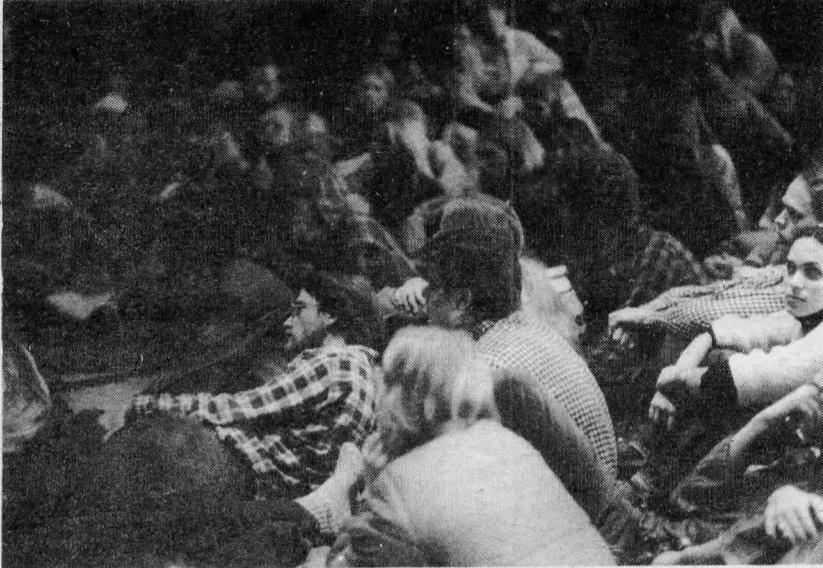


Moratorium: Crisis Clinic?

Nov. 24-25



Doug King

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 group spokespersons; 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 (see story this page).

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 line 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 have 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 event of the past three weeks.

Estimates from the logistics committee placed attendance for the first day at a consistent 850 people, while the second day ranged from 700 present 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

COG: A Critique

Evergreen is reaching a critical impasse. Frustration with the way the college is run and decisions made threatens to disrupt the educational process altogether; and if action is not taken now, next year will be worse.

Problems surrounding curriculum planning, faculty hiring and firing, adjudication of conflicts, implementation of reports are symptoms, but the root of the problem is the COG document.

COG was an ill-fated document from the beginning. It was the first written four years ago before the school had started, when the library building was not yet built, and when there were not more than a dozen students on campus. These students and a few staff members created COG. When school had started and COG was introduced at a mass meeting, most of the people present were too busy with the educational policies of the new school to pay any attention. During the following years it went through several minor revisions including COG II. At no time did students profess much interest in the document.

COG is often represented as an enlightened document which conforms to the needs of a progressive school like Evergreen. It is supposedly pragmatic. According to COG, the President and Board of Trustees must be "recognized" as those having the "responsibility" for "institutional direction." The governance document also states that "Oligarchies are to be avoided." However, Evergreen has only one oligarchy: the administration. No other oligarchy has a chance of existence. The possibility of actual community decision-making is never really entertained in COG.

Of course, certain decisions have to be made by the administration and Board of Trustees. However, the real governance issue at the college goes much deeper than this. There are many levels of decision-making at a college and only a relatively small number of decisions have to be made by the administration alone. Most decisions can be made at lower levels or by the community as a whole.

Curriculum planning is a case in point. Under present procedures, students have the option of input — Dean Lynn Patterson established consultative pools and curriculum walls — but in the end students have very little actual say about curriculum decisions.

In the introduction to the governance document, some of the things, which, according to COG, must not characterize decision-making at Evergreen are made clear. "The Evergreen community," COG states, "should avoid fractioning into decision-making constituencies with some

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 DTFs.

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.

sort of traditional representative government; e.g., faculty senate, student council." Everyone knows the problems with traditional representative government, yet one cannot help but wonder about a system which is directed from the top without any representation taking place at all. Why shouldn't there be groups that represent the faculty and students? Are decisions that are made by voting necessarily bad? A voting system is not being advocated here, but it does have the advantage of bringing people into the decision-making system.

Another serious problem inherent in COG is the input procedure. To obtain input, an administrator may charge a Disappearing Task Force (DTF) composed of staff, faculty, students and administrators to gather information and implementation plans to solve a specific problem. The DTF itself has no power. Once it turns in its report it officially dissolves. This system may be convenient but it is worthwhile to look at one of its consequences. When the Non-white DTF turned its report in it sat for months on one of the "administrative" desks. No attempt was made to implement it. And since the DTF had dissolved they were no longer in a position to pursue the matter. The administrator concerned is obligated, COG states, to act on DTF proposals at the "earliest possible time." But who is to define when that is?

The adjudication procedure in COG has been a dismal failure. One of the few times in which the All-Campus Hearing Board made a decision (the Affirmative Action controversy over John Moss's appointment as Personnel Director) the Board of Trustees supported the administration and overturned the decision, making a mockery of community decision making.

(researched by Mary Hester)

The next few Journals will be smaller in order to (you guessed it) save money. We will be running an 8-page paper until about mid-January to keep our debts at a reasonable level. Color will be run only when paid for by advertisers, as is the case in this issue.

The final Journal for this quarter will be published on Dec. 11. The first paper for Winter Quarter will be Jan. 8.

Three paid positions are opening up in the Journal core staff for next quarter. Details, see ad on page 7.

Student Resolutions

by Chris Carroll

About 150 students appeared for yesterday's Teach-In Follow-Up meeting, organized to decide on a specific set of resolutions and guidelines out of the proposals developed at the Teach-In on Nov. 25, and to establish a group to carry out the work of the Teach-In.

The crux of the meeting was on adopting one of four proposals written by the planning group in response to Dean Lynn Patterson's resignation from her curriculum planning desk, and Provost Ed Kormondy's subsequent formation of a short-range curriculum planning group to carry on Patterson's work.

The proposal accepted said that students should acknowledge the formation of these curriculum planning groups and select student delegates by a procedure determined at this meeting. Also, select at this meeting a process by which the groups will conduct their business and insist that the delegates be included in the membership of these

groups and this process be followed by them.

A motion was made to accept this proposal on the basis that it was the only proposal strong enough to prevent Kormondy from ignoring student recommendations and to insure fair and equal representation on the short-range curriculum planning groups.

Some students, questioning this proposal, argued that "we can only speak for ourselves" in regards to the legitimacy of student representation by the people voting on the proposals. Also expressed was the idea that, in light of the short amount of time left to decide, that the group make recommendations for procedures and selection, and then, if the recommendations aren't followed satisfactorily, stronger actions could be taken.

A vote of 96 in favor of proposition four, 50 against, preceded an open floor comment by Ed Kormondy.

"I do not feel," he said, "as an officer

continued on page 5

LETTERS

WHY PICK UP THE TORCH WHEN THE FLAME'S DEAD?

To the Editor:

Contrary to popular opinion, Dogma is not, and never has been, related to Alpo. Contrary to popular opinion, the abbreviation for Episcopalian is not Epic, which also has nothing to do with Homer or Jason and the Argonauts. The sky is not falling, although the rain is, and politics are not toys for children to tangle with. For the edification of those in a time warp, the year is 1975, not 1967, 68, 69, 70, or 71. Like clockwork, with the first realization that it's going to be another wet, gray winter, students go at it again — drawing up signs (the poor trees), running off fliers, scheduling discussions, which will break into smaller groups, finally coagulating into some sort of phlebotic clot which will hopefully fix the ills, change the way it is. I have to smile. Castaneda calls it Controlled Folly, but it's a sad sort of smile nevertheless. The human race was not designed to appear like chickens without heads, but I guess everything goes awry when you get frustrated.

THEY STUMBLE ALL NIGHT OVER BONES OF THE DEAD AND FEEL THEY KNOW NOT WHAT, BUT CARE AND WISH TO LEAD OTHERS WHEN THEY SHOULD BE LED.

(Song of the Ancient Bard — William Blake)

Things have changed. Long ago, little kids grew up waiting to go to college so they could get drunk and vote Eisenhower into office. Now, college students who were too young to be there in Chicago in '68, be there in People's Park, be there for May Day, be there with Mario Savio, contend with HUAC, work at Port Huron, dream about when they will get the chance to be the fighter, be the champion, be the college politico. In terms of the movement, these people are "dead weight liberals," the diehards who think that it's their place to pick up the torch, even though the flame is out. It amazed me last year when "The Strawberry Statement" was shown here how many people looked at the glamour, theater tactics of the revolution, and walked out with some crazy notion that "that's what it's all about," or "that's what we have to do." Algeria didn't get its freedom sitting in movie theaters watching people in the struggle sit in Administration Offices. One day, after the pain couldn't go on, when lots of people knew who they were, the streets filled, with Algerians "yippling" at the French bayonets that couldn't control them. Unlike a day of the locust, they danced in the street, and the word STRIKE had meaning, because it was a celebration, the TRUTH of solidarity rather than a "show" of it. Algeria's freedom had meaning because the struggle was real, not some toy, and people, REAL people, did what they had to because it felt good, without the floundering that seems to be the radical chic, a more distasteful word than Liberal, that goes on and on here in the woods.

The "REVOLUTION" had meaning because for the first time, America was experiencing the tests that we all had to make to see what we could do, how to do it, and unlike the common so-

cial-scientific "analysis" that sits on our heads as "why the sixties failed," the movement was a success, and was REAL. Of course the oppression still goes on, the world still feels the effects, but people, REAL people, came to an understanding as to what had to be done, what to do in the future. The two key words in the last couple of sentences are REAL and DO. Real, meaning true to one's self, because an INTROSPECTIVE, not EXTROVERTED, process had to occur in order for one to feel good and valid in what one DID. DOING was the point of the movement. Not meeting in groups to discuss, and discuss, and discuss the dilemmas that will be there for quite some time, especially if we don't go INSIDE ourselves to check out who we are, why we do what we do, and PRODUCE things, DOING more and TALKING less. Dory Previn says it best, "Let's stop talking, talking, talking, wasting previous time," while she sings to her lover, not her precinct captain in the Revolutionary Brigade. More than anything, most "heavies" in the movement that I knew: Michael Rossman, John Sinclair, Carl Oglesby, Jeffrey Hadeir, and so forth, are working, REALLY working, learning skills, doing films, building houses with happy workers, writing and honing their language so the words won't be wasted, so the energy won't get dissipated.

I saw a sign tonight that said, "Business as usual is trivial compared to . . ." The ". . ." part had to do with meeting to discuss the "NEW WAVE" that Evergreen is supposedly undergoing, as if "Evergreen" is some strange, mechanized mass of non-human entities that don't have a will or ability. Evergreen, in this sense, is not the group of structures that sit in this neck of the woods. Evergreen, in this sense, are the people that walk around and nod to you, teach you, make love to you, don't make love to you, touch your lives. LIVING is what it's about. No meetings or defined systems are going to be what EVERGREEN is. Merv Cadwallader, Richard

Alexander and Maxine Mimms can't do anything to you that you don't let them. You, as individuals, don't have to be the sheep led to the slaughter if you decided to receive yourself rather than follow (I hate to say it) the "flow." You use your skills to learn what they know, which I don't think is the issue. No one questions the faculties' abilities in terms of their worth. If a faculty member is inept — which there are some — the issue is getting rid of them and getting better people to take their place so students can learn. Cadwallader, Alexander, and others are not being confronted because of their skills — they know their shit. They're being confronted because people are afraid they can control them, manipulate their lives, which can't be done if selves decide to maintain their integrity. One doesn't maintain one's integrity by making new systems on other people's turf.

This is part of the STATE system, and surely no petitions at this school are going to topple the leanings of power, no matter what designs are offered. They make the rules, they OWN the rules, so don't think that they're going to give you anything that isn't equally as oppressive. The reason the Revolution didn't fail is because people realized that they could go through the re-evaluative processes, the REAL social change that happens when a person decides to yield to his or her own feelings, thoughts, desires, whether they are in some bureaucracy or not.

If your consciousness can handle it, you are the determinant of your own life if you're willing to receive that capacity in yourself. Nietzsche called it a "Sacred I will." Otherwise, you just end up being the product of umpteen Vogue Magazines, countless Nightly News reports, too many "It's cools."

One is the product of one's experiences, but one can finally comprehend the fact that he can change the course of his or her life if he choose to relate to the same things differently. Books can teach you things if you bother to read them. Words can help you if you learn to master them. Creations can help you express the things that only you know and feel, instead of coming up with the status-quo actions, the BLUE JEAN ARMY affectations that are no more individualistic or free than the dress codes or business suits of those who you too easily call your oppressors.

How you feel about things isn't really determined in the public marketplace. Ten individuals, all contending with their own achievement orientations and glamour egos, almost always are more than the spokespeople they are chosen to be. The group will is not socialistically or democratically determined. Typically, the few who are willing to confront in a group, the very few, determine what the "noddors" will agree to. I'm not so concerned with the talkers as I am with the noddors. When you're confused and feeling unsure about the way things are, you understandably tend to

grasp at straws, which is most easy in the crowd, sitting and trying to believe in something that sounds good and will help. That ain't the way you get to know whether it's for you or not. Almost always, it gets you into the fray without gaining the truth or insights you need to get on and DO what you do. It all has to do with certainty in action. Praxis isn't determined in the group. It's determined in your bedroom or somewhere else where YOU are the issue rather than policy decisions or whatever.

It just isn't as easy as mass meetings to really flourish in any system. Stop looking out while you're forgetting to look in. Oppression and the State can't affect you as much if you first figure out why and how to be who you are. Some day, if we'd all DO what we really believed in, the wars would end because we wouldn't be willing to fight in them. If you channel your energy into things that you have some ability to determine, such as your lives, Algeria could be in Seattle. The issues are there, but first we have to PERSONALLY deal with them.

School first has to be amassed, learned, before you become the teacher and administration that makes it right or wrong. The women's movement can't be a movement without it also being the men's movement, where the real learning and change comes out in the relationships that you make or break instead of at the level of group versus group. Polarizing, "grouping" it, only adds to the confusion. We don't have all that much time to throw away on the mass meetings. You have to deal with the basic element of the problem.

You can't talk about minorities, you have to deal with the Black, Chicano, Indian, Oriental, et al, PEOPLE, not groups. You have to change it all by DOING it rather than theorizing and mapping it out as a plan of action. The table in the cafeteria isn't really that frightening to go over to and talk to the one you need to learn from, rather than talk about the group he or she belongs to. Alinsky knew what it was about. Grass roots means basic, not massive. Margo St. James has it — CALL OFF YOUR OLD TIRED ETHICS. Be real.

Do you know who you are? That's the issue.

Anders Rich

WOMEN'S LIBRARY

To the Editor:

Attention: People who use the Women's Center Library.

The last inventory of the Women's Center Library revealed that a *minimum* of two-thirds of the books are gone with no trace.

Another inventory is going to take place immediately. Please return all books whether finished or not. The inventory should be done in time to check out books for Christmas vacation.

As to those people who have taken books and not filled out a card — just return the books to Lib. 3214. No hassle. Thanks.

Continued on page 3

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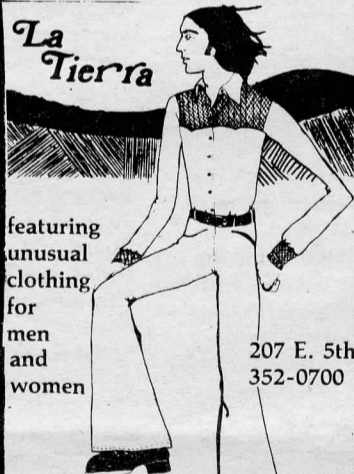
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IN BRIEF



Doug King

The Rahda School of Belly Dancing performs traditional Middle East folk and belly dances Friday at 7 p.m. in the Library first floor lobby.

Nancy Resinkin, the Rahda School instructor (shown above in a 19th century Egyptian Temple Dance costume), will offer a brief history of belly dancing. Nancy — her dancing name is Rahda — and her students will perform Egyptian Temple Dances, an Arabic-Turkish Dance of the Harem and Greek folk dances.

"We see belly dancing as a tool for integrating the body, mind and spirit," Rahda said. "Belly dancing dates back to the origins of Egyptian culture."

In October, Rahda performed for an enthusiastic audience at Governor Dan Evans' private birthday party.

Who's on BOT?

On Thursday, Dec. 11, at the Board of Trustees meeting at 11 a.m. in Lib. 3112, Ernest (Stone) Thomas, Lenore Norrgard and Craig Conner representing respectively Third World people, women, and gay people at Evergreen, will step forward to the posts of ex-officio members on the Board of Trustees.

Community representation to the Board of Trustees evolved from a mandate from the Third World Coalition last spring. It read: "Act immediately to seat, as ex-officio members of the Board of Trustees, a member of the Third World campus community, a member of the student body, faculty and staff." The Board of Trustees changed the request to one student, one staff and one faculty, one of whom is to be a woman and one to be a "non-white."

This fall, following a request by President McCann, the Sounding Board discussed the matter and after several meetings voted 17 to 3 that the ex-officio members should be autonomous, representing the Third World, women and gay people at Evergreen.

Immediately following the decision by the Sounding Board, the organizations each chose representatives to be introduced at the Nov. 17 meeting of the Board of Trustees, which was cancelled with two days notice.

In a joint letter to the Board, Stone Thomas, Lenore Norrgard, and Craig Conner state, "We have decided that our gay, Third World, and woman representatives must be chosen by ourselves and our organizations, required to represent only

gay, Third World, and woman community members. We encourage students, staff, and faculty respectively to put forth representatives to the Board, but it is unacceptable to have the two sets of needs mixed."

DTF's

by Neil Marshall

Three DTFs were charged out of last week's teach-in and the all-faculty meeting that took place Nov. 26.

The most immediate is a DTF on short-range curriculum coordination which assumes the role Lynn Patterson rescinded last Wednesday. That is, developing a balanced and well-rounded curriculum for the academic year 1976-77. This DTF should convene for its first meeting sometime this week, says Provost Ed Kormondy.

Second is a DTF on long-range curriculum planning. This DTF will examine student and faculty complaints about program-planning in an attempt to assess what changes need to be made over the long run. The major question is whether Evergreen needs to offer radically different programs, or simply to plan the programs in closer conjunction with students and student interests.

Third is a DTF to re-examine the governance structure at Evergreen. The focus of this DTF should be an attempt to institute structures that will foster wider community involvement in decision making than do the current institutions.

In all these DTFs there is a problem with siphoning energy and interest from the all-campus meetings.

STUDY IN ISRAEL

Winter and spring quarter openings still exist for as many as five students who would be interested in the Jews and Israel group contract — and interested in a trip to Israel spring quarter.

Ted Gerstl, coordinator of the program, said he hopes to take about 15 students with him to Jerusalem by March 20.

Gerstl says students who enroll in his program at Evergreen by Jan. 9 will spend winter quarter gaining a perspective on Jews in America, on world Judaism, Zionism and Israeli history, the Arab/Israeli conflict and other topics pertinent to an understanding of modern Judaism.

Students unable to enroll winter quarter can still participate in the three-month trip to the Holy Lands, Gerstl says. "Persons interested in going should contact me as soon as possible, so they can complete the admissions process at Evergreen, obtain passports and complete other procedures necessary before departure."

During a 12-week stay, students will work on a kibbutz for six weeks, spend one week each in the Sinai and Ein Gedi-Massade field schools, tour and study in Jerusalem and the Tel Aviv-Haifa areas.

Estimated cost of the trip is around \$1,300, which includes transportation, expenses and instructional programs sponsored and subsidized by the Israeli government. For more information, contact Gerstl in Lib. 1610, or call 866-6616 or 866-6413.

NO COMMENT

The Weyerhaeuser Co. headquarters building on Interstate 5 near Tacoma has received a top award in the 1975 national Highway and the Environment competi-

tion sponsored by the U.S. Department of Transportation.

The building was awarded first place in a category called, "Outstanding Examples of Highway Oriented Public or Private Enterprises Which Preserve the Environment."

The competition judges said the building (not the company) was constructed to blend in total harmony with its environment. Just a great place.

STUDENT ECOLOGY RESEARCH

Results of months of student research on a variety of ecological field problems will be reported in two days of public meetings at Evergreen, Dec. 8 and 10.

Twenty-six students — 21 women and five men — from the "Evergreen Environment" program will report their results Dec. 8 in Lecture Hall One beginning at 8:30 a.m. and running into the afternoon. Reports will be on: two different studies of the puzzling Mima Mounds; six studies on the natural history of the Nisqually Delta; and one survey of plants and animals on Evergreen's campus.

Wednesday, Dec. 10, beginning at 11 a.m., students involved in undergraduate research projects funded by the National Science Foundation Student Originated Studies Program will report their findings in Lecture Hall Two. The presentations will examine: possible re-introduction of the wolf to the Olympic National Park; distribution and bio-magnification of polychlorinated biphenyls (a family of toxic industrial chemicals) in Southern Puget Sound; and distribution and abundance of lead and cadmium in the vicinity of Kellogg, Idaho.

continued from page 2

MAN'S BEST END

To the Editor:

So the issue of dogs running loose all over the campus is going to be brushed under the rug as if it didn't matter, eh? Not if I have my say, it won't. If you ask me, we're due for some Spring Cleaning right now.

Yes, I'm talking about dogs. Dogs running unleashed all through the campus, dogs distracting lectures, dogs disrupting seminars, and dogs in general bothering people. Trivial, you say? I refer you to an article recently printed in *The Daily Olympian*. "ELDERLY WOMAN EATEN BY DOGS" was the grisly headline — the details are almost too gruesome to tell. The article, summed up, told the story of an aged female who was consumed by canines. And this did not happen in South America or India, where such occurrences are routine, but at nearby

Poulsbo, Washington. Although Kitsap County Chief Detective William Clifton could not say the woman had been attacked while she was alive, neither could he say that the dogs "only" ate her after she was dead because they were hungry.

How long is it before we find the half-chewed remains of some unfortunate in one of the unused lecture halls? Man's best friend? Man's best end, if you ask me.

Joseph P. Bemis

OLDER WOMEN

To the Editor:

We are a group of Evergreen and community women who are planning a two-day conference in April, 1976 on Older Women and the Health Care System. The reasons that we chose older women as our focus are:

1) Because there has been relatively little public discussion on this topic, and 2) we want to open up channels between women of all ages. The health issues of older women concern us all.

We need all kinds of input, advice, ideas, consultation. We welcome any women who want to work with us. Write us at:

The Evergreen State College
Women's Center
Olympia, WA 98505

To the Editor:

I left Nov. 19th's meeting on curriculum planning with a strange mixture of relief and uneasiness; relief in experiencing a potentially constructive force for student generation of curriculum, and an uneasiness in sensing a feeling of rushed desperation within some of the people present. The "faculty" is not trying to ram anything down our throats, not yet anyway. Haste is destructive.

Whatever route "the process of curriculum planning" takes, it should not be exclusive to faculty, students, or any other group. Only by developing a "curriculum system" together can we fulfill the needs of everyone.

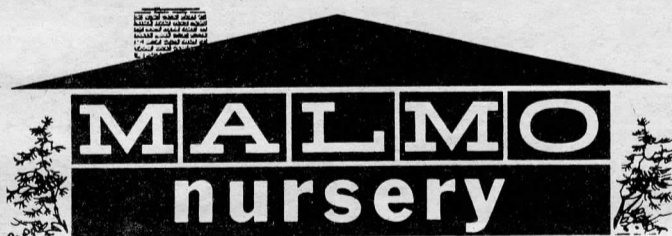
Tom Robison

To the Editor:

If we outlaw inlaws
only
outlaws will have inlaws.

James Douglas
continued on page 4

Curriculum



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Socialist Feminists Speak

THE TEACH-IN AND THE TASK AHEAD

by Lenore Norrgard,
Radical Women and
Marcel Hatch,
Freedom Socialist Party

Within the last three weeks the students of Evergreen have broken an administrative yoke that has kept us long immobilized. The "rap group" model for meetings that have always led to chaotic free-for-alls, is the style that the administration's COG document recommends. When the time came for us to take action and build the Teach-In, students initiated parliamentary procedure. It was only through the free and open discussion this process allowed that students were able to make decisions and stand by them.

In the past meetings were endless and decisions were rarely arrived at. As a result decisions were either made by a small group of die-hards at late hours or by the administration. If decisions were made, nobody was accountable to them and the majority was forced to go along with them. Democracy in meetings and decision-making at Evergreen mark the first important victory for students from the Teach-In effort.

POWER RELATIONS EXPOSED

The theme of last week's Teach-In was governance. On Monday the governance process

at TESC was discussed from the perspectives of the administration, staff, students and faculty. The major problem identified by the staff, students and faculty was that all decision making power in the college rests with the administration. The acknowledgement of this fact was a major step to overcome in the process of organizing for student power.

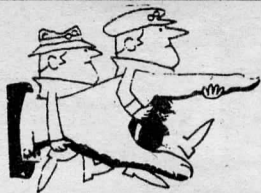
LINES OF SUPPORT DRAWN

On the first day of the Teach-In every time unionization was pointed to as the solution, huge rounds of applause would follow. People recognized the staff, students, and faculty each have to make the decisions that affect their education and working conditions at TESC. Late Monday and during Tuesday of the Teach-In union opposition appeared. The union opposition presented its arguments in the form of a plea for the maintenance of "community." Their vague denunciations of unionization became outright attacks on the pro-union people, claiming that they were out to "factionalize" the "community." In the end the "community" criers made clear their true interests, as being in complete agreement with the administration's governance system. They wanted the administration to make their decisions for them. Out of this conflict emerged the second major victory of the Teach-In for students. The lines of union support and opposition were drawn clearly.

Now with the clear support of a large number of students who recognize the necessity to organize to meet our needs in this institution, our task must be to build an organization that can do this.

A STUDENT UNION, THE ONLY SOLUTION

A student organization that represents the need of all students, including the special needs of women and minorities, would



by Molly Wright

If you will have a Bachelors Degree by December 15, or equivalent education, or significant experience, you are qualified to apply for the position "Assistant to the Dean of Instruction" at Olympic College, Bremerton, Wa. Employment for this 12-month position (with 24 days annual leave) begins Jan. 16, 1976. The minimum qualifications also include: possess competencies required for supervision and administration, and the ability to operate with a minimum of direct supervision. The salary range is 11,300 - 13,000. Applicants must submit a letter of application, resume, and where applicable official copy of college transcripts and/or confidential file by December 15, 1975. Contact Career Planning and Placement for more information — L. 1220, phone 866-6193.

Evergreen Credential Files are no longer confidential, but they do include the resume, letters of recommendation, college transcripts, and a summary of academic work. A Credential File is compiled by a senior or graduate and sent out by this office to a potential employer in support of a job application or interview. It is a good, flexible tool for presenting your background, education, and career aspirations. It is

act to unify the "community" rather than "factionalize" it. A student organization with democracy as its highest principle would allow for all ideas to be heard. An organization with a foundation of democratic decision-making means that decisions are arrived at collectively. Officers would be bound to the collective decisions of the whole, preventing them from acting as individuals when representing our needs. Representatives and officers would be totally accountable and recallable by the students at any time. An organization of students unified around the goal of meeting the needs of all students at Evergreen would be unbreakable by the administration. We would be in a position to plan our curriculum and see that it would get implemented.

NEWS FROM CAREER PLANNING

used for employment purposes, rather than as a function of graduate school application. Letters of recommendation can be from faculty, internship sponsors, and past employers. They emphasize what you do well that would be of value on the job market. The summary of academic work is a one page list of course equivalencies which describe the major area of study, and also indicate other academic work. It can be important to employers concerned about specific fields of study. If interested in compiling your Credential File, we have the resources.

Another function of Career Planning and Placement is to maintain the Job Board with listings of current openings primarily in the northwest. We receive announcements from the Federal Government, the Oregon and Washington State Personnel Offices, and from private business, industry, and institutions. Occasionally we hear from non-traditional employers, such as the Seattle Workers Brigade. The Brigade is comprised of the Little Bread Company, Co-Operating Community Grains, and the Bookkeeping Team. They are worker owned and controlled, and coordinate with other co-ops and collectives. Their purpose is to serve the needs of northwest

people. Currently they need a full-time bookkeeper, and are accepting applications. If interested contact members of the book-keeping team: Chris, Connie, Burns, Danny or Robert for more information at 4030 22nd W. Ave., Seattle, Wa. Phone 284-0371.

Other listings from the Job Board this week include an opening in Olympia with Washington State as an Information Officer I. Duties include: Responsible for editing and publication of quarterly Washington Wildlife Magazine, and for periodic and special news releases for newspaper and radio media. The minimum requirements include a Bachelors Degree preferably involving major study in journalism, public relations, communications, advertising, or a closely allied field and one year experience in journalism or public relations.

The Career and Graduate School Lecture Series continues this week with Paul Sparks discussing Visual Arts. Sparks, currently a faculty member at Evergreen, received his B.A. and M.A. in Art at San Francisco State, and has instructed at South Western College and Portland State University. The lecture will be on Friday, from 12 - 1:30 in the Lecture Hall Lounge. Bring your lunch.

Classified

FOR SALE — small old galley stoves. Sanford & Son, 2103 E. 4th, afternoons.

Bassist and pianist needed for a Quartet which would play two week nights a week at the Ash Coffeehouse. Looking for serious musicians who would want to get together jazz standards and utilize the quartet as a primary tool for developing their improvisational skills. Free housing would be provided for all musicians involved by Ash Inc. Those interested contact Bob Jastad at 357-4837 or leave a message in the coffeehouse box in the S&A office, third floor of the CAB. Bob Jastad 101 N. Rogers St. Oly. 98502

Student monies would be distributed on the basis of who needs them, not first-come-first-served. The potential open to students, working together, organized, and unified, is enormous. Five years of good ideas and hundreds of students gone is enough. COG III, IV, and V will never give us the output we need unless we have a student organization that will protect our interests and implement our decisions. The Teach-In showed us our power; now we must work to realize it.

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WTR. QTR. REGISTRATION

Registration for winter quarter part-time studies programs at Evergreen will begin Dec. 8.

Registration will occur from 6 to 8 p.m., Dec. 8, in CAB 110. Registration will continue in the Registrar's Office from 8 to 11:45 a.m., and 1 to 5 p.m., Dec. 9-12, and Dec. 15-19.

Following Christmas vacation, part-time studies registration will resume Jan. 5

with a 6 to 8 p.m. session in CAB 110. Registration will continue Jan. 6-9 in the Registrar's Office during daytime hours.

Winter quarter classes begin Jan. 5 and run through March 19.

Complete information about part-time studies at Evergreen — including a catalog containing brief academic program descriptions — may be obtained from the Office of Admissions.

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Killer Whales

by Mark Overland

On the cover of this week's *Journal* is the image of a captive Orcinus orca, better known as the "Killer Whale." Orcas are actually big dolphins — yes, dolphins.

Perhaps you have heard about the hundreds of thousands of dolphins that are dying in the nets of tuna fishermen. These smaller cousins of the Orca may very well be nearing extinction. "Would you kill Flipper for a tuna-fish sandwich?", reads a poster on the Information kiosk.

Orcinus orca may very well be heading for the same fate in Puget Sound. Only about 300 Orcas live between here and Alaska. There has never been numerous populations of Orcas, and after a decade of harassment by hunters, they are rarely seen anymore in the areas they were known to frequent.

Since the capture of Namu, a male Orca (1964), Orcas have been continually hunted for live capture, and are sold to aquariums around the world for thousands of dollars. They are the largest single source of revenue for the oceanariums but their mortality rate is very high. *More than half* the Orca held in aquariums have died, while at *least* 33 percent drowned or were killed during capture operations. (A total of 269 have been taken.) The techniques used for capture are reckless, brutal, and inhumane: bombs are thrown into the water from boats that circle so wildly around the Orca families that anyone close by is in great danger. There is a

total disregard for the safety of humans and dolphins alike.

Although they can be ferocious hunters, Orca are very gentle with humans. However, a bad reputation has been given them by an ignorant public. There is no record whatsoever of an unprovoked attack on human beings. At least one diver, Mick Church, a test pilot for underwater submersibles, swears an Orca saved his life by pushing him to the surface when trapped below in a net. Orca dolphins are monogamous; they mate for life and often nuclear families are seen together in "pods." There is a great deal of care-giving among them. They have fine, well developed brains, and their capacity and use of a complex "language" has been established by several scientists.

What have we done to help these creatures? Not very much. Senator Magnuson helped pass *The Marine Mammal Protection Act of 1972*, which was a great compromise to what was needed. Realistically, it has served to give licenses to the wealthy and powerful dolphin hunters anyway. The University of Washington now has permits to take 10 Orca for a limited time to implant telemeter devices on them for tracking purposes. The Greenpeace Foundation in Vancouver is campaigning to save whales, dolphins and seals. Subsequently, British Columbia has declared a moratorium on further captures of Orca. Should we do the same?

from page 1

of the college, that I can advocate willy nilly, that responsibility. I cannot negate the principles and policies of the current Government Document. Therefore I have selected the faculty and staff members on this DTF after consulting with the academic deans. I have not yet selected student members for that group. I would like to have a list of names that would arise out of a group of this sort.

"It is important to recognize that we do work under an existing system of governance. That process does not allow for an elected process. It allows for a consultative pool and for consultation in the process of selecting the DTF."

Kormondy declined to use his opinion as an amendment to the proposal, leaving the meeting with the omnipresent fact that he intends to do the appointing, ignoring the student selection of delegates as final.

The meeting proceeded into the problem of composition. Adequate representation of gays, Third World and women was advocated, as was the idea that each delegate should represent specific departments of the college; i.e., arts, humanities, social sciences, natural and marine sciences. There was debate

that each delegate should represent all the students, and that they should stay away from departmentalizing.

Time was a pressing factor, and the crowd finally dwindled down to the handful of students who had dominated much of the microphone time throughout the meeting. Near the end of the meeting, which had been extended an extra hour, it was agreed that it would be unwise to choose permanent student delegates at that time, and a voluntary committee was established to organize and publicize another meeting where better student representation could insure the proper selection of delegates to be submitted to Kormondy.

Parliamentary procedure, necessary in maintaining order in such large meetings, still eats up much valuable time at these meetings, though structure is beginning to become emphasized to a greater extent. Student delegates must be submitted to Kormondy by Friday, and though there is no real guarantee that student concerns will be met in the selection of student members, it is, at the time, the only viable opening given to students to insure adequate representation in curriculum.

• All of the Dean candidates for 1976 - 77 have been invited by the Human Growth Center to appear today, Dec. 4, from 3 to 5 p.m. in CAB 110 for "Dean Candidate Day."

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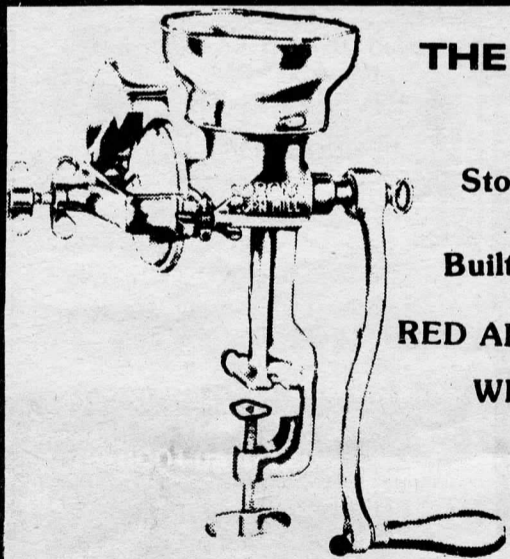
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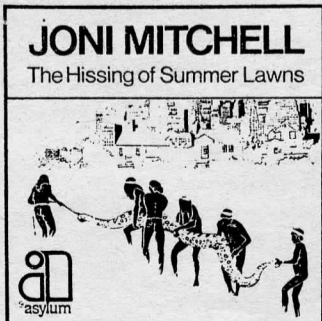
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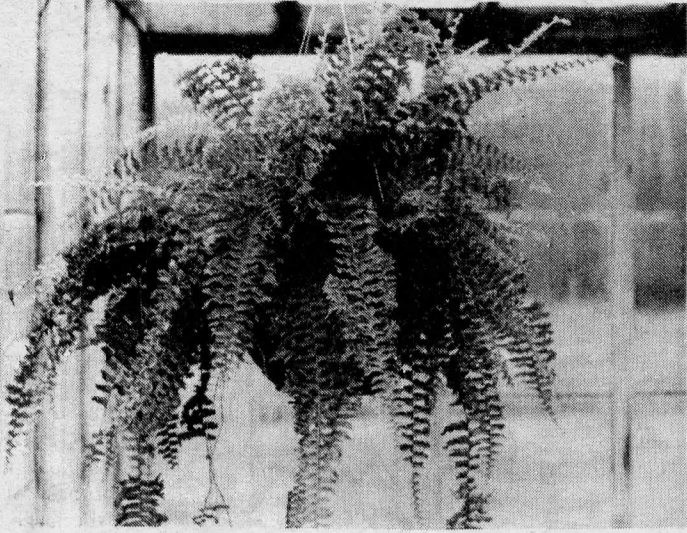
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HANGING FERNS



by David Judd

One of the most popular tropical hanging house plants — that gives a very cool atmosphere to a room — is the indoor fern. Numerous varieties of ferns can grow in a home with heat and sufficient humidity.

The "Boston" fern (*Nephrolepis exaltata bostoniensis*) is the most widely selected hanging fern for indoors, because of its ability to tolerate dry heat at low temperatures. It is relatively easy to care for, requiring minimal attention. The "Whitman" (N.E. 'verona') and "Roosevelt" (N.E. 'Rooseveltii plumosa') are similar hanging ferns which require a little more humidity at warmer temperatures.

The "Boston," "Whitman," and "Roosevelt" ferns should be kept evenly moist and periodically misted. The best way to check for water is to lift the pot up and, when it feels light (using your own judgement), water so

that it drains through the holes at the bottom. Fertilize every six months with a high nitrogen solution.

These ferns need indirect bright light to produce sufficient lush growth. Hanging a fern in the window is fine for the winter; however when summer comes along, direct sunlight will burn the fronds.

Propagation of ferns is done by four methods, depending on the type of fern: propagation of spores; rooting new plants that develop on runners sent out by the parent plant; division of one plant into several rooted smaller plants; and rooting new plants that develop on the branches of the parent plant.

In the case of the "Boston," "Whitman," and "Roosevelt" ferns, runners are sent out from the parent plant during the spring and summer months. New ferns grow on these runners and when they become several inches

long they can be clipped off and potted into mostly peat type soil, to be rooted within a month or two.

Many other types of exotic ferns — close to 12,000 species — require more special care. "Maidenhair" (*Adiantum*), "Norwood Lace" (N.E. 'Norwoodii'), and several other rare delicate-leaved ferns require high humidity, making them more difficult to keep alive in today's dry-heated homes.

Ferns are not able to withstand the sporadic heat in homes which rely on fireplaces for heat. It might be worth experimenting with outdoor ferns instead, by potting them into clay pots or some sort of crate box or container. Be sure to use plenty of organic bark material found in the soil outside when repotting outdoor ferns. They should be placed near the window for maximum light and the temperature should be cool (50°). It might be necessary to mist them to make up for the loss of moisture not received on the fronds inside.

UFW WIN

by Pat Barber
SALINAS, CALIF., (PNS)

Single men without families, shifting from place to place following harvests, condemned to a perpetual life as low-paid migratory workers — this is the classic image of farmworkers from Florida to California.

Now in California, farm laborers have been offered diametrically opposed paths to altering their lot in life — the promise of higher wages through the muscle of the world's biggest union, the Teamsters, or the struggle to break out of the migratory cycle and become workers with stable jobs, homes and communities, led by the United Farm Workers (UFW).

This is the real choice behind the bitter Teamster-UFW fight for the alledgiance of the farmworkers, and the significance of the startling two-to-one lead of the UFW over the Teamsters in secret ballot elections held all across the state.

At the heart of the Teamster-UFW fight lies two systems of work assignments that shape the kind of life the farmworker leads. The Teamster's method is to preserve the old system of labor contractors — the lone job boss gathering up workers and moving from field to field where growers want work, with the Teamsters supplying union officials to hammer out more secure and profitable work.

The UFW, however, has introduced the hiring hall, the classic mechanism of a stable trade union made up of permanent workers. The hiring hall stays in one place, as do most of the workers. It makes work assignments according to grower's needs — but makes sure its members get some work, with priorities set by seniority. While there is no way it can overcome the seasonal fluctuations of farm work, the hall provides both residents of the area and migrants guaranteed work.

The growers like the Teamster system because it keeps workers migrating, freeing the ranch owners from having to deal with them during the off season. More important, it leaves them total control over access to jobs. The UFW hiring hall, on the other hand, gives the farmworkers a chance to enter the ranks of the regular work force — to settle down with families, send their children to school, and participate in larger community affairs.

What the growers dislike even more is that UFW hiring halls are not run by union bureaucrats

sent down from the central office, but by ranch committees elected by the workers themselves. If a dispute arises, a grower can't run to Chavez to negotiate, but has to deal with the ranch committee of his own workers.

What has emerged from the UFW is La Causa — not just a union movement but a political struggle to build better lives. The hiring hall itself is the center for a host of services for the workers, designed to tide them over off-work seasons, provide health care and help them with the myriad problems of dealing with government bureaucracies. Each community has not only its ranch committee, but ranch by ranch grievance committees, health and safety committees, and contract negotiating teams.

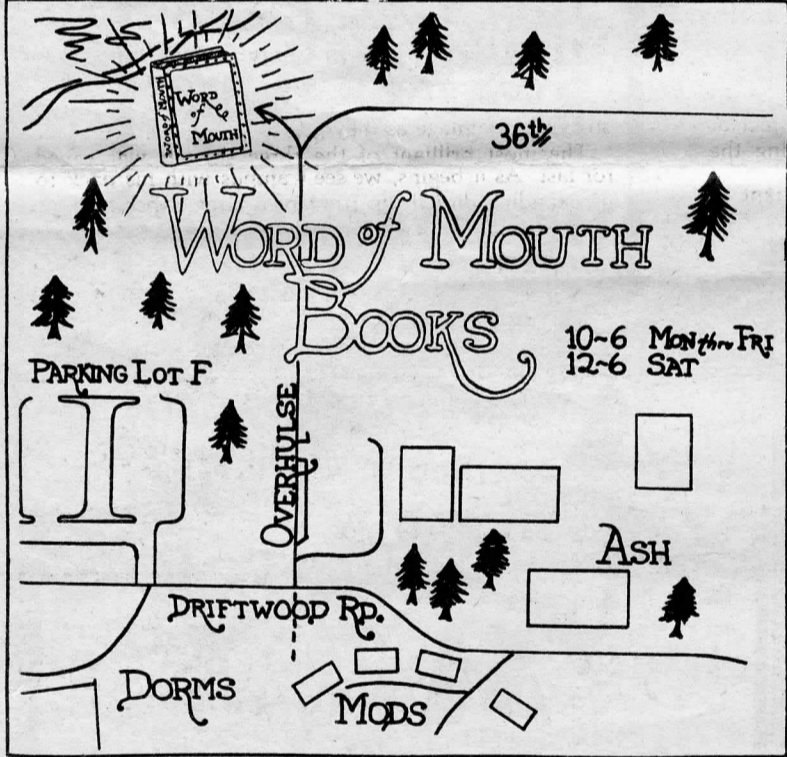
It is the political nature of the UFW which the Teamsters hit hardest at in the elections, putting themselves forth as a no-nonsense union which would deliver the goods without demanding involvement by workers on the ranches.

"Protect yourself from the blackbird vulture," said one Teamster leaflet, referring to the UFW's black eagle symbol. "He wants to swoop in and carry you away in his dirty claws to a life of bondages, marches, fines and abuse at his dictatorial dispatch hall. Get yourself the best on-the-job insurance possible, get the Teamsters working for you."

The Teamsters — who endorse the free enterprise, individualist nature of seasonal farm work — say the UFW's politics is an impediment for workers who want to travel fast from job to job and make a lot of money. Their message has had appeal — particularly to young workers without families who prefer to fend for themselves.

For this reason, the Teamsters did well with young Filipino farmworkers in Delano and Santa Maria.

But as the greater than two-to-one vote for the UFW over the Teamsters suggests, more and more farmworkers are willing to put aside the short-run, bread-and-butter gains promised by the Teamsters in favor of the UFW's tougher road of political involvement and mobilization. In these times of economic crisis, it is a lesson not likely to be lost in the industrial sector, either on management, unions or workers.



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ENTERTAINMENT

by Gary Kaufman

There is a sculpture out behind the library. It is big and heavy and visually, it has no right to stand. Many people have commented on how it looks like a giant slingshot. Others have claimed it's a giant phallic symbol. Still others claim it represents a high point in women's artistic expression and movement into a field previously monopolized by men. Doug Wallower, its creator, smiles and calls it a sculpture.

Doug is a part of a very small, very dedicated and very unassuming group of students in our generally pretentious crisis-oriented community that finds pleasure in building windmills and then working just as hard to tilt them. Doug is an Artist. There are at least two other people on campus that qualify for the title. Both of them live with Doug on a farm that they have turned into a gallery. The pictures hanging in the Women's Clinic are a product of that energy and dedication. Stop in there and chat with the people if they have time.

In October there was a sheet steel sculpture out on the Park-

way. It, too, was a product of that community.

With this reading, there should be at least one more large wood and steel sculpture on campus. During evaluation week, hopefully, the Artists of this school will come out and share with the community the Beauty they hold sacred. The key to discovering their work is to find the quiet hidden places in our cement maze. And wait. The person walking by carrying a bizarre looking piece of wood or metal or leather or carrying sheaves of paper under their arms muttering or humming to themselves is an Artist. Follow that person. They will lead you to the Emerald City locked beneath the trappings of our, paradoxes notwithstanding, "alternative institution."

Community Events:

New England silversmithing techniques and a session on gum-drop-making will be included in a week of programs and activities that started in the Tumwater Timberland Library Dec. 1. On Thursday, Dec. 4, at 7:30 p.m., Tumwater historian Jim Brown will head a Tumwater Bicentennial Committee public meeting. Included will be slides of early

Tumwater. Early Tumwater (?) Pioneer and Indian Uses of Herbs and Wild Plants will be offered at the new library Friday, Dec. 5 at 12:15 p.m. A book sale will be Saturday Dec. 6 from 10 a.m. to 15 p.m.

Evergreen will be the site of an unrehearsed community chorale and instrumental performance of Handel's *Messiah* on Sunday, Dec. 7 at 2 p.m. in the Library Lobby.

Non-performers are invited to come and listen. Musicians are encouraged to participate. It'll be a good event.

APPLEJAM:

Friday, December 5

Jerry Michelsen plays swing blues traditional and original songs and crafted instrumentals. Jerry participated in "Up with the Chickens" debut several weeks ago and he's great on the piano. Playing after Jerry will be Brian Butler pounding out folk, country blues and traditional material on guitar to match his booming vocals.

Saturday, December 6

Hank Bradley, 1974 State Style Fiddling Champ, brings musical tar of the jolly sort with old tunes and music gags. Doors open at 8. Donation is \$1.00.

The only movie announcement I have is from the Friday Night Film Series and it's great. "The Conversation," showing Dec. 5 at 7 and 9:30 p.m. in Lecture Hall One. Admission is 50 cents. Don't miss it. Hackman is outstanding. Toodles!

NESCH EXHIBIT

by Catherine Riddell

In 1933, when Nazi government in Germany came to power, German-born Rolf Nesch immigrated to Norway. Hitler had labeled his Expressionist art "entarte," meaning degenerate because of its emphasis on subjective feeling and folk art.

Life was not easy for Nesch in Norway. Money was hard to get and the land itself was harsh. During the winters, he would have to roll up in cardboard sheets at night to keep from freezing, and learned to sculpt during the day — so he said — to keep warm. Then in 1943, in the midst of depression, at the age of 50, he was struck by a train car. He left with his entire left side paralyzed.

It took several years for Nesch to recover enough to work again. His work became perhaps more personal and, as Hitler

would say, more "degenerate." He became a citizen of Norway in 1946, and acquired a second home in the mountains with his wife. Four years ago he died at the age of 82.

Nesch's 50 prints on exhibit at Evergreen are outstanding examples of Expressionism, and the printer's art. His subjects are abstractly treated yet natural. He was impressed by the primitive — in fact some of his work looks like rubbings of petroglyphs. Behind the large, simple, bold forms is a great technical skill. Each print took at least a day to make. The ink is applied by hand. By accident, he discovered that burning through the plate with acid causes a bold relief image. The printing plates are works of art combining cork fishing floats, netting, soldering wire, and stones to create unusual textures. These techniques produce something different from the precision of Currier and Ives. Nesch succeeded in making his work more passionate, full of color, texture, and feeling.

