

COOPER POINT JOURNAL

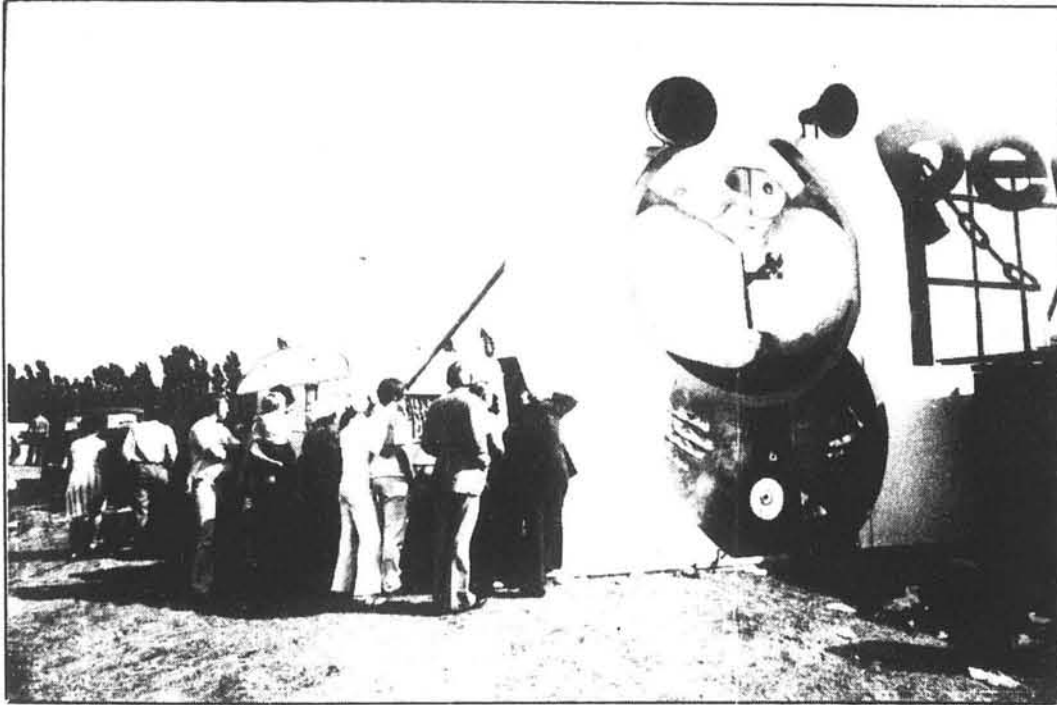
Vol. 3 No. 26

The Evergreen State College Olympia, Washington

May 15, 1975



A Conference for Single Working
Student Parents See Page 9



Stefan Schinzingler

to the point

EXTEND PROTECTIVE LEGISLATION

To the Point:

On Monday May 19, in the Capitol Rotunda from 6 to 8 p.m. working people and their friends will rally to secure basic protective legislation.

Protective legislation is threatened. Washington state voters passed the Equal Rights Amendment in 1972 after assurances from Governor Evans that it would not mean the loss of protective legislation. Subsequently the legislature established the Industrial Welfare Committee for the purpose of extending to all workers protections which prior to the state Equal Rights Amendment existed only for women.

Under pressure from big business the Industrial Welfare Committee stalled for two years. Finally in April of this year the Committee adopted temporary regulations which do not even guarantee such hard won gains of the labor movement as rest breaks, lunch periods, and the 8-hour day.

Governor Evans and the legislature are directly responsible for the Industrial Welfare Committee's betrayal. They have sat back and watched as the Committee performed a hatchet job on the most basic protections workers have. Governor Evans appointed William Jacobs to head the Industrial Welfare Committee and has given him free rein in his sell-out of the working people of Washington. The legislature, bowing to pressure from powerful industries, has allowed the present session to pass without responding to the impending crisis.

This is a clear example of the legislature representing big business, certainly not

the workers.

Workers in this state stand to lose basic protection governing hours of work, rest breaks, and working conditions. The failure of public officials to act on our behalf has resulted in temporary regulations which threaten a return to 19th century sweatshops. Only our protests can stop this sell-out and save protective legislation.

We as Evergreen workers and students must represent ourselves at the Capitol May 19, to guarantee our basic present and future working rights.

Sally No Heart
Angela Marie Sulcer
Chris Ruggiero
Marcel Hatch

MAJORITY SURVEYED

To the Point:

To S&A Board surveyors; via Input Resource Center, I am upset by your most recent attempt at surveying. The questions regarding funding of Third World "Programs" is very unclear to me . . . It makes me think that if there is no money then there will be no Third World "Programs." What does this mean? I am Third World and I would assume that because I am at this college there would be Third World programs . . . regardless of where the money came from. There's money for all the white folks around here. I resent this inference and would like an explanation. I also was boggled trying to arrange into a list of 45 all the things you listed as choices. How can a survey like this be meaningful to Third World people's future on this campus when most of the people who answer this survey are white and by

definition a majority on this campus. How can we as minorities expect a meaningful education when the rest of student body has the power to erase us from the list by numbering our stuff #45? I would appreciate some revision in the future that would allow Third World students as a body to vote on the things they feel are meaningful rather than getting buried in this all white questionnaire.

Red

BOYCOTTER RESPONDS

To the Point:

Dear "Name Withheld by Request" Red-Baiting Cartoonist: I'm sorry if I intimidated you. I didn't mean to force you to confront any important issues before you were ready. Last week someone else told me that it wasn't nice of me to stand in front of SAGA with a picket sign.

I don't think it's "nice" that most farm-workers die before the age of 50, or that their children can't attend school because they're too busy working in the fields.

Maybe Mommy and Daddy taught you such good manners that your brain has fermented into a sweetness which prevents you from imagining that life is not "nice" for everybody.

I know that this letter will probably alienate you, but, that's okay, because it seems that you're already alienated from the struggle which most of the people of the world are living.

Enjoy the rest of your "education."

Eva Usadi and friends



OMBUDS AD REVIEWED

To the Point:

This letter is a response to the Ombuds/Advocate memo on the back of the May 8th CPJ. I do not differ with their cry for student solidarity and more coordination in the funding of student groups. But the manner in which these requests are presented can be misleading and detract from their necessity as a result.

First, they are correct that "Evergreen is not a united community;" it is not welded into one solid body. This fact can teach illusioned newcomers what to expect of the society here. There will always be separate social groups with their particular requirements and interests at Evergreen, but that doesn't destroy the existence of community. Because we have all

chosen to be at Evergreen there are greater, general principles and needs that tie distinct groups together. We can't forget our individual selves, but neither can we neglect attending to the communal aspects of being at Evergreen.

As to their second point, it is good to inform others of the reality of decision-making at this school so that no one gets the rug pulled from under him/her. But before accusations are too liberally applied, it ought to be remembered that COG plainly states that administrators are paid to manage the school so that students, faculty, and staff can proceed with the business of education. I should say *busyness*, a more accurate description that explains why they can't administer and do formal education simultaneously. Now, if the memo-writers don't agree with this governance setup, let them proceed to change COG. But don't waste time complaining about a system that was formally approved by most people here.

I am not implying, however, that blanket power be given to administrators, while assuming them to be benevolent dictators. Hell no! Nor is COG saying this, if its ideals and philosophies are truly lived up to. This *input* method is tricky, and is made all the more so when suspicion characterizes its expression. Caution is necessary, but mistrust is counter-productive.

I'm not so naive as to assume there hasn't been some cause for mistrust in the past. But screaming for power is not the way to remedy this. It looks like an immature test of independence and strength. And it is absurd to react as if power was a scarce commodity available for distribution. Who gives it out? According to what criteria? No, people react this way when they are ignorant of personal power and must demand it from others in the external world. When that world gives it, decision-makers develop and others lose sight of their strength to effect change. Bring on the helplessness and alienation!

I can see that this explanation may seem simplistic and unreal. But the motivation it discusses is true enough. All I am trying to illustrate is that demanding an equal measure of *power* is self-defeating because no one is going to give it. It has to be "taken" by realizing it in oneself and denying it to others. One against the world is rough, but joining with people of similar concerns increases confidence in the ability to really be effective. Most importantly, sharing ideas and desires remains a necessary step toward developing a community of people. That is why I fully support student, faculty and staff organizing. Equally important, however, is to remember that strength should not come from numbers, *per se*, but from individual contributions within those numbers. This distinction can make the qualitative difference between a bullying group and a constructive body.

I want to see the S&A Board clean up

the way student money is allocated to organizations. It is inefficient and separates people with similar interests such as student legal-service groups. The Ombuds/Advocate Office certainly shows its commitment to resolving this weakness in the Evergreen community by risking their funding for the 1975 - 76 academic year. The success of their action will have implications for the entire campus community, and I certainly hope *that* is the focus of their attention, rather than on students alone. I think it is.

Beverly Feuer

THANKS TO BOYCOTT

To the Point:

I would like to take this opportunity to thank all the people who supported the recent boycott of SAGA.

I regret the necessity of the boycott, but not the end results, for the *farmworkers need your support*.

Once again, thank you for your support.

Boycott Gallo
Boycott scab lettuce
Boycott scab grapes

Elena Perez

TRANSCENDENTAL SEX

Making love,
from my soul,
I'm praying with joy,
for my lifelong work,
of freeing and loving,
by trusting desires,
and desiring trust.

© 1975 Doug Willis

FAREWELL ADDRESS

To the Point:

I have received so many notes, letters and words of goodwill from Evergreeners and the Community that I have just not been able to express my thanks and appreciation to each and every one. Thus I take "typewriter in hand" and prevail on the Journal as a voice that I know will reach all.

First my deep appreciation for all the expressions of collegueship and good wishes. This has been heartening. It will always be a great satisfaction for me to reflect on the opportunities that I had to help "pull these buildings" out of the clay and gravel beds that underlie "The Point." Most important to me however, was the opportunity that I as Vice President and Provost had to help bring most of this faculty together to build the Evergreen Academic Program.

