

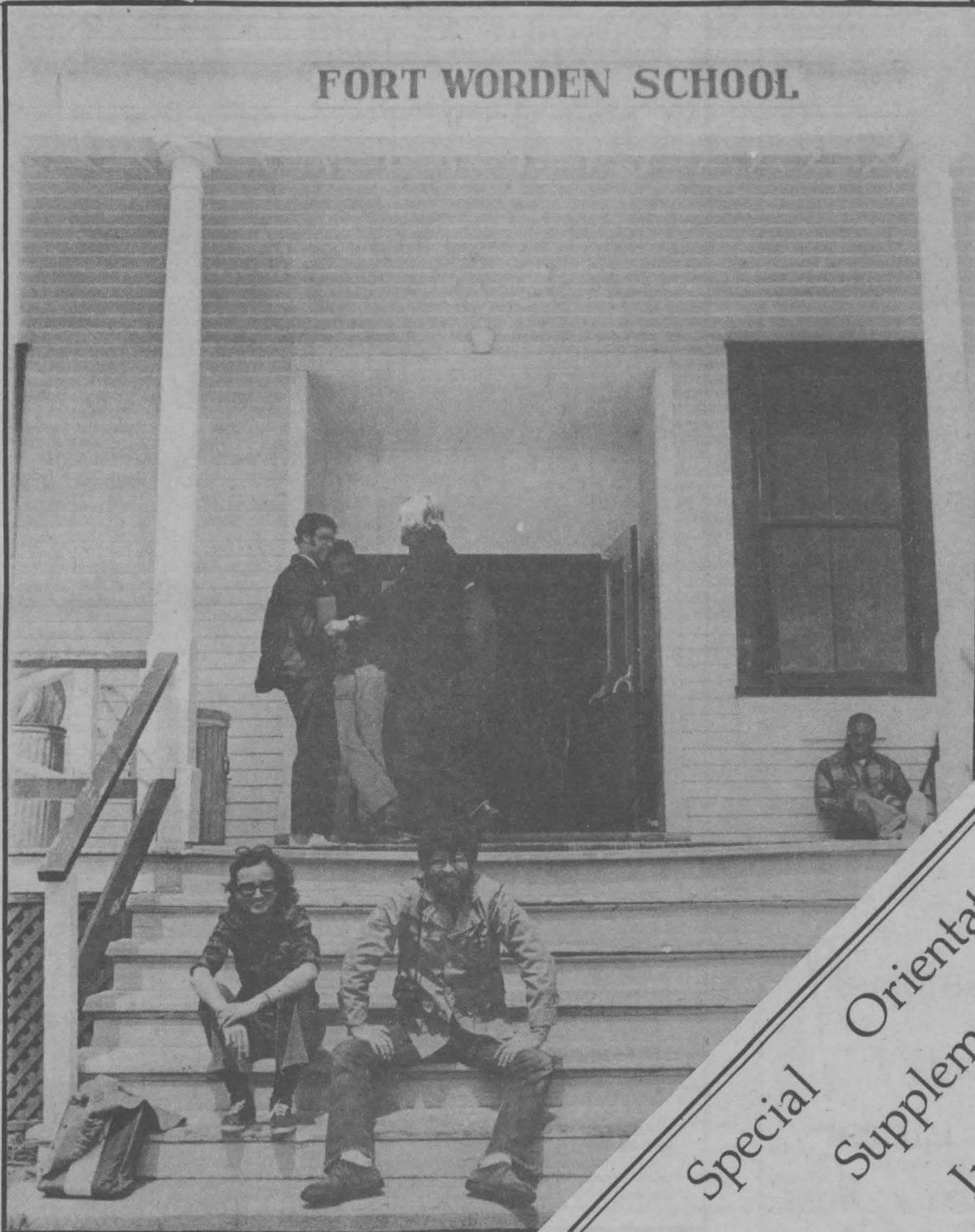
Cooper Point Journal

The Evergreen State College

Olympia, Washington

Vol. 2 No. 34

August 15, 1974



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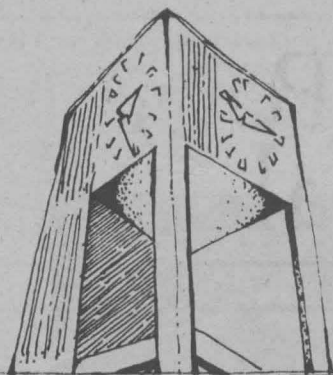
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Cover	

This week's cover photo was taken by Craig Hickman, and shows the site of the June 1974 faculty retreat at Fort Worden School. See cover story for details.

Editor — Krute Olsson H.G.S. Berger; Managing Editor — Stan Shore; Business Manager — John Foster; Production Manager — Ingrid Posthumus; Editorial Editor — Nicholas H. Allison; Photo Editor — Andrea Dashe; Writing and Production — Diane Hucks, Mary Frances Hester, William P. Hirshman, Andy Ryan, Tom Graham, Dean Katz, Wendy Kramer, Len Wallick, Jaroslav Vachuda. Faculty Advisor — Margaret Gribskov.

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TIMES AT TESC

Not as exciting as watching the first men walk on the moon. Or the time Kennedy was shot — that was more exciting. Or when McGovern won at the convention; that was more exciting.

Still, Nixon's resignation did not go altogether unnoticed at Evergreen last week.

Dick Nichols stopped by the Journal office and everyone there began telling Nixon jokes for what would obviously be the last time. All day Wednesday and Thursday the cafeteria buzzed with people talking about the fall from power.

"Four more days!" "Four more days!" a student mockingly chanted Tuesday night, by which time all the members of the Judiciary committee had announced they favored impeachment. But time would not permit the passing of even four more days. On Thursday at six p.m. Nixon would resign.

At the library twenty or thirty students gathered around a television set on the first floor near the circulation desk to watch the speech.

Walter

A solemn Walter Cronkite was on at five-thirty telling us what to watch for in the upcoming address. That Nixon would resign was almost certain to the CBS news team. How he would resign was the question:

Would he admit guilt?

Would he blame the Democrats?

Would he mention the newly-released tapes which had done him in?

Would he become emotional?

CBS's man at the Senate knew which questions Senators were thinking about. The Senate wanted Nixon to admit his guilt — so as to convince his die-hard followers that he had not been "hounded" out of office.

Many TESC students took little notice. Ever paternal Walter talked on. Analysis, reporting, man-on-the-street . . .

A student walked up to the circulation desk and checked out some books. She didn't even glance at the set.

Finally the President appeared on the screen. His face was drawn. He looked worse than ever: tired, weak, and transparently false to all of the varied emotions he tried to express. His seriousness was hogwash. His uplifting moments were bull. His gestures of sincerity were idiotic.

From the beginning of the speech until fifteen minutes later when it ended everyone was silent. Every phrase, word, gesture that Nixon used made it clear that he was resigning and *why* he was resigning.

Senate disappointed

Although the Senate probably walked away from the speech disappointed (he had not admitted guilt), most students walked away apparently buoyant or unaffected. The moment Nixon had said, "I will resign" a chill ran through the crowd, and then almost instantly we heard the "pop, pop," of two bottles of champagne being opened. Students laughed. Champagne was passed around while Nixon finished his speech.

Most students got up and were leaving after the speech before Cronkite could say ten words. We followed them over to the Mods where the sun was shining and people were on the sidewalks drinking beer; throwing frisbees. Someone someplace in the mods was playing a trombone and its merry music added to the gaiety already in the air.

A slightly drunken student, clutching a

can of Oly, walked up to us and grinned. "Everybody's smiling," he said, "everybody's just smilin'."

Some were sad no doubt — although they were nowhere to be seen. The solemnness of the occasion cried out to be understood. The political effect begged for analysis.

But here there was no visible political effect. The "President" — whoever that mythical figure is who is supposed to lead and inspire respect — had left office long before.

Nixon, the Clown, the Fool, the Tyrant, the Slaughterer was gone at last. The people went through the movements of rejoicing. But it was not the high joyousness that makes the body rush with excitement.

It was convulsion. Nixon, the Thief, had taken from his people even the joy of his downfall. Too many stagnant, sickening years of him had muted the instinct to laugh. Instead everybody was smiling: a nervous, twisted half-smile like Nixon's own; one last gift from the president.

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Letters

Art praised

To the Editor:

It always seems sort of tacky or passe' to really applaud artistic achievement; to say things like beautiful, inspired, magnificent, and what not. I was one of many who viewed the "Drawing from the Landscape" exhibit in the Library last week. I've always been impressed with drawings and paintings since my handwriting is hardly legible, they always seem like Herculean efforts of mere mortal's hands. I wouldn't say that all the work could be described as top-notch stuff. On the whole, it was better than much of the work seen so far by campus artists; given, of course, that there have been notably inspired works.

In my mind, one drawing really stuck out as beautiful, powerful, inspired. I once mentioned Norman McLaren's human animation, "Paux des Deux" in such terms. Another person thought it was "trite bullshit." So much for critical accuracy. But one of Becky Sievers' color pencil drawings just knocked me out. It was a picture of her brother Linden, his child, and another person (unknown to the author); it also contained a mountain-side, rainbow, and star cluster. The composition, color, and definition were, in my opinion, magnificent. The drawing did not cover the whole page, which was to advantage, more would have been a clutter. Like good music, it didn't tell all; but it did tell enough. Congratulations Ms. Sievers, and thank you.

Lee Riback

Pub nixed

To the Editor:

I am writing in regards to the proposed pub on campus. I myself can find no reason for the arrangement of such a facility. Money at this school is tight enough without using it for something as non-academic as a tavern. The purpose of an educational institution is for acquisition of knowledge and to increase the potential of the mind, not to become dull-witted or wasting time in a tavern.

If some people feel that a college also needs community, this can just as easily be accomplished by the means of a good coffee house, where people can relax and/or converse academically without going

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against everything that education stands for. Selling alcohol on campus is not a necessity for social recreation. Also if the college wants some sort of community they should use a vehicle which doesn't exclude everyone under 21 years old or about 55 percent of the student body according to last fall's enrollment.

Erik W. Thomas

One last tug

To the Editor:

The most friendly tug-of-war between the distinguished Dragonolog Dr. Marsh and the humble student of Kremlinology Dr. Vachuda, illuminated by splendid Chinese fireworks and their more powerful Russian counterparts, seems to be getting a wide response among students on the Evergreen campus. I am getting to know more and more of them, for they are coming and asking me questions, and they are looking for answers . . .

Dr. Marsh kindly exhorts me that my time would be better spent learning about the erosion of our institutions than attempting to resurrect ghosts. First, we know that they are not ghosts but men, for better or worse brought up in a closed society, armed and ideologically forged in a fighting unit, prepared to follow orders in obedience to strict discipline, and then not even ask questions; there are deadly nuclear weapons in the hands of a few.

As to the studies of the erosion of American institutions, may I refer to what I wrote before the triumphant night of August 8th, 1974: "Once more is shown to the world the success of this workshop of democracy called the United States, where members of 60 different nations and three or four races are successfully organizing a political system where liberty and happiness are official goals of the society, where an orderly transition from one ruler to another is assured by peaceful means, and where, hear hear, no man is above the law." This actually has once more taken place on August 8th, 1974.

These letters are, if I may dwell for a moment in Paris, only an hors d'oeuvre to whet the appetites of the students . . . we can no longer afford to be only Dragonologs or Kremlinologists, our "bag" can no longer be that of an expert only in a narrow and deep field; the interrelations of everything to everything should be the grid of reference for our teaching.

Jaroslav Vachuda

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Trustees to review fee rise

BY ANDY RYAN

Evergreen Board of Trustees members and President Charles McCann say they were unaware that summer 1974 tuition and fees rates — recommended by Vice Presidents Dean Clabaugh and Ed Kormondy, and approved at the trustees' March 14 meeting — contained an increase in the per quarter cost to Vietnam veterans from \$120 to \$165. Although Vietnam vets are exempt under state law from any raises in tuition or fees over \$120 during the regular academic year, the Board of Trustees has complete authority in establishing summer rates.

"If he (McCann) didn't know about it (the rate increase) then we sure as hell didn't," Trustee Halvor M. Halvorson told the Journal yesterday in a phone interview from his Spokane office. "If it wasn't pointed out, it should have been," he continued, "it would have been important . . . I'm sure the Board would not have gone for it if we'd been aware of the change — but then, I can't speak for the Board."

Trustee Janet P. Tourtellotte said that at the time she voted for the summer tuition and fees plan she was given to understand that its main features were the elimination of the application fee and advanced deposit, and a provision to charge students for the amount of credit they receive. At the time, she said, she felt the plan's presence on the meeting agenda was mostly formality.

Never heard of it

"I'm sure I never heard of it before," Tourtellotte responded when asked if the increase for veterans was discussed at the meeting. "I don't know whether they skipped it or what . . . I like to have all the facts that are possible to have when we make a decision . . . I would like to get a review of it (and) I will ask for an explanation of it at the next (August 15) meeting," she said.

Tumwater Trustee Trueman L. Schmidt was also unable to recall any discussion on the issue of raising vet rates. "I just can't remember anything; if it's something that isn't clear it should probably be reviewed," he said. "It's something I don't know anything about; usually if there's a problem we're told about it."

Herbert D. Hadley, a trustee from Kelso, said he couldn't remember any discussion of an increase in vet payments at the meeting, but indicated that he probably would have voted in favor of the measure even if there had been such a discussion. "The costs of education are not nearly borne by students," he said. The



Eric Bailey

"it's the principle."

fifth trustee in attendance at the March 14 meeting — Thomas Dixon of Tacoma — was unavailable for comment.

McCann surprised

President Charles McCann seemed taken by surprise when asked by Journal reporters last month about the tuition and fees increase. McCann said that the matter had not been brought to his attention before, and he expressed regret, terming the problem an "oversight."

The issue was first made known to the Journal by Eric Bailey, a Vietnam veteran with an individual contract in psychology, who complained that Vice Presidents Clabaugh, Kormondy and Business Manager Ken Winkley had violated COG (Committee on Governance document) by not discussing the raise in veteran rates with individuals affected before making their recommendations to the Board of Trustees.

In an interview last month with Journal editors Knute Berger and Bill Hirshman, Clabaugh said that he *had* been aware that his proposed summer rate schedule would constitute a raise in tuition and fees for Vietnam veterans. "To the extent to which I was involved it was not an oversight," he said. He said he did not inform the Trustees of the effect the rate schedule would have on veterans because he felt that anyone who looked at the proposal would see that there was no specific provision for veterans.

Perfectly legal

"If someone felt the rate schedule which was established was unfair, discriminatory or outrageous in some way or another, a complaint could have been lodged with the president, who could then make recommendations for modifications to the Board," he said. "The fact is that it would be perfectly legal and proper for the Board to set the fees at *any* rate during the summer . . . If the Board wanted to charge \$2,000 for the Summer Quarter, they could."

Clabaugh said he feels that tuition and fees are not being increased for Vietnam vets during the summer, but decreased during the regular academic year. "I guess if they had a real sense of social justice," he said, "they'd pay the \$45 during the academic year. They didn't become vets on behalf of the college, but on an obligation to the United States of America . . . The college as a college owes no special obligation to the vets . . . The college is forced by law to grant this special rate. . . We (the college) didn't draft them, we didn't send them over to Vietnam."

Asked about Eric Bailey, the student who first brought the matter of veteran rate increases to the attention of the Journal, Clabaugh responded "this single vet has spent most of the summer not studying but going around trying to find out about the rates. He has been doing more complaining than learning. At least that's my impression."

No one consulted

Business Manager Ken Winkley said that as far as he knows none of the persons who would be affected by such a raise was consulted before the final recommendations went to the Trustees, "I don't know that it's a raise for the vets," he said, "summer fees are left up to the Trustees to establish. If veterans were concerned, it seems they would have raised their concerns at the time."

"The whole affair points out an obvious lack of communication at Evergreen," veteran Bailey said yesterday. "The left hand doesn't know what the right hand is doing. The point isn't the \$45, it's the principle. Veterans were not consulted prior to the decision. This is a direct violation of COG."

The Registrar's Office lists 31 veterans as being enrolled at Evergreen this summer. If — after the matter is brought up by Tourtellotte before her fellow Trustees at today's meeting — restitution should be ordered, the college would have to pay out some \$1,395.

Journal

The Cooper Point Journal is opening up applications for editorial and staff positions for Fall Quarter 1974. All positions, except those of Editor and Business Manager which are already filled by appointment of the Evergreen Board of Publications, will be open to any members of the Evergreen community. All those interested in journalism, or any individual aspects such as writing, graphics, photography, or business experience are urged to apply. The positions will be filled on the basis of prior experience and the amount of time one can spend working on the Journal. The positions, with a brief description, are listed below.

Magazine Editor: The Editor's right hand who oversees the editorial content of the paper and manages the general staff as well as the day-to-day operation of the paper. Only those who have extensive previous experience in writing and editing should apply. The Managing Editor will be paid.

News Editor: In charge of the campus and community news gathering and writing from week to week. A major part of the job entails giving out assignments to reporters, and supervising the Journal news staff. Writing and editing experience is important.

Special Editor: In charge of the non-news content of the Journal including feature stories, editorials, columns, and regular weekly features. Writing experience is important.

Writers: The Journal needs writers to do all kinds of writing. New writer, columnists, feature writers, and good hacks are needed. There is no need to have a lot

of experience. The Journal makes a point of training writers, and giving them the editorial attention they need to learn skills.

Production Manager: Responsible for the make-up and paste-up of the Journal, with special emphasis on advertising. Graphic and layout experience is necessary.

Assistant Production Manager: Will do much of the technical work such as running the typesetter headlining machine, and will assist the Production Manager in paste-up and make-up work. Applicants should be interested in learning graphics. This will be a work-study position, and only those that qualify for work-study should apply.

Assistant Business Manager: Principal ad salesperson for the Journal and direct supervisor of the advertising staff of the Journal. Will be responsible for selling a certain amount of advertising each week, out of which will come the Assistant Business Manager's salary. Ad sales experience is important.

Secretary: Will do most of the secretarial work such as typing and filing and maintaining the clip files of the Journal. This will also be a work-study position

and only those who qualify for work-study should apply.

Photo Editor: Responsible for the photographic content of the Journal. Will be principal photographer for the Journal and is responsible for supervising photographers as well as the processing and printing of photographs. Experience in photography is necessary. This position will not be paid, but Photo Editor will be allowed to use the facility and materials for personal use to an established degree.

Artists, Photographers; Anyone interested in working on the Journal full or part time who is interested in graphics, or photography. The Journal attempts to train people and is not only looking for people with experience, but people who would like to learn. The Journal will make an effort to arrange individual contracts for those who wish to spend time learning about journalism.

Applications for the editorial and management positions should be received by the Journal on or by September 5th. The first fall issue of the Journal will be out on September 26.

The Journal Office is located on the first floor of the Campus Activities Building in room 103.

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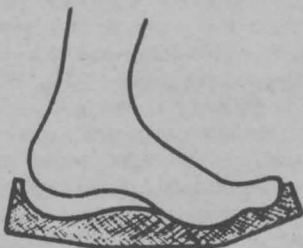
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Faculty positions at Ft. Warden

BY DIANE HUCKS

Fort Worden School was the scene of an Evergreen faculty retreat in mid-June. Since Evergreen is a place of on-going change, self-re-evaluation, and examination, naturally the small group discussions which ensued at the retreat were about how to improve things at Evergreen.

As a result of the discussions, many faculty members were inspired to write their observations and suggestions in the form of short and long "position papers" which were compiled and distributed to the faculty and deans last week.

Most of the papers call for some kind of action; it is planned that discussion will take place in the Faculty Orientation Week which will be the beginning of widespread discussion on the papers in the fall.

As in past years, that faculty orientation will be open to students and the discussions in the fall will probably take place within the planned Community Work Days.