Evergreen is fortunate in having these 50 prints from the Smithsonian until Dec. 12 in the Library Gallery.

PETER CAMPUS: VIDEO ART

by Rick Speer

There is no question that television as it exists today is banal almost beyond believability. Game shows and soap operas are obvious examples. The network's contempt for the viewer's intellect is even more apparent when one looks at what's been dished up in the past — *Gomer Pyle*, *McHale's Navy*, *Petticoat Junction*. What else can be expected in a commercial culture? The equipment's enormously expensive, putting the stations at the mercy of advertisers. Both the stations and viewers are caught in a technological trap.

Lately, however, things have begun to change. The introduction of "portapak" — inexpensive, mobile TV cameras and recorders — in the late 1960's made the technology more available. Significantly, serious artists began to explore and experiment with the new tools.

This has been going on for about eight years, long enough for museums to begin holding retrospectives. The And/Or Gallery in Seattle has been doing this recently, with the help of a grant from the National Endowment for the Arts. I went and saw a presentation by one of the better-known of these video artists, Peter Campus.

Campus is a shining light in much of the chaos of video art today. He doesn't do "image processing," the class of techniques that turn an ordinary image into a light-show-like image of colors and patterns. Nor does he use television consoles as elements in a sculpture, as some do. Instead, he uses the medium like a film-maker, creating short visual essays. Yet his works are different from films in that they use techniques that are unique to video.

Evident in all of Campus' work is careful discipline. His pieces are obviously planned in advance, which stems from his background as a film-maker for ten years. After discovering video, he experimented for two years with it before showing any of his work. In his gallery presentation, however, he did show three

of these early pieces. Two were boring, but the third was promising. In it Campus stapled layers of thick cellophane directly in front of a camera. Watching from the audience, it looked like he had just walked up to the back side of the picture tube itself and stapled plastic over it.

After the sheets were in place, he then began to cut through them with scissors, while watching himself to the side on a monitor. This had the amazing effect of seeming like a large pair of scissors was cutting the picture tube itself.

Watching himself in progress is very important to Campus. He said that he considers this immediate feedback an essential difference from film. Other video artists have also commented on this capability. Ira Schneider, for example, editor of the underground journal *Radical Software*, stated that, "When you can see yourself on TV, and the back of yourself simultaneously (via two monitors), something we seldom get a chance to do, one can see oneself in a social, or spatial interaction."

Aside from his early exercises, Campus showed six other tapes, all short pieces. One group of three was called "Set of Coincidences," and was completed late last year. In one of these, we see a room where a man sits watching television (the man is Campus — he's also on the TV screen). Then a second man enters the room. It is Campus again. He stays in the foreground, but walks to a spot such that he hides Campus #1, sitting on the couch. (Campus on television is watching all this intently.) Campus #1 rises and walks across to look at this intruder. A subtle ballet ensues, with each Campus in turn obscuring the other. Eventually, one leaves, goes outside, and peers in the window. The Campus remaining in the room hides the other again by going and standing in front of the window.

The final set of works was called "Three Transitions," and is already one of the more widely seen examples of video art. It was made at one of the most

elaborate facilities in the country, the studios of station WGBH in Boston. (Studio time there goes for \$3,000 a day.) Understandably then, the works were short but technically brilliant. In one, for example, we see an arm holding a piece of paper by one corner vertically upright. On the paper is the image of Campus, looking out at the audience, watching us watch him. A second hand then reaches with a lit match in it, and sets the paper on fire. The image of Campus on the paper looks down at the lit corner in fear. We watch as the flames curl up the edge of the paper, destroying the image as they go.

The most brilliant of the three, however, was saved for last. As it begins, we see Campus with his back to us, standing directly in front of a large paper wall. A moment passes, then suddenly a knife pops through Campus' back and makes a vertical slit downwards. But Campus remains in one piece — we see now that it's just his image projected onto the wall that's being cut.

The knife continues cutting, eventually making about a four-foot slit in the paper wall. The Campus with his back to us then begins to step through the slit, to the far side of the wall. As he goes through, a second Campus is revealed to have been the knife-wielder on the far side of the wall. This second Campus steps through the slit toward us, through the first Campus. The first Campus gets all the way through as the second Campus finishes stepping out. When #2 is completely through, he pulls masking tape from his pocket, tapes the slit shut, and walks off-screen.

The work of Campus, other video artists, and others working generally with technology simply is more proof that "someday, artists will work with capacitors, resistors, and semiconductors as they today work with brushes and violins." But I think James Seawright, in an interview quoted in *Art and the Future*, sums up the situation best by saying that as more and more artists get involved with technology, "there will emerge a more general view that technology simply offers extraordinarily powerful tools for accomplishing the aims of artists, just as it's enabled people to fulfill many of their material needs."

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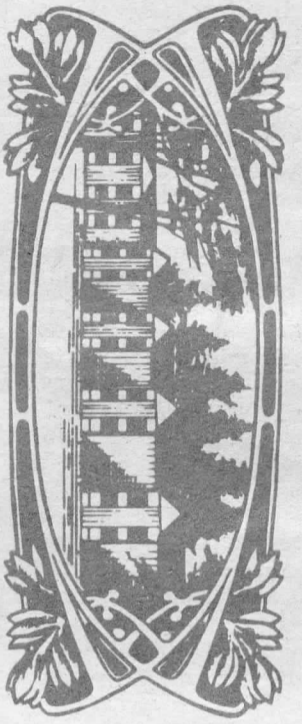
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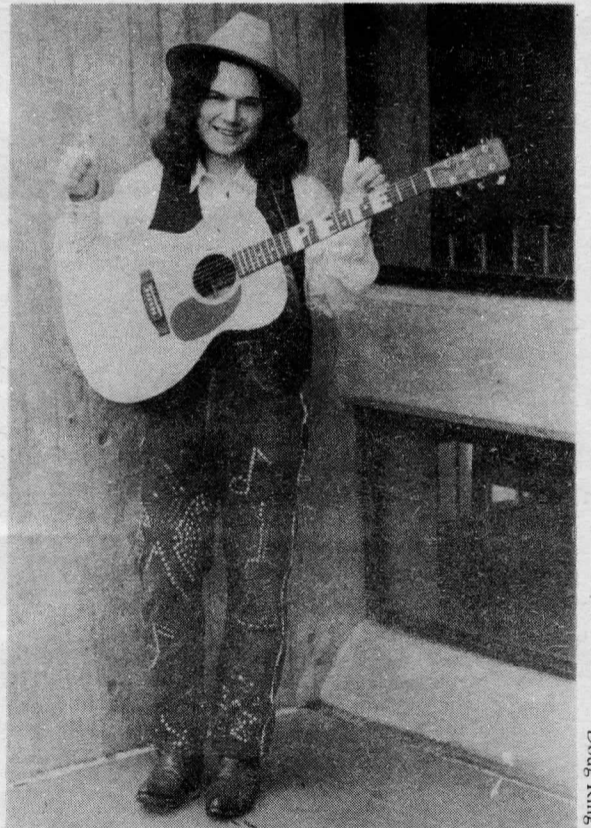
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