Fnotebook

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 liason 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.

scale fee from \$2-\$3. Call Innerplace for info., x6145.

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 Pheonix 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

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

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,

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 Yenney'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 Yenney's Music Store. For info. call Oly. YWCA,

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, Yenney'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,

Tuesday, April 22

for information.

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., Bldng. 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 Womens' 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

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 dieticians. 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 Vilman 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 Jour

Deans recomendations spark campus conflict

Protest held

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.

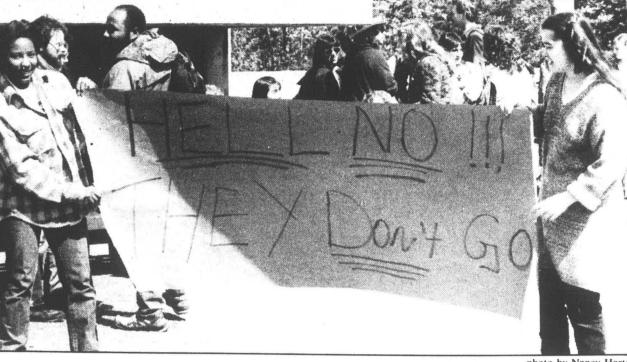
The protest began to the beat of a drum as over 100 protesters climbed the clocktower stairs and chanted a Native American honor song while clapping their hands. Protesters crowded into the hall outside Hill's door. When the drumbeat stopped, Hill invited everyone into the Board of Trustees meeting room.

Les Rhoades, one of the coordinators for the Northwest Indian Center, read a letter drafted by members of the center.

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

The letter addresses the following: "TESC is built on traditional

Squaxin Nation Land. "TESC utilizes 'Multi-Cultural'



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

perspectives in gaining students, funding and general support.

"TESC is questioning the American Studies.

"TESC has yet to commit to the Longhouse Project. "TESC although claiming com-

mitment to Native American philosophies, faculty and students, has in reality consistently tried to... undermine the Native American Studies program by trying to impose to as 'squaws.'

President, students miss Forum

However, there was some opposi-

tion to the campaign. When

Gallegos asked one student if he

wanted to write a letter to the presi-

dent, the student commented that he

was ready to die. While passing,

another student removed the sign an-

When asked why he wanted to get

letters denouncing the Reagan Ad-

"I didn't need to convince ministration's policy, Gallegos said Washington D.C., 20500.

vided the materials."

nouncing the event.

anybody," Gallegos said. "They all he wanted to send a letter, but was

wanted to write, and I think it was frustrated about the lack of effect

nice the student organizations pro- one letter would have. "If we did it

a large number of students to write by an bombing, write Ronald

Euro-American standards on it, and has never had Indian people in significant administrative positions academic integrity of Native or any special admissions or retention program geared for Indian people or people of color and has not acknowleged 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

photo by Jennifer Lewis

together," he said, "we'd realize it

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 presi-

To express concern about the Li-

Reagan, The White House,

wasn't just one letter."

"According to the Webster's New Collegiate Dictionary's definition of racism, TESC is at the very least in-

stitutionally 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

Plan debated

by Maggie Murphy

Strategic

Planning/

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 Composi tions," the Native American Studies program, and was placed on warning last year according to a memorandum witten 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

These problems are philosophically 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

13 students who came last week to April. The next meeting is in May, 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

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 advis-

ing a better service for students.

"I would like to be able to talk to the president of the college," said Frustration was high among the one disappointed student. "Now it's 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.

THE EVERGREEN STATE COLLEGE Olympia, WA 98505

by Bob Baumgartner

Libya.

Students held a letter writing cam-

paign outside the library building at

noon, Thursday, April 17, to protest

the United States' air strike against

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.

NONPROFIT ORG U.S.POSTAGE OLYMPIA, WA PERMIT NO.65

KAOS wants more watts in order to compete

were written in English; most of the

There weren't any sensory in-

struments to warn of a leak. Three

hours elapsed from the start of the

accident to the critical point when

about to explode. "Their problem

Unable to explain exactly how the

release occurred, Union Carbide

said anti-American terrorists may

have sabotaged the plant. The com-

tremists calling itself 'Black June'

publicly claimed any responsibility,

writes Everest. "Their charges of

sabotage are entirely groundless," he

Everest argues that the "green

revolution" of abundant pesticides,

fertilizers and agribusiness

technology has plunged many Third

World countries into bankruptcy,

environmental degradation and fur-

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ther dependence on the West.

Nachos

Uptown

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not enough," Everest said.

workers understood only Hindi.



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

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 ficials insisted that only methyl isomakes 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 speaking tour of his just released

The release of more than 40 tons 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.

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 ofcyanate (MIC) was released. But doctors found solid evidence of cyanide poisining among many of the victims.

