         | A00072075        |
| Student's Last Name     | First                      | Middle     | ID Number        |
| 30524                   | Alternatives to Capitalism |            |                  |
| Program or Contract No. | Title                      |            |                  |
|                         | 4/03                       | 6/03       | 16               |
|                         | Date began                 | Date ended | Qtr. Credit Hrs. |

Johnny's approach to the challenge of envisioning an alternative to capitalism is both passionate and dispassionate. He cares very deeply about the issues of human freedom and social equality, and he expresses this passion unselfconsciously. At the same time, he takes an analytical and self-critical frame of mind to the topics he studies and has the ability to step back and change perspective. On top of this, he is funny. The combination of all these qualities made him a valuable addition to our program.

Johnny is active in seminar without being aggressive or disputatious. He presents his point of view clearly and defends it when necessary, but he doesn't go out of his way to dominate. He usually comes extremely well-prepared, having not only read the texts in the syllabus, but also having considered the strengths and weaknesses of their main points. In addition, he is well-read in a variety of other fields and has the ability to draw on this knowledge at the appropriate times. His presentation on Spanish anarchism was very lucid and well-organized, with minimal reference to notes.

It is clear that Johnny has an unusual gift for writing. His style is inventive yet clear and informative. His major paper, on the anarchist collectives of the Spanish Revolution, was thoroughly researched and benefited from having a thematic, rather than a chronological, structure. He pointed out the historical importance of these experiments: they were the closest we have had to a true test of the viability of the anarchist approach to political and economic organization. The evidence is fragmentary, however, and Johnny did his best to put the pieces together and draw conclusions. It should also be mentioned that his economics take home exam was a delight to read.

Johnny's curiosity and enjoyment at playing with ideas were both apparent in his work on the economics module. He attended regularly and probed the theories with thoughtful questions about their assumptions and implications. His exam was concise and captured introductory economics with impressive accuracy. He has a solid grasp of the main ideas and the terminology and techniques used to convey them.

Overall, the program benefited enormously from Johnny's contributions, and he learned about as much political economy as anyone could in ten short weeks. He receives 16 credits.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours):** Total: 16

6 - Comparative Political-Economic Systems

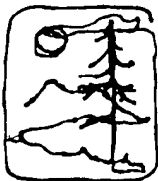
4 - Radical Social Theory

2 - Introductory Economics

4 - Special Topics in Political Economy: Anarchist Collectives in the Spanish Revolution

*Peter Dorman*  
Faculty Signature(s)  
Peter Dorman, Ph.D.  
Faculty Name

July 2, 2003  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                         |            |                  |
|-------------------------|-------------------------|------------|------------------|
| DE LACY                 | John                    | W.         | A 00072075       |
| Student's Last Name     | First                   | Middle     | ID Number        |
| 20234                   | Documentary Photography |            |                  |
| Program or Contract No. | Title                   |            |                  |
|                         | 01/06/03                | 03/21/03   | 4                |
|                         | Date began              | Date ended | Qtr. Credit Hrs. |

**Description:** The objectives of this course were to offer opportunities for students to continue their studies in photography as documentarians. Technical processes, including color printing, digital imaging, large-format camera usage, and the electronic flash was introduced. Writing about their images through accompanying statements was a key element in their work. A writing workshop offered by the Writing Center's Sandy Yannonne helped enhance their skills.

Exploring the problems, procedures, and critical concerns of documentary photography were also raised through readings and through talks by people involved in the process. This included a field trip to hear noted photography historian Naomi Rosenblum and to see an accompanying exhibition of women's documentary work. A special class workshop given by members of a photography support organization, the *Blue Earth Alliance* offered further insight into this field.

Students were to successfully complete all assignments, attend class regularly, and produce a final photographic project of their own choosing.

**Evaluation:** Johnny successfully completed the requirements of this class. His overall skills pertaining to photographic techniques and his awareness of the many complexities of documentation continually improved. Johnny took feedback to heart and employed class comments into his following pictures—thus improving his visual ideas coherent documentary statements. Johnny learned new photographic skills, including the use of medium and large-format cameras, and conventional color printing. His final project was a behind the scenes look at volunteers involved with Books for Prisoners. He overcame many technical and conceptual challenges. His ability to write effective statements pertaining to his photographs improved as well. Well done, Johnny!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Documentary Photography

*Steve Davis*

Faculty Signature(s)

