

notebook

Correction: Native American Culturally Specific Alcohol Workshop held April 15 at 7 p.m. in CAB 110 was sponsored by the TESC Housing Dept., in cooperation with the Northwest Indian Center and funded by the Washington Bureau of Alcohol and Substance Abuse, with special help from Richard Teboe, Native American liaison for The Evergreen State College.

Tonight, April 17

Thursday Night Films present "Broken Rainbow," 7 p.m., L.H. 1. Cosponsored with the N.W. Indian Center, this academy award-winning documentary is about the forced relocation of the Navajo from their native land, followed by a suspense classic starring Signore and Vera Clouzot. "Diaboloque" begins at 9:30. \$1.50 admission. **Larry Everest**, author of "Behind the Poison Cloud," will speak, noon, LIB Lobby. Sponsored by ECCO, call x6128 for details. **Mud Bay Jugglers, The Citizens Band and The Drummers** will collaborate in a musical, theatrical production, 8 p.m., Experimental Theatre. Admission is \$5 general; \$4 students; \$3 seniors and kids 12 years old and under. Childcare will be provided. **Will Perry** will tell stories, 5:30 p.m., COM 110.

Friday, April 18

Candlelight vigil in honor of the people killed in the Libyan massacre will be held, 8-9 p.m., Sylvester Park in downtown Olympia. **Campus soccer league games begin**, 4 p.m., campus playfields. **Campus basketball league begins**, 6:30 p.m., Jefferson Gym. **Will Perry will hold a storytelling and ritual myth theater workshop**, 9 a.m.-5 p.m., COM 117. Sliding scale fee from \$9-\$12. The workshop celebrates the Earth and birth of mirth, exploring the role of storyteller as performer, shaman, poet, counselor, jester and friend. Call Innerplace, x6145, for reservations and info. **Golden Phoenix storyteller and court jester Will Perry** will entertain, enliven and enlighten with his repertoire of tales from around the world, 8 p.m., COM 117. Sliding scale fee from \$2-\$3. Call Innerplace for info., x6145. **Floyd Westerman and John Trudell** will perform in a benefit concert, 7:30 p.m., LIB 4300. \$3 donation. Sponsored by the Northwest Indian Center, proceeds go for the pow-wow. **Deadline to apply for Olympia's "Music in the Park" program.** Musicians, dancers and others are encouraged to apply by sending audition tapes and/or promotional material to Music in the Park, Security Bldg. Suite 318, Olympia, WA 98501. Call Doug Holtry, 753-8183, for info. **Free Spring DJ Dance** will be held, 9 p.m., Evergreen Downtown Activities Center, 5th & Cherry. Festivities include Evergreen alum Bruce Pavitt, author of the SUB/POP USA column in the Rocket, plus four guest DJs spinning funk, punk, disco, soul and country music. Call GESCCO, x6512, for info.

Saturday, April 19

The Festival of New Growth will present a dinner for dancers and drums, 5 p.m., Pavilion; and a grand entry for pow-wow, 8 p.m. Call the Northwest Indian Center, x6105 for info. **Women's Carpentry and Coldframe Construction** will be presented, 7-10 p.m., at an Olympia residence to be announced, as part of the Energy Outreach Center's Women's Greenhouse Project. Call Priscilla Pierce for information, 943-4595. **Preventing child abuse and neglect forum** will be held, 9 a.m.-1 p.m., South Puget Sound Community College, Linwood Annex, 425 Linwood S.W., Tumwater. Forum includes a keynote speech by Jim Teverbaugh, Executive Director of the Wa. Council for Prevention of Child Abuse and Neglect, panel discussions with local professionals and officials, and short workshops on prevention strategies. Heartsparkle Players will perform. Light refreshments will be provided at no extra cost. For information on this free forum, and to reserve free childcare, call 352-3027. Sponsored by Family Friends, Thurston County Committee on Child Abuse and Neglect, the City of Oly., South Puget Sound Com. Col., The Olympian, Mason-Thuston Community Action Council and local daycare and foster parents. **Bert Wilson, nationally acclaimed saxophonist and composer**, will play "his fiery vision of jazz," 8 p.m., Recital Hall. Advance tickets are available at Yenny's Music, The Bookmark and the Evergreen Bookstore. Cost is \$4 students, seniors and card-carrying alumni; \$6 general. Make reservations by calling 866-6833. Sponsored by Patrons of South Sound Cultural Activities. **The Market Theater presents "Outcast of the Islands,"** Carol Reed's compelling adaptation of the Joseph Conrad story about a Malayan island manhunt, starring Ralph Richardson, Trevor Howard and Wendy Hiller, noon, Market Theatre, Pike Place Market, Seattle. \$4 ticket includes admission to the Aquarium's Pacific Coral Reef exhibit. The show also plays noon Sunday.

Sunday, April 20

"Alive in Olympia" features Celtic fiddler Dale Russ and comedy by the Mysterious Radio Players, 7-8:30 p.m. To get your free tickets to the show in the Recital Hall, call KAOS, x6822. Or tune-in to KAOS, 89.3 FM. **First Annual "Spring Celebration"** kicks off National YWCA Week. Garden tour begins at 11 a.m. Brunch, auction and plant sale will be in the Olympia Hotel Ballroom. Cost is \$12 per person; \$20 per couple. Tickets are available only before the event at the YWCA, Pat's Bookery and Yenny's Music Store. For info. call Oly. YWCA, 352-0593. **Northwest Chamber Orchestra performs the Antonio Vivaldi classic, "The Four Seasons,"** 7 p.m., Wa. Center for the Performing Arts. Ticket prices are \$20, \$17.50 and \$15 general; \$18, \$15 and \$7.50 seniors and students. Tickets are available at the Wa. Center Box Office, 512 S. Washington street, Yenny's and the Bookmark, South Sound Center. Call the Washington Center Box Office, 753-8586, for info.

Monday, April 21

WashPIRG refunds are available throughout the week for students not wishing to support the group, 11 a.m.-1 p.m., CAB Lobby. ID is required. Call WashPIRG, x6058, or stop by SEM 4158 for information. **Eliminating self-defeating behavior workshop** begins, 3:30-5 p.m., LIB 2218. **Presenting your best self: communication skills workshop** will be led by Shary Smith and Kathy O'Brien, Mondays, 3-5 p.m., LIB 2220. **Vietnam Veterans Support Group** starts, 1-3 p.m. Contact the TESC Counseling Center, x6800, for information. **Workshop for students interested in the computer science field** will be held, 1-3 p.m., L.H. 5. A panel of Evergreen graduates who are employed in the computer sciences will discuss their work. Contact Career Development Office, x6193, for info. **State Theater presents "Siddhartha,"** a movie about the search for self-realization and fulfillment that took place in India twenty-five centuries ago, 6:30 and 9 p.m., State Theater, 204 E. 4th Ave., Oly. Tickets are \$2.50 for Olympia Film Society members and seniors; \$4 for non-members. Call the Oly. Film Society, 754-6670, for information.

Tuesday, April 22

A three-part class on reducing stress through better communication will be held, April 22, 29 and May 6, 7-10 p.m., St. Peter Hospital Fitness Center. Rick Kramer, communication training consultant, will teach the class. The cost of the program is \$26. Pre-register by calling St. Peter Hospital Public Relations Department, 456-7247. **Dream group will meet Tuesdays**, 3-5 p.m., LIB 2218. **WashPIRG refunds will be available** through Thursday for students wishing not to support the group, 11 a.m.-1 p.m., CAB Lobby, and through Thursday 5-7 p.m., LIB Lobby. Call WashPIRG, x6058, or stop by SEM 4158 for info. **Opportunities for Summer employment with WashPIRG** will be discussed, 10 a.m., 1 p.m. and 3 p.m., CAB 110. Interviews will be held, 10 a.m.-5 p.m. Sign up for interviews in Career Development Office, LIB 1213. **Women's Residential Solar Design Workshop**, the third in a series of greenhouse construction classes, will focus on using passive solar energy in the design stage, 7-10 p.m., South Sound Com. Col., Bldg. 22, Rm. 122. Cost is \$5 per class or \$20 for series. **Planning and instruction session for Mt. Elinor Climb** will be held, 5:30 p.m., CAB 14. Contact the people in CRC 302 for info.

Wednesday, April 23

Interviews for people interested in working full-time for WashPIRG will be held, 10 a.m.-2 p.m., CAB 110. Sign up for interviews in the Career Development Office, LIB 1213. Call WashPIRG, x6058, for info. **Young Women's Christian Association** will have their annual meeting, 6-8 p.m., The Tastee Crumb, 517 E. Legion Way, Champagne and hors d'oeuvres will be served. Donation \$4.25. Reservations are required by April 21. Call 352-0593. State Rep. Jolene Unsoeld will speak about "Women and Washington Economy."

Thursday, April 24

Concerned about nuclear waste in Washington? Come to an informational meeting on WashPIRG's projects for this quarter, noon, CAB 108. Refreshments will be served. Call WashPIRG, x6058, or stop by SEM 4158 for info. **Two-day Diabetes Education Program for diabetics of all ages and their family** will be held, April 24 and 25, 8 a.m.-3 p.m., St. Peter Hospital, Room 203. Designed to help people effectively manage their disease, the class is presented by a team of physicians, nurses and dietitians. Tuition is \$25; one family member or support person may come free. Register by calling St. Peter Hospital Staff Development, 456-7383. **Jonathan Glanzberg and Steve Munger** will play jazz and blues, 8 p.m.-12 a.m., Capital Bar & Grill. **Learn how to curb your monthly electric bill**, 7:30-9 p.m., Rochester High School library on Hwy. 12 (exit 88 off I-5). For information call Priscilla Pierce, 943-4595. **Thursday Night Films presents "Persona,"** Ingmar Bergmans's most intense and complete work concerning human relations and self-reliance, starring Liv Ullmann and Bibi Andersson, 7 and 9:30 showtimes, L.H. 1. Admission is \$1.50. Free childcare provided at the Parents center for the 7 p.m. show. **Toddler topics will be discussed**, 7-9 p.m., Old Wa. School. \$4 fee must be paid to Oly. Parks and Recreation Office, 1314 E. 4th Ave., prior to attending class. Call Oly. Parks and Rec., 753-8380, for info.

Ed Arnone, city editor for The Olympian, will be leading a lecture and workshop on "The Role of the Editor" and mistakes writers often make. The workshop will be held in the *Cooper Point Journal* office, CAB 306A, 1 p.m. Friday, April 18. All interested students are invited to attend. Arnone's is third in a series of Friday workshops sponsored by the CPJ which will bring professional journalists to campus to discuss the mechanics of their trade. Watch for future announcements, and think about writing for your college newspaper. The CPJ needs writers and photographers.

Cooper Point Journal

Issue No. 22

April 24, 1986

INSIDE:
Strategic
Planning
Report

Vol. No. 14

Deans recommendations spark campus conflict Protest held Plan debated

by Maggie Murphy

Native American, Third World and White students gathered at Red Square 11 a.m. Tuesday and charged Evergreen with racism. The Northwest Indian Center organized the gathering to protest administrative actions. They said the administration asked the Native American Studies program to change their structure: Vice President and Provost Patrick Hill stipulated Native American faculty member David Whitener teach outside the Native American Studies program, in order to get a contract renewal. Also protested was the nonrenewal of Black faculty member Bill Brown's contract.



Old phrase raises new points as students express disapproval of administration's decision.

photo by Nancy Harter

perspectives in gaining students, funding and general support.

"TESC is questioning the academic integrity of Native American Studies."

"TESC has yet to commit to the Longhouse Project."

"TESC although claiming commitment to Native American philosophies, faculty and students, has in reality consistently tried to... undermine the Native American Studies program by trying to impose

the letter addresses the following: "TESC is built on traditional Squaxin Nation Land. "TESC utilizes 'Multi-Cultural'

Euro-American standards on it, and has never had Indian people in significant administrative positions or any special admissions or retention program geared for Indian people or people of color and has not acknowledged the steady decline of Indian students to no more than 30 on three campuses.

"In the past month there have been four incidents where Indian women have been called or referred to as 'squaws.'

"According to the Webster's New Collegiate Dictionary's definition of racism, TESC is at the very least institutionally racist."

"Indian people, utilizing different approaches, have struggled for sovereignty and/or self determination for 200 years. This applies to education as well."

After Rhoades read the letter, he requested the administration give a see Protest page 14

by Maggie Murphy

Native American faculty members were honored by President Olander Monday, April 14 at the opening ceremonies of the Festival of New Growth, when he expressed his appreciation of their contributions to the college. That same day Vice President and Provost, Patrick J. Hill, gave faculty David Whitener, a Native American, notice that he would receive an extension of his current one year contract, and remain on academic warning, instead of receiving the usual three year contract renewal. Whitener is coordinator for "Life Compositions," the Native American Studies program, and was placed on warning last year according to a memorandum written by Hill.

This one year reappraisal extension was recommended by the deans because of "specific problems" they see in the quality of education received by the students enrolled in "Life Compositions," and what they see as Whitener's contribution to these problems.

These problems are philosophical based and complex. To explain them, Whitener began by outlining important aspects of a Native see Plan page 4

Letters attack U.S. bombing of Libya

by Tracy Gibson

Frustration was high among the 13 students who came last week to the President's Student Forum, only to learn that President Olander -- for the fourth time this year -- was unable to attend.

The president was detained at a Foundation Board of Governors' meeting which ran over by one hour. Because he couldn't attend Wednesday's 3 p.m. meeting, Olander -- at the request of students in attendance -- scheduled another forum for Wednesday, April 30 at 3 p.m.

Gail Martin, vice president for students affairs, who had come to the meeting "to take notes" and see that issues within her jurisdiction were dealt with, ended up discussing complaints with the students who came.

Students said there were issues they wanted to discuss with the president which they felt Martin couldn't adequately address. But they did bring concerns: about security being too visible or not visible enough; about the need for a new selection process for S&A Board members and co-ordinators of student organizations; about processes for enhancing student, faculty and administration communication; and about ways to make academic advising a better service for students.

"I would like to be able to talk to the president of the college," said one disappointed student. "Now it's April. The next meeting is in May, the next one after I graduate. I say something in May and it won't be done before I leave."

After the Foundation meeting was over, Olander came in and apologized for not being able to attend the forum. "I can only be in one place at one time," he explained. He then left for a meeting off campus.

"When meetings are set so far in advance, crucial things come up," said Rita Grace, secretary to the president. When the president first started his Wednesday meetings with groups from campus he said he would have meetings if he was in town and available," she added.

The students at the meeting felt the sparse attendance was due to inadequate publicity. Memos are sent out, but students living off campus don't get them. The meeting is listed in *Happenings* and the *Cooper Point Journal* is supposed to announce it, but it was forgotten last week. One student suggested sending memos in student bills, and other students felt that there needed to be posters.

Lincoln Post, a student at the meeting, volunteered to help with publicity for future meetings. He wants to put up signs to "help fight the apathy."

These students hope their actions will encourage others to attend the next meeting.



Students start a chain letter in reaction to attack on Libya.

photo by Jennifer Lewis

President, students miss Forum

by Bob Baumgartner

Students held a letter writing campaign outside the library building at noon, Thursday, April 17, to protest the United States' air strike against Libya.

Paul Gallegos, the student who announced the campaign during the rally Tuesday, said about 250 letters were written to President Reagan within two and one-half hours. By 4:30, 350 letters were written to President Reagan, and 250 letters, urging friends to write the president, were ready to send.

"I didn't need to convince

anybody," Gallegos said. "They all wanted to write, and I think it was nice the student organizations provided the materials."

However, there was some opposition to the campaign. When Gallegos asked one student if he wanted to write a letter to the president, the student commented that he was ready to die. While passing, another student removed the sign announcing the event.

When asked why he wanted to get a large number of students to write letters denouncing the Reagan Administration's policy, Gallegos said

he wanted to send a letter, but was frustrated about the lack of effect one letter would have. "If we did it together," he said, "we'd realize it wasn't just one letter."

The Parents' Center provided about 3000 envelopes; the Women's Center provided paper; and the Peace and Conflict Resolution Center provided 2500 copies of a form letter for students to send to friends to get them to write the president.

To express concern about the Libyan bombing, write Ronald Reagan, The White House, Washington D.C., 20500.

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KAOS wants more watts in order to compete



B.C. Shelby, KAOS disc jockey, makes community announcements.

photo by Jennifer Lewis

by Margaret Livingston

Should KAOS, a public radio station licensed to TESC and located on the Evergreen campus, remain at 1500 watts of power and possibly be crowded off the air? Or should the college apply to the FCC for a power increase? KAOS station manager Michael Huntsberger says the future of public radio and especially KAOS is being challenged by commercial stations who want to extend their signals into the airwaves now reserved for public broadcasting.

Broadcasting at 89.3 FM with 1500 watts from a transmitter atop the CAB building, the station reaches listeners in a 10 to 15 mile radius around Evergreen. Huntsberger said, "The signal is sufficient, but marginal. There are holes such as downtown, the Lacey-Olympia boundary, and east of Olympia, that can't receive our signal."

Huntsberger, in a proposal to the Communications and S&A Boards, has recommended that the college file for a minimum power increase to 3000 watts.

"This would fill in the holes in the Olympia area, and would be a protection for the future operation of the station," he said.

According to Huntsberger, the Federal Communications Commission, which controls the allocation of all radio and television space, has stated that by February of 1987, all non-commercial broadcasting should be frozen at their present power level and location. Any unused air space now allocated for public broadcasting would be open to commercial interests.

"If commercial broadcasting moved into the open spaces with

stronger signals, we could be left with a station no one could hear; and that would be a waste of all the work and money that has gone into KAOS," he said.

Allegra Hinkle, head of the Communications Board, said that the board was generally in agreement with Huntsberger and would present the proposal to President Olander and the Board of Trustees. Hinkle said, "There is some question of how this proposal would fit academically."

"Once we have approval for the project, we need to raise \$8,000 for an engineering study and to have the application professionally prepared. This would give us a reasonably good chance of being accepted," Huntsberger said. The money could come from the S&A Board, college administration and direct

An increase in power would mean moving the transmitter and antenna. Huntsberger said transmitters are not usually placed on top of buildings. "You find a hill. We could possibly lease space on an existing tower," he said.

Cost to upgrade the station could run \$50,000 to \$60,000. "At least half of that could be raised from listeners and Friends of Public Broadcasting. We would work closely with the College Development Office for matching funds," Huntsberger said.

"There are some serious long-term fears about public broadcast policy or financial aid from the federal government. We can either secure our position now or have a radio station no one can hear in five years. The cost is cheap," Huntsberger said.

Speaker blames Union Carbide

by John Kaiser

Union Carbide bypassed standard safety precautions at its plant in Bhopal, India causing the worst industrial accident in history and then attempted to deny their responsibility. That's the charge Larry Everest makes in his book "Behind the Poison Cloud," a hard hitting account of Union Carbide's role in what he calls "a criminal massacre."

Everest spoke at Evergreen on Thursday, April 17 as part of a speaking tour of his just released book. The release of more than 40 tons of deadly gases occurred on December 2, 1984, killing as many as 10,000 people and injuring thousands more. Two months later, Everest traveled to India to spend six weeks investigating the incident through interviews with Union Carbide officials, plant workers, doctors, scientist, Indian government officials and Bhopal slum dwellers.

Everest's investigation revealed what he believed was "a mammoth cover-up involving Union Carbide, the U.S. chemical industry, the U.S. media and the U.S. government." The truth behind the exact nature of the release, the cause of the accident and the number of victims was concealed to protect and enhance the power of multinational corporations operating in Third World countries, Everest argues.

"We just can't let Union Carbide get by with their explanation of what happened," Everest said.

The Indian Government says 1,754 people died. Union Carbide privately admits that 2,500 people may have died. Everest said popular

estimates of the dead range from 5,000 to 10,000 while most people think at least 5,000 died.

Everest charges that Union Carbide deliberately misled medical authorities in Bhopal on exactly what toxins escaped. Company officials insisted that only methyl isocyanate (MIC) was released. But doctors found solid evidence of cyanide poisoning among many of the victims.

Sodium thiosulphate, an antidote to cyanide poisoning, was being successfully administered to patients before Union Carbide and the Indian government suppressed the treatment. Denying that cyanide escaped, Union Carbide advised against use of the antidote. Many lives could have been saved had the treatment continued, Everest said. Everest said he believes that Union Carbide didn't want cyanide linked to its multi-million dollar pesticide production. The Bhopal plant, now closed, manufactured pesticides for use on Indian fields.

Union Carbide Chairman Warren Anderson said, "The corporation did nothing that either caused or contributed to the accident." They blame their Indian subsidiary, Union Carbide of India, Ltd. for its failure to effectively use sophisticated technology.

Everest points out that the standard safety technology found at other Union Carbide plants in France and the United States was missing in India. "At Bhopal the workers were the leak detectors," says Everest, citing an operating manual that reads, "If odor or eye irritation is not detected, the MIC is not present." All safety instructions

were written in English; most of the workers understood only Hindi.

There weren't any sensory instruments to warn of a leak. Three hours elapsed from the start of the accident to the critical point when workers realized the MIC tank was about to explode. "Their problem wasn't too much technology; it was not enough," Everest said.

Unable to explain exactly how the release occurred, Union Carbide said anti-American terrorists may have sabotaged the plant. The company wrote in a July 1985 affidavit that "A group of Indian Sikh extremists calling itself 'Black June' has claimed responsibility for the accident." But no one had ever heard of such a group and no organization publicly claimed any responsibility, writes Everest. "Their charges of sabotage are entirely groundless," he adds.

Everest argues that the "green revolution" of abundant pesticides, fertilizers and agrribusiness technology has plunged many Third World countries into bankruptcy, environmental degradation and further dependence on the West.

Student makes finals

Susan Cohen, an Evergreen student in the Masters of Public Administration program, is one of 18 finalists for a Congressional Fellowship for Women in Public Policy. Out of 250 applicants, Cohen and other finalists were selected on the basis of academic qualification, and also by a 1500 word essay each submitted. The essay was to answer the question: "What experiences led you to compare the female and male status in the United States and in policies affecting women?"

Cohen, originally from Chapel Hill, North Carolina, has been a resident of Olympia for four years. She is in her second year of the MPA program, and, in addition, works on campus with the Washington State Institute for Public Policy. She, along with the other finalists, will be interviewed on Saturday, April 23, in San Francisco. The final decision will be announced by May 1. The

award is one academic year of study in Washington, D.C., working in a congressional office.

The fellowship is offered by the Women's Research and Educational Institute (WREI) in conjunction with the Women's Studies Program and Policy Center of George Washington University. The program is designed to encourage more effective participation by women in the formation of public policy at all levels. In addition, the program seeks to increase understanding that issues often defined as "women's issues," are, in fact, "human issues" of importance to both women and men.

Earth Fair celebrates art and technology theme Saturday's events

Films, speakers, energy exhibits and children's events will all be part of the Fifth Annual Earth Fair, slated for Saturday, April 26, at The Evergreen State College.

The free event takes place on the Main Campus Plaza from 10 a.m. to 5 p.m. Speakers David Haenke and Lloyd Marbett will highlight festivities on the main stage. Haenke is coordinator of the annual North American bio-regional conference, while Marbett has earned a regional reputation as a provocative anti-nuclear and environmental activist.

His group, "Forelows on Board," has successfully blocked construction of a nuclear power plant in eastern Oregon as well as conducting an initiative campaign that resulted in an Oregon state law that prohibits construction of any new nuclear plants until there is a federally licensed waste repository.

Haenke speaks on the main stage at noon and Marbett at 2 p.m. Their talks will be preceded and followed by musicians including "Clear Blue Sky," Paul Prince, "All Life is Equal," Tracy Spring and Brett Redfern.

A forum on the proposed moratorium of the harvest of old growth trees in the Northwest takes place in the CAB from 10:30 a.m. to 12:30 p.m. Meanwhile, Evergreen's Affirmative Action Officer Margarita Mendoza de

Sugiyama will lead a seminar on cultural diversity in Lecture Hall 2. A workshop on recycling energy and solar demonstrations will be held by the Energy Outreach Center in CAB 108 from 3-5 p.m. "Free Food," a play about lifestyles and environmental awareness by student Mark Levine, will be performed at 3 p.m. in Lecture Hall 2.

Earth Fair's free film festival begins at 10 a.m. with "Thunder in the Sky," followed by "Forgotten Fundamentals of the Energy Crisis" at 11 a.m., "Before the Mountain was Moved" at noon, "The Fragile Mountain" at 1 p.m., "The Great Northwest: How Much Longer?" at 2 p.m., "Multiply and Subdue the Earth" at 3 p.m., and "Time of Man" at 4 p.m. All films will be shown in Lecture Hall 5.

Face-painting, story-telling, origami, balloons and games will be waiting for kids at Earth Fair, while fair-goers of all ages will enjoy the many arts and crafts tables, food booths and energy exhibits.

Earth Fair concludes with a Night Celebration Dance from 9 p.m. to 1 a.m. in the CAB. Admission is \$3 for community members and free for students. Earth Fair '86 is sponsored by Evergreen's Environmental Resource Center, Greenet and the Peace and Conflict Resolution Center. Call 866-6000, x6784.

No-nuke activist to speak

by Paul Tyler

One of the speakers at this year's Earth Fair will be Lloyd Marbett. Marbett has been active in anti-nuclear and environmental politics in Oregon for over 10 years. His successes in these fields have made him a hero in the eyes of many of his supporters, mostly grass-roots environmentalists, and a villain in the eyes of his detractors, corporate executives and the establishment press.

Working with his group, "Forelows on Board," Marbett's first project was to prevent the construction of a nuclear power plant in eastern Oregon. After several years of attending hearings of the Nuclear Regulatory Commission and Oregon Public Utilities Commission in which the group challenged the economy and sanity of the project at every opportunity, the application was withdrawn.

In 1980 Marbett and his supporters decided to challenge the

nuclear industry through the electoral process. They circulated three initiative petitions in Oregon. One, a law to prevent the construction of any new nuclear plants until there is a federally licensed waste repository, made it onto the ballot and became state law.

During his campaign Marbett also went on a two-week fast on the streets of downtown Portland to draw attention to the issues, and 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 that Ulman needed to win, and threw the election to his opponent.

In 1984, Marbett and his troops circulated another petition. This one was to force a toxic waste dump to be moved away from the Willamette River.

The dump belongs to Teledyne-

Wah Chang, a major manufacturer of zirconium in the western world. Zirconium is essential to the operation of all large-scale, electricity-producing nuclear reactors. The law passed, but the Oregon Supreme Court overturned it. This year, Marbett is reintroducing the bill, but with the loopholes closed.

He is also circulating a petition that would limit the amount a nuclear waste that can be stored at the Trojan Nuclear Power Plant. If the law passes, the plant would have to cease operations in the near future.

Lloyd Marbett is a driven man, dedicated to the defense of the environment, grassroots democracy, and the rights of all living things. He is loved and hated. Respected and scorned. He is always provocative and challenging.

Marbett's talk, from 2-3 p.m., will focus on a proposed initiative to the state of Washington to create a superfund for toxic waste cleanup.

Swallows peacefully moved



Students caught looking at last year's swallows.

No Smoking signs may be appropriate in certain areas to keep people from smoking, but we've discovered that "No Swallows" signs do not deter these feathered friends from nesting and peering in front of the Library and the CAB. So we've consulted an expert. Ornithologist Steve Herman has given us some innovative methods for bird relocation that we will be implementing this year. None of these methods are harmful for birds or humans, but are gently persuasive means of encouraging the birds to nest elsewhere on campus rather than the main entry to our largest and most used building.

It will actually look like we're having a party for the birds at the Library entrance! Large, shiny, aluminum foil balloons filled with helium will bounce merrily along the Library overhang. Music will be provided by nylon strings stretched across the waffle-iron style ceiling. The birds will come to listen to the music and dance, but they won't stay to build their homes and start families. (So we're told by Dr. Herman)

If you have any question about the effectiveness of this method, please don't contact Facilities! Call Steve Herman and he'll explain the source and the reason for this idea. Next year Steve hopes to have an academic program established to study the swallows, their problems with relocated housing, new job opportunities and other bird-centered matters.

Have a clean and happy Spring.

Summer and Fall '86 3 - 14 units

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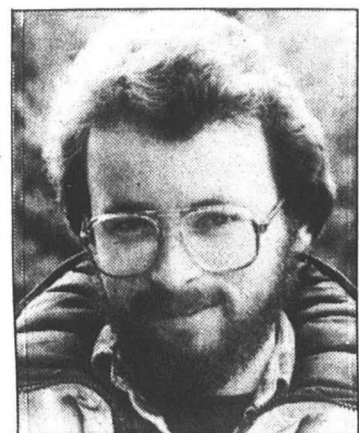
photos by Nancy Harter



Diana Gudaitis: I think it's strict. I believe nonsmokers have a right to breathe clean air, but I think it will be difficult for smokers to find areas to smoke. Nonsmokers always have the right to ask people not to smoke.



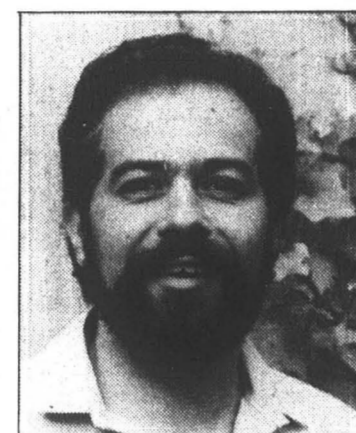
Mikel Olsson: I think the idea is great. But my biggest question is how will they be enforced? I don't enjoy going into restrooms or walking through the halls where people are smoking. What I envision is smokers ignoring the policy.



Rowland K. Zoller: There are a hell of a lot more important issues to consider on this campus than where you can and cannot smoke. The uproar over Native American studies and strategic planning take precedence over smoking, so far as I'm concerned.



Bronwyn Thomas-Lincoln: I don't think nonsmokers should have to suffer if they don't want to, but I don't think the DTF should get too ridiculous as to where people should or shouldn't smoke. I wish them all the luck in the world trying to enforce it.



Paul Gallegos: Everybody has the right to smoke, but we also have the right to breathe. Breathing should take priority.



JoAnn Willard: Smoking should be banned from the face of the earth. Smokers can smoke up where the swallows and balloons are.

letters

Remember terrorists' actions

Dear Editor, I would like to respond to Alan Nasser's diatribe against the state of Israel. Mr. Nasser, an Arab-American, would do well to remember that the rejectionists and terrorists in the Arab community have done more to dash the hopes of Palestinians than any bomb damage to Libya. Any Arab leaders who were willing to make peace with Israel are dead, due to actions of terrorists, Anwar Sadat among them.

Terrorism definition questioned

To the Editor: U.S. bombs Libya -- "Right On" scream conservatives. "How awful" moan liberals. Hey! They're both right. And wrong. The U.S. position, that terrorists are "thugs" without validity, guarantees that terrorism will escalate. (For instance, if the Israelis get a homeland, then it's only fair that the Palestinians should get one also.)

So as acts of war by a "nation without borders" (and hence no rights under international law), terrorist attacks on military facilities may be justified. But random murder of civilians in airports and

discos is criminal, period. If uniformed soldiers of a sovereign nation perpetrated such acts, the world community would sanction a U.S. strike. But terrorists don't have uniforms or a nation. So the nations with demonstrable links to terrorism, namely Syria, Iran, and Libya become targets. Being the least military and the most physically and diplomatically separated from Russia of the three, Libya becomes the scapegoat.

Our policies have led to a violence which can only be answered with violence. To paraphrase W.S. Burroughs... "The only way to deal with someone who finds nothing wrong with throwing acid in a baby's face is to throw acid in their face." Now I am a peace advocate. But I am also a realist.

Those who disagree with the horrific state of U.S. policy should work politically to change it. Elect policy makers who address the causes of terrorism, not just the effects. Work to inform and inspire the American electorate. For as long as so few vote, and as long as even fewer know (let alone understand) the issues, American policy and politicians (and world reaction to them) will be misguided and violent.

Deans response called for

CPJ, It is embarrassing to see that the deans of The Evergreen State Col-

lege are failing to approach the students in the Native American Studies to discuss the possibility of axing their program.

Proof to me that this college is a step down from any academic education. The false pretense of alternative education has increased the enrollment.

By the deans not being interested in my views as a student of this program, I question their position to administer to those who take their own education into their hands.

Darlene Osborne

Written comments sought on CPJ policy

To the Evergreen Community: The Communications Board is seeking recommendations on an operation policy for the Cooper Point Journal. The policy will include guidelines for general operations, management, news, editorials, opinions and letters, announcements and advertising.

Copies of the rough draft of the policy, written by the advisor and student editors of the newspaper, are available at the Information Center in the CAB Lobby. Written comment should be addressed to Communications Board President

Allegra Hinkle, whose office is in Media Loan. Deadline for written suggestions is May 8.

The policy is to be considered at a Communications Board meeting at noon Friday, May 16 in the college board room on the third floor of the Library Building.

Purpose of the Communications Board is to provide general guidelines and advise the communications media on campus - the Cooper Point Journal and KAOS Radio Station. The board includes representatives of the student body, the administration, faculty, staff,

the Student Activities Board, the community-at-large and the professional news media.

Virginia Painter
Advisor
Cooper Point Journal

Letters policy

The Cooper Point Journal welcomes letters from our readers. All letters to the editor must be typed, double-spaced, limited to 250 words, signed, and must include a daytime phone number where the author can be reached for consultation on editing for libel and obscenity. The editor reserves the right to reject any material, and edit any contributions for length, content, or style. Letters must be received no later than noon on Monday for that week's publication.



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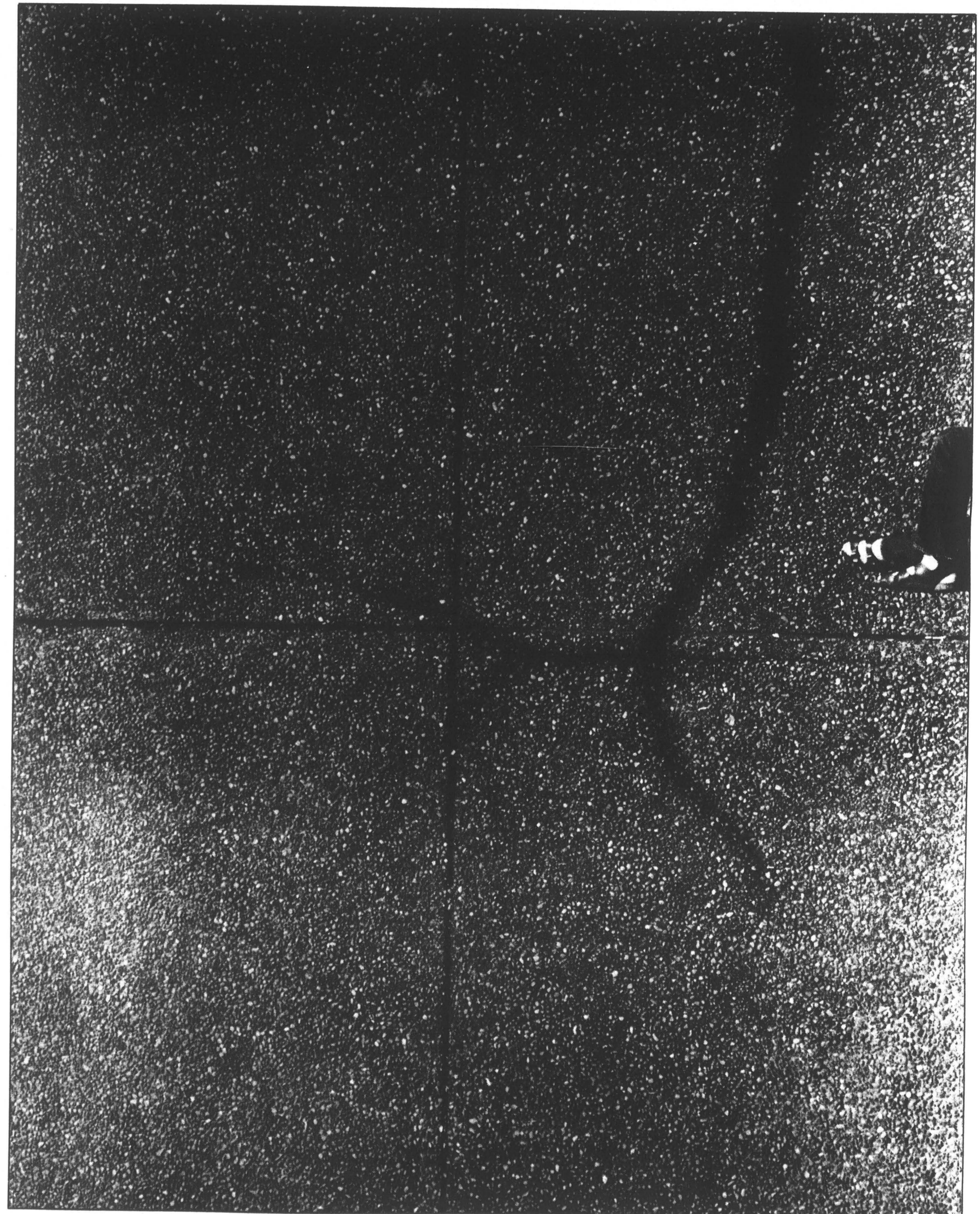


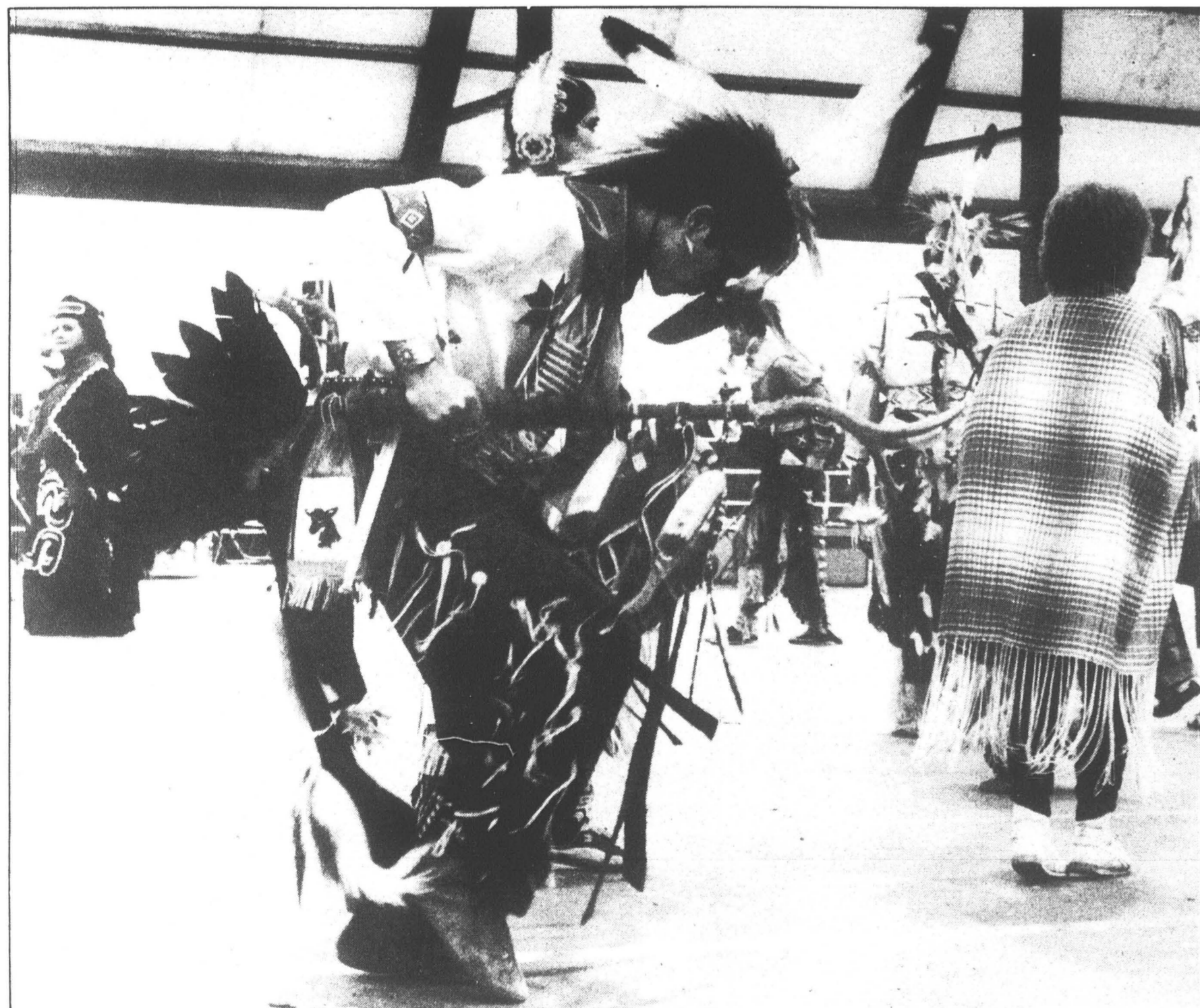
Photo by Evan Davis

Festival of New Growth celebrated at Evergreen



(Top left) Dancers of all ages follow the beat of the drum. (Top right) Intricate patterns and beadwork enrich costuming. (Bottom) Parents help young dancer prepare for opening ceremony.

Photos by Jennifer Lewis



(Top left) The Pow Wow is opened with a flag ceremony. (Above) Traditional dancing was the highlight of Pow Wow. (Top right) Poster embodies the nature of the New Growth Festival.

Siddhartha disappoints

by Paul Pope

Out of some feigned sense of a straight approach in reviewing this film (something the producers should have considered in its making), I enter the theatre armed with having read the book and particulars I lifted from the Olympia Film Society (OFS) Spring Festival program guide: Director: Conrad Rook; filmed on location in India, 1973; a list of principal actors with east Indian names, etc. What Bullshit! Who really cares? That's what I was told by the woman (obvious Evergreen student) selling tickets at a special table in the lobby. After ignoring me long enough while she talked to a mutual friend, I flash a cheesy PRESS PASS. She stares calmly at me with an expression I'll later associate with this film and says, without a trace of malice or humor: "So why should I let you in for free?" Caught by this my only retort is, "In other words this doesn't mean shit to you?" A clarifying slow blink of her eyes sounds like a consensus, I don't argue (really, I don't), a con that just didn't work. Slammed for trying to be a professional free loader civil elitist. No problem, I don't take it personally. So I stuff the stupid little card back into my wallet where it waits knowing it'll get me into another Husker Du or Gil Scott-Heron. Still, I am prepared. I put out an OFS member card I happened to have commandeered of late, and three one dollar bills. I wait for her "thank you" and

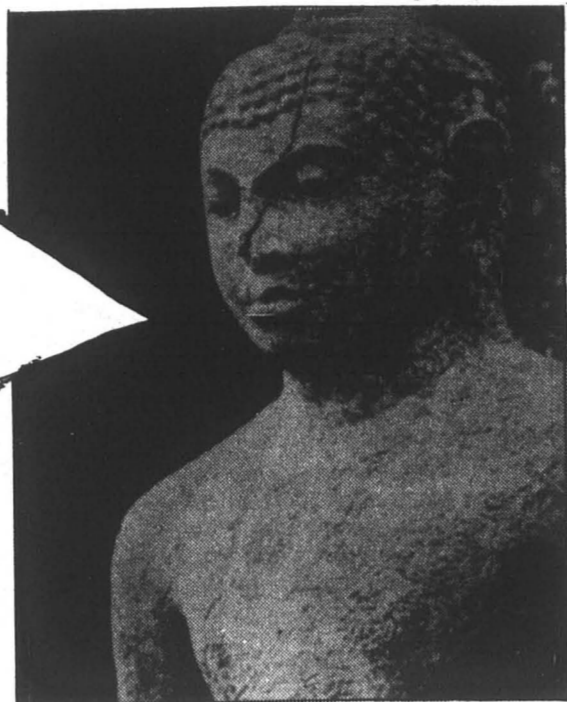
fifty cents in change. From there I follow my unfortunate four dollar (non-member admission) paying friends up the stairway to one of the smaller screens at the State; smug in my assertion that now I am not obligated to write this review.

Oh Herman, how did you let this happen. They made a really bad film from your great little book, obviously not perceiving your brand of Monty Python humor. The same as in "Steppenwolf," when Harry Haller dreams (or dares to?) take pot shots with a rifle at passing motorists from a hill. Proper anglicized voices of the east Indian actors make a subtle effort in fleshing out the story. Instead the Brahmin have dust on the tops of their feet and the OFS charges two and a half dollars a ticket to people like me, because it might be the intellectual-esoteric thing to do. And how original is this story, anyhow? "An Eastern Candide" (more borrowed in the OFS program guide, lifted in turn). Siddhartha being a name of the historical Buddha, and Gautama another. His face not shown, instead a soft god auditioning voice and lean brown hands offering a flower to our hero, like a rerun of "Kung Fu."

Most of the actors were all so calm and soft spoken; straining for the same awkward gentleness that Hesse must have struggled with in his first draft. No emotion in the convictions the ac-

tor just uttered: "I have always thirst for knowledge...I suffer thirst." Later the audience suffers the slow motion orgasm of Camala and Siddhartha. And too, suffers the soundtrack, some ascetic hymn with a melody not really eastern, though assumed authentic because vocals have not the same soft polished educated ring of the brown skinned, black haired actors, but is, if were sung in English, compatible to Jim Croce's "Time in a Bottle." And that's as sappy as this movie gets. And some people paid four dollars, I remember to add again, while planning this draft over a bowl of rice, wondering why I can't steam it right.

Oh, yeah, the cimeatography; all right if you like *National Geographic*. The cimeatographer, I am forwarned, has worked with or I should say "under" Ingmar Bergman -- Sven Nykrist. Oh, sure, I know Sven. Didn't he help Death saw a tree branch out



What this film needs is a good car chase.

from under a guy in "The Seventh Seal," didn't he?

Of the characters in relationship to their roles and effeminations, as Hesse laid out, only Govinda came across accurately: a simp. Yet considering the dumb tranquility the actors assumed maybe what I found exact in capturing this minor role: the loyal, faithful and unassertive shadow of (this tragic Frank O'Hara) Siddhartha is just bad acting well casted. Still, I wonder how far they (the creative consultants (?) were from the tone of the original text. Oh, if you didn't know it by now this is (was) one of those films where you just have to read the book. Go ahead, a good story of a search for personal enlightenment and all that. Fast reading, only 122 pages. And has a nice cover photo (similar to this cheap graphic) or at least my edition has. And no you can't borrow mine.

blasts from the past

Two faculty members asked to leave in past

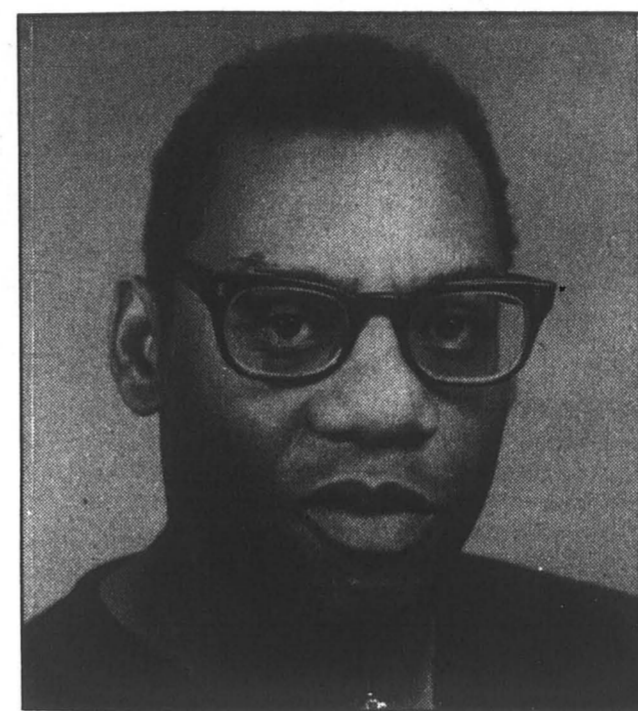
by Curt Milton and Stan Shore April 22, 1976

In a move unprecedented in Evergreen's five-year history, faculty members Jim Martinez and Medardo Delgado have been informed that their contracts will not be renewed at the end of their three-year term. The decision not to renew is the first ever at Evergreen.

The two faculty were informed via letter from Vice-President Ed Kormondy that they would not be rehired when their present contracts expire. Martinez will be with the school through September 1977. The exact date of Delgado's departure is not known.

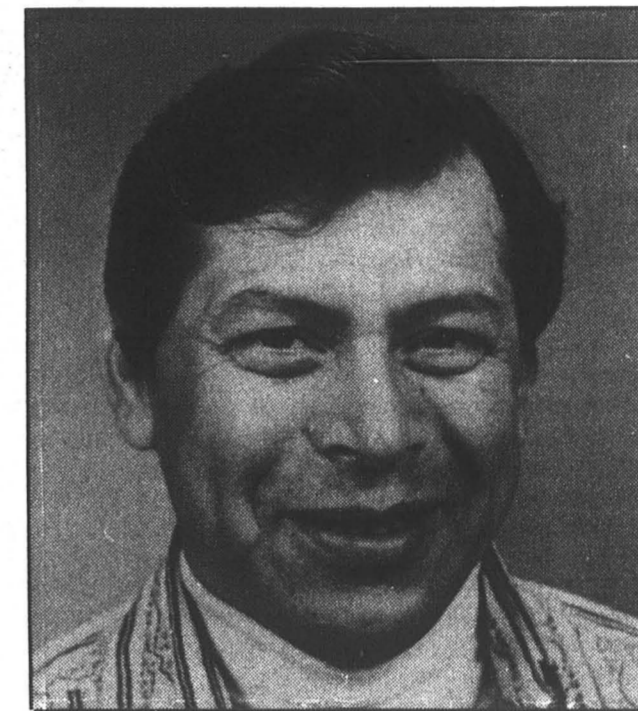
Kormondy cited Martinez' "inability to work within the coordinated study mode" as one reason for the dismissal. Although Martinez showed great skill in the areas of individual and group contracts, Kormondy wrote, the basic unit at Evergreen is the group (coordinated studies).

"This place is just not for me," Martinez said philosophically, "I can't go on reinforcing middle class values." He said that he doesn't want people using the issue of his non-renewal as a "vendetta" for getting President McCann or Kormondy. "I can only help so many people," he added, "then it's time to move on."



Jim Martinez.

Faculty member Willi Unsoeld, who worked with Martinez on the "Ethics and Politics" program fall quarter, felt that Martinez was probably being let go because of his "spotty academic background." Martinez does not have a Bachelor of Arts degree but has many years experience in corrections work. "The students enjoyed him greatly and he was a fine colleague to work with," Unsoeld said. "What it boil-



Medardo Delgado.

ed down to was whether we could afford a specialist or not."

It is unknown what the exact nature of Delgado's non-renewal is and he has refused to comment.

Faculty members at Evergreen do not have tenure, unlike professors at most colleges. Instead they are given three-year renewable contracts. The terms for not renewing the contracts are spelled out specifically in the college's administrative code. Accord-

ing to the code, faculty members must be given notice by the April 15 previous to the year they are to leave.

The code states that "unwillingness or inability to assume responsibilities in both coordinated studies and contracted studies teaching modes" is sufficient grounds for contract "nonrenewal." Delgado and Martinez are not the

only faculty who will not be renewing contracts. Although they have not been asked, five other faculty have indicated that they definitely will not be returning when their present terms expire. They are: Lem Stephenson, Ed Reynolds, Naomi Greenhut, Cruz Esquivel and Karin Syverson.

Commenting on the fact that the majority of those resigning are either Third World or women, Dean Rudy Martin said, "That's a bummer." However, Martin cautioned that he doesn't feel Evergreen is losing its grip on affirmative action.

Officials of UJAMMA and the Third World Coalition declined to comment due to lack of information on the resignations. The non-renewals also raised the question of academic background previous to hiring. Only four persons on the Evergreen faculty do not have master's or doctorate degrees. They are Don Jordan, Bud Johansen, Delgado and Martinez. Delgado has a BA as does Jordan. The administration code does not specify lack of advanced degrees as sufficient grounds for firing. "People who are doing their job shouldn't be worried," said Martin. "Evergreen is not turning into a tight-assed place...this is not a witch-hunt."

Evergreen charged with discrimination

by Jim Wright May 13, 1976

In the wake of faculty firings and resignations three weeks ago, members of Evergreen's Third World community have filed a class action suit against the college alleging discriminatory hiring and retention policies and denial of other civil rights.

As of last week, two faculty members had been informed that their contracts would not be renewed and six others had voluntarily resigned. The majority of these people are either Third World or women.

The suit charges discrimination under Titles VI and IX of Executive Order 11246 which details non-discrimination in federally assisted educational programs. Since Evergreen receives federal aid in several curricular areas, the college falls under the code's jurisdiction.

Title VI refers to racial or ethnic discrimination within any program receiving federal financial aid. Similarly, Title IX details non-discrimination on the basis of sex. Both titles stipulate termination of financial assistance upon substantiation of alleged discriminatory acts.

The suit was filed with the Office of Civil Rights, Department of Health, Education and Welfare in Seattle on April 29. As of May 10 at 10 a.m., no response to the suit has been filed by the Office of Civil Rights (OCR).

According to Washington State Assistant Attorney General Richard Montecucco however, "From a legal standpoint at this stage, the suit is nothing more than a statement of concern by a group of individuals, over alleged discriminatory practices." He indicated that OCR will probably request specific information detailing discrimination on the part of the college. Upon receipt of the information, the "petition" will become a formal complaint.

Commenting on the suit, Affirmative Action official Rindetta Jones said "I think that a rigorous and continued effort is needed on the part of all deans, directors, supervisors, and hiring authorities to work in concert with Affirmative Action in implementing the Affirmative Action plan."

She stressed that the current class action suit is a cumulative result of past and present frustration with Affirmative Action policy rather than in a specific reaction to the recent firings and resignations. "I would not rule out the fact that the faculty situation has had some part in the filing of the class action suit. However, other incidents, matters of benign neglect, have also served to precipitate the filing of the class action suit."

Evergreen President Charles McCann, speaking for the college, indicated that he is taking a wait-and-see approach pending further

developments in the case. "If there has been discrimination, let's get the facts out and let whoever is supposed to decide these things decide whether there has been discrimination or not," he declared. McCann

maintained that "relatively speaking, we've made a great deal of progress with Affirmative Action." He defined "relatively" as "relative to other colleges and universities."

Official response:

by Curt Milton May 6, 1976

Finding himself in the middle of the controversy surrounding the non-renewals of contracts for two Evergreen faculty members, Vice President and Provost Ed Kormondy says he would have preferred that the matter remain quiet.

"...I think personnel decisions are personal decisions," says Kormondy in reference to his ruling not to rehire faculty members Medardo Delgado and Jim Martinez at the end of their three year contracts. "My preference would have been, in the case of the article in the *CPJ* last week, not to have seen that in the paper."

Kormondy doesn't deny the right of a free press to publish, but would rather have kept the non-renewals from becoming a "public matter." The knowledge of those non-renewals, the first at Evergreen, has prompted community responses ranging from outright anger to a dignified "ho hum." The two non-renewals have hit Evergreen facul-

ty on the touchy point of their job security, and many of them are worried.

Faculty who have not been informed by April 15 that their contract isn't going to be renewed or haven't been warned by their dean that there may be problems ahead, don't have anything to worry about, Kormondy says. "If they're worried, maybe they ought to be..." he adds.

Adding fuel to a smoldering fire among the faculty is the famous Evergreen rumor mill, which can exaggerate almost any situation on campus. "Before I know it," chuckles Kormondy, "125 faculty members have supposedly resigned."

The final voice in matters of contract renewal belongs to Kormondy. He confirmed that during Evergreen's five year history, no faculty members have been told that their contract would not be renewed. However, several have been advised that they were facing the prospect of non-renewal unless their teaching abilities improved.

Campus responds to firings

by Curt Milton April 29, 1976

Evergreen Vice President and Provost Ed Kormondy ignored the recommendations of two deans when he decided not to renew contracts for faculty members Jim Martinez and Medardo Delgado, the *Cooper Point Journal* has learned.

The decision by Kormondy not to rehire the two faculty when their present contracts expire was disclosed in last week's *Journal*. The non-renewals are the first of their kind in the history of the school.