Sodium thiosulphate, an antidote Thursday, April 17 as part of a to cyanide poisoning, was being successfully administered to patients before Union Carbide and the Indian government suppressed the of deadly gases occurred on 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 subsidary, 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,' The Indian Government says says Everest, citing an operating manual that reads, "If odor or eye irritation is not detected, the MIC is not present." All safety instructions

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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

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.

moved into the open spaces with

KAOS," he said. Allegra Hinkle, head of the Com-

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

munications 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 "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 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," Hunt-

"There are some serious longterm 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 "If commercial broadcasting years. The cost is cheap," Huntsberger said.

Student makes finals

Susan Cohen, an Evergreen stuworkers realized the MIC tank was dent in the Masters of Public Administration program, is one of 18 wasn't too much technology; it was 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 pany wrote in a July 1985 affidavit word essay each submitted. The essay was to answer the question: "What experiences led you to comhas claimed responsibility for the acpare the female and male status in cident." But no one had ever heard the United States and in policies afof such a group and no organization

fecting 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

the Bar

\$1.50

\$1.99

\$1.99

\$1.99

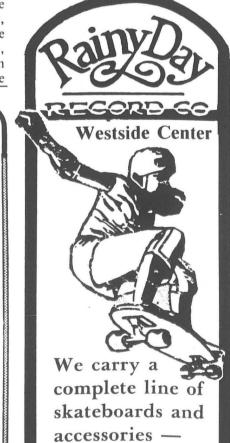
\$1.50

Olympia

357 - 7527

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



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Division and Harrison

Earth Fair celebrates art and technology theme Saturday's events No-nuke activist to speak

and children's events will all be part cultural diversity in Lecture Hall 2 of the Fifth Annual Earth Fair. A workshop on recycling energy and slated for Saturday, April 26, at The Evergreen State College.

The free event takes place on the

to 5 p.m. Speakers David Haenke and Lloyd Marbett will highlight festivities on the main stage. Haenke p.m. in Lecture Hall 2. is coordinator of the annual North American bio-regional conference, while Marbett has earned a regional reputation as a provocative antinuclear and environmental activist. His group, "Forelaws on Board," has successfullly 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

A forum on the proposed moratorium of the harvest of old growth trees in the Northwest takes to 12:30 p.m. Meanwhile,

People gathered to walk in memory

of JoAnne Jirovec at 4p.m. Mon-

day, April 21. The walk, and a

potluck that followed, was organiz-

ed by Rita Pougiales, Ellie Dornan,

Marilyn Frasca and Kate Crowe.

The group, most of whom had ac-

companied JoAnne on similar walks

and jogs around campus, walked

from Red Square and down the

Organic Farm path. They stopped at

by Duane Anderson

JoAnne Jirovec.

Films, speakers, energy exhibits Sugiyama will lead a seminar on solar demonstrations will be held by the Energy Outreach Center in CAB 108 from 3-5 p.m. "Free Food," a Main Campus Plaza from 10 a.m. play about lifestyles and environmental awareness by student Mark Levine, will be performed at 3

> 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.

> origami, balloons and games will we 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 sponplace in the CAB from 10:30 a.m. sored by Evergreen's Environmental Resource Center, Greenet and the Evergreen's Affirmative Action Of-Peace and Conflict Resolution ficer Margarita Mendoza de Center. Call 866-6000, x6784.

the farm to look at some ducks, then

couldn't decide how to return to

campus. Someone said, "We need

JoAnne to tell us which way to go.

5 p.m. potluck, held in CAB 110.

After a half hour of eating and con-

versing, they presented slides and a

movie of a 1979 Rogue River raft

trip. Lynn DeDanaan and Sally

Cloninger put together the

25-minute show. People responded

After the presentation, which

with loud laughter and applause.

brought JoAnne's actions and smil-

ing face back for a few moments.

JoAnne's spirit seemed to be there

in the glowing faces of those

eminiscing and telling stories about

Maxine Mimms talked about how

JoAnne was with Evergreen for 16

JoAnne was a large piece of our

historical memory for the institu-

tion, and now she's gone.

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She'll be missed by many.

They walked slowly back for the

She would tell us."

Spirits were high.

Friend remembered on walk

One of the speakers at this year's Earth Fair will be Lloyd Marbett. Marbett has been active in antinuclear 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 en-

vironmentalists, and a villain in the eyes of his detractors, corporate executives and the establishment press. Working with his group, 'Forelaws 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 Face-painting, story-telling, at every opportunity, the application

> In 1980 Marbett and his supporters decided to challenge the

was withdrawn.

initiative petitions in Oregon. One, a law to prevent the construction of any new nuclear plants until their is a federally licensed waste respository, 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 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