And then to have had opportunity to teach in it . . . as both student and member of the faculty. This completed the "circle of effort" and was perhaps my

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COOPER POINT JOURNAL

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 ANOTHER MEMORANDUM FROM THE OMBUDS-ADVOCATE OFFICE

BRENT INGRAM, EXECUTIVE SECRETARY,
 STUDENT

JILL FLEMING, STUDENT

STEVE VALDEZ, STUDENT

DOUG KING, STUDENT

JOHN WOO, STUDENT

SALLY NOHART, STUDENT

EUNIS BARNETT, STUDENT

EVA USADI, STUDENT ALTERNATE

LINDA PETERSON, STAFF

VACANCY, FACULTY

Within the next two weeks these ten people will be determining the allocation of S&A funds for 1975-76. That's \$350,000! Where is your voice in this process?

The Ombuds-Advocates Office strongly feels that eight student voices do not insure adequate representation of student interests.

We ask that you do some thinking about this problem and bring your ideas to this office.

Urge the S&A Board members to re-evaluate the whole allocation process-- NOW-- before decisions for next year are made. Thank you.

News Briefs



This sign appeared last week marking the victory for the boycotters.

BOYCOTTERS HALT PURCHASE OF TEAMSTER LETTUCE

After almost a full week boycott of Saga because of their policy on the purchase of lettuce, John Moss issued a statement to Craig McCarty, the manager of the food service on campus, directing him to purchase United Farmworkers or local growers' lettuce. The memo reads:

"Because of recently expressed sentiment regarding the various alternative head lettuce sources, I feel compelled to change the existing policy. This sentiment has been primarily expressed by picketing, boycotting, and the resultant decline in usage of Food Service.

"Therefore, effective immediately your purchases of head lettuce are restricted to either U.F.W. sources, or local growers. If neither source is able to meet your requirements you may substitute romaine, chard, spinach, or other similar greens."

The statement was signed by Elena Perez, Acting Director of the Third World Coalition.

The day before this memo had been released, Moss directed a statement to the "UFW Support Committee, the Non-White Coalition, Boycott Organizations, and Alternative Food Supplies." The memo concerned the sale of alternative food on campus during the boycott. He reminded the involved parties that "the sale of food on campus is governed by the college food service contract with Saga, as well as state and local government regulations."

The alleged violations included rulings regarding the collections of retail sales, health and safety standards of the State Board of Health, and the Thurston-Mason Health District, and lack of an appropriate business license.

On Thursday, two meetings between the boycotters, and John Moss and Craig McCarty took place. The first negotiation occurred at 10 a.m. Approximately ten people met to discuss the boycott situation, and to read a memo that Moss had issued about a change in his policy on the purchase of lettuce on this campus. At that time, an article about the Evergreen boycott had already appeared in the Daily Olympian. Elena Perez contended that she had been badly misquoted, and would not speak again if anyone from the press

was present. Moss refused to ask Judy Annis, News Director for the College Relations Office, to leave the public meeting. Perez and several members of the Third World Coalition walked out. The remaining students refused to accept Moss's memo on the grounds that it was ambiguous.

Later that day, the UFW Support Committee designated Perez as the spokesperson who would present a revised portion of Moss's memo at a 2 p.m. meeting with Moss and McCarty. Accompanied by 40 supporters, Perez read the committee's position. Moss seemed to be troubled by the wording of the committee's proposed policy statement. He and Perez agreed to meet privately to clarify the wording of the final agreement. When asked if the boycott would continue on Friday, Perez said, "Until we have a written agreement, there is *no* agreement." Just before the meeting disbanded, Moss promised that the policy statement would be finalized by 10 a.m. Friday morning.

Soon after the policy statement concerning the use of head lettuce on campus was released the next day, a large handwritten sign appeared on the wall between the Saga doors. It spoke of the strength of people working together.

COUNSELORS NEEDED

Two positions of student para-professional financial aid counselor are open for application. The student financial aid counselor works with students regarding their financial situation, financial aid programs and personal money management; performs need analysis, awards and revisions for student aid recipients; assists in application file assembly and maintenance; performs reception and other duties as assigned to assist in the operation of the Financial Aid Office.

Both positions begin June 1 and are open to students who will be work-study qualified for 1975 - 1976 and able to work full time for at least most of the summer. Letters of applications should be submitted to the Office of Financial Aid (Lib 1214) by May 19, 1975. For further information contact Georgette or Kitty at the Office of Financial Aid (866-6205).

NUCLEAR SPEAKERS DAY SLATED

With the proposed building of the Satsop Nuclear power plant many have felt the need to educate the public on the dangers of nuclear energy. The Environmental Resource Center has become aware of this need and is sponsoring a Nuclear Speakers Day, Tuesday, May 20.

Events of the day will begin at 10 a.m. in Cab 110 with workshops on "Radiation Hazards and Thermal Pollution," and "The Citizen's Role in Nuclear Energy Planning." These workshops will run until noon. The afternoon sessions, from 1 to 5 p.m., will feature speakers representing both sides of the nuclear controversy.

Some of the speakers that will take part in the afternoon session are; Dr. Walter Butcher, Washington State University Professor of economics and noted authority on utility company power consumption growth projects; Jeff Foote, director of Natural Resources Law Institute at Lewis and Clark Law School; Jerry Parker, environmental policy analyst for the Washington State Planning Division of the governor's office; and Joel Schatz, director of the Oregon State Energy Study and former director of Energy Resource and Planning for the Oregon governor's office.

The program for the day is open to the public and free of charge. For further information contact the Environmental Resource Center at Lib 3225 or 866-6089.

FILM POLICY REMINDER

People who want to show a film and are members of the college community are advised to submit their order through Kaye Utsunomiya, Lib 3320, ph. 6259. She can get a good price and provide better service, and she can inform you about legal and institutional policies. If you want to show a film, it's to your advantage to see her.

Some materials are missing from the library rare books section, especially film periodicals. They are needed there, and it would be appreciated if they were returned.

NEW FACULTY HIRED

Vice President and Provost Ed Kormondy has appointed six new faculty members. The appointments, effective September 15, 1975, are for full-time, three-year contracts.

Two of the appointees hold B.A. degrees from Reed College in Portland, Oregon -- Kay Ladd, chemistry, and Susan Strasser, American history. Ladd also has a master's degree in physical chemistry and a doctorate in inorganic chemistry, both from Brandeis University. Strasser earned an M.A. in American history from the State University of New York Suny at Stony Brook, and is currently completing work on her Ph.D. there.

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Others joining the Evergreen teaching staff include Virginia Ingersoll, who has a B.A. in journalism and philosophy from Marquette University and a doctoral degree in philosophy from the University of Illinois. She will be teaching in the area of communications.

Joye Peskin, whose area is theatre and communications, was awarded a B.A. in English from the State University of New York, and will shortly get her master's degree in English from SUNY.

James Stroh, who is working on a Ph.D. in geology at the University of Washington, has published numerous articles in that field. Stroh also holds a bachelor of science degree in geology from San Diego State.

York Wong, who holds a bachelor of science degree from the University of Arkansas, and an M.A. in business administration from Columbia, has been director of computer services at Evergreen for the last two years.



Dick Gregory

DICK GREGORY TO SPEAK

Dick Gregory, noted comedian and human rights activist, will speak at Fort Steilacoom Community College May 20 at 8 p.m. in the Student Center.

"There is a great social revolution going on in America today," Gregory declares. "And the wonderful thing about this revolution is that it is not Black against White. It is simply right against wrong. The number one problem in America today is not air and water pollution. It is moral pollution. The same moral pollution which keeps the smoke up in the air also keeps the Indian on the reservation."

THIRD WORLD SPONSORS THEATRE PERFORMANCE

El Teatro Campesino, a theatre group from San Juan Batista, California, will perform in the library lobby (or CAB) May 19 at 8 p.m. and May 20 at noon. They will present "El Fin del Mundo" a play written by the theatre troupe concerning the struggle of the California farm-workers.

El Teatro Campesino is being sponsored by the Third World Coalition. Both performances are free.

CONTRACT SUPERVISORS DISCUSS THEIR ROLES



Doug Buster

Ken Donohue

More than 130 supervisors of students, interns and representatives from business and industrial communities will be at Evergreen for a Cooperative Education Conference May 16.

Evergreen director of Cooperative Education Ken Donohue said the all-day meeting is designed to be "both instructive and educational" for participants, most of whom are supervising off campus on-the-job work experiences of Evergreen students. "We hope to give participants a better understanding of Evergreen's curriculum and their role as supervisors of our students," he said.

Faculty are being encouraged to attend the conference. Donohue pointed out it is necessary to promote more communication between faculty and persons who are supervising interns in the field. A common complaint of field supervisors is that "faculty send students off campus and dump them," according to Donohue. Supervisors are concerned about the academic guidance given Evergreen interns by their faculty sponsors. Donohue estimated that 10 to 15 percent of the faculty will be attending the conference.

Another purpose of the conference is to help open up new internship positions. Besides persons who've had experiences with interns, there will be those who haven't. Cooperative Education began these conferences three years ago with just the field supervisors. But since last year they've invited other community members to attend. This has been successful in expanding Evergreen's cooperative education resources.

Olympia Mayor Tom Allen will open the conference with a welcoming address at 9 a.m. Following will be six workshops on Evergreen's Cooperative Education program and academic curriculum.

The six afternoon workshops will focus on the internship experience. Representatives from agencies which have employed student interns will participate in panel

discussions. Among these representatives will be Carolyn Keck of the Olympia School District, Mayor Ernie Skala of North Bonneville, Marveen Rohr of the Department of Natural Resources and a representative from the Pacific Science Center.

Members of the coordinated studies program, Law Makers/Law Breakers will participate in a panel discussion of their winter quarter internship activities. Other workshops will include a presentation highlighting the cultural differences between the traditional white community and the Native American community and a discussion of regulations and laws governing Affirmative Action.