Steve Davis

Faculty Name

04/24/03

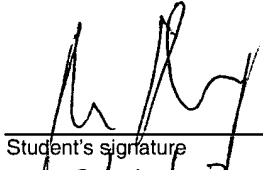
Date

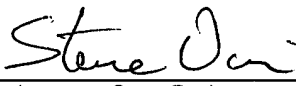


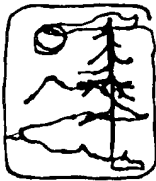
The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

|                         |        |            |            |
|-------------------------|--------|------------|------------|
| Delacy                  | Johnny | W          | A00072075  |
| Student's Last Name     | First  | Middle     | ID Number  |
| Documentary Photography |        | 01/07/03   | 03/14/03   |
| Title                   |        | Date Began | Date ended |

Documentary photography was a valuable addition to my previous skills as a photographer. In this class I greatly honed my skills in printing, explored new territories such as color photography and the medium format camera, and was forced to think in a completely different manner about my work and what it meant, not just how it looked aesthetically. I documented several very different things: from the morning coffee ritual at my house; to people's reactions to a change in their daily environment (represented by a large inflatable octopus placed at a major intersection during rush hour); to events during women's week, such as a fashion show and a performance art exhibition. My final project involved documenting Books to Prisoners, a volunteer-run non-profit grassroots organization, in both Olympia and Seattle. I was forced to push my limits on this final assignment, having to compensate for poor lighting in a dark basement, constant motion among my subjects, and the operation of an unfamiliar camera (the Seagull two-and-a-quarter). This was even more of a challenge due to my personal involvement in the group, and I was constantly challenged to try to provide an objective view from a subjective standpoint. However, I think that I triumphed over these adversities, coming out of the class with an excellent final project and a very clear understanding of the challenges involved in documentary work, as well as the methods required in producing documentary style photographs that show both personal attachment and yet offer vital information for the uninitiated. In addition, I offered valuable critique for classmates, as well as helping them with their idea development and even posing for a classmate's final project. On the whole, I think that I invested a lot of myself in the class and now have quite a bit of both experience and skill to show for it.

  
Student's signature  
3/14/03  
Date

  
Faculty signature: Steve Davis  
3/20/03  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                            |            |                  |
|-------------------------|----------------------------|------------|------------------|
| DE LACY                 | John                       | W.         | A00072075        |
| Student's Last Name     | First                      | Middle     | ID Number        |
| 20098                   | Metalworking, Intermediate |            |                  |
| Program or Contract No. | Title                      |            |                  |
|                         | 1/03                       | 3/03       | 4                |
|                         | Date began                 | Date ended | Qtr. Credit Hrs. |

**DESCRIPTION:**


This course provided an opportunity for more advanced work in metal fabrication, especially in the areas of project planning, hot and cold forming, fitting and MIG, TIG welding. Working more independently, participants designed and constructed a major individual project in metal, gave a process demonstration of their choice and attended related workshops and field trips.

**EVALUATION:**

John's major project involved the design and construction of a kinetic sculpture in the form of a counter-balanced chair. Considerable engineering was required, in both the initial planning stage and during fabrication, for this original fulcrum suspended design. John used heavy rebar for the entire structure, forming with heat and utilizing MIG (wire-feed) to weld it all together. Combining structural fabrication with integral kinetic movement proved a challenging and time consuming endeavor where John learned much in the process of doing. John met all course requirements and I commend him on his self-directed work this quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours):** Total: 4

4 - Metal Fabrication

  
\_\_\_\_\_  
Faculty Signature(s)  
Bob Woods  
\_\_\_\_\_  
Faculty Name

April 22, 2003  
\_\_\_\_\_  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**


|                         |                                    |            |                  |
|-------------------------|------------------------------------|------------|------------------|
| DE LACY                 | John                               | W.         | A00072075        |
| Student's Last Name     | First                              | Middle     | ID Number        |
| 10150                   | Zen and the Art of the Short Story |            |                  |
| Program or Contract No. | Title                              |            |                  |
|                         | 10/02                              | 12/02      | 4                |
|                         | Date began                         | Date ended | Qtr. Credit Hrs. |

**Description:** This introductory course is designed to acquaint students with both the mechanical and conceptual skills necessary to craft short works of prose fiction. Topics covered include narrative, description, character, scene, half-scene, transition, dialogue, plot, tone, unity, plot as unity, re-write, and polish. In addition to considerable reading, students are asked to write a single short story of no more than 1500 words.