The dump belongs to Teledyne-

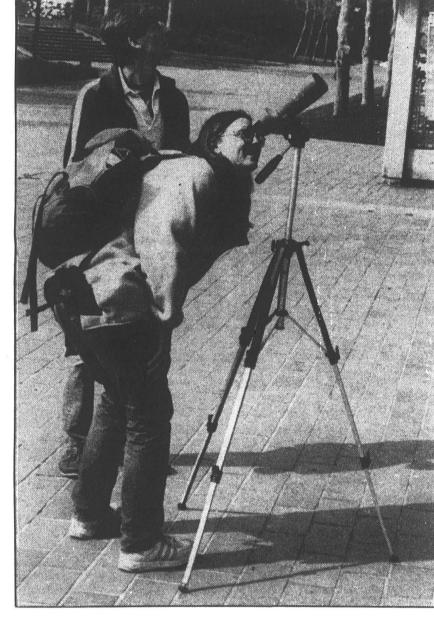
nuclear industry through the elec- Wah Chang, a major manufacture toral process. They circulated three of zirconium in the western world. Zirconium is essential to the operation of all large-scale, electricityproducing nuclear reactors. The law passed, but the Oregon Supreme Court overturned it. This 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

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 intiative to the state of Washington to create a superfund for toxic waste cleanup.

Swallows peacefully moved



Students caught looking at last year's swallows.

propriate in certain areas to keep people from smoking, but we've liscovered that "No Swallows" signs do not deter these feathered friends from nesting and pestering 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 hav ing 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

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

Have a clean and happy Spring.

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Whitener said.

Plan from page 1

American learning philosophy. "Native American Studies operates with a concept of 'hospitality.' Hospitality denies no one the educational opportunity they seek,"

Last year, when a 24 to 1 student/faculty ratio was reached in "Ceremonies" (last year's Native American Studies program), the deans blocked new student enrollment by imposing a waiting list.

Whitener took objection to the waiting list because "a waiting list is counter to the Native American's educational learning philosophy." He said, "The program's attendance grows each quarter as other pro-Hillaire sponsored individual leargrams finish and students approach

can't pursue elsewhere." When students become selfdirected and voice interest in pursuing an individually based educational process, Native American Studies enables them to assume responsibility for what they learn, Whitener students were White. At one point said. This responsibility is being directly challenged by the deans.

In Whitener's faculty evaluation, Dean John Perkins stated, "I do not support your concept of an instructional program." Perkins said he does not believe it is appropriate to transfer total responsibility for education, including the setting of David Whitener and Hillaire began standards and expectations, to the

Whitener says if you liberate peo-

ple, and entrust responsibility to them they get more in terms of a valuable education.

A key distinction in the pedagogical philosophies lies in the deans' belief that a student should be "awarded" credit based on his or her performance. Whitener's approach to credit is that faculty do not "award" them, but rather students actively generate them.

This is not the first time Native American Studies has come under fire. When Native American Studies was first conceived by the late Mary Hillaire, it was not a coordinated studies program.

us with individual learning ideas they ning contracts as a way of providing students a self-directed learning base. At this time, the majority of students were Native Americans. As interest grew Hillaire increased her contract load to accomodate each new student. Many of the new Hillaire sponsored approximately 100 contracts. The deans took action against Hillaire for this, and an attempt was made to fire her.

As a result a coordinated Native American studies program was developed. Faculty Betsy Diffendal, Maxine Mimms, Lovern King, the first program.

Mimms, now director of the Tacoma program, said recently that

manners, and a lack of common courtesy. Hillaire was the Native American Studies program and then she passed it on to Whitener. Now, Whitener is being asked to change.'

> Perkins said he sees the college working toward an institution that provides cultural diversity, and he would like to see more Native American faculty hired. According to Perkins any sort of revisions in the Native American Studies program would be in keeping with Evergreen's alternative style. He said as far as the waiting list goes, a 24 to 1 student/faculty ratio is appropriate for individually working with students. "The Native American Studies program should work within this boundary," he

> Currently the program asks that students, at the beginning of each quarter, propose what they will learn and how they will learn it. Faculty and student individually discuss the proposal. Continuing students receive informal student/faculty evaluation at the end of the quarter and a formal evaluation at the end of the year. All students receive evaluations when they exit the

> tions" disagree with Perkin's assess-

Mandy Goldberg, a student in the

"Evergreen has a history of very bad has allowed me to explore my potential. It is precisely the way the program is structured, or not, that helps me to do this. We come together each week and discuss our progress and at the end of the quarter we give presentations of our projects."

Golberg's project includes working with refugees in the Olympia area, She teaches English as a Second Language and works at the Refugee Center with Cambodians. She also works at the Parents Center. Goldberg is drawing from seven texts and she has a conference the Native American Studies prowith her faculty, Lloyd Colfax, each

"It infuriates me when people think it's a blow-out program. We because we're studying things relevant to our lives. 'Life Composition's' process and structure is the cultural difference. The changes the deans are demanding will rob everything that makes the program culturally based. This is racist." Goldberg said. Hill states, in his memo, "The

primary basis for David's renewal will be the reports of the colleagues faculty.' in his team and that of his dean.' The institution is asking Whitener to change his ways and evolve cur-

Many students in "Life Composi- rent practices in the Native American Studies program to create ment of the need for program a new arrangement. That new arrangement asks Whitener to teach outside his program. He is being asknegotiations will create a program program, said, "Life Compositions ed to learn how to structure a pro-that can accomodate and satisfy all.

gram to meet the institution's wishes. Perkins thinks Whitener needs to assume more appropriate faculty responsibility. This would include "award" of credit through evaluation of student work, and award of credit both for those subjects he is competent to teach and for which expert advice of other faculty is needed

Whitener contends he already assumes faculty responsibility.