In the current academic year, roughly one-third of Evergreen's enrollment — 750 students — have participated in the internship program. In the past four years, the Cooperative Education Office has placed 2,300 interns in a wide variety of internships in business, industry, education, social service and governmental agencies.

GINSBERG CANCELLED

Allen Ginsberg has cancelled his planned reading engagement at Evergreen Saturday, May 17, due to an illness which resulted in his hospitalization last week. According to a spokesman for Ginsberg, he is suffering from kidney problems and "exhaustion."

BOYCOTT AT U OF W

The University of Washington is in the midst of a two day walkout of classes in response to the firings of Juan Sanchez, director of the Chicano Division in the office of Minority Affairs, and Gary Padilla, director of Chicano Studies, and the 15-day suspension of Rosa Morales, a secretary in Chicano Studies. The three were involved in a confrontation in the office of Dean Beckmann of the College of Arts and Sciences on April 30.

The confrontation was sparked by the elimination of Chicano candidates for an associate dean position in the college, and centers around alleged violations of the University's Affirmative Action policy.

Since the firings, Roberto Garfias, the only Chicano full professor at the U of W, resigned in protest. As of Tuesday, the first day of the walkout, 41 professors, administrators, and staff members have joined Garfias' action.

The walkout action was initiated by the University's Mexican-Chicano Association (MECHA) and is supported by the other Third World Coalitions on campus, the ASUW Board of Controls, the Daily, and many individuals from the U and surrounding community.

Instead of attending classes, the students, staff, and administrators who have walked out are listening to speeches, and music in their Red Square.

Announcements

• The following groups are having meetings, which students are encouraged to attend:

— Campus Faith Center Potluck, Monday May 19, in Lib 4300 at 6 p.m. Bring your special dish or contact 866-6108 for more information.

— Worker's Rally at the Capitol Rotunda in Olympia, Monday, May 19 at 6 p.m. The rally is to support protective legislation for all workers. For more information, call 325-8258.

— Graduation DTF, Thursday May 15 at 5 p.m. in Lib 3111. This is, "the last chance you'll have for input," according to Dean Willie Parson.

— Sufi Dance and Meditation Seminar, Saturday, May 17 at 10 a.m. There will be a discussion of "Sufi Meditation Practices, practices in the mysticism of sound, and readings from the teachings of Hazrat Inayat Khan." There is a \$5 registration fee, and participants are advised to bring a cushion and lunch. For more information call 866-6108.

— Board of Trustees, Tuesday May 20, at 10:30 a.m., in the Board Room.

— Revolutionary Student Brigade Teach-In on Mid-east, Thursday, May 22, at 7 p.m. in Cab 110.

— Foundations of Natural Science coordinated studies meeting for those students interested in taking the course next year, Tuesday, May 20, in Lab 3033 at 3:30 p.m.

— The Administrative Procedures DTF will meet Thursday, May 15, at 1:30 p.m. in Lib 1612.

— Health Services meeting, will discuss results of the Health Services Survey, Wednesday, May 21 in the lecture hall lounge.

— Board of Trustees, Tuesday, May 20 at 10:30 a.m. Forest management on the college's land will be among topics discussed. For more information on this question contact the Environmental Resource Center at 866-6089.

• Everyone is requested to remove all personal articles from the baskets in the Campus Rec Center before June 6, even if you will be attending school this summer.

• There will be an important Sounding Board Meeting next May 21, 8:30 p.m. in Cab 110. Main topic of this meeting will be evaluation of Sounding Board process and the role of Sounding Board in the Evergreen Community. All Community members are requested to bring six statements, three telling what you like about Sounding Board and three statements telling what you think isn't working with the Sounding Board.

• The Human Dance Company will perform in the 1st floor Lib Lobby, Monday, May 19th at 2 p.m. and will hold a workshop Tuesday, May 20th at 3 p.m. in the multipurpose room. Both events are free.

• Graphic designer Connie Hubbard is giving a short workshop on how to organize and present an Art Portfolio, Thursday, May 15. Registration is free, and open to all community members. For more information contact the Placement office, Lib 1234 or 866-6193.

• Natalie Crowe, a faculty candidate in Psychology/Counseling, will be visiting campus on May 15 and 16. She will be in an all-campus interview/meeting in Student Services (Lib 1217) from 11 a.m. till noon, Thursday, May 15. This meeting is arranged so that all members of the college community may have opportunity to meet and talk with the prospective candidate.

• Openings still exist for Evergreen students who would like to participate in a summer workshop and fall intern program involving teaching in the Olympia elementary schools. The workshop will take place June 16 - 27 on campus, and provides one Evergreen unit of credit. A small stipend is provided to defray participant expenses. If interested contact Don Humphrey, Lab 3006, phone 866-6672 as soon as possible.

• "An Evening of Chamber Music" will be offered May 20 at 8 p.m. in the main Lib lobby.

Highlight of the hour long performance will be a presentation of J.S. Bach's "Cantata No. 79" by the Evergreen Chamber Singers under the direction of faculty member Donald Chan. Featured soloists in the Cantata include students Patty Lott, alto; Cindia Siedentop, soprano, and faculty member Bill Brown, bass. The singers will be accompanied by double string quartets, trumpets, oboe, flutes, tympani and harpsichord.

Miss Siedentop will also perform classical songs by Donaudy, an Italian composer.

The Evergreen Woodwind Quintet will also perform during the free, public concert. Members of the Quintet include: students Randy Mead, flute; Greg Youtz, bassoon; Linda Ross, clarinet and Jeff Irwin, French horn; and faculty member George Dimitroff, oboe.

• Health Services thanks everyone who donated blood. They received 99 units.

• The annual Academic Fair will be held this year in the Lib lobby, Wednesday, May 21. This is a chance for students to talk to faculty members about the programs being offered next year. The fair will last from 10 a.m. until 2 p.m.

• Animals may receive rabies vaccination Saturday, May 17, between 2 and 5 p.m. at the Lacey Fire Hall or the Olympia Animal Shelter. Cats should be vaccinated every year, dogs every other year. Shots are \$3.

• Interactive computer-aided decision evaluation and conflict resolution will be discussed in a seminar with Robert Burnett and Paul Dionne of Batelle-Pacific NW Laboratory, Thursday, May 22 at 1:30 p.m. in Lab 1059.

• Seniors wishing to reserve space in the gallery for the Senior Show must contact John Woo by May 21. He may be reached in Lib 3224 or thru Mail 2414.

• Evelyn Reed, anthropologist and socialist feminist, will speak in Lec 5, Thursday, May 22 at 11 a.m.

Classified Ads

I need an electric metronome. If you can sell me one, call Nick at 866-5038 after 10 p.m.

FOR SALE: S-M electric typewriter \$50, Polaroid camera \$5, old 16 mm movie camera, \$40. Gary, 866-4348.

The Bookstore now has Seal Dry Mount Tissue-Helps ease print mounting.

workmanship & materials. Friendly workers. Leave message at 866-5192

Feeder pigs for sale — 866-1816

Wanted — used tape deck. Prefer unit with speakers. Call Michael or Laura, 491-1276

Batik and Tye-dyers — broadcloth — available at the college Bookstore.

VAN: 1970 Ford E-200. New paint, tires, custom interior. \$2,600. 866-3643.

Alaska! I'm driving to Alaska around the first week of June. Need rider(s) to share expenses. For more information call Owen at 491-5003.

FIRE FIGHTERS/persons interested in submitting applications for future employment as resident of student fire fighter, contact the Campus fire Department. 866-6348. Apply before 5/23.

Must sell 1972 Datsun pickup good condition, best reasonable offer, contact Ginny at "the red house" Mix Rd. (Rt. 11, Box 279).

600-14 Datsun Tires 6-ply — 2 wheels to go with the tires. 866-6140

2 want house starting June — close to school. Write Mike and Lisa, Box 451 — N. Bonneville, WA 98639

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Njeri White

Childcare is More Than Babysitting

By MARY HESTER

Each of us has several roles to play — some have more than others. Presently "The student" is the primary role most of us are participating in. Another facet in that role is the "working student." Most work-study jobs at Evergreen occupy 15 hours per week of a student's time. Time which others devote to study, student activities involvement or playing.

But other students here fulfill yet another demanding role — one of parents. And in that set of responsibilities another dimension emerges — that of being a single parent.

"Being a single parent at Evergreen you can't just take off for the beach," says Director of Evergreen's Driftwood Day Care Center Bennie Gillis. "You can't just say goodbye to it all at some point. You've always got that child there. The release that single students have — the release that married students have by saying 'here you take them for a while,' — single parents don't have. I consider their position to be one of continuous stress."

This Saturday a Community Conference Concerning Single Working Student Parents and Children will be held at the college. While the issues in the conference are addressed to single parents they also provide an opportunity for all students to become aware of the unique needs, problems and situations of single parents — a role more and more of us come to choose during our lives.

The conference will include panel discussions, workshops, featured speakers and free child care.

"One of the central issues for parents in deciding to return to school is 'who will take care of my child?' — for most mothers would not be able to return to college without low-cost day care," says the recently released Disappearing Task Force (DTF) on Daycare.

DTF Report

Presently, priority is given to the low-income single parent families at the Driftwood Day Care Center. According to the report, "even their need is being met with difficulty not only in terms of enrollment, but in terms of particular time blocks. Because of the limited facilities and staff, scheduling is a problem which allows little or no flexibility for the parents." However, student parents are asked not to sign up for more than 18 hours per week. Gillis points out this causes problems for parents attempting to participate in full-time internships.

The report continues, "In general, no allowance can be made for weekly variations in student parents' schedules. This creates problems not only for the student parent but also for other students and faculty since the rejected child then ends up in the seminar, lecture hall, or at the movie."

Currently, none of the child care needs of staff, faculty or administrators can be met at Driftwood.

Welfare Restrictions

Also, if the student/parent is on welfare, no money is allotted for child care

unless she/he is enrolled at a technical school (such as OVTI) or a two-year community college. The emphasis is on obtaining a "skill" and four year colleges are exempt.

