

O'Brien's Going After Cacciato

Soldiers are dreamers

By Mike Taylor

To anyone who contends that contemporary American fiction is dead or dying—and to those of us who are just plain bored with the incestuous academics of writers writing about writing—Tim O'Brien's tour de force of the American psyche, *Going After Cacciato*, serves notice that eulogies are not yet in order.

Cacciato takes on important questions. O'Brien deals with the agonies of a young soldier, Paul Berlin, as he tries to define himself and his relationship to society. *Cacciato*'s war-time setting intensifies Paul Berlin's need for self-definition, but the quintessence of the question, the reconciliation of personal beliefs and needs with the demands of society, is a universal dilemma.

The scene is set when Cacciato, a foot soldier in Viet Nam, who "missed mongolian idiocy by the breadth of a genetic hair," decides to leave the war and "hump it" to Paris. Cacciato is pursued to the border of Laos, where he mysteriously escapes an ambush by his pursuants, his former comrades in arms, the members of the third squad.

In the mind of Spec Four Paul Berlin, a straight-arrow member of the third squad, the chase continues. So begins the incredible 8600-mile fantasy journey that makes up the body of O'Brien's book. As the book's epigraph suggests, O'Brien's soldier is a dreamer, but Paul Berlin's wakeful "dream" is more than mere whimsical fantasy; it is his way of dealing with the dilemma of recon-



ciliation.

Bereft of all philosophical implications, the dream episodes of the journey to Paris stand alone as highly entertaining, action-packed, adventure stories (segments of this book won four different short story awards, including the

O'Henry). With the exception of the "Hole in the Road to Paris" episode, the adventures are so nearly believable that the reader is sometimes left wondering where the real chase ends and Paul Berlin's fantasy chase begins.

Interposed with the chase scenes are

scenes from the real war. These scenes evoke more of a dream-like quality than the imaginations of Cacciato's flight and the ensuing chase. Indeed, all the narrative seems to have been produced in the mind of Paul Berlin during a long night's watch at an observation post in Quang Ngai province. Which is more fantastic—scared, teen-age boys shot to death by their own support in a war they can't hope to comprehend or the improbable, overlaid journey of a band of battle-weary soldiers directly away from the war?

Comparisons to *Catch 22* are inevitable; both deal with the lunacies of and within war. *Cacciato* is the better book. O'Brien's lunacies are more real, their lunacies more poignant; it is easier for the reader to suspend disbelief. In that *Cacciato* lacks the cutisms of *Catch 22*, it demands to be taken more seriously.

O'Brien's novel is sometimes sad, his vision often dark, but he does not leave us without hope. The journey to Paris was only a fantasy, Paul Berlin never left Viet Nam, but what of Cacciato? Berlin only imagines his trek, but Cacciato, who mysteriously eluded capture by his fellows—"dumber than a month-old oyster fart"—Cacciato—just may be in Paris.

Going After Cacciato is available in paperback from Dell for \$2.25. As of this writing, there were several copies at Word of Mouth Books and it is on order at Walden's. Although it won a National Book Award, the book is relatively unknown. Buy it. Read it.

THE COOPER **CPJ** POINT JOURNAL

Vol. 8 No. 21

The Evergreen State College

May 15, 1980

Olympia, Washington 98505

Teacher Certification at any cost

By Mary Young, Kathy Davis, Mark Powell and Jan Loftness

"If you say what's really going on in here, the school board will cancel the contract," one woman warned when the CPJ solicited interviews from the Elementary Education section of the Teacher Certification program. "The only one who will tell you anything good about the program is Hostetter." (Bob Hostetter is the University of Puget Sound director of teacher certification.) Many students had reservations about us doing the article and one student asked if we were singling the program out to criticize. Others stated they thought the CPJ would print a "biased" and "out of context" review of the UPS program.

Though we asked for all sides of the story, promising to do the most we could to present a balanced examination in our articles, one woman (who didn't want to be identified) said, "I probably won't tell the truth... because I'd say all good things. All of us here are afraid to talk. We want the article to be good because we want to get jobs." The same woman, who refused an interview, also told us we should not write the article.

The first year of Evergreen's first Teacher Certification program is coming to a close. It is important to take a close look at this program because it will probably stay in the curriculum, in some form, as Evergreen branches out to serve southwest Washington. It is only the first in what will probably be a number of certificate-option programs which will seriously challenge Evergreen's interdisciplinary philosophy.

This article is the first of a two-part series: this week we have focused on

**IT'S TWO! TWO!
TWO SCHOOLS
IN ONE!**

**WITH A SPARKLING
DROP OF
EVERGREEN!**



student interviews, next week we will present the UPS/TESC faculty and administration points of view.

Part I of a series

There are new Evergreen students on campus this year who are not really Evergreen students. They are here for one purpose: to get state certification to teach in Washington schools. These

women make up a large part of the UPS-sponsored program, which awards Evergreen credit, meets on the Evergreen campus, and, not incidentally, also includes over 20 previous Evergreen students.

The "Housewives," as some call the new students, and the "Greens," as some call the others, had some adjustments to make to each other. Said Kit McCormick, who dropped out of the pro-

gram after fall quarter, "The students clashed, for the most part, fall quarter. The Evergreen students would question sources and argue with the teachers. The non-Evergreen students didn't want to hear that." But Steve Simpson, who also runs the bike shop at Evergreen says, "Evergreen and non-Evergreen students got along fine, but the Evergreen students were more dissatisfied (with the program)."

One student, who preferred to remain anonymous, said, "The students got along surprisingly well. Some non-Evergreen students were real outspoken. The Evergreen students were intolerant of B.S., but they didn't develop into two separate camps."

"It's really nice having a cross-section of the population," commented Mary Ellen Fitzgerald. "There are a lot of housewives that know what's happening in the public schools because they have kids."

All of the students interviewed said they entered the program just to become certified teachers. "I need the piece of paper," said one. "I would take it again just to get the certification. It's worth it because it was half-time and here at Evergreen," Simpson said. "No question that it was worth the hassle for the certification."

Kathy Sokolik doesn't know "how much of this (the program content) is going to be useful. It hasn't affected whether we are going to be good or bad. For the most part I see this as a formality." And Marla Seigler likes "that I'll be certified and I like that it's almost over."

Students who have taken courses at Evergreen are particularly dissatisfied that UPS faculty do not use seminars in

continued on page 6

Arts & Events

ART

Thursday, May 8
More than 50 color and black-and-white photographs by regular and visiting faculty members in the Evergreen State College's upcoming Summer Photography Institute in Gallery Two through May 22.

Childhood's End Gallery is featuring the pottery of Paul Lewing and prints by Cath Carine, Adam Grosowsky and Marcia Lee Corrigan-Duty. The Gallery is located at 222 W. 4th, Olympia, and is open daily 10:30-6 except Sunday.

Reading of poetry by Evergreen students, Jane Cahill and Gwyneth Runnings, starts at 8 p.m. in Lib 3112 Board Room.

The Cafe Intermezzo presents *A Very Literate Affair*, readings by Michael de Angelo, Jean Vi Lenthe, and Carolyn Street from 8-10 p.m. Donations are requested.

Friday, May 9
Michael Lloyd and James Salistrand, two professional Pacific Northwest photographers, are featured artists in a two-man show opening in Gallery Four.

Saturday, May 10
The POSSCA art auction at the Saint Martin's College Pavilion will feature *Mime & Juggling* with Rebecca Cheney & Tom Gorski. It starts at 6 p.m. and admission is \$87.50 per person, \$125 per couple.

MUSIC

Thursday, May 8
Two pianist/composers, John Atkins and Myra Melford exchange pieces to inaugurate the Gnu Deli piano series. Admission is \$1 and it starts at 8 p.m.

Jazz master Red Kelly returns to Evergreen for brown bag concerts from noon to 1 p.m. in the Recital Hall. They will feature Kelly on bass, Chuck Stenz on sax, Laird Bauer on drums, Jack Perciful and Donald Chan on piano, and vocalist Jan Stentz. Both shows are free.

An evening of vocal and instrumental chamber music will be staged by students and community performers beginning at 8 p.m. in the Recital Hall. Admission is free.

Friday, May 9
An acoustic guitarist from Portland, Paul Chasman plays rag, jazz and originals starting at 9 p.m. at the Gnu Deli. Admission is \$2.

Saturday, May 10
Douglass Ewart, an excellent reed and



Kim Scanlon, Sara Favret and Judy Johnson perform Sunday, May 11.

flutes man from Chicago brings a high state of interactions with percussionist Hank Drake and poet Sonny Rutlin.

Sunday, May 11
Sarah, Kim and Judy in concert, featuring the hit tunes "Tupperware Ladies" and "Handel's Sonata (not) in B Flat" starts at 7 p.m. in the Library Lobby. Free.

Special Mothers Day Concert at The New

Life Baptist Church, 618 N. Puget, Olympia, featuring internationally famous gospel singer Rev. Isaac Douglas starting at 3:30 p.m.

Paul Becker will provide song sheets and teach topical folk songs at *Singing Out Loud*, a Sunday afternoon sing-along at the Gnu Deli. It starts at 2 p.m. and admission is \$1.

Monday, May 12
One of America's favorite folk minstrels, Bryan Bowers, returns to the Gnu Deli with his autoharp at 8 p.m. for \$4.

EVENTS

Thursday, May 8
Board of Trustees meeting starts at 10:30 a.m. in the board room.

ACCESS for Re-entry Women's Center sponsors CETA representative Kay Boyd presenting *After Graduation in Middle—A Success Story*, at noon in Lib. 3510.

Friday, May 9
A free workshop for current and potential owners of small businesses will be offered by the Small Business Administration and the Office of Career Planning and Placement starting at 9 p.m. in the Recital Hall.

Ballet Northwest performs in the Experimental Theatre, 8 p.m. Friday and Saturday, 2 p.m. on Sunday. Admission is \$3.50-\$2 senior citizens/students. Tickets are available at Yenny's Music, TESC Bookstore and Johansen School of Ballet.

Tuesday, May 13
ACCESS for Re-entry Women's Center presents a brown-bag lunch on Tuesday at noon to introduce faculty members: Russ Fox (community planning) and Carolyn Dobbs (Urban Planning).

Tuesday and Wednesday, May 13, 14
Evergreen's Health Services is sponsoring a Health Fair. The event will feature 16 hours of public lectures, films, demonstrations and exhibits to acquaint area residents with local health care programs and facilities.

Wednesday, May 14
Citizens for Educational Alternatives is meeting at 7 p.m. at the Timberland Library conference room. The featured speaker is Charles Abernathy. For more info call Chris Avedat at 943-8739.

FRILMS ON CAMPUS

Friday, May 9
Friday Nite Films presents Joseph Losey's

These Are the Damned (England, 1961, 87 min.) starring Viveca Lindfors, Oliver Reed, and MacDonald Carey. An anti-nuke and anti-authoritarian science-fiction thriller directed by Joseph Losey. Losey, who was blacklisted during the McCarthy era, is best known for his collaborations with Bertolt Brecht and Harold Pinter (*Galileo, The Servant, Accident*).

In These Are the Damned, a group of children, whose mothers have been contaminated by nuclear radiation during their pregnancies, are being educated by military authorities to take over the world after a nuclear war. The leader of a gang of Teddy Boys (Reed) and his artist sister (Lindfors) accidentally discover the secret project and the government tries to eliminate them. Losey has said of his film, "I undertook 'The Damned' from a novel I thought confused and not very good, because several other projects had fallen through at the moment, and it was a difficult period in my life. This has never been sufficient reason for me to take on anything; but I did, because I thought the novel spoke passionately and felt passionately about the responsible use of the new atomic powers put into the hands of the human race, and about the lack of responsibility of scientists for what they create." The film was withheld from distribution in the U.S. for years. 3, 7, and 9:30. L.H.I. Only a dollar.

Monday, May 12
EPIC presents an evening with Mazen-Abdul Kader, who will present a film and lecture on the Palestinian people. L.H.I. 7:30.

Wednesday, May 14
The Environmental Resource Center presents Paul Jacobs and the Nuclear Gang, an award-winning documentary about people who have been affected by nuclear radiation. Jacobs was one of the founders of *Mother Jones* magazine. L.H.I. 3:30 p.m. only. Free.

The Academic Film Series presents *Richard III* (England, 1955, 155 min. in Color). Based on the play by Bill Shakespeare. Directed by Laurence Olivier. Starring Olivier, Cedric Hardwicke, Ralph Richardson, John Gielgud, and Claire Bloom. One of the most entertaining and well-crafted film adaptations of a Shakespeare play. Sir Larry plays a megalomaniacal king whose poor business sense results in him wanting to trade his entire kingdom for a horse. Sound familiar? It should. Shakespeare stole everything he knew from Marlon Brando. Anyway, a splendid time is guaranteed for all. L.H.I. 1:30 and 7:30. Free.