**Evaluation:** John is an extremely articulate student with a formidable intelligence and a finely honed sense of the absurd. All those qualities were on display in his story, The Most Beautiful Day. I appreciated John's attempt to incorporate concepts learned in class into his story while at the same time vigorously defending his original vision. He easily met my expectations for the class.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours):** Total: 4

4 – Zen and the Art of the Short Story

  
Faculty Signature(s)  
Daryl Morgan  
Faculty Name

January 31, 2003  
Date



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

|                                    |        |            |            |
|------------------------------------|--------|------------|------------|
| Delacy                             | Johnny | W          | A00072075  |
| Student's Last Name                | First  | Middle     | ID Number  |
| Zen and the Art of the Short Story |        | 09/30/02   | 12/13/02   |
| Title                              |        | Date Began | Date ended |

I have always loved short stories, both the reading of and the writing of. For this reason I took Zen and the Art of the Short Story. This class focused on the concepts and mechanics of short story writing, and the application of Zen principles such as simplicity, economy, and unity to the writing process. I completed one polished story to reflect my understanding of these concepts. I contributed regularly to class discussions, helped my peers with the writing process and peer critiques, and set high standards for myself in the choice of story material, which I met through relentless writing and editing. I displayed expertise at the aspects of dialogue, unity, and tone, and worked to improve my mastery of other elements of fiction writing, exploring somewhat experimental ideas of story theme and emotional setting. The learning process will not end with the termination of this class, though I am not continuing in this line of study at Evergreen. I will continue writing stories, and perhaps one day I will reach short story enlightenment.

Student's signature

Date

Faculty signature: Daryl Morgan

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                     |            |                  |
|-------------------------|---------------------|------------|------------------|
| DE LACY                 | John                | W.         | A 00072075       |
| Student's Last Name     | First               | Middle     | ID Number        |
| 10131                   | Digital Photography |            |                  |
| Program or Contract No. | Title               |            |                  |
|                         | 09/25/02            | 12/20/02   | 4                |
|                         | Date began          | Date ended | Qtr. Credit Hrs. |

**Description:** This photography course provided an opportunity to explore new visual and technical possibilities afforded by digital imaging technologies. Software applications (i.e. Photoshop, Dreamweaver, Photovista) were studied and applied for creative objectives in image capturing, scanning, manipulation, high quality print output, and web page development. The successful student could competently use digital tools to create new, photographically derived work through a progressive series of six assignments, including a fully functional personal web site.

**Evaluation:** Johnny successfully met the challenges of this course. He completed the assignments, followed the course material, and regularly attended class. His efforts were usually marked by enthusiasm and excitement. These characteristics played a positive role in class discussions and critiques. All of his assignments were evidence of Johnny's hard and willingness to take risks. This class helped Johnny explore new ideas in how to think about digital image making in relation to his other creative endeavors.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Basic Digital Photography

*Steve Davis*

Faculty Signature(s)

Steve Davis

Faculty Name

01/15/03

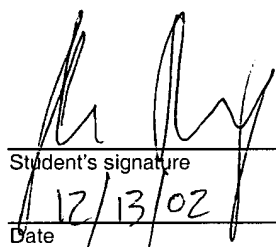
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The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

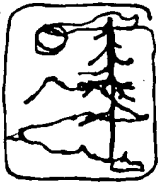
|                     |        |            |            |
|---------------------|--------|------------|------------|
| Delacy              | Johnny | W          | A00072075  |
| Student's Last Name | First  | Middle     | ID Number  |
| Digital Photography |        | 09/30/02   | 12/13/02   |
| Title               |        | Date Began | Date ended |

I took Digital Photography this quarter to further my studies in photography, and to gain more knowledge about digital editing and different, less traditional, photographic techniques. I completed all assignments with gusto, while continuing to develop my style and pursue my artistic vision with the aid of modern technology. I had already had some self-taught experience with Photoshop, but explored and developed it, until I came to know this program thoroughly. I also became familiar with experimental scanning techniques, became skilled with the digital camera and high-end printers, and learned how to design a website which now features all of my digital work. I participated in class discussions about copyright law and offered valuable insight while critiquing my peers' work, and also helping them learn the programs and techniques. For my final project I created a series of surreal and disturbing images using only my body as the subject matter. All in all, I excelled in my work and proved to be a valuable class member. I plan to continue my photographic study next quarter by taking Documentary Photography.