Janie Goforth, a single parent who utilizes Driftwood gives her perception of parenthood. "I really want it to be a joyous thing. Sometimes you just get so burned out from doing everything that it turns into a burden. And it happens a lot of the time because I'm the only one here . . . I'm responsible for the whole gig."

Time for Children

"You need time for yourself to be a person," says Janie. "Then there's got to be time for your children, for school, for eating and sleeping and just the logistics of living and getting everybody where they need to go. For example, Tony (her son)

continued on next page

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continued from preceding page

goes to elementary school, Jessie (daughter) goes to the Day Care Center and I go to school here. So the logistics of just getting us where we need to go and then back again is so time consuming . . ." Not to mention time to study.

Beth Harris, one of the organizers of the conference, pointed out another source of pressure single parents encounter.

"In programs they make demands on you that don't take into account that you also have to take care of your children — like last minute kind of changes in scheduling or projects. The institution isn't really conscious that you're serving a role in the institution."

Janie reiterated, "There's just so much pressure brought to bear. I felt I couldn't keep up with the academic load . . . I just couldn't devote five hours a night to studying. And I couldn't seem to get through to faculty people about the problem. They seemed to have their home trips together where they had a wife who took care of the children, and laundry and cooking. That really bothered me — they weren't conscious that school is just one of the trips that I'm doing — it's an important one — but there's so many other things I have to be doing too."

Non-parent Concern

Beth at first expressed some doubts about becoming involved in the conference because she is not a parent.

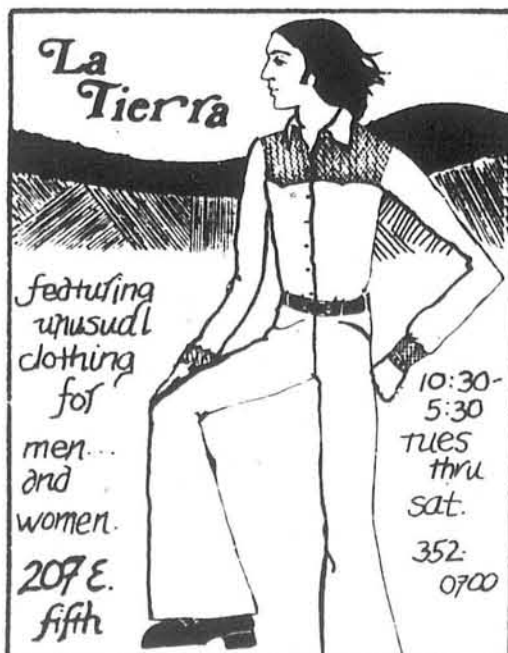
"In a way I consider since I don't have children I still have a responsibility to them . . . just because I'm human and I live in a community."

She continued, "That was a really difficult thing for me to realize because I had to deal with the fact that if you choose not to have children can you choose not to be responsible for them?"

The conference is free and everyone is encouraged to attend.

Schedule

- 8:30 - 9:30 a.m. Coffee, donuts, special orange juice drink for all at the child care locations. CAB 110.
- 9:25 Introduction and welcome to conference. Patty Allen. CAB 110.
- 9:30 - 10:45 Panel on "What are the Goals of a Family and How Do They Get Subverted?" CAB 110
- 11 - 12:30 p.m. Workshops open to parents, children and friends.
1. What Conflicts and Advantages are there in Being a Parent-Student or a Parent-Worker? CAB 110A
 2. When parents Separate, What Relationship Does Each Establish With the Children CAB 110B
 3. Parents and Children Living with Other Folks CAB 110C
 4. What Do We Want From Our Parents? (Children Only) REC Bldg.
- 12:30 - 1:30 Sack lunch time, roving musicians/clowns
- 1:30 - 2 Social Responsibility for Child Care, CAB 110
- 2 - 2:15 Statewide Issues Concerning Child Care CAB 110
- 2:15 - 2:30 Community Cooperative Child Care, CAB 110
- 2:30 - 3:30 Panel on "Single Fathers Are Parents Too"
- 3:30 - 5 Workshops concerning parents
1. What Financial Resources are Available to the Single Parent?
 2. What is the Best Way to Care for Pre-School Children? CAB 110B
 3. How do you Deal with Sexuality as a Single Parent? CAB 110C
 4. How can Single Parents get the Support They Need to Keep Functioning, Healthy and Happy? CAB 110D
 5. How Do We Affect Our Parents' Lives (Children Only) REC Bldg.
- 5 - 6 Dinner can be purchased from Rainbow Grocery, Artichoke Mode, Third World Coalition
- 6 - 7 Fantastic Family Show — featuring skits, a carnival band, singers, and lots of surprises. Master of Ceremonies — Rob Wood



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CONSERVATIVE BACKLASH

By MICHAEL CORRIGAN

There is a pressure exerting itself on campus which seems to me to be showing itself through the ever increasing number of coalitions.

The pressure comes from the conflict between maintaining cultural uniqueness with the exclusiveness that it requires and merging in to what still has to be called the old melting pot.

Last fall when Boston turned into a battleground this problem showed itself in all of its gory reality. It showed a very unusual paradox at work. After giving this some thought I can only conclude that the goals of many of our various coalitions are very similar to those of the Irish in South Boston.

I say this because it seems to me that in order for a culture to maintain its uniqueness, the people of it have to live together following the traditions of their ancestors. If this is the case there must be some geographic limitations involved.

A good example of these geographic boundaries is the city of Milwaukee. Milwaukee has very distinct Polish, Serbian, Croatian, German and Black districts.

I find this kind of thing very nice and quaint of course, but it seems that it only encourages racism. The hatreds that existed one hundred years ago in Europe are still very much alive in Milwaukee. So in the name of cultural identity and uniqueness we should all if we really believe in it support the Irish cause in South Boston.

Who can say that things won't be very different when 1,000 blacks are bussed to South Boston High? The whole neighborhood would change. I think for the better but try telling them that. They don't want blacks in their schools anymore than the blacks in Harlem want neighborhood Klu Klux Klan chapters.

People are becoming more and more alienated. Everyone is forming their own funded organization to further their respective causes. It's becoming almost humorous as the organizations pile up. Even though there is every conceivable so-called Third World minority represented, and despite the fact that a well established and as I understand, adequately funded Women's organization exists, someone has decided we should also finance a Third World Womens organization.

I mean isn't it getting a bit ridiculous? Before long all this place will be is a central office space for every conceivable kind of coalition. I don't think I disapprove of the goals of these organizations, only their methods disturb me. Individuals are losing their voices. What should I do? Form an Irish Coalition and use S&A funds to finance an Irish Enlightenment Day? It is silly but every day it is becoming more and more necessary to go that route if a person wishes to still have a voice here.

Ombuds Examined

"Potential Exists"

By BARBARA HARNISCH

In the April 17, 1975 Working Climate DTF report, President Charles McCann wrote, "... Some students may need help in learning to deal directly with their faculty sponsors and advisors, and the Ombuds/Advocates office might be able to give that help. But we have heard the faculty concern is that as this office now operates it sets up an adversary model for faculty/staff-student relationships, contributes to the image of faculty and administrators, as a group, as being out to cheat students, and threatens to interpose itself as a third party between students and faculty."

Vice-president Ed Kormondy was somewhat gentler: "I wouldn't go so far as to say what Charlie has, but the potential for that sort of feeling was, at first, evident in the minds of certain viewers. It seems that some Evergreen people are rather short-sighted as to what we're about as an academic institution."

Kormondy went on to say, "If the Ombuds/Advocates office takes that point of view, I'll go to the wall with them any time. My main concern is the we-they camps potential, that could result in their becoming adversaries, as opposed to advocates. That potential exists in any advocacy situation, but I hope it won't be expressed in adversary terms. That's necessary sometimes, but often causes more wounds than an advocacy system does."

According to the statement of purpose of the Ombuds/Advocates office, the agency is to "educate the community as to their rights, obligations, and interests as related to and defined by the COG document, Administrative Code, Faculty Handbook, Social Contract, and the Affirmative Action policy of The Evergreen State College."

Student Bev Feuer, who has worked with the office since it started last summer, adds, "We're really here to facilitate their legwork. We don't lead them by the hand through the channels of governance, but we can advise them in their use of those channels."

"We've made ourselves into a governance organization," explains Feuer. "There are two sides to the office: the advocates seek out problems and try to facilitate individual resolution. The ombudsmen are the office's experts at the governance system, the ones who collect documents and become knowledgeable about the legal workings of the school. The governance process can be very hard to use — there's a lot of red tape."



John Foster

Doug Buster

May 15, 1975

Advocate Denise Shepard pointed out another facet of the office's endeavor: "The student body has no unifying factor. They're being split up so they're easier to control. There has to be a student union — administrative power has to be taken out of the hands of a few, and students should be heard."

Similarly, advocate Mary Ann Yockulic said, "Advocates have to represent student interests where other people don't. Students are a minority, and what is really needed is a student union. We have to perform in a way that doesn't take students' power away, and teach them to use power themselves. You could sort of summarize it by saying that some of us want to be an information resource and direct students to solve their own problems, and some of us want to use that information to solve the students' problems for them."

Of the 24 cases handled by the office this year, the two best-publicized are the Chuck Harbaugh hiring controversy and the disenrollment of Student Jerome Byron.

Kormondy, looking back on the Harbaugh episode which took place last November, comments, "One aspect of that situation, as regards the Ombuds/Advocates office, is that their organization and protocol wasn't really lined up yet, and there tended to be some harassment of the deans by members of the office. They kept asking the same questions, asking for the same documents. That created a bad feeling — the redundancy of effort developed a negative attitude. But I feel that's pretty much corrected itself. They're learning that there are ways to dispute and still be friends. Given their six-plus months of experience, at least from what I can tell, it would appear that the office has gotten organized, developed processes for followup and followthrough."

Student Carlos Rose-White, member of the All-Campus Hearing Board, voiced agreement with Kormondy. "They're changing a lot. The people in that office don't have much internal organization, really haven't decided on how to act. They're still working on trying to figure that out. They'll have to change until they do figure that out, and, hopefully, stop at that point."