Some of the suggestions in the position papers were:

- Successful coordinated studies should be repeated.
- The number of coordinated studies should be reduced.
- Faculty seminars should become the top priority for faculty.
- There should be more student input in curriculum planning.
- All students should be required to complete a full year coordinated studies in the "liberal arts."
- Formal evaluations should become a single joint effort of faculty and students; rather than the two separate evaluations as now exist.

Curriculum planning

Papers on the subject of curriculum planning were the most prevalent. One often repeated suggestion was that Evergreen should cut down on student uncertainty by offering a certain amount of pre-planned courses, although it should not be an inflexible schedule.

Faculty member Dave Milne pointed out in his paper, "At present students have no way of knowing what will be offered more than one year hence. This creates desperation and frustration; each year, they act (with good cause) as though it's their 'last chance' to take a particular program since it won't exist in years hence. Evergreen is losing good students via transfers generated by this process."

Another paper entitled "Advanced Programs at Evergreen" by nine faculty



Faculty Members — Discussing issues

makes mention of this idea, suggesting that plans be made tentatively several years in advance "so students can see ahead a little."

One simpler solution to this was the suggestion that successful programs be repeated, not necessarily indefinitely. Merv Cadwallader, the originator of the coordinated studies program idea, is an advocate of program repetition. Richard Jones also suggested this in his paper on coordinated studies programs.

The purpose of repeating programs presented by Jones and Cadwallader was not so much to insure student security as for improving the general academic program at Evergreen.

Cadwallader's most emphatic request is to cut Evergreen's commitment to coordinated studies so that it requires no more than one-third of the faculty.

He writes, "it would be better to have far fewer coordinated studies programs, and to have them all well designed, and to have them all staffed with faculty who really want to work with each other on those teams in those particular programs."

Peter Elbow echoes Cadwallader's sentiments. "Frankly, I think we are killing the coordinated study mode. What a perverse way of punishing Merv for having introduced it; taking his baby and embracing it to death. What a nasty trick: turning the moral curriculum into the duty mode. It has become everyone's *duty* to teach or study in coordinated studies. People are

only allowed to "get out of them" after they have "gone through" them. What is this a metaphor for? Freshman English? The Ph.D. Spinach? Abstinence? When we push people into them against their will, it means we no longer believe they have a payoff people could actually *desire*. If no students or teachers will freely choose them, I think we should drop them. Merv certainly never wanted coordinated studies to take over as the main mode. Fifty percent of the college would be plenty — more than he suggests."

Jones dealt with the question "Is coordinated studies worth it?" and concluded that it is, if the program is a good one. He considered the following factors necessary to a good program:

"1) The program is designed and taught by a personally congenial faculty team; people who get on well together and who enjoy and respect each other's minds.

"2) The program is conceptually centered on a theme, problem or project which genuinely invites a multi-disciplinary approach.

"3) The team gives first priority in allocation of time and energy to weekly faculty seminars, the primary purpose of which is faculty scholarship."

Problems in coordinated studies that make some faculty wonder if they are worth "it" were also expounded upon by Jones.

The first point was that, invariably, the faculty works much harder in teaching the

programs than the students do in learning. "Just the opposite of what we were accustomed to elsewhere. About twice as hard as the hardest working students, and God only knows how much harder than the goof-offs."

The second point was that at Evergreen, students are infinitely dependent on their faculty member. The faculty must be highly accessible, Jones said, because "you are all they've got, and even when they can forget that responsibility, you can't. At Brandeis or Harvard, no student ever knocked on my door to ask if he could borrow a paper-clip, or what time was it, or where the can was. And if any ever had, one reflexive look would have made it unnecessary for me to tell him in so many words to fuck off."

Another point in question was "The fact that . . . there is less time for one's own scholarship" — a situation that would not occur in most traditional institutions. The last point Jones makes is that there is anxiety experienced by faculty that their students are not excelling academically in traditional ways.

Despite all these drawbacks to the coordinated studies program, Jones sees inherent good in them, also. He mentions that now he only writes about things he truly wants to. He suspects that the kind of learning done at Evergreen is more lasting and valuable than in traditional schools.

Faculty seminar

One of Jones' determining factors for a coordinated studies program was the existence of a successful faculty seminar. This theme was brought up again and again in separate position papers by Bob Sluss, Leo Daugherty, David Marr, Carolyn Dobbs, and mentioned in other papers.

Marr, in his paper, credits much of the criticism of coordinated studies to a fear of the faculty seminar, which he calls "the heart of the Coordinated Studies."

He defines the faculty seminar as "the forum in which colleagues discuss books and ideas, teaching problems, and eventually their respective performances as teachers. It is the arena in which we expose to each other our respective educations."

The development of optional faculty seminars, according to Marr, has shielded those insecure of their own academic adequacy and results in an erosion of academic standards.

Sluss, without accusing the faculty of fearfulness, says essentially the same thing about the importance of the faculty seminar. "Traditional schools choose between serious scholarship and teaching. Serious scholarship has come to mean narrow professionalism and publications by experts and generally is at the expense of students. Schools that have opted for teaching have come to consider scholarship a bad word and are generally, in my opinion, second-rate institutions of higher

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learning. Evergreen provides, through well-designed coordinated studies, a unique opportunity for serious faculty scholarship which directly enhances student learning."

Faculty member Paul Sparks commented in an interview that there are basically three purposes to the faculty seminar:

(1) "the need for relaxed human exchanges between colleagues/peers after being so totally wound-up in a program with (no offense) 18 and 19 year-olds; (2) the need for scholarly interchanges; and (3) the need to gain good perspectives on teaching."

Two faculty members, Daugherty and Dobbs, wrote of their faculty seminars which seemed to be the "answer" for the success of the coordinated studies program.

One of Daugherty's more interesting suggestions was to invite students to the seminars. He adamantly recommended that they not be allowed to speak, saying, "we experimented with the idea of 'pretending that students aren't there.' The faculty sit around a table, with students grouped in another area of the room, and with it being understood that they can't talk, even to ask questions at the end. That's because the Faculty Seminar is for you, not for them."

Student input

Among the papers on curriculum planning was one by George Dimitroff who advocates (as does Peter Elbow) that students should be more involved in planning the yearly curriculum. His suggestion for implementation follows: "The recruiting of students might best be accomplished through their existing programs. The first student-faculty program proposals should come out of groups that are formed within programs. Then Deans should sift and sort, and students and faculty should be given the chance to choose the programs they wish to help plan. Then students should be paired or grouped with faculty, and the program planning process should be treated as a learning experience; after all, we faculty are not quite at the point where we know all the answers."

Dimitroff's was certainly not the most extravagant plan. Elbow constructed one with a "war room" for an on-going faculty wall of program proposals and opinions and a computer number for each student enabling them to input their opinions on the matter.

The paper previously mentioned entitled "Advanced Programs at Evergreen" speaks to the specific problem of planning advanced programs. Being concerned that insufficient resources exist at Evergreen for advanced students, the nine faculty members proposed that one or two faculty in each academic area (Humanities, Arts, Social Sciences, and Natural Sciences) rotate each year into the position of advanced teaching in their field.

One of the specifications for the plan is

that the rotation schedule would be planned several years in advance to give students a chance to plan ahead.

The moral curriculum

Merv Cadwallader wrote a second position paper to which fifteen faculty members were signed in agreement that the contents should be discussed in the fall. This paper advocated that students be required to complete one coordinated studies program in the "moral curriculum." The paper describes the moral curriculum as "the liberal arts or the liberating arts, whatever the labels, it is a curriculum in the rights and duties of *creative, critical and responsible membership in a self-governing body politic*. It is the education that our citizens must have if our democracy is to work and especially if the unfinished business of perfecting our democracy is to continue."

Betty Estes, one of faculty to sign the paper, said that she did not agree completely with the political and narrowing sense that Cadwallader emphasized in the paper. "There are broad ideas behind it that I favor," Estes said. These were that any well-informed person (student) needs the broad background of liberal arts exposure and that it should be specifically covered (not just related to) in any basic program. She mentioned that the whole discussion began because the Life and Health program, a basic science one, did not fully integrate the liberal arts into it.

Mathematics

Along the same line, Fred Young brought up the fact that mathematics has not been given due justice at Evergreen. "The situation is that mathematics and science here are strictly Nixonian. There is essentially no attention paid to the pure aspects of mathematics or science. The only math offered for the student is that which can be used immediately as a tool, that aspect which the Greeks relegated to slaves, and even this is done inadequately, inefficiently, and, I think, indefensible." Considering that mathematics is "an indispensable part of the liberal arts," Young advocated that Evergreen "have coordinated studies every year that bridge the gap between mathematics and science and the rest of the humanities and liberal arts. This is *not* done by having either a 'sanity seminar' attached to a science program or a 'science workshop' or two added to a humanities program." He would also see a minimum of four modules in mathematics be given every term of every year. Young sums this up by writing, "An offering of this sort is probably exceeded by every liberal arts college in the United States. That it represents a considerable advance over what we are now doing is shameful."

Evaluations

Another subject of concern for position papers was that the student evaluation should be effective as the permanent transcript. Richard Brian wrote a model

Continued on page 39

Journal Profile

Richard Jones

BY SCOT KUPPER

Talking to Richard Jones one gets the strong impression that he is firmly entrenched somewhere near the core of Evergreen's creative energy. He believes in the future of Evergreen and is personally putting forth the enthusiastic drive that will help insure that the college's future is a bright one.

Jones was invited to come to Evergreen from Harvard in 1969. "I almost didn't come because I had heard how much it rained in Olympia," he says, laughing. He, his wife and two kids had just moved from California to Massachusetts, "and we really didn't want to move again. It wasn't an easy decision to make. But now I think it's one of the best we've ever made. I just thank my lucky stars that we did come."

There was no college when he arrived here — only a few trailers, President McCann, some vice presidents and three deans who were in the process of hiring the planning faculty.

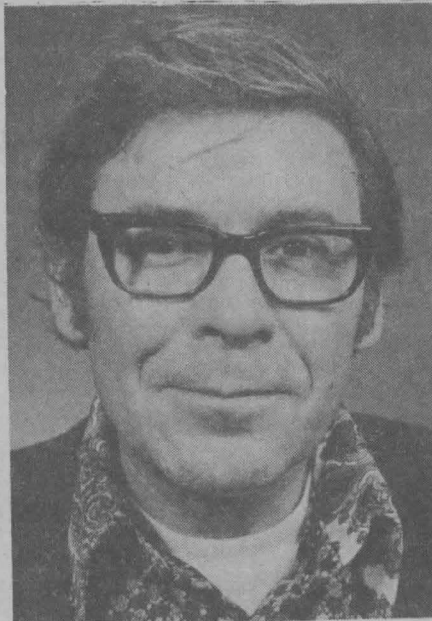
"One of the things that I've enjoyed most, and I have this in common with all the planning faculty, was the sheer experience of coming to a hole in the ground and seeing an honest to God college evolve from the ground up, literally. That's a rare experience in college teaching — to be in on the very beginning of the place and to see it as it grows. It's been a very gratifying experience."

When the buildings were coming up and the students were coming in, some apprehension came with them. "The first year I and others of the planning faculty were a little bit scared at what this place might become. The first year there was a lot of disorganization, chaos and students who were coming because they heard it was going to be a free place, without grades. They were much taken with the things we weren't going to have. We got a lot of goof-offs. It looked for a while like we might become known as an easy, 'groover in the grass' kind of place. I don't know what happened to change that but the second year it became very visible that we were beginning to appeal to the kind of student who wanted to take the opportunity to work hard and to really learn something. It's clearly been getting better and better. There's a consensus among the faculty that this year is the best of all in terms of the kind of students we're getting."

New Jersey

And for Jones himself things seem to be getting better and better. He was born in

1925 in New Brunswick, New Jersey. His early school career proved rather fruitless and he quit high school in "fear and disgust" in his senior year without having read a single book cover to cover. He then started work for Armour and Company as an office boy to save money to open a haberdashery. The unconscious beginning of his teaching career came in about the summer of 1940 when he took another job as boardwalk barker in Seaside, New Jersey to get away from home. It took the odd mixture of imagination, tact and moxie to pry the dimes from passers-by pockets. He had to convince them that throwing the balls to win a prize was rather easy when, of course, it was really quite difficult. He went on to become a soda jerk, writer, short-order



Richard Jones

cook, delivery boy, and a butcher. Each occupation offered him an opportunity to deliver goods in style. He wrote once that he's rarely as pleased with an audience's response to his lectures as he was the time a lady in the butcher shop said, "Bucky, I don't know which I enjoy more, eating those pork chops or watching you cut them."

World War II came around and Jones joined up. Right away he began to read voraciously. Walt Whitman had a lasting effect, cured him of his Catholicism and pretty much changed his way of thinking. As a weatherman third class he spent three years on a series of isolated ships and remote Coast Guard outposts teletyping weather observations for only five minutes an hour, six hours a day, which

allowed him to get in a lot of reading. "I enjoyed reading since I didn't have to." By V-day he had accumulated a personal library of 600 books ranging from *What Makes Sammy Run* to *The Decline and Fall of the Roman Empire*. During this period he also discovered writing — with thirty and forty page letters to a former high school girlfriend whom he discovered later, encouraged him because "she thought I was cracking up."

Harvard in '56

After his stint in the service he went to Stanford University where he graduated Phi Beta Kappa in 1950 and after being granted a scholarship received his Ph.D. from Harvard in 1956.

As well as working publicly and privately as a psychologist and psychotherapist over the years he has produced to date seven books on three different subjects: the psychology of dreams and dreaming, experimental education and psychotherapy. "The only one that sold a lot was *Fantasy and Feeling Education*." But he added, "*The New Psychology of Dreaming* will probably sell a lot when it comes out in paperback in the fall." In addition to his books he has written numerous articles for various publications around the country.

His newest book, tentatively titled *The Dream Poet* came out of the Coordinated Studies course he taught last year — Dreams and Poetry. "There were a dozen or so students in the group who were working on a higher level than grad students usually do, and they've written chapters for the book." All together about thirty students have been in on the production of the book. He said he never heard of another undergraduate program that had as its objective writing a book. "That's what I like about Evergreen, if you have a new idea the system allows you to try it out. All you have to do is get a group of faculty and students together who want to do it. A lot of grad programs would be very proud to do the kind of thing we did in Dreams and Poetry. It's the openness of the system that allows that kind of thing to be tried."

Richard Jones has had a lot of experiences with experimental colleges. After teaching at Brandeis, Santa Cruz and a new graduate program at Harvard as well as being intimately involved with the workings of schools like Goddard College he's become accustomed to new ways of dealing with education. "It just seems to be in my destiny that I end up working at new and sort of experimental places. That kind of surprised me when I realized it because I didn't plan that way." He added, "Of all the experimental colleges around the country that I'm familiar with, this one has the healthiest atmosphere as regards experimentation. There really is a reward in the system for trying new things."

Jones has a relaxed, "right in your liv-

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Cooper Point Journal

FALL 1974



ORIENTATION SUPPLEMENT

INDEX

Special

The next 28 pages are a special Orientation Supplement to the Journal. This is the official orientation pamphlet, paid for by Student Services, and most of the information contained in it will not be repeated elsewhere, so all new students are advised to bring it to Evergreen with them. In it is much of the information a student will need when coming to the school for the first time: a history of the school, a calendar of the first week's events, a campus map, an updated phone directory, and so forth. Much new information will of course be available by the time Fall Quarter actually begins, when the Journal will be publishing another orientation issue.

TESC History

page s-3

A brief and panoramic view of the school's history from its creation in 1967 until the present, encompassing the various stages and crises the school has passed through.

Dictionary

page s-4

A new student at Evergreen is likely to be overwhelmed and confused by the myriad of acronyms and abbreviations used in conversations about the school. This dictionary explains what they mean and how they are used, and it is accompanied by a map of the campus.

Changes

page s-5

Because Evergreen is so new the campus is far from completed. This is an explanation of some of the changes in the appearance of the campus which are likely to be effected in the next few years.

Issues

page s-8

Controversy seems to be an integral

Fall 1974

Orientation

Supplement

part of life at Evergreen; rarely is a decision made which does not raise someone's hackles. This provides some background on issues which are likely to prove controversial in the coming academic year.

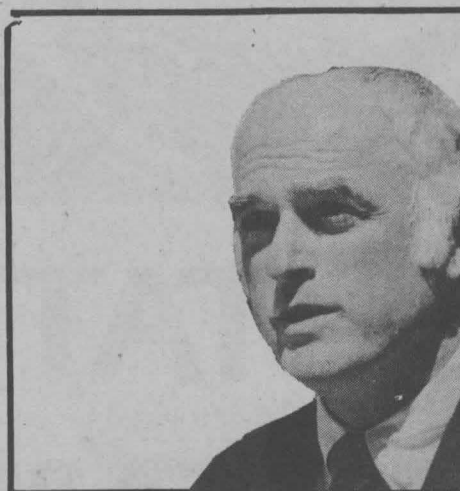
COG

page s-10

To most people a cog is a part of a machine. At Evergreen, however, "COG" is an acronym (consult the Evergreen dictionary for others) for the Committee on Governance document, a much-talked-about piece of writing on this campus.

Profiles

page s-12



The Journal has assembled here a series of profiles of various staff members, administrators, and bureaucrats that the new student is likely either to run across or to need help from.

Phone List

page s-14

Lib 2116	866-6570 866-6516
Lab 1010	866-6562
Lib 1102	866-6170
Lib 1101	866-6170
Lib 1101	866-6170
Lib 1414A	866-6232
Lib 1414	866-6232
Lib 1308	866-6268
Lib 1409	866-6232
Lib 1412	866-6232

When the new Seminar Building was completed this summer, many faculty and staff members moved their offices into it. The resulting massive shift in phone numbers has made the phone directory nearly obsolete. Here we list the revisions in numbers, along with revisions in departments and personnel.

Calendar

page s-23

This is a calendar of important events during Orientation Week, September 22-28. Naturally some events may change, and more will be added, but this outlines many of the most important times and places.

The Evergreen State College

A History of Evergreen

Evergreen was created due to a miscalculated enrollment prediction. Had the facts and figures on enrollment projections been accurate, had the upcoming disinterest in collegiate studies been forecast, Washington State's first four-year institution of higher learning to be built in the Twentieth Century probably would have remained an unnoticed memo in some state file at the capitol.