Hill states, in his memo, he plans to charge a study group to look at gram. "The motivation for a study group...differs," the memo savs. "The deans see a host of problems which they believe undermine the work harder than most students auality and effectiveness of the

> "The concerned faculty think the deans are unperceptive and want to generate a dialogue and expect to be vindicated. From an institutional point of view, there is an overwhelming reason for a study group: the program most popular with our student body...is held in low regard or contempt by large numbers of our

Whitener sees the college as participating in unconscious institutional racism

At this point Dean John Perkins,

faculty member David Whitener, Provost Patrick Hill, and many concerned students are hopeful that

GRAPHICS

Jim Casey, feature editor for The Olympian, will be here to share his knowledge of graphics, layout and page design. The workshop will be held in the Cooper Point Journal office, CAB 306A, 1 p.m. Friday, April 18. All interested people are invited to attend.

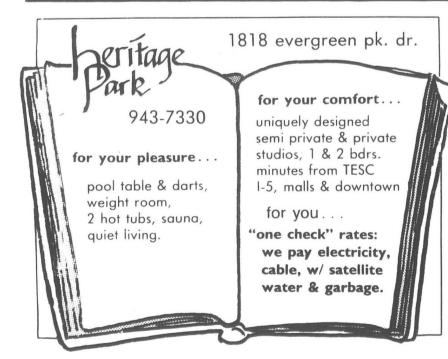
Casey's visit is the fourth in a series of Friday workshops sponsored by the CPJ which will bring professional journalists to campus to discuss the mechanics of the trade.

Watch for future announcements, and think about writing news for your college newspaper, for writing poetry, or creating short stories for Arion.

Fall '86 CPJ editor position open

Tired of sitting in a classroom learning things? Are you ready for excitement, adventure and travel through miles of student writing? Would you like to be the hub of information for this campus, and live a rich and fulfilling life vicariously? Then the Cooper Point Journal needs you.

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Vigil honors Libyan dead



A silent crowd mourns for the casualties of the U.S. attack on Libya.

by John Thomas Malone

A silent remembrance for those people killed in the Libyan air strikes took place Friday, April 18 in the form of a candlelight vigil from 8 to 9 p.m. Nearly 100 people gathered in a growing circle of glowing lights in downtown Olympia's Sylvester Park for the vigil organized by Cathy Slagle, a resident of Olympia.

Slagle said that once she "realized the significance of our country taking lives," she "had to have a way to channel her feelings for the massacre." Realizing that the rally held at TESC Tuesday, April 15, for the crisis was "mostly an intellectual thing," she noted she wanted to exspiritual plane.

Cathy Slagle asked for and received permission from Capital Buildings and Grounds for the event, then printed and distributed 300 flyers around Olympia announcing the vigil. The Food Co-Op donated candles and matches, which the many people who came without candles well appreciated. Slagle said, "It took a lot of work, and I'm thankful that many came. I just needed to have a public space to share my feelings silently.

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opinions

Students seek bridges with Central America

by Sean Sinclair

April 24, 1986

In the early 1960's, when the U.S. military involvement in Vietnam was escalating, the number of North American citizens visiting Indochina was minimal as was the number of Vietnamese who visited the United States. This lack of cultural and political exchange exacerbated the chasm of misunderstanding about the nature of the Vietnamese conflict; a chasm symbolized by the wide Pacific Ocean that stood between our two countries.

As U.S. military involvement in Central America increases, one of the truly hopeful signs towards a peaceful resolution of these conflicts is the rapidly increasing level of cultural and political exchange that is occuring between North American and Central American people. Certainly, the close proximity of Central America to the United States provides a better chance for building important bridges of understanding between our citizens

In the next two weeks, the Evergreen community will be provided with excellent examples of this important people-to-people interchange that is so vital to deepening our knowledge about the current crisis in Central America.

On April 24, Janine Thome, co-

coordinator of the Evergreen Political Information Center (EPIC) and I, Sean Sinclair, cocoordinator of the Peace and Conflict Resolution Center (PCRC), will depart on separate delegations to Nicaragua and El Salvador.

Janine was chosen to accompany the 12 member Seattle-Managua Sister City delegation to Nicaragua. Her stay in Nicaragua will include Nicaraguan media. She will also visit

rural villages near the Honduran shall's trip to El Salvador last border where the Contra war has December. intensified.