  
Student's signature  
12/13/02  
Date

  
Faculty signature: Steve Davis  
12/15/02  
Date





The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                           |            |                  |
|-------------------------|---------------------------|------------|------------------|
| DE LACY                 | John                      | W.         | A00072075        |
| Student's Last Name     | First                     | Middle     | ID Number        |
| 10100                   | Metalworking Introduction |            |                  |
| Program or Contract No. | Title                     |            |                  |
|                         | 10/02                     | 12/02      | 4                |
|                         | Date began                | Date ended | Qtr. Credit Hrs. |

### DESCRIPTION

This course provides instruction in the use of hand and machine tools commonly employed in the processes of sheet metal fabrication, hot forging, oxy-acetylene and MIG welding and metal finishing, among others. These aspects of metalworking are practiced through the accomplishment of a series of projects, which encourage student-centered design.

### EVALUATION

Present and engaged in the building of his projects, John concentrated on experimentation and becoming more proficient at each metalworking process while constructing well crafted objects of his own design. He made an unusual sheet copper shade hat, an excellent oxy-acetylene welded steel dodecahedron and a fabricated table with a circular steel top, among other work. John completed all course requirements and is prepared for intermediate work in metal fabrication.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours):** Total: 4

4 - Metalworking

Faculty Signature(s)

Bob Woods

Faculty Name

December 31, 2002

Date



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

|                              |        |            |            |
|------------------------------|--------|------------|------------|
| Delacy                       | Johnny | W          | A00072075  |
| Student's Last Name          | First  | Middle     | ID Number  |
| Introduction to Metalworking |        | 09/30/02   | 12/13/02   |
| Title                        |        | Date Began | Date ended |

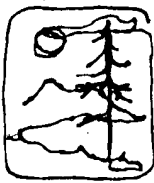
Metalworking has always been a passion of mine, and this quarter I was ecstatic to get into the Introduction to Metalworking class after a year and a half of trying. I thoroughly learned all the processes and displayed my proficiency in both the design and execution of all the techniques. I consistently went above and beyond every project requirement; usually doing twice the work that was expected of the students. I completed extra projects, such as a spice shelf for my house, and focused mainly on functional, simple, yet elegant pieces of work. I spent hours upon hours in the metal shop, not just honing my skills in the techniques provided but also learning other processes and the maintenance of many of the shop tools. In addition, I helped many of my peers and did my best to assist their learning and answer their questions. I am incredibly pleased with my work and hope to continue into the intermediate metalworking class, as well as becoming a lab aide so that other students will have more opportunities and more guidance to pursue their passions for metalworking.

Student's signature

Date

Faculty signature: Bob Woods

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |              |            |                  |
|-------------------------|--------------|------------|------------------|
| DE LACY                 | JOHN         | W.         | A00072075        |
| Student's Last Name     | First        | Middle     | ID Number        |
| 20148, 30130            | LIVING MYTHS |            |                  |
| Program or Contract No. | Title        |            |                  |
|                         | 1/7/02       | 6/14/02    | 14               |
|                         | Date began   | Date ended | Qtr. Credit Hrs. |

**DESCRIPTION:** Students in Living Myths examined paradigmatic myth forms across cultural boundaries and connected them to dominant American cultural ideas. During this academically rigorous program, students developed their critical analysis skills and understanding of world mythology through reading, discussion, and group projects.

In Winter Quarter we examined the relationship between oral and written history as well as the difference between myth and fairy tales. Texts included Slotkin's *Regeneration through Violence*, Campbell's *Myths to Live By*, Carr's *What is History*, and Zipes' *Fairy Tale as Myth*. Working collaboratively, students connected ancient myths to modern life; wrote plays and songs based on each myth; designed and built puppets and scenery for their plays; and rehearsed and presented their plays to the class.

In Spring, students further developed skills in creative writing, critical writing, cultural analysis, and oral eloquence. Community service projects connected theory to practice, and helped students strengthen collaborative skills. Guest lecturers on war and reconciliation helped connect program ideas to the possibility of political action.

Texts included Campbell's *Hero with a Thousand Faces*, Slotkin's *Gunfighter Nation*, Kingston's *The Woman Warrior*, Gadon's *The Once and Future Goddess*, and the Dalai Lama's *Ethics for the New Millennium*. As a class, we explored films, essays, and current political crises to examine use of myths by popular media and political leaders.