But back in 1965 all the charts and graphs pointed towards an enrollment increase of geometric proportions for colleges and universities. Time has shown

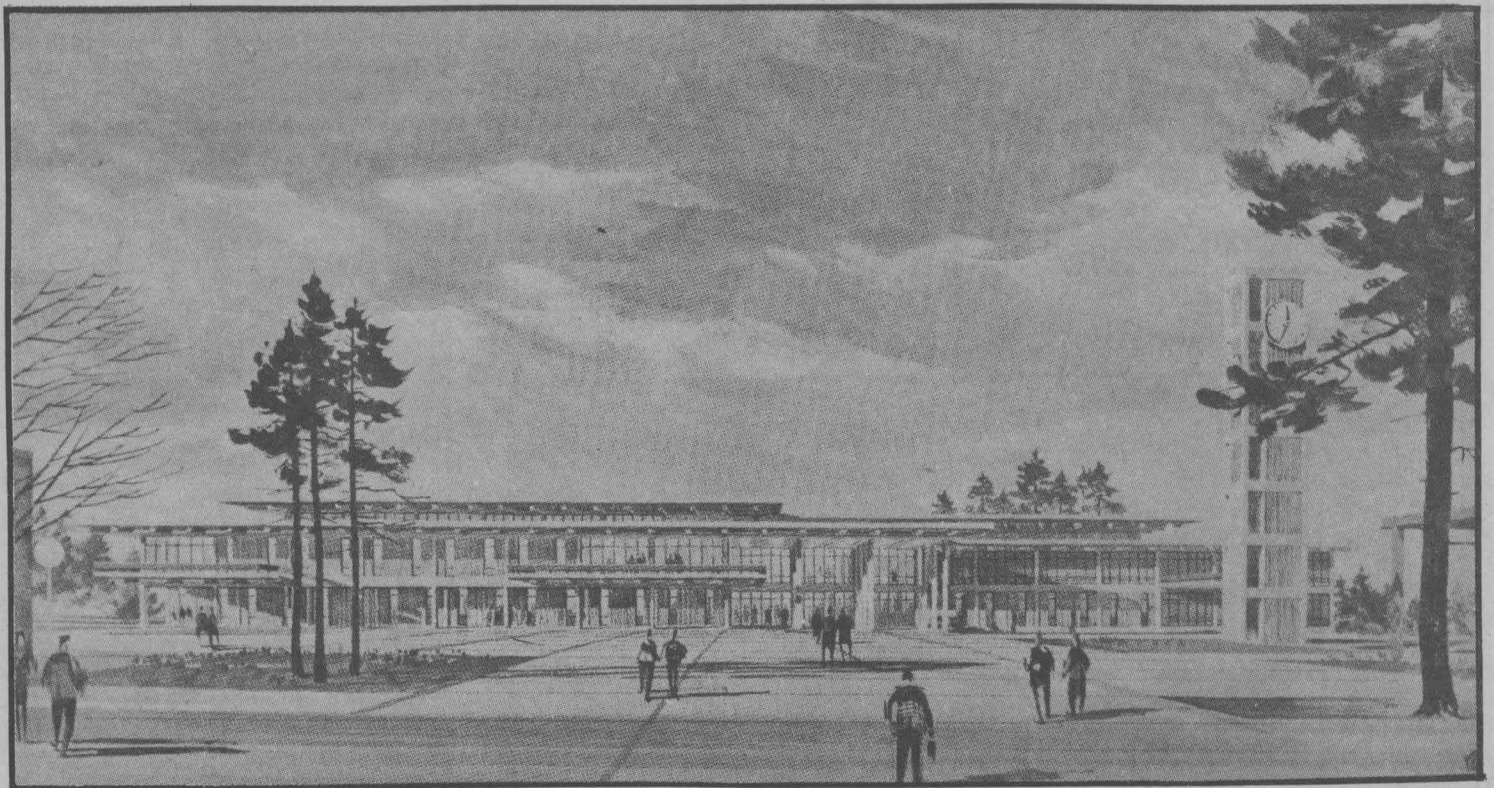
Soon afterwards Governor Dan Evans appointed a five-member Board of Trustees to the school with one of their first tasks being to name the college. Scores of suggestions were submitted, including among others, Thurston County State College, Washington State College in Thurston County, and Mudbay University. The Board finally settled on "The Evergreen State College" in January 1968.

Land bought

Following inspections of 21 different sites, Administrative Vice President Dean Clabaugh, Evergreen's first employee,

been enrolled as freshman hogs and graduated as bacon with B.A.'s."

But the tone had already been set for an innovative approach. The governor mandated that Washington State needed a "flexible and sophisticated educational instrument" as opposed to the "vast and immobile establishment." He foresaw a college which would "unshackle our educational thinking from traditional patterns." To pursue this task Charles J. McCann, dean of Faculty at Central Washington State, was appointed President of Evergreen on August 15, 1968. A



ARTIST'S CONCEPTION CIRCA 1969 — *Evergreen opened before the Library was completed.*

otherwise (Evergreen originally planned to enroll 12,000 by 1985; now it has been reduced to a reasonable peak of 4,500). Many colleges are in fact turning to advertising to recruit students. Although recruitment problems here are less than at other colleges Evergreen still owes its existence to those original erroneous statistics. Because without statistical justification, the legislature would never have pursued the idea of a new college.

On March 21, 1967, the fortieth Washington State Legislature approved the creation of a new college at the recommendation of the Advisory Council on Public Higher Education, to be located within a ten-mile radius of Olympia.

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bought the 990 acres of land which comprise the present campus.

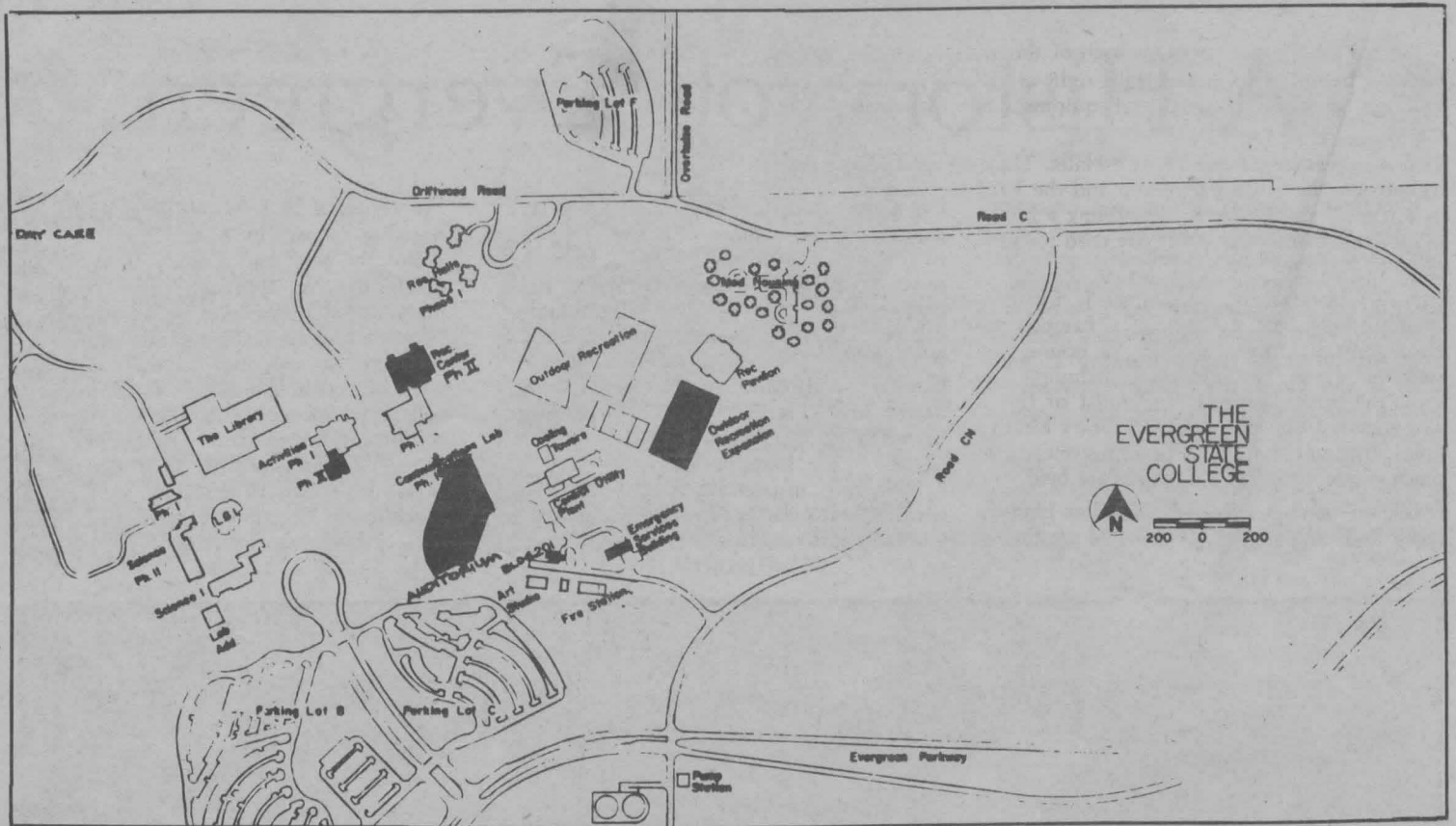
"Evergreen was conceived during the period of campus unrest," recalled Clabaugh during a speech at last year's orientation week. "One of my devices for buying the college's land was to suggest to the people living out here that they'd better sell because they'd probably have their windows broken out by those nasty students anyhow." He laughed in staccato-style at his blockbusting coyness.

Clabaugh and a skeleton crew then moved into Evergreen's first building, building 201 — a converted slaughterhouse. "Just think," quipped one student when she learned this, "we could have

one-time ball bearing factory inspector, he would now inspect the possibilities for a non-traditional institution of higher education.

During 1969, McCann had several meetings with a core group to discuss Evergreen's future. "We always seemed to meet on holidays," mused Evergreen's Director of Relations Dick Nichols. The small group of planners, including members of Evergreen's administrative staff, nationally distinguished educators and a number of "borrowed" students from colleges and universities across the country, began to state concretely the goals of the

Continued on page S-21



An Evergreen Dictionary

ASH — acronym for Adult Student Housing. ASH, which purports to be a non-profit organization, is located so close to campus it appears to be on it. However, its location on the corner of Overhulse and Driftwood, in between the MODs and the Dorms, places it just across the border, slightly closer to the campus proper than the Mods themselves.

CAB — acronym for Campus Activities Building. This building, situated just east of the Daniel J. Evans Library between Red Square and the College Recreation Center, houses many of the essential campus services. It contains, among other things, the Bookstore, the bank, the cafeteria, the Information Center, the student newspaper, the radio station, the Student Activities office, conference rooms and meeting areas, as well as office space for other student and campus activities.

COG I and COG II — acronym for Committee on Governance document. When Evergreen first began, a group of community members formed a Committee on Governance. It was their task to compose a document that would outline the process by which decisions were made at Evergreen. The result was what is now referred to as COG I, a document that functioned as Evergreen's "constitution." This last year (1974) COG I was revised and approved by the community, and the document under which we function now is COG II. See page for an explanation of what COG is and what it is supposed to do.

COM or COMM — abbreviation for Communications Building. The Communications building, for which funds were approved during the last academic year, will be a multi-purpose building housing facilities for the Arts and the Media. The building, to be located just south (behind) the College Recreation Center, should be completed by 1975.

CO-op Ed — abbreviation for Co-operative Education. The office of Cooperative Education is a coordinating and counseling service

which aids those students who wish to earn credit on-the-job or in research projects supervised and supported by people off campus (internships).

CPJ — acronym for Cooper Point Journal. The Cooper Point Journal is the student funded campus news-magazine which publishes campus and community news, features, and editorials on a weekly basis. The Journal, which is located in the Campus Activities building, is open to all members of the Evergreen community who wish to be involved, for credit or for fun, in journalism.

CRC — acronym for College Recreation Center. Located east of the Campus Activities building and just south of the Dorms, the College Recreation Center contains the campus's recreation facilities. The building contains a swimming pool, saunas, racketball courts, and exercise rooms. Also referred to as the Rec building.

DTF — acronym for Disappearing Task Force. DTFs are *ad hoc* committees which may be established by any member of the Evergreen community to examine a particular question or problem within the community. DTFs serve to gather information and make recommendations, and are of an advisory nature. For more detail see COG II or explanation of COG on page

IRS — acronym for Input Resource Senter. IRS is a student-operated input and data-compiling organization which seeks to take the pulse of the campus community via questionnaires, polls, and interviews.

KAOS — Call letters for the campus, student-run and operated radio station. KAOS, which is located in the CAB building, is one of the major means of communication and entertainment on campus. KAOS operates each day with scheduled hours and serves the community with both musical and non-musical programming.

LAB — abbreviation for Laboratory building. The LAB building

is located on the southwest portion of the campus proper. It's the building behind the Lecture Halls right off Red Square. The LAB building houses laboratories and equipment for the sciences at Evergreen.

LEC — abbreviation for Lecture Halls. The Lecture Halls, located in between the Library building and the LAB building are housed in a round, low structure resembling a bunker. The building contains five lecture halls which are used for group meetings, lectures, movies, and speakers.

LIB — abbreviation for Daniel J. Evans Library. The Library building is the main building on campus, and is the center of a good part of campus activity. It houses the library and library services, the multi-media area, including T.V. and recording studios, the business office, and most of the administrative offices. The second floor lobby of the Library building is the only meeting area large enough for all campus meetings, and is usually the place where concerts and dances are held.

MODs — abbreviation for Modular Housing. The Mods are the small duplex housing units located on the easternmost portion of the campus proper. There are 19 Mods which can house nearly 80 students.

NASA — acronym for Native American Students Association. NASA is a S&A funded group set up to facilitate action in regard to Native American concerns.

S&A — abbreviation for Student Services and Activities. S&A is used primarily in the context of the Student Services and Activities Fees Review Board (S&A Board), a group of students that determines how a portion of student fees collected from tuition will be spent. The S&A board is responsible for allocating money for all student activities and to student groups and projects, including NASA, The Asian Coalition, The Goeduck Yacht Club, the Cooper Point Journal, KAOS, the Speakers Bureau, the Gig Commission and others.

SAGA — SAGA doesn't stand for anything, though it sounds like it does, and that's why it's included here. SAGA is the name of the corporation that runs the campus cafeteria. The college supplies the facilities, and the rent-free space, and subsidizes SAGA with student tuition fees in return for food. The cafeteria itself is often referred to just as SAGA.

Campus Changes

Although Evergreen cleared a major academic hurdle by receiving accreditation, the college is still climbing to reach final completion of construction. In upcoming years Evergreeners may expect to find new projects ranging from jogging paths to a colossal auditorium — if the legislature sees fit to provide funding.

Already completed and occupied is the Seminar Building which houses the registrar's, admission's, security and computer offices. Soundproof music rooms are located on the third floor.

Phase II of the Science building, presently under construction and slated for completion in two years, will effectively double laboratory and science facilities at Evergreen.

By the Fall, despite past environmental controversy, final construction of the \$163,000 lighting system will be finished.

Although construction has not begun, the legislature recently provided funds to build a Communications laboratory. This 6.8 million dollar building is designed to facilitate media, theatre and other arts when completed in April, 1977.

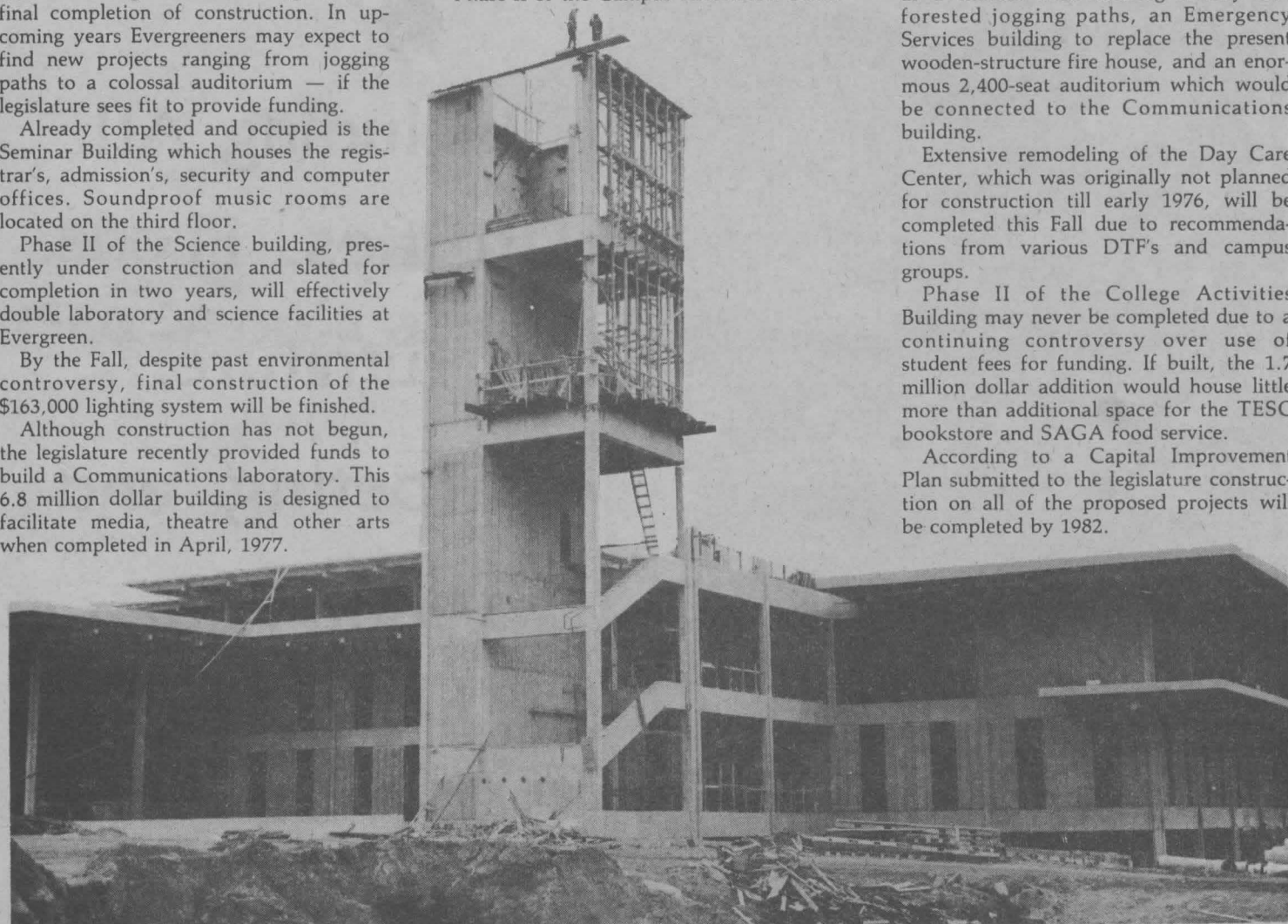
In upcoming bienniums, funds are requested for numerous projects, including Phase II of the Campus Recreation Center

(with basketball courts and bowling alleys), outdoor recreational facilities such as a natural rock-climbing facility and forested jogging paths, an Emergency Services building to replace the present wooden-structure fire house, and an enormous 2,400-seat auditorium which would be connected to the Communications building.

Extensive remodeling of the Day Care Center, which was originally not planned for construction till early 1976, will be completed this Fall due to recommendations from various DTF's and campus groups.

Phase II of the College Activities Building may never be completed due to a continuing controversy over use of student fees for funding. If built, the 1.7 million dollar addition would house little more than additional space for the TESC bookstore and SAGA food service.

According to a Capital Improvement Plan submitted to the legislature construction on all of the proposed projects will be completed by 1982.



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HOUSING

Issues at Evergreen

Fall 1974



The Evergreen State College is structured in such a way that when a problem arises it can usually be dealt with by direct action between students and administrators. Although there is a bureaucracy, it is supposed to allow direct communication between the different classes of staff, students, and faculty.

Nonetheless, some issues are not easily resolved. Sometimes although theoretical communication is possible, administrators or students are in a mind set which prohibits it. Sometimes problems are more complex than can easily be resolved.

The Journal, having covered the news on campus for over a year and a half now, presents the following listing of "issues" which exist now and seem likely to be the center of much discussion in the autumn.

The Working Climate

For a number of reasons staff at the college have been complaining that they are "third class citizens." In this supposed hierarchical structure, faculty and a few administrators are at the top, students second, and staff at the bottom.

There are reasons for this that seem unavoidable. The staff are hired and risk their job security when they criticize their superiors. Students and faculty risk little and can be hit by almost no sort of retaliation for such criticism.

Evergreen itself has also had monetary problems because of the legislature. In spring 1973 many staff members were abruptly let go because of a reduced budget. The layoffs were understandable, staff members say, but the abruptness and secrecy that went with the firings were not.

The tension between faculty and staff also increased dramatically this last spring when, during a DTF meeting, one faculty member charged a staff person with incompetence. The staff member eventually resigned over the insult, charging that there is a general lack of dignity afforded to staff members here.

At the beginning of summer 1974 President Charles McCann charged a DTF to investigate the "Working Climate." It will continue meeting into the beginning of fall and is due to make an interesting report. Ironically, the head of the DTF is a faculty member, Paul Marsh.