Dean Rudy Martin confirmed that recommendations by both he and fellow dean Willie Parson were overruled by Kormondy. Martin was concerned that Kormondy's decision was opposite that of the two deans, but emphasized that the deans only make recommendations. The final decision belongs to the provost. "Of course," he added, "it's nice when your recommendations are followed."

Tom Rainey, president of the Evergreen chapter of the American Federation of Teachers, is attempting to determine if the process for reaching a non-renewal decision, as outlined in the faculty handbook, has been followed. The union wants to "protect due process," Rainey says.

That process, the one that determines whether or not a faculty member will be retained at Evergreen, is a long, complicated series of meetings, evaluations, reviewing, letter writing and personal anguish. It culminates in a decision not to be reached lightly.

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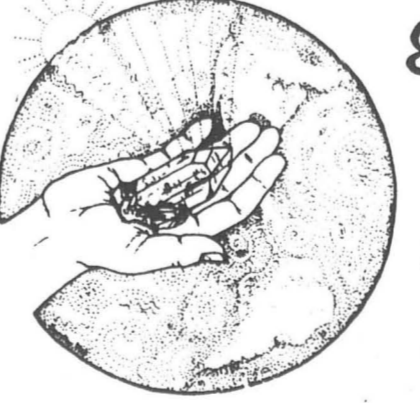
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Festival of New Growth celebrates art and life

by Joan Davidge

Last week the Northwest Indian Center sponsored and coordinated the Festival of New Growth. The Festival provided informative presentations on current Native American struggles, as well as large nourishing doses of poetry, song and dance. The inspiration and wisdom offered in the week's events are the legacy of traditional ways of life which have existed continuously on this continent for thousands of years.

On Monday and Friday nights, Yankton Sioux poet John Trudell spoke and read poetry before a small group in Library 4300. Trudell described himself as a political activist who doesn't believe in politics because they get in the way of communicating. In any other form, these words may be sounded radical beyond belief, but his poetry flowed from his heart with an unquestionable honesty. His understanding of modern society and the "technologic mind" stems from a wisdom passed down through time.

"There's a confrontation between the technologic mind and the reason for being," he said. The reason for being, according to John Trudell, is the appreciation of life.

He addressed the loss of hope which has destroyed many of his people's lives and threatens us all in a global nuclear age. "The trap is trading living for existing. Our power is in the appreciation for living."

On Friday night, Floyd Westerman, a Sisseton Wahpeton Dakota,

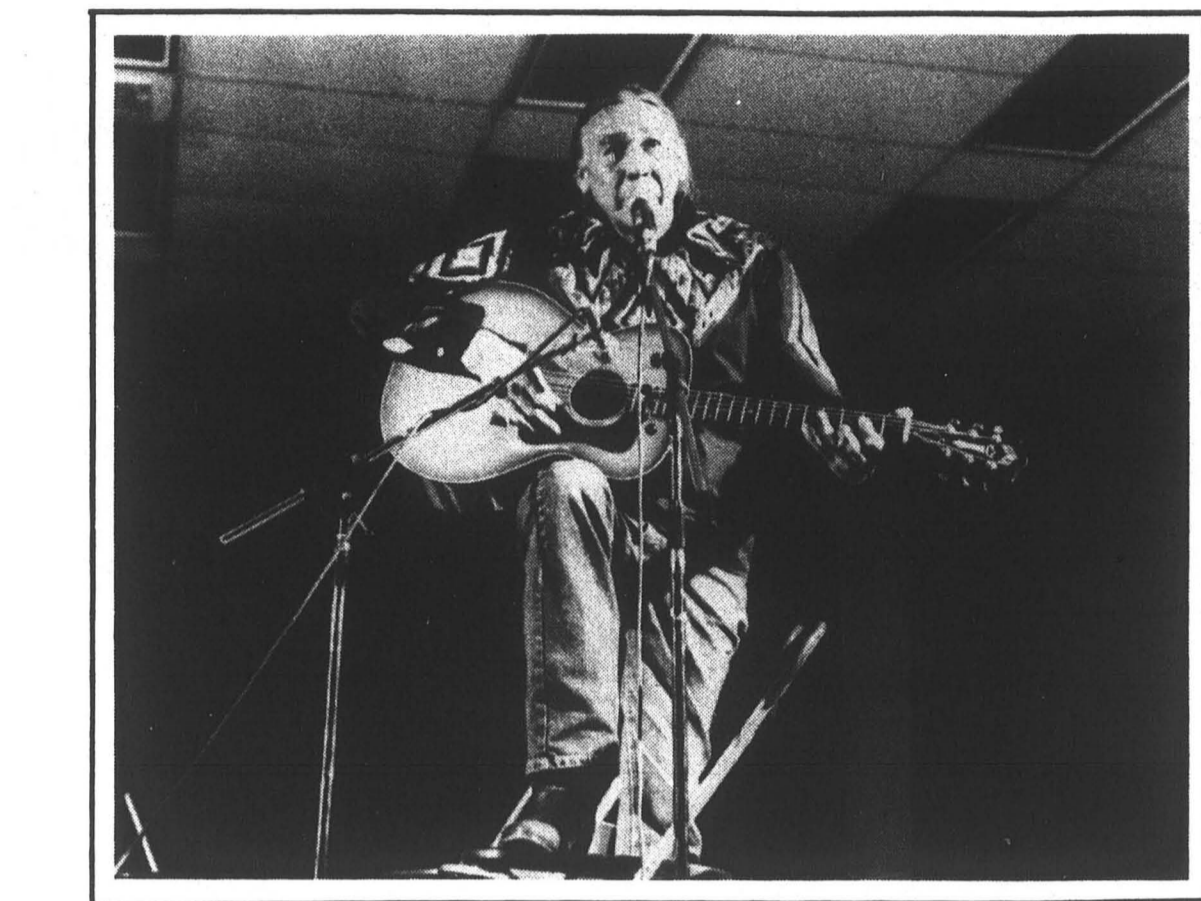
sang songs and played guitar following Trudell's reading. Like Trudell, he spoke with honesty about American society, government and history.

Westerman opened with a traditional song called the Rabbit Dance Song in which he used the back of his guitar as a drum. The song was dedicated to women. He pointed out the difference between culture and society by saying, "Culture depends on women to keep it alive. Society oppresses them."

The rest of his songs were in a folk style but continued in the themes of struggle, survival and unity. Two songs were about missionaries and anthropologists, and the struggle to maintain native culture. One song included the refrain, "Hide your culture away, here come the anthropologists."

In the introduction to "Custer Die for your Sins," Westerman said Ronald Reagan played the role of General Custer in Hollywood. He then interchanged the two names throughout the chorus. Westerman closed with a song dedicated to the trees, which was a celebration of the connectedness of life.

The Festival of New Growth culminated with a Pow Wow Saturday in the Pavilion which lasted from 1 p.m. until midnight. People from all over Washington and Canada came to celebrate with drumming, singing and dancing. The Pow Wow is the celebration of life which people of all ages can take part in. The mother of a three year old dancer explained the Pow Wow this way: "The dancers' costumes,



Floyd Westerman added song to New Growth Festival Friday night. Photo by Jennifer Lewis

with their feathers, skins, and bones, are designed to honor living creatures. The dancers step twice on each foot to honor the four-legged animals, and they move in a circle which follows the path of the sun to honor the four directions. The drum is the heartbeat."

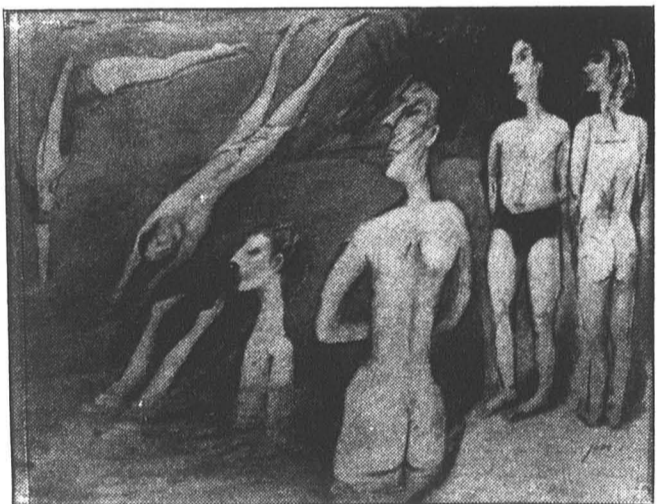
Wally Paul was one of the head dancers. He is originally from the Saticum Tribe near Victoria, B.C. and now lives on the Muckleshoot

Reservation near Auburn. His costume was traditional Yakima. He said he and his family travel all over the state to dance at Pow Wows. All day he danced with the same enthusiasm of his grandchildren, and a smile that never left his face. When he got up slowly from his chair after our conversation, he wrinkled his brow a bit and said, "I'm getting old." But as the next song began, Wally Paul started to

dance, the deer hooves on his ankles shaking in the rhythm of the drum.

It is unusual in today's society to find artists who share common values based on a long standing cultural tradition. John Trudell, Floyd Westerman and Wally Paul all share a way of living which became the message of The Festival of New Growth - the appreciation and celebration of living. It's a message we can all learn from.

Married artists share views on working process



'Diving Lessons' by Jano Argue Moran. Photo by Jennifer Lewis

by Maggie Murphy

Ghostly painted figures swirling in color. Massive ceramic torsos and heads. These two types of work, though mainly diverse share one thing in common: the marriage of their makers, Jano Argue Moran and Mike Moran. Both are Northwest artists. Recently Jano mounted a solo exhibition of her paintings now showing in Gallery Two of the library. Mike is currently exhibiting his work at Traver Sutton Gallery in Seattle. Mike and Jano met three years ago in Seattle and share a home in Tacoma with their daughter, Marie.

Jano works at her Tacoma studio and cares for Marie while Mike operates the Ceramic studio and teaches ceramics and painting as a half-time staff member here at Evergreen.

Jano grew up in Seattle and has always identified herself as an artist. "My mother always wanted to be a writer and encouraged a creative environment. When she realized I had artistic talent, she became that much more supportive," she said. Jano at-

tended school in Seattle and several private art classes outside the public school system. "I daydreamed a lot and when teachers would call on me I usually gave the wrong answer. I was also very shy," she said.

After high school, Jano attended the Vancouver School of Art on scholarship. She said at the time Lichtenstein and Motherwell were very big and if you were doing anything else it wasn't really acknowledged; the attitude of many artists was narrow. She left the school because she found students sitting around talking intellectually menacing. She took various jobs to support herself. "I worked as a waitress for awhile, and I was terrible at it. I couldn't remember who got what." Jano has worked with a circus, travelled abroad and done upholstery. She is now represented by Jackson Street Gallery.

The paintings in Gallery Two represent the last six months of Jano's creative work. The paintings are gouaches on paper. The characters look bewildered, intrigued and disturbed in their surroundings. Their faces look off in all directions

confronting each other and the viewer. These paintings are revealing glimpses of social events that are provocative and sometimes distressing. Jano said she sees herself as voyeur-like because of her distanced observations. Her imagery stems directly from these perceptions, though she is not consciously trying to make a statement. "I'm not a judge of what is valid," she said.

Mike grew up in Montana. He drew until he was about 9 years old and then realized it was not really accepted for a "cowboy" to be an artist, unless of course you were western artist Charlie Russel or Frederic Remington. Mike did not approach art again until after high school. At Montana State College he decided he would enroll in anything that did not require algebra. There Mike resumed his role as artist.

Influenced by the Montana environment, Mike pays close attention to the surface quality of his images. Lines, color and figures deeply etched into the clay surface and undoubtedly a reflection of Montana landscape. "I worked with well crews on ranches and we would always be finding bones and dead things," Mike said. These dead things have been a source for direction in Mike's sculpture.

Mike came to Seattle to continue his work. Recently his sculptures display live horses, human torsos and heads. "I'll flop over a sculpture or break it to get it to work. When I work, what I make is a reaction to what I just did. I deal with technical problems of composition, structure and color. One thing leads to another. I'll use variations of a theme as a way to try new things," he said. Anything he does seems to become a surface for the scrapes and etchings that reflect his environment. Mike also agreed any statement his work makes is incidental. He also paints, and he included paintings in his show at Traver Sutton Gallery.

Jano and Mike share many similarities in their working process. Both find isolation necessary to work. Jano said, "I head for the studio after Marie leaves for school and it sometimes takes two hours to get into the feel of the work." Jano said she couldn't imagine anyone sitting down and planning out a piece of work.

Both artists approach their work from an emotional perspective. "Jano responds 100 percent with her emotions when she works; I control mine a bit more," Mike said.

After they finish a body of work, both find it essential to take a break. After meeting a deadline Jano said she'd rather do anything than paint. "The time between the work is a healing process. Making work is an emotionally draining thing. I'm exhausted when I finish a body of work," Jano said. Both find after two or three weeks there is an urgency to get back to work. Mike said, "I take a couple more weeks than that to get back to work, I'm lazy about starting again." Jano looked at Mike and said, "That's absolutely not true."

Both agreed getting started again can be a problem. Jano said, "Sometimes a gallery will call and ask for more work and that will really make me get going." Mike added, "There is always that fear that you've lost it altogether, but you have to dive in and just get started." Jano and Mike said they have gone through the image making cycle so many times now that they can anticipate the fears and anxieties that crop up.

Neither Jano nor Mike feel comfortable talking a lot about their work. At gallery openings it can be especially difficult. They said when they just complete a body of work they are feeling distance from the images and cannot look at the work objectively. When people want to know what it's about it's hard to say, because they haven't had time to really understand it either.

For this reason Mike said it's fun to find old work because then he can be objective and see what is there.

Between Jano and Mike the art world keeps them pretty busy. Teaching art, Mike said, is the closest he has come to doing what he likes in a work environment, outside of image making. He has recently been inspired to do more painting as a result of teaching painting and observing how Jano uses color in her work. Jano said she is fortunate to have Mike working this job. She said it helps provide her with time to do her work.

At the end of the interview, I asked Marie, their daughter, if she liked her parents' work. She said she did and that she did artwork, too. But, she continued, "I don't want to be an artist when I grow up. I want to be a doctor, a baby doctor."

BARBARA J. MONDA, M.S., M.A.
COUNSELING AND THERAPY
Depression - Personal Growth - Abuse
866-1378

poems

The Libya. Big Mountain Red Square Connection

skipping out of her class
in fluorescent concrete universe
the fresh faced girl insists
"what a glorious glorious glorious day"
to bricks and passersby
shuffling along across the square
clutching coffee and wishing for a cigarette
heading back to try
to make a few dollars
i mutter "yeah...huh...
yeah...i guess it is okay...
isn't it?"
then i wonder
whose affirmation was stronger
for yet another spring day
in the mid-1980s

Peter Murney

You can't spell analyze without A.N.A.L.

Art is seen and read
Perceived by the so-called trained eye
These trained senses these anal analysts

Analyze and destroy the beauty of art
These unabashed girl scouts from hell
Project their white bread milk toast ideas on the artist's work
And giggle about bananas

Fiddling with his pipe the analyst explains why the artist chose red
Instead of sitting on his ass
And while the analyst is looking for red under the bed
The art, the painting, walks out the door into the street
To be appreciated by drunks

Joe Earleywine

she never thought...
walking in the rain
so inconclusive
her feelings
she was
running like water
down a windowpane
each day
all the trees
she was
so green
each day she was
thinking
so hard
the rain, it came down
walking in it, thinking
her feelings
so inconclusive
all wet
like water
down a windowpane
running
so green, so wet
so hard
feeling like water
running
through his fingers
the trees
reaching for
her feelings
the sky, so wet
she was
so blue
the sky, the rain
each day
so inconclusive
walking in the rain
his fingers
so hard
raining
all wet
each day...
she never thought.

Jennifer Hoben

The End of Luncheons

Nailed myself
To the cross of culture
Fell into a hole
And lost my soul to salesmen
Wielding namebrands
On their T-shirts
They'd sell the earth
For what it's worth
A voice within you screams inside
"A lie you're living"
Running dry
To badlands of the future
Bathed in tension
Wrapped and sutured
Trapped inside a dying moocher
Buying laser art
From tacky people
Running scared
To submarines
lined like cattle
Amidst their shadows
For hours at a time
Just to peer inside
A fast attack
No looking back
Weapon of destruction
... The end of luncheons
And a good assumption
That those crazy godlike
Cosmic vultures
Have nailed us to
The ever present
Cross of culture.

Steven Helbert

Upon seeing Robins on the Soccer Field

blam blam blam blam
blam blam blam blam blam blam
blam blam blam blam blam

Dennis Field

(found poem)

Top Down: Convertible Art/Physics

Top:

Colours
Confinement
Flavours
Slavery

Dimensions of Spontaneous Creation
in holograms
in living things
as waves as
zero mass particle ghosts.

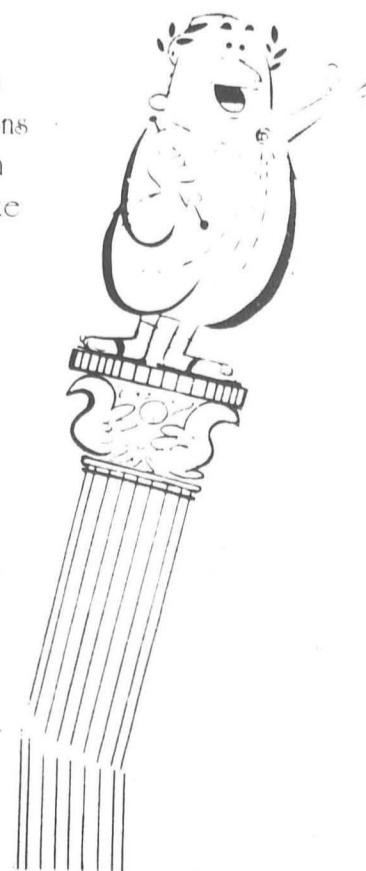
Bootstrap, Cosmic
see
Cosmic Bootstrap.

Top Down Truth
see
Strangeness, Quark flavours
Barrier trick spin
elegance of
Creation from energy.
Crystal structure,
backward travelling,
atom smashing beauty
wave.

Down:

Tyler & Myhr

(authors' note: quarks are the theoretical materials of proton and neutrons)



notebook

Tonight, April 24

Thursday Night Films Presents "Persona," starring Liv Ullman and Bibi Andersson in this Ingmar Bergman film, 7 and 9 p.m. showtimes, L.H. 1. \$1.50 admission. Free childcare provided by the Parents' Center for the 7 p.m. show.

Steve Hunter meets students regarding Strategic Planning, noon-1 p.m. Call Steve Hunter, x6363, for info.

Friday, April 25

Last day WashPIRG refunds available for students not wishing to support the group, 11 a.m.-1 p.m., CAB Lobby. ID required. Call x6058 or stop by SEM 4158 for info.

Saturday, April 26

Sandy Bradley and Small Wonder String Band play, 8 p.m., YWCA, So. 4th & Broadway, Tacoma. \$4 general; \$2 kids. Call 863-6617 for info.

Overnight Healing Arts Forum at Organic Farm, 6 p.m. Sat. - 5 p.m. Sun. Workshops include movement games, speaker from Big Mountain and visualization on becoming a warrior.

Sunday, April 27

Chinese Medical Theory and Techniques, see above.

Monday, April 28

Careers in Energy workshop, 1-3 p.m., LIB 2220. Professionals in the field will speak. For info, contact Career Development, x6193.

Tuesday, April 29

All-day Bake Sale to help the Haida Indian Nation gain protection from logging companies chopping at their ancestral lands.

9 a.m., CAB Lobby. Sponsored by Northwest Indian Center, ERC and Greenet. Call Rhys Roth, x6784, for info.

Wednesday, April 30

Free panel discussion on U.S. laws that have affected Asians and Pacific Islanders, part of Asian-Pacific Heritage Week, noon-2:30 p.m., CAB 110.

Thursday, May 1

Thursday Night Films and Asian-Pacific Isle Coalition present "Freckled Rice," "The Departure" and "Fools Dance," dealing with the Asian American experience, 7 and 9:30 showtimes, L.H. 1.

Ongoing and Future events

Anyone who registered to vote at the Info. Center in March should talk to Loren, x6300, Info. Center.

May 2. Childhood's End Gallery will show water-colors by Alex Young through June 4. Reception for the artist, 6-8 p.m.

May 3. Run for Your Mom, includes 10 kilometer or 2 mile course circling the college, 10 a.m. \$4 registration before May 3, \$6 with a T-shirt; race-day registration \$6 or \$8.

May 3. Jazz musician Deems Tsukakawa concludes Asian-Pacific Heritage Week with a dance/concert, 9 p.m.-1 a.m., LIB 4300.

May 4. Free boomerang throwing and catching clinic, 3-5 p.m., Campus Playfields. Call x6530 for info.

May 4. Sixth Annual Crop Walk to raise funds to fight hunger, 1:30 a.m., Ingersoll stadium, near Oly. High School.

May 6. Arthritis Self-Help Course begins, 6:30-9:30 p.m., room 202, St. Peter Hospital.

Strategic Planning—Second Draft Report of the Environmental Committee

The following reports of the two subcommittees of the Strategic Planning Committee, the Environmental Subcommittee, and the Values and Aspirations Subcommittee, are presented for your review.

Native American nations within the geographic area known as Washington. Our use of the Washington State terminology is not meant to impugn that principle of sovereignty.

Contents of the Report

In the Political Environment section we have pulled together a cohesive discussion of legislative mandates for TESC followed by a number of cost figures for Evergreen and other colleges that have been used for comparison.

The second part addressed economic factors that may be important in TESC's future; these items include a shift in state industries, changes in personal income, the hypothetical disappearance of the middle class, international trade interests, economic development efforts, and opportunities for higher education within the economic changes that are occurring in the state.

The third section pulls out several demographic trends that are relevant such as the "New Demographics" phenomenon, changes in family structure, migration patterns, in the state, racial/ethnic compositions, and student participation rates at Evergreen by county.

Fourth is a detailed section on educational trends nationally and at the state level.

Programmatic changes are occurring at all levels in the educational system, K-12, community colleges, and four-year colleges and universities.

INTRODUCTION

In this, our final draft, we would like to thank each of you who took the time to read our reports and those who also offered comments about our work.

In addition to changes in the first draft, this report also includes a final section on our conclusions. In this part we have identified several important features in the external environment that we believe should be used in conjunction with internally-based features to give direction to the next phase of strategic planning.

In your responses on April 23, please respond not only to our conclusions, but also think about ways to mesh our results with those generated by the Values and Aspirations Committee.

Our report contains six major background sections designed to present an overview of aspects of the external environment that we believe will be useful for Evergreen in its planning activities. These sections are followed by a brief conclusion highlighting our results.

We refer throughout this report to Washington State; however, we recognize that there are sovereign

legislation, (2) as seen by the college's faculty and administration, and (3) as perceived by any particular state legislature or governor?

C. The attractiveness of the college; that is, if Evergreen is so good, why has it failed to attract enough students to grow and why is there continued questioning of its academic programs and graduates' abilities?

D. The politics of education; that is, a collection of turf wars among geographic areas of the state, agencies, and institutions; and a struggle among opposing views of the role of higher education in the state.

The origins of this controversy are complex (see "The Evergreen Study: Report and Recommendations on The Evergreen State College," CPE Report No. 79-7).

TACPHE retained the consulting firm of Nelson Associates to develop projected needs for higher education through 1975. The emergent report erroneously anticipated that nearly 17,000 students would be unable to find a place in the existing four-year colleges by 1975.

TACPHE considered at length where the new college should be located. The major criteria on which they based their Olympia recommendation to the 1967 legislature were: 1. The new four-year college should be located so as to be within daily commuting distance of the largest population of unserved potential students.

The subsequent development of the college's curricular structure owes a great deal to two factors. The first is a pair of reports prepared by Arthur D. Little, Inc., in 1968 for the Board of Trustees.

The details of the development of the college's curriculum are described in the 1979 CPE Report previous-

most strained. At the time these schools were UW, WWSC, and CWSC. ["A new state college in the lower Puget Sound region offers the best hope for reducing enrollment pressures on existing institutions by providing nearby college places for the largest population concentration..."] (TACPHE, 1966, pp 37-38)]

3. The new college should be located so as to be able to absorb substantial numbers of community college transfers without overshadowing any individual community college.

4. The new college should be located so as not to compete with existing private colleges in the state of Washington.

5. The new college should be located in a rural setting adjacent to an urban area so as to provide enough land for orderly expansion and yet be proximate to a diverse cultural, economic, and social environment.

The 1979 CPE report notes that TACPHE "did not speak of a southwestern Washington institution, but of a South Puget Sound institution."

To the extent that the college has a mandate for curricular innovation, it has been largely self-generated, although it is now very widely believed to have been part of the enabling legislation.

To the extent that the college has a mandate to serve state government and to take advantage of state government in its curriculum, this mandate derives more from a sense of lost opportunity than from any legislatively expressed intent.

The mandate under which Evergreen operates is a chameleon. The fact that twenty-two out of twenty-two legislators and policy makers are wrong about the college's original mandate does not mean that they can be safely ignored.

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Subcommittee Report 1

ly cited. For the present purposes, the significant point is that the curricular innovations which have stamped the college from the day it opened were almost entirely self-generated.

Today, in 1986, all this history is submerged. Evergreeners feel that the college was born to innovate.

To the extent that the college has a mandate for curricular innovation, it has been largely self-generated, although it is now very widely believed to have been part of the enabling legislation.

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The Cost of the College

It's a fact: Evergreen costs more to operate than the other state supported institutions. The differences are almost entirely due to indirect costs: The direct cost of instruction at TESC is quite comparable to that

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isolated disciplinary perspectives. Interdisciplinary study helps us to understand the world more fully. Existing modes of coordinated studies and group contracts embody the foregoing values well, both modes allowing for advanced work and demanding personal commitment and responsibility.

Individual Contracts are a valuable part of the curriculum. They require students to take responsibility for their own education. Contracts are one way that Evergreen is responsive to individuals, for they provide an avenue of study specifically tailored to students' needs. But this practice, perhaps more than any other on the list, embodies conflicting values. In an individualized learning mode students are often removed from a group context, e.g., seminars. The value of "doing your own thing" can come at the expense of not interacting with people (i.e., in seminars and in a community). We support efforts toward providing individualized study within a group.

Internships are a type of individualized learning that typically incorporate communal values. Students go out into the community to test and apply what they have learned. They learn the practical applications of "theory" in a professional setting. Students benefit from these experiences, and the community benefits from the students' work.

Narrative evaluations and evaluation conferences are usually thought of as aspects of the student/faculty relationship. Actually, they have much broader applications at Evergreen. The narrative evaluation and evaluation conference are used by the faculty to evaluate themselves; in addition, they are used by the staff in some areas. This evaluation process is important because of our emphasis on each individual's development and on helping the individual to articulate it and thereby learn from experience. We think a critical appraisal of individual performance is important, but that such appraisal is useful only if it includes self-reflection. Evaluation of students by faculty members, of faculty members by peers and deans, and of staff by supervisors need to be seen as frank and respectful dialogue.

Evergreen's policy has been to have a 20:1 across the board student/faculty ratio. Maintaining this ratio is important to realizing the evaluation process. Distributing the number of students evenly among the faculty enables the faculty to be responsive to students' needs. Many people feel it is a policy which makes it possible to have narrative evaluations, to meet students' needs and to have functional seminars (i.e., not too big).

The S&A Board allocation process fosters cooperation over competition, enabling students to work together to solve the problems of disbursing limited funds equitably. The S&A process reflects the original governance notion of locatability and accountability in decision-making.

Our emphasis on cooperation over competition, on teaching people to participate fully in a community, on collaborative problem-solving and on educating people to live in a democracy are reasons why we support having all constituencies participate on governance groups. Governance issues affect all members of the college. The college's policy of decision-making occurring at the level closest to those most affected can only be realized if we continue to provide constituency representation on governance boards.

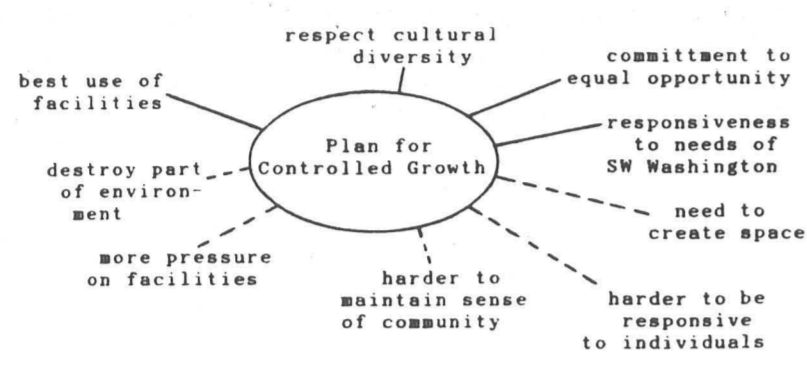
II. SEVERAL PROVOCATIVE PROPOSALS

In this section we make several proposals intended to provoke discussion that should help us clarify central values of the institution. We ask you to consider these proposals carefully but to avoid getting hung up on the details of any one of them to the exclusion of its main idea.

In the graphic display of values related to each proposal, solid lines indicate values supported by the proposal, while dotted lines indicate values it may erode or infringe.

A. PLAN FOR CONTROLLED ENROLLMENT GROWTH

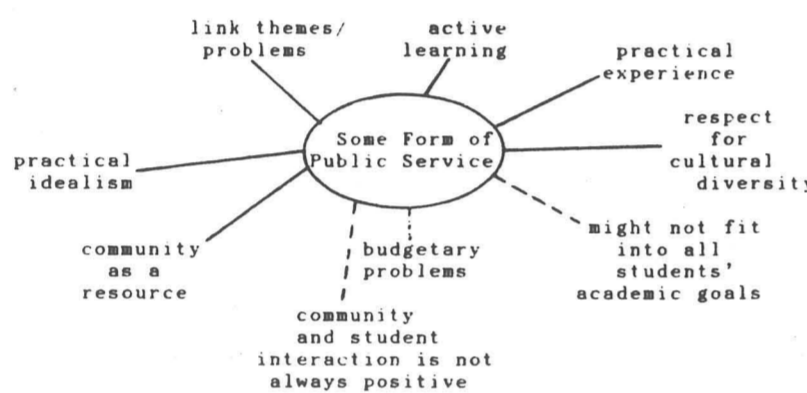
The more people we have here, the more the community can be made aware of cultural differences, and of the need to respect cultural diversity. The sense of community, a highly respected value at Evergreen might be harder to maintain were the college to get much larger. Growth could also lower unit cost. Growth could allow the school to be more



responsive to the needs of SW Washington by accepting more applicants from the area. On the other hand, once students are here it would be harder to be responsive to their needs. A larger community could help make best use of our facilities. It could also put more pressure on facilities, especially the physical plant. Renovation of buildings to accommodate (say) 4,000 students would probably undermine the seminar mode of instruction.

B. SOME FORM OF PUBLIC SERVICE

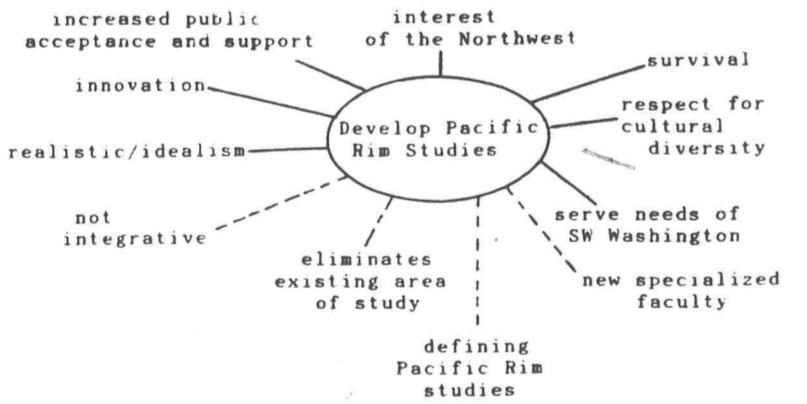
Some form of public service should be required for graduation. Such a project may or may not fit into every student's academic goals. This service would be conducted the same as internships, but all, not just some, students would do it. This could lead to budgetary problems. Much of what is done at Evergreen



is through public service. Students will come to see themselves in new ways as members of the larger society. They will see how other people unlike themselves function in the "real world." This service could encourage, if not ensure, respect for cultural diversity. It could also encourage using the community as a resource, but as we all know interaction between the community and students is not always positive.

C. DEVELOP PACIFIC RIM STUDIES

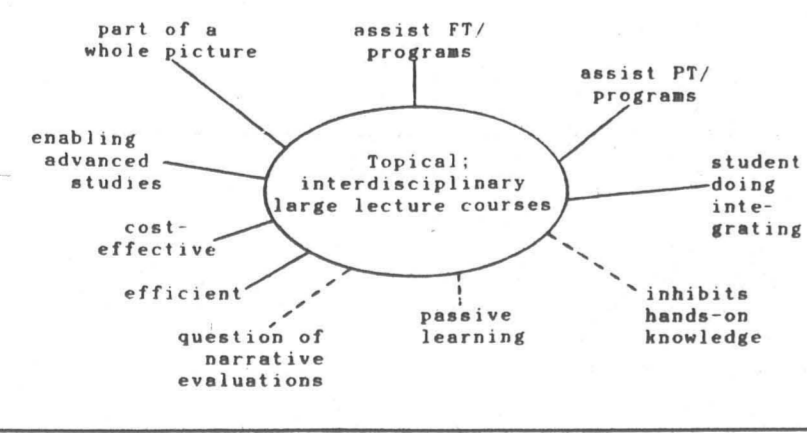
In response to the increasing need for awareness of the interests of the Northwest, Evergreen should think about developing Pacific Rim studies, at the same time eliminating an existing specialty area. These studies would help us serve some of the needs of SW Washington, and contribute to the survival of the college by relieving some legislative pressure while helping the college gain increased public acceptance and



support. It would help students become aware of different cultures that the Northwest will be dealing with, thereby reinforcing respect for cultural diversity. Pacific Rim studies could be an important innovation, yet it might not be very integrative with the rest of the curriculum. New faculty who specialize in areas that relate to these studies would need to be hired. Studying the Pacific Rim, an area vital to the Northwest's future trade and cultural activities, would complement students' practical idealism.

D. LARGE INTERDISCIPLINARY LECTURE COURSES

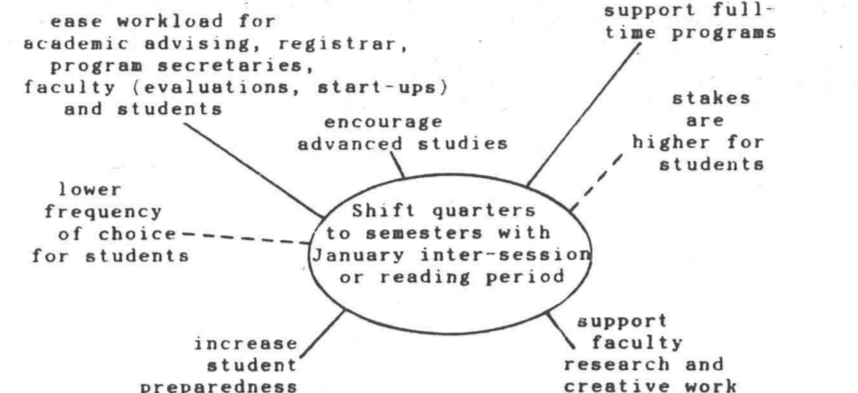
Large interdisciplinary lecture courses might make good academic sense. Each large course would enroll approximately 50-60 students. They would bolster full and part-time programs by allowing students to take a four-credit course that relates to their program. They would also help integrate the curriculum. Lecture themes would be part of a whole and



not just pieces of knowledge on the side. These courses would support advanced studies by making certain kinds of subject matter more available to more students. Large lecture courses would cut down on faculty work load and be more cost-efficient. Large classes could be viewed as settings for passive learning and as incompatible with narrative evaluations of students' academic development.

E. QUARTERS TO SEMESTERS

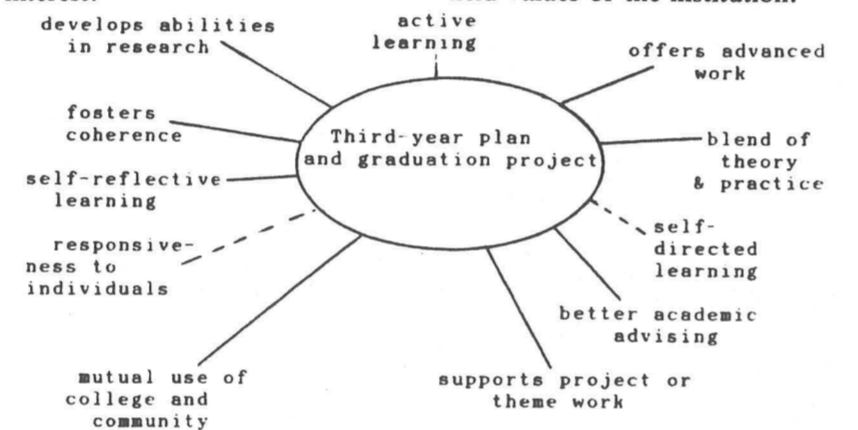
Evergreen should switch from a quarter system to a semester system with either an inter-session or a three-week reading period between terms. A semester system would support full-time programs and encourage advanced studies. An inter-session or reading period would support faculty research and creative work and allow students to prepare for the second semester.



Although the change would lower the frequency of choice somewhat for students, it would, at the same time, lighten the workload for Academic Advising, the office of registration and records, and program secretaries. It would also substantially reduce the evaluation workload for faculty and students. Fewer points of formal evaluation could be advantageous for some students and disadvantageous for others.

F. REQUIRED THIRD-YEAR ACADEMIC PLAN AND GRADUATION PROJECT

This proposal addresses some major concerns that have been mentioned on numerous occasions during the Values and Aspirations subcommittee's work. Students have said they find it very difficult to: (1) track through the Evergreen academic system, (2) find much continuity between CORE programs and advanced work, and (3) gain enough knowledge in one particular area of interest.



Such values as: (1) developing abilities in research, (2) being actively involved in learning, (3) blending theory and practice, (4) learning centered in themes, problems and projects, and (5) imaginative use of college and community resources are stressed in many of the documents we studied. Some of the results of this proposal—requirements, a more rigid curriculum, treating all students alike, and restricting self-directed learning—may be values that are in direct conflict with other strongly held values of the institution.

G. FORMAL REVIEW OF INTERCOLLEGIATE ATHLETICS (TO EXPAND, SUSTAIN, ABANDON, OR MODIFY)

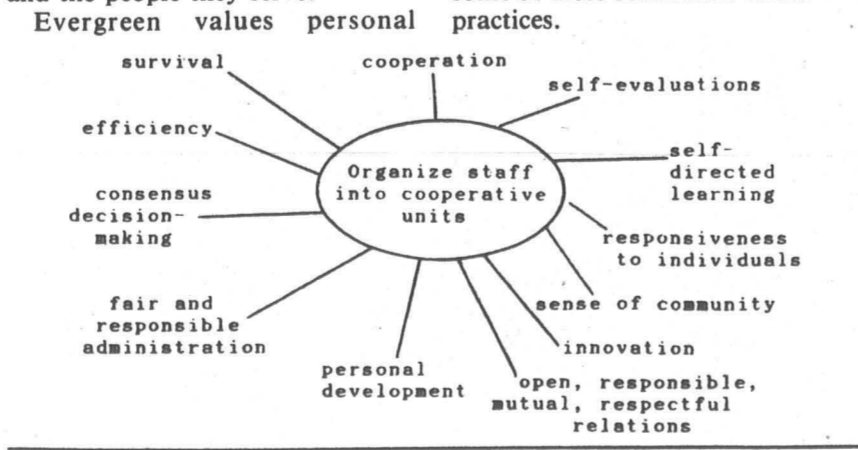
Evergreen's intercollegiate athletics program needs to be formally reviewed. There are several reasons for this proposal: (1) the Small College Goals Inventory's conclusion that athletics should decrease in importance in the future, (2) the institution's strong support of



cooperation over competition, (3) and the obviously contradictory values that are attached to athletics. Some of the values that appear to be in conflict are: (1) encouraging a variety of learning modes and doing only what we can do well, (2) cooperation in a competitive experience, (3) the authority of the coach, and the consensus decision-making process, and (4) the "right student mix" at Evergreen and the "jock" paranoia.

H. FOSTER COMMUNITY AMONG THE EVERGREEN STAFF BY ORGANIZING IT

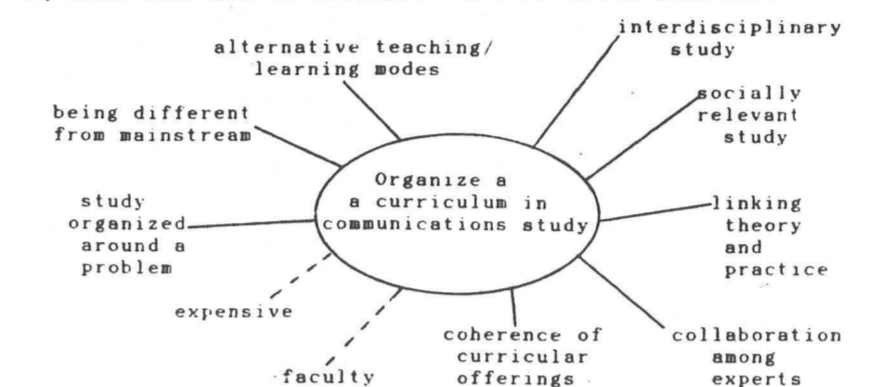
Foster community among the Evergreen staff by organizing it into cooperative units that make their own decisions, set their own procedures, and evaluate their own work in consultation with their supervisors and the people they serve.



Evergreen values personal development, self-directed learning, self-evaluation, and consensus decision-making. These values and practices are far more common, however, in Evergreen's academic life, especially so in coordinated studies program, than they are in the lives of staff members. This proposal suggests that staff working conditions be reconceived so as to embody some of these communal values and practices.

I. DEVELOP A CURRICULUM IN THE THEORY AND PRACTICE OF THE COMMUNICATIONS FIELD

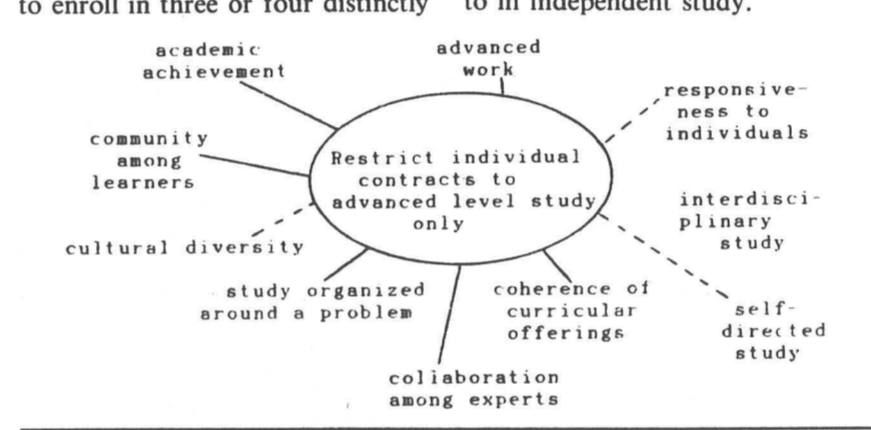
By organizing a curriculum around two or three themes, such as Studies in Communication, we could construct several coherent, clear pathways for students to follow from entry to graduation. Emphasis could be on skill in the use of the technology, fundamentals of technique and theory, and putting the study in a social context. A broad range of disciplines could be spanned, from fine arts to molecular



genetics to computer science. Evergreen seems well-placed to initiate such a program since our physical resources are newer than those at other colleges and universities in the state, we can easily regroup faculty and support staff for new ventures (we're not locked into departments), and we have already established a commitment to interdisciplinary study. Graduates of this curriculum would be well-versed in many aspects of technology, would have acquired several different modes of communication skills (verbal, visual, audio) and be grounded in a liberal arts education.

J. ENROLL ONLY STUDENTS DOING ADVANCED LEVEL WORK IN INDIVIDUAL CONTRACTS

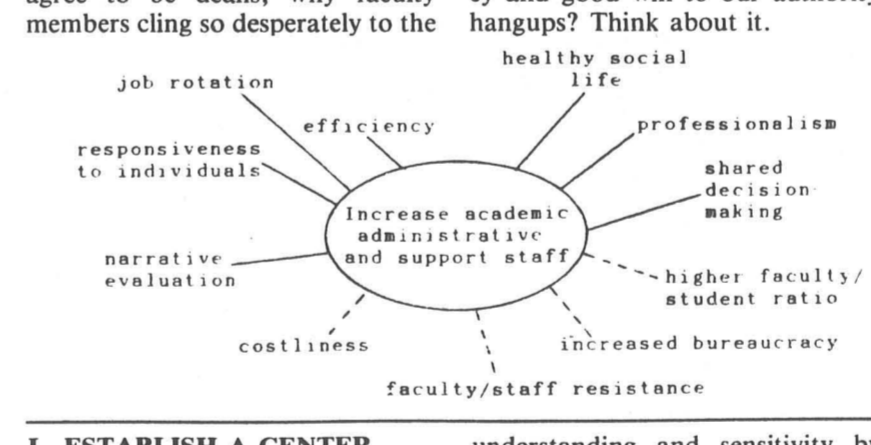
Given the pressure that independent study puts on our limited faculty resources, and our belief in group work, only advanced-level students should be permitted to enroll in individual contracts. Students on individual contract should not be able to enroll in three or four distinctly



separate courses or projects, but should have reached a level at which specialization and advanced independent work make sense for that student. By limiting a student's choice in this way, we are promoting the values inherent in full-time study, such as fostering community among learners, collaboration among experts, and interdisciplinary study, all values which are difficult to adhere to in independent study.

K. INCREASE THE NUMBER OF PEOPLE IN THE ACADEMIC ADMINISTRATIVE AND SUPPORT STAFFS

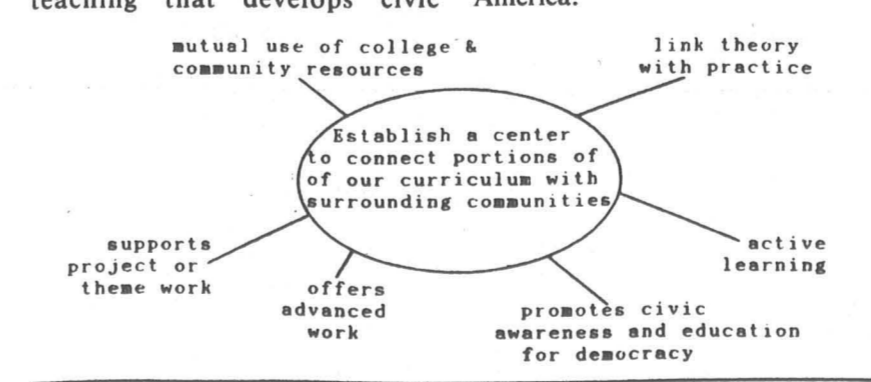
Regardless of how unpleasant it is for some of us to acknowledge, the fact seems to be that the academic side of this college is seriously under-administered—there simply aren't enough people doing the administrative and support jobs to get them done well. That partly explains why it's so hard for us to get people to agree to be deans, why faculty members cling so desperately to the



clerical help they have. As a result of this understaffing, things we say we value get done late, sometimes poorly, and on occasion, not at all. Wouldn't it make sense for the Provost/Academic Vice President's job to be divided in some way? Shouldn't each dean have at least a whole secretary? Don't our program secretaries need more help (despite the word processors that are "supposed" to be coming)? Are we willing to continue sacrificing efficiency and good will to our authority hangups? Think about it.

L. ESTABLISH A CENTER TO CONNECT PORTIONS OF OUR CURRICULUM WITH SURROUNDING COMMUNITIES

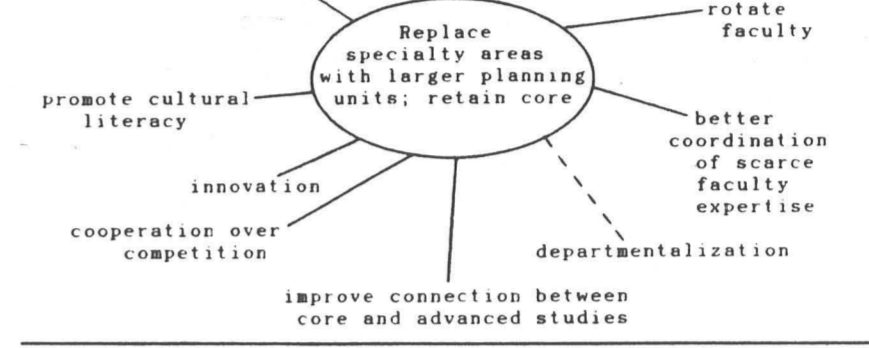
This trial balloon suggests a method by which Evergreen can connect applied studies within its curriculum to community service and assistance. It follows from many of our expressed values concerned with linking theory and practice, and involving students in applications of their studies. The proposed center should blend the functions of teaching, research and service: teaching that develops civic



understanding and sensitivity by linking students and faculty with community groups working on real issues and problems; research that involves faculty-student-community teams in generating information about and for communities in the region; and service that not only responds to regional needs, but also engages students in collaboration with individuals and groups in community contexts. This trial balloon could establish one mechanism by which Evergreen might address the growing civic unconsciousness in America.

M. REPLACE THE PRESENT SPECIALTY AREAS WITH LARGER AND BROADER PLANNING UNITS WHILE RETAINING THE CORE CURRICULUM

For the faculty, it would mean better coordination of scarce expertise; it would open up the faculty rotation; and decrease specialty area infighting by promoting cooperation over competition; and it would give



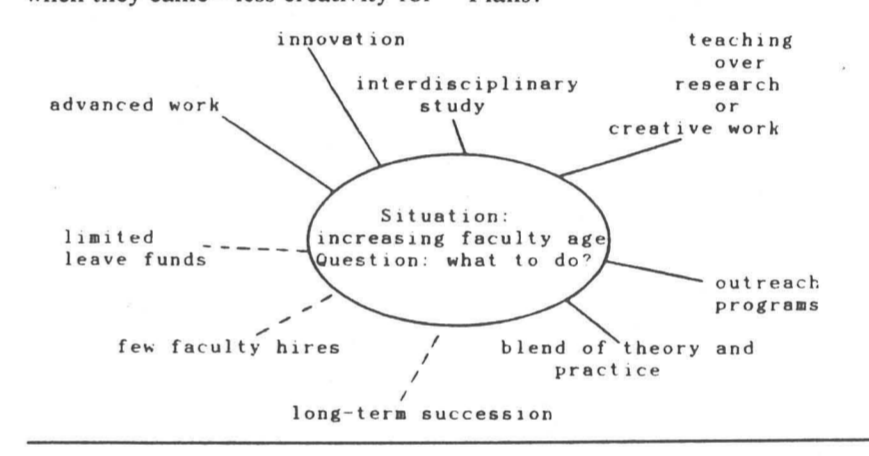
rise to further innovation. It is possible, however, that this idea could lead to departmentalization in the future.

For students, a more fluid faculty rotation might promote cultural literacy, improve the connection between core and advanced studies, and, in general, give more coherence to the curriculum.

And for Academic Advising, it could provide a clearer path along which to guide students.

N. THIS TRIAL BALLOON RECOGNIZES A PROBLEM, BUT WHAT RESPONSE TO IT IS MOST APPROPRIATE. YOU MAKE THE PROPOSAL AND FILL IN THE BALLOON.

A review of faculty ages revealed to us that the vast majority of our faculty members are forty-five and older, and almost none are younger than thirty-five. At once, this indicates that in a very short span of time this college will have to replace a great number of its teachers. In addition, even now, people here have less energy for work than they did when they came—less creativity for



innovation, less willingness to do outreach, less motivation to blend theory and practice in their teaching. Moreover, mature faculty members feel torn between the demands of their teaching and their interests in research or creative work. At the same time, all of us know that despite our mandate to grow, we'll not ever again be able to hire faculty members in the numbers that we were in the first few years of the college's life. And there's less support for leaves or special project work as years go by. We need some imaginative proposals, some fresh ideas. Any suggestions? Proposals? Plans?

Should some internal guidelines for enrollment growth limits be generated to ensure continued high quality education in the "Evergreen tradition"? How will growth to 4000 FTE affect our ability to adhere to our values and aspirations?

The existence of intercollegiate athletics appears to contradict the value placed on cooperation over competition. Can we find a way to integrate intercollegiate athletic activities into our culture so that the apparent conflict of values is lessened or eliminated? If not, how can we ensure that student athletes may pursue their own educational and personal goals, a value that we seem to hold high when applied to other co-curricular activities?

Principles of equality and mutual responsibility are not applied to classified staff in the same way they are applied to faculty, exempt staff and students. In a state bureaucracy and a union shop how can Evergreen creatively address this issue without violating the law? Can we justify asking staff to participate and cooperate in institutional processes at an equal level with faculty and students, when staff are not extended the same degree of flexibility or the same privileges?

There is concern that the Disappearing Task Force (DTF) has lost its vitality and efficacy as a consultative decision-making process. Have DTF's turned into handpick committees that serve as rubber-stamp mechanisms for administrators? Have they, at other times, consulted so broadly and unselectively that they simply confuse and delay resolution of important issues? Is the selection process for DTF's, as it is currently defined, a valid mechanism for ensuring fair consultation by students, faculty and staff?

"Accountability, locatability and continuity," a phrase found in many of Evergreen's founding documents—are those guiding principles still in effect today, or have they been lost in the shuffle? How do we ensure that our administrative practices reflect a commitment to these goals? Are these still vital values for the Evergreen community? When decisions are made, how can we find out by whom they were made and why?

The curriculum, at times, appears to be fragmented, overly specialized in some areas, and lacking clear, interdisciplinary, curricular pathways. Is it possible to create and maintain a coherent, robust curriculum while, at the same time, ensuring that faculty and students have an integral role in constructing specific course and program offerings? Should we be concerned about having clearly identified curricular pathways? How do we ensure that we have sufficient faculty resources to maintain our curriculum as conceived? Is it important the curriculum be coherent or only that the student's educational experience be coherent and good? Is there a connection between the structure of the curriculum and the quality of a student's academic experience?

Credit-generating instruction funded out of academic support inflates the unit cost figures for academic support staff and puts pressure on staff in those areas to accommodate higher enrollment when additional funding dollars are provided to hire additional faculty members. Should staff who are primarily involved in credit-generating work be paid out of the faculty salary pool? Should we shift those instructional duties to members of the faculty, freeing staff for academic support work? What happens when faculty don't want to teach a particular subject that has been built into the curriculum?

Evergreen fosters self-direction, self-motivation, and self-reliance in students, and an ideal of "aggressively pursuing what you want to learn," which, when viewed as a cultural bias, sometimes, conflicts with values such as recognition of each individual's right to choose a lifestyle, respect for significant differences, egalitarianism, and cooperation over competition. How can we provide flexible, responsive structures that also ensure fair and

III. ISSUES AND PROBLEMS

During the past weeks of discussion and analysis, we have attempted to (1) define practices (procedures) at Evergreen that we are reasonably sure we want to preserve, such as written narrative evaluations; (2) elucidate the values inherent in these practices we want to preserve, e.g., why we want to continue to do narrative evaluations; (3) define values and aspirations not directly reflected in current practices but vital to the Evergreen community, such as fostering an understanding of diverse cultures, (4) come up with specific proposals for how Evergreen might proceed to ensure that our values and aspirations are acted out and/or achieved, such as the proposal to change from the quarter system to the semester system or registration, and (5) define and describe the values involved in our proposals for change.

As discussion progressed, it became apparent that there were certain topics for which we could not possibly reach agreement in the time allotted. We have relegated these items to a category called "Issues and Problems." Since, as a committee, we could not reach agreement about these issues, we suspect that these issues represent values in conflict, discrepancies between what we say and what we do, or just plain hard questions whose connections with particular values are hard to determine.

The following list is not meant to be exhaustive by any means. These are issues we have identified in our readings and discussions, or have been pointed out to us by members of the community, over the past several weeks. Some of these issues and problems are the subjects of the