Students completed multiple drafts of two pieces of creative writing: an individually written memoir of childhood, and a collaboratively written story for children. They used mythic forms to learn about story structure and character development. Finally, students challenged themselves in public presentation by staging their collaborative stories for the class.

**EVALUATION:** Johnny Delacy is a remarkably insightful student who is capable of first-rate work. He is able to synthesize and connect ideas across disciplines; he has strong oral and written communication skills; he is an imaginative and generous collaborator. His work in Living Myths shows that he has become deeply engaged with the program's themes and ideas.

Johnny's work in Living Myths also includes incomplete assignments. I would like to urge Johnny to closely examine both his obstacles to full participation in the academic process, and the full range of costs associated with that lack of participation. I suspect that he will learn something important about himself if he is able to work through and around those obstacles.

Faculty Signature(s)

MARLA BETH ELLIOTT

Faculty Name

July 2, 2002

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                     |                |                  |
|-------------------------|---------------------|----------------|------------------|
| <u>DE LACY</u>          | <u>JOHN</u>         | <u>W.</u>      | <u>A00072075</u> |
| Student's Last Name     | First               | Middle         | ID Number        |
| <u>20148, 30130</u>     | <u>LIVING MYTHS</u> |                |                  |
| Program or Contract No. | Title               |                |                  |
|                         | <u>1/7/02</u>       | <u>6/14/02</u> |                  |
|                         | Date began          | Date ended     | Qtr. Credit Hrs. |

Johnny has been an active contributor to oral and class discussions, and is able to support the whole seminar's learning in doing so. He also has strong academic writing skills. In his critical essays, he consistently identified and discussed in some depth a pivotal idea from the text, and usually connected it creatively to other aspects of his learning. If he were to complete these essays in a timely way through the course of the quarter, I think he would find his learning enriched even further.

Johnny has also excelled in his creative work this year. In winter quarter, Johnny helped design and present a puppet play based on the story of Abraham and Isaac. He gave a memorable individual performance with a distinctive vocal presence. Johnny learned to collaborate across significant difference to plan and prepare this funny and insightful performance piece. He also took significant responsibilities for adapting the story into a workable script. In spring quarter, Johnny wrote and presented a collaboratively written children's story based on the experience of working in a vegetable garden. This story featured a very clear structure and simple, memorable characters. Johnny and his partner gave an especially energetic and memorable performance of the story.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14**

- 1 - Creative Writing
- 2 - American Cultural History
- 2 - Political Science
- 2 - Mythology in Modern Life
- 3 - World Mythology.
- 4 - Creative Drama

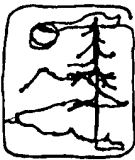
\_\_\_\_\_  
Faculty Signature(s)

MARLA BETH ELLIOTT

\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
July 2, 2002

\_\_\_\_\_  
Date



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

|                     |        |            |            |
|---------------------|--------|------------|------------|
| Delacy              | Johnny | W          | A00072075  |
| Student's Last Name | First  | Middle     | ID Number  |
| Living Myths        |        | 1/5/02     | 6/12/02    |
| Title               |        | Date Began | Date ended |

I first enrolled in Living Myths because I had a very superficial understanding of how myth functions, how myths are created, and exactly what myth is and how to differentiate it from history, religion, and mere falsity. I wanted to further my understanding of archetypes and mythic themes, and my knowledge of how important myth is. I knew that it is something that bears some relevance to our world, but I had a vague notion that myth was a thing of the past, that all myths have been "dispelled" and that we live in an age of reason, science, and fact, where myth has no place and serves no purpose. I had no idea how wrong I was.

In my two quarters in living myths I delved deeply into the crossroads between myth and modern culture. I thoroughly engaged myself in the readings, responded insightfully through response papers, and challenged my peers, my faculty, and myself through seminar discussions. I made every attempt to relate what I was learning to outside phenomena, to understand the mythology in politics, in economics, in history and art. I also honed my ability to identify mythic patterns in the world around me, both in my everyday reality and in the larger world of mass culture and media hype.

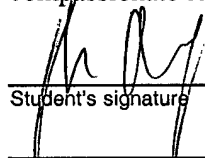
In the first quarter, I began my journeys into mythology and its influence on our values and traditions. I realized that the very ideas we still abide by, the movements and theories that shape our world come from the realm of myth. I learned, for example, that our ideas of dominance and superiority to everything around us come from a specific set of American myths, myths about Daniel Boone and Davy Crockett, who represented an American ideal of rugged individualism, of strong men who are at home both in the wilderness and in a modern city. I made connections between various areas of study, such as the similarity between the east/west philosophical split and the dichotomy of polarized gender roles in popular fairy tales. I explored midrash, the art of re-interpreting biblical texts, through writing a script and performing a puppet show with a group of fellow students, based on the story of Abraham and Isaac.