Rose-White feels that they "could be a workable student service, if the rest of the institution wants it. There are different levels of competency, and finding their role in society is going to be difficult. Right now the institution we're dealing with is not the institution originally conceived. The institution as it is stifles any real student control. At WSU, for instance, there's a student on the Board of Trustees, and I imagine there's one on the Board of Trustees of the U of W, too. But here, no way!"

John Moss, director of personnel and auxiliary services, feels that the office's main weak point is what he calls "their narrow perspective — they don't really get the whole picture. My experience with



President McCann

the office is limited, but I've found with most students that if you can explain your actions to them — expose them to a bigger perspective — they'll understand. They may not like your actions, but they'll understand, and can accept them more easily. I have nothing against student participation, or democracy, or whatever you want to call it. I just wish it could happen. It seems like everyone here is trying to reinvent the wheel — we keep changing and changing, but there's not as much progress as I'd like in intergroup communication."

The office printed a memo to the community in the Journal May 8, 1975 stating, "The Ombuds/Advocates office will not submit a budget proposal to the S&A Board for the 1975 - 1976 academic year. We will not compete with other student-funded groups for monies which we feel should be allocated through a more democratic process."

"We were," says Feuer, "asking for support from the community to show what we feel is the big problem on campus: the lack of community. There is no real community here, and there never was. If we can solve the larger problems, we'll be helping all individual members of the community."

Student John Foster, coordinator of the office, comments, "Each student must act as his own advisor under the present system, and we're set up to solve that. We deal with governance problems related to faculty-staff-administration-student interaction."

Staff member Bill Knauss, who is currently serving on the Hearing Board Procedures DTF, feels that the ombudsmen/advocates are a valid part of Evergreen's governance system: "My attitude toward them is favorable. I think they've been useful in clarifying some things that need to be worked on in college governance documents and procedures."

But faculty member Russ Lidman, who also serves on the DTF, says he's exper-

enced "some sour dealings" with them. And he feels that, during an earlier case, "they intervened needlessly in all our proceedings and attempted manipulation of the COG document. But it was their first case, and they were a little hardnosed about it." They subsequently apologized. I think it's fine if their purpose is to facilitate. But there are better ways to do that than obstacle tactics."

Another member of the DTF, faculty member Peggy Dickinson, was even more blunt. In a January 20, 1975 memo to student Burnell Hill, Dickinson stated, "... Our experience at the December 4 meeting, where discussion among the members of the board was prevented by the monopolizing of the meeting by two boys from the advocates office, Doug Ellis and Spider Burbank, has convinced me that closed deliberations are the only means of reaching a decision... I think it was Albert Camus who wrote, in *The Fall*, 'some men will climb upon the cross in order to be seen from a greater distance.'"

In keeping with its controversiality, the office is internally divided over its philosophy. As advocate David Vineberg explained, "One theory is to be elitist — to completely take over cases brought to us, take them out of the hands of the students. The other theory is to support and guide the students through the school's grievance procedures. I see my position as trying to help the students come together, not separate them. It's the elitists who separate students. My idea of college," Vineberg continued, "is to study and to learn to work with other people, not against them. We should encourage students to use their own power, not use it for them in their names."

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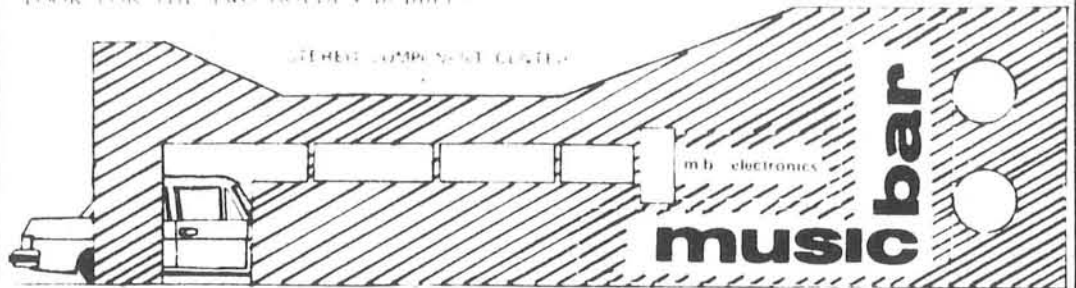
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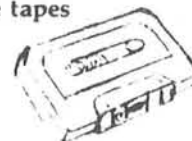
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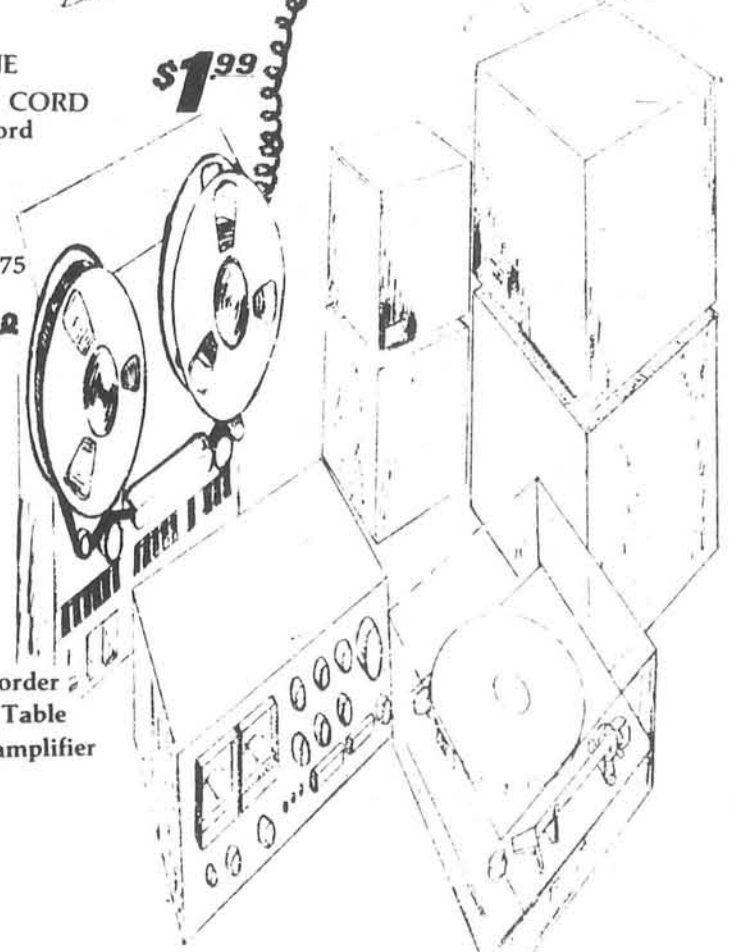


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Quinault II

A Look Into Evergreen's Future

These are the recommendations made by the members of the Quinault II retreat on long-range curriculum planning. These are only the recommendations, nothing final. Meetings began Wednesday morning to discuss their findings and it was decided to meet in the deans groups (alpha, beta, et al) to continue the discussions. To find out when these meetings will be held, contact your faculty person or call the secretaries of the deans. The meetings are open to everyone.

We must point out, these are the recommendations (and only part of them). There is a complete report with the philosophy and reasoning behind the recommendations available. Copies may be found at the circulation desk of the library, in the lobby of dorm A, at the info center and by asking around.

The Quality of Academic Work

1) A moratorium should be placed on the consideration of graduate study at Evergreen: we must first be sure that we are doing all we can for our undergraduates.

2) Modules must continue to be developed primarily out of a sincere concern for the undergraduate student, and only secondarily out of a sense of service to the surrounding community, due to the scarcity of our resources. At the same time, we recognize that it is desirable and necessary to emphasize the finding of better ways to use the part-time modes we have for the education of the Evergreen staff, including modules, part-time participation in programs, and part-time participation in contracts.

The age of receiving academic credit for

experiencing experience is over. Facility in reading, writing, and analysis must be developed in all academic work, in both programs and contracts.

Curriculum Planning and Continuity

One of the most useful exercises in which Evergreen faculty can engage, recognizing our commitment to interdisciplinary teaching, is the planning and articulation of coordinated studies programs and interdisciplinary group contracts, whether or not these are actually implemented. We should, for the sake of the art, engage in this exercise regularly in all events.

Had we committed ourselves to this as a formally prescribed aspect of our program of faculty growth and development, we would have been able, in addition, to plan a significant portion of our academic offerings in longer range perspective than has so far been possible.

Therefore, we recommend that there be added to the criteria for faculty evaluation and retention that it be a responsibility of all faculty to participate in the designing of at least one basic and one advanced coordinated studies program or interdisciplinary group contract per year, and that these designs be made part of faculty portfolios, subject to annual review according to standing procedures with respect to faculty evaluation and retention.

Many coordinated studies programs and group contracts may then be planned and advertised a year in advance, subject to the discretionary wisdom of the academic deans. These will include both newly designed offerings and offerings we agree to repeat.

1) When a skill is needed by everyone in a program, it is the program's responsibility to arrange for its development. Where workshops and similar learning vehicles can appropriately be opened to people outside the program, this should be announced as far in advance as possible.

2) We also need to guarantee that the means of obtaining a variety of basic skills, particularly in expressive, verificational, and analytical techniques, should be offered regularly for those not acquiring them directly in programs. This should be one of the functions of the Academic Dean at the Curriculum Desk. Depending on the skill in question, the dean might arrange that this be taught by faculty, staff, students, or members of the community. The methods should include modules, SPLU's, LSC, workshops, and the opening up of program lectures and workshops, when appropriate, to students from outside of ongoing programs. Examples of basic skills modules that might be offered on a regular basis include: music theory; dance techniques; use of visual-arts media; use of basic media tools; computer programming; "math for the uninclined;" pre-calculus math; statistics; general chemistry; organic chemistry; survey of physics; surveying skills (i.e., public opinion sampling).

3) We should move the instruction of basic media skills into modules, workshops, and/or LSC offerings, and remove this instruction from its position as the focal point of any coordinated studies programs.