The Non-white DTF Report

In keeping with Evergreen's Affirmative Action of bringing non-whites to the campus, Provost Ed Kormondy appointed a disappearing task force in February 1974 to study how Evergreen could attract more minority students, staff, and faculty.

The DTF did not make its report public until the beginning of

summer, when almost everyone had left for vacation. Kormondy called for wide-scale discussion of the Non-white DTF Report beginning in the fall of 1974, when faculty and students would be returning from their vacations. As a result, there will probably be a number of public meetings to discuss the report and a lot of campus media coverage of the report. More importantly the report will generate a huge amount of anger. Already, one white administrator has said that he couldn't even get through the whole report because "reading it just made me sick."

The DTF report is extremely comprehensive, but extremely abrupt as well. With over fifty specific recommendations, no explanations are given. Indeed, many of the recommendations need no explanation, such as the idea that minorities get more representation on the student Services and Activities Fees Review Board.

But many of the proposals, on the other hand, appear blatantly discriminatory to whites. Most are not, when fully understood. And, some would argue, those that are painful to whites are justifiably so.

Whatever the case, little is gained from rejecting the report on the basis of hearsay or, as we mentioned before, without reading it.

The main recommendations are:

- Only non-whites and women be hired for the next two years at Evergreen. This is to at least meet the Affirmative Action goals of the school, which call for different percentages of women and minorities each year until the 1980's when the percentages should maintain themselves around 50 percent women and 25 percent minorities.

- The office of Admissions double its present staff size in order to recruit non-whites. Presently there are only two people working at admissions.

- Non-whites get priority in hiring on student Work-Study jobs and institutional jobs on campus.

- Non-whites be given uncensored space on KAOS Radio and in the Journal.

- SAGA Food Service serve one ethnic meal a day.
- The bookstore on campus should extend credit to non-whites for books.

S & A Funds

The Non-White DTF made one further recommendation which will be explained in detail here, since it did not involve only non-whites by any means. The recommendation is simple enough: Students should have control over student funds. At the present time they do not.

Presently student Service and Activities Fees are divided into a College Activities Fund, administrated by Director Auxiliary Services John Moss, and a Discretionary Fund, allocated by the student Services and Activities Fees Review Board (S&A Board).

Members of the S&A Board are chosen from a volunteer list at random, with measures taken to insure an adequate minority representation.

Administrators, principally Moss, decide how much of the total Services and Activities Fees, which is taken out of the tuition a student pays, should be turned over to the Discretionary Fund. Last year only \$60,000 out of almost a quarter million dollars went into the student Discretionary Fund. That money was allocated to different student groups including the Journal, KAOS FM Radio, the Daycare Center and the Native American Student Association. The remainder, put into the College Activities Fund, is allocated to different "must" items, such as salaries for some Recreation and Activities personnel and different funds related to building repair and improvement.

During the spring of 1974 Assistant Activities Director Al Rose and faculty member and attorney Hap Freund put together a position paper explaining that the use of S&A fees by administrators without prior student approval was most likely illegal. A DTF set up in the spring refused to deal with the subject, except to say that legally the Board of Trustees can do as it wants. Rose, who was later forced to resign over the issue, continued to press the point, insisting that the S&A Board have control over all the money and that the legislature intended it to be that way.

The S&A Board has gone on record agreeing with Rose, but the present Board term expires before the fall when another Board will be appointed. Most likely, the issue will be raised again, since almost \$200,000 are at stake.

Coordinated Studies and Other Modes

Evergreen is most well known for its dedication to interdisciplinary studies, or Coordinated Studies, as they are called here. In that mode of study the student works without allowing the differences of discipline to interfere with his goals. For instance, someone studying ancient Athens may well study sociology, foreign language, history, literature, and philosophy, in the same program, since all apply to the student's learning goal. At the present time two-thirds of Evergreen's curriculum is in the coordinated studies mode and all faculty are required to teach in it at one time.

The other third is divided between group contracts, internships, individual contracts, and classes which are called modules.

Recently faculty member Merv Cadwallader wrote a position paper, which eleven other faculty members signed, that called for widespread discussion in the fall of 1974 on whether or not the

Orientation Supplement Fall 1974

Hirshman



John Moss — Controls Discretionary Fund

school should continue to emphasize coordinated studies to the extent it does.

Cadwallader reasoned that foreign language, introductory sociology, and mathematics would probably profit from being taught outside of coordinated studies. He also proposed that not all faculty members be required to teach in a coordinated studies team, since some are clearly unsuited to the mode.

Cadwallader's suggestion carries an enormous amount of weight since, as the first dean at Evergreen in charge of curriculum, Cadwallader was the one who originally suggested coordinated studies.

Other faculty members, including artist Sid White and psychologist Richard Jones, have drawn up position papers asking for review of curriculum in the fall. As a result, this autumn should see the most intensive discussion of curriculum that Evergreen has had since opening.

Governance explained

The Evergreen State College seems to function chaotically, confusingly, and without any apparent logic in many of its administrative decisions.

Although it is perhaps true that the decisions themselves are sometimes strange, the process by which they are reached is consistent. All decisions are reached according to COG.

COG stands for the Committee On Governance document. It is something akin to a constitution and penal code which outlines:

- How decisions are made at Evergreen.
- How grievances between community members should be settled.
- How students can affect decision-making or appeal decisions which they disagree with.

The institution most basic to decision-making at Evergreen is the disappearing task force or DTF. A DTF is most often set up by an administrator to deal with a certain problem. When the task force is done with the problem they issue a report to the administrator and dissolve themselves.

For instance, many workers at the college have complained that being employed here is sometimes unnecessarily unpleasant. In response President Charles McCann called together a DTF composed, like most DTF's, of faculty, staff, and students, to study the problem and make possible suggestions for its eradication. That DTF, like most, will meet once or twice a week, calling witnesses for advice and conferring until it comes up with some solid suggestions.

The members of that "Working Climate" DTF were hand-picked. Sometimes a random selection process is used to get members of a DTF. In almost all cases faculty, staff, students, and minority members are represented.

After the DTF makes its recommendations, the administrator involved responds, usually in writing, accepting or rejecting the proposals.

Sounding Board

DTF's are only one way that a student has to get input into the decision-making process. The Sounding Board, which usually meets once a week in the morning, allows students a chance to air their feelings on different issues as well as allowing faculty and administrators a chance to hear discussion on problems that await solution.

The Sounding Board, as outlined in COG, consists of 20 faculty and staff and ten students. Often a community member goes to the Sounding Board with a complaint. The Sounding Board, being composed of such a wide cross-section of the campus community, can give the person advice on how to solve their problem. The Sounding Board is particularly good at giving advice on cutting through bureaucratic red tape.

President's Forum

The President of the college also supplements the normal channels of communication at the school by occasionally calling together a President's Forum. The purpose of the Forum, most usually, is to discuss some major event, crisis, or policy change. It allows the president to profit from hearing a discussion by informed community members on the topic of the Forum.

Hearing Board

The authors of the governance document also understood that although compromise and informal discussion of disputes are desirable, they are not always possible. Therefore a course of action for settling disputes is outlined in COG.

The first step is, of course, informal mediation between the two people in conflict. If a third person mediator is desired, the dean of student services is available to fulfill this function.

If mediation of an informal nature fails, then a meeting of the Campus Hearing Board may be called by one of the disputants. The board is composed of three permanent members: one faculty, staff and student. For each dispute that the board has to adjudicate, two temporary members are chosen from the peer groups of each of the conflicting

members. Witnesses are called before the board at a public meeting and a written announcement of the board's decision is presented at the end of the "trial."

This grievance procedure has been used in the past to attempt, for example, to settle disputes between faculty and staff members about the competence of a staff member and to challenge an administrator's authority to remove art work which was on display in the library.

General decision-making

But the COG document stands for much more at Evergreen than a few rules and institutions set up to allow communication and decision-making on the campus.

COG states the following rules for decision-making at Evergreen:

— "Those persons involved must be held accountable, should be locatable, and, most importantly, need to be responsive."

— "Decisions should be made only after consultation and coordination with students, faculty, and staff who are affected by and interested in the issues, while recognizing that administrators may be affected by various accountable restraints."

— "Oligarchies are to be avoided."

— "Groups should utilize a consensus approach in reaching decisions. The voting procedure should only be used if consensus is unobtainable."

Because the recommendations are not always followed, the bureaucracy is at times unmanageable. Still, most administrators are responsive.

The COG document is reviewed and revised if necessary every two years. The last review was in spring 1974, so the document should remain unchanged for a while.





The ash Tree

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For Reservations or Information

Portland Office	Campus Office
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One Bedroom	2 people	— \$60 each
Two Bedrooms	2 people	— \$78 each
Two Bedrooms	3 people	— \$52 each
Three Bedrooms	3 people	— \$64 each
Three Bedrooms	4 people	— \$48 each

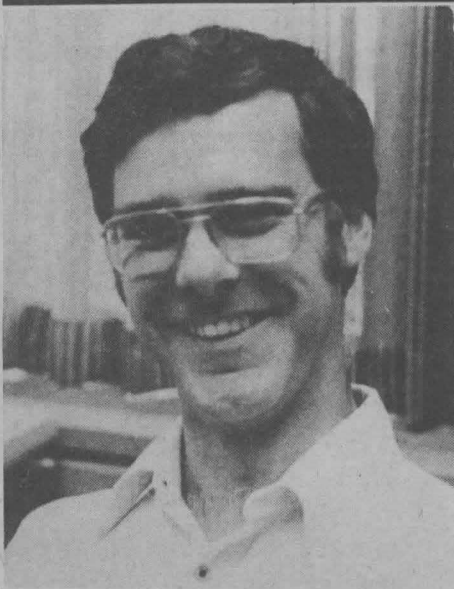
Project and Apartments Include

- Well Equipped Rec Room
- Playground Areas and Equipment
- Laundry Facilities
- Wall to Wall Carpets
- Range and Refrigerator
- Drapes
- Furnished Units Available
- Beautiful Landscape

ADULT STUDENT HOUSING

Evergreen Profiles

Walker Allen



Hirshman

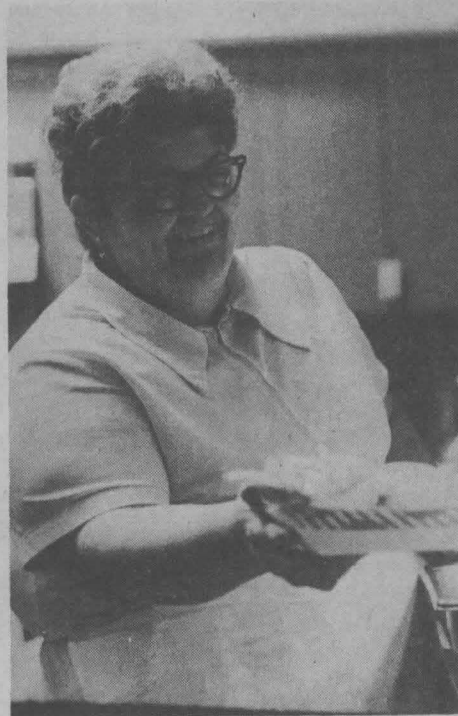
Meeting Walker Allen over lunch or in passing somewhere on campus, one might assume he was a young and enthusiastic faculty member rather than the Evergreen's Registrar. Registrars generally tend to be of a kind with elementary school teachers and librarians — bookish, reclusive, meticulous — and Allen's comfortable affability sets him apart from his type. But he is in fact a Registrar; his approach to the job is businesslike and professional, though he usually speaks with a twinkle of humor in his eyes.

Being an administrator at Evergreen has its problems, Allen admits. "Students tend not to take deadlines very seriously here, which in the end costs them more money since we can't meet our filing deadlines. I think this may be due to the fact that Evergreen was created in part as a reaction against traditional higher education, of which excessive red tape and paperwork are a part." He believes that "you need deadlines and you need reasonable exceptions."

But Allen says that the main two reasons he came to Evergreen were the opportunities for his personal growth and because "this type of education is the wave of the future." Again one is struck by the contrast between the unglamorous realities of his job and the energy and idealism of his personality. But perhaps this is simply because he himself is interested in and committed to the college's

goals and aspirations, and seems to feel that his job is as integral to the realization of those goals as any.

Betty Snook

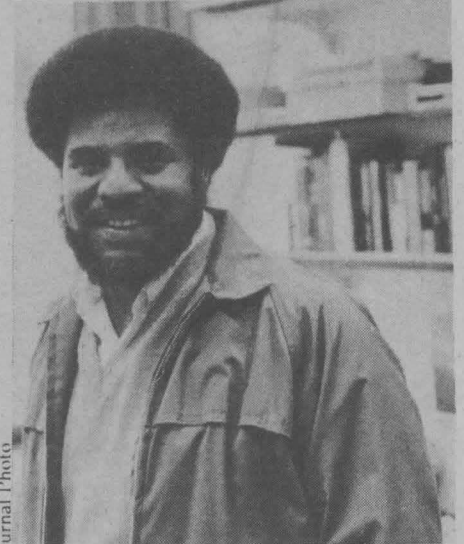


Allison

As you make your pilgrimage into SAGA for a meal or snack, Betty Snook is the cheerful and ample woman who will grill your sandwich, draw your ice cream, serve your fries, or take your money. She will very likely toss out a few words, punctuated with a chuckle, and is always glad to toss a few lines of banter back and forth. Betty has been working in the Evergreen cafeteria since the school opened, and is one of the institutions at a college with few of those.

Her husband is a captain with the Thurston County Sheriff's office, and she says she began working because "it's awfully easy for a woman whose husband has a job that takes up a lot of his time to just sit around at home and feel sorry for herself." And although she keeps threatening to resign, she admits she loves the job here — "not the cooking itself so much as the people."

Rudy Martin



Journal Photo

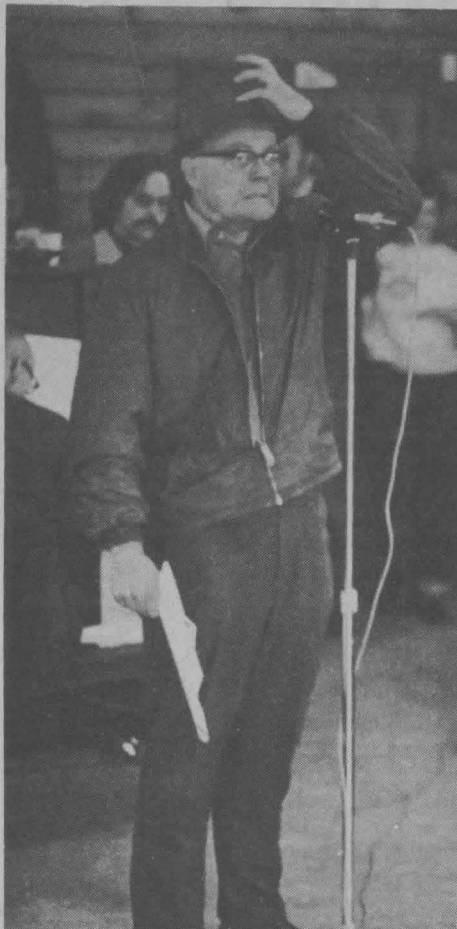
Rudy Martin got his Ph.D from Washington State University, a school he describes as "a damn fine institution. You run into Nobel prize winners now and then. The differences between WSU and Evergreen are like night and day, but they are really in the academic structures."

Martin is one of those "strange folks who decided in their freshman year they want to teach." He had twelve years of teaching experience before coming to Evergreen and says that he was fired from his first job because of his leftist politics. That was in California.

Now, as a dean, Martin sees some priorities for Evergreen in the next few years. One is to stabilize our academic program. He says, "I don't mean that we need rigidity. But we need stability to maintain flexibility. The 'Chaos is innovative' thing is crap." He also says that there is a need for more and better experiments and methods of teaching, also better options, and to involve more people and in better ways in planning. He also points out that "Folks get so frazzled and burned out. They should be able to 'do' Evergreen without giving their lives for it — literally."

Martin has hired a student intern working under him in the fall. Her main duties will be to help smooth out and increase the communication between his office and the rest of the campus. He hopes it might clear up some of the "mysteriousness" that seems to circulate around the deans' offices.

Dick Nichols



Dick Nichols seems out of place at Evergreen. He has worn his flat-top crew cut since 1950 and dresses like a vacationing insurance man. "I never do 'in' things. I'm not an 'in' type person. Richard the Renegade," he said.

As the Director of Public Information and Evergreen's chief public relations man, Nichols is one of the college's leading literary editors, writing and reviewing much of the material the public reads and hears about the college. He speaks quickly and is outspoken, but he keeps his personal views and his PR job in perspective.

Among many of Evergreen's more colorful staff and faculty imported from other institutions, Nichols is one of the few home town boys, having grown to maturity in Shelton. His involvement with this immediate community goes beyond the contacts he has made in his job. He is serving his second term on the Tumwater City Council, and is a sportscaster for KGY radio in Olympia.

Nichols came to Evergreen from Alcoa Aluminum in 1968. "It was before Evergreen had any real direction, before they knew what kind of school it would be. Frankly, it sounded like a good job." But Nichols' work here seems to have devel-

Orientation Supplement Fall 1974

oped into something more than just a "good job." "I guess I've been caught up in the idealism of the place. I'm an idealist and I really believe in what I see the place as being now."

Willie Parson



Willie Parson has been a dean for five weeks. He had been teaching as a biologist (actually micro-bacteriologist) at Evergreen since 1971.

Parson was interested in Evergreen because, like a lot of people at Evergreen, he was disenchanted with traditional systems of education. He commented, "Professors strip graduate students of their individuality until all of a sudden you've got your degree."

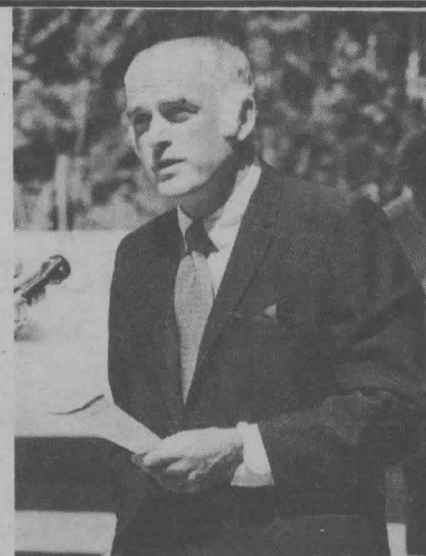
"Even though it is a doctorate of 'philosophy' and in the college of arts and sciences, there was no chance to round out my education. I had to meet those degree requirements."

After finding out about Evergreen, Parson decided that he had a choice between teaching here or doing research, because he would never teach at a traditional institution. Now he is glad that Evergreen worked out for him.

Parson got his B.S. from Southern University in Louisiana and his M.S. and Ph.D. from Washington State University. His dissertation and orals were completed last September.

In regard to the dean position, he says that the amount of paperwork is phenomenal because it doubles every four or five days and he expects that it will double every two or three days in the fall. He can see that the job is filled with both excitement and frustration. It will depend on the balance of frustration and excitement that will determine how he likes the job.

Charles McCann



In many ways Charles McCann epitomizes the ideal college president. His background is highly academic, having attended New York University, Trinity College, and having earned a Ph.D. from Yale in 1956. He has published widely in the area of literature, and on the works of Joseph Conrad in particular. He is relatively young, having been in college when some Evergreen students were beginning their own educations. He is shy and reserved, yet always accessible, and there is a certain sophistication about him, but little formality. He often eats with students and prefers being called by name rather than title, but "call me anything but Chuck," he says.