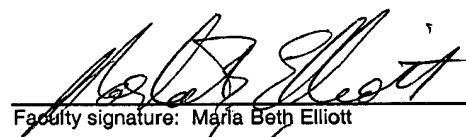
In spring, I deepened my understanding of cultural mythology, drawing parallels between rock 'n' roll history and mythology, by looking at my own life through a mythological lens, and by examining the iconography of our modern society in an effort to understand the sources of our internalized values and where our culture is headed. I became more aware of my place in history, having a better understanding of the ideas and assumptions that have led us to where we are, and have shaped our view of the world around us and where we fit into it. At every point I made an effort to tie in the subjects we studied with real life situations, attempting to explain our sense of ourselves in a mythological perspective.

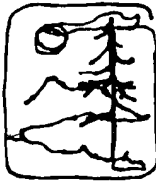
One of the things that affected me most in spring quarter was our study of heroism. Our world is driven by heroes, and profound change has been wrought either by heroes or in the name of heroes. Every person has heroes both in youth and in adulthood, and this power is something that cannot be overlooked. I plan to explore this idea in the future, to stretch the limits of what forms a hero can take, and possibly to apply these ideas to my own life.

I also studied across disciplines, completing the required community service project in a community garden, writing a children's story about the experience, and revising it into a performance art piece which was performed in front of the class accompanied by interpretive dancing and metal guitar solos.

My next goal in terms of my education is to take either political science classes to better understand the systems that are at work in the world, which have been shaped by mythology, or to take art classes to apply my knowledge of mythology to create new heros and new myths to guide us toward a more sane and compassionate future.

  
Student's signature  
Date 6/12/02

  
Faculty signature: Maria Beth Elliott  
Date 6/12/02



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                     |            |                  |
|-------------------------|---------------------|------------|------------------|
| DE LACY                 | John                | W.         |                  |
| Student's Last Name     | First               | Middle     | ID Number        |
| 0276G                   | Politics Writ Small |            |                  |
| Program or Contract No. | Title               |            |                  |
|                         | 04/01               | 06/01      | 8                |
|                         | Date began          | Date ended | Qtr. Credit Hrs. |

**Description:** This was a half-time program that explored theories and practices of limited government and direct democracy. The principal goals of the program were to understand anarchism, libertarianism and participatory democracy as political theories with both philosophical and historical roots; to develop an ability to weigh the strengths, weaknesses, and practicality of each, and to advance presentation skills. Each student was expected to read six books as well as materials from various web-sites, listen to and question guest speakers, participate in intensive seminar discussions of each work, and complete a final project which had to result in some sort of "product:" paper, video, performance, etc. Students were evaluated on their annotations of each week's readings, seminar participation and final project.

**Evaluation:** Johnny is unafraid of experimenting with risky lines of thought to see where they might lead. For example, all through "Politics Writ Small," he challenged his fellow students to consider that the distinctions that many of the authors we studied made between humans and animals might be fundamentally invalid or that consciousness is what ultimately creates authority and hierarchy. His annotations were interesting commentaries on the readings from his own well-developed philosophical perspective. As a result, he had insights that eluded his classmates until he shared them in seminar which then encouraged his classmates to reconsider their own opinions. For his final project, Johnny developed a clever website wherein a brief animated motion picture cartoon provides visual metaphors for libertarianism and anarchism. All in all, Johnny clearly achieved all the goals of the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

6 - Political Theory  
2 - History

Faculty Signature(s)  
Howard Schwartz

Faculty Name

07/16/01

Date

JUL 20 2001



The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://www.evergreen.edu)

## EVERGREEN TRANSCRIPT GUIDE

**Accreditation:** The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

**Degrees Awarded:** The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

### **Educational Philosophy:**

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

### **Academic Program**

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

### **Evaluation and Credit Award:**

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

**Transcript Structure and Contents:** The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

**Quarter Credit Hours:** Fall 1979 to present

**Evergreen Units:** 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

### **Each academic entry in the transcript is accompanied by (unless noted otherwise):**

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website ([www.evergreen.edu](http://www.evergreen.edu)) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.