4) We urge the educational use of media in all programs as a means to enrich and demonstrate student understanding

continued on page 17

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continued from page 15

of the focal problems, projects, or themes of coordinated studies or interdisciplinary group contracts.

Deans and Faculty — We recommend that the deans recommit themselves to fulfilling their desk functions relative to offering counsel in one of the four divisional areas: specifically, to oversee curriculum development. At the present time, two deans are assigned to the desk for Humanities/Arts Counsel; they must resolve this situation so that one dean will cover each area. In order for the deans to fulfill these functions, faculty members must commit themselves to relieving the deans of a significant amount of routine administration work.

Students - Consistent and formal mechanisms should be developed for students to become involved in identifying critical issues and problems they feel should be incorporated into program planning. (This statement was not agreed to by all members of the Quinault II Task Force. A minority report, explaining the reasons for disagreement, is attached to this paper.) Which we did not have room to include, however, it is available with the rest of the report.

Advising - While reaffirming our commitment to the fundamental role of coordinated studies as an extremely important part of a student's Evergreen education (see P. 13 of the 1975 - 76 Supplement), we reassert that Evergreen shall have no specific modal or disciplinary requirements for its students to meet. Given the absence of these kinds of requirements, it is essential that faculty pay careful attention to their responsibilities for advising students about curricular choices. We therefore reaffirm that it is a primary responsibility of all faculty members to give continuing academic advisement to the group of students for whom they are responsible. (The details of assigning students to faculty members are to be worked out by the existing DTF on academic advisement.) The quality of this advice should be addressed in student evaluations of faculty members, and should be among the criteria for faculty retention given in the *Faculty Handbook*.

Other recommendations intended to support good advising at Evergreen include the following:

1) The full-time Coordinator of Academic Information should be reinstated in the 06 Budget to aid faculty and deans in their responsibility of advising students.

2) All Supplement copy describing coordinated studies programs and interdisciplinary group contracts should indicate clearly within its narrative which traditional disciplines will be used to understand the problem or project around which the program is built; and, certainly, no student should consider enrolling in a coordinated studies program without having carefully read all of the Supplement

copy.

3) All copies of the *faculty expertise survey* (meant, when it was compiled, mainly as an aid for students in selecting individual contract sponsors), now included in the *Geoduck Cookbook*, should be recalled and destroyed by a public burning on Red Square. It is an embarrassment to all of us. If a new survey is done, it must be carefully monitored. It must be accurate and realistic.

Additional Curricular Recommendations

1) We strongly support Cooperative Education, which we believe is one of the College's most vital and essential methods of learning.

2) In keeping with the reaffirmation of our commitment to interdisciplinary learning, it is clear that interethnic and intercultural concerns must be met within the curriculum. Offerings labeled "Black," "Brown," "Red," or "Yellow" studies are less important than the recognition that knowledge is multiracial and interethnic. Thus Evergreen should offer only academic work conceived on the basis of this recognition and designed to advance it. This is necessary to ensure the kind of education for all of us that is as complete and truly diverse as possible. Therefore, we recommend that the Academic Deans be responsible for the implementation and monitoring of the program planning and faculty assignment sections of the Non-White DTF Report, which we feel to be part of the quality control of all academic offerings.

3) The feminist perspective should not be compartmentalized into women's studies programs at Evergreen. Women's studies programs have grown on campuses where there is little or no interdisciplinary study; they've provided an interesting alternative on these campuses in more ways than one, then. They've grown on campuses where women faculty are few and powerless and where departmental structures keep them apart. We have no need for something called "women's studies" on a continuing basis. What we have a need for is a recognition on the part of women and men faculty that we have a unique opportunity to bring a feminist perspective to all that we study and teach and that we should not avoid presenting that perspective nor should we apologize for it. We owe it, as educators, to all of our women students to help them prepare for lives and careers in a sexist society and to provide support for women students to achieve their full potential. We can't do that by isolating a few women a year into something called women's studies. There will be times when we must design programs which will deal with questions about the human condition of particular concern to women. We need to know that the Deans (whoever they may be) will support such programs. That must be a continuing commitment.

4) We see the performing arts as having an essential role in the Evergreen

curriculum. The performing arts faculty should put together a careful analysis of their view of the performing arts at Evergreen in the context of statements of the Quinault II committee about what Evergreen is and should be. This statement should then be used as a basis for a campus-wide discussion.

5) Foreign language instruction has been a subject of concern since Evergreen's planning year, but has never developed beyond being an appendage of the curriculum. The ideal method for teaching languages, as well as the thoroughness of interdisciplinary learning, demands that foreign languages become fully integrated into the curriculum. We therefore propose the implementation of these models:

a) Two coordinated studies programs each year should plan to use foreign language as an integral part of their activities. (For example, Russian and Italian were offered in "Interplay of the Arts," and some other students from that program studied French and German.)

b) Each year, an emphasis should be placed on one language which would be taught intensively for one to three quarters, together with other aspects of a country or geographical area. (Excellent examples are "Japan and the West" and "Xequiquel.")

c) Each summer, total immersion programs should be offered using the model of this summer's program (1975), "France entre le guerres" (if it works). Next year, Spanish could be offered along with French, and each summer thereafter more languages could be offered.

6) Beyond these concerns, there remains a big gap in our broad curriculum itself. We recognize that the history and location of Evergreen place a special responsibility on us to develop imaginative curricular offerings centered on issues of business and public affairs, a responsibility we have yet to meet. We therefore urge interested and qualified faculty to design and submit such offerings with all deliberate speed.

7) With respect to the flexibility of Evergreen's curriculum, the Quinault Task Force discussed the need to continue to provide educational opportunities to people unable to attend college on a daily basis. We recommend that the Academic Deans and faculty mount off-campus programs comparable in nature to those offered on campus. They should proceed cautiously to establish two or three regular external programs in any given academic year, but with clearly stated positions as to what we can offer, whom we can serve, and how long we can commit Evergreen's resources to any particular program.

Finally, in looking toward the future, the Task Force recommends that the Provost charge a small group to look into the possibilities of switching to the *semester system* and to *twelve-month operation*. These might be interesting options for Evergreen.

continued from page 3

greatest satisfaction. I will miss my work with the students most of all.

I leave to assume responsibilities as Dean of the Graduate School and University Professor in the Interdisciplinary Honors Program at The University of Toledo in June. I will miss the West and I will miss you all. We had an opportunity to do something fine here together, something that needed to be done. I am glad that I could serve in various roles toward that end. But it is still only the beginning and in leaving I wish you all success as you carry the initiative forward.

Dave Barry
Backgrounds to America's Future

WHITE AFRICAN?

To the Point:

Open letter to EYE 5, I was insulted when I went to see Paul Tracey supposed "AFRICAN MUSIC." He is from South Africa, but he's the wrong race. I think you should have advertised it as an interpretation by a white man of African stories and music. At least I wouldn't have made a special trip. I did walk out almost as soon as I walked in. Don't we have enough authentic Africans in this area for you to do a real representation?

Red

AMNESTY INTERNATIONAL DEFINED

To the Point:

A chapter of Amnesty International has opened on the Evergreen campus. Amnesty International is a worldwide humanitarian organization. It works for the release of "Prisoners of Conscience," people who are imprisoned for religious, political, or any other conscientiously held beliefs, and who have not advocated or used violence. Amnesty International has been in existence since 1961, and there are now over 1,000 section groups in more than 60 countries, linked together by national headquarters.

The Evergreen chapter of A.I. is now working for the release of two political prisoners. One is a student in Tunisia who has been sentenced to three years in prison for publically expressing views in opposition to those of his government. The other is a woman in East Germany who is in prison because she attempted to leave the country.

The main work of Amnesty International is in sending letters to high government and prison officials in the prisoner's country. Members also write to the prisoners, and their families, giving them moral and sometimes financial support. Each AI chapter "adopts" from one to

three prisoner's cases.

Evergreen Amnesty International is looking for a few people who are interested in maintaining the work that is being carried on presently, through the summer and into next year. Work is minimal, and involves only a few hours of time each week.

If you are interested in working for Amnesty, or want to know a little more about its activities, please contact Kevin at 357-9126, or leave a message at the EPIC kiosk in the CAB building.

Amnesty International at Evergreen needs the community's support and cannot continue functioning without it.

Kevin Rolnick

RSB INVITATION

To the Point:

On Thursday, May 22, the Revolutionary Student Brigade will be sponsoring a teach-in on the Mid-East. Although the victories of Cambodia and Vietnam are still in the minds of everyone, why must we take up the question of a danger of a new war at this time? During the last several months, the T.V. and newspapers have been filled with threats by Ford and Kissinger to intervene in the Mid-East if the oil producers do not obey the commandments of the United States. The current economic crisis is being blamed on the Arabs and racist propaganda about them has been assailing us in the media.

While the Indochinese were scoring victories against the United States and the government tried to cover its defeat with its orphan "program" and "bloodbath" lies, its designs for the Mid-East did not evaporate. These were merely eliminated from the front page coverage. One of the first statements Rockefeller made after the liberation of Vietnam was to the effect that the American people must not draw the "wrong lesson" from Vietnam — the American government will not shirk, he says, from its responsibility to defend American interest abroad, by intervention anywhere.

The Mid-East has become a key area for imperialist contention and aggression and a focal point for peoples' liberation struggles. On the one side are the two superpowers, the United States and the U.S.S.R., for control of the oil-rich Persian Gulf, and on the other is the struggle of the Palestinian people to regain their homeland from the Zionist Israel. Not only are the Palestinian people fighting for the rights, but so are the Iranian people and many of the Jewish people within Israel.

Israel is a repressive state and those who disagree with the government's policies are silenced. Opposition exists mostly underground, but in the last year, massive demonstrations, reported in the press, by Israeli workers, students, and dark-skinned Jews, show that the imperialism of the Zionists is oppressing the

Israeli people as well as the Palestinian people.

Imperialism does not go away when it loses on a few fronts, it must be defeated in totality at home and abroad, before the people can rest and rejoice at last. So we must not let our guard down at this time — we must not start the summer with delusions of "peace at last."

We hope many people will come to the Teach-In, to discuss "Revolution Until Victory" (filmed in Palestine), an Iranian speaker, and much discussion, Thursday, May 22, 7:00 p.m., CAB 110.

The Revolutionary Student Brigade

The Journal welcomes all signed letters to the Editor, and will print as space permits. To be considered for publication, a letter must be received no later than 5 p.m. on the Monday preceding publication. Letters received after this deadline will be considered for the following issue. Anything that is typewritten, double spaced, and 700 words or less has a better chance to get in.

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Satire /

Nguyen Van Thieu

Where Are You?

By TOM PITTS

Once the capital of South Vietnam, Saigon bubbled with excitement. People ran all over the city seeking escape. The black market did great business selling tickets of portage through ships and planes. Every wealthy or upper class citizen did their best to secure a seat to safety. The Buddhists sat peacefully watching and laughing at the exodus before them.

In six weeks South Vietnam was reduced to a city-state. Hanoi's troops were enjoying the game of Finders Keepers, Losers Weepers following the hasty retreat southward of the ARVIN forces. A massive Communist host had closed in on Saigon from all sides with staggering speed and lay waiting after abruptly halting its advance. This lull meant that Saigon had one last chance to avoid total military defeat; it could form a new "peace government" acceptable to the Communists and surrender.

For four hours, sweating Graham Martin, U.S. Ambassador to South Vietnam, tried vainly to reach South Vietnam's President, Nguyen Van Thieu, on the telephone.

"Dammit, Thieu, answer your phone! This is an emergency. What would he be doing at a time like this?" Martin asked, slamming down the receiver.

General Wes Mor Lan, acting commander of the town militia who was also trying to get through to Thieu replied, "Our watchers at the palace say that he is too busy packing to do anything else. He hasn't slept or eaten for three days."

"Packing? Packing what?" questioned Martin.

"Oh, he has plenty of things to pack. Independence Palace is crammed full with all of the goods he has accumulated from dealings with foreign merchants. Radios and cameras from Japan, wool sweaters from Australia, ivory knickknacks carved in the Philippines, toasters made by General Electric, a whole line of Sears sportswear and golfing accessories, 250 cases of Coca-Cola, pinball machines and pool tables, 30 family gift certificates to

McDonald's, and 600 pay telephones from ITT. You name it and he's got it in the palace for packing," finished the general.

"So that is what he's doing. Thousands trying desperately to leave and here he is taking it all with him. We'd better get down there right away and make sure that he saves me the sports wear," said the ambassador.

Motioning to an aide, they left for the palace in a black Cadillac. Tension was mounting; they had received word that the Viet Cong's representatives in Paris had given Thieu exactly 48 hours to resign or Saigon would be leveled.

"We've got to convince him to forget all these goods and resign. He must leave with what he has packed. Call the Deputies, the Senators, the judiciary, and the top generals and have them meet at the palace. He cannot refuse all of us," the ambassador said.

General Wes Mor Lan placed several short calls from the car phone. Finishing as they went through the palace gates he assured Martin, "They will all be here in a few minutes."

Quickly they trotted to the door and showing their ID's were admitted. Every room was filled with crates and boxes. Orderlies ran back and forth. Hysters moved piles outside to be picked up by helicopters and taken to a military transport.

"Thieu, Thieu," the ambassador shouted, "Where in the hell are you?"

"Up here," came a toneless voice audible from upstairs.

Hurrying up the stairs, they found the President personally overseeing the crating of his millions in gold bullion.

"We have got to talk to you alone," pleaded the ambassador, "Please, the rest will be here soon."

With the patience of a mother hen tending her chicks, Thieu reluctantly motioned the men to another room where they could speak in private.

"Yes. What do you want? I have little time to waste with you gentlemen," Thieu

snapped. "If it is about resigning you can save your breath. I will not step down until I have packed everything," he said, turning away from the men and to the window overlooking bustling Saigon.

"Let's be reasonable, Nguyen. You know what will happen if you insist on staying in office. Isn't there some way that we could make a deal?"

The ambassador's voice contained a tone of compromise. Realizing his opportunity, the President faced the men with renewed interest.

"We have a Lear Jet you can use plus the transport for your things but you must resign immediately," blurted the ambassador, "And a . . . I get the sports wear," he added.

"You men know that I am a man of high principles and would never think of such a thing to save myself and forget my goods (pause) . . . but I am very understanding and I will take it," concluded the President.

"That's using the old American know-how. You won't be sorry that you have chosen this course of action. All that you have to do is announce you're resigning before the assembly and then it's 'Switzerland here you come,'" the ambassador happily proclaimed.

Minutes later, in the courtyard, Thieu addressed the hastily summoned officials.

"Hank Kissenger and the United States are double crossers. The loss of U.S. aid led to the defeat of my democratic nation. Washington failed to fulfill promises it made to keep South Vietnam free from the dictatorship of communism." Tears streaming down his cheeks and sobs bursting forth repeatedly Thieu then announced: "I depart today. I ask my countrymen — the armed forces — and religious groups — to forgive my mistakes I made while in power. The country and I will be grateful to you. I am very undeserving. I am resigning, but I am not deserting."

With this last statement he choked in tears and sobs and was ushered into a helicopter and zoomed off to the airport. His successor, Vice President, Tran Van Huong, approaching the platform to give his acceptance speech, failed to negotiate the last step. Tripping into the podium he was knocked unconscious and immediately taken away for hospitalization.

Calmed quite considerably, Thieu looked out the passenger window of his Lear Jet. He was pleased watching the last load of cargo being placed in the military transport. He smiled as it took off safely from the runway.

"Those eight years were nice while they lasted," Thieu reflected, "But my time to leave has come. I must look forward to a prosperous future."

The Lear Jet's engines readied for takeoff and Thieu relaxed leaning back in the seat.

"I made it," he said with a sigh of relief. The jet arched up over the Gulf of Tonkin toward the sunrise.

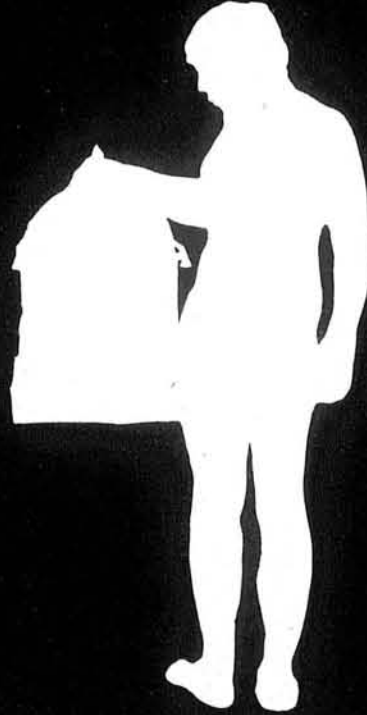
THE KING AND HIS LOYAL SHORT SUBJECTS

BAMBI MEETS GODZILLA

second for second the funniest short ever made!

THANK YOU, MASK MAN

a Lenny Bruce routine in animated cartoon.



ALAN BATES in

**KING OF
HEARTS**

In an isolated surreal pocket of World War I, the British send Alan Bates into a highly unlikely, tiny French town to discover a bomb. The townspeople have fled and the inmates of the local asylum have taken their place. The resulting interaction gives us some of the most enchanting sequences on film. When the reality of the returning armies breaks the bubble and the inmates have returned to the asylum, we can really share Bates' confusion about which people are really insane. In our opinion, KING OF HEARTS is a rare treat; funny and sad at the same time.

This wacky, beautiful film has awakened, become a giant, and turned the movie world upside down.

There is one reason for this phenomenon: people love the King.

Starting Wednesday May 14

Shows at 7:00 and 9:00

Sunday: Matinees start at 1:00

Capital Theatre 357-7161

King of Hearts



Merry lunatics flee their asylum to enter the deserted city.

By STAN SHORE

King of Hearts is a delightful film based on the premise that society is crazy, and inversely, crazy people are sane. This film, directed by Philippe de Brocca, and starring Alan Bates has become something of an "underground classic" in the United States, running for five years straight in one Cambridge theatre.

At Evergreen, *King of Hearts* was shown two years ago at five showings in two days. The head of the Friday night film series, Chris Rauschenberg, saw that everyone who saw the film was *paid* 10 cents, instead of being charged the usual fifty. To say the least, this kind of enthusiasm for a film is rare, and almost three-quarters of the student body flocked to the showings.

The film is set in World War I France, Scottish troops advancing on a small town, German troops retreating. But before they leave the town, the Germans set a bomb timed to go off after their departure and the frightened citizenry quickly flees, leaving only a handful of asylum residents in the doomed city. They are soon joined by an inept Scottish scout (Alan Bates) who has been sent, with his carrier pigeons, to ascertain if it is safe for the rest of the kilt-clad army to enter. When he abruptly breaks into the town asylum, he is christened The King of Hearts, a role which he continues as the

gentle lunatics take over the abandoned city, mimicking the roles of the real world.

As the film progresses the King is forced into the role of being serious and sane. First he tries to find the timing device for the bomb, then tries to destroy the explosives, and tries continually to impress upon the lunatics the SERIOUSNESS of the situation. They are going to die, he warns them, but they will have nothing of his somber tone or heroics.

Bates launches into his role with astounding energy, rushing about the old town, lecturing to his subjects, being christened by a lunatic pope, until one feels exhausted simply watching him. It is a frenzy that Bates portrays beautifully; the frenzy of a civilization possessed.

The lunatics, freed from their asylum, clothe themselves in the garments and roles of the town which has deserted. But

their roles are more humane and touched with humor than the sane citizens: a barber who pays his customer, a virginal whore, a Duke and Duchess who have been close for 110 years.

When the climax of the film comes, and the asylum residents are driven back to their home, one feels that an entire civilization has been lost. Somehow the seriousness which Bates unsuccessfully tried to sell to the lunatics, has been embraced by a barbaric world which returns with force and bloodshed at the film's end. It is that barbaric self-important world that we live in, and *King of Hearts* is a touching film because it allows us a few moments away, in a better world.