-T.J.S.

Students on leave losing residency

By Kenneth Sternberg

Last fall Michael Zwerin, an Evergreen senior, went on academic leave to Florida. In December he sent a "return from leave form" to the Registrar's office. In January, Zwerin received a letter from Walker Allen, the Registrar, requesting proof of a Washington domicile. Zwerin failed to furnish such proof at that time and never received any other correspondence from Evergreen.

Two weeks ago Zwerin found out at a food stamp appointment that he had been disenrolled from school for failing to pay tuition. Quite shocked, he inquired at the Registrar's office about what happened.

What happened was that because Zwerin failed to provide proof of domicile, his residency status was cut. This resulted in his tuition being raised from \$206 to \$660 for the quarter. Because he was on financial aid, and had only received enough to cover the tuition and fees of a resident, unknown to him, his aid couldn't cover the increase. As far as Accounts Receivable was concerned, this was a simple case of failure to pay tuition, and Zwerin was subsequently disenrolled.

After presenting proof that he had stored his belongings in Washington, Zwerin's residency was reinstated. However, since it was beyond the 30th calendar day of the quarter, he was obligated to pay half the tuition and fees for which he was assessed as a non-resident. Even though his tuition was returned to \$206, there was a deficit of \$124.50 reflected on his bill, which he was expected to pay. The incident ended happily when Zwerin met with Walker Allen and explained the problem. The debt was cleared, and Michael is once again an industrious student enjoying resident status.



examined the records concerning student residency, and found that many students were enrolled as bona fide residents when they actually didn't qualify. The school was warned to "tighten up" its procedures for granting residency, and to stop "counseling" students on how to get and keep it.

Allen explained that requirements for residency are quite stringent, and have to be carefully controlled. In order to qualify, students must prove they have maintained a domicile in Washington for other than educational purposes for one year immediately prior to the beginning of the quarter. This can be established by having a car registered in Washington, maintaining a local address, and having a Washington driver's license or a state voter's registration.

According to a reliable source, the Cashier's office has a policy of sending copies of all parking permit applications from out-of-state cars to the Registrar's office. There, they are checked against the student's file to verify whether or not the student has been declared a resident. According to the source, if the main file shows them to be a resident, but they have a car registered out-of-state, their residency status is cancelled.

BACHELOR OF SCIENCE DEGREES

As of last year's graduation, Evergreen began awarding a Bachelor of Science degree to those students who qualified. The requirements are that 72 of the 180 quarter credit hours needed to graduate be derived from mathematics or the natural sciences. Of the 72, 48 quarter hours must have been gained from advanced studies. Those wishing a B.S. degree are asked to file a petition with the Registrar.

In order to review these petitions in a uniform fashion, Byron Youtz appointed a committee consisting of mem-

bers of the science faculty. Tuesday, one year after B.S. degrees were first offered, the committee met for the first time. Members of the committee are Al Weidemann, Al Leisenring, Fred Tabbutt, Don Humphrey, Pete Taylor, and Byron Youtz.

The Registrar's office recently sent a letter to all alumni explaining the petition procedure. To exchange their B.A. for a B.S., all they need to do, the letter says, is file a petition by September 15 and pay a \$10 diploma fee.

Asked to comment on the procedure, a Registrar staff member said there was a "large stack" of petition forms waiting to be reviewed, and that it was highly unlikely they would all be processed by graduation, or even by the September 15 deadline.

"There is no legitimate reason why it's taken so long to get the review committee formed," the employee said. "What's going to happen to those about to graduate who want Bachelor of Science degrees?" she continued. "Will they receive a B.A. and have to pay \$10 when their B.S. gets approved? Or go without a degree until the committee gets around to them?"

Allen says that once the review committee gets going, each petition will take one to two weeks to process. He said that most students were overqualified; the committee, he says, would evaluate the "gray area" equivalencies of a student's transcript. In some cases, catalogs of other colleges may be referenced to determine the level of a particular course. Thus, an advanced French equivalency given at Evergreen might be compared to a similar course at the University of Washington. If the U. of W. lists it in a higher division category, Allen says, it can probably be safely assumed the course at Evergreen is also upper division.

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LETTERS

WHERE HAVE ALL THE PIGEONS GONE?

Dear Editor:

For some time now I've come into the campus past the Art Annex and then through the Lab II Building. Last winter a lovely new sound enriched the journey—the melodious soft cooing of pigeons. There were four of them. I enjoyed watching their feathered little social order emerging, so serious and so joyful.

One day later in the winter, a new sound called across the cooing and I looked up to see a mother pigeon feeding a tiny fuzzy-feathered baby. A nest had been built, an egg had been laid, life had emerged; and it all happened among our stern concrete structures. I was ecstatic.

On Mayday I looked up to see how Baby Pigeon was doing and found instead a pigeon trap. Facilities was trapping and removing the pigeons. On Mayday when life was being celebrated the world around, Evergreen was removing it from the campus. The pigeons' crime was that they defecated (to use the lingo of the Facilities Boss, David Wallbom) on the buildings. They want to remove the swallows for the same reason.

Well, this all seems sad to me. It also seems symbolic. When you look at the world, you can see music and joy and life; or you can see shit. Evergreen has chosen the latter.

I don't come in anymore through Lab II.

Sincerely,
Bill Aldridge

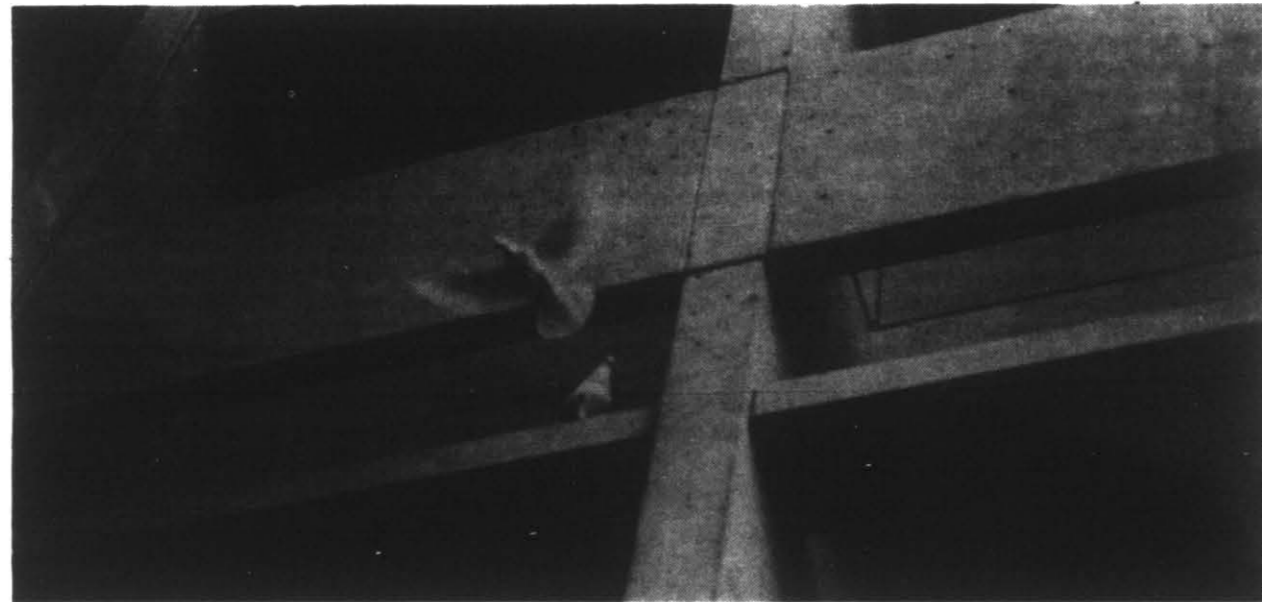
streets, keep your hands visible.
—Walk so women have a clear path.
—Be aware that every man is a potential rapist/killer to every woman. No fast, sudden moves or jerky body movements.
—Wear buttons "Against Rape" or "Stop Rape" for other men to see your view.
—Confront potential rape scenes.
When you see a man verbally hassling a woman on the street, stand by to see if she needs help. If a man is hitting or holding a woman against her will, act immediately. If you feel confident enough, offer direct aid by speaking out, yelling, or physical intervention. At least

sian Government, and ol' Mussolini, they have become so elite and politically correct as to become dictators, forcing their personal tastes on us as laws. The ruling class pygs there recently commanded that no men would be allowed to shop shirtless at the Co-op because the gyrils on the staff felt offended by the human male torso, and being too embarrassed to take their off, they were prematurely jealous of the comfort this might allow on a hot summers day. I don't know their personal ideals regarding races, sexual preference, hair length, or that male "privilege" (surely oppressive)

ROES OF GARBAGE

Dear Editor:

In his letter of last week's issue Kenneth Sternberg equates a particular "art" exhibit with "garbage," meaning that he considers it worthless, useless and unwanted. He "can only think of how crazy it is that people get credit for" such work. The one and only reason he gives for his judgement is that such work is unlikely to get the "artist" a job



This pigeons flight foiled by Facilities.

Lisa Eckersberg

WEAR BUTTONS

To the Editor:

I came across this letter in a recent issue of the Northwest Passage (it had previously been printed in Post American) and found it pertinent to the Evergreen community.

Men Rape

If you are a man reading this and are offended by the above title, you should consider:

There is a qualitative difference in being a woman in America and being a man. Women are raped, assaulted, beaten, and killed on the streets far more often than men. If current trends continue, one in every three women will be raped sometime in their lives. Women live in fear of rape 24 hours a day. They fear every stranger (and many familiar) men they pass on the street—especially when it is dark, poorly lit, and there are few people around. Women are constantly aware of rape. Men are not. We need to become aware of what women feel walking down the street or when alone in their residences and then act out of that knowledge.

There are patterns of male behavior that men have learned, internalized and act out unconsciously. These patterns are visible to women. Let women know you're NOT A RAPIST.

--When approaching a woman on the

call the police.

—Be conscious when walking in groups of men approaching a woman. Remember how afraid she probably feels and give her space on the street.

—Confront men's rape jokes and rapist remarks.

—Stand up to other men about what rape really is and how they are supporting rapist ideas by their behavior. Be prepared to lose the support you get from men.

—Over 50% of rapes occur in private residences. Stop and question men obviously canvassing houses in neighborhoods in which there is a high density of women. If you have doubts call the police.

We men must remember it is our fellow men who rape. The question we must ask ourselves is "Are we willing to take responsibility for being men in this society?"

Please include this letter in the next issue of the CPJ.

Thanks,
Becky Cubbage

OFF OUR BACKS?

To the Editor:

The Co-op like many other organizations is in the final process of cult decay. Like Jim Jones, the Brown Shirts, Rus-

beards, but I trust further edicts will be forthcoming. Monthly mandatory tampons? Isn't it wonderful that there's another self-righteous dictatorship to take away our burden of freedom of choice and individuality! Obey Authority. Sig Heil Mama, Tom Flynn

GOOD EVERGREEN CONTROVERSY

To the Editor:

I am pleased to see that the dilemma surrounding the film department at Evergreen is being discussed, unfortunately the article concerning the subject in the last edition of CPJ only served to illustrate the poor communication between the parties involved. Although I agree with much of what was trying to be said, many of the "facts" used to support the argument were not only misleading but untrue.

Likewise, in the tradition of a good Evergreen controversy, I heard some remarks that Sally Cloninger made in response, they too were misleading and untrue. If the faculty, students and administration could for once put self-righteousness aside and get together to discuss the problem (without a 3rd party) perhaps something could be done that would serve the best interests of all. K. D.

after graduation, specifically a job at a Seven-Eleven. Ken then suggests that the value of a work of "art" or of a college program is defined for him, and should be for all of us, by the job market, specifically Seven-Eleven's job market.

Ken even psychologically identifies himself with a Seven-Eleven interviewer: "If Seven-Eleven ever has an opening for a multi-media technician, we'll call you," says his interviewer. After relating how he too messed around once, "was in love then" but wised-up and "can live with that," Ken concludes, "But if I ever have an opening for a multi-media artist, I'll certainly give them a call."

"A fantasy, not too far out of the picture, comes to mind:" Ken at a Seven-Eleven interview with a portfolio of CPJ's. If those CPJ's don't get him the job, will he dismiss them as garbage? Erich Roe

PICKLES AND A SMALL ROOM

Mr. Kenneth Sternberg
The Cooper Point Journal
Sir:

This letter is in reply to your editorial in the recent issue of The Cooper Point Journal, re: multi-media art. If there is

any justice in the world, after you die, you will be pickled and set on display in The Hall of Imbeciles.

Seriously, I don't see what good your article did (or what good you intended by it). Your wit was childish and the overall form of the piece was as common as your observation and judgements. I'd venture to guess you won no one over to your side, although you did make several people who believe in experimenting with form angry.