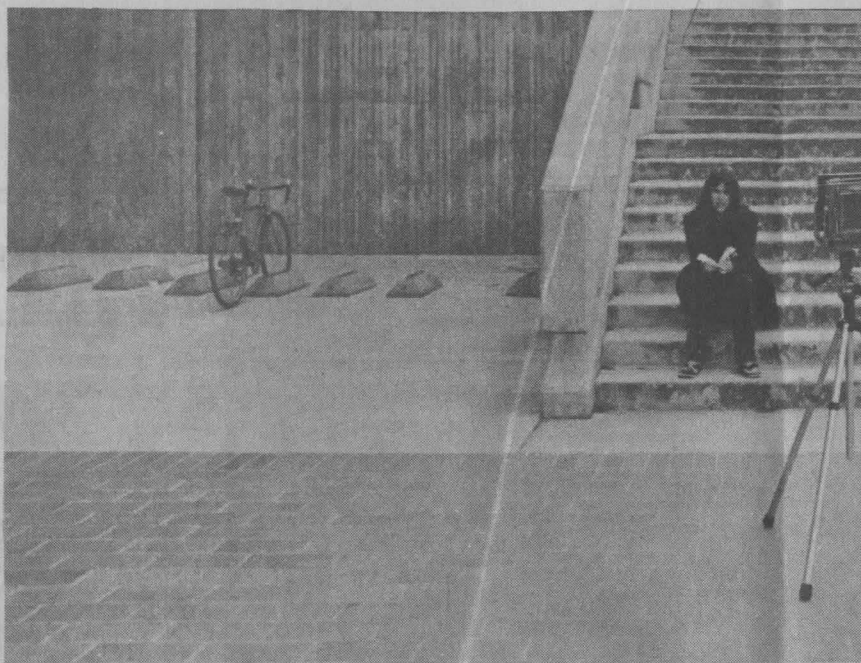
McCann, while maintaining an open atmosphere about his dealings, is basically a behind the scenes worker. This has led some to accuse him of being too detached from the day-to-day operation of the college, and there is some validity to that, but as an administrator his chief task is to administrate and his work is not always visible. Much of his time is spent keeping the college on its financial feet. He has worked extensively with the legislature and the community, drumming up financial support where he can find it, promoting ideological support with those that will listen. To this work he is committed.

But McCann has given more to the college than his commitment. To a school which many view as "radical," a haven for poets and teepee builders, he has brought his rational manner, his slow studied way of speaking. He has had to meet the attacks and challenges that have arisen out of the rhetoric of the "Evergreen experiment," and he has done so in his own style. McCann has helped Evergreen's ideals not merely because he believes them, but because he has lent them his respectability and dedication.

Continued on page S - 19

Phone List

Academic



Name/Title	Room	Phone
VICE PRESIDENT and PROVOST		
Edward J. Kormondy	Lib. 3131	6400
Secretary — Jan Krones	Lib. 3131	6400
Administrative Assistant Sally Hunter	Lib. 3237	6022
ACADEMIC DEANS		
Rudolph Martin (Humanities/Arts)	Lab. 1012	6290
Willie Parson (Natural Sciences)	Lab. 1003	6521
Lynn Patterson (Social Studies)	Lab. 1003	6310
Charles Teske (Humanities/Arts)	Lab. 1013	6295
Secretaries to the Deans —		
Eileen Humphrey	Lab. 1015	6295
Susie Kent	Lab. 1014	6290
Grace Woodruff	Lab. 1005	6521
MT/ST Academic —		
Pat Spears	Lab. 1009	6492
Program Secretaries —		
Pam Hansen	Lib. 2402	6435
Joan Hopper	Sem. 3152	6016
Maureen Karras	Lib. 1414	6605
Judy Lindlauf	Lib. 2114	6413
Linda Yellowcalf	Lib. 1402	6380
Donna McMaster	Sem. 3015	6700
Candy Roth	Lib. 2414	6423
Marsha Stead	Lib. 1402	6380
Pearl Vincent	Lab. 2013	6600
Academic Budget Accounting		
Accounting —		
Helen Hannigan	Lab. 1008	6312
Academic Receiving —	Lab. 057	6487
Access Center	Lab. 057	6061
Lab Annex		
Lab Building Director —		
Jerry Cook	Lab. 1010	6562

ADMISSIONS

Director — Ken Mayer	Sem. 2129	6170
Secretary	Sem. 2116	6170
Counselor —		
Rich Nathan	Sem. 2116	6170

COMPUTER SERVICES

Director — York Wong	Sem. 3109	6232
Secretary —		
Betty Muncton	Sem. 3109	6232
Computer Terminal Room	Lib. 1308	6268

COOPERATIVE EDUCATION

Director —		
Ken Donohue	Lab. 1020	6391
Secretary —		
Eleanor Dornan	Lab. 1000	6391
Coordinator —		
Judy Dresser	Lab. 1016	6391
Assistant Coordinator —		
Dan Swecker	Lab. 1016	6391

LIBRARY

Dean of Library Services		
— Jovana Brown	Lib. 2306	6262
Associate Dean —		
Dave Carnahan	Lib. 2306	6262
Secretary —		
Joanne Jirovec	Lib. 2306	6262
Accounting Assistant —		
Amelita Mondoneda	Lib. 2306	6262
Aquisitions —		
Malcolm Stilson	Lib. 2300	6250
Audio and Visual —		
Chas Davies	Lib. 1326	6270
Cataloging —		
Pat Matheny-White	Lib. 2300A	6250
Circulation —		
Susan Smith	Lib. 2301	6250

Are You Prepared

For This?



Or This?



If Not

Write to

SAGA
CAB 107 TESC

SAGA FOOD SERVICE

RECREATION AND CAMPUS ACTIVITIES

Recreation and Campus Activities		
Director — Pete Steilberg	CAB 305	6210
Assistant Director	CAB 305	
Accounting Assistant		
— Mary Ewing	CAB 305	6210
Recreation		
Ed King	CRC 302	6530
Len Wallick		

STUDENT GROUPS AND ACTIVITIES

Office	CAB 305	6220
Asian Coalition		
Building 211 Darkroom	Bldg. 211	6309
Bus System		
Cooper Point Journal	CAB 103	6213
Day Care Center		
Gay Resource Center		
Gig Commission	CAB 305	6221
Information	CAB 305	6210
KAOS — Radio	CAB 304	5267
Newsroom	CAB 304	6397
MECHA		
NASA		
Organic Farm	Farm House	6161
S&A Board	CAB 305	6220
Travel Center	CAB 203	6575
UJAMMA		
Women's Center	Lib. 3213	6162

Student Accounts

Al Hanson	Lib. 1108	6447
Reports and Billings —		
Mark Beckler	Lib. 1103	6447
Records and Billings —		
Patty Barker	Lib. 1103	6447
Information and Records		
— Sherry Pinkerton	Lib. 1106	6447
Refunds	Lib. 1108	6447

Business Services

Purchasing Agent —		
Arnold Doerksen	Lib. 1114	6357
Printing — Howard Griffith	Lib. 304	6203
Campus Stores —		
Percy Berry		6357

INFORMATION SERVICES

Director — Dick Nichols	Lib. 3114	6128
Secretary —		
Carole Payne	Lib. 3114	6128
Information Officer —		
Judy Annis	Lib. 3114	6128
Information Center	CAB	6300

DEVELOPMENT

Director —		
Marianne Nelson	Lib. 3015	6565
Program Assistant —		
Don Von Volkenburg	Lib. 3015	6566

FACILITIES

Director —		
Jerry Schillinger	Bldg. 201	6120
Secretary —		
Barbara Maurer	Bldg. 201	6120

PERSONNEL

Director —		
Diann Youngquist	Lib. 3238	6361
Personnel Assistant —		
Charen Sharar	Lib. 3238	6361

SECURITY


Supervisor — Rod Marrom	Sem. 2109	6140
Security Assistant —		
Ann Brown	Sem. 2109	6140

STUDENT SERVICES

Dean — Larry Stenberg	Lib. 1217	6296
Secretary — Bonnie Hilts	Lib. 1217	6269
Counseling Services		
Director — Lou-Ellen Peffer	Lib. 1219	6151
Secretary — Patty Allen	Lib. 1220	6151
Counselor — LeRoi Smith	Lib. 1220	6151
Career Counselor —		
Michelle Hayes	Lib. 1218	6151
Financial Aid		
Director — Bill Smith	Lib. 1214	6205
Program Assistant —		
Carol Curts	Lib. 1214	
Student Employment	Lib. 1214	
Placement		
Gail Martin	Lib. 1210	
Health Services		
Coordinator —		
Edwina Dorsey-Travis, R.N.	Lib. 1205	6200
David Peterson, M.D.		
Secretary — Dorothy Hill		
Women's Clinic	Lib. 1222	6238
Veterans' Affairs	Lib. 1209	6192


Other Services

Crisis Clinic		2211
Directory Assistance —		
Alice Forrester	Lib. 1103	6000
Emergency		3333
Fire		
Assistant Fire Chief —		
Tom Kanno	Fire Station	6348
		S-17




The Library at Evergreen is probably unlike most libraries you've encountered in your jaunt through primary, secondary and higher education. Our emphasis is on maximum circulation and access rather than hoarding and the bureaucratic run-around. Of course, we can't do everything — especially at the same time — but we try harder and with your help, understanding and patience problems are resolved and needs met.

Finding out more about the Evergreen Library is easy. Stop by our operation on the first and second floors of the west wing of the Daniel J. Evans Library Building. Put together your copy of the new '74-'75 Library Hand-Out Book, which talks about each area of the Library and the people who work there. Browse around the Mini-Media Production Center, Graphic Arts Studio, Photo Studio, Sound Recording Studio and color television studio on the first floor. Check out the reference, circulation, media loan, card catalog and art display areas on the second floor. And the stacks, periodicals, study and lounge areas on the third floor. And talk to the folks working in each area — that's what they're there for, to help you.



RESOURCES — which you have access to and most of which you can check-out: art prints, audio cassettes, books, charts, filmstrips and loops, games, government documents, maps, media equipment, microfilm, motion pictures, music scores, periodicals, pictures, slides, 3-D materials, tools, transparencies, vertical files and videotapes.

THE HAND-OUT BOOK — each fall the Library publishes a document whose sole purpose is to provide information and ideas, improve access and introduce you to the Library staff. With each edition the format changes, as does the content and method of distribution. Past editions have had national circulation and won recognition as "innovative" and unique in approach and artistic style. The format of this fall's edition is similar to last year's, but a great deal of each hand-out sheet's content has been revised and updated. The hand-out book is actually a display wall adjacent to the second floor Library entrance. Pick up a folder from the center left panel and then pick out those sheets which interest you. Then check out the panel to the far right, mounted on it are the photos and names of the entire library staff.



CIRCULATION — can be called the heart of the Library's operation. From this point, near the second floor entrance, materials are checked in and out by **Susan Smith**, **Sheila Thomas**, **Ernestine Kimbro**, **Kris Fallstone** and numerous student employees. Sheila also takes care of interlibrary loan and Kris answers questions about billings. Be sure to bring your TESC ID card when checking out materials, as a computer is used to keep the records straight and needs your card for the check-out transaction.

library group, the




MEDIA LOAN — is around the counter-corner and to the north of circulation and will loan you a videotape recorder, film or still camera, tape recorder, screwdriver, projector, public address system and numerous other neat media-type equipment items. **Yves Duverglas** and **Carol Bartel** keep things sane in this area.

REFERENCE — is just to the left of the second floor entrance. **Frank Motley**, **Andrea Matchette** or **Monica Caulfield** can answer questions, guide you to the proper reference item or library resource to solve your query. The card catalog is also located in the Reference Section, directly across from the circulation counter.

MEDIA SERVICES — is located on the first floor of the west wing of the Library building, with headquarters in Room 1302. **Gabrielle Duverglas** is the area receptionist/secretary and also takes care of sending academic program film to the processing lab.

Also located in 1302 is the **Mini-Media Production Center (MPC)**, a self-service, hands-on media production area. The Center has a photo studio, graphic arts work area, slide sorting tables, film and TV viewing areas, film editing room, sound recording booth, sound and video editing/dubbing benches, synthesizer practice room and multi-media production area. **Ken Wilhelm**, a most helpful fellow, oversees the area.

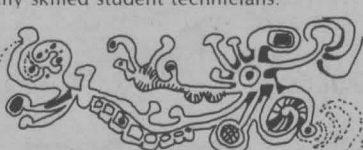


Adjacent to the MPC is the Library's professional **Graphic Arts Studio** (Room 1340) and graphic designer **Connie Hubbard** and **Jan Seifert**. Connie designs all the college publications, including the Bulletin and Library Hand-Out Book. Between 1-5 p.m. daily they can assist you in the development of your graphics and sign needs.

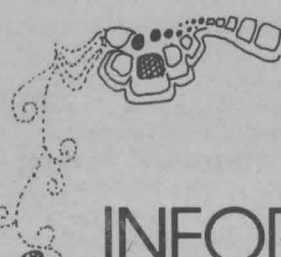
Down the hall is **Photo Services** (Room 1330), with **Woody Hirzel**, **Craig Hickman** and numerous students taking care of much of the Library's and college's photographic needs. Woody and his gang also oversee the operation of the numerous darkrooms around the campus.

And at the end of the hall and around the corner is **Electronic Media**, with **Chas Davies** ready to help produce your sound recording or color television program. Assisting with the engineering is **Dick Fuller** in the Master Control room.

The **maintenance and engineering** of all this media equipment and production/distribution systems is handled by **Al Saari**, **Vic Lynch**, **Jim Rousseau** and numerous specially skilled student technicians.



BEHIND THE SCENES — operations in the Library include the administrative staff with **Jovana Brown**, the new Dean as of last June; **Dave Carnahan**, Associate Dean and Evergreen old-timer; the vivacious **Joyanne Jirovec**, secretary and housemother and **Amelita Mondoneda**, budget lady extraordinaire. **Malcolm Stilson** heads up the **Acquisitions** area and **Pat Matheny-White** coordinates the **cataloging and processing** of materials into the collection.



INFORMATION · IDEAS · ACCESS · PEOPLE

Edwina Dorsey Travis



Hirshman

If you walk into Health Services someday with a cut finger or bloody nose, you may wonder who the tall, poised, well-dressed black woman is asking you what you need. She is Edwina Dorsey-Travis, director-coordinator of Health Services and the "school nurse."

Dorsey-Travis got her Registered Nurse degree from Portland Community College and will complete a program in September at Brigham Young University to attain a Nurse Practitioner Certification. This program is a new one in the medical field and allows recipients to write prescriptions, give pelvic exams, and in the case of Dorsey-Travis, do almost anything that the clinic at Evergreen can offer with the consultation of the school's doctor, David Peterson, if necessary.

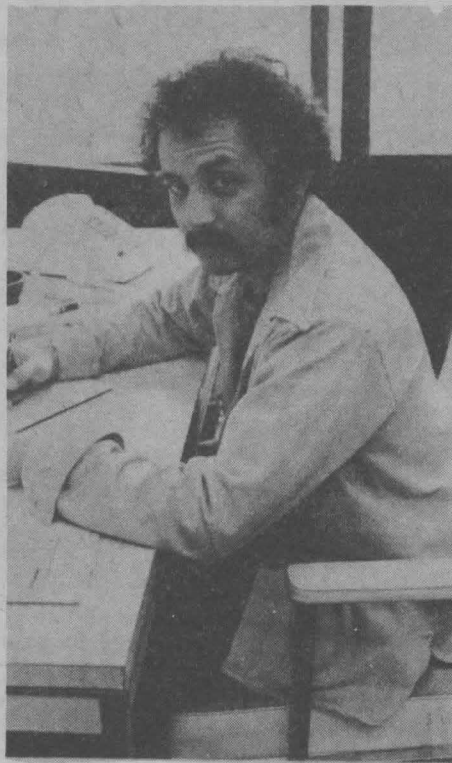
When asked why she chose Brigham Young to get this training (they are infamously racist), she explained that in 1973, the program was so new that it was the only place in the country giving the training. She mentioned that when she arrived on campus after being admitted to the program, "They did seem surprised."

Dorsey-Travis has been with Evergreen since the first academic year. Saying that she likes the work here, "Each year gets better. The first year we were so handicapped with the clinic being so inaccessible and not having a regular physician." Health Services has recently acquired a regular office room, so that it now has three examining rooms instead of two.

Orientation Supplement Fall 1974

Last fall Dorsey-Travis decided she may have been losing her ability to work as a nurse under stress because, "Between the age of eighteen and twenty-six you're pretty darn healthy" — the state of students at Evergreen. So she was hired at Tacoma General Hospital for "on call" work in the Special Care ward where people are "really sick." "I learned that you don't forget it."

Thomas Ybarra



Hirshman

As Executive Secretary of the Non-white Coalition, 23-year-old Thomas Ybarra represents the various non-white organizations on campus in expressing the needs of the non-white community at Evergreen. Ybarra is intelligent and very articulate, choosing his words with great precision as when talking to the Board of Trustees. Ybarra, a Chicano, emphasizes that the coalition is much more than himself. "I just work for the coalition." The coalition was created to represent Evergreen's non-white community by improving its cultural life, to work with the various budget units on non-white concerns, and to pursue such issues as faculty, student and staff recruitment of minorities.

"Evergreen must recognize that the non-white community can best articulate its own needs," said Ybarra.

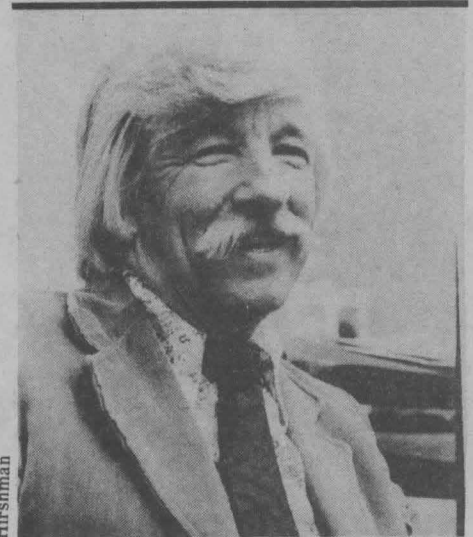
Ybarra, who was born in San Francisco, later moved to Washington State and graduated from University High School in Spokane. He spent two and a half years at Washington State University before coming to Evergreen in March 1973. He graduated from Evergreen last Spring having studied education, Chicano studies,

political science, economy and public administration.

Ybarra dislikes being an administrator but realizes the necessity of his position. "I guess I kind of see myself as a political person," he says. His job is often made difficult by problems such as institutional racism and an isolated campus.

With his involvement in the Non-white Coalition, Ybarra is very aware of the problems facing Evergreen, but he says, "I don't think I'd be here unless I was optimistic."

Ken Mayer



Hirshman

Ken Mayer took time to praise Evergreen before he dashed off to get his marriage license. Mayer, the silver-haired, stylishly dressed director of admissions, will be married August 17.

"Other colleges say they are a community of scholars, but Evergreen comes far closer to that ideal than any other college or university that I've ever been acquainted with," he said.

Mayer has had a series of difficult jobs. He was a paratrooper in the army; a high school counselor in Palo Alto, California, and prior to coming to Evergreen he was the Admissions Director of Pacific University in Oregon. Mayer's Evergreen task is more difficult than his previous role at Pacific University where Mayer had to worry about under-enrollment, but not over-enrollment. At Evergreen Mayer must be sure to admit enough students, but he must also worry about admitting too many, which would overload the faculty and anger the legislature.

In this next year Admissions, under Mayer, plans to educate high school and community college counselors, faculty, students, and parents about Evergreen. Admissions will also be developing an internship program, and make new efforts and programs to recruit non-white students.