The film is showing this week at the Capitol theatre in Olympia. Seeing it would be continuing something of an Evergreen tradition.



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Review/Foster

McCabe and Mrs. Miller

By FRANKIE FOSTER

These days when we watch a movie we are used to the situation where the information is conveyed in a very direct way. When the director wants us to know something it's usually placed in the dialog. Films that are basically non-verbal are rare, perhaps because dialog can save a lot of explanatory screen time. And often film-makers are more concerned with drama and plot than they are atmosphere and mood.

McCabe and Mrs. Miller stands out as one of few films to have both of these ingredients taken care of. Perhaps this is the reason it is looked at by many as the most realistic western ever made.

A key to understanding part of the film's importance to American Cinema is in examining the emphasis of Robert Altman's direction. First off is the set of values that the film contains (sex, drugs, capitalism, religion, etc.). A definite departure from films where John Wayne might be acting in place of Warren Beatty.

But even more important is Altman's treatment of the dramatic material. The best example being the shootout near the end which actually has to compete for audience attention with another scene which is occurring simultaneously. Altman is constantly making us work to understand his meaning. Also along these lines is the use of overlapping dialog which in some cases is entirely unintelligible.

The photography has also been affected. Two years ago I talked with the cinematographer Vilmos Zsigmond, who explained how he had diffused many of the interiors to soften the light and give things more of a rugged-damp appearance. When the Hollywood producers saw the distorted footage Altman had to tell them that it was just a mistake on the workprint and that the original was O.K. The photography also made use of film flashing to increase film ASA, and reduce grain which was almost revolutionary

then, but is a standard practice now.

There are other factors that contribute to the film's uniqueness. Leon Ericksen who created the wings for Brewster McCloud, designed the construction of an entire town for this film. The set was built on location in British Columbia where the film was shot. And Leonard Cohen's music seems to fit the location and mood perfectly as if it had been written specifically for the film, which it wasn't.

The film stars Warren Beatty and Julie Christie who, perhaps, made use of their personal friendship to deliver their believable yet mysterious performance as Miller and McCabe. A lot of the other cast members are easily recognisable from *M*A*S*H* and *Brewster McCloud*.

McCabe and Mrs. Miller, which was originally titled *The Presbyterian Church Wager*, can probably be looked at as a turning point in Altman's career. On one side he was heavily into comedy with *M*A*S*H* and *Brewster McCloud* and on the other side he seems to get more serious and loses some of his impact in films like *Images*, *The Long Goodbye*, *California Split*, and *Thieves Like Us*. His new film *Nashville* has just been released, but another McCabe is probably too much to expect.

McCabe will be shown Friday at 7 and 9:30 p.m., Saturday at 8 p.m. in Lec. Hall 1. Admission is 50 cents.



ENTERTAINMENT

OLYMPIA Cinema

Friday and Saturday 5-16, 17

Friday Nite Films: **McCabe and Mrs. Miller**, starring Warren Beatty and Julie Christie, by Robert Altman (M*A*S*H). A gambler and a Madame form a partnership in a turn-of-the-century Washington mining town. Shows at 7 and 9:30 p.m. on Friday, 8 p.m. Saturday, in LH 1.

Sunday 5-18

Evergreen Coffeehouse Films: **The Wizard of Oz**. ASH Commons. Show at 7:30 and 9:30 p.m. Admission 50 cents.

Monday 5-19

EPIC Films: **Attica**, by Cindy Firestone, 1:30 and 7:30 p.m. in LH 1.

Wednesday 5-21

EPIC Films: **Columbia Revolt**, and **The Inheritance**. Shows at 1:30 and 7:30 p.m. in LH 1.

In Concert

Friday 5-16

Applejam: Ken Knezick, the Mandolin Man, will perform on mandolin, mandola, mando-cello and recorder, to accompany his yodeling. The other half of the evening will be filled by John Henzie, a guitarist and vocalist from Spanaway. Doors open at 8 p.m., open mike at 8:30. Admission \$1.

Wednesday 5-21

Country Music Day: The Country Music group contract will host a day of banjo, fiddle and guitar music, with an evening square dance in the library lobby.

On Stage

Saturday 5-17

Applejam: Bill Moeller will portray Mark Twain through make-up, authentic props, and speeches. Doors open at 8 p.m., open mike at 8:30. Admission \$1.

Tuesday 5-20

The American Association of University Women will host a 50th Anniver-

sary Celebration at 7:45 p.m. in the State Capitol Museum. The theme is "Olympia Branch — Past, Present and Future." The program will include an appearance by State President Marianna Norton, a historical skit, and entertainment by Marguerite Johnson.

Art

Red cedar carvings and silk screen prints by Dick Clifton are being shown at Thompson's Gallery, 215 E. 4th St. Open 10 a.m. through 5:30 p.m. Tuesday through Saturday.

TACOMA

Cinema

Rialto: **Janis**, shows at 2:30, 6, 9:45 p.m. **Slaughterhouse Five**, shows at 7 and 10:30 p.m.

On Stage

Friday and Saturday 5-16, 17

Taming of the Shrew will be presented by the Tacoma Community College drama department in the Theater Building at 8 p.m. Tickets available at the door.

In Concert

Saturday 5-17

Jim Page will appear for the grand opening of the Victory Music Hall at 6th Avenue and Anderson St. at 9 p.m.

Friday 5-16

The James Gang will appear at 8 p.m. in the University of Puget Sound Fieldhouse. Tickets are available at UPS, Fort Steilacoom Community College, Bon Marche and the Music Menu.

Street Fair

Saturday and Sunday 5-17, 18

Pearl Street Fair, featuring The Old Time Fiddlers Association and a performance by the Totemaires, will be held from noon until dark on North 51st and Pearl Streets, near the entrance to Point Defiance Park.

SEATTLE Cinema

Friday 5-16

ASUW Major Films: **Metropolis**; **Fahrenheit 451** by Francois Truffaut. Shows at 7:30 p.m. in 130 Kane Hall.

Saturday 5-17

ASUW Major Films: **The Seagull**, starring Vanessa Redgrave. **The Little Foxes**, starring Bette Davis. Shows at 7:30 p.m. in 130 Kane Hall.

Ongoing

Harvard Exit: **Stavisky**, starring Jean Paul Belmondo and Charles Boyer, by Alain Resnais. Shows at 7:15, 9:45 p.m.

Varsity: **Hearts and Minds**, shows at 3:10, 5:20, 7:30, 9:40 p.m.

Uptown: **Alice Doesn't Live Here Anymore**, starring Ellen Burstyn and Kris Kristofferson. Shows at 1, 3, 5, 7:20, 9:35 p.m.

Music Box: **Lenny**, starring Dustin Hoffman. Shows at 12:05, 2:05, 4:05, 6:10, 8:15, 10:15 p.m.

Overlake Cinema 2: **Woman Under the Influence**, starring Peter Falk and Gena Rowlands. Shows at 7 and 9:40 p.m.

In Concert

Saturday 5-17

Phoebe Snow will appear at Paramount Northwest at 8 p.m. Tickets \$5, \$5.50 and \$6. All seats reserved.

Thursday through Saturday 5-15 through 17

Old Coast Highway Orchestra and Tattoo Parlor will perform at the One World Family Coffeehouse, 219 E. Broadway, from 9 p.m. to 1 a.m.

Street Fair

Saturday and Sunday 5-17, 18


The University District Street Fair will run from 10 a.m. to 9 p.m. on Saturday, and from noon to 7 p.m. on Sunday. The Old Coast Highway will be performing at 5 p.m. Saturday.

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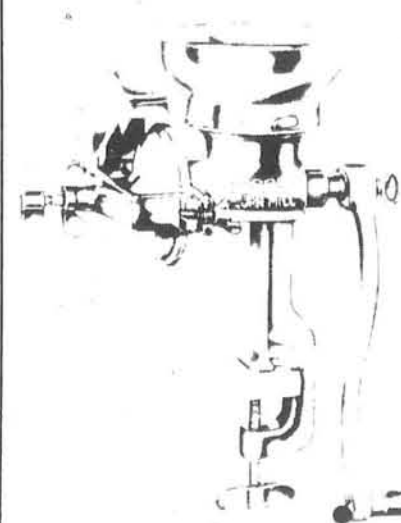



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May 8, 1975

M E M O R A N D U M

TO: Campus community
FROM: Ombuds-advocate office
SUBJECT: Student organizations

After a year's involvement in community affairs as a student-funded group, we have arrived at the following conclusions:

1. Evergreen is not a united community. It is factionalized into at least four distinct social classes, i.e. classified staff, students, faculty, and administrative staff.
2. Decision making power is unequally divided among these groups; in fact, this power lies almost entirely in the hands of the administrative staff. This lack of decision-making power on the part of large segments of the community has resulted in alienation for many. And as long as power rests with a few "locatable and accountable" administrators, factionalization and alienation will continue.
3. Students and classified staff, who are on the lower end of the power structure, have had little or no influence on the making of important decisions. The often-quoted "rights and privileges" of the COG document do not even apply to classified staff. And feelings of powerlessness on the part of some faculty members recently caused them to unionize.
4. Apart from this overall social division, students are further factionalized among themselves. Due to the manner in which student groups are funded and organized at present, divisiveness rather than unity is promoted. The S&A allocation process pits student group against student group in direct competition for funds.

The Ombuds-advocate Office will not submit a budget proposal to the S&A Board for the 1975 - 1976 academic year. We will not *compete* with other student-funded groups for monies which we feel should be allocated through a more democratic process.

Before the S&A Board allocates any money for the upcoming year, we request that they attempt to formulate answers — possibly through the use of ad hoc committee — to questions relating to consolidation of overlapping student activities, and disbursement of student funds.

Persons interested in any of the ideas expressed in this memo should contact the S&A Board or the Ombuds-advocate Office, Lib. rm. 3228, phone 866-6496.