Allow me to point out that your imaginary interviewer would also be hard-put to find an opening for "Muckraker" or "Minor satirist."

Myself, I believe in humorous and even trivial comments such as yours, but only when more effort is put into either form or content. Best of luck for your next effort. You have a good command of the English language. Perhaps you could benefit the most from the kind of experimenting you were attempting to criticize in your letter (even if the experiments which lead to better output make you appear silly along the way).

Sincerely,
Scott Jamieson

Editor's Note:

Reached for comment, Sternberg had this to say to Jamieson.
My Dear Mr. Jamieson,

Thank you for your comments. I love pickles.

I am now sitting in the smallest room of my house with your letter in front of me. Soon it will be behind me.

Have a nice day,
Ken Sternberg

MILD LAUGHTER

To the Editor:

RE. In response to Art and Garbage (May 8) BRAVO! I agree. The "shit" in the library that is coined "art" should be shat on.

An Artist (mild laughter)

THANKS THANKS THANKS

To the Editor:

Health Services/Women's Clinic would like to express a special thanks to the following for their assistance in helping to coordinate our two-day "Spring into Health Fair": SAGA, Custodial Services, Facilities, Security, Recreation Center, Print Shop, Lab Print Shop, KAOS, Washington State Film Library, Chris Robinson, Judy McNickle, Carl Renshaw, Mark Chambers, Betty Kutter, Don Humphrey, Kaye Sullivan, the Food Co-op, Pat's Market, Petersons Food Town, Pizza Hut and Pizza Haven.

We would also like to extend a very special thanks to our student fair coordinators: Lisa Queen, Kathy Graham, Miguel Barron, Fran Brooks, Peggy Valenti, Deed McCollum, Deanna Smith, Rick and many others.

MANY MANY MANY

To the Editor:

When I say "one of the best films ever made," let's remember that there are many of them—more than ten, more than a hundred, more than you can count on the fingers of the CIA—many, many, many, many, many, many. And, like dollars, there are never enough.

I don't think Sunrise is one of the best films ever made. I know it is. I "think" Saturday Night Fever and A Clockwork Orange are among the best. People that I respect disagree. I argue (I always argue) but in the end I defer to "think." I know that The General, The Three

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Penny Opera and Days of Heaven were among the finest and woe to those who contest. They are mistaken.

Make no mistake; accept no substitute. Sunrise is a feast in buffet form. Come as you are and eat what you like. If you are unawed by posterity, unaffected by virtuosity or unimpressed by "great art" there is yet enough in Sunrise to shake your foundations. Great for the home, office and on the road—an all-purpose experience for today's on-the-go audience. A plus.

Gary Alan May

ON THE BEAT

Letter to CPJ:

I've been wanting to write this a long time, and the letter in last weeks CPJ motivated me to do so.

I don't agree with Security's overuse of cars. I don't enjoy breathing the fumes. I believe that I would have a better view of Security if they didn't ride around in their gas guzzles everywhere.

I called the Security office and complained. The response I received was that there was not enough Security and to have them cover the entire campus they need cars.

Well I have a plea to make; first to Security, second to other vehicle users on campus, and third to students of Evergreen. First, I believe Security could cut back on the use of cars thus building a better image of themselves to students and reducing their energy consumption. (They should/would be seen in a better light by me if they weren't driving around.) Security could do this by the use of bicycles (hmm, no money for bicycles, eh?), they could sell one of their cars and buy some bicycles. Bicycles are just as fast as cars on the walking paths, sometimes faster because one doesn't have to wait for pedestrians (us students, remember) to move out of the way. Or they could try walking and getting to know the people for whom they are working. Vehicles should only be used on campus in dire emergencies, or for carrying heavy equipment. I believe this attitude of avoiding the use of cars should also be strived toward with other vehicle users on campus like maintenance. And last but not least, fellow students, please if you don't have time or even if you do, write a letter to the CPJ, call the Security office and let them know how you feel. The only way we are going to get them to change, is by working with them and demanding them to change their habits.

Darcy Fox

TIRED OF POOR ATTENDANCE

To the Editor:

To those who consider themselves "politically correct," we are tired of these pseudo radical posturing, we are tired of these middle-class trust fund babies on foodstamps who view themselves as being "politically correct." When was the last time you supported anything that wasn't a good middle-class "hip" issue. Does it take a Trident submarine to get you off your buttocks? We are not a third world group, but a political group dealing with third world issues—and from gathering information on Third World events we find that they

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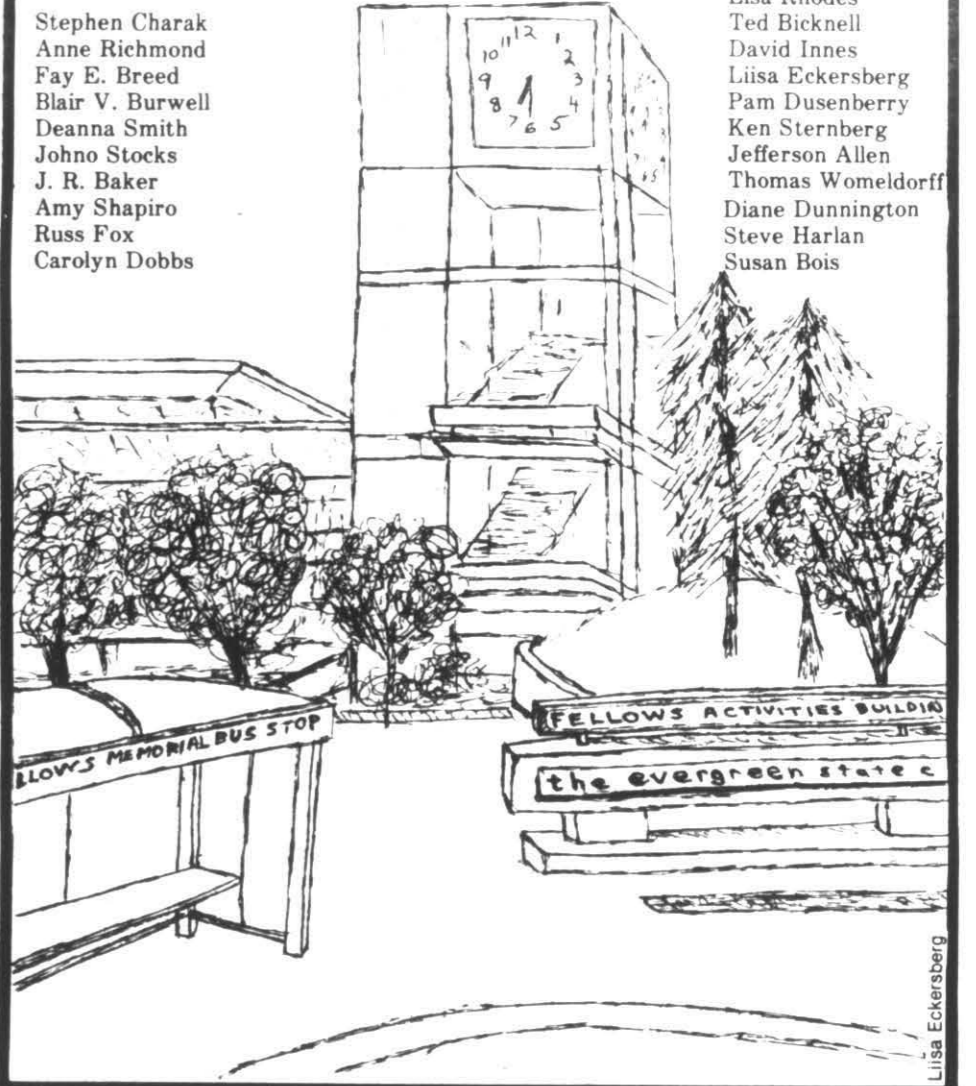
FORUM

Fellows Activities Building would be FAB!

We, the undersigned, wish to thank Rob Fellows for his vast contributions to this school. His service on many committees was invaluable to us all. The changes he initiated as bus system coordinator have been outstanding. Those who share a friendship with him find a warm, caring, sensitive person. As a gesture of our gratitude, we propose that the College Activities Building be renamed The Rob Fellows Activities Building. It's the least we can do to show our appreciation.

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Lisa Eckersberg

have been notoriously poorly attended. Attendance at the Third World Winter Festival and the International Womens Day was an embarrassment. We feel that this consistent display of poor attendance shows the true colors of the sensitive, concerned, liberated, progressive, veg-head at Evergreen. Now that we have your attention, don't fly to your typewriters to write a letter, come out and support Third World Events! Coming up: THURS. MAY 22-AFRICAN LIBERATION CELEBRATION! Day-long event includes: speakers, films, music—

A.F.R.I.C.A.
(Association for Rising Independent Countries of Africa)

Correction

In last week's article on the film faculty hiring, there was a serious typographical error. Where it said that Gordon Beck's group contract "... never went into the red..." it should have read "... went into the red..." How the word "never" got in there remains a mystery. Also, Bob Barnard's name was misspelled.

THE CPJ

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The Cooper Point Journal is published weekly for the students, faculty, staff, rodents, and governors of The Evergreen State College. Views expressed are not necessarily those of The Evergreen State College or of the Cooper Point Journal's staff. Advertising material presented herein does not imply endorsement by this newspaper. Offices are located in the College Activities Building (CAB) 104. Phone: 886-6213. All letters to the editor, announcements, and arts and events items must be received by noon Tuesday and all articles by noon Monday for that week's publication.

A New Editor???

APPLICATIONS DUE MAY 22, 5 pm, IN THE PRESIDENT'S OFFICE, Lib 2109
BRING A STATEMENT OF PHILOSOPHY AND A RESUME. INTERVIEWS AND SELECTION WILL TAKE PLACE MAY 30, STARTING 8:30 am

APPLICANTS FOR EDITOR SHOULD HAVE EXCELLENT WRITING SKILLS, SOME JOURNALISTIC EXPERIENCE, ORGANIZATIONAL SKILLS, AND BE WILLING TO WORK LONG HOURS

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PARIS(KHS) - Paul did not attend school today. Reliable sources reported that he was absent because he was sick. The sources further reported that the pen of my aunt is on the table.

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Money problems plague SPLU lab

By Jill Bacon

"That's not true!" said Academic Dean Barbara Smith when asked about rumors of the Self Paced Learning Center's impending closure. Some faculty members believe the administration has shown decreasing financial support for the SPLC, with the intent of eventually shutting it down. Smith says this is not the case. "It's running on the same budget it always has," she says.

The budget is no longer supplemented with money from a National Science Foundation grant, however. The NSF grant, which ran out two years ago, pumped almost a million dollars into the development of the SPLC. "As soon as the money dried up, the program went downhill," remarked faculty member Don Humphrey, previous SPLC committee member. Humphrey says the SPLC needs "sustained support."

The SPLC contains a collection of self-paced learning units (SPLUs) consisting of slide-tapes, computer-assisted instruction, video tapes and programmed texts that students study at their own speed. The process of producing and buying SPLUs ended along with the NSF grant.

The grant ran out before all the SPLUs were completed. Sequential organization of completed SPLUs was also left unfinished. Faculty member Fred Tabbutt had proposed alternatives for continuing SPLU activities past the grant termination date in a memorandum to the deans and provost, but says he "never really got a direct answer on that."

In past years the SPLC was managed by a faculty member on a half-time basis because budgeting was not sufficient to support a full-time manager. Ex-faculty member Bob Barnard oversaw SPLC activities for almost ten years and was in charge of developing the SPLC to its



present capacity. Barnard's commitment as SPLC director eventually conflicted with his duties as a faculty member. He says he left after fall quarter because he was unable to devote the required amount of time to running the SPLC properly.

A matter of priorities arises when faculty or staff members are assigned as SPLC supervisor. Present SPLC supervisor Walter Niemc admits he has been very busy with his other job as science lab manager. Fred Tabbutt, Walter Niemc and Don Humphrey say their suggestions for a full-time SPLC manager have gone unheeded by the academic deans and provost.

Smith says she sees no need for a full-time supervising faculty member at the SPLC. Instead, she says the same purpose can be served by students conferring with their faculty sponsors. But staff and faculty members interviewed all agree that some sort of permanent manager is needed.

Humphrey has suggested that an SPLC manager could award academic credit since the student is actually learning from the SPLU course instead of a faculty sponsor. He believes high student

demand for credit courses through the SPLC would warrant the full-time manager. Niemc agrees "the demand is there" for such a manager.

Faculty member Burt Guttman commented on the lack of organization of SPLUs. "There needs to be a regular sequence of SPLUs that students can follow," said Guttman. He says good use could be made of existing SPLUs if they were coordinated with academic programs.

Barbara Smith is proposing that there be more opportunities for students to get credit through a sequence of SPLUs. Next year, faculty member George Dimitroff will teach a math lab implemented with self-paced mathematics units through the SPLC. A credit-generating, general microbiology SPLU is also being organized.