I was invited to participate in a

delegation of U.S. Citizens for Peace and Friendship with El Salvador, a national ad-hoc group of North Americans working for peace and justice in that war-torn country. I will meet with leaders from a variety of Salvadoran popular organizations (labor unions, peasant and religious groups, and refugees displaced by the extensive bombing occuring in the rural areas of El Salvador) as well as Salvadoran government and U.S. embassy

A particular focus of my visit will be meeting with teachers and students at the University of El speaking with government and op- Salvador, continuing the support position leaders, students, and the and exchange of information with TESC that began with Tim Mar-

and slideshows after we return from Central America on May 4. During the same two-week period, Nicaraguan and Salvadoran

Janine and I will give public talks

academic officials will visit Evergreen to give public lectures about life in Central America. At noon Tuesday, April 29 in the library lobby, Marta Alicia Rivera, the U.S. representative for

A.N.D.E.S., El Salvador's teacher's association, will share her moving personal story about the challenges and persecution that many teachers in El Salvador face as they work for academic freedom and peace with justice in their country. Ms. Rivera, currently living in

political exile in Los Angeles, is speaking in place of Julio Portillo, general secretary of Andes, who was denied a visa to enter the United

States for a spring speaking tour. The U.S. Embassy in San Salvador denied his visa based on the allegation that he is subversive. This tactic is being increasingly used by the U.S. government to prevent an informed debate on U.S. policy in

Central America. At 7 p.m. Wednesday, May 7 in the library lobby, Mariana Fiallos, president of the Supreme Electoral Council of Nicaragua and former president of the National University of Nicaragua, will give a lecture. Fiallos, a lawyer, is currently helping draft Nicaragua's new

constitution. The talk by Ms. Rivera is cosponsored by Third World Women, MECHA, the Women's Center, the Peace Center and EPIC. Fiallos' talk is sponsored by the Anthropology and Development of Central America Group Contract. Contact the Peace Center for further infor-

Big Mountain people 'must adjust' for survial

It is a sad but true fact that the people of Big Mountain are being forced to relocate from their sacred land. The multi-billion dollar corporations that are moving onto this land have eyes only for the valuable mineral resources that lay beneath Big Mountain. It is also a fact that these underground riches are needed for the well-being of our country. Even if our small voices can prevent July 7 from becoming the "beginning of the end" for these Arizona Dine (Navajoes), it is, most likely,

land is finally taken from them.

In Evergreen's relatively isolated corner of the world, many do not realize that the plight of the people of Big Mountain is not widely known. (As an Arizona native just moved to Washington, I can safely say that the knowledge of Big Mountain in its own state is relatively nill. In fact, I was never aware of this problem until I came to Evergreen.) We cannot admit defeat, but we must be realistic.

The less than 3 months that re-

main between now and July 7 are about the adjustments theymust not time enough to educate the world with what little resources we have. If there is truly a concern for the people of Big Mountain, then those who share in their grief must set their sights not on the production of a "magical ceremony," but on ensuring that the Dine survive.

Money and resources must be used to educate the Dine for their eventual move. If they are to survive in their new lives, they must learn to adjust. They must learn English, learn to become the consumers that they have never been, and learn

make to Americna culture. This does not mean that they must completely lose their own culture and adapt ours. It means that, if they want to survive, they must adjust. And what of the other issues? Many believe that, based on alleged facts, the people of Big Mountain cannot

survive without the freedom that they now have. Some say that white citizens of the towns to which the Dine will be relocated will carry out anti-Native-American acts on these people. But what will happen if they trying to physically defend their land against corporate invaders? They would surely die there, too.

There is little choice. Through education, the Dine will surely have more of a chance of survival in the "outside world" than they ever would have if they remained on Big Mountain when the corporations move in.

No, their plight is not fair. But nobody seems to be offering any realistic alternatives. When Big Business moves Big Mountain out,

Science editor calls star wars 'rogue elephant'

by John Tirman

a menace to U.S. national security. The president's pursuit of a spacebased defense against Soviet nuclear attack is nearly three years old, and already it has consumed alarming amounts of the Pentagon's budget

military posture.

* Robbing Peter to pay Paul. The administration insists that the Strategic Defense Inititative (SDI) should be insulated from any Penwhile failing to establish a firm sense tagon cutbacks wrought by the Gramm-Rudman budget balancing

The Cooper Point Journal, is published weekly for the students, staff and faculty of the Evergreen State College. Views expressed are not necessarily those of the college or the Journal's staff. Advertising material contained herein does not imply endorsement by the Journal. The office is located at The Evergreen State College, Campus Activities Building, Room 306. The phone number is 866-6000, X6213. All announcements must be double-spaced, listed by category, and submitted no later than noon on Monday for that week's publication. All letters to the editor must be typed, doublespaced, limited to 250 words, signed, and must include a daytime phone number where the author can be reached. The editor reserves the right to reject any material, and edit any contributions for length, content, or style. Letters and display advertising must be received no later than 5 p.m. on Monday for that week's

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How can such a dismal assessment law, or any alternative deficit-cutting force and install sophisticated The Soviets, understandably, will be drawn from the brief life of this effort in Congress. Coupled with the boosters and decoys, which they not bargain away their offense if It is now apparent that the program? Consider three illustra- budget squeeze, and because large have promised to do. But SDI has they believe even a partially effective Strategic Defense Initiative is itself tions of why "Star Wars" is now a items like military salaries and pen- more immediate consequences for defense is being built. They view Star sions are considered untouchable the SDI's share of the budget translates directly into deep cuts in other military programs.

