

equal access to all, regardless of their degree of aggressiveness? Is it important to encourage students to pursue their own educational goals, while at the same time promoting an attitude of respect for different cultures, disciplines, lifestyles and the folks working in the very structures that serve them?

15. Although there is a feeling of cooperation and collaboration within programs, there appears to be a good deal of distrust and suspicion throughout the faculty, a lack of mutual respect that is probably grounded in our often radically divergent ways of teaching and learning. How can we foster an attitude of mutual respect between disciplines, particularly when it comes time to making one of our many budget cuts? To what degree is this attitude of competition a healthy aspect of dialogue between and among educators?

16. We are operating under severe financial deprivation, at least when compared to years past. How do we continue to offer high quality instruction, facilities, and instructional support as our funding dollars are consistently cut back? What kind of reallocation of dollars, people and resources could creatively address this on-going problem?

17. The criteria for evaluating students, faculty, service areas, programs, and other activities and bodies on campus are not well-defined, yet the need for evaluation is ever-present. Should criteria for the different types of evaluations that occur at Evergreen be developed, agreed upon and adhered to? To what degree would such uniformity prevent us from responding to changes in the educational community or prevent us from being responsive to individuals?

18. Although we talk a great deal about cultural diversity, we can't seem to arrive at a mutually agreeable definition of the term, nor do we have an active plan for creating and celebrating diversity. Are we truly committed to making Evergreen a culturally diverse environment? If we are, how can we incorporate this value into all aspects of our community, such as hiring and recruiting practices, student recruitment, community building activities, curriculum planning processes, etc.? How can we ensure that we are doing what we say we're doing with respect to cultural diversity?

These are the significant issues that have risen to the surface over the past weeks. Perhaps you don't find your top five issues in this list. Or, perhaps you've thought of a great solution for one or more of these issues and problems. The committee is eager to hear your comments, suggestions, additions, and/or criticisms.

IV. SOME CENTRAL VALUES

All the way through our study—as we've listened to people, scored documents and tried to synthesize—certain value commitments have kept cropping up. Some have represented special interests, some have been intertwined with each other, and some have been confusing. One clear, and important, message we've received, though, is that we should all try to define the main characteristics of Evergreen, the broad, central traits that have made the place what it is; we should not, however, define it out of existence, strive so hard for concreteness that we destroy the useful ambiguity/tension that sometimes inspires our most imaginative efforts. Another strong indication we've picked up is that though we may disagree among ourselves on some matters (most often specifics of practice, but at times on central viewpoints), and though we sometimes fall short of our hopes, there are still some key principles that people have felt to be critical to the primary vision that has brought us to this point. They also appear to be the main goals towards which we should aspire for the foreseeable future. Here is a list of those core beliefs.

The Evergreen State College should reaffirm its commitment to and continue the pursuit of:

•LIBERAL ARTS EDUCATION PRIMARILY AT THE UNDERGRADUATE, BUT ALSO AT THE GRADUATE LEVEL. Teaching/learning in the Humanities and Arts, the Natural and Social Sciences, that helps students learn to learn, to value a variety of intellectual and cultural traditions and historical themes, to think and solve problems independently, and (where appropriate) cooperatively, and to make humane ethical decisions, has formed and should continue to form the central core of what we do here academically.

•INTERDISCIPLINARY TEACHING AND LEARNING. Our central curricular commitment has been and should be team-taught coordinated studies programs, but we also see that group and individual contracts, and even courses, can be presented in thematically coherent ways. Thus it is more important that faculty members collaborate in sharing elements from their various disciplines than that they merely pass on their specialized expertise, or cover a body of knowledge, and that students reap the benefits of studies growing from among different fields, but that they also be given the disciplinary background and the sound, consistent academic advice required to enable them to succeed in interdisciplinary work.

•THE INTERPLAY OF THEORY AND PRACTICE. Since neither classroom work nor field (or applied) study is complete in itself, we value learning that blends mental with hands-on activity. We consciously seek opportunities to bring actual experience and ideas/principles into contact with each other for the purpose of elucidating both. We should continue to value and pursue this goal.

•BEING A LEGITIMATE ALTERNATIVE TO OTHER INSTITUTIONS OF HIGHER EDUCATION. While acknowledging that difference or innovation for its own sake is not what we seek, we also want Evergreen to offer a first-rate education in the liberal arts and the sciences that is distinct from that learning offered elsewhere. Difference might exist in who attends this college, in the content of its curriculum, the method(s) of instruction or otherwise, but it should conduce to our students' being able to recognize and cherish what separates their education from others available to them.

•SERVICE TO THE SOUTH PUGET SOUND BASIN, SOUTHWEST WASHINGTON, AND THE ENTIRE REGION. By means of a variety of study modes, in multiple subject areas, and in different formats, we have been meeting and should continue to meet as many of the needs of our service area as we reasonably can. Outreach programs, economic development efforts, joint projects with other state agencies, and policy research and study are some of the ways an institution like this should serve its students and the environment in which it is situated.

•EASY ACCESS TO THE COLLEGE AND ITS RESOURCES. Historically, we have tried to make admission to the college as open as is legal for us. We have also tried to make our human and non-human resources available to as many people as possible. We should continue these efforts.

•DIVERSITY. We should renew our efforts to incorporate as much variety as possible in race and ethnicity, socio-economic class, lifestyle, cultural values and so on into the faculty, staff and students of TESC. •COOPERATION OVER COMPETITION. Over time, we have sought cooperation among individuals, groups, and interests whenever/wherever appropriate, in place of competition among them. Academically, institutionally, and socially that is still a value that we hold dear.

•SHARED DECISION-MAKING. Whether one looks for consensus, a locatable/accountable administrator or consultation, we believe this college should operate according to policies and procedures that are open, mutually-understood, supportable and as efficient as possible. We think that people who will be af-

ected by decisions should have some say in those decisions, regardless of their position in the institutional hierarchy.

•A CONSONANT COMMUNITY. As a learning community, as opposed to some other kind, Evergreen is one whose life is and should be defined most by the college's academic mission. Simultaneously, however, all other aspects of life in this community should not only be consistent with the form and content of our teaching and learning, but they should mirror the academic experience as completely as they can. These values seem to be the ones most central to what we have tried to do at Evergreen, and the ones we should pursue in the future. Despite receiving different emphases from or being seen from slightly different angles of vision by various ones among us, these positions represent the center of the spectrum of opinion about what this college is, does, and should continue.

V. SOME OTHER VALUES

In our first reporting document, we grouped a number of Evergreen values under the rubric of "ways of thinking about the college"—as a teaching/learning enterprise, as a community of persons, and as a work organization. By continuing that practice here, we hope to highlight even more of the commitments that have made us a unique and interesting institution and to suggest the wisdom in our persisting in them.

Evergreen as a Teaching/Learning Enterprise

Generally, we see this college as being committed to an INTEGRATED AND INTEGRATIVE CURRICULUM, which means simply that the modes and content of the instruction we offer do/should cohere, in specific and in general. We teach and expect students to learn in A VARIETY OF WAYS—cognitive and intuitive, concrete and abstract, verbal and sensory. Our largely PROJECT OR THEME-CENTERED STUDIES should demonstrate COHERENCE internally and throughout the entire curriculum; they should progress from BEGINNING TO ADVANCED levels of difficulty and sophistication; they should be INNOVATIVE when that makes sense; and they should be set in HISTORICAL PERSPECTIVE whenever possible. Such a curriculum should emphasize both INDIVIDUAL AND GROUP WORK and aim to help students develop COMPETENCE IN READING, WRITING, MATH, SPEAKING, RESEARCH AND PROBLEM-SOLVING, and ideally, it should help them prepare to live active lives in a DEMOCRACY. Obviously, a curriculum like this, one that stresses ACADEMIC AS WELL AS PERSONAL DEVELOPMENT, rests upon practices like LECTURES, SEMINARS, and so on, and upon a complex and effective system of ACADEMIC AND CAREER ADVISING. Thus, whether the mode of teaching/learning is COORDINATED STUDY, GROUP/INDIVIDUAL CONTRACT OR COURSE, whether it is FULL-TIME or PART-TIME, whether it uses INTERNSHIPS or FIELD WORK, it should rely upon a LOW STUDENT/TEACHER RATIO and HIGH FACULTY/STUDENT CONTACT. All of our work should be judged by means of MUTUAL NARRATIVE EVALUATION (faculty-student, student-faculty, faculty-faculty). Our approach to teaching and learning is enormously difficult, demanding upon everyone, exciting and rewarding in the extreme and a concrete statement of our vision of knowledge as unified, relevant to life and applicable in real human situations. Just as we have achieved stunning successes, we've also experienced painful failures. This approach has brought us to this point and seems most likely to carry us into the academic future that we wish. We should continue it.

Evergreen as a Work Organization

Above all, Evergreen's administration should distinguish itself by being FAIR AND RESPONSIBLE. Administrators should identify themselves with their decisions, i.e., be LOCATABLE and ACCOUNTABLE, and they should demonstrate high degrees of PROFESSIONAL COMPETENCE. They should also COMMUNICATE CLEARLY, SEEK CONSENSUS where possible, and CONSULT with parties to be affected by their decisions always. Such practices conduce to, rather than inhibit, EFFICIENCY. Ultimately, our administration should SUPPORT THE ACADEMIC AND SOCIAL LIFE OF THIS COMMUNITY.

Though somewhat less central than the values discussed earlier in this document, the ones mentioned here have evolved over the duration of the college's life up to now. Sometimes, various ones of them have been more acknowledged in the seeking than recognized in the achievement. They nevertheless still get defended and sought after by members of this community, and as a result seem like reasonable aspirations for us to take into the coming years.

VI. VALUE TANGLES

While the value orientations mentioned above are relatively clear to us, there are other things we say/believe are important that are much harder to define consistently, much more difficult to practice in relation to each other. These are "value tangles," the conflicting, tension-creating, contradictory situations that occur when certain values run head-on into each other, or get so intimately wound up with each other that it's often hard to know where one ends and another begins. Some of these tangles are relatively innocuous, causing only a wry grin here or there or an occasional minor inconvenience. Others, however, frustrate expectations, hinder individual development and log-jam institutional business. SHARED DECISION-MAKING, for example, is too often inefficient and results in issues never getting settled or decisions getting "unmade." Our widely-held and tightly-embraced value on

Evergreen as a Community

We are serious in our attempts to be a COMMUNITY OF OPEN, RES-

PECTFUL RELATIONS, one that places COOPERATION OVER COMPETITION. It values SHARED DECISION-MAKING AND RESPONSIVENESS TO INDIVIDUALS AND GROUPS without sacrificing necessary EFFICIENCY. It strives to COMMUNICATE INFORMATION CLEARLY, to honor INDIVIDUAL AND CULTURAL DIVERSITY and to ensure EQUAL OPPORTUNITY. As in our academic life, we do not always reach our community goals, but we should continue to be committed to creating a HEALTHY SOCIAL LIFE here for individuals and groups; we also should ACKNOWLEDGE AND CELEBRATE DIFFERENCES, BREAK DOWN CAMPUS/COMMUNITY BARRIERS, and PRESERVE OUR NATURAL ENVIRONMENT.

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APPENDICES (PROPOSED)

1. Copies of all reports/documents published by this committee.
2. Copies of all documents consulted in our research.
3. All written responses turned in to this subcommittee.

EGALITARIANISM at times confuses us about what quality is or forces us to staunchly back people or practices we really don't believe in. And so on. In this report, we've tried to expose a range of value tangles, and to suggest possible ways of thinking about their resolution. The real business of working our way out of these dilemmas will be done by others after we disband. But, there remain value conflicts that need to be resolved!

VII. NOW IT'S YOUR TURN

If you have our first report (dated March 31), you will notice major changes and additions in the present draft. We fully intend our final draft to reflect further changes, major and minor, in response to what we hear in this next round of discussions.

This draft report for the Values and Aspirations Subcommittee of the Strategic Planning Process, along with the report coming from the Environmental Sub-committee, will provide the basis for campus-wide discussions on Wednesday, April 23, 1986. Give us your responses. Ask questions. Complain. Let us know what you think. Have we asked the right questions? Raised the right issues? Left out the main thing? Distorted/misunderstood what you told us earlier? Despite the fact that the Planning Council is going to make its first declarations in the next few days, you still have time to get your comments to us. Write notes to Rudy Martin, or anyone else in this group. Speak to us on campus. Write your opinions, your priorities among the values and aspirations we've presented. Add others. We'll publish our final report, including whatever recommendations we arrive at and the several principles we judge to be most important to the community early in May. That statement will be our last comments to you and our suggestions to the Planning Council. Speak now, or....

The Values and Aspirations Subcommittee of the Strategic Planning Process:

- Sandy Butler (Staff)
- Sally Cloninger (Faculty)
- Rob Cole (Faculty)
- Mary Fleischan (Staff)
- Thome George (Student)
- Norma Gilligan (Staff)
- Jan Holz (Student)
- Rob Knapp (Faculty)
- Darren Lilla (Student)
- Mary Marr (Academic Dean)
- Rudy Martin (Faculty/Chair)
- Stone Thomas (Dean/Enrollment Services)

APPENDICES (PROPOSED)

The following materials will be appended to our final statement and left on record in the Provost's Office. Community members wishing to examine them there will be welcome to do so.

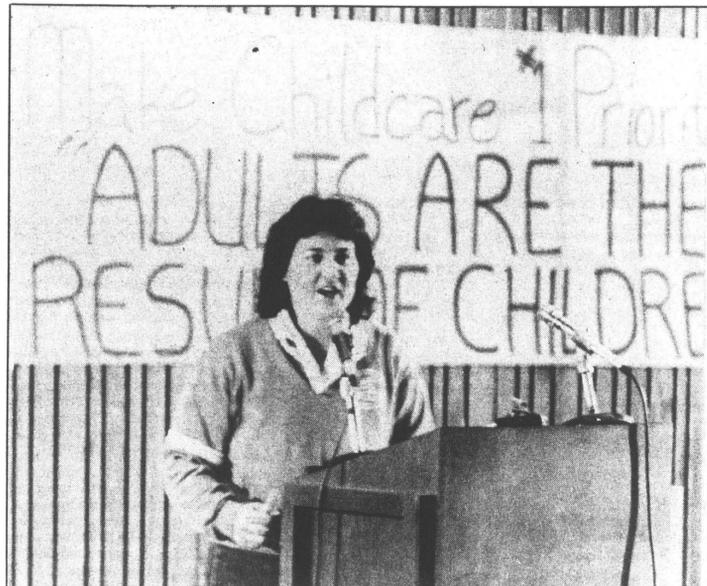
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2. Copies of all documents consulted in our research.
3. All written responses turned in to this subcommittee.



Cooper Point Journal

Issue No. 23 May 1, 1986 Vol. No. 14

Students confront administration with rally



Sue Roden, coordinator of the Parents' Center and a S&A Board member, speaks out to the approximately 400 people who came to the noon-hour rally last Monday in the library lobby. Roden, also a mother, organized the rally to protest what she thought was a lack of strong administration support for childcare at Evergreen and other issues.

Will administrators fund daycare?

by Tracy Gibson

One of the demands of students at Monday's protest was for stronger administration support of childcare at Evergreen. Recently the administration and the S&A Board have been working together to try and move the daycare to a new site that is larger and closer to campus.

Analysis

The new facility will have room for 12 more students and separated space for different age groups. At one time the administration and S&A each agreed to pay half of the \$65,000 it will cost to make the move.

Students accuse the administration of repeatedly failing to increase support for daycare and failing to include childcare in budget requests to the legislature -- both despite DTF recommendations to do so.

The administration says they support daycare, but feel the issue is the degree of support the college can give. Students also accuse the administration of implying it will not fund daycare's proposed move to a larger site if S&A takes money from the building reserves fund. This money could be used for the proposed CAB II budget.

A memo from Gail Martin, vice president for student affairs, to the S&A Board strongly suggests the board take daycare relocation funds from operating expenses instead of

the building reserves fund; S&A contends the building reserves fund is for any building S&A decides is necessary, which includes daycare facilities.

Martin's memo inspired Sue Roden, coordinator of the Parent's Center and S&A Board member, to organize Monday's rally for stronger daycare at Evergreen and a better grievance process.

Roden, also a mother, expressed that childcare is an essential service for student parents at Evergreen. Carol Costello, coordinator of the S&A Board, sees child care for student parents as essential as van service or the library.

"It's necessary so students can turn their heads to the business of learning," she said.

Both Roden and Costello feel the administration is not doing as much as it could to help increase the quality of child care on campus. "S&A has always supported childcare," Roden said at Monday's rally, "but the administration has helped very little."

Currently daycare at Evergreen is primarily supported by the Student Activities Board. Out of Driftwood's \$60,000 yearly budget the administration helps with only \$6,000, parents' fees pay around \$10,000, the rest is supplied by S&A. Several DTF's have recommended the administration pay 40 percent, S&A 40 percent, and the remaining 20 percent be covered by parents' fees.

The 1979 DTF for childcare recommended the college include daycare as an appropriate budget item because the college continually attracts older students. In May of

1984 the administration decided not to ask the legislature for funding for childcare after telling students they would.

Martin said the administration supports daycare, but there are many competing needs for the college's limited resources. She said both Financial Aid and the Registrar's office have seen a 35 percent increase in enrollment, but the legislature did not allocate money for increased support services.

Martin says her impression of the 1984 decision not to add daycare to the budget proposal was due to a feeling the legislature would not support the proposal. She thinks the legislature might accept such a proposal now, but implied there were still competing needs.

The administration has chosen to help with the proposed daycare move to a larger site, Martin says. By doing this, they hope to help daycare increase its operating income. From this site, daycare can care for more children, thereby making basic fixed costs more efficient, and possibly attract grants.

Martin doesn't know if the administration will continue in its agreement to pay half the daycare relocation costs if S&A insists on funding their half from the building reserves fund.

The building reserves fund is money the administration hopes will be used to float bonds on the proposed building of the 14 student offices on the third floor of the CAB, S&A Board Secretary Mary Taylor said.

Martin feels her memo is an attempt to keep both issues alive and see Fund page 2

Many issues addressed

by Maggie Murphy

Approximately 400 students with faculty, staff and administrators gathered in the library lobby Monday to listen to concerns surrounding childcare issues at Evergreen. Sue Roden, coordinator of the Parents' Center, organized the event. Roden, faculty Terry Tafoya, and student Nina Powell were also slated to speak. The rally eventually opened to include many students, a staff member, alumni, and administrators.

Roden opened the rally with thanks to all who helped Jennifer Belcher, a state representative unable to attend, but who sent verbal support and a general announcement that April was the month of the child.

Roden listed the issues in four major categories:

1) TESC lacks a timely and effective grievance process by which students voices can be heard.

2) TESC lacks a process by which students have control over student service positions and money.

3) Concerned students of TESC are questioning the direction that this college is heading.

4) TESC is giving the nation a false progressive image through the news media.

She then requested a written response by noon Tuesday, April 29, to the following:

1) That a firm commitment to the Childcare Expansion Project be made and that the proposed facility be immediately monitored for environmental safety.

2) That in light of five years of complaints and documentation about Driftwood Daycare's administration under Virginia Brian, we call for the dismissal of the director.

Next, Powell addressed the crowd by asking, "What will Evergreen choose as it plans for the future, and who will decide that future?"

Followed by a booming applause she stated, "We are taking Evergreen back!" Powell sees Evergreen as suffering from a form of domestic violence. She voiced support for the Native American Studies program and said, "We will continue to be David Whitener's students wherever he holds his classes. We will not allow outdated evaluations of Bill see Issues page 6

Provost sets budget

By Irene Mark Buitenkant

The sum of \$526,000 was allocated to The Evergreen State College to fund increased enrollment. Half of this amount has to be spent this year and the remainder next year. On Tuesday, April 14, President Olander was given a list of proposed expenditures of \$260,000, prepared by Vice President and Provost Patrick Hill. That list is in the process of being reviewed.

This list reflected a greater say from the academic deans, and faculty including their budget subcommittee of the agenda committee. According to Karen Wynkoop, assistant vice president for budget in the academic area, the first half of the money has to be spent by June 30, 1986; because of time constraints, involving students in the decision-making was difficult.

Gail Martin, vice president for student affairs, has thought about ways to involve students in the decision-making process. "One way would be for Patrick Hill to hold open meetings on the priority list

3) That documentation of the administration's plan for CAB Phase II be submitted to the student population of The Evergreen State College.

4) That, if the administration plans to go ahead with the gymnasium project, a plan be submitted to the student body about who is expected to fund the functions of said building (the administration or S&A?).

5) That the administration, the S&A Board, and personnel formulate an evaluation procedure specific to student funded staff positions.

6) That the students, staff, faculty, and administrators work together to formulate a timely and effective grievance procedure for The Evergreen State College.

7) That Joe Olander, Stan Marshburn, and Jack Daray make public their executive decisions and be held locatable and accountable for those decisions.

8) That an initial response be made and available to the public by noon, Tuesday, April 29, 1986.

9) That the demands made by the Northwest Indian Center be addressed in writing, by both Joe Olander and Patrick Hill, and dispersed to the entire Evergreen Community.

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Plans to move Driftwood Daycare are laden with controversy.

New site for childcare may be contaminated

by Tracy Gibson

Once Evergreen offices, now a pottery shop, building 201, located behind the Communications Lab and near parking lot C, is the proposed site for the daycare and Parent's Center. However, Services and Activities (S&A) is concerned that the site may be contaminated with residue pottery glazes, some of which are toxic.

Sue Roden, a member of the S&A Board and co-ordinator of the Parent's Center, stresses that there are "no facts anywhere, no investigation. The problem could be minor. We don't know."

The S&A Board discovered potter's at the shop have been thoroughly cleaning the shop and then dumping the cleaning water outside. S&A is now running an investigation to discover if there is a problem with toxins in the soil where the water was dumped.

The board has asked Marty Beagle, Evergreen's scientific instructional technician, to make a preliminary investigation into the matter. Due to Beagle's busy work schedule, he hasn't had time to make the investigation yet, but will as soon as possible.

Beagle and the members of the S&A board feel the problem is probably minimal. Roden pointed out at an S&A meeting that the water was not dumped where children will be playing. But as Carol Costello, S&A Board coordinator, says "Clearly no

one wants to put children in jeopardy. We are interested in finding out as soon as possible what contaminants exist, if any, and where."

Barbara Lund, the manager of the pottery shop since August, says that most of the chemicals they use are all right once they are mixed with water or have been cooked into a glaze. They are mostly dangerous in powder form such as silica dust. She feels the dumping is not the problem for the daycare, but the chemical dust in the air, the ceiling, the attic and the ventilation ducts is. "Ten years as a pottery shop and turning it into a daycare is nuts - they might as well turn it into a restaurant," Lund said.

The problem with the chemical dust was taken into consideration when the site was chosen, even though it was left out of the final proposal written last December suggesting the move and giving a cost run down of the move.

Daycare Director Virginia Brian called Thurston County Environmental Health and was told there would not be a problem if the building was thoroughly cleaned and carpet was laid. "We certainly wouldn't move in if it was not safe," she said.

The plans are to use the \$1,000 budgeted for clean-up to cleanse the pottery shop and seal the walls, and continue the investigation to discover if there is a problem with toxins in the soil and around the site.

Richard Siddoway, the single father of a daughter, 7, saw in the Evergreen catalog that child care was available. But when he arrived he discovered that Driftwood only took children in a narrow age bracket. There was no after school care to meet his needs.

He says he can't thank the Parents' Center enough for their help. But, he also says that child care is not available so that he can get involved in Evergreen governance.

"The student parent population is already wiped out," says Roden. "They don't have time. They are trying to raise good families and be good students. They need all the support they can get."

to "blackmail" S&A into building CAB II. They see the administration's urgency for CAB II as a move to get back their office space on the third floor.

The S&A Board feels somewhat leary of administration's intentions as far as CAB II. According to Tyler, the board discovered that the \$1 1/2 million administration was quoting them for the 14 student offices included a three-story addition to the CAB for SAGA, the Bookstore and recreation space.

Now CAB II and daycare are in competition.

Martin feels this is normal, "Everything that costs money is in competition."

Fund from page 1

"balance different obligations to different students." By 1990 the student organizations in their present offices will have to move and Martin would like to have "CAB II ready for students to move right into."

In 1981 S&A gave the college \$103,000 during a financial crunch. In return, S&A has a rent-free lease on the student offices on the third floor of the library through 1991.

Carol Costello and other members of the S&A Board see the memo as one more attempt by the administra-

Semester system considered at consultation

by Bob Baumgartner

It was more of a stamped than a retreat when the faculty tackled the issue of strategic planning last week at Camp Bishop. In a summer-camp-like setting, the annual faculty retreat began Wednesday, April 23. Its first task: to evaluate and comment on the Strategic Planning Subcommittee drafts.

Vice President and Provost Patrick Hill, who is chairperson of the Strategic Planning Council, introduced the topic. Next the Values and Aspirations and the Environmental Subcommittees gave their reports.

The final draft of the Strategic Plan will direct the Board of Trustees, President Olander and administrators in decisions concerning curriculum, recruitment, budgeting, and educational modes. Committee members are developing documents for the Evergreen community and external audiences, such as the legislature.

Proposals offered by the Values and Aspirations Subcommittee, whose task is to uncover Evergreen's

animating values, include: shifting from the quarter to the semester system, restricting individual contracts to advanced study, developing the Pacific Rim program and establishing large interdisciplinary lecture courses.

The Environmental Subcommittee, whose task is to identify and explain factors in Evergreen and Washington state that will affect the college, talked about their second draft. This draft includes: a study of Evergreen's physical location, potential student pool, public image, political liabilities and strengths, Evergreen's educational prominence, and the public's expectations of the college. (Both reports are available at the Library circulation desk, in the April 24 issue of the CPJ, or from Steven Hunter.)

Faculty discussion at the retreat, like the student campus consultations which preceded and followed it, centered on the Values and Aspirations Subcommittee's proposals. Faculty members' opinions varied so widely that little consensus was achieved. Some faculty members

agreed on one detail of an issue, but disagreed on the next - with one exception: they liked the idea of switching from the quarter to a semester system; some said jokingly that they would switch immediately.

According to Steve Hunter, Strategic Planning Council member and Evergreen's director of research and planning, there are several reasons supporting the change:

1) For faculty, the main reason would be the feeling that the quarter period is too short, and the semester would be a better increment to examine subjects.

2) Faculty and students would have fewer evaluations to write, and the staff fewer to process, thus decreasing the workload.

3) Pressure on admissions and registration staff would also ease.

4) And costs would be reduced. Budget director Jack Daray says costs would drop as two of the four registration periods were cut.

Faculty seemed united on another topic. Most praised the Strategic Planning Council for work well done. Few would comment negatively - at least not on record - on the

strategic planning process.

One faculty member said it was ridiculous to expect any meaningful proposals and recommendations out of one three-hour session. Later she said she was "just blowing off steam," and asked not to be quoted.

Another, who said during discussions that they had only five-tenths of the time needed to talk about the proposals, also declined to comment further.

Gail Tremblay, like most faculty, says the time given to comment on the subcommittee's drafts was adequate. "You could discuss forever or you could take some limited amount of time and divide up into groups and discuss...I think we covered most of the important material," she said. And there will be more consultations.

Budget Director Jack Daray said he was surprised at the level of the discussion. "We're at the base, examining the core," he said, and it was good faculty were not getting defensive.

In working out how the institution will run it [Strategic Planning] may be more useful internally than exter-

nally, Daray said.

When asked how long it will take for the Strategic Plan to be completed, Strategic Planning Council member Paul Mott put his hand on this reporter's shoulder and said, "How old are you now, 21? OK, by the time you're 50."

He explained that the Strategic Planning Process does not have to be complete this year, that it will continue through the years. Now a few issues will get the process rolling for next year and the years after that.

"It really is a perpetual revolution," Mott said. "I hope not a perpetual revolution, but perpetual planning," says Patrick Hill, Strategic Planning Council chairperson. "It [planning] will always be necessary because there will always be a future to be planned."

Faculty Dave Hitchens said, "Efficiency experts would tear their hair over this process." It is easy for people walking into these discussions to get frustrated, said Hitchens, but talking focusses the issues, and groups have a collective wisdom.

Graduate digs wells in Africa

by Margaret Livingston

At night they dream of pizza, their friends back home, and chocolate. By day they teach natives in the Liberian bush about water sanitation and how to drill wells and install hand pumps. Cliff Missen, an Evergreen graduate, and his wife, Carolyn Johnson, worked for a year to raise the \$20,000 for "Wellspring Africa," a project committed to bringing clean water and decent sanitation to millions of people in the world living without either.

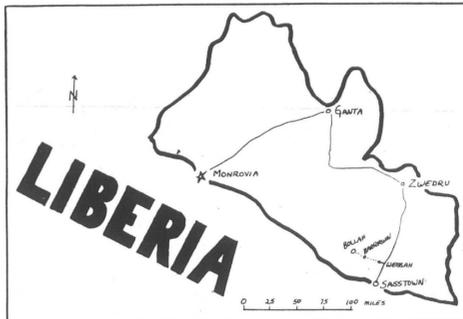
In a recent letter to the Cooper Point Journal, they tell of the red tape and problems they encountered on their arrival to Monrovia. Expecting to be there three weeks while they collected supplies, they found an economic crunch affecting the country threatened to end the whole project.

Commitments for transportation of supplies, fuel, and per diem expenses made by the government of Liberia and the Christ Pentecostal Church simply could not be kept because the money was not available. (Many government workers had not been paid for four months.) They also were told that

the India Mark II handpumps they had ordered and which had been endorsed for use by the Liberian Ministry of Rural Development and UNICEF were no longer approved for use because the galvanized drop pipe would corrode within a year. The good news was that they were able to stop shipment of the pumps ordered from India.

Johnson stated in her letter, we bit our lips and hunkered down to work.... The American Embassy put us in touch with Bob Braden at the United States Agency for International Development (U.S.A.I.D.) who had a friend who was a minister of Public Works who had a truck we could use to cart our materials into the bush. Gabriel (the project coordinator) had a friend at UNICEF who came up with fuel for the truck. The ministry of Rural Development let us adapt some of their spoiled drill bits for hand drilling in the village.

The church cleared our stuff through customs the very day the government withdrew all duty-free privileges. (Luckily, the port officials had not heard. Maybe their phones were not working.) And, finally, the ministry of Rural Development



scraped together six Consallen hand-pumps which have plastic pipe and stainless steel mechanics.

All of this took five weeks, when they had only planned to spend three weeks in Monrovia. With their personal stipend gone, they had no choice, Johnson said, but, to load the truck and head off into the bush. We were surprised to find that the truck assigned to us by the Ministry of Public Works was a nearly new dump truck. Now we were looking forward to a bouncy ride, but who are we to look a gift horse in the mouth?

We filled every inch of the truck with our supplies, pumps, and tools, and then piled on the assortment of people who invariably attach to any vehicle headed into the bush. (They show up with a good story and no money and promise not to be a bother if they can cling desperately to the top of the load as the truck lurches through the mud and pot holes on its way south.)

We arrived at Wessah, overjoyed to arrive in one piece, Johnson continued, and there was a large throng of people there to welcome us. They had come from the bush villages to head-load the pumps and tools back

to their homes. Cliff was nearly overwhelmed as familiar faces crowded up to him for finger-snap handshakes welcoming him back. (Cliff had been in Liberia in 1982 with "Crossroads Africa.")

Since we have arrived in the village we have been amazed and delighted with the enthusiasm and import the villagers have given this project. They have put a lot of time into working with us even though this is the middle of the season to cut their farms and time is short before the rains come, Johnson added.

Missen and Johnson had planned to return in mid-May according to

Pat McCann worked with Missen and Johnson when Missen was here on campus. She said, "I have never met anyone who would stick to something like they do. They are visionary people who will make a difference in the world."

Fear of terrorism won't stop summer program

by John Kaiser

The threat of terrorism won't stop this summer's Museums and Monuments program from going to Europe. Evergreen faculty Gordon Beck will lead the program into a study of classical art and architecture and ancient civilizations at sites in Britain, France, Germany, Austria, Italy and Greece.

"Fear of terrorism should not make us hostages in our own homes or corrupt our lives and educational

pursuits," wrote Beck in a recent letter to students registered in the program. Beck emphasizes that they will stay in blue collar neighborhoods away from fancy hotels and high-spending American tourists. In Greece, nearly all their work will be done in small towns or in the countryside.

But much of the program involves study at heavily visited spots such as the British Museum, the Louvre in Paris and the ancient Greek monuments. Beck points out that art

has been lost throughout history, but rarely through deliberate attacks.

Statistically, the chances of being killed by a terrorist are extremely low. Newsweek magazine reports that more Americans drowned in their bathtubs last year than in terrorist attacks.

"The risks are slim. It's more dangerous driving around here on the highways than going to Europe," said program member Jon Fritzer.

"Some of the most dangerous

places to visit are places where a lot of American tourists say they're going this year like the Washington monument or the U.S. Capitol," Beck adds.

Beck and his wife Libby have led students around Europe for the last 15 years, 12 of which have been Evergreen programs. He knows his way around some European cities better than he knows his way around Seattle.

"Terrorism has been around for a long time; the chances of being a

victim are very slim," Libby Beck said.

Despite the relative safety of European travel, Beck has decided not to receive mail at the American Express office in Athens; "a possible though unlikely target," he writes.

He emphasizes that the program is a serious educational endeavor not a tourists' vacation. People in the program will be traveling inconspicuously by plane, train, ferryboat, car, bus and cruise ship.

Community chooses Advisory Board delegates

by Bob Baumgartner

If the President's Advisory Board were a flower, its stem would be just beginning to grow.

The roots were established five weeks ago when the Governance Disappearing Task Force (DTF) released a document outlining the Advisory Board's creation and func-

tion. According to this document, the Advisory Board will make recommendations to the college president on important campus issues.

Three students, staff and faculty members have been chosen to represent the groups on campus. Along with the Advisory Board members, one alternate has been chosen for

each group in order to replace a member who cannot participate.

To insure people of color and women are on the board, three other members will be appointed by President Olander with the recommendation of Advisory Board members and the campus affirmative action officer.

President Olander will participate as a non-voting member, allowing him to bring up issues and present information, but not to vote.

Sandy Butler, member of the Governance DTF, said the Advisory Board, like most campus committees, will work toward consensus,

and vote only if consensus cannot be reached.

Staff Advisory Board members were selected by ballot, according to Eleanor Dornan, staff Advisory Board member. After the first round, the 15 people who received the most nominations voted amongst themselves to select the staff's three Advisory Board members and one alternate.

Staff Advisory Board members are Doug Hitch, instructional technician in the Lab Annex and Set and Model Shop; Steve Bader, student development specialist; Eleanor Dornan, development officer; and

Jan Lambertz (alternate), director of recreation and athletics.

Don Finkel, chairperson of the faculty and the Agenda Committee, said the Agenda Committee, consisting of about 10 faculty members, chose one Advisory Board member, and the faculty as a whole voted for the other two members and the alternate. Their names have not been released.

According to Vice President for student affairs Gail Martin, she and nine student volunteers selected student Advisory Board members from a pool of six applicants on the basis of their knowledge of campus issues, interactive style, communication skills and time and energy to commit. The screening process included reading the resumes of the six applicants, copies of their evaluations, their written responses to hypothetical questions, and conducting a group interview.

Martin said they were looking for a diverse group of students to participate on the Advisory Board. James Boden, Patricia Gilbert, Bret Lunsford and Andrew Tartella (alternate) will serve as student Advisory Board members.

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Jazz pianist DEEMS TSUTAKAWA
Saturday, May 3
Lib. 4300

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Asian/Pacific Isle Coalition
866-6000 x6033
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Admission \$3.00, \$2.00

This time around he will be joined by Seattle's popular Funk/Fusion band *Common Cause* opening and closing the evening's activities while also serving as Deem's back-up band.

Word has it that they intend to keep things loose and spontaneous as possible.

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opinions

It's time to include students in decision making

by Steven Aldrich

Irene Mark Buitenkant, in this week's issue of the CPJ, informs us that a proposal on how to spend \$260,000 has been forwarded to President Olander's office. The proposal was prepared by the provost's office with the help of the deans, and faculty.

Students were not included in the process.

"Because of time constraints, involving students in the decision-making process was difficult," Buitenkant explains.

This is not acceptable to me as a student.

Last week I asked Hill for a copy of his proposals, which had already been forwarded to the president's office. I was told that Martin—whom he said was coordinating student input—had a copy of the recommendations, and could release it to me if she so chose.

When approached Martin said she did not have a copy of the recommendations, and that she was not coordinating student input; although, she assumed Hill didn't know this as he had just returned from a three day work trip.

As a student, I am frustrated at my inability to be involved in deciding how to spend money the legislature allocated for my education. I question a process that is, in theory, supposed to provide me that opportunity, but somehow enables the provost to make budgetary recommendations, not only without student involvement, but without his knowledge of our noninvolvement.

Hill should not be singled out for persecution. After many conversations with him I believe he wants to see students involved in decision making. The problem seems to be that the institution does not, or has not, offered a method by which he can consistently provide this.

In an April 10 CPJ article, Bob Baumgartner explained the process for deciding how the \$260,000 is to be spent. "After input from the Agenda Committee [a committee of the Faculty Senate], deans, and academic staff, a proposal will be made to President Olander, then the Board of Trustees," he said.

Hill recently informed me that the deans made a recommendation for slightly more than the \$260,000 to be spent, and then—after consulting the Faculty Budget Committee (a subcommittee of the Agenda Committee)—chose from a number of options in order to reduce the recommendation to the final \$260,000. No mention was made of staff involvement in the process.

It is clear that the faculty are organized in a way that makes them locatable and accountable when their input is desired. In addition, it seems they have organized themselves so that a few faculty

members (those on one committee or another subcommittee) can speak on topics, like budget proposals, and know they have the support of many.

Students have no similar structure. So, our most effective input is to protest.

Those in power then must decide how to best appease us, if we can be ignored, or search for some middle ground.

Last week Margarita Mendoza de Sugiyama, special assistant to the president/affirmative action, spoke out at the protest organized by frustrated students and faculty connected with the Native American Studies program. She said "This institution is driven by personality and not process." She added that she heard a lot of protesters saying "I and I that, but what is needed is a process that will force people to decide as a community how to meet

individual and collective needs.

President Olander announced last Wednesday, April 30, that delegates to the Advisory Board have been chosen, and that he will be using this Board to help him make decisions. Hopefully, this will provide the whole Evergreen Community with an opportunity to be involved in the campus decision making process.

In a speech last spring Olander warned the community if we did not create a functional alternative to the Evergreen Council he would be submitting budget proposals to that dysfunctional body.

The community has created that alternative: the Advisory Board.

The administration now needs to give the board the opportunity to prove itself by using this "system of governance defined by our documents" to evaluate and decide whether to accept, reject, or modify Hill's recommendations.

'Genocide being committed on Big Mountain'

by Leslie Cowell

It is a sad but true fact that the people of Big Mountain are being asked to relocate from their traditional homelands. Multi-billion dollar corporations such as Kerra Mcgee and Peabody Coal, to name a few, have their eyes on this land only for the valuable mineral resources that lay beneath the Four Corners area. It is not a fact that these resources are needed for the well-being of our country. By means of conservation and renewable resources, we already can more than provide energy for ourselves. We underestimate the power of our voices which could prevent July 8

from becoming the "beginning of the end," not only for the Dine and Hopi but for all people.

It is a fact that Evergreen is a relatively isolated corner of the world. Yet support groups across the country are recognizing the need to make the American public aware of the struggle at Big Mountain. The media over the past years has avoided the issue due to pressure from the government and vested interests. Recently, though, with the broadcasting of "Trouble on Big Mountain," a PBS documentary, and "Broken Rainbow," which won an Academy Award for best documentary, the public is slowly being made aware.

We must be realistic, we need not admit defeat, we must recognize our power as a people.

There are less than three months remaining before the present relocation date of July 8, which is adequate time to do America a favor and educate the people about the genocidal decisions being made by our government. If there is truly a concern to ensure the right to self-determination and protect the well-being of all people, we who are aware of this situation will employ our personal communication skills and pressure our mass communication system to give this issue the exposure it rightfully deserves.

The money and resources that are

available need not be used to educate the Dine and Hopi people. They have been living with the threat of relocation since the enactment of public law 93-531 in 1974 and are well aware of their circumstances. The Dine and Hopi traditionalists have adjusted to American culture in order to stand up for their rights and personally confront their opposition. The people have witnessed the effects of relocation and have watched their families and friends suffer. Government documents show that half of the relocatees have lost their homes purchased by the federal government due to severe financial problems and their psychological inability to adjust to

city life. In the Dine language relocation means "to go away and never be seen again." The elders of Big Mountain are taking a spiritually nonviolent stand but in the event they are forced to physically defend their land, they will surely die on Big Mountain.

We as a people cannot underestimate our power. Our voices are the greatest resource we possess to bring about a change that will protect the rights of all our people. We have the potential to make that change a reality and in a good way.

(The author would like to recognize Jennifer Matlick and thank her for her concerns and good intentions.)

'U.S. creates conflict in Nicaragua'

by Ben Tansley

Francisco Campbell, first secretary of the Nicaraguan Embassy in charge of Political Affairs, who works in Washington D.C., recently spoke on KING 1090's Jim Altoff radio talk show. His comments were mostly consistent, logical and rarely evasive. The following is a summary of comments.

His fundamental position was, of course, that the United States is supporting the planned overthrow of Nicaragua's Sandinista regime by supporting the so-called "Contras." If this were not the case, he asserted, Nicaragua would be a small peaceful nation with a free media and democratically elected officials. However, due to U.S. aggressions, certain military measures have been taken such as the pronouncement of a state of emergency; which Campbell implied means that not all the civil rights enjoyed in a country such as the United States are available. If there were no U.S. aggression, he said, there would be no state of emergency.

Campbell defended the 1981 loan to Nicaragua from Libya of \$100 million as a measure taken to help defend the country from the U.S. backed Contras. He responded to accusations of terrorism by citing acts of terror perpetrated by U.S. supported forces, especially an incident in which he said a CIA plane was used to bomb a Nicaraguan airport. Though this may be true, it is hardly a relevant defense of whether or not Nicaragua sponsors terrorism.

He supported his charges of U.S. state-sponsored terrorism against his country with another point. He brought up the now famous CIA Manual which, though officially denounced by the Reagan administration once it was made public, encouraged assassination and terrorism

as a means to an end. He pointed out that Nicaragua took this matter to the International Court of Justice (world court), but that the U.S. maintained the authority of its foreign policy decisions transcended proclamations by the Hague. He did not point out that historically, the United States was not unique in ignoring a world court decision.

Campbell denied that the presence of Soviet advisors impinged on the "nonaligned" status of Nicaragua which he went quite a long way to establish. He repeated that the Nicaraguans are in need of "obtaining methods of defending" themselves and that they are "grateful" to anyone who helps. I considered this to be a very viable point.

He said relations with Libya, like Russia, are practical in this realm since the Sandinistas are being openly challenged by one of the most powerful nations on the planet. He pointed out that Nicaragua also has relations with Europe, Arabia and Asia as well as Libya, Russia and the United States. This last is seen as important for purposes of maintaining an open channel of communication and negotiation.

On the issue of self-determination, Campbell responded to one caller's complaint [that Nicaragua has had no elections] by saying that on November 4, 1984, there were elections and that they were affirmed by observers from all over the world, except those from the Nited States, to have been "open, honest and fair." In those elections, Daniel Ortega, the Sandinista leader, won the vote while his party members captured two-thirds of the assembly, with the other one-third being shared between six other parties. Moreover, he said the government had voted an amnesty to the Contras and guaranteed political freedom to them if they would lay down their

weapons.

On the accusations by both the United States and other Central American nations that Nicaragua has hindered the Contradora Peace Process, Campbell said that this is not true. He said that Nicaragua has for years been ready to sign an agreement stating that Central American nations should be free of all foreign advisors and foreign military bases. The proposal has other provisions as well, including a law against the transfer of arms through or between Central American nations. He said that the United States has sabotaged all efforts to sign this treaty or the Contradora Plan. It seems evident however that the Ortega government has not been very willing to compromise.

Campbell also denied that the Sandinista armies have massacred the Mosquito Indian tribes that live in Nicaragua. This assertion is doubtful as well.



See "Campaign created to stop Salvadoran bombing," page 7.

Fall '86 CPJ editor position open

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letters

President to meet with community, re: N. A. Studies

To Mattie Bloomfield, Robin Fielding, Joe Waterhouse and Gary Wessels

At last week's demonstration, Parick Hill offered to bring together President Olander, Pris Bowerman (faculty DTF chair), and Rudy Martin (Values and Aspirations Subcommittee for Strategic Planning chair) to hear student concerns regarding Native American Studies. That meeting has been arranged. Please join Patrick, Joe, Pris and Rudy in the Board Room Monday, May 5, from noon to 1 p.m.

Thank you.
Kris Johansson, Provosts Office

KAOS explains power boost

Editor:

I commend the CPJ, and particularly Margaret Livingston, for the concise presentation of issues surrounding KAOS' proposed power increase. The coverage was complete, encompassing the legal, financial, and programmatic concerns from all areas of the college.

I would like to clarify two points, so CPJ readers might have a clearer understanding of the issues:

1. The headline, "KAOS wants more votes to compete," might leave the reader with myriad impressions regarding the intent of the KAOS proposal. I want to reinforce the point that KAOS wants to enter the competition for available airwaves. Broadcasters submit proposals to make use of those public airwaves, and the FCC rules "in the public interest." KAOS, as a non-commercial station, is mandated by federal law to provide an alternative to ather mass media, so any competition for listeners and dollars is simply a by-product of our position on the FM dial, not a primary operational objective.

2. The final sentence of paragraph five is either a misstatement on my part or a misinterpretation of my statements about potential competition from commercial broadcasters. In fact, KAOS is not in danger of such competition—yet. As program administrator, responsible for the long-term survival of KAOS Radio, it is my strong conviction the FCC may attempt to repeal the current non-commercial umbrella now protecting the below-92 megahertz portion of the FM band. I do believe that KAOS could be placed in direct competition for air waves with politically and economically powerful commercial broadcasters, given the current administration's attitude toward "free market" broadcasting and general distrust of public broadcasters. In any case, as of February 1987, the FCC will freeze all existing stations, effectively locking KAOS into competition with other broadcasters.

One final point regarding my statement, "The cost is cheap" (an absolutely accurate quote). If KAOS is locked into a narrow, lower power status, 14 years of effort by over a thousand individuals, and the expenses of the station over those 14 years, will have come up short of producing a permanently viable public radio station for the southern Puget Sound area. Thus, the total financial commitment is small, relative to our historic personal and financial cost. Given the fact KAOS operates in radio broadcasting, where even non-commercial stations have budgets in excess of \$1 million annually (and some commercial stations several times that), the power increase proposal represents a relatively small number of dollars. Thus, the cost is cheap.

Thank you for bringing the issue to the Evergreen community. I look forward to an exchange of views with any person who might wish to explore our proposal.

Sincerely,
Michael Huntsberger
KAOS general manager/advisor

'Football factory' confuses Reeder

To the Editor,

I am confused and concerned about the point of Jacob Weisman's article "The great Evergreen football factory is here," printed in the April 17 issue of the CPJ. He starts the article by referring to Evergreen's "long standing commitment to athletics." He ends the article by saying "I don't think there's any reason to worry about Evergreen's." That is, no reason to worry about Evergreen putting too much emphasis on a successful sports program.

It seems to me that that middle story concerning recruiting does little to clarify the point of the article. So what is the point? The story has little in common with our present athletic department. The athletes, coaches and staff are a dedicated, hard working group of people who are committed to attaining athletic excellence.

We all operate on shoe-string budgets and yet have produced quality programs. Although basketball is a future possibility, football is not being considered. There is always a place for good, fun humor. Unfortunately, I missed the humor in this article and am afraid that some of the statements will give readers negative impressions of Evergreen athletics. I'd be more than happy to discuss this.

Robert R. Reed

Ethnic Studies providing Whites with needed info

To the Editor,
So the new brouhaha on campus is the conflict over Native American and Third World Studies. Protesters claim that Evergreen is "racist," that ultimate dirty word in liberal circles. They say that Evergreen

misrepresents its Ethnic Studies programs as being more than they are. The protesters proclaim that the deans are trying to impose "white" strictures on the program.

Guess what...none of these claims are particularly new. Evergreen has for some time had a reputation as sanctuary for middle-class liberals and trust-fund hippies. And as for the Ethnic Studies, perhaps they are "white-oriented." But big deal! It is an unfortunate fact that most of the money and power in this world is still in the hands of so-called white people. These same white people are responsible for most of the oppression of ethnic peoples world-wide. And it is these same white people who need to undergo personal transformation for any of these injustices to change.

Of course ethnic peoples need transformation also, but, short of violent revolution, their enlightenment will do them no good until the power-wielding whites are enlightened. If Evergreen is doing a good job of changing superficial white liberals into humans with historical/empathetic perspectives of ethnic issues, then I believe the Ethnic Studies programs are doing their job. And perhaps single-issue programs (as some of these protesters seem to want Native American Studies to become) are not relevant or suitable to Evergreen's broadly interdisciplinary environment. Now you can call me a racist also. But I know better.

Sincerely,
Randy J. Earwood

Big Mountain residents need not be moved

Dear Editor,

In response to the CPJ April 24 opinion by Jennifer Matlick which begins with the sentence, "It is a sad but true fact that the people of Big Mountain are being forced to relocate from their sacred land." Yes it is sad but it is not altogether true. It is important to be aware of and remember the fine human beings who will resist the relocation even at the cost of their lives. These people live lives of dignity in harmony with their spiritual values and they will die honorable deaths defending those values.

You have no right to give up hope for a people who have not given up hope in almost 500 years. Native Americans have a relationship with white people that sometimes includes helping us and sometimes includes fighting against us, and always there can be found Indians who still struggle for their future. They have not given up hope. Don't you give up hope either.

You called it a fact that the underground riches of coal uranium, oil, etc. are needed for the well-being of our country. You are confusing a widely held belief with a fact. A people who can commit such vast injustices as we repeatedly do are not being well, we are being ill. The electricity produced from Big Mountain coal and uranium cannot change our ill being into well-being.

Your main point seems to be that since three months is not enough time to educate the world on the plight of the Dine, we should instead educate them to adjust to our world. You are overlooking the difference between Red and White. Sure, if they adapt, and the young ones may be able to adapt, they could survive in our society. They could survive as individuals, which is very important to us because we are an individualistic society. It is not so important to them because they are a

Todd D. Anderson

Dogs, a threat to children's safety

To all people who bring and leave their dogs on campus --

We are workers at the Parent Center and are concerned about the dogs running rampant in Red Square. This morning we brought some kids out to play in the sunshine until one child was knocked over and snapped at by a dog. Last week a dog trotted up to our ball and took off with it, never to be seen again. There have been similar occurrences all year long and we're sick of it!

We love dogs and all other animals as well, but a child's safety is much more important than a freedom loving canine. Please respect this request.

Sincerely,
Kristi MacLean
Annette Leas

Hope exists for future of Big Mountain

Concerning the CPJ April 24 issue opinion "Big Mountain people 'must adjust' for survival," Jennifer, in your complacent "realism," you are an accessory to genocide. The Dine are an ancient tribe of peoples, who were already wise centuries before your birth -- are you doing them a favor by telling them to quit before the final battle has even begun? In fact, you have not even bothered to address our concerns to the Dine elders, but instead, in the hushed tones of a sickroom aunt talking about "what is best for" the retarded child, you address your remarks to the white hippies who you suppose are watching over the Indians.

I am not overly partisan to liberal "causes," and have never been a member of the Big Mountain Support Group. Nevertheless, I have more respect for the wisdom of the Dine elders than to suppose that they are being led around by Evergreen students. These elders will continue to direct the aid, not vice-versa.

Ronald Reagan only has 143 weeks left in office. For some reason, this actor, who lives off his image on the tube, has chosen to take a misguided personal interest in the relocation at Big Mountain. If we can help the Indians who live there to stay for just three more summers (or if the courts do), there is every reason to believe that the next president will be less hateful about the matter. If we can just hold on for the few years more that it will take to get a new generation elected, our national policies toward preserving treaties and cultural traditions will finally change for the better.

Jennifer, what we need, right now, is courage to see us through the final thrashings of the ugly old men who brought us the Vietnam War, the ones who ordered its protesters shot. What we do not need is to lose heart due to fearful and pathetic cries that "the system" is too strong for us.

Scott F. Buckley

Dear Editor,
Newspapers in Olympia have consistently suffered from a lack of competent movie reviewers, and Paul Pope's recent attempt to review the Olympia Film Society's screening of "Siddhartha" has only continued this unfortunate tradition. Had Mr. Pope followed through on his aborted attempt to constructively criticize the film, I might well have agreed with many of his points. Instead, his rambling diatribe against volunteer ticket takers and smug pride at ripping off a nonprofit film collective offers readers nothing but a twisted view of his own conceded ego.

"Siddhartha" may not be a cinematic classic, but it has been a consistent request of Film Society members, which after all is what OFS is all about. In the future, please confine Mr. Pope to the poetry page. His writing seems much better suited to those environs than the reality of community cinema.

Sincerely,
Peter Moulton
Olympia Film Society

Radical puts conservative in legislature

To the honorable Paul Tyler,
Your April 24 CPJ article ("No-nuke activist to speak") described the past activities of no-nuke activist Lloyd Marbett. Most of Mr. Marbett's actions are worthy but he deserves no kudos for his 1980 campaign for congress.

According to the article, "(Marbett) ran for U.S. Congress against Al Ulman, Chairman of the House Ways and Means Committee. Marbett ran as an independent, and received 5 percent of the vote. This eliminated the margin Ulman needed to win, and threw the election to his opponent."

What you failed to mention was that Ulman may have had his faults but he was a moderate-to-liberal Democrat who tended to vote correctly on most issues. "His opponent" is now Congressman Denny Smith, a right-wing Republican who supported Reagan 78 percent of the time in his first two terms in Congress.

Just think if enough left-wing independent candidates run in marginal districts, the balance of power can be shifted in the House of Representatives and the Reagan clones can take over. Then we can have all kinds of wonderful things. We can build Star Wars, scrap social security and student aid, funnel military aid to the Contras, etc., etc.

Todd D. Anderson

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Greenerspeak: How do you feel about the Native Amer. Studies conflict?

photos by Jennifer Buttke



James McGuire: It's not so much they want to get rid of the program, it's that the academic deans want to revise it so it wouldn't be the same; they're missing the point: the program is set up that way so Native Americans have an environment they can learn in. It's loosely structured because Native Americans find structure within themselves.



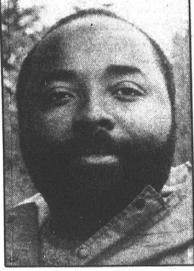
Mary Moriarty: It's real easy to fall into the racism bandwagon. I have mixed feelings; I want to fight racism, but I don't know much about this particular case. It seems obvious the program should be taught by a Native American. Native Americans need a representative and that's important. It's not right to jump to the conclusion that racism is at the bottom of it.



Andy Stewart: The administration has to be understanding and willing to do what the students are saying. To make this school work we all have to work together; the administration has to join up or we'll lose our strength. We are privileged to have David Whitener teaching us. He is of this land, and he is a tribal elder. To be sincere, we must listen and support him.



Jackie Heinricher: I think it's up to the students and what they want to get out of it. It should be made available. If people feel it's important then it's very important. I don't think any program should be judged, unless there's some sort of physical or mental damage occurring.



Jeffrey Lee Barker: I'm a senior in the Native American Studies program. One of the reasons that brought me and kept me here was the freedom at Evergreen. It's changing. I worry about the future; it will become just another boring, bourgeois, state college. I worry. Can I endorse this place to my Third World brothers and sisters?



Debra Gronning: You have complete control of your education in Native American studies. A lot of people don't understand that because they've been raised in traditional White institutions. They don't realize that their view is essentially racist because of this. Looking at the program from an Indian point of view, the program is fine as it is.

Issues from page 1

Brown to be the base for his dismissal. We demand quality childcare. She closed by challenging each student to become a part of the process.

The crowd joined hands to show support for the issues; as hands slipped apart Tafoya approached the podium with a furry creature curled around his neck. This "baby sasquatch," actually a fuzzy puppet Tafoya uses when he works with

children, helped facilitate Tafoya's words.

"Often children do not have an opportunity to speak for themselves," he said. He told the crowd not to point fingers, because too often that causes polarity. He asked the Evergreen community to think about what we desire as an outcome and how to achieve it as a community. "In some Native American Nations there is a concern to look down seven generations when planning for the future, not just a couple of years," he said.

Tafoya hoped that because we are on Indian land we will carry on with

wisdom and patience that will benefit the children of the future.

Applause filled the room and Roden took the floor. She opened the stage for anyone who wanted to speak. Mike Hall, director of Student Affairs, said, "There is a process happening right now, and it's important to be pro-active not re-active." He added that he would officially support the boycott of classes that afternoon. S&A also closed their doors in support of the boycott.

A single parent took the floor and said, "That 'process' is inaccessible to students, and leaves a student

feeling frustrated, angry and alienated."

When David Whitener, a Native American faculty, approached the microphone, the crowd rose to a standing ovation. "I appreciate the support, and it appears that student and adult empowerment is here. I feel strongly the message will be heard," he said.

Several more students spoke about how they see the issues. Later, Patrick Hill, vice president and provost, approached the podium after being invited to respond. He said "I'm not going to defend these issues because I was invited to the

rally to listen."

He reaffirmed his commitment to alternative education, individual approaches to learning, internships and stressing an honest catalog. "We want a blend of students," he said. He also asked students to participate in the strategic planning activities and stressed there is no attempt being made to have Evergreen appeal to a more traditional student.

Many more spoke Monday and many listened. Only a handful of administrators were present, but enough to carry the message that Evergreen is angry, but ready to communicate.

Campaign created to stop Salvadoran bombing

by Todd D. Anderson

With all the controversy over aid to the Nicaraguan "Contras," many Americans have virtually forgotten about the other Central American hot spot, El Salvador. But if the Third District Campaign to Stop the Bombing has anything to do with it, that will change (related art pg. 4).

The civil war that has ravaged the country for six years has caused untold death and destruction. U.S. aid to the government of El Salvador has increased 100 times between 1979 and 1985 (from \$5 million to \$500 million annually). Since 1982, an increasing amount of that aid has gone to fund aerial bombardment by the Salvadoran Air Force on the civilian population. Third District campaign coordinator Susan Morrison feels it is time to bring that action to the attention of the American public. "The U.S. is providing advisors to the military and money for bombs and planes," said Morrison.

The group feels Third District Congressman Don Bonker can help highlight U.S. activities.

The campaign is part of the nationwide umbrella organization CISPES (Committee on Solidarity with the People of El Salvador). CISPES has targeted 66 congressional members, one of whom is Bonker, in an effort to raise political consciousness of the bombing.

Support for aid to the Salvadoran government is strong in Congress. The Duarte government is viewed as "democratic" by virtually every mainstream account. Unlike the Contras, whose democratic credentials have been called into question by virtually everyone outside the Reagan administration, the Duarte government is supported by even staunch liberals. Widespread documentation of the bombing campaign could change the current commitment of support. That is why CISPES has singled out congressional members it feels will be receptive to the call for examination of U.S. support for the bombing. Most of those targeted are Democrats and sit on committees key to the allocation of funds to El Salvador.

Bonker's district assistant, Scott Jackson, indicated Bonker will be receptive. "He has not been in favor of military aid," said Jackson. "However, he has yet to take a stand publicly on bombing."

Morrison said the group is generally satisfied with Bonker's voting record. "We want him to speak out publicly against the bombing and vote against additional requests for military assistance." Currently 74 percent of all U.S. aid to El Salvador is used for war or war-related purposes and U.S. aid comprises 55 percent of the Salvadoran national budget according to a report released by three members of Congress last year. Documentation provided by the Third District Campaign shows that the bombing campaign and U.S. support of it, has

steadily escalated over the past four years. The Salvadoran Air Force has been using incendiary bombs, that contain napalm and white phosphorous, against the civilian population in an attempt to hit supposed guerrilla strongholds.

The struggle to curtail U.S. aid will be an uphill one. Even Bonker, who opposed Contra aid and the U.S. invasion of Grenada, has a mixed record on El Salvador. On May 10, 1984, Bonker voted in favor of an amendment to prohibit military aid to the government unless steps were taken to protect civilians and open negotiations with the guerrillas. The amendment failed but the total amount authorized in the House Bill was less than what the Republican-controlled Senate and the Reagan administration wanted to give.

Two weeks later Bonker voted in favor of an amendment to raise the amount of aid to the level authorized

by the Senate. "Duarte had just been elected president and made an appeal for aid, Bonker felt Duarte deserved a chance to make good on his pledge," said Jackson.

On July 10, 1985, Bonker voted against another amendment to deny funds unless a list of criteria were met and then only if congress certified that the criteria had been met. This was voted down by a lopsided margin. The only member of the Washington State Congressional delegation to vote in favor was Rep. Mike Lowry (D-Seattle). This apparently doesn't deter the Third District Campaign, which meets every Wednesday night from 8 to 9 p.m. at the Urban Union Restaurant in Olympia; Morrison encourages all interested individuals to attend.

They plan on doing a postcard and letter-writing campaign to sway Bonker and are also planning a rally to be held Thursday, May 1 in Sylvester Park.

Tour of Evergreen tunnels to be scheduled this spring

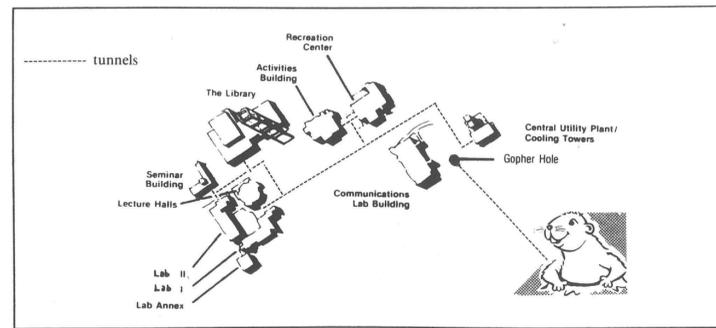
by Ben Tansey

Most people may be unaware that beneath the quiet, beautiful, Evergreen campus there lies a network of tunnels connecting all the major buildings on campus. This rumor was pursued because some people suggested the tunnels are a National Guard security measure built into the college, (which, after all, was built around the time of the Kent State massacre). This rumor fit in nicely with another about how easy it would be to water down rioters on slippery Red Square.

Ron Wilkinson, Evergreen's facilities engineer supervisor, chuckled off these fears by explaining that the tunnels are indeed present but, like most large institutions built in recent years, Evergreen uses the tunnels as a means of circulating utilities.

A few underground crew members spend a certain amount of time in the tunnels to check wiring and such. They can drive those little golf carts around, but the tunnels are not much bigger than that.

In case anyone is still suspicious, Wilkinson has arranged for a Tunnel Tour to take place within the next few weeks; notices will be posted asking interested people to meet at the Central Power Plant, but review the map so as not to get lost.



Evergreen's underground tour will begin at the Central Utility Plant.

Job Fair explores employment opportunities

The Career Development and Counseling Center is sponsoring a Job Information Fair from 3 to 5 p.m., Thursday May 8, in CAB 108. The purpose of the fair is to inform students about which on-campus jobs are available, and to let students know jobs can be applied for earlier than fall quarter.

This is the first time in Evergreen's history that a job fair for campus

jobs has occurred. Some offices on campus need to hire in the spring and have their staff trained before the first day of classes.

Representatives from each office will be on hand to describe each position. The jobs include: Counseling Center: Peer Counselor (7 positions); Intake Receptionist (2); Health Center: Medical Assistant

(5); Women's Health Advocate (5); Clinic Receptionist (1); Career Development: Resume Paraprofessional Counselor (1); Third World: Peer Support Counselor (2); Learning Resource Center: Tutor Aides (8); Key Services: Tutor Aide (needs a pool of applicants); Driftwood Day Care Center:

Teacher Aide (16 including substitutes); Secretary (1); Student Activities: Coordinators of Student Organizations; Some of the positions are work-study, internship or institutional. The Financial Aid and Cooperative Education offices will be available to give a short presentation and answer any questions about how to apply for these jobs.

Celebration scheduled

Mexican Independence Day (El Cinco De Mayo) will be celebrated in a big way this year on Sunday, May 4, on the campus of The Evergreen State College. The free 1 to 5 p.m. fiesta is sponsored by the college's MEChA organization in LIB 4300.

Pinatas, music, and theatrical readings will highlight the event, while authentic Mexican food will be available for purchase. Juan Barco and Teresa Guzman will provide live music.

People of all cultural backgrounds are most cordially invited to this free, afternoon event. Call 866-6000, x6143 for complete details.

Negotiating explained in upcoming conference

Roger Fisher of the Harvard University Law School will share his expertise on communicating and negotiating at a free lecture 7:30 p.m. Monday, May 12, in the library

lobby at The Evergreen State College.

Fisher's public lecture is part of a three-day visit (May 12-14) to the college sponsored by the Willi Un-

soeld Seminar Program. Fisher has earned an international reputation as an authority on negotiating. The principles of his 1981 bestseller, "Getting To Yes: Negotiating Agreement Without Giving In," have been successfully used in labor/management relations throughout the world.

A 1942 Harvard graduate, Fisher served in the Marshall Plan on the staff of Ambassador Harriman in

Paris in 1948, was consultant to the assistant secretary of defense for international security affairs in the '60s.

The Willi Unsoeld Seminar fund, created to honor the late Evergreen faculty member, has chosen Fisher as its first fellow. In addition to his May 12 public lecture, Fisher will also work with Evergreen students in four large academic programs, address a meeting of the Olympia/Thurston County Chambers of Commerce, and meet informally with staff and faculty members.

Admission to the Monday evening lecture is free to the public. Call 866-6000, x6128 for complete details.

President's forum rescheduled

President Olander's quarterly Third World Forum has been changed from May 7 to Tuesday May 6, 2 p.m. to 3 p.m. in LIB 3112.

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EARTH FAIR 86



by Maggie Murphy

Heavy rain ushered in Evergreen's annual Earth Fair last Saturday. Although attendance was low, Kate Crockett, co-coordinator of the event, thought the fair to be a success.

Workshops, forums, food, information booths, arts and crafts lined the CAB and library lobby. Handmade baskets, arrowheads, soaps and jewelry were available to purchase.

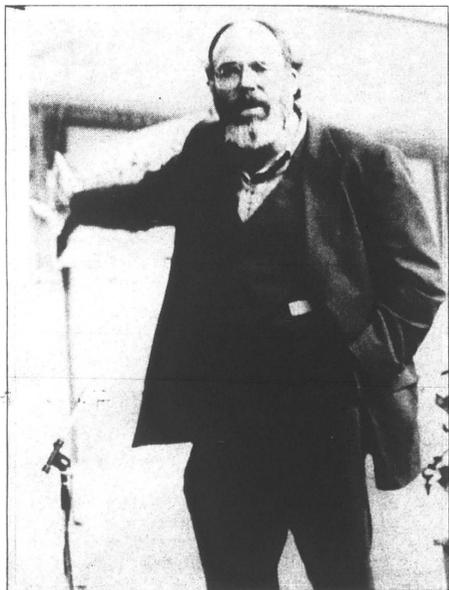
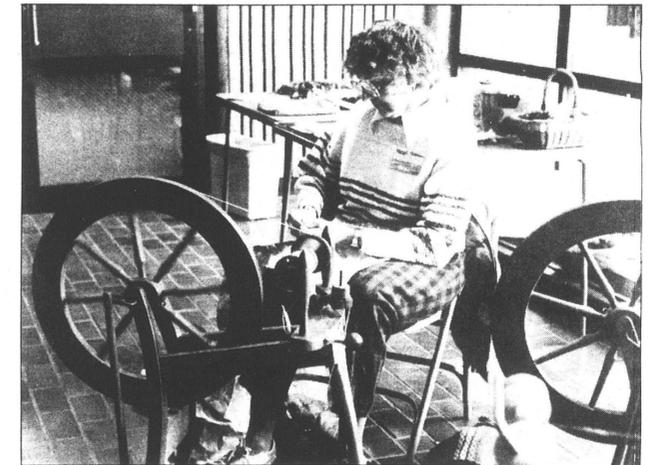
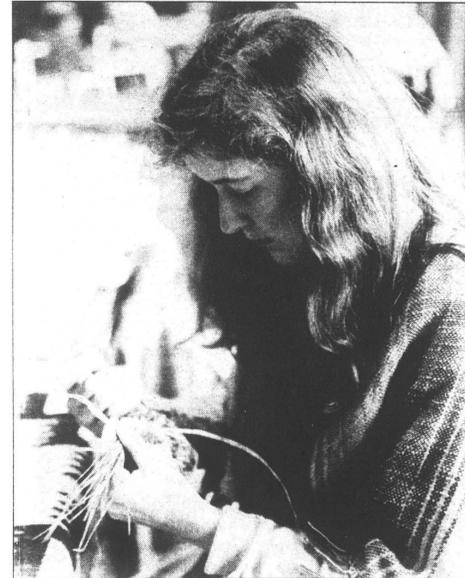
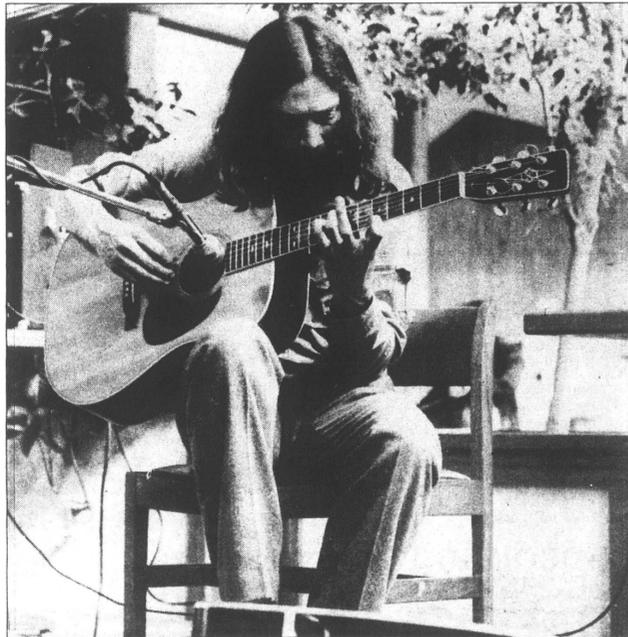
Special interest groups were on hand to ask for support. The Nisqually Delta Association (who was able to announce Weyerhaeuser's indefinite postponing of a log export dock at Du Pont) was there. Another group pointed out that Morton Salt, (Morton Thiokol, makers of solid rocket boosters for Midgetmen, Minutemen, MX, Poseidon, and Trident nuclear missiles), has a disastrous environmental record. Still another group offered an environmental education daycamp this summer for kids.

Examples of compact solar gatherers and energy efficient stoves contributed to this year's theme: "Art and Technology." One forum on "Old Growth" was well attended. Members from Oregon's "Earth First!" spoke on the subject. Old growth are trees approximately 450 years old. Some can live as long as 800 to 1200 years. Old growth is necessary for the survival of forests in the Pacific Northwest, although 5 to 15 percent of original old-growth forests are all that remain. Approximately 42 species of animals completely depend on old-growth forests to survive.

Crockett, interested in the old-growth issue, said, "If we cut away old growth, we will lose our ability to grow big trees. If we stop cutting the forest industry will be drastically affected. What's more important, saving old growth or having the timber industry redesign their processing procedures?" She pointed out, if the industry continues to cut old growth, eventually they will have to redesign their processing mills anyway.

A small group of students attended a seminar on cultural diversity lead by Margarita Mendoza de Sugiyama, of Evergreen's affirmative action. The seminar focussed on the growing crisis of people not recognizing the interdependence we all share as human beings. Also discussed was how tensions between cultures are necessary in order to experience growth. Most importantly the "shared experience" needs to happen on a one-to-one basis. "By personally empathizing with another's situation, we can gain awareness and understanding of the value and importance of our differences," Mendoza de Sugiyama said.

All in all, "Earth Fair," coordinated by Vince Brunn, Douglas Palenshus, Kate Crockett, Laurie Kirk, Rhys Roth, Aaron English, Rusty Post, and Traci Stonebridge, was a resounding, soggy success.



Photos, Clockwise from top right
(Top right) Two students get a close-up to a super efficient solar catcher made by an Energy Systems student. (Middle right) The Olympia Spinners and Weavers Guild fascinated many with their traditional craft. (Lower right) Color and designs by Dennis Merrill brightened the faces of many. (Above) Lori Kirk (co-organizer) weaves a basket from pine needles. (Near bottom left) Individuals must reach out to save our Earth, Lloyd Marbett emphasized. (Far bottom left) Keith Fredrikson, Energy Systems student, demonstrates the strength of his wind tower model. (Middle left) Paul Prince entranced fairgoers with his guitar. (Top left) Lincoln Post, Brett Reofern, and Giles Arendt add spicy political music to the fair.

photos by Jennifer Lewis

People of all ages entertained at opening bash

Review:

by Dennis Held

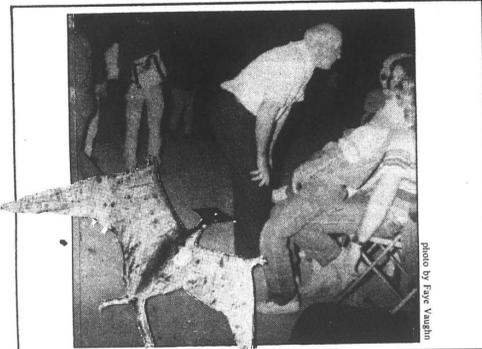
An unusual mix of people attended the Greater Evergreen Student Community Cooperative Organization's grand opening dance on Friday, April 25. Laquer spike-haired neopunks shared the floor with silver-coiffed grannies in GESCCO's newly-rented building at 5th and

Cherry. music, and "The Young Pioneers," a rock-thrash band, finished the evening. "The Melody Makers" brought their own fans, some 40 members of the Olympia Senior Citizens' Center. A rivulet of sweat runs along the temple and greying sideburn of John, who extends a big smile and handshake with his introduction. I

return all three, and watch as he Hoover, who wears a cotton print dress and a bemused smile. "We danced all afternoon at Shelton down at the Armory," Bernice says with more than a hint of pride. "We went and had a light meal and came here," Evelyn added. "You can't dance on a full stomach." "The Melody Makers" are tight and lively, their skills honed by the dance held on the first Friday of every month at the Community Center, 1314 E. 4th. George Kalat plays clarinet, Hobbie Bond pounds the skins, George McClean plays guitar, as does Art Irvin, Earl Constant plays bass viol and Geneva Silva plays keyboards. For bookings, call George Kalat in Shelton. "They're the best band in Olympia," Bernice reminds me, as she watches the kids hop. "They sure are

outlandish, but they're having fun." The "Phantom Zydeco Band" followed with music that was a little more difficult to classify. Some selections had a three-step polka beat, and others were less structured, allowing room for improvisation. "We call ourselves the Phantom Zydeco Band because we're never really sure who will show up," explained bassist Courtney Crawford. Those who did appear, Bill Shepherd on button accordion, Liza Constable playing guitar and fiddler Pete McCracken, whipped up some bouncy homespun magic and the crowd responded with applause and dance. There were more variations on the polka than the average Polish wedding, and many just invented their own moves to the unfamiliar music. "The Phantom Zydeco Band" is available for occasional

engagements by calling 357-4183. Following the Zydeco zaniness, I felt compelled to visit a local sudery and slake my hop-induced thirst with some barley pops. When I returned, "The Young Pioneers" were hard at it, lashing out heavy-handed three-chord abusive and abrasive tunes to the frantic appreciation of a large jumble of slam dancers. While theirs is not the style of music which appears frequently on my home stereo, they certainly gave the crowd the music they wanted -- loud, fast, danceable, and loud. And fast. Good time was had by all, including one young maiden who I saw get slammed to the floor and stomped on by the frenzied thrashpile. She emerged, bloodied and smiling, to smoke a Camel straight in the doorway. Outlandish, as Bernice might say. Outlandish, indeed.



Clay Zollars, who with Denise Crowe and Bret Lunsford, has coordinated GESCCO's activities, said one of the main objectives of GESCCO was to bring together diverse elements of the Olympia and Evergreen communities. "Looks like it worked," Zollars said, pointing to a leather-studded blue-haired 20 year old shuffling a primitive Foxtrot with a grey but nimble senior. The blend was fostered by the diversity of musical styles represented. "The Melody Makers," a senior swing band, was followed by the "Phantom Zydeco Band" playing authentic Cajun and Creole

slowly rubs a sore knee while tapping his other foot to the swing. A darkly-dressed young beauty emerges from the swirl of dancers. The knee is a decoy. John snaps up with newfound alacrity and takes her elbow, already guiding her back to the floor even as he asks, "Would you dance, miss?" And they do, keeping company with the young kids doing a frenzied hop while the precise Foxtrot shufflers keep their distance while cutting their own paths. "It's the best band around here," offers Bernice Bemis, who watches the goings-on with her friend Evelyn



Dancers perform at the Hawaiian luau dinner Saturday April 26, in LIB 4300 kicking off Asian-Pacific Heritage Week. Asian-Pacific Heritage Week is celebrated through Saturday May 3, call x6033 for complete details.

blasts from the past

Frustrated students close school for two days

Evergreen students are sorely lacking in historical perspective; both in general and specifically in terms of this school. As a result, much valuable energy is spent by students just spinning our wheels in the muddy trenches of problems that are years old, if not age old. Maybe such is the nature of students. At any rate, the following blasts from the past (a collection of articles from old CPJs and its predecessor, The Paper) are offered, with only inapplicable detail omitted, for your perusal. Like a handful of gravel, these old articles are meant to provide traction so that our spinning wheels might drive us out of the hole we seem to be stuck in.

DEC 5, 1975

by Jill Stewart/Chris Cowger

How do Evergreeners deal with issues of crucial, community-wide significance?

A new precedent was set in the form of a two-day campus moratorium held Nov. 24 and 25.

The moratorium, for which most academic activities were canceled and staff and faculty were excused to attend, was a student-originated response to several matters of crisis-level concern. They included the lack of student participation in governance and curriculum planning; circulation of rumors about faculty member Merv Cadwallader's proposal to restructure Evergreen; and an abundance of general ignorance concerning how decisions are made here, and what impact students actually have on curriculum planning.

"We had a specific mandate from the students," said student Marcel Hatch, head of the "teach-in" logistic committee. "Our purpose was to explore and discuss the issue of governance -- how decisions are made at Evergreen, and not the decisions themselves."

The first day consisted largely of explanations of curriculum planning, the COG document and its relation to the Third World community, dean selection, the board of trustees, the budget and the state legislature. Three-minute open-mike statements were also entertained.

Activities Tuesday included reports from the previous day's



Concerned community members wait to speak.

group spokesperson; more small group meetings to arrive at solutions to the problems, and a final community-wide meeting for resolutions for future action.

Motions, tablings, counter-motions and points of information tangled the closing group meeting. The final tangible result of the moratorium was a resolution calling for a group of interested students to revise and simplify the welter of often-overlapping proposals made by the small groups for a campus-wide vote Wednesday, Dec. 3.

One goal of the teach-in was to create an on-going group of students, faculty, and staff to continue working with the ideas. A large portion of the participants were interested in forming this group as soon as possible.

The problem with creating a representative body in the next few weeks is that the faculty and staff involved thus far do not necessarily represent their respective groups. Many faculty and staff disagree with what is going on; others are confused; some are mildly curious; some are not aware of the situation at all.

A representative group, while representing minority positions, must also speak for the majority, and nobody seems to know what the majority is thinking.

Other suggestions for this continuing group ranged from a group contract to an open meeting. A group contract at this late date may be difficult to obtain and tend to become isolated from the rest of the school. On the other hand, large open meetings to discuss everything from COG revisions to faculty hiring could easily become frustrating and stagnant. There were many other ideas, but the above suggestions seemed to be the most plausible, although none of them are perfect.

Many people were concerned not with the structure of the group, but what the group would do once formed. While there were probably scores of ideas, two were vocalized more than others.

1) The advisory model was brought up several times -- a group which would, through town meetings or similar gatherings, find out what people thought on issues and advise

the administration accordingly. Although this group would not have decision-making power, some hoped that it would open practical lines of communication between the administration and the students, faculty, and staff.

2) Counter-arguments were that the administration would not listen to this group or any other group as long as the administration has full decision-making power. These people felt that a body with decision-making power should be formed.

A problem arises at this point. By state law, the Board of Trustees has ultimate authority in decisions made here. To grant that power to a group of students, faculty, and staff or any other group outside the Board would require a change in state laws which, if feasible, would take years.

However, there are possibilities for modifying the system without challenging the law. COG can be revised, as can the social contract. This, however, is all decided by the Board of Trustees who until now have apparently had no involvement in the events of the past three weeks. Estimates from the logistics com-

mittee placed attendance for the first day at a consistent 850 people, while the second day ranged from 700 percent to 400 and less at the very end of the proceedings.

Faculty member Joye Peskin saw the teach-in as a positive influence. "My only regret is that students didn't get more support from the faculty," she said.

Hatch said he felt the real benefit of the moratorium was as a starting point, in addition to the respect for democratic organization that was fostered. "Our task now is to continue organizing, not to sidetrack with the diversion of COG III," he said.

Student moderator Sheron Buchele was pleased with the results of the moratorium, but admitted, "We are not a slick group."

The single greatest handicap during the entire series of group interactions was undoubtedly the use of parliamentary procedure during the final few hours of resolution. Nobody suggested a better method of dealing democratically with the complicated issues, yet time and again the spirit of the conference wavered in the face of a mind-boggling display of stalling tactics and other procedural intricacies.

One student criticized what she saw as the exclusivity of the large group proceedings, saying, "those 25 people up at the microphones aren't representing me or my views."

A great deal of energy was spent. People became confused, anxious and tired. Large group meetings, small group meetings, planning meetings give the impression of endless talk. People will argue that the moratorium was a waste of time; however, a few concrete things were produced: the M & M Manifesto by Dave Marr and Rudy Martin, the beginnings of support for a student union, initiation by McCann of a COG III DTF, initiation by Ed Kormondy of both short and long-range curriculum DTF's.

Perhaps most importantly, people were educated. The barriers between programs fell away little by little as physical science buffs mingled with sociologists. Students have begun to understand governance at a school where many thought COG meant part of a wheel.

Philosophical base needed in decision making

DEC 18, 1975

To the Editor:

Evergreen from the beginning has been an institution of crises. The events of the past three weeks merely seem more intense due perhaps to a lack of historical perspective in the few years of the college's existence. The tremendous concern that I see pressing Evergreen is not the call for student power, that I can handle, but what I fear is the call for student power without an underlying educational philosophy. All too often during debate for power -- and its location -- concern with what that power is for was lost, and thus a real opportunity to reaffirm the college's mission was ignored. If much can be

seen from the effects of the teach-in and its related activities, it would be a call for power for the sake of power. No one questioned the validity of some student desires in light of what I see the school attempting to do. By not questioning these motives, I feel a shaky step has been taken to separate the college into diverse sections and may split the very thing that makes Evergreen a powerful institution.

The proposals put forth by Merv Cadwallader are a sharp conflict with the kind of educational philosophy on which Evergreen is founded. His proposals point by point are a return to traditional college education built on the model of the high school experience we all

wanted to leave behind. And agitating for power for the sake of power will only lend itself to that kind of experience.

A four-college system, with its own deans and its own budgets, will point this institution to the type of departmental backbiting that plagues most, if not all, colleges in the country. Evergreen's insistence on interdisciplinary study attempts to get past this idiosyncrasy and instead recognizes the need to teach composite education with heavy emphasis on reading, writing and thinking. If you can agree that high schools and traditional colleges are models of fragmented supermarket educations, then formulate a student power group on refining and main-

taining Evergreen's mode of innovative studies. After all, it is clear to see what is wrong with education without substance, do you wish to return to that which you disliked so much?

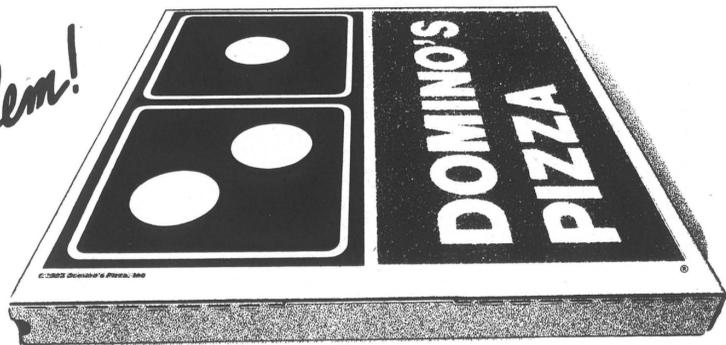
The Council for Postsecondary Education for Washington recommended that Evergreen's primary function be that of providing interdisciplinary instruction in the Humanities, Social Sciences and Natural Sciences, and that this charge be specific to Evergreen. Among the many things said for and about Evergreen, perhaps the most thought-provoking was stated by Maxine Mimms to the 1974 Evergreen seniors. She said that she hoped Evergreen had not trained

them for specific job skills, but rather had taught them to learn how to learn. Student power, without accompanying educational philosophy, will only serve to return this college to the past, in my estimation, a dreadful alternative to the present. The most important thing to know when you wish to change something is to know what it is that you have, and only after exhausting every means possible to make that system work, to consider something else. I am not satisfied we have come close to exhausting those means, and in reality the college is still better than anything else presently existing or being offered as an alternative.

George S. Wood

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Seeking Catalog Feedback

Any students, faculty or staff having feedback

for Evergreen's 1987 - 88 academic year Catalog are encouraged to contact

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Lib. 3122 ext. 6128...or

drop in between 9 - 11 AM Mondays.



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Modern legend comes to life in student film

by Joan Davidge

Wayde Ferguson, a junior, is a member of a small special interest group at TESC. He is a filmmaker. He came to Evergreen in 1984 after receiving a two-year degree in television from Mt. Hood Community College. He chose Evergreen because a friend of his spoke eagerly about the school and its filmmaking facilities. But, like many things which draw people here, the reality is often different from what they expect to find. Wayde quickly found his enthusiasm for film was not shared by the institution.

"There's an attitude here that filmmaking is too much of a specialty, that it's too focussed, so that you're not getting a well-rounded interdisciplinary education," Wayde said.

However, the lack of support on the part of the institution has encouraged the formation of a highly creative and supportive network of student filmmakers. "Five years ago was the last time the 16mm equipment was used this much. It seems to go in waves. There are some exceptional filmmakers here this year."

As Wayde went on to describe his project, it became clear that he has indeed had an interdisciplinary learning experience through the filmmaking process.

"Film is different from the other arts because it combines all art forms -- drawing, painting, sculpture, photography, writing and performance. Editing is the only process which is unique to film. Just as important are the non-aesthetic aspects like psychology, analytical skills, logistics, finance and politics."

During his first year here, Wayde took a program called "Oral and Performing Traditions" taught by Charlie Teske. "It was a great program. We looked at jazz, blues, storytelling, fairy tales, and folklore. While I was in the program, I found a book on modern urban legends. I was fascinated to see how many of these stories I had heard as a kid. I realized that this was a valid part of our culture; an oral tradition which is alive."

Last year, Wayde concentrated on photography and script writing. This year he is a member of a 12 person cluster contract called "Advanced Film." He decided to focus on one of these urban legends for the film project.

Modern urban legends are told in many forms, such as jokes, ghost stories and stories with an underlying moral. Many of these tales are directed toward adolescents warning them about proper hygiene, premarital sex, and drugs. The incidences in the legends are most often said to have happened to a friend-of-a-friend of the storyteller. For example, "This story happened to my brother's friend's sister...."

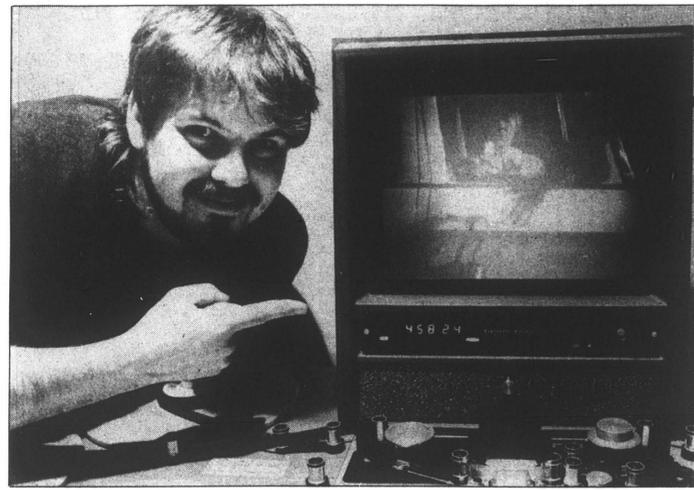
Wayde's film, "The Hook," draws on one of the most popular scenarios depicted in these legends: two teenagers drive to an isolated place to park and make out, and then have a terrifying experience with psycho-killer. "It's all very cliché because that's the way I remember it as a kid. It's a real innocent look, like the movies of Frank Capra. I want people to think, 'Oh, yeah, I remember this!'"

The quality of his film is impressive, even in its present rough cut form. The camera angles, staging and lighting are all used effectively for the black and white '50s style suspense format. Both the acting and the script lend a kind of innocence to a tale which is usually passed along by adolescents.

While he talked, another film student came into the room to ask about the previous night's shooting of a car scene on the parkway. After a long process of getting everything set up, it was midnight and the lights shut down to every third lamp. They went ahead and shot the scene, but it seemed likely that it would have to be shot again. Wayde explained that this was only a minor setback. There have been many major setbacks, including large portions of film getting destroyed through equipment failures and lab problems. I became convinced that the most valuable quality of a filmmaker could have been patience.

When Wayde finishes this year-long project, it will be about eight minutes long. He has worked very hard to get the script and the shots down to a minimum. "Every shot and every word is there for a reason. It's like the saying, 'If I had had more time I would have written a shorter letter.'"

Wayde also expressed frustrations with the film program at Evergreen. "The funding is making it difficult to use any 16mm equipment. It's a shame. I think it is irresponsible for an institution to offer a course of study and not back it up with the



Top: Wayde Ferguson plays a scene on his movieola machine. Bottom: still shot from "The Hook."

support it needs to make the program worthwhile."

He pointed out Sandy Osawa as the only part-time faculty employed, who holds her expertise in script writing. This leaves nobody to teach students technical skills. Wayde is virtually self-taught through Media Loan proficiency testing and the process of trial and error with the equipment. "You must work very

hard individually to learn what you need to know."

Wayde's other major frustration is the run around he experiences dealing with the hierarchy on campus. "It's like going through admissions everyday. You have to be extremely motivated to get anything done. If you can do it at Evergreen, you can do it out there." One of the things he likes best

about making films is that it continually creates its own learning. This certainly goes along with the Evergreen educational philosophy. The product of Wayde Ferguson's learning process will be available for viewing in June if all goes according to plan. But, as a realistic filmmaker, he is keeping his fingers crossed.

What's a bubble party?

by Denise Crowe

The Expressive Arts Network (EAN) will sponsor a bubble party from 3 p.m. to 9 p.m., Thursday, May 8 at the GESCCO building downtown on 5th and Cherry.

Student Bradford Brooks will guide the construction of a giant bubble. The group can make any simple geometric shape using 6mm polyethylene drop cloth, 2 inch polyethylene tape, and a box fan.

Brooks learned to make giant bubbles from his mother, Nancy Schmitz, a professor at Columbia Teachers College in New York. In her work with basic education and aesthetics the medium has proved to be easy and quick.

"My mother has used bubbles for dance performance, both background and foreground. She had a dance piece based on a Native American Indian legend of the creation of the universe. The moon was born from a large bubble.

"It is a unique sculptural medium which gives air spacial property, just as aesthetic as marble or plaster if done right. It is cheap, that is important," Brooks said.

The bubble will be large enough to play in, on and around. In addition to the polyurethane bubble, all other bubble forms are encouraged. So bring yourself, your friends, and your favorite kind of bubbles, and explore the spacial properties of air with others.