SOUTH

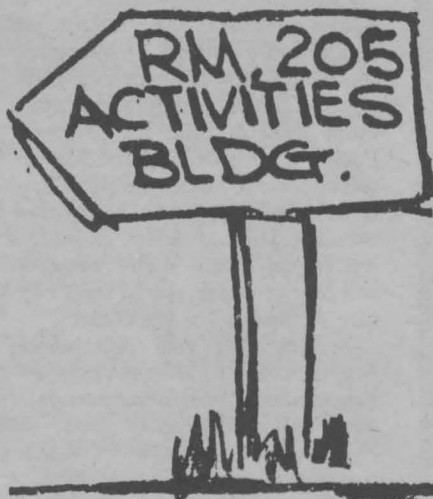
Evergreen Branch

SOUND NATIONAL BANK

- MONEY ORDERS
- CASHIERS CHECKS
- DRAFTS

- CHECKING AND SAVINGS ACCT'S
- TRAVELERS CHEQUES

ON CAMPUS!
FOR YOUR CONVENIENCE



History

Continued from page S 3

college.

"Students will work as colleagues with faculty and others, and together these people will try . . . to create a place whose graduates can as adults be undogmatic citizens and uncomplacently confident individuals in a changing world. We assume that toward this end the most valuable service Evergreen can offer is to initiate a process of continuing learning and experimentation, by encouraging independence in pursuit of inquiries that interest and motivate him, and by providing him with counsel and resources to test this knowledge and ability."

In the fall of 1970, four deans and 20 planning faculty were added to the planning group to prepare a program for Evergreen's first academic year in 1971. This group constructed a vocabulary to fit the ideas of former planners. Thus were born the terms "coordinated studies, contracted studies, internships, portfolios, et al." A governance system (COG document) was formulated by the group in which "all members of the community" would be "involved in the decision-making process."

Now all was ready for the first 1,000 students; all was set for Evergreen's first year — all except perhaps the buildings. There was no Campus Recreation Center, no College Activities Building. Even the

Daniel J. Evans Library was not quite completed. Construction on the dorms was behind schedule. So during the Fall of 1971 students were housed throughout the Olympia area, and seminars were held wherever possible. But no matter — the grand "Evergreen Dream" had become a reality and these students felt themselves to be on the frontiers of an almost unexplored educational wilderness.

The first year was accented with an atmosphere of summer camp, a feeling of community. The godduck (pronounced gooey-duck), a phallic-shaped clam, became the college mascot, and its likeness was stenciled on Evergreen sweatshirts with the Latin words "Omnia Extares" (roughly translated "let it all hang out").

Some programs flourished, others failed miserably. To be sure more than a few students realized that they didn't know what they were doing at Evergreen. Perhaps the most important discovery of the year was that, although it had no stringent admission requirements, Evergreen was not for everybody.

Evergreen had missed out on the campus activism of the '60's. A few students tried in futile attempts to elicit political action. Perhaps the political highlight of the year was on Evergreen's Dedication Day, which accidentally coincided with the nationwide May Day protests, when Republican Evans wore a black arm-band. Other political highlights included a legislative uproar over dogs on campus.

Stormy weather

Evergreen suffered the slander of reactionaries during the 1972-73 year. And although it only snowed once, the rains fell continually — a storm was raging in the legislature.

The media found Evergreen an easy target. The Daily Olympian, Olympia's newspaper, came out with more than one article and editorial attacking Evergreen. Some state representatives and senators began to pick up on this mood as the January session loomed closer. KIRO-TV news in Seattle carried a report on a senator deriding some of the educational pursuits of Evergreen students. Amidst this atmosphere, Evergreen went into the session with an operating budget request of \$17 million; it came out with \$10.7 million. While the reasons for this large cut were many, including the fact that enrollment projections had been lowered (an enrollment freeze was put into effect), the only reason most Evergreeners noticed was one of attitude.

A few vocal legislators feared that by their 1967 decision they had not created a new college but rather an educational Frankenstein. A couple called for converting Evergreen into state offices. At this point Evergreeners panicked. McCann called campus-wide meetings, he sent out letters to parents, he spent more and more time at the legislature. McCann had

Continued on page S-26



PLANNING AHEAD — Early academic planners of the "Evergreen Dream" at 1970 meeting.

FALL QUARTER

1974-5

- Sept. 13 (F) Fee payment deadline for Advance Registered Students
- Sept. 23-25 (M T W) Orientation and some new student registration
- Sept. 26-27 (Th F) Orientation continues and Switching
- Sept. 30 (M) Quarter begins and registration closes.
- Sept. 30-Oct. 1 (M T) Modular registration for full-time students.
- Oct. 2, 3, 4 (W Th F) Modular registration for part-time students (Wed. hours will be extended to 7:30 p.m.)
- * Oct. 4 (F) Fall quarter contracts due in Registrar's Office
- * Nov. 11 (M) Veterans Day Holiday
- * Nov. 18-22 (M T W Th F) Period for notice of Winter Quarter On-leaves or Withdrawal and application to graduate at the end of Fall Quarter.
- Nov. 28-29 (Th F) Thanksgiving recess
- * Dec. 9-13 (M T W Th F) Switching for Winter Quarter and presentation of projects
- Dec. 13 (F) Fee payment deadline for Winter and end of quarter
- * Change from catalog dates

WINTER QUARTER

1974-5

- Nov. 18-22 (M T W Th F) Period for Winter Quarter On-leave or withdrawal
- Dec. 13 (F) Fee payment deadline
- Jan. 2 (Th) Registration for new students, returning and On-leave students and programs continue or begin
- Jan. 2-3 (Th) Orientation for new students
- Jan. 6-7 (M T) Modular registration for full-time students
- Jan. 8-10 (W Th F) Modular registration for part-time students (Wed. hours extended to 7:30 p.m.)
- Jan. 8 (T) Winter contracts due
- * Feb. 17-21 (M T W Th F) Period for Spring On-leave or Withdrawal or application to graduate at end of Winter Quarter.
- Feb. 17 (M) Washington's Birthday Holiday
- * March 13-14 (Th F) Switching for Spring Quarter and project presentation
- and 17-19 (M T W)
- * March 19 (W) Winter Quarter ends and Spring Quarter fees due
- * Change from catalog dates

SPRING QUARTER

1974-5

- * Feb. 17-21 (M T W Th F) Period for Spring Quarter on-leave or Withdrawal
- March 13-14 (Th F) Switching for Spring Quarter
- and 17-19 (M T W)
- * March 21 (F) Fee payment deadline
- * April 2 (W) Programs continue or begin
- * April 2-4 (W Th F) Registration and orientation for new students
- April 7-8 (M T) Modular registration for full-time students
- April 8 (T) Modular registration for part-time students (Monday hours to be extended to 7:30 p.m.)
- April 8 (T) Spring contracts due
- May 28 (W) Academic Fair 10:00 a.m. - noon, 2-6 p.m.
- May 19-29 (M T W Th F) Advance registration for '75-6 and period for Fall Quarter On-leave or Withdrawal
- * May 30 (F) Memorial Day Holiday
- * June 9-13 (M T W Th F) Final festival for project presentations
- * June 13 Spring Quarter ends
- * Change from catalog dates

REGISTRATION

Registration is to **officially** declare your intention to pursue a program of study for the academic year and may involve agreement with a faculty member. It includes your intended status (On-leave, Withdrawn or Registered) for the period designated.

Since this requires consideration and perhaps negotiation, advance preparation is advisable.

When signatures are required, obtaining them in advance may be helpful, since some Faculty Members may not be available during registration periods. A memo from the Faculty Member is acceptable when the registration card is not available.

SWITCHING

The process of switching is for the purpose of altering your registration. Whenever you change from one program or contract to another a "switch" is required. Forms are available from the Registrar's Office.

FEES

Registration is not complete until fees are paid. Fee payment deadlines are published and must be met. Failure to receive a billing statement at least one week before the deadline indicates a problem requiring your contact with Student Accounts. If your fees are being paid by an agency or through Financial Aid, but not properly indicated on the statement, contact Student Accounts.

CONTRACTS

One unit of credit may be awarded for full-time study of approximately three weeks provided the contract is filed in advance. An extension of the filing deadline is made at the beginning of each quarter to permit details to be worked out and the contract form completed. Contracts filed after that published deadline are to be revised to reflect the time remaining. Exceptions to this may be sought by the request of the Faculty Member to the Dean of Group.

Since signatures are required, advance preparation is important especially with Cooperative Education subcontractors.

GRADUATION APPLICATION

Applications for graduation may be made anytime during your last three quarters, preferably no later than the deadline for registration of your last quarter.

ON-LEAVE

Currently a leave may be granted for a period no greater than one year. The period for filing is noted on each quarter's calendar.

WITHDRAWAL

Students not intending to return to Evergreen during the next year are advised to officially withdraw during the period noted on each quarter's calendar.

I.D. CARDS

A new photo system is being implemented. I.D. cards will be made on-the-spot. Current plans are to be in full operation during Orientation Week and during the first week of each quarter. After that, we will set up one day a week to accommodate those not taken and to make replacements.

OFFICE HOURS

Monday through Friday — 8:00 a.m. to Noon and 1:00 to 5:00 p.m.

We wish you a successful year. If we may be helpful please call (866-6180) or stop by our new office in the Seminar Building.

OFFICE OF THE REGISTRAR

Orientation Week Calendar

This calendar is a listing of times and places where certain meetings and events will take place during orientation week (September 23-27, 1974). It should be noted that times and places are subject to some change, and those changes will be posted and announced on campus during that week. Also, there will no doubt be more happenings on campus than are listed here and those additions will also be posted.

There are a few things that are of special note. First, registration for students who have not yet done so will occur Monday, September 23, on the third floor Library Lobby during the Academic Faire. The Faire begins at 10:30 a.m. and goes until 1:30 p.m.

For students who wish to change or switch programs, this will occur on Thursday and Friday (26-27), again on the third floor Library Lobby.

Pictures for I.D. cards will be taken Monday through Friday of orientation week on the first floor Library Lobby.

SATURDAY

Check-in begins for residents of on-campus housing.

Open for your convenience:

- — Information Center
- — on-campus bank — South Sound National Bank
- — the bookstore

The "Living Catalogue," a videotaped presentation of the 1974-75 academic program offerings will be shown on the closed circuit televisions in the College Activities building and in the Drop-in Center, Dorm "A" 216.

SUNDAY

10:00 a.m. to 5 p.m.

TALK TO EVERGREENERS: This will be an informal opportunity to talk with Evergreen staff, faculty and students about Evergreen. Parents and friends are welcome. CAB 110.

2:00 p.m. to 5:00 p.m.

EVERGREEN ENVIRONMENT: Members of the Evergreen community will form a panel to discuss how they see Evergreen's relationship with parents and students, as well as the general environment here. CAB 110.

2:30 p.m. to 7:00 p.m.

OMNIA EXTARES! This will be a chance to get acquainted with and use some of Evergreen's sports facilities on the playing fields, including archery, softball, football, and soccer equipment. Frisbees will be welcomed.

MONDAY

***IMPORTANT!** Make an appointment today to see your faculty member on Tuesday, Wednesday, or Thursday.

9:30 a.m.

MEET THE PREZ: One of Evergreen's traditions — Charles McCann, president, gives his welcoming speech. Second floor Library lobby.

9:30 a.m. to 10:30 a.m.

A STUDENT OVERVIEW OF EVERGREEN: This will be a slide/tape presentation by two of Sid White's students, Steve Worcester and Chris Carson, called "What is Evergreen really about?" followed by a discussion.

10:30 a.m. to 1:30 p.m.

ACADEMIC FAIR, REGISTRATION, AND GIANT COFFEE BREAK: Faculty representatives from all academic programs will be on hand to dispense information on their programs to curious students. This is a good time to make an appointment

with your faculty member. Registration may also be made. Second floor Library lobby.

Noon to 2:00 p.m.

PIED PIPER TOURS: Small tours will be led to familiarize new Evergreeners by old Evergreeners with the campus layout and the location of widely used offices and resources (including the W.C.'s). Tours begin at Info Center, second floor CAB.

1:00 p.m. to 3:00 p.m.

GROUP MEETINGS: UJAMMA, MECHA, NASA, Asian Coalition, Women's Center, Gay Resource Center, and Men's Center will hold their first meetings at this time. Locations posted.

2:00 p.m. to 5:00 p.m.

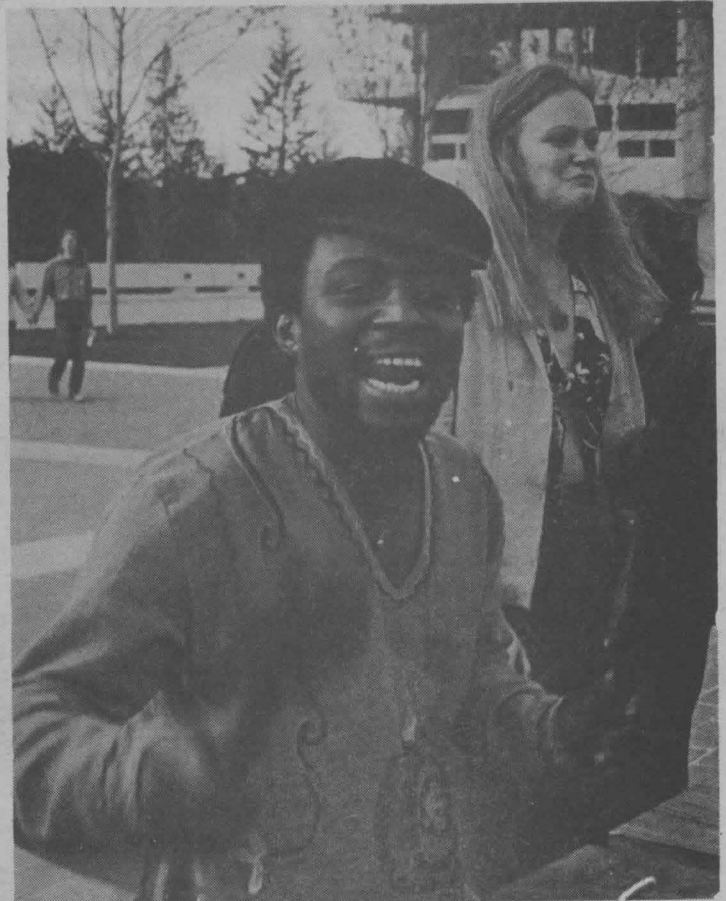
CAB STANDS AND OPEN VISITATIONS: The campus activities building will hold a gathering made up of a table/contact area for each of Evergreen's recreational activities, student organizations, and community resources from karate to the Women's Center to the Olympia Chamber of Commerce. Students can sign up for the activities of their choice. Each office around campus will be open for Open Visitation to answer questions and explain what they do. Second floor CAB.

3:00 p.m. to 4:00 p.m.

LIBRARY GROUP PARTY: The library, including Media Loan and Media Services, will host a party. Kazoos will be welcomed. Library circulation area.

3:00 p.m. to 5:00 p.m.

Continued next page



Dumi Maraïre — Playing marimbas

NON-WHITE COALITION MEETS: The Coalition will hold its first meeting of the year.

The Non-White Coalition is a student organization headed by Thomas Ybarra, executive secretary, which is comprised of Asian Americans, Chicanos, Native Americans, and Blacks to serve their concerns. Ybarra emphasizes that the Coalition is not a traditional minority affairs office in that it "transcends the act of influencing college because it also teaches people who are involved processes for institutional change." Also basic in its conception is that it differs from Evergreen's Affirmative Action office. Locations posted. Affirmative Action, Ybarra points out, "is an administrative program provided to correct incidents and patterns of discrimination in employment and enrollment" of non-Whites and women. "By comparison, the Coalition is a more process-oriented program. It provides for continuing activity directed at the entire scope of college policies and functions."

The Coalition, formed in Evergreen's last academic year, had influence over the formation of the non-White DTF which came out with an oftentimes controversial report.

5:00 p.m. to 8:00 p.m.

OMNIA EXTARES REPEAT

7:30 p.m. to 11:30 p.m.

AMERICAN FILM FESTIVAL: Red ribbon winners in thirty-five categories from competition sponsored by the Educational Film Library Association will be shown. Lec. 1.

TUESDAY

Individual faculty/student conferences.

9:00 a.m. to Noon

HIKERS AND BIKERS TOUR: This will be more tours around campus, this time off the Red Square area to wild and faroff places such as the waterfront, Geoduck House, Day Care Center, and the Organic Farm. In front of CAB main entrance.

Noon

LIVE ENTERTAINMENT. Second floor Library lobby.

2:00 p.m. to 5:00 p.m.

LIFE AT AND AFTER EVERGREEN: A panel discussion formed by some of Evergreen's counselors, Gail Martin, Lou-Ellen Pepper, and Michelle Hayes will talk about the Evergreen atmosphere, how to adjust to/deal with it, and what an Evergreen degree means in the real world. Then, small group discussion. Lec. 1.

7:00 p.m. to 8:30 p.m.

HOUSING: BEING AND BECOMING YOU: This will be a sharing discussion on how to achieve an exciting living experience in college housing at Evergreen. Basement lounge, Dorm A.

8:30 p.m.

AUCTION AND RUMMAGE SALE: Buy and sell items of your choice. CAB 110.

WEDNESDAY

Individual faculty/student conferences.

10:00 a.m. to Noon

IN THE BEGINNING: This will be a talk on Evergreen's history given by two men who have been around long enough to know it. Jerry Schillinger, Director of Facilities, will talk about the physical planning. Dick Nichols, head of Public Relations, will summarize what happened since 1964-65 to lead the legislature to action and what has happened since Evergreen's opening day to our relation with the public and the legislature. Lec. 3.

Noon to 2:00 p.m.

AMERICAN FILM FESTIVAL: continued.

2:00 p.m. to 5:00 p.m.

MEDIA CIRCUS: A showing of student-produced slide/tape



shows, films, videotapes, still photography, and audio productions. Second floor Library lobby.

3:00 p.m.

LIBRARY GROUP PARTY. Library circulation area.

7:00 p.m. and 9:30 p.m.

BIG TIME MOVIE. Lec. 1.

THURSDAY

Individual faculty/student conferences.

8:30 a.m. to 11:00 a.m.

AMERICAN FILM FESTIVAL: continued. Lec. 1 and 5.

11:00 a.m. to Noon

FAP ORIENTATION: All Evergreeners are invited to the Financial Aid and Placement orientation sessions, which will cover all facets of this office, including how to obtain an emergency loan, how to receive a revision in a financial aid award, how to obtain help in finding a part-time job or career employment, and where to find information on graduate schools. Lec. Halls.

11:00 a.m. to Noon

PEOPLE-ORIENTED SECURITY: Rod Marrom, head of Security, and staff will talk about the resources they can offer students, possible problems they will face in the coming year, how their office relates to off-campus law enforcement agencies, etc. They will also talk about the followup workshops which they intend to do in the fall for women on self-defense and related subjects. CAB 110.

1:00 p.m. to 2:00 p.m.

AFFIRMATIVE ACTION: Rindy Jones, director of Evergreen's Affirmative Action office will explain what affirmative action is and how it affects each person at Evergreen. Lec. 3.

2:00 p.m. to 5:00 p.m.

WHO RULES EVERGREEN? Students, staff, and faculty discuss the Evergreen decision-making process (who is included in what decisions and why). Question and answer period follows. Lec. 1.

8:00 p.m.

COFFEE HOUSE GRAND OPENING: The Evergreen Coffee House will sponsor live entertainment. Free. Locations posted.

FRIDAY

10:00 a.m. to Noon

NON-WHITE COALITION: Everyone is invited to this session in which coalition members will explain the purpose of their office.

11:00 a.m. to Noon

FAP ORIENTATION: continued.

2:00 p.m. to 5:00 p.m.

CAMPUS CULTURAL FESTIVAL: This festival will include arts events, sports, films, and discussions — an introduction to the cultural diversity at Evergreen.

5:00 p.m. to 7:00 p.m.

DINNER: A continuation of the cultural festival, this dinner is open to all Evergreeners for a feast of ethnic food.

9:00 p.m.

DANCE. Second floor Library lobby.

SATURDAY

OLYMPIA COMMUNITY DAY

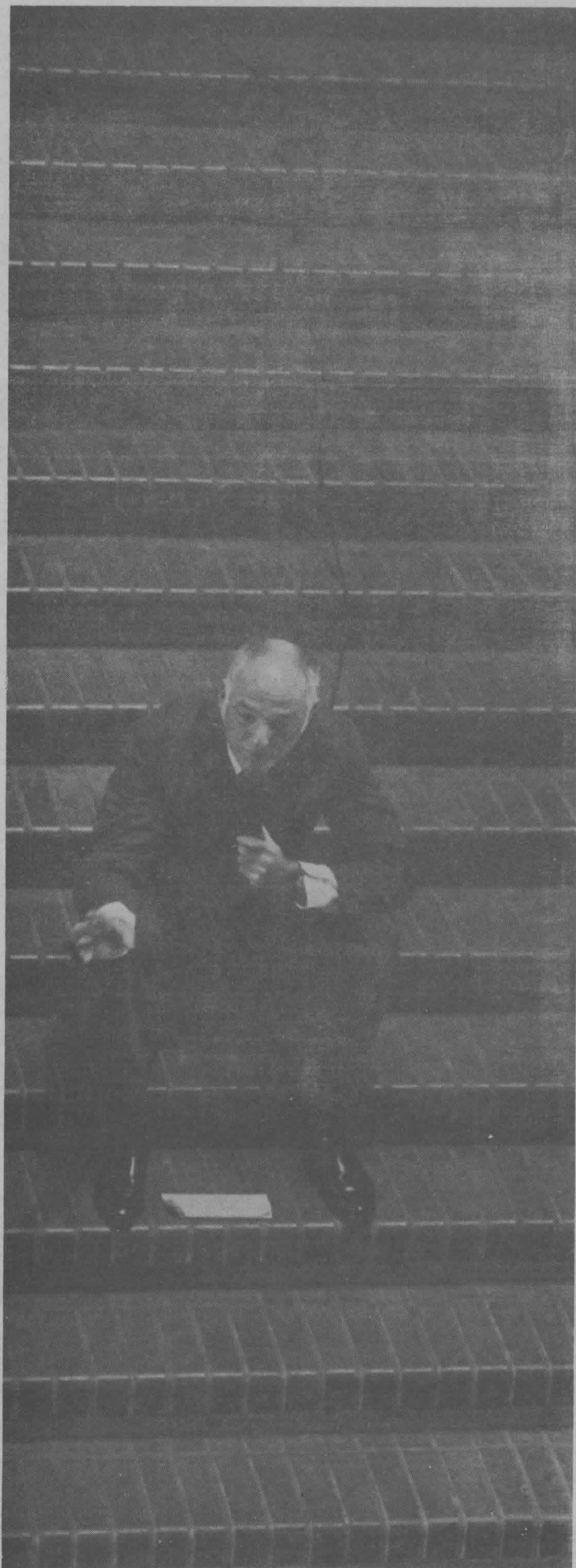
A variety of events designed by the Olympia Area Chamber of Commerce to familiarize you with the Olympia, Lacey, and Tumwater communities and what they offer.

SUNDAY

CAMPUS OPEN HOUSE

This day is designed to bring the community to Evergreen. There will be small tours of the campus and the Recreation Center will be open to the public. The Seminar building will be officially dedicated.

Orientation Supplement Fall 1974



History

Continued from page S-21

learned that as a state institution, Evergreen had to play the political game.

After all the sensationalism died down, Evergreen made it through the session, helped by the staunch support of the governor and many legislators. Evergreen had survived but it was no longer clean and innocent.

Then like a tidal wave following an earthquake, Evergreen faced its second major crisis during the Spring of 1973 — reorganization — one more word added to Evergreen's growing dictionary. With reduced state funding and an enrollment freeze, Evergreen had to cut back. The cutback was made in non-academic personnel. "We built an administration and service organization capable of planning for and responding to fairly rapid growth," McCann said at a Board of Trustees meeting about the cutback. Seventy staff members were laid off. As a result, Evergreen lost some of its finest staff persons but no faculty were hurt.



The academic program had maintained its status quo during reorganization. But some students felt that previously, during the Fall of 1972, Evergreen's ideals of student and faculty equality had been jeopardized by the recommendations of a faculty report. Known as the Quinault report, it called for among other things, modular studies, similar to traditional courses. A number of students interpreted this as a signal Evergreen was losing sight of its innovative approach; in other words, that Evergreen was going soft. The report had contained no student input (one of Evergreen's original goals not yet fully implemented) so a group of students created their own report which, in the view of many students, was eventually pushed aside.

Physically 1972-73 brought completion of the College Activities Building and the Campus Recreation Center.

As the 1973-74 year began it became evident that the summer camp attitudes were long gone; somehow Evergreen seemed to be a more serious educational institution. More time seemed to be devoted to seminars and study than in the previous years.

The sciences took on a new importance following the completion of Phase I of the Laboratory building.

The arts however, still suffered a need for a permanent physical site. Then, in a surprise action, the legislature approved a



MODEL SURPRISE

Facilities Director Schillinger showing off planned campus to faculty member Humphrey.

6.7 million dollar budget request for the proposed Communications Laboratory building in the May mini session. To be completed by the Fall of 1976, it will house theatre, art and dance facilities.

In the Spring an Affirmative Action Policy was adopted by the Board of Trustees. The plan sets goals, quotas and deadlines for full representation of non-whites and women by 1985. Evergreen in the past has had minimal success in maintaining substantial non-white population. A Non-white disappearing task force was created to provide recommendations on recruiting minorities to Evergreen. But despite all efforts the non-white enrollment outlook for this coming year is

below the Affirmative Action quotas.

Rape and rape attempts became more frequent on campus as the 1973-74 year progressed. Evergreen student Donna Gail Manson was reported missing March 21 — no trace of her has been found since. It is believed that she was possibly one of the victims abducted by a man known only as "Ted." "I feel like I'm back in New York City," said one out-of-state student.

During the spring of 1974 an accreditation team arrived on campus for a three-day scrutinizing of Evergreen. At the end of the visit, the eleven members lauded Evergreen with glowing commendations.

"Evergreen students seem to be unusually busy, interested, and personally involved in their own learning," the team wrote. "The college's ways of emphasizing students' responsibility for their own learning appear to have evoked authentic self-motivation in most students whom we met or observed."

By July Evergreen had earned official accreditation — a full year ahead of schedule. The certification seemed to revitalize Evergreen's sense of purpose. It was a landmark of achievement for the college.

But a month after this seal of approval, this affirmation of Evergreen's ideals, some faculty members submitted position papers, following a retreat to Fort Worden, a few favoring revised guidelines for Evergreen. Among them, one by faculty member Merv Cadwallader suggesting that the emphasis on coordinated studies, the interdisciplinary teaching mode he had instituted and pushed as dean back in 1971, be reduced. This reversal seemed to acknowledge a historically proven axiom at Evergreen — that if anything at this institution is constant, it is change.



EARLY RETREAT — Evergreeners arriving for retreat in 1971 at Millersylvania State Park.

Ft. Worden

Continued from page 9

for change in which he suggests that the final evaluation be a single document drawn jointly by the faculty member and the student. Brian, finding that most of what he writes is actually redundant of the student's self-evaluation and that most school registrars and potential employers are not going to read a 30 page transcript anyway, has turned to the idea that a joint evaluation would be sufficient and probably more effective.

A position paper written by eight faculty and staff members entitled "Faculty and Student Evaluations for Permanent Academic Records" laid out lists of points based on different issues. Basically, the paper covered different aspects of better-and-more-thorough-ways of writing these evaluations including " — Especially when a faculty member has worked with a student on a contract, the faculty member should make the student responsible for providing the details of the work in the student's self-evaluation and then write a 'validating evaluation' which also qualifies, or heightens, or adds to, or explains what the student has said;" and " — Explain carefully to students the purposes of their self-evaluations and who will be reading them; you can't choose for the student or catch him in the rye if he doesn't want to be caught, but it's your responsibility to make him aware of the implications of writing his own history."

Academic standards

Two significant papers were written on academic standards at Evergreen, one by Sid White and another by Kirk Thompson.

White would like to have a college-wide acknowledgement of what he calls the "master-apprentice mode" of teaching. He begins his paper, "Some of Evergreen's rhetoric has become ritualized into head nodding mumbo-jumbo that is chanted all over the place. A prime example of this chanting is the all too familiar 'Students should be given the freedom to learn on their own' or 'You have to let them make mistakes so they will learn from them.'

"In actual practice this is a rationale for the Do Your Own Thing mode at Evergreen, a mode that is for the most part a non-teaching and a non-learning mode. Unfortunately this mode is frequently confused with the Individual Study mode with disastrous results."

He goes on to say that students need teachers "and books and knowledge and evaluations and colleagues and a certain amount of conventional stuff" to really learn.

White therefore advocates that a master-apprentice form of teaching/learning, which he defines as teaching by demonstration, be adopted at Evergreen. He

Continued on page 42

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SUNDAY SCHEDULE

Holy Communion	8:30 am
Morning Worship and Church School	10:00 am
Wednesday Holy Communion	10:00
St. Christophers	
Sunday Morning Worship	10:00

Fr. McLellan is on the Evergreen State College campus every Wednesday at noon.

• AMERICAN • PERSPECTIVES

BY NICHOLAS H. ALLISON

Resignation's Legacy

For the first time in the history of the republic, a Chief Executive has left office alive in mid-term, and this has led to the first succession to office by a Vice-President who was not elected by a national constituency. Both original members of the Nixon administration, first elected narrowly and then re-elected overwhelmingly, have been forced to resign in the face of growing (and in Agnew's case, conclusive) evidence of criminality. It perhaps should give us pause as a people to look back on the statements and actions of these two men, both law-and-order spokesmen, both conservative defenders of traditional American values, both friends of business — and to see retrospectively the extent to which they abused their positions. It is doubly revealing that these criminal abuses were committed independently of one another: while Agnew was taking illegal corporate kickbacks, Nixon was smearing and spying on and lying to his countrymen.

The historical impact of Spiro Agnew's resignation will almost certainly be minimal. Although he was only the second Vice-President to resign, and the only to do so under criminal indictment, his plea of *nolo contendere* (for all intents and purposes a guilty plea) establishes clearly the reason Agnew resigned. It was for a criminal, not a political, offense.

In Richard Nixon's case the issues are more obscured. To those of us who have watched the Watergate story unfold, particularly in the disclosures of the week preceding his resignation, Nixon's guilt seems obvious. His resignation speech, however, was a sanctimonious and self-aggrandizing farewell in which he admitted only that he "no longer (had) the political base in the Congress to justify continuing," as if a partisan vote of no confidence had been mustered, Parliamentary style, to oust him. In fact, the entire speech was evasive and misleading. At one point he said: "As I recall the high hopes for America with which we began this second term, I feel a great sadness that I will not be here in this office working in your behalf . . ." Even after his release of evidence demonstrating his atti-

tude of utter contempt towards the American people, he still spoke this pious nonsense in hopes of leaving his office with dignity.

It now appears certain that the Congress will not in any way ratify charges against him (it had been suggested that impeachment and Senate trial could continue even against a resigned president, but Speaker Albert is said to oppose the action), and it is far from sure that Special Prosecutor Jaworski will press charges. If Nixon is not pursued by criminal charges now that he is out of office, what will be our legacy to history?

Resignation is politically rather anomalous, especially in America. Officials resign for all kinds of reasons — personal, political, legal, medical — and, since it is essentially a voluntary act, the only explanation we are left with is that provided to us by the person stepping down. In Parliamentary systems like those of Canada and Great Britain resignation is generally expected of an official when a scandal erupts in his administration, as Willy Brandt did when one of his top-level aides was discovered to be an East German spy.

Another salient characteristic of Parliamentary systems is that the chief executive is simply the leader of the party which holds the most seats in Parliament. Therefore a Parliamentary vote of no confidence in the administration requires, in effect, resignation and the calling of elections. This system has its disadvantages, since the Prime Minister is then preoccupied with campaigning for the next few weeks and whatever crisis prompted the calling of elections will likely go unsolved during that time. But the advantage is that it makes the chief executive accountable to the people on an ongoing basis.

In the American system the last two years of a President's first term are spent with an eye towards re-election, and in his second term he has more or less of a free hand since he has no political future to worry about (unless he goes so far that the Congress impeaches him). In a Parliamentary system elections respond to political actions; in America the reverse tends

to be true.

Nixon's repeated argument that he would not resign because of the damaging precedent it would set does have some validity, though. It would hamper the effective operation of the Presidency if resignation began to be demanded of future presidents in times of political unpopularity. But this is not what happened to Richard Nixon, and it is our responsibility to history to make this clear.

By resigning Nixon not only made some attempt to save his reputation (by avoiding the extreme censure implicit in a Senate trial) but also saved his pension — \$60,000 a year for the rest of his life, \$20,000 a year for Pat, and numerous other benefits like free office space and staff — which removal by the Senate would have rescinded. But the most important effect of his choice of resignation over impeachment has been to avoid the clear establishment of his guilt.

It is important to remember that although it was exposure of the Watergate cover-up which finally brought Nixon down, there are numerous other possible lines of inquiry which might yield evidence of presidential wrongdoing: the break-in at Daniel Ellsberg's psychiatrist's office; the secret bombing of Cambodia; the actions and possibly the very formation of the "Plumbers" squad; subornation of perjury on various occasions; the firing of Archibald Cox; and various campaign dirty tricks (such as forging documents and slander).

Now that Nixon is out of office, perhaps the Watergate grand jury which felt it could not indict a sitting president can reconsider the evidence against him and issue an indictment. Prosecutor Jaworski may have the independence and perseverance to pursue Nixon's prosecution, even though many senators believe that the American people don't want to see a former president on trial. But if, in our sympathy for Nixon the man, we allow him to escape any further prosecution, we may leave to our heirs a myth which will haunt and distort the presidency in the future. If he is guilty, we must state this in no uncertain terms.

The Journal would like to provide, both in its editorial pages and elsewhere, a forum for the expression of the opinions and ideas of the Evergreen community. Submissions for the editorial section are always welcome, either as a "Guest Commentary" dealing with Evergreen issues or as a feature. If interested, please contact Nick Allison in the Journal office, CAB 103, or call 6213.

Journal Commentary

The Ford prospects

On last Thursday night, August 8, just after President Nixon announced his resignation, then-Vice-President Gerald Ford made an impromptu speech outside his home in Alexandria, Virginia. He spoke redundantly, dully, banally; all in all he gave a discouraging prospect as our next president.

At his inauguration, however, he spoke differently. His obvious personal honesty and earnestness were tempered with a dignity and hope which suited his new status, and he suddenly seemed very much the kind of president the nation needs now — without the pretense, without the hunger for power, without the secretiveness that characterized the Nixon presidency.

His speech to the Congress on Monday night confirmed the best things that have been emerging about the Ford presidency. He is a careful and honest man, and realizes several important things which Nixon failed to realize: the meaning of being president of all the people ("of black, brown, red, and white Americans, of old and young . . . of Christians, Jews, Moslems, Buddhists, and atheists . . ."), the potential for cooperation between the executive and legislative branches ("I . . . am a veteran of many a veto fight in this chamber. Can't we do the job better by reasonable compromise?"), of the inalienable rights of Americans ("There will be no illegal tapings, eavesdroppings, buggings, or break-ins by my administration.").

Of course Ford's voting record in the House is extremely conservative, and even in his speech he made it clear that he considered the defense budget virtually immune from trimming for reasons of economy. But he is sure to work closely with the Congress, and the public seems to be rallying behind him. How effectively he will actually be able to govern, not only in stopping his "domestic public enemy number one" of inflation but in other domestic and foreign policy issues, remains to be seen.

Evans and Evergreen

In the last week there have been ubiquitous rumors in the state about the possible selection of Governor Dan Evans as Gerald Ford's Vice President, and the rumors were fueled by Evans' conference with Ford on Wednesday. At press time no announcement of Ford's choice had been made, but one is expected soon.

Evans is evidently a strong candidate for the post, and he does fit the bill in many ways. First, he will only be 50 in 1976 when he will almost certainly be a candidate for the presidency. He is fairly moderate and will not alienate the conservatives, and held to a good party line on Watergate (he called repeatedly for exposure of all the facts, but never advocated impeachment or resignation and in fact finally called for "amnesty" for Nixon). He is rather telegenic. Finally, he has demonstrated that he is politically ambitious. This state has never spawned a Presidential or Vice-Presidential candidate of a major party, much less an actual officeholder, and many Washingtonians would like to see this happen. But if it did we in Washington would lose a man who is in many ways an excellent governor, and Evergreen would lose a strong supporter in the state government.

August 15, 1974

If Evans resigns before October 5, he will be replaced by Lieutenant Governor John Cherberg until special elections this November. There would, therefore, be an extraordinarily short campaign period, and the winner would serve out the remainder of Evans' term until 1976. If Evans resigns after October 5 Cherberg will take his post until November 1975, when a successor will be elected for the final year of the term.

Cherberg has not been particularly expressive on Evergreen, but he is generally considered conservative. Whether or not he would be unfriendly to Evergreen as governor is very difficult to judge at present. In losing Dan Evans, though, we would be losing a valuable spokesman for our particular cause as well as a good governor.

Input vs. discussion

A word one hears a lot at Evergreen is "input." This word, a child of the computer age, is supposed to describe the process of contributing one's views to a debate or discussion on a particular subject. But why "input?"

When administrators at Evergreen are making up their minds on something, they usually request student "input" as part of their decision-making process. The implication is that the students will submit their viewpoints, their needs, as assessed from their own point of view; and from all these different bits of input, the administrators who have the larger picture in mind will come up with a decision. There is a distinct difference between this process of multiple inputs into a master decision-maker and the process of discussion.

In discussion, there is no assumption that any one participant or set of participants holds the key to the "larger" picture in the context of which the decision must be made. All parties are expected to make the best recommendation they can, on the basis of the best analysis they can muster, and the idea is that through rational presentation of all these recommendations a final decision can be made.

In the "input" system, the model is that of computers: discrete bits of unrelated information are fed into a central bank, where the master process takes over of weighing each bit in the context of the whole problem. Thus a decision is made.

We should try to stay away from words like "input," for the view of the administration-student relationship which that word implies is precisely the opposite of that which Evergreen professes to hold. With less input and more discussion, both the mood and the quality of Evergreen decisions might improve.

A pub at Evergreen?

Perhaps part of the problem in generating real discussion at Evergreen is the lack of any congenial place for people to sit and discuss. Now that the State Supreme Court has legalized the sale of liquor on state college campuses, the possibility of Evergreen having a pub on campus at some future time has arisen. If the trappings of such a place were pleasant and the atmosphere warm, it could become a congenial place to gather in the evenings, something the ethereal Evergreen "community" sorely needs.

Jones

Continued from page 10

ing room" lecture style. With his background it is surprising that he does not play the Harvard-Ph.D.-quid pro quo-intellectual snob.

"Evergreen, someday, hopefully 1,500 years from now," he said, "will get hardened in the arteries like any institution does. I don't expect it to become stultifying in bureaucracy in my lifetime." He went on to concede however that the school might never harden. "The lack of departments will help us a lot. In the planning year we practically signed notes in blood to do everything possible to keep departments from starting. For sure we have prevented departments and I don't see that there's any way for them to get started here." But he added, "There's a price you pay for flexibility. There are certain programs, like Dreams and Poetry for instance, that, from an educational point of view, should be repeated. These programs could be even better the second time around because the people have learned what doesn't work."

He went on with a touch of sadness to say that "There are an awful lot of students who are going to miss out because Dreams and Poetry won't be repeated this year. Because of the mores of the system, repeating isn't permissible. I think that should be changed and I think a few of the deans agree with me on that. That's one of the things I think we'll see here pretty soon is the really successful programs repeating at least once."

"The key to the success of Evergreen is a group of people getting their heads together about a particular project or problem, planning it and doing it. Something that's happened this last year that I don't like and predict dreadful experiences as its outcome is having programs planned by one group of people and assigned to another group — that's bad news."

"That can't possibly work as well as if a group of congenial people who have common interests get excited about something and go ahead and do it. Usually it's a group of faculty, but there's no reason it can't be faculty and students. I can see students being in on planning programs, serving as teaching resources, and actually doing teaching if it's handled carefully and with faculty consultation."

Because of some bitter experiences with student control in the past he said he came here with a "severe prejudice" against students planning programs. But, he said, "I've mellowed a good deal in my four years here and I can see how student involvement in the planning can be a very enriching factor."

For the future Jones says he'll be teaching a group contract on psychology and literature in the fall and he said he's going to spend time getting together a possible graduate program for Evergreen, then pre-

senting it to Kormondy, McCann and the Trustees. The college originally was mandated to do graduate work when it was founded. But McCann has said, "Wait until we have the undergraduate operation going well and then try to model a graduate program after the best of what we've developed for undergraduates."

Jones added that he thinks the time is about right to try something. He would like to see the focus be on the local community, the people already working who can't take off two years to go through the regular graduate program at the university. He said the graduate work could be arranged so that they could work during the day and do the necessary academic work nights, weekends and summers. Most likely the first graduate program would be in Public Service.

The graduate program shouldn't "dominate the place," according to Jones, "or become an elite group or a competitive branch of the college." A link-up between the graduate and undergraduates might well be possible, with undergraduates serving as interns and graduate students as teachers. "I know it's never been tried before," Jones said, but still thinks it is worth a try.

He emphasized the importance for the college in meeting local needs. "It's been one of our problems here that we've had such a bad press and a bad image locally and such a good one nationally —. Politically it's bad news for us not to have a better relationship with the local community." The grad program would be an important addition for this reason. It would also counter one of the few disadvantages of working at Evergreen: there isn't as much stimulation for the teacher to do his own scholarly research and scholarly writing as there is at a regular university. The graduate program would aid this, also. It would help us from the budgetary point of view, because of the high funding and small student-teacher ratio in grad programs. He added, as a reassurance, that a lot of people will be afraid the grad program will be the first step to departments and he said for that reason "We'll make it very visible that it's not organized that way."

Raw IQ

"I don't think I've ever enjoyed teaching so much as here." To compare the students here and at other schools he said, is difficult because the educational framework is so different. But, "In terms of raw IQ the students aren't as bright as you find them at Harvard and Brandeis. But the brightness factor is irrelevant when the motivation is as high as it can be." Among the students here, "You get a kind of bimodal curve — those students who goof-off can really goof-off!" he chuckles, "On the other hand those students who thrive on intrinsic motivation and appreciate the lack of external force are the best students I've ever worked with bar none, including grad students. I've seen a lot of students here who were

working on a level higher than grad students tend to work."

He went on, enthusiastically, "A really bright, well motivated student can't possibly do as well at a place like Harvard as they can here. The framework won't allow them to go at their best pace. They have to fit their own motivation, routine, and schedule into the 'lock step' business."

Spirit of experimentation

Clearly showing the affection and dedication he feels for Evergreen he went on to say, "If a teacher fails you don't feel like you're going to get fired. It's the spirit of experimentation that you expect a failure from time to time. Partly due to Charlie McCann we keep a low profile as an experimental school, although we are in fact one of the best in the country. We don't go around advertising ourselves as that. Which suggests to me that we're more interested in doing it than talking about it."

Ft. Worden

Continued from page 39

warns people of its difficulty by saying "This process of knowing and doing is the essence of what we glibly label 'Learning how to Learn.' It is far easier said than done. It requires time, patience, example. Above all it involves un-learning a lot of everyone-can-do-it-for-themselves cultural gap."

A similar paper with an adamant tone by Kirk Thompson was subtitled "Being a position paper on teaching and learning, especially about the problem of 'nurturing academic excellence,' and about being a teacher, or more exactly a professor, rather than a facilitator or resource person."

Thompson begins with his observations of the homogenous student population at Evergreen. Expecting to come to Evergreen to find students racially, ethnically, and economically varied, he, and others, found instead a very middle-class, Dr. Spockian community. "I, or we, did not get what was anticipated, though — ours is indeed a diverse student body, but not in the way intended; rather, in a way that causes a serious problem about 'nurturing academic excellence.' We do not have, racially, culturally, or socio-economically, a particularly diverse student body; rather, we have a very homogenous group of middle-class students who comprise a kind of youth-ghetto in which everyone is pretty much alike. Such diversity as obtained at Evergreen is basically a diversity of levels of motivation within an essentially middle-class framework. The norms of a community so constituted are more conducive to social conformity than to academic excellence."

Thompson describes two basic groups of students at Evergreen. One comprises students who are low-level achievers: "They are consumer-oriented, under-

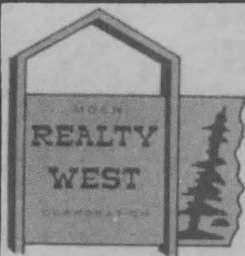
achieving, passive recipients of their educational experience. They are by and large replaying their previous low-energy high school and junior college experiences." The other group of students is characterized by high-achievement. They "tend more to be self-determining agents, able to choose what they want to study, to pick up the ball and run with it. These are the middle-class high achievers, and we are useful to them."

He then explained that if Evergreen had a real kind of diversity, this would result in a kind of high level energy releasing much creative potential. However, he writes, "with the vast majority of the students seeming to fall into one or the other of the two middle-class bags, there is a danger that we will end up with a kind of lowest-common-denominator reductiveness."

Since, Thompson decided, that the faculty must work with what they've got, the next step is to promote academic excellence where possible. He writes, "As Masters of Arts and Doctors of Philosophy, or as people broadly experienced in the world, we presumably have ways of coping with the world in an inquiring and, hopefully, creative manner. Even if we are skeptics, that is a way, a consistent way that most students have not learned to put to use. My point is therefore that it is our job to hold out these ways and strategies, to profess and exemplify them, not just to mirror our students' own world-view."

Thompson also describes problems in the facilitator and resource person type faculty. "I am frightened that mere facilitation of open discussion in seminars is not enough; the problem is also to get in

Continued on page 45



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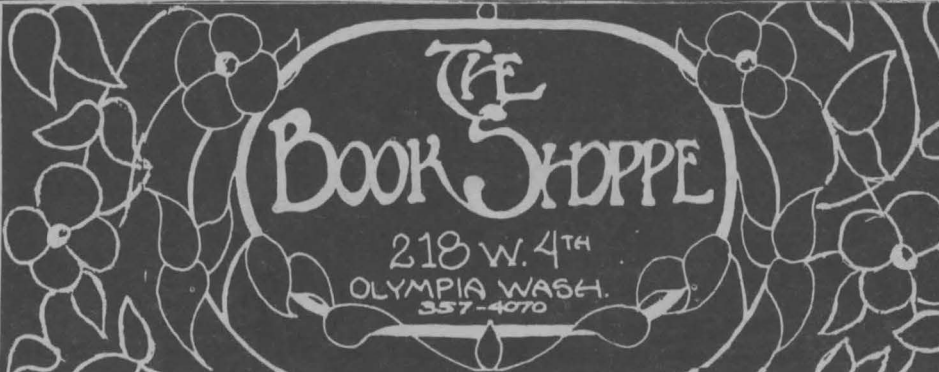
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Fort

Continued from page 43

touch with rare insight and unusual experiences. Here is where the problem of 'nurturing academic excellence' arises. *It is possible to nurture mediocrity.*" (Back again to the middle-class student.) And writing about the resource person, "he (the student) needs not just the resources of reading lists or hardware or permissiveness, but also the well-guided, hard-headed, constructive criticism of someone intellectually more practiced than he."

Thompson believes that even though the more academic way of teaching is not absolutely taboo at Evergreen, it is thought of as being "curious, and perversely authoritarian." He fears that this permissive mode of teaching is taking the lead at Evergreen. "This is not to say that people who teach as facilitators or resource persons are bad teachers; rather, it is to say that to the extent that other reaching styles wither away, we are institutionalizing some of our least motivated students' preferences."

Faculty burnout

One of the issues at Fort Worden which seemed of the utmost importance to the faculty was "faculty burnout," and in relation to this, a lack of faculty community. Chuck Nisbet suggested that a day of the faculty orientation be spent in small groups to discuss personal burnout. Lynn Patterson with the illustration of some myths or fables, points out that perhaps the faculty is unable to ask the right questions about the whole thing because they are too caught up with Evergreen as an immortalized institution.

Then David Powell sought to ask some of those questions which might lead to some new answers in his paper. Included is the question often repeated in other papers, "Is it true that faculty at TESC are often exhausting themselves in ways that do not always seem productive — that in the dark of night even seem (sometimes) silly?"

Richard Cellarius spent his entire paper on the subject of lack of time being the culprit of the faculty morale. His first suggestion is "Family, sex, etc. should be

given their proper priority. It should be clearly indicated to students and other colleagues that there are times when you do NOT want to be bothered with their academic or non-academic trivia or non-trivia."

Peter Elbow wrote two papers, one on the burnout problem and the other on faculty community. In the burnout paper, he points out how dependent faculty and students are on each other. Most students, he says, "came here because they wanted more freedom and autonomy; to be treated like adults. Yet at the same time they really want *more* from us. They want us to change their lives. They want special, magical, enriching, transforming, growth-producing relationships with their teachers. That's what we advertise, really." And also, teachers are dependent on students "for feelings of self-worth," more, Elbow feels, than any place he has ever been before because one's success or failure depends on one program and one set of students rather than the usual three courses, department, committee work, and research. Elbow also definitely advocates more time for faculty to themselves by better organization of time.

Elbow wrote another paper on the lack of sense of community among faculty. Some reasons: "time: we're always busy, don't have enough time for unstructured visiting. Or pressure and anxiety: being unsure of what we're doing most of the time and suffering from a sense that we are probably doing it wrong — *this ought* to bring us together for support, but in fact it tends to make us crawl home and lick our insecurity alone. Besides, teachers tend to be loners."

Linnea Pearson in her paper described her own personal experience of loneliness upon coming to Evergreen and hopes that the suggestion of people making plans to alleviate some of this for especially new faculty is successful.

One possible solution to this may be Nancy Taylor's invitation which reads:

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A couple of losers

BY JEFFREY H. MAHAN

I took my siblings to see *Journey Back to Oz* a while ago, the new Oz cartoon picture. L. Frank Baum and every decent animator must be turning over in their graves; although I have not as yet seen *Herbie Rides Again*, *Journey Back to Oz* must be among the most poorly made children's films of the last ten years.

The drawings of the figures are bad and the background never moves giving the effect of an animated stage with a painted backdrop. When the hurricane blows, they simply shake the background. There must be high school students around who show better craftsmanship if given a shot at the film. The colors are bad, the movement oversimplified and the story poorly told. These things are so distracting that the ten year old I was with complained about the background.

Apparently the film's budget must have been spent for big names to do the voices. Perhaps they thought that was the only way to sell the monstrosity: to have a big list of stars. One must, however, admit that the one clever idea that the filmmakers had was getting Liza Minelli to do the voice of Dorothy, the role played by

her mother in the classic film *Wizard of Oz*.

If you have kids that you have been waiting to take to a movie, wait a little longer. Disney is supposed to be releasing *Bambi* soon.

There is a sort of film where noise replaces poetry and motion is considered plot. The only subtlety to such films is in trying to decide what all the speed, sex and motion have to do with whatever miniscule bit of story they have been laid over. American International used to make them as particularly awful biker pictures. "Bad films," you say. Yes, assuredly but this sort of film is almost beyond good/bad discussion. To evaluate them as cinema is rather like going to the roller derby of figure-eight racing and then complaining "but that's not sport." Of course not, and nobody went expecting one. Well, that's the way you ought to see *Thunderbolt and Lightfoot*.

It is a bad movie, but so what. There is plenty of driving around in big fast cars and shooting with big guns. A maximum of chasing and shooting and balling, a little yelling and the minimum of explanation or character development is what this

sort of thing is all about.

Thunderbolt and Lightfoot is pretty good for what it is. It has Clint Eastwood as the older badass who has been around and knows all the answers and Beau Bridges as the young sidekick. What happens, see, is that they drive around for awhile in a few stolen cars, Transam Firebirds and the like, sleep with a couple of "those" girls, and get shot at a little. Then they drive around some more, and get this big cannon to shoot open the safe. Afterwards, they get beat up, there are some more shootings, and then a last chase before the end. A couple of good old boys jes havin' a little fun you understand. All very male you see.

To do *Thunderbolt and Lightfoot* right you need to do a little preparation. First you get two or three of your male chauvinist buddies together. It's important to go in a pack. Next you should drink a little western beer and listen to the Stones doing "Satisfaction" for awhile. Now comes the good stuff. You get into the hottest car with about half a case of beer with a certain amount of honking and yelling at girls on the way to the drive-in. (This sort of picture should always be seen at the drive-in.)

As I was saying, *Thunderbolt and Lightfoot* is the best of its lot, which again is different from being a good movie. If you're in the right mood you might enjoy it. Try to find a drive-in where you can get in for \$1.99 a carload and take your buddies. Whoopie!!!!

COMMUNICATION

Nouns- 1, **communication**; messages, tidings, **news** (see INFORMATION). 2, **communicator**; messenger, envoy, emissary, legate; nuncio, ambassador; marshal, **herald**, **crier**, trumpeter, bellman, courier, runner; Mercury, Iris, Ariel; commissioner; errand-boy; operator (radio, telephone, switchboard, etc.)

3, **radio**, television, **cable**, **wireless**, telephone, **radiotelephony**, telegraphy, etc.; newspapers, press; magazines, reviews, journals; switchboard. 4, bulletins; **wire service**, press service, syndicate service; mail, post, post office; letter-bag; telegram; **cable**, **wire**; carrier-pigeon; heliograph, wigwag, semaphore, signal; news flash, press release.

5, telepathy, thought transference, telekinesis, extrasensory perception. 6, intercourse, **conversation**, exchange of talk or ideas. See SPEECH, SOCIALITY.

7, **newsman**, reporter, **newscaster**, **broadcaster**, publisher, etc. (See PUBLICATION, INFORMATION).

Verbs- **communicate**, send messages, inform, tell, apprise, make aware; **broadcast**, **newscast**, publish, print, write, preach, disseminate news or information; **radio**, telegraph, wire, call, phone, telephone, **cable**; signal. See PUBLICATION.

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Northwest Culture



OLYMPIA

Cinema

State: **Dirty Mary, Crazy Larry** — Peter Fonda and Susan George in chase film.
Olympia: **Thunderbolt and Lightfoot**, starring Clint Eastwood and Jeff Bridges.
Capitol: Two Disney films, new release **Castaway Cowboy** and old standard **The Absent-minded Professor**.
Friday Nite Film: **Sounder**, with Cicely Tyson in her Oscar-winning role as a depression-era black mother.

Applejam: Frank Farrell's Irish-American String Band plays August 17 at 8:30 p.m.; Harry and Elaine St. Amand appear August 24 at 8:30; and faculty member Dave Hitchens' group Snake Oil performs August 31, also at 8:30. Door charge for all performances is \$1.00.

Miscellaneous

Published poet Roy McBride will be reading some of his work in the Periodical Lounge of the library at 3:00 p.m. on Tuesday, August 20.

SEATTLE

Cinema

Cinerama: **That's Entertainment**: Film clips from some of MGM's greatest musicals narrated and performed by Gene Kelly, Liza Minelli and others.
Coliseum: **The Duel of the Iron Fists; Three the Hard Way**.
Edgemont: **Five Easy Pieces** — Jack Nicholson searches past his ennui; **The Rain People**.
5th Ave.: **The Getaway; Uptown Saturday Night**.
Harvard Exit: **The Tall Blonde Man with One Black Shoe**.
King: **Andy Warhol's Frankenstein**.
Movie House: **Harold and Maude** — Beautifully morbid humor and a lad who falls in love with old woman.
Music Box: **Chinatown**.
Seattle 7th: **The Bank Shot** — George C. Scott.

University: **The Big Sleep** — Humphrey Bogart, Lauren Bacall in Howard Hawks' film from Raymond Chandler novel about Philip Marlow with screenplay by William Faulkner and plot as complicated as the credits; **All Through the Night** — Bogart, Conrad Veidt, Phil Silvers and Jackie Gleason in movie about the fifth columnists in New York.
Uptown: **The White Dawn; Charley Varrick**.
Rose Bud: **Grand Hotel** — Greta Barbo, Joan Crawford, Wallace Beery, John Barrymore, and Lionel Barrymore.
Varsity: **Animal Crackers** — Marx Brothers.

In Concert

The Seattle Jazz Society will have a musical cruise on the Virginia V, leaving from Fisherman's Terminal at 7:30 p.m., Friday, August 16.

The Pacific National Exhibition, in Vancouver, B.C. is bringing its cavalcade of stars beginning with the DeFranco Family on Saturday, August 17. Others to come include: Lynn Anderson and Ray Stevens, Aug. 18; Jim Nabors, Aug. 21; John Denver, Aug. 22; Helen Reddy, Aug. 23; Tony Orlando and Dawn, Aug. 24; The Guess Who, Aug. 25; The 5th Dimension, Aug. 26; Charley Pride, Aug. 29; Charlie Rich, Aug. 31; Wolfman Jack and the Midnight Special, Sept. 1. Tickets for all performances are available in Seattle.

On Stage

Skid Row Show: **Two Gentlemen from Verona**.
ACT: **Count Dracula**.
Moore: Henry Fonda as Clarence Darrow beginning August 27 and running through the 31st.
Opera House: New London Ballet starring Margot Fonteyn, August 20 and 22 at 8 p.m.

TACOMA

Cinema

Rialto: **Dirty Mary, Crazy Larry; Electra Glide in Blue**.

Temple: **Uptown Saturday Night; The Getaway**.

Cinema II: **The Last Picture Show; Easy Rider**.

Tacoma Mall: **Zandy's Bride** — Liv Ullman and Gene Hackman : **Billy Two Hats**.

Fern Hill Branch Library: Three Chaplin films, Thursday, August 15 at 7:30 p.m.

In Concert

Court C Coffeehouse: Friday, August 16 at 9 p.m. — Mike Dumovich plays blues; Saturday, August 17 — Mary Litchfield and Max Peters perform.

On Stage

Lakewood Players Theatre: **Oliver** — Charles Dickens story about street lad turned into musical that has been a hit and an Academy Award winning movie.

Galleries

Kittredge: Work by former UPS students from college's permanent collection.

PORTLAND

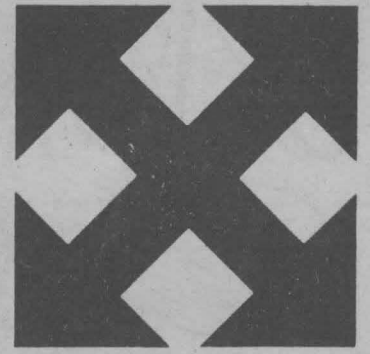
In Concert

Civic Auditorium: Lou Rawls with Freddie Prinze — Wednesday, August 28 at 8:30 p.m.
Oregon State Fair, Salem: Glenn Yarbrough and the Limelighters — Saturday, August 24 at 7:30 and 9:30 p.m. Also: Merle Haggard — Saturday August 31 at 7:30 and 9:30 p.m.
Memorial Coliseum: The Edgar Winter Group with Rick Derringer and Bad Company — Thursday, August 22 at 7:30 p.m. Also: John Denver — Friday, September 6 at 8 p.m.

On Stage

The Oregon Shakespeare Festival in Ashland continues with performances seven days a week through September 15. Plays this year included: Twelfth Night, Hamlet, Waiting for Godot, and Time of Your Life. Tickets are available in Seattle and Tacoma.

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