> Even before Gramm-Rudman, the dilatory effect of SDI on conventional readiness and other military essentials was forecast. More than a year ago, former Defense Secretary trol of forces, and other vital James Schlesinger made the point by recalling the Safeguard missile defense program of the late 1960's, saying that it "was well on the way to eating the Army out of house and home at the cost of its conventional cabability."

Next year's SDI request is \$4.8

billion, plus \$500 million for related nuclear weapons work in the Department of Energy. That is an increase of more than \$2.5 billion over this year's appropriation, which itself was a near-doubling of the 1985 figure. This does not reflect a prudent research plan. Rather, the high numbers are meant to attract the powerful aerospace industry, with result, President Reagan will not the goal of making the program a agree to a test ban, which could slow permanent fixture of the Pentagon budget. Military preparedness and other research efforts will be the like- weaponry. ly victims, a harsh price for soliciting defense industry "momentum" on behalf of the SDI.

* Driving the arms competition. The point has persuasively been made that a defense is most easily defeated by increasing and upgrading offense. Even a promising space-based defense, which is not considered with a grain of salt, but now insight, would be foiled if the the potential for deep cuts in super-

our weapons rivalry with the USSR

The lasers and kinetic energy weapons being developed for Star Wars battle stations will first be available as anti-satellite weapons (ASATs), which can attack the satellites used for early warning of nuclear attack, command and conmilitary functions. Faced with the SDI, the Soviets are undoubtedly pursuing the same techniques. Because the United States depends on satellites more than the Soviets do, the early result of SDI will be diminished U.S. security. In addition, such ASATs could jeopardize any Star Wars battle stations eventually deployed.

The SDI is also preventing the Reagan Administration from joining the Soviet Union's nuclear test moratorium. The x-ray laser, which is "pumped" by a hydrogen bomb, is a candidate SDI technology requiring underground testing. As a down the arms race by retarding future development of nuclear

* Stalling Negotiations. If the goal of SDI is to eliminate the threat of nuclear weapons, why not eliminate nuclear weapons instead? That is the apparent option on the table at Geneva, and SDI is the obstacle. Soviet leader Gorbachev's proposal for nuclear disarmament must be Soviets double or triple their ICBM power strategic arsenals is very real.

Wars, rightly or wrongly, as a component of a U.S. first-strike capability, since it might be used to defend against a Soviet retaliation. That is why the Soviets insist that SDI be trimmed way back before the 50 percent, or more, reductions in nuclear

arms can be agreed to.

The bitter irony of SDI is that even on its own terms, the program is stumbling badly. Money has been wasted on huge research projects that have been cancelled or scaled back. Boost-phase interception of ICBMs, the lynchpin of a spacebased system, looks more and more improbable -- just as critics have said from the start -- and the new SDI budget reflects that reality. The x-ray laser program has been wracked by scandal. Demonstrations of technology, such as a chemical laser shattering a volatile, stationary booster from point-blank range, have been exposed as meaningless public-relations gimmicks. The official "architecture" study, the conceptual design of the entire system, calls for seven layers of defense and thousand of satellites, signaling the staggering cost an actual defense would entail.

Will the harsh realities of budget deficit finally startle Congress enough to rein in this rampaging project? A fresh probe of SDI accountability is due. Nothing less than fundamental national security is at

Mr. Tirman is Senior Editor of the Union of Concerned Scientists.

Greenerspeak:

What do you think of DTF's smoking policy?



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.



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





Rowland K. Zoller: There far as I'm concerned.



Bronwyn Thomas-Lincoln: I are a hell of a lot more im- don't think nonsmokers portant issues to consider on should have to suffer if they this campus than where you don't want to, but I don't can and cannot smoke. The think the DTF should get too uproar over Native ridiculous as to where people American studies and should or shouldn't smoke. strategic planning take I wish them all the luck in the precedence over smoking, so world trying to enforce it.



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

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the administration, faculty, staff,

the Student Activities Board, the

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noon Friday, May 16 in the college

board room on the third floor of the

suggestions is May 8.

Library Building.

sional news media.

Cooper Point Journal



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.