While advances are being made at the SPLC, the emphasis is on holding down costs. "The SPLC doesn't have a strong advocate at budget hearing meetings," Humphrey says. Another faculty member commented, "Only a few people make the (financial) decisions now.

There's a lack of communication between faculty and administration."

\$700 from Coors

Campus champs want own turf

By Lanna Lane

A new minority is trying to put its foot through the door at Evergreen. As of yet, most faculty and students don't know of their existence. However, this minority of 15 women is largely responsible for trumpeting Evergreen's good name throughout southwest Washington. These women comprise Evergreen's women's soccer team. Thus far they have had a championship season.

In February, Jacques Zimicki, Evergreen graduate, soccer enthusiast and coach for many years, was hired on as coach for the women's team. Working with both veterans and rookies to the game, Zimicki concentrated on team and individual skills. Under his tutelage, the team has become the #1 ranked women's team in southwest Washington.

Next year, the team hopes to play intercollegiate. If this happens, the Geoducks will be playing such schools as University of Washington, Pacific Lutheran University and the University of Puget Sound.

Although their winning season would indicate otherwise, the women's team is anchored with problems. Despite the state's philanthropic investment of \$130,000 for reparations and drainage improvements of Evergreen's soccer field, the field still remains a sump. When it rains, the water puddles ankle deep in some spots. Once this occurs, the game transforms from a smooth, almost balletic network of strategic passes and plays into bumbling, oozing, anarchic attempts to get the ball up the field and into the net. Granted, a soggy field may give the team a somewhat dubious home advantage and lend more credibility to the great name of Geoduck, but the ill rapport established with visiting teams that have no desire to play in a quagmire is not worth the extra points or comic effect. The risk of injuries is also greater on a muddy field.

The construction of the New Recreation Complex calls for a new soccer field. However, completion is at least two years in the future. Already complaints and controversy are beginning to brew about this soccer field as well.

Tentative plans for the new soccer field propose the construction of a field with a synthetic surface instead of turf. Maintenance costs of a synthetic field

are low, but because there is less cushion, athletic injuries tend to be more dramatic. The incidence of broken bones, sprains, torn ligaments and tendons rises significantly. Another drawback to synthetic turf is the athlete's susceptibility to friction burns.

When queried about the prospect of a synthetic surface, Zimicki curtly replied: "Soccer players hate synthetic fields. It's like playing on a parking lot. The soccer team's consensus is that they would rather not play soccer at all if it means playing on a synthetic surface."

Financial backing for the team is minimal. Because the State of Washington does not support athletic programs in colleges, all Evergreen College budgets are required to give a small percentage of money to the team. Under Title IX, institutional athletic programs are required to provide equal opportunity for women's as well as men's teams, yet this year, funding for the women's team is disproportionately lower than the men's.

Most everybody involved with the soccer team has put in a lot of overtime without pay. Zimicki, who was originally contracted to work 100 hours in an eight-week season finds that he will be working 275 hours in a 16-week season. He works at what he calls "an adequate 22 hours a week." Zimicki, an admitted stickler for perfection, said, "Evergreen is trying to pull this off half-assed. I find I really resent that."

For the 1980-81 season, funding looks even more haphazard. The administration is considering shifting Pete Steilberg's salary from Student Services over to the Athletic budget; thereby axing out the money that could have been appropriated to sports programs.



"I keep hearing about how the trustees and the president support the program," Zimicki commented, "yet when funding time comes around there's no money to be had. It makes me wonder just how committed they are to athletics."

Recently both men and women's soccer teams journeyed to Ellensburg to play in a soccer tournament sponsored by Coors. Although jubilant at cleaning up \$700 just for their participation in the tournament and glad to have the chance to promote Evergreen to teams from Idaho, Oregon and Washington, the team felt it was a compromise of their principles to play in a Coors-sponsored tournament. However, Zimicki was quick to point out that "the soccer team went to Ellensburg to get the \$700, which is \$700 more than anybody else has been willing to give us." The money will go to purchase soccer equipment.

As it stands now, soccer at Evergreen is still a struggling proposition. The advantages to a good soccer program are great: increased community rapport, direct access to drawing students to Evergreen and the sorely needed good publicity and press that the college craves. At present, however, no press coverage, a field that smells like a sewage-treatment plant, little monetary and community support—all serve to undermine and make vagaries of any advantages the school has accrued so far.

Ideally, Zimicki would like to see an athletic program at Evergreen offer at least full-time coaching, partial scholarships, medical insurance and the option of sports integrated into the academic curriculum (i.e., a Sports/Physiology and Medicine group contract or coordinated studies).

Faculty adopt critical evaluation option

By Joseph Clements

Students afraid of presenting their faculty with critical evaluations will soon be able to avoid the confrontation and any possible adverse effect on the teacher's evaluation of them. Under a new system adopted at the faculty meeting May 14, students will have the option of giving the evaluation to a program secretary. The secretary would then pass it on to the teacher once the Registrar's office had received the teacher's evaluation of the student.

The new policy was adopted at the recommendation of the End-of-Quarter Evaluation DTF, chaired by faculty member John Aiken. According to the DTF's report, student dissatisfaction with the current system stems from students' belief that their evaluations of faculty may affect the faculty's evaluations of them.

Many solutions to this dilemma were proposed. One was to have faculty members write a rough draft evaluation of the student prior to the student-faculty conference and write a final draft after

the conference for submission to the Registrar. Many faculty opposed this idea because of the extra work it would entail and because, they argued, it would be as unfair to the faculty as to the students.

The faculty voted overwhelmingly to accept the following DTF suggestion, which was proposed in accordance with Section 7.620 of the Faculty Handbook: "If the student prefers, s/he may turn in the faculty evaluation to the program secretary before the conference. The secretary will so inform the faculty, but will not give the evaluation to the faculty member until the final evaluation of the student is turned into the Registrar."

The DTF proposed that a new three-copy evaluation form be created. One copy would go to the faculty, one to the student, and one to a closely-supervised public file to be kept in Academic Advising. Evaluations would be kept there for three years, then destroyed. After much debate, this proposal was tabled pending legal consultation concerning problems of

making evaluations available to the public and, possibly, the press.

The DTF, in addition, suggested that an evaluation guidebook be published, outlining the entire evaluation process. Although a similar document already exists, this would be prepared by Student Services with assistance from the Deans and would be more detailed.

Provost Byron Youtz presented his revised five-year growth plan for Evergreen to the meeting. The plan is a response to the 1979 study of Evergreen done by the state legislature's Council for Postsecondary Education. According to Youtz' report, the college has "been instructed to increase our size from the current level of 2300 students to something between 3500 and 4000 students during the next five years."

The Governor's Office of Fiscal Management has declared that "the financial capabilities of the State will not support this mandated growth rate," the report said, and has recommended a reduced growth rate of only 100 students

per year. According to Youtz, "This is a perplexing disparity within which to prepare a sensible growth plan."

Youtz' report considers a number of the college's options for expansion. These include expansion of current undergraduate programs and development of graduate programs, the offering of specialized degree programs and development of graduate programs such as nursing, medical technology, and business administration, expansion of outreach programs to three or four additional communities, and development of integrated degree programs for specialized student clientele.

A report of Faculty Study Groups on Designated Degrees by Richard Alexander was delayed until the next meeting, due to lack of time. Youtz announced that Peter Elbow, Le Roi Smith, Richard Alexander, and Lovren King are candidates for the Assistant Academic Dean position.

Wild Greener Graduation Weekend

By Jefferson Allen

"It's an attempt at a very large work of art that happens to be moving around," said Larry Stenberg, Dean of Enrollment Services. Super Saturday is going to be a large affair, starting at 11 a.m. and running until 7:30 p.m. The fair-like menagerie of performances, exhibits, contests, and activities will be co-sponsored by Evergreen and the Lacey and Olympia Chambers of Commerce.

This will be the second Super Saturday. Last year's event was conceived by the Design for Enrollment D.T.F. According to Stenberg, "We literally threw it together early Spring quarter. About four to seven thousand people showed throughout the day."

Excellent weather and the volunteer work of the Facilities staff were two factors contributing to last year's success, Stenberg explained. Planning for this year's Super Saturday is more refined. Mark Chambers, student activities coordinator, who is planning the event with Stenberg, described some of the Super Saturday activities to the CPJ.

"There will be three separate stages of continuous entertainment," he said. The performances will include dance, all sorts of music, and various unique exhibits, he



said. Stenberg went on to describe the planned small kids carnival, including a kid's parade, pony rides, and free balloons. About 60 arts and crafts booths, including some Leisure Education booths, will be showing finished products from paintings to kites. Some of the booths will demonstrate the process by which the items are constructed. "This provides an educational base to it all," explained Stenberg.

About 20 food vendors will be selling

various edibles, including some international foods. Academic programs like Foundations of Visual Arts and Alternative Energy Systems will be exhibiting their accomplishments. There will be about 50 antique autos shown, while two bi-planes dogfight overhead. Another airborne show slated is a sky-diving exhibition.

In other parts of the campus, different contests and performances will be going on at the same time. Over 100 tandem bikes will be racing while skateboarders compete. Roving performers, including jugglers, clowns, and mimes, will put on spot performances all around the campus.

Right now, about eight to ten staff and approximately 25 students are helping Stenberg and Chambers coordinate this massive melee. Chambers commented that "this number is growing as more and more people become excited about Super Saturday."

Malcolm Stilson's new play, "Das Capitol Mall," will also be unveiled June 7. Stilson, a reference librarian and author of several satirical productions, will be putting the play on in the library lobby at 2 p.m. and 8 p.m.

Later the same night will be a greener-only dance with the Dynamic Logs on the fourth floor of the library. The cost is 80 cents and beverages will be provided.

Graduation Day

By Jefferson Allen

William Stafford, poet, will be the outside speaker at this year's graduation ceremony. Stafford was contacted by Walker Allen, campus registrar, and accepted last Thursday.

Stafford was born in 1914 and received his PhD in English from the University of Iowa in 1954. He has received numerous awards for his writing, including the National Book Award in 1963. He was a conscientious objector during World War Two and has been a pacifist since 1959. Stafford has been a professor of English at Lewis and Clark College in Portland and off since 1960. In 1970-71, he acted as a consultant in poetry for the Library of Congress. Stafford has lectured abroad and read at Evergreen last year.

The graduation ceremony will be

held in Red Square. So far, there have been about 100 orders for caps and gowns at the bookstore. Martha West, graduation committee chairperson, told the CPJ that about 300 seniors with approximately 2000 relatives and friends are expected to show up. Dan Evans will be speaking at the ceremony, along with York Wong, this year's faculty speaker. A student speaker, an M.C., and some sort of musical entertainment have yet to be chosen by the ten-person graduation committee, according to West.

Seniors are reminded that they cannot graduate without an exit interview at Career Planning and Placement. Senior check-in will begin at noon, with a potluck at 1 o'clock. West added that volunteers are needed for ushering and other activities. If interested, contact the registrar's office.

Nature Walk
 In the shaggy field
 milkweeds have sent their children
 away to college.
 Every oak thinks
 it may become
 President.
 All the tulip trees
 seem to have
 Guggenhiems.
 Willows are
 adolescents
 all their lives.
 Most of the cedars
 I used to know have
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 From "Weather" poems by
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Teacher Cert. cont.

continued on from page 1

more of their classes. Crystal Jones, an Evergreen student, has had difficulty re-adapting to the standard style of learning: "I am disappointed in the year; partly (it is) my own fault because I can't handle the pace and structure of the methods of public school teaching."

The UPS Teachers Certification program incorporates few Evergreen style methods of teaching. "Out of ten classes," says Gavin Lakin, "only one of them gave any seminar time. One day a week for half an hour." Lakin concludes: "That tells you how much they did not bend towards any of our philosophies."

Lakin believes the UPS faculty have an attitude of "Do the work, turn it in." Classes, says Lakin, were never "brought to the level of 'Hey, lets really take a look at this stuff.'" The UPS teachers, he says, "have given more time to busy work assignments that every body in the program would agree were a waste of time. By doing that, it nullifies any time for discussion or interaction about ideas."

Several students mention that much of the work assigned is an ineffective approach to learning. "It is my interpretation," says student Lisa Taylor, "that we have to do this (summarize magazine articles) just to prove we read the articles." "We were summarizing eight magazine articles on paper," says Chris Antrobus. "The result of homework like that," she says, "is lots of busy work." Instead of summarizing the articles, Antrobus believes that students should critically analyze and evaluate them.

Students in the Teachers Certification Program express the need for a strong component of fieldwork. Interning at schools enables students to work with children and experience what it is like to teach. There is a good deal of complaint among the students interviewed that fieldwork does not receive adequate attention. Shirley Dziedzic, a woman returning to school to get a teachers certification after years of being a teaching

view," an anonymous student said. An often heard complaint is that the texts used are secondary rather than primary sources. Some students commented that they didn't know why they even read some books, because they weren't discussed or used in class. "We read a book and don't even talk about it," says Sokolik. Valerie Lewis says that sometimes assigned books cannot be found in the bookstore or they come in very late. Sue blames the faculty, saying, "There's no excuse for that." She also expressed a need for more permanent, education-related resources in the (TESC) library. "Books go back to UPS with the faculty. They're only on the reserve shelf in the library for a quarter." Students like Lewis, who lives in Shelton and has a family, don't have time to wait in the library to get their hands on these needed books.

The use of evaluations, Evergreen's alternative to traditional grades, has been as baffling to UPS faculty as to students in the program who have never done them before. Not all the faculty are writing evaluations. Comments one student, "Not all faculty understand the process of evaluating students in a productive and useful manner. Some don't even know our names. They use evaluations as a platform to criticize our values, for example, writing 'he marches to a different drummer.' Evaluations reflect how well we conform to objectives that we had no part in making." Fitzgerald says of evaluations, "They're not real helpful as being something that you can build on. They're almost like records—'Well liked by her peers' or 'If I was a high school principal, I would hire her for the job.'" One student says her evaluation included the comment "she does not speak up because her husband won't let her."

Lewis, who had never attended Evergreen before entering the Teacher Certification Program, was confused about what evaluations were. "They must be

important," she says, "if a whole week is devoted to them, but no one explained to us what they were. How can we prepare?"

Students stated that the quality of UPS faculty varied—some were better, some were worse—but many felt there

"I expected to get training in how to convey ideas to other minds and how to teach. Instead I got information about school systems, penmanship, and how to make a bulletin board."

was a general lack of understanding of the Evergreen system of education. "UPS faculty had not one idea of what Evergreen philosophy was and weren't interested in hearing about it," says McCormick. "They were responsible for the problems, not the traditional setting." Another student complained, "Faculty don't allow us to take our share of responsibility regarding our learning. Teachers know all, they put it into us, don't draw it out." Says Sokolik, "Sometimes I feel like we're getting the leftovers. I wonder sometimes where they get the teachers." "They're teaching us how it was and how it is, but not for how it could be," says an anonymous student.

Exposure to Evergreen students is having an effect on some of the faculty, however. "Some teachers are really

Jumping through the hoop

By Kathy Davis

Caroline and LeRoy Mills are the only Native Americans in the TESC teacher certification program. Had they not, by sheer luck, picked up a newspaper the day an article appeared announcing the new Evergreen program, they would have never known about it.

The Mills' have been teacher's aides at the Wa-He-Lute school on the Nisqually Reservation. Wa-He-Lute is an alternative school founded by Nisqually mothers because there were no Indian schools to send their children to. The two Mills, who are TESC graduates, are anxious to develop a model curriculum to teach Native American children about their treaty rights and what they call the real story of their history. The Mills' say American history taught in public schools now is "biased and racist." Caroline, a Shoshone, and LeRoy, a Yakima, want to teach non-Indians about Indian culture too.

"Evergreen is getting a bad reputation in the Indian Community" because "there is no recruitment of Indians whatsoever. There are 26 tribes (nations) in Washington state and three in the Olympia area," says LeRoy. The Indian Education Act provides that Indian communities should have control over their children's education. This means that there will be a need for teachers on Washington's Reservations. LeRoy and Caroline have an advantage over the other potential teachers in the program in that they will not have to compete for a job; teaching positions are waiting for them back at the Wa-He-Lute school.

"But," says LeRoy, "as an Indian person I'm getting nothing out of the teacher cert program. Indian studies hasn't been touched on." They have to "jump through the hoop" he says and "sell your values out to get that piece of paper" to become certified teachers.

"They don't want us to teach the truth in the schools," says LeRoy. The emphasis in the program, he thinks, is to teach whatever is in the textbooks "no matter how immoral." The Mills' argue that the program is merely perpetuating the present society.

As the only Indians, they feel alienated in the program. The teachers think they are radicals, say the Mills, and some of the students call them racist because Caroline and LeRoy stress the need for Indian communities to have their own schools. "They think we want to go back to the tipi." One of the UPS faculty described LeRoy as an "activist" in his evaluation.

UPS brought one Black into a class to offer the minority perspective, says Caroline. There are no Black students in the program. LeRoy spoke once on the Native American view of education.

The Mills' voiced familiar complaints about the program: The books are secondary sources and often it doesn't matter if the students read them because there is no discussion of them; some of the books they buy are never used; the program "lacks meat to it"; the assignments are not meaningful; the UPS teachers don't understand the Evergreen system, they "Give the impression that they don't want to be here." The faculty, adds LeRoy, have to race back to UPS after classes so students lose personal contact.

LeRoy, who thinks the Evergreen certification program "could be great because of location and cost" believes TESC deans could have developed a program here rather than contracting with UPS. "If they want it, they could do it." The Mills' came to Evergreen because "of the open concept" to develop their own education. "UPS is renting the Evergreen campus," LeRoy says, "It's not an Evergreen program at all."

going through changes. To have students constantly question the teacher is a totally new experience for a good portion of UPS faculty," says Fitzgerald. "Four days a week we were spending in field study and the teacher didn't want to talk about what we were doing at the ele-

mentary school. He wanted us to answer questions in the back of our textbook. That was really difficult for him (when students complained) but I think he learned a lot more than we did." "Several UPS instructors were of very poor quality, but changes have been made," says Simpson. "The teachers didn't know where or when classes would be held and students didn't even know if their teacher would show up, but this has changed."

"Last quarter, a UPS teacher was on leave in Russia for three weeks," says Fitzgerald. "Because UPS operates over semesters," she continues, "we had a teaching assistant whose background in the course content we were doing wasn't substantial. I could have taught it better, anyone could have taught it better."

Some students question the effectiveness of the methods and learning skills the UPS faculty use to prepare students for teaching at the elementary and secondary levels. Students object to the tendency of classes to overlap learning skills, to "busywork" and "clutter," to an insufficient level of teacher-student interaction, and to a lack of student interest in the courses taught.

"I was hoping and looking forward to spending time with people of different ages," says Lakin, "where lots of different things could be shared; ideas and not just what the teachers believe but also what students believe—a cooperative learning experience even though we knew it was their philosophy and contract coming down. I secretly believed that they would compromise and look into some of our philosophies too. Not at all."

Fitzgerald says a good deal of her frustration originates not from the teachers but from a failure among Teachers Certification students to sufficiently analyze and address relevant ideas. Referring to students in a class taught by Margaret Gribakov, an Evergreen teacher, she says: "I think that a lot of people in the program haven't done any critical thinking. I didn't feel like students were really coming prepared to class; it was the one class that I hoped would integrate intellectual development with vocational development. The talk was all small talk and we were never trying to tackle the books and apply the themes in them."

Teacher Cert. alternatives

By Ben Alexander

The new Teachers Certification program is designed to provide Evergreen graduates with a Washington State provisional teaching certificate—the first steps towards teaching professionally in this state. Participants in the program may choose between elementary school and secondary school preparation, according to their interests. Evergreen has no program for teaching early childhood education or more specialized areas of education, but Evergreen/UPS's program is preparatory to such specialization.

The structure of the program is fundamentally the same as that of the previously established UPS program, and does not stray from the pattern offered in the teacher certification programs of large state institutions like UofW and EWU. Limited field work and "core courses" occupy most of fall through spring quarters, and the fourth quarter is spent almost entirely on student teaching. The activities of fall through spring quarters constitute a part-time load, and students may take regular Evergreen programs to fill out their schedules.

Upon the completion of the program and satisfaction of the other Evergreen requirements for a B.A., each student receives an Evergreen degree (unless, of course, s/he already has a degree) and a provisional teaching certificate. The students must also accumulate 25 quarter hours in each of two out of six disciplinary areas, as well as filing all of the necessary bureaucratic paperwork and attending the obligatory interviews.

The program is aimed at juniors, seniors and graduates, as are the teacher certification programs of comparable state institutions. Entry requirements include such criteria as a minimum cumulative grade point average of 2.25 and a grade point average in the individual's academic major of 2.50. Evergreen, of course, does not have grades. The

Teachers Certification program here, however, does offer grades for all core courses.

Evergreen's Guide to Teachers Certification includes UPS figures on job placement data for 1977, and touts the fact that all graduates have open access to the UPS placement service. The guide proudly announces that 55% of their certified students have full-time employment and that 10-15% have regular part-time employment. In addition, the guide mentions that "approximately 15% of our graduates did not enter the job market," with no explanation of why they did not enter the market. The guide fails completely to mention the 15-20% of the students, who are presumably "in the job market" but out of a job.

Evergreen supposedly contracted with UPS to offer teacher certification because of the high amount of field work involved in the UPS program. A little research into competing programs does not necessarily bear this out, however. The Evergreen/UPS program includes five quarter hours of field work in the first quarter, small amounts of field work in the winter and spring quarters, and almost full-time student teaching during the final quarter. However, field work has been dropped altogether from this spring's courses even though the guide specifies that "you will spend part of each quarter practicing teaching."

At the UofW, which also offers a four-quarter teacher certification program concluding with a quarter of full-time student teaching, the field work stacks up a bit differently. That program requires three quarter hours of field work in the first quarter, eight in the second quarter, and none in the third quarter. This still totals up to as much or more field work than the Evergreen/UPS program currently provides.

The UofW program is quite interdisciplinary. It requires teacher certification students to have taken one course each in speech, geography, and math and sciences, and to have accumulated 20

credits each in the humanities, the social sciences, and the natural sciences. Plus, the UofW insists on at least six credits in socio-ethnic studies. On the other hand, the Evergreen/UPS plan requires students to have taken 25 quarter hours each in only two of these areas: Language Arts, Social Studies, Mathematics and Sciences, Health and Physical Education, Arts, and Humanities. (Remember, we are supposed to be the interdisciplinary school.)

To top it off, the UofW has a provision for an "Individually Designed Interdisciplinary Major." Though this is intended primarily for "non-certified educational roles" (the UofW's own language), students may receive teacher certification through this plan by petitioning the College Advisory Office and coming before a faculty committee of the Department of Education. The Evergreen/UPS program has no such provision.

Content-wise, the Evergreen/UPS offerings appear to be fairly conventional, and no core course offering focuses specifically on any alternative methods of education. In fact, a typical Evergreen/UPS course entitled "Ed. 345-Social Studies in the Elementary School" sounds suspiciously similar to UofW's "EDCE1 365-Social Studies in the Elementary School." The main difference in course offerings is that UofW offers far more courses than Evergreen could ever hope to offer, due to its larger size.

The Little School in Bellevue is much more comparable to Evergreen in size and philosophy. This pre-school and elementary school contracted with Pacific Oaks College in Pasadena, California, to offer a fifth-year program leading to eligibility for teacher certification in both California and Washington. The Little School's philosophy states that "each graduate student is recognized as an individual with unique strengths, needs, development and experiences who can use the program as a support system to provide resources, models and as a help-

ful sounding board for developing ideas."

The program structure at The Little School (that's right, capital The!) is quite different than the one at Evergreen. The program takes three quarters to complete, rather than four. Instead of "core courses," students participate four times a week in small, afternoon seminars during fall and spring. The Little School utilizes seminars because the seminar "encourages students to learn from each other (and) it fosters mutually supportive relationships..."

Although The Little School's small size limits the number of offerings to much fewer than Evergreen's offerings, the scope of its program is broad. In contrast to Evergreen's core course, such as "Psychological Foundations of Education" and "Teaching-Elements of Success," The Little School's requirements include a seminar on human development with an expressly interdisciplinary approach and an individual studies component, and a seminar on "The School and the Society" which is based on the premise of "the school as a social institution."

Right down to the last detail, The Little School offers alternatives to the conventional, institutional approach of state schools. Whereas all of the aforementioned schools require a pre-admission personal interview, The Little School makes a specific exception from their interview requirement "when difficult because of distance." Chivalry is not dead.

The major alternative that Evergreen offers is that its part-time structure allows students to take regular Evergreen classes concurrently with the Teacher Certification program. These programs, such as Beryl Crowe's "American Political Institutions" or Richard Jones' dream analysis, which form a small part of a Teachers Certification student's full-time load, appear to be the only alternative portions of the whole plan. If they can be considered a part of the plan at all.



assistant, says, "The real essence of the program is the fieldwork." Most students think that interning at schools is the essential learning experience of the T.C. Program. "I didn't get a thing out of it (the program)," says McCormick, "except for the fieldwork."

The strong support students voice for a fieldwork component indicates the learning experiences that they accrue from interaction with the children. Whether the internship was good or bad, it helps prepare Teachers Certificate students to teach in a way that no textbook can. Lakin related his intern experience: "I would say that the first quarter was a very, very valuable experience because I worked with a teacher who was absolutely horrible. A third-grade teacher—she was tyrannical. So I learned how not to teach." "But I think," he continues, "the basis of the fieldwork is for you to get your feet wet, which is wonderful." Lakin believes that UPS integrated a positive element by allowing Teachers Certificate students to intern their first quarter.

Several students mentioned that teachers do not attempt to integrate student intern experiences with any of their other classes. Jones states, "I student taught and that is where I learned. But it has been very difficult for me to integrate the two (field work with regular Teachers Certification classes)." "The books were good but didn't seem college level. They were too simple," says McCormick. "The textbooks were crummy from an Evergreen point of

view," an anonymous student said. An often heard complaint is that the texts used are secondary rather than primary sources. Some students commented that they didn't know why they even read some books, because they weren't discussed or used in class. "We read a book and don't even talk about it," says Sokolik. Valerie Lewis says that sometimes assigned books cannot be found in the bookstore or they come in very late. Sue blames the faculty, saying, "There's no excuse for that." She also expressed a need for more permanent, education-related resources in the (TESC) library. "Books go back to UPS with the faculty. They're only on the reserve shelf in the library for a quarter." Students like Lewis, who lives in Shelton and has a family, don't have time to wait in the library to get their hands on these needed books.

"I expected to get training in how to convey ideas to other minds and how to teach. Instead I got information about school systems, penmanship, and how to make a bulletin board."

was a general lack of understanding of the Evergreen system of education. "UPS faculty had not one idea of what Evergreen philosophy was and weren't interested in hearing about it," says McCormick. "They were responsible for the problems, not the traditional setting." Another student complained, "Faculty don't allow us to take our share of responsibility regarding our learning. Teachers know all, they put it into us, don't draw it out." Says Sokolik, "Sometimes I feel like we're getting the leftovers. I wonder sometimes where they get the teachers." "They're teaching us how it was and how it is, but not for how it could be," says an anonymous student.

Exposure to Evergreen students is having an effect on some of the faculty, however. "Some teachers are really

going through changes. To have students constantly question the teacher is a totally new experience for a good portion of UPS faculty," says Fitzgerald. "Four days a week we were spending in field study and the teacher didn't want to talk about what we were doing at the ele-

mentary school. He wanted us to answer questions in the back of our textbook. That was really difficult for him (when students complained) but I think he learned a lot more than we did." "Several UPS instructors were of very poor quality, but changes have been made," says Simpson. "The teachers didn't know where or when classes would be held and students didn't even know if their teacher would show up, but this has changed."

"Last quarter, a UPS teacher was on leave in Russia for three weeks," says Fitzgerald. "Because UPS operates over semesters," she continues, "we had a teaching assistant whose background in the course content we were doing wasn't substantial. I could have taught it better, anyone could have taught it better."

Some students question the effectiveness of the methods and learning skills the UPS faculty use to prepare students for teaching at the elementary and secondary levels. Students object to the tendency of classes to overlap learning skills, to "busywork" and "clutter," to an insufficient level of teacher-student interaction, and to a lack of student interest in the courses taught.

"I was hoping and looking forward to spending time with people of different ages," says Lakin, "where lots of different things could be shared; ideas and not just what the teachers believe but also what students believe—a cooperative learning experience even though we knew it was their philosophy and contract coming down. I secretly believed that they would compromise and look into some of our philosophies too. Not at all."

Fitzgerald says a good deal of her frustration originates not from the teachers but from a failure among Teachers Certification students to sufficiently analyze and address relevant ideas. Referring to students in a class taught by Margaret Gribakov, an Evergreen teacher, she says: "I think that a lot of people in the program haven't done any critical thinking. I didn't feel like students were really coming prepared to class; it was the one class that I hoped would integrate intellectual development with vocational development. The talk was all small talk and we were never trying to tackle the books and apply the themes in them."

Lewis, a college graduate from England, and a wife and mother, suggests that the busy work and overlapping of ideas within courses has a useful purpose. She says, "There's a busy work and overlapping but sometimes that's beneficial because it is useful to get a different view, sometimes you don't see things the first time around." She concludes, in reference to the Teachers Certification program, that we "won't know until we get in a school if this has been helpful or not." McCormick, an Evergreen student, opines a different view of the effectiveness of some method approaches within Teachers Certification: "I expected to get training in how to convey ideas to other minds and how to teach. Instead I got information about school systems, penmanship, and how to make a bulletin board."

A common complaint among students is the lack of collaboration between UPS faculty concerning program content. Fitzgerald believes that the major problem with the UPS faculty is that they are either unable or unwilling to integrate classes. Intro to Teaching and Ed. Psych. overlap in many places. "I would've liked to see my professors working together," says Fitzgerald. "There are many instances when that are not aware of what each other is doing and that has put a lot of busy work on us. Communication between UPS faculty is very minimal."

"Things were overlapping," says Lynn Malofsky. "If the teachers would have strived to sit down together and see

what they were teaching in the classes, go over them and intergrate them," it would have been a major improvement, she said.

When students are dissatisfied with the structure of an Evergreen program, changes can usually be made to make things better. This is especially true in

"Treating us like nine-year-olds is not going to help us to teach nine-year-olds."

new programs and long-standing programs usually provide ample space for student input. UPS's programs aren't tailored to provide for change, according to some students. "Hostetter wasn't receptive at all to complaints I brought in," says McCormick.

One student said, "Upon asking Hostetter about an integration of the UPS program and Evergreen he told me that the contract states that UPS bring their program to the Evergreen campus." Added Queen, "Hostetter said at the beginning of the year that this is a traditional program and if you don't like it, get out, because we're not going to change."

There are students who think that certification programs are inherently bad, saying they are all "the pits," while others clearly think any program could be good. "The state has to be satisfied with the core content being presented as they require," says Fitzgerald. She concluded that "I think how that is done can vary with the institution as long as it's

labeled the same thing."

Dziedzic adds, "I do feel that the UPS faculty should somehow be integrated with the Evergreen faculty. It would be very beneficial to the program. The UPS faculty are learning to do a good job and they did make some constructive changes from student pressure." "We

keep talking about UPS faculty," added Fitzgerald. "But I think some of my frustrations are within the program and with the students. A fair amount of my frustrations would still be there if the structure were the same and all Evergreen faculty taught it."

"The UPS administration made an attempt to correct the problem," one student said, "but there was a great deal of defensiveness. Complaints were addressed but I saw no tangible results." Seigler agreed. "I've tried to do other things outside (of Teachers Certification)," she said, "but I am finding it is not flexible."

"We have given our all," says Lakin, "broken down our value systems, cried because they were unwilling to listen to any of our special needs. We're willing to get grades, we're willing to listen to what they have to say, we're willing to learn. But they're not willing to listen to us."

Students desire Evergreen faculty for the teacher certification program. "Ever-

green could do this program four thousand million times better," says McCormick. "Evergreen could do so many fabulous things with the crappy methods courses," thinks Jones. "Treating us like nine-year-olds is not going to help us teach nine-year-olds. I feel as though I'm caught in a public system, a self-perpetuating system that will undoubtedly get worse and worse."

While Simpson believes that "the contract should be renewed, a lot of time and effort has gone in... Next year the program will be good and the year after it may be excellent," one group of students emphatically disagreed: "We don't want this program to continue here after the contract runs out. It should not be here at Evergreen."

Whether the Teachers Certification program is good or bad, one thing is certain: everyone is exhausted from a year of what Shirley Dziedzic calls being "guinea pigs." "I knew it was the first year. I knew it was a UPS program," says Lynn Malofsky. "I wanted to be able to have some input in the teaching. I wanted to help the program to change. I've been fighting the whole time for my survival. I've put more energy into fighting for my survival than my work."

Shirley is satisfied with the program. "My expectations have been fulfilled. There are some holes in the program but that has to be expected from a first-year program." But Lisa Queen summed up how most students feel: "We should all have our names on scrolls as war wounded."

Food stamps: a hungry outlook

By Alexis X. Jetter

The Federal Foodstamp program has run out of money, and unless Congress allocates supplemental funds by May 15, there will be no Foodstamps this June for the 22 million Americans dependent on them. Further, Congress is now considering amendments to the 1980 and 1981 Foodstamp Acts which would exclude students and strikers, reinstate the purchase requirement, and limit the income level of eligible families regardless of the number of children. These and other amendments now being discussed could "eliminate hundreds of thousands of people" from the foodstamp program, estimated one local DSHS official.

Why has the Foodstamps program run out of money, with four months left in fiscal 1980? According to Dick Montoya, Public Information Director for USDA's Western Region, Congress set "unrealistic lids" on the program in 1977, in an effort to exert more control over spending. The lid was set at \$6.2 billion per year, an "unrealistic projection for 1980." With inflation raising the cost of food, and unemployment swelling the Foodstamp population, the program is now \$2.65 billion dollars short of reaching its October target.

State officials are frankly nervous about the prospect of Congress not acting in time. "We will still take applica-

tions right up to May 15," said Montoya, "but we want to urge people to conserve resources." Congress seems to doubt its own ability to move, indicated by a recent amendment to S1309 (the supplemental appropriation bill) proposing that the Federal government reimburse state governments that choose to use their own funds to continue the program.

"Washington State doesn't have the money anyway," said Tom Ennis of the Department of Income Maintenance. Seattle's Hunger Action Center has sent out a flier urging Foodstamp recipients to "shop wisely," and DSHS has mailed a grim little packet to Washington Foodstamp recipients warning that payments may be "reduced or suspended for July, August, and September, also."

Watching from the sidelines is the Food Research and Action Center (FRAC) of Washington D.C., whose lawyers are preparing a lawsuit against Bob Bergland and the U.S. Department of Agriculture. According to Cecilia Perry of FRAC, Secretary Bergland has discretionary power to issue Foodstamps while supplemental funding is being discussed by Congress. But so far Bergland has indicated he will send out letters to regional Foodstamp offices halting the program if funding is not definite by May 15. FRAC's suit has been joined by

80 public interest, labor and church groups, and 28 states (Washington State is not one). "We're not sure if we're going through with the suit," said Perry. "Hopefully we won't have to."

Meanwhile, members of joint Senate and House Budget committees are scurrying about, introducing a total of 18 amendments to S1309—all aimed at slashing Foodstamp costs by eliminating various groups from eligibility. Eliminating students from the program "has been suggested very seriously," Senator Haya-kawa (D-Cal.) would like striking workers deemed ineligible, along with their families.

Representative Foley (D-Spokane, WA) successfully introduced a measure in the House changing the income eligibility limits from the USDA Poverty Guideline (adjusted twice a year) to the Consumer Price Index (adjusted annually). Congress estimates a "savings" of \$300 million through that last measure alone. Other proposals include counting school lunch benefits in determining a needy family's foodstamp allotment ("A bureaucratic nightmare," according to DSHS's Tom Ennis. "What if the kid stays home from school? Do we call and find out how long she'll be sick?"), reducing the amount of permissible liquid assets from \$1,750 to \$1,500, and reinstating the pur-

chase requirement for foodstamps. The purchase requirement was discontinued a few years ago when it was shown that it prevented the poorest of foodstamp recipients from receiving stamps.

Evergreen's Self Help Legal Aid Program will explore the foodstamp situation in a workshop May 23 at noon. Don Hopps, from the Seattle Hunger Action Center, will discuss the present legislative picture and its effect on the poor. Jay Emry, Region 6 Outreach Officer and Vel Street of the Olympia Field Office will be on hand to answer questions about eligibility and Washington State's particular position.

The foodstamp workshop is part of SHLAP's "Legal Awareness Week," a week-long series of free noon workshops dedicated to increasing students' awareness about issues that critically affect them. Monday's workshop, in CAB 110, explains the jungle of unemployment compensation, and what to do if you're denied it. Tuesday, May 20th in CAB 108, SHLAP staffers will discuss landlord/tenant laws and what your rights are. Thursday is the foodstamp workshop, and Friday, May 23rd, in CAB 108, "Collectives and Cooperatives: Getting Them Organized" will be presented. Bring your lunch and listen in—what you don't know does hurt you.

New registration procedures to boggle your mind

Students who will be returning to Evergreen next fall need to be aware of two important changes in the registration procedure, which begins with the May 21 Academic Fair and continues in the fall. The Registrar's office has instituted a policy of registration by appointment only. What's more, the first three days of fall registration are set aside for new students only. Returning students are advised, therefore, to register this spring.

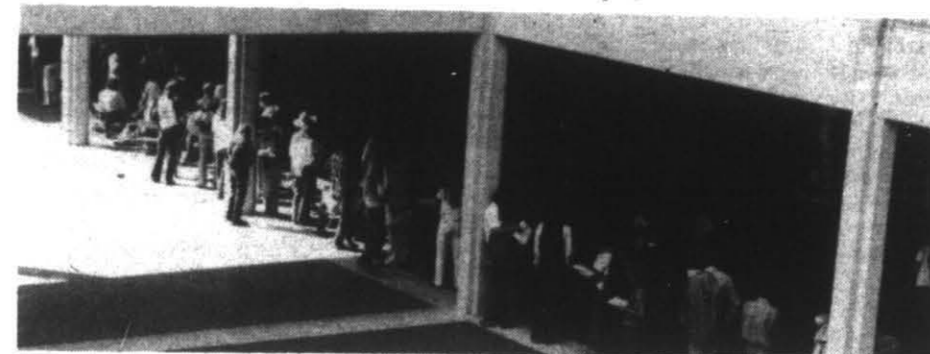
By Kenneth Sternberg

If you were among the masses at last fall's registration, you may remember that the atmosphere resembled a Sonics playoff game more than registration day at college. Within two hours the line of students stretched from the first floor Library lobby, out the door, around the building, and back toward the woods.

While it gave support to the college's marketing blitz, the dilemma also proved that the Registrar's office was unable to adapt quickly to the unexpected increase in students. Many stood in line for hours before they could register, and the situation was frustrating for all concerned.

In response, the Registrar's office has instituted a policy of student registration by appointment. This procedure, which began last week, will allow registration staff to spend more time with each student, hopefully avoiding the confusion and misery of last September. Or so hopes Walker Allen, Evergreen's registrar.

"The purpose of scheduling appointments," explained Allen, "is not to create more bureaucracy." Because of the small staff size of his office, Allen feels that the new policy will help ease the overall load traditionally experienced each fall. The plan calls for three students to be registered in a 30-minute period, 10 minutes per person, with latecomers



having to reschedule.

Specifically, Allen hopes that by devoting a set length of time to each student, many of the problems encountered would be avoided. These problems include not registering for the proper amount of credit, not having questions answered fully (due, in part, to 20 people behind you, growling), and the general confusion many have toward the registration process.

Although enrollment next year is expected to increase by ten percent (2,800 students plus graduate students), Allen doesn't think the small number of Registrar staff will be as overloaded as last year.

One reason is that continuing students will be encouraged to register as early as possible, beginning with the Academic Fair May 21. Since the first three days of fall registration are reserved for new students only, students here now would be wise to register this spring. Forms will be mailed soon to all students.

By encouraging early registration, explains Allen, programs that fill up quickly will be spotted while there is still time to take appropriate action, including opening another section of the class or assigning more faculty to the program. Early registration will be "to every-

one's benefit," said Allen, because students will be more certain of getting admitted to the program of their choice. He is concerned about students who get discouraged after their first choice of program fills up. If their second choice and third choice also reach their limit, they may simply choose to leave Evergreen. Advance knowledge, he reiterated, will help prevent this from occurring.

But an employee of the Registrar's office disagrees. "It's the dumbest thing in the world. It looks fine on paper, but there won't be an even flow." Many students don't take registration seriously, and a "feast or famine" situation will happen, the employee argued, saying that the staff will probably be looking at a lot of empty appointment slots, and the onslaught of students rescheduling will cause severe overburdening of office personnel. Allen said that if the appointment system doesn't work out, and things do become overcrowded, the old system of registration may have to be reinstated.

Another change to be instituted next fall will be the way in which students register for courses (modules) in addition to their full-time program. Presently, a student enrolled in a full-time program who wishes to take a course enters that course as part of their

total credit structure. This is designated by placing an "M" under the "amount of credit" column of the registration form.

For example, if you register full-time in Outdoor Education, and wish to take a course in botany at the same time, credit from the botany course comes through Outdoor Education, because this is what you've enrolled in for all your credit. If you receive no credit from Outdoor Ed., but do from Botany, then credit is still given under the auspices of Outdoor Ed. Your course evaluation is sent to your full-time evaluation, and integrated into your final evaluation.

The trouble with this, according to Allen, is that the exact nature and origin of the credit becomes confused.

Under the new system, a student will have to register separately for a module, and deduct that amount of credit from the total offered by their full-time program. If you wish to register for Outdoor Ed., and also for a course in elementary anatomy, it will have to be broken down into 12 quarter hours for Outdoor Ed., and four quarter hours for anatomy.

Asked if this contradicts the interdisciplinary philosophy on which Evergreen is based, Allen said he didn't view it that way. Labeling more clearly where an individual's credit comes from doesn't limit how that person can go about gaining the credit, he argued, it simply makes it easier for his office to categorize the source of credit.

Others in the Registrar's office say the change in module registration is a definite shift away from interdisciplinary studies and will minimize the supervision and awareness faculty now have over their students' part-time activities. Students, they say, could even register for two half-time programs without the respective faculty knowing about their total load.

NOTES

PREREGISTRATION BEGINS

Preregistration for fall and summer studies begins Wednesday, May 21, with two Academic Fairs on the second floor lobby of the Evans Library Building.

The fairs, set from 9 a.m. to noon for fall, 1980, programs and from 1 to 3 p.m. for summer quarter studies, will provide new and continuing students an opportunity to meet faculty and staff and discuss program descriptions and requirements, registration procedures, and student services.

For the first time at Evergreen, registration will be conducted on an appointment-only basis; only those with pre-arranged appointments will be able to complete their registration on May 21.

Registration appointments may be arranged by calling the Registrar's Office, 866-6180; details on summer and fall quarter academic programs are available from the Admissions Office, 866-6170.

CO-MOTION

Co-motion, a modern dance repertory company from Seattle, brings six performers to The Evergreen State College stage for one show only on Thursday, May 22, at 8 p.m. in the Communications Building. For reservations, call 866-6070. Tickets will be sold at the door.

WOMEN'S HERITAGE

People interested in women's history are invited to attend a gathering hosted by the Washington Women's Heritage Project on Monday, May 19, at 7 p.m. in Library Lounge 3500. It will be an evening of discussion and

planning. Call Marilyn or Laurie at 866-6096.

PAWS PUSH 386

"The leghold trap is a wicked instrument that should be ridden from Washington's outdoors." So said the Everett Herald on April 23, 1980. The Progressive Animal Welfare Society (PAWS) is trying to place Initiative 386 on the November ballot which is aimed at these ends. In order to do so they are asking for volunteers to gather the 140,000 signatures needed. If interested, contact PAWS by mail at P.O. Box 1037, Lynnwood, WA 98036 or by phone at (206) 743-3845; 743-7707; 778-0681.

VET TUTORIAL PLAN

The Office of Veterans Affairs is re-instituting the Veterans Tutorial Program. If you are a student and a veteran of one of the branches of the Armed Services you may be eligible to receive up to \$69 per month as reimbursement for the services of a tutor. The Office of Veterans Affairs is also looking for qualified tutors in all subject areas. Call 866-6254.

NUCLEAR INITIATIVES

Two citizen-sponsored initiatives, which seek to place control over the state's energy policies in the hands of the people, will be discussed in a public meeting Wednesday, May 21, at 7:30 p.m. in the Olympia Public Library at 8th and Franklin in Olympia. Both initiatives are now gathering signatures of Washington registered voters. If enough signatures are gathered by the July 2 deadline, the measures will be placed on the November ballot. Petitions are available at Evergreen's Environmental Resource Center.

AFRICA LIB. DAY

AFRICA (Association for Rising Independent Countries of Africa) is sponsoring an Africa Liberation Day Celebration, on campus, all day Thursday, May 22 (Africa Liberation Day) to celebrate the first legal vote in Zimbabwe's history and to educate the community about the seriousness of political events in Africa. The events start at noon in Red Square or the CAB building with Gwinyai: a women's ensemble playing traditional African music, and speakers. From 3-4 Shamsud-Din, an Afro-American muralist, will speak, and at 4, a film "The White Laager" will be shown. The film's distributor, an author and lecturer on South Africa, will talk. The evening's events start at 7 p.m. with "The Nuclear File," which explores how South Africa got the bomb. The day culminates with a dance by Tropical Rainstorm. Also on Friday, May 23, more films and speakers will be presented at the New Life Baptist Church, 618 N. Puget St. starting at 7 p.m.

OLYMPIA SUMMER DANCE

Olympia Summer Dance is a four-week, intensive, modern dance workshop for men and women. Its goal is to "provide participants with quality dance training in a noncompetitive atmosphere. Emphasis will be on the development and understanding of efficient body usage and expressive movement." Six hours daily class time plus studio time for personal work and consultations. Events, performances, and workshops with guest artists. Academic credit is available through Evergreen. Tuition for the four-week period is \$225. Olympia Summer Dance, 805 W. Fifth Ave., Olympia, WA 98502, 352-9217.

CAB OPEN HOUSE

On Monday, May 19, Larry Stenberg and TESC will be putting on a CAB remodeling open house. This is a chance for students to check out the changes that have occurred in the CAB. There will be free beverages provided by the Deli, and 35¢ pizzas while they last. Music will also be provided from 11:30 to 1:30.

WHEN IRISH BIKES ARE RIDING

"I couldn't understand why Joyce was so cynical until I saw Dublin." That's what Lynn Hammond, who taught outdoor education here last year, says about two Literary Bicycle Tours she's leading through Ireland this summer. For the low, low price of \$900, plus the cost of shipping or renting a bicycle and, of course, getting over to Ireland, students can read Joyce, Yeats, Beckett, and O'Casey, visit the places they frequented, and get college credit. Evergreen students should immediately contact Hammond in Seattle at 522-6868 if interested. Evergreen credit is available. Students will bicycle 50 miles a day, keep journals, visit the Yeats Summer School and The Abbey Theatre, stay at camp grounds and in hostels, and write a final paper. Scholarships for \$300 are "easily available" from Expedition Training Institute, the sponsoring organization, Hammond says.

ACCESS FILM

On Thursday, May 22, at noon, the ACCESS Center will present "Patricia's Moving Picture," a film about women in mid-life crisis. There will be discussion and evaluation after the film. Call 866-6080 for info.

"For those who seek advocacy"

By Jerome Johnson

"The goal of the Third World Coalition is to assure that Third World students have complete access to equal educational opportunities at The Evergreen State College."

Ernest (Stone) Thomas

The Third World Coalition is an organization which serves the needs of Evergreen's Third World community. It was founded in 1973, shortly after Evergreen opened, through the combined talents of Third World students, faculty and staff who were present at the time. An administrative institution, the Coalition was designed to work with minority student groups (Ujamaa, MEChA, Asian Coalition, NASA) on campus as an agent for implementing ideals and providing a central unit for counseling, academic advising and other services. The Coalition is open not only to students but also Third World faculty and staff, to work toward the betterment of the whole Third World community.

"We started out as a Minority Coalition, with students, faculty and staff working together," recalls Coalition Coordinator April West. "They didn't like the name 'Minority' because of its negative connotation. It went from Minority (Coalition) to Non-White to Third World, with the idea of a more positive identification. Third World is an idea of mother countries, of all countries working together. This was the idea behind the name 'Third World Coalition.' It is Evergreen's version of a Minority Affairs Office, more with Evergreen's idea of being 'different.' And not just

students, but all people of color may be involved."

The Coalition was originally formed as an agency where people of color could come together as a unit to survive in a predominantly white society and educational system. In such a society, and educational system, the values of the predominant culture are superimposed upon Third World people, and efforts made to submerge their culture and values into the greater whole. To this day the Coalition fulfills its purpose and more... working toward a day when a Third World Coalition is no longer necessary.

The list of what the Coalition actually does is long and diverse. It conducts forums, seminars and other educational activities "to ensure that faculty, staff and students become more fully acquainted with the intent and purpose of the Third World Coalition." It serves as the principal liaison between the college and Third World organizations and individuals (both at TESC and in the community); works with the Dean of Admissions in creating and implementing a recruitment program for Third World students; functions as an information source for—and reports to—appropriate budget units; and recruits and hires Third World people for faculty and staff positions. It's involved in program and curriculum development, works with certain budgetary heads to develop policies to meet Third World needs at TESC, and conducts surveys and studies. It also performs duties as required in implementing decisions of the Third World Coalition Board and is responsible for

those decisions, as well as for discharging any other duties as assigned by the Director of Educational Support Programs.

In addition, the Coalition provides support to Third World students through academic advising, sponsorship of social/cultural activities, interpersonal counseling and agency referral. The Coalition also assists in admission efforts aimed at Third World students.

At present, there is a proposal to increase the scope and depth of the Coalition's activities. These measures include a budget increase, more Third World academic programs and more on-campus social and cultural benefits. A new student, faculty and staff recruitment drive is also slated. This is because:

1. Evergreen's physical isolation and predominantly white environment has a most profound effect upon Third World students. This necessitates an enlargement of facilities for these students.
2. Third World enrollment has decreased, particularly in the realm of the social sciences. This may be remedied by systematic recruiting and follow-up.

While the Coalition maintains ties with the Affirmative Action Office, there is no practical coordination of action. The Affirmative Action Office is primarily an agency concerned with employment of minority people, while the Coalition functions as a body for personnel after they are on the faculty or staff. In other words, the Affirmative Action Office is more on-the-job oriented, while the Coalition serves a more social/administrative capacity.



Stone Thomas, 3rd World Coalition

A great deal of the Coalition's purpose and direction comes from the Third World Coalition Board, which is made up of Third World students, faculty and staff, including student representatives from each of the Third World student groups. It advises the Coalition on what is needed and the Coalition then acts on the Board's recommendations.

Is the Third World Coalition successful? "Yes, for those who seek advocacy," Coordinator West replies. "It meets the needs of students who make known their needs. It's available to everyone—faculty, staff, students, on or off campus." The Coalition office is located on the third floor of the Evans library, in 3204. The telephone number is 866-6034.

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A song of two humans



George O'Brien with "wife" Janet Gaynor and with "city vamp" Margaret Livingston in Murnau's *Sunrise*.

By T. J. Simpson

F. W. Murnau's *Sunrise* never needs to be excused as a silent film. It is a complete work, with forays into poetry and visual symphony, but above all, it is total Cinema. It must be judged and experienced as one would view a classic painting or listen to a piece of music. In other words, it is the fullest realization of an artform, thereby creating its own language and universe.

Sunrise lives inside you, rather than being an external spectacle. Of course, it is extremely pleasing to the eyes and stimulating to the senses, but it's what the images say to the mind that counts. One is drawn back into the womb of memory and emotion, to a pristine stage where we once believed love would take certain courses in life. Murnau creates a subconscious nostalgia for this unblemished state of being and feeling through light and shadow, movement and objects. As Faulkner said in *Light in August*, "Memory believes before knowing remembers."

Sunrise is a beautifully photographed parable of love and redemption, man and nature, and these forces triumphing over decadence. The film is subtitled, "A Song of Two Humans." Scriptwriter Carl Mayer, in the introduction to his scenario, proclaims, "(This is) the song of man and woman that can make itself heard anywhere, in every age, in every place, wherever the sun rises or sets, in the bustle of the town or under a country sky, there where life is ever the same, sometimes bitter, sometimes sweet, full of laughter and tears, sins and forgiveness."

The story is about a country peasant (George O'Brien) who is having an affair with a vacationing "vamp" (Margaret Livingston) from the city. One night dur-

ing their rendezvous in the moonlit marshes, she convinces him to carry out a plan to murder his waifish wife (Janet Gaynor). The city lies upon the opposite shores of the huge lake they live by. During a trip to the city, via rowboat, the husband is supposed to drown his wife and make it look like an accident.

It wouldn't be fair to tell what happens after that, but I feel I can relate some of the film's innumerable merits without spoiling the story.

F. W. Murnau, along with Lang and Pabst, was one of the masters of the German Expressionist Cinema of the 1920's. In 1926, William Fox (of Twentieth Century fame) invited him to Hollywood, where Murnau was dubbed, "the German Genius." Fox gave Murnau unlimited financial and labor resources to let Murnau make whatever kind of film he wanted. The result was *Sunrise*, one of the most expensive films ever made at that time and also a huge financial flop. However, the critics responded enthusiastically to it and to this day, *Sunrise* is universally hailed as one of the very best films ever made. My personal admiration for it is, admittedly, near fanatical.

I know my dreams will continue to be haunted by such scenes as the couple seeing the city for the first time from inside a trolley—constant motion, changes of light, and geometrically opposing scenery of traffic and people; the couple majestically floating onto the city streets, imagining that they're in the country (we see and share their illusions) and suddenly finding themselves being the cause of a traffic jam; a runaway pig getting drunk in a restaurant kitchen; the surrealistic tunnel that leads to an even more surreal carnival; the climatic storm on the lake and in the

city. Cinematographer Charles Rosher's camera movements are the most incredible and unobtrusive that I've ever seen. Max Ophuls, eat your heart out!

Some of the tales of how the film was made are as fascinating as the film itself. In one scene, we see O'Brien imagining his wife's murder as she is pushed off the boat and falls through the water in a dreamlike manner. Set designer Rochus Gliese wrote that the boat was actually suspended from a crane invisible to the camera and hung from the rafters of the studio. Two acrobats doubled for the actors and the woman fell into a net out of camera range. This was shot in speeded-up motion and superimposed with the image of the water.

The "city" was one gigantic mile-long set, one of the costliest ever done. Much of the lake scenes were shot on location at Lake Arrowhead, California. When all the leaves had fallen off one of the trees transplanted there, 300 Mexicans were hired to replace the leaves one by one. When the new leaves withered, the Mexicans had to be brought back (which was difficult because the only road that led to the place was often blocked) to replace the leaves again. During this time, the extras waited and expenses soared.

George O'Brien's slow, Frankensteinish gait is due to Murnau forcing him to wear 20 pounds of lead weights in his boots. It should be noted though, that the acting is quite advanced for a silent film. There are some of the silent movie pantomime cliches, but on the whole, there is a psychological depth to the performances that transcends even contemporary standards of acting. Janet Gaynor, in particular, is outstanding.

Besides multiple backgrounds (speaking of which—I wonder what all those round lights symbolize?), there's also a multiple orchestra soundtrack (which was composed for the film and recorded, I believe, in 1928). There's sometimes two soundtracks playing at once. For instance, in the dance hall scene, we hear the score's main theme playing over the jazz dance-band music and purposely unintelligible blues vocals. The effect (which we share with the two main characters on the screen) is like when you're someplace where live music is being played and you can't help but hum, or think of, some tune different from the band's.

Sunrise ends with (what else?) a sunrise, but oh, what a sunrise! Life suddenly takes on new meaning. The forces of selfishness and corruption have been conquered. Innocence and nature reign supreme. The new day breaks and the old one goes out the window and is forgotten. We witness and experience an awakening, a rebirth, and a transformation. Such is the cycle of life and even if one does not agree with Murnau's thoughts, there's no denying the power of his vision.

Sunrise was released in 1927, the same year sound first came in. It's often said by film historians and critics that the last silent films were far superior to the early talking ones. Looking at *Sunrise*, that's obviously true. But Murnau never really had a chance to prove what he could do with talking films. In 1931, at the age of 41, Murnau died in a tragic and bizarre car accident while he was at the peak of his career. We'll never know how many more great films he might have made, but we do know that the cinema lost one of its greatest geniuses.



Murnau and crew at work.

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Judy, Kim and Sara sing the sirens' song

By Paul R. Looper

Last Sunday here, three women's voices rang clearly, echoing the song of their deepest spirits. Kim Scanlon, Judy Johnson, and Sara Favret invoked the music of their souls in celebration of music and of Mothers' Day. Judging from the audience's gaping response, these women's voices were reminiscent of the Sirens' song.

The song of the Sirens in Greek mythology was so compelling, so alluring, that sailors who ventured too near these creatures' haunts lost all sense of responsibility. Indeed, to hear, to be engulfed in the unfathomable beauty of the Sirens' voices, those sailors risked and forfeited their lives. They were dashed upon the rocks of the coasts above which the Sirens flew.

Ernest Schachtel, in his essay "On Memory and Childhood Amnesia," contends that the Sirens' "irresistible song, in evoking the past, promises a delight which will allow no future." What is the nature of that memory? How does it relate to the Mothers' Day concert here at Evergreen?

From these women's breasts emerged their spirits' voices, their spirits' yearning to be free—free from the mind's and body's quarrelling, free from corporeal compulsions, ephemeral regulations, and Tupperware's titillations; to be free to dance and fly throughout the rainless sky. When singing "Somewhere Over the Rainbow," these women's spirits seemed to say, "Lay Down your Burden." Their minds, however, responded more pragmatically; until then, take "In One Breath," "Hold Tight," and "Work" (preferably as your own boss); for "Blessed Be the Small Tokens of Competence." Thus we feel a conflict between the spirit's yearning for freedom, and the mind's acquiescence in the compromise, in the interest of life, inherent in material competence.

The question is, "Where is the rain-



Tupperware ladies Judy, Kim and Sara.

bow?" No doubt at the threshold of the Sirens' haunts.

These women's voices have a quality of the finest art. That is, their voices evoke deep emotion and stimulate such in widely varying people—in short, they evoke response from some prevalent aspect or aspects of the human psyche.

In order to explicate my feelings, and those I sensed in others within the audience, I must relate a couple of rather esoteric psychological concepts. But, please bear with me.

The memory which Schachtel describes as being at the root of the Sirens' irresistibility seems to be one of total satiation, total unity with the world. That is, the memory of a time when all of our desires were completely fulfilled. When was this? No doubt, appropriately enough, when we were fully satisfied, in our infancy, with our mother's ability to provide her breast for our nourishment. We were helpless to change the objective world to suit our needs, but nonetheless, we were content.

This contentment did not last forever; when Mother was not present to satisfy our needs, we felt discomfort. In order to rid ourselves of this pain, we began to

dream of times past when we were content. Thus, this stage of our life was characterized by our ability to hallucinate fulfillment, despite objective reality. We were, in a sense, autistic. We denied the reality of the cold, hard demands of life.

O.K. The Sirens' song are unrelentingly compelling; they offer total satiation—and death. And the mother's breast also offers satiation, and provides the first object in the fantastic world of denial of childhood hallucination. How does this relate to the performance of Judy, Sarah and Kim?

When I left the concert I felt ambivalent, not about the quality of the performance, however, for it was certainly that quality which evoked such deep feelings of ambivalence in my own character.

To hear these women sing is to witness the powerfully beautiful and melancholy aspect of their spirits' yearning to be free; indeed, their voices evoked such a response from my spirit. And yet, to be lulled by fantasy into the denial of objective reality, of which pure beauty is no doubt capable, is to court disaster.

Jennifer Krauth

Jeffery Bodony

Here we see that basic conflict which plagues us all, to wit, that between the instincts of Eros and Thanatos, of the yearning for life and unity, and that of total dissolution—death—which is the realization of that yearning for unity. It is only the rainbow at the threshold which divides these two instincts. For that unity, of which we fantasize, can be won only at the expense of utter dissolution—death.

What does one do? Suffice it to say that "Blessed Be the Small Tokens of Competence!"

The songs these three women sang ranged from doh to doh, from G. F. Handel's "Sonata for Two Oboes and Continuo in B Flat, 2nd Movt." to Fats Waller's "Hold Tight." In between, the women interspersed much of their own sparkling pieces of creativity, including Sara's deep-willed "Work," Kim's glistening musical arrangement of W. H. Audens poem "Lullaby," and Judy's powerfully moving gift to her mother, "Love Wins Hands Down."

After it was over, everyone, including Sara, Judy and Kim were dumbfounded. And, yes the sirens were alluring.



Jo Charnas: warm-up act in a warm-up suit.

Hesse's game to be played in CAB

Androgyny

Ambivalence

Passive Voice

Freedom

By Robin James

The story begins with Herman Hesse, the German novelist, who wrote a book titled "Der Glasperlenspiel." Contained therein is an imaginary game called "The Glass Bead Game."

Never defined, never given rules or understandable procedures, the game is a form of play and of complex interrelationships between concepts from such areas as mathematics, music, physical sciences and philosophy.

This idea sparked "The Glass Plate Game" which was conceived and developed by Dunbar Aitkens and "The Committee for the Game" in the late '70s. The title "Glass Plate" refers both to

Hesse's amusement and to the glass covering for the artwork used with a wooden board in one version of the game.

The game is composed of a deck of flat cards, printed with symbols, used as conversation sparkers. A player relates two cards together with a statement, which is marked on the glass cover using cube-shaped playing pieces and small, colored, transparent squares, or by physical placement of the cards on the playing surface. The next player either "permits" or "challenges" the relationship of the cards. The game is a formalization of normal conversation which allows for analysis and enhances clarity.

The Committee soon found itself spread out literally all over the world.

To keep in contact, "Silent Conversation" was established, edited chiefly by Dunbar, and published monthly. In the newsletter, which began last spring, new images for cards are shared, letters and comments are printed, and occasionally Hesse is discussed. A German Deck is in circulation and this month's issue is in French, German and English, proposing the game as a way of learning new languages.

My experimentations with the game have led me to a vision of a "toy" for pre-school children to learn with. This game would resemble flash cards or a picture book, unbound, to be assembled and re-assembled into different orders. I have been working on "story Decks"

which are collection of cards using images from fables and fairy tales, to be used to make up or tell a story, placing the cards in a chosen order, rather like a technique used in film script writing called story boarding. People are natural at making up and listening to stories. The object is to stimulate creativity.

Thursday, the 15th of May, The Committee for the Game and The Arts Resource Center will present an "exhibition" of the game, presenting the cards and concepts of the game. This will take place over most of the day in the CAB (on the second floor) at the Evergreen State College. Later games will be planned as interest develops.

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