You now have the opportunity to get your essays, fiction, short stories, poetry, drawings and photographs into print.

"Slightly West" is a student run literary magazine sponsored by MAARAVA. The creative work of students, faculty and staff is needed to fill its pages. This quarter's publication will have a new format with quality paper and binding.

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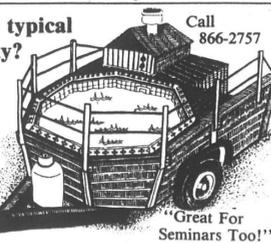
The deadline is Friday, May 9. Submissions should be delivered to MAARAVA. Lib 3214.x6493.



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Dennis Held

The Board meeting

Somewhere around the sixth hour ...
three cups the wrong side of rabid ...
and wondering how I'll stop
from jamming his rhetoric
back down the pedant's throat
... watch him choke
on our combined bad taste.

Somewhere around the sixth hour ...
chewing a toothpick to an anxious pulp ...
the smell of charcoal barbecue sauce,
stuck from lunch under my nails,
wires this nervous system down to common ground
... one dumb question
would've blown the last civil fuse
if I hadn't insulated my mind
with the memory of some
mighty fine chicken

Paul Tyler

Poetry

When we were kids

we would build little houses and villages

of dirt clods in the plowed fields.

Then, we would bomb them,

with dirt clods.

till they tumbled into the dirt.

Now, I do it with words.

Paul Tyler

(found poem)

Cows in Flight

Sunday,
4 am.

Five poets besiege an all-night
diner, Columbus, Ohio.

"We're all populists," said one poet
with pink hair.

A dog was scrounging snacks
from customers.

Px



Greener builds home from douglas fir boughs

by Bob Baumgartner

You may have seen Andy Kennedy weaving fir boughs on the lawn near Red Square.

He was there Monday, Tuesday, Wednesday, April 21, 22, 23, and he planned to be there through Friday, April 25, building what he calls a symbol of home.

"Even if this construction doesn't get completed to my little sketches, my little model, that's all right," Kennedy says, "because I would stress that a sense of home isn't a sense of house."

To Kennedy, "Home isn't just a place. It can be a sense of self, and doesn't have to be nailed down. Home can be found in another person. Home can be found in your life's work. Maybe you've really found something that keeps you going, keeps you satisfied."

One aspect of being at home is feeling at home with the land, Kennedy says. That is represented in his structure by the natural materials and construction techniques (no nails, no wire, no knots). And for this project, it began with a tromp through the woods in search of wind-fallen branches.

Last quarter, Kennedy says, he studied the issue of missing children. He related to this because his family moved so often he felt a lack of connections.

"If last quarter was a look at

homelessness, then this quarter is trying to search for a sense of home," Kennedy says.

In this sense, the project began a long time ago. When he was a kid, Kennedy says, one of his biggest joys was to go into the woods and build shelters by putting sticks and leaves together.

"Doing this work out here, I'm searching still. I'm being asked, 'What are you making?'"

Kennedy explains, "That's why I'm bringing this outside, hopefully so I can talk with people and meet people."

"People come up to me and they talk to me about what they're doing, about the meeting they were just in, or the class they have to go to, or their job, and that's great."

"I learn so much, talking to the maintenance guys about how they mow lawns and how they prune trees. I wouldn't have learned that if I wasn't out there."

And with the experience, Kennedy is asking questions.

"And the really hard question to ask is, 'Are you at home now?' And that gets so big. That asks you so many things at once: Where should I be now? What should I be doing? Who am I and what role am I playing? And is it worthwhile?"

"It [the story] isn't about me," Kennedy says. "They're universal questions."



Andy Kennedy stands amidst douglas fir branches he's using to create a "sense of home."

Photo by Nancy Hunter

Show brings back the '60s

The San Francisco Oracle, known as the voice and heart of the Haight-Ashbury hippie movement, will be the subject of a slide/lecture by Oracle founder and editor Allen Cohen, 7 p.m. Friday, May 9 in the Recital Hall at The Evergreen State College. Special guest Tony Seldon -- a.k.a. the Vagabond poet -- will be on hand as the evening's master of ceremonies.

The Oracle, with its groundbreaking use of color and graphic design in a newspaper format, was the standard bearer of the underground press movement in the mid '60s. Circulation in its short but meteoric life (1966-68) reached 125,000. Writers and thinkers such as Alan Watts, Buckminster Fuller, Timothy Leary and Allen Ginsburg generated much of the idealistic philosophy of the

hippie movement on the Oracle's pages. Cohen's description of the 130 slides taken from the best pages of the Oracle illuminates the history of Haight-Ashbury and the culture and philosophy of the period.

Interested persons may call Olympia Media Exchange, the event sponsors, at 866-6000, x6001 for complete details.

Scholarship honors 2 citizens

Olympians Jess and Hanna Spielholz were recently honored by the creation of a \$1,000 scholarship at The Evergreen State College, will their name.

The Comprehensive Health Education Foundation (CHEF), a Seattle-based organization, is funding the scholarship for an Evergreen student with a desire to work in the field of health education. CHEF affirms that this is "the first time that any of our college/university based scholarships will be named in honor of deserving people."

The Spielholzes have been founding members of the Evergreen College Community Organization (ECCO), a group instrumental in pro-

moting communications and cooperation between the people of Thurston County and the college. Jess is a physician and has served in various capacities in social and health services. Before retiring he was the deputy director for the State Department of Social and Health Services, and is currently on the planning commission of the department. In addition, he serves on the advisory board of the State Council

on Aging, and is a board member at the Senior Center, and serves as a committee member for several other organizations.

The Spielholzes were named "Super Saturday Citizens of the Year" in 1981. The awards committee that presented the honor said that the couple exemplified the roles of "aware citizens" about which Evergreen's founding faculty frequently spoke.

Cross cultural lectures held

The dynamics of cross cultural interaction will be discussed in a series of five lectures held at 7 p.m., Wednesdays, April 30-May 28, in Lecture Hall Five at The Evergreen State College.

Steve Schain, spokesperson for Normalization, kicks off the series on April 30 with a discussion of "Serving People with Special Needs." Evergreen faculty Mark Papworth lectures on "Melting: The Individualizing of Tribal Peoples" on May 7. Julia Heiman and John Verhulst, internationally known sex therapists and associates of Doctors Masters and Johnson, will speak on "Transcultural Concerns in Sex and Marital Therapy."

On May 21, Denis Benjamin, clinical pathologist at the Children's Orthopedic Hospital, will discuss "Culture and Cuisine." Seattle actress Rebecca Wells concludes the series with a talk on "Communication: Actor and Audience." Wells has received regional acclaim for her one-woman play, "Splittin' Hairs."

Admission to all lectures is free and open to the public. Call 866-6000, x6424 for complete details.

USSR panel

Dr. Tom Rainey, faculty member at The Evergreen State College, will moderate a panel on Citizen Diplomats in the Soviet Union 7:30 p.m. Friday, May 2, in the Capital High School Auditorium.

Rainey, who visited Russia last summer with a group of Evergreen, University of Montana, and Colgate University students, will be joined by: Dr. Richard Scheider, chancellor of the World Peace University; former Evergreen student Betsy Bridwell; Olympian Barbara Gilles; Seattle High School student Mark Van Sickle; Dr. John Bucher, member of Physicians for Social Responsibility and Nina Sheperd, a former nurse and youth director.

For more information on the free event call Gilles at 786-8530.

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sports

'Get me a bucket,' UPS meet a deluge

by John Kaiser

Alumni veteran Todd Denny returned to watch the action, hoping to see his old team battle the stars of District 1 at the University of

Puget Sound's Shotwell invitational track meet Saturday, April 24. He was disappointed. The stands were conspicuously bleak, broken only by a few blanket toting teams and a

television, courtesy of Western Washington University. And they weren't looking at action replays of the day's events.

It rained at the same meet a year ago and a few competitors showed up. This year it was a similar story; more rain and less runners. Gone were most of the stars; probably sunning in Hawaii, training for the Championships. Gone was Evergreen's Maverick Man, Baethan Crawford.

There's just no money in these meets; none for victories, nor for food. One member of the Evergreen team almost broke down, crying out repeatedly, "Our food budget has been cut, help." Members of the Portland State and Central Washington teams merely returned unsympathetic stares at the hungry Geoduck, while they continued to eat.

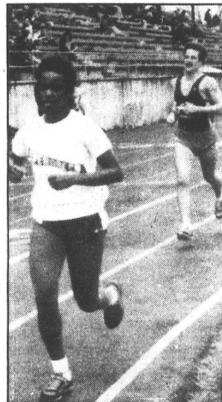
Sean Hollen must like the Shotwell invitational by now. Last year he threw for a personal record

in the javelin and bought the meet T-shirt. This year, the blond Alaskan triumphed in another personal best for a new school record of 155 ft, 11 in. But there were no T-shirts.

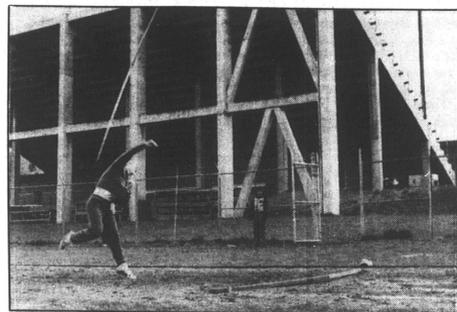
"The facilities aren't the best," noted Denny. The long jumpers have to start on the sidewalk next to the stadium entrance and the high jumpers cannot jump until the track is clear.

John Kaiser ran a 4:19 in the 1500M. Caprice Brown couldn't get enough of the rain, entering the 1500M and 3000M races. She cruised to a 5:53 finish in the 1500M.

The sprinting trio of Becky Burton, Laurie Selfors and Suzy Tvetter fared the weather dashing to fine finishes in the 100M and 200M. "Get me a bucket." That's what one of the runners said just after finishing a race. Could this become the new catch phrase for those meets when it's raining and you feel like throwing up?



Caprice Brown runs the 3,000 meter.



Sean Hollen warming up.

Tennis beats UPS 5-4, heading into districts

Sports analysis by Sports Information Director and Tennis Coach Bob Reed

The men's tennis team added another highlight to an already successful season when they defeated UPS 5-4 in a home match Wednesday, April 23.

Ben Chotzen, Bob Reed and Jim Wood claimed singles victories. Chotzen and Wood won at number one doubles and then Reed and Jay Nuzum won the clincher, 6-3, 7-5. Also contributing solid efforts were Mark Ray and Kirk Camer in the number three doubles match.

Women's team members Kiry Erickson, Regina Bonnevie, Ann Hollingsworth, Julie McCallum, Elynn Plotnick and Pringl Miller

participated in a pre-district tournament last weekend at UPS.

They didn't win any matches, but did benefit from playing extremely strong competition. Most of the matches were played on UPS's fast indoor courts. Our players had a problem adjusting to the increased speed of the balls.

In the final two doubles matches, they all showed considerable improvement. Our women have proven that they are competitive with many of the other players in our district. With continued hard work, we will start to see more victories on the scoreboard.

As both a player and coach, I've been able to experience and feel our team's mental and physical tenacity. This tenacity has enabled us to be competitive and win matches, even when our play has not been strong.

Chotzen and Wood, in different

ways, both exemplify this tenacity. Chotzen has played four years of tennis at Evergreen and has matured greatly during those years. He has a strong sense of how to play each match and how to accomplish his goals related to winning and improvement. His record this season is the best of his four years.

Jim Wood has had to deal with physical pain that has come from the recurrence of old injuries. He has been able to effectively play through that pain and to use his extensive experience for successful match performances.

Wood and Chotzen teamed together to win the doubles event in last weekend's pre-district tournament held in Spokane.

The final two events of the season are the district and national championships. The district tournament is hosted by Central Washington this weekend in Ellensburg. The

Geoducks will have six singles and three doubles entries in the men's and women's tournaments.

As one of the tournament direc-

tors, I will be balancing my supervisory chores, my doubles play with Jay Nuzum and cheering-coaching support for our players.



Regina Bonnevie's backhand volley.

******* SPORTS IN BRIEF *******

RUN FOR YOUR MOM!! What a worthy cause! This fun-packed event is an annual favorite at Evergreen. Being held his Saturday, May 3rd at 10 am, the run will feature a 2 mile and a 10k course, both encircling TESC's wooded campus. Entries of individuals and teams (two men and two women) are encouraged. Call 866-6000 ext. 6530 for more information.

THE GREAT GEODUCK GALLOP! Now is the time to begin getting pledges for this 2nd annual event, to be held Sat., May 17, at Capitol Lake, 7 am to 7 pm. You collect pledges for the number of miles you walk, run and/or gallop. Participants will be eligible for PRIZES, including a 12 speed bike and two pairs of running shoes. Pick up your pledge sheets in the Recreation Center, room 302. Call ext. 6530 for more information.

TRACKSTERS KEEP TRUCKING, EVEN IN RAIN!! Despite absolutely miserable conditions, our track team performed admirably last weekend at UPS. John Kaiser placed ninth in the 1500 with a 4:19, which translates to a 4:38 mile! Becky Burton blitzed the 100 meter in 13.8 seconds and the 200 in 29.7. Caprice Brown ran the 1500 in 5:53; Sean Hollen placed third in the javelin with a record throw of 155 ft, 11 in. Good work Geoducks!!!

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