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, 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 CPJ. may be justified. But random It is embarrassing to see that the deans of The Evergreen State Col-

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which can only be answered with violence. To paraphrase W.S. Bur-

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.

policy and politicians (and world reaction to them) will be misguided Randy J. Earwood

if the Israelis get a homeland, then it's only fair that the Palestinians

response

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world community would sanction a axing their program. U.S. strike. But terrorists don't have rorism, namely Syria, Iran, and Libya become targets. Being the least military and the most physically Russia of the three, Libya becomes

roughs..."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 Those who disagree with the horrific state of U.S. policy should work politically to change it. Elect policy

Sixteen from Seattle/ Bellingham The Native Friday, April 25 Saturday, April 26

discos is criminal, period. If lege are failing to approach the Allegra Hinkle, whose office is in uniformed soldiers of a sovereign students in the Native American nation perpetrated such acts, the Studies to discuss the possibility of

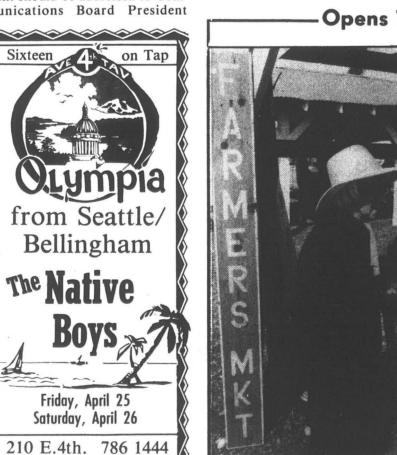
Proof to me that this college is a uniforms or a nation. So the nations step down from any academic a Communications Board meeting at with demonstrable links to ter- education. The false pretense of alternative education has increased

By the deans not being interested and diplomatically separated from in my views as a student of this program, I question their position to administrate to those who take their Our policies have led to a violence own education into their hands.

Darlene Osborne

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 a 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



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



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April 24, 1986

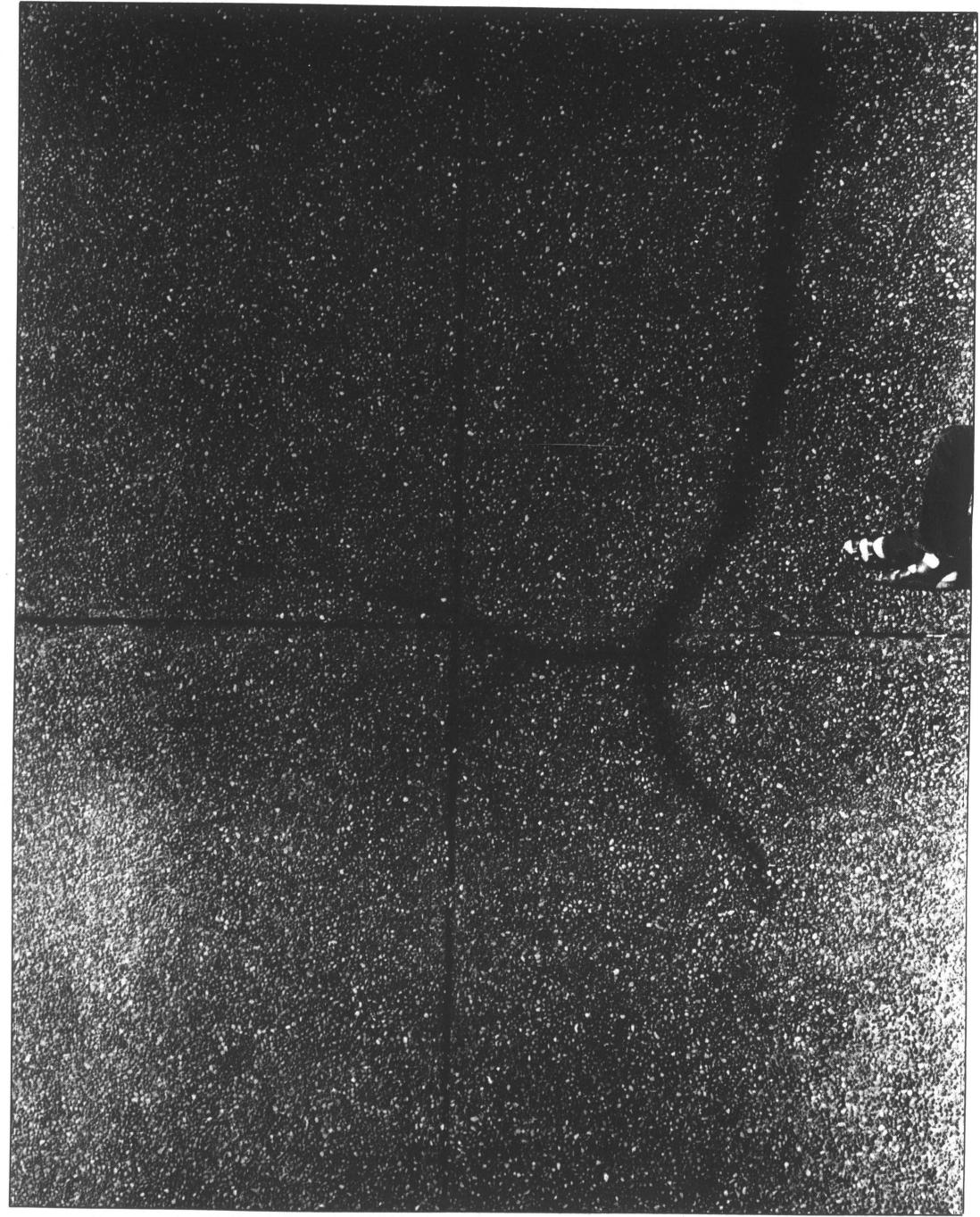
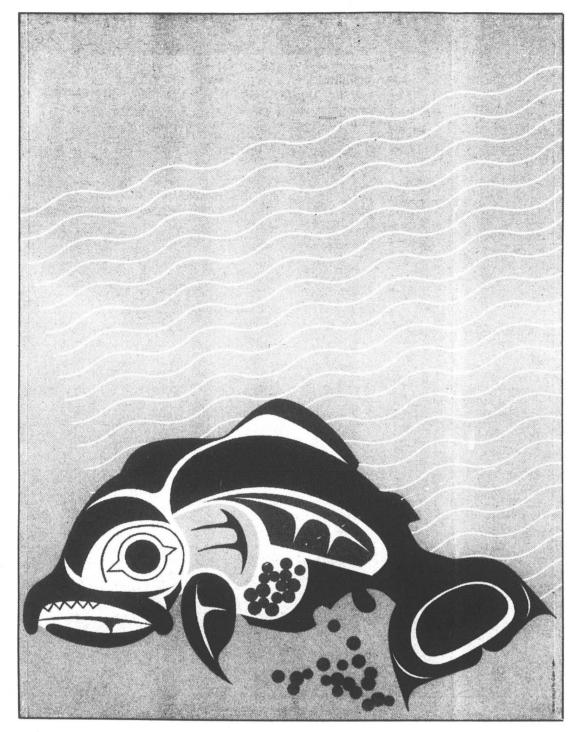


Photo by Evan Davis

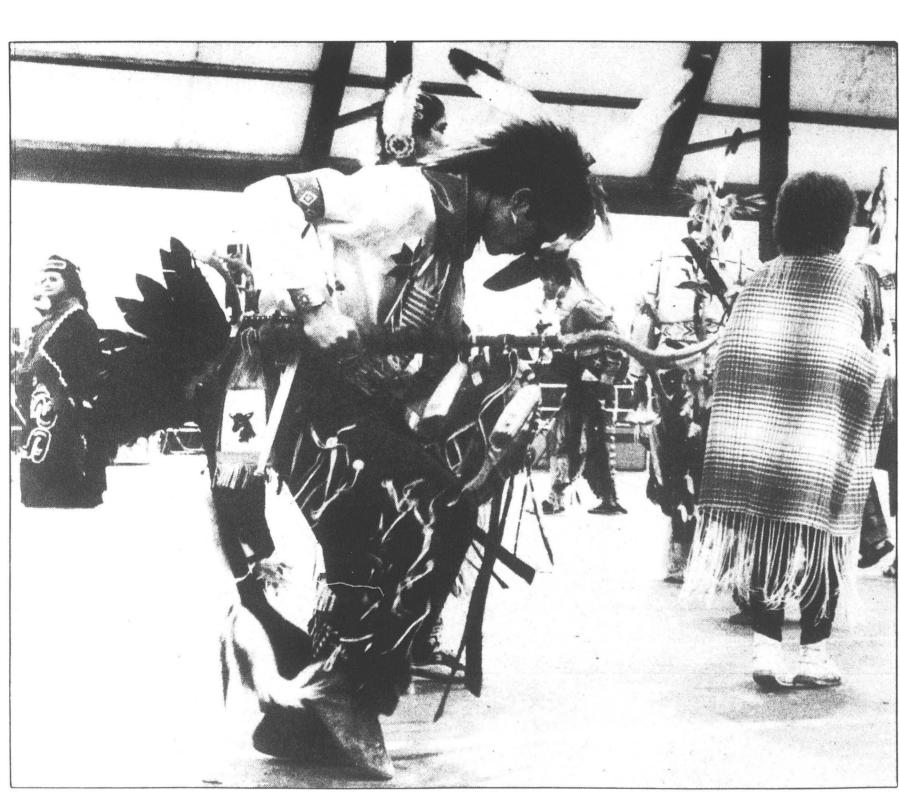
Festival of New Growth celebrated at Evergreen

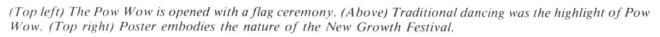
















(Top left) Dancers of all ages follow the beat of the drum. (Top right) Intricate patterns and beadwork enrich costuming. (Bottom) Parents help young dancer prepare for opening ceremony.

Photos by Jennifer Lewis

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 commandeer'd of late, and three one dollar bills. I wait for her "thank you" and

fifty cents in change. From there follow my unfortunate four dollar (nonmember 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

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 intellectualesoteric 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-

to write this review.

tor just uttered: "I have always thirst for knowledge...l 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 Croces' "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 no you can't borrow mine.

is a good car

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

blasts from the past Two faculty members asked to leave in past

April 24, 1986

and Stan Shore 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 from under a guy in "The Seventh expire. Martinez will be with the school through September 1977. The

who worked with Martinez on the ford a specialist or not." "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. and he was a fine colleague to work

Faculty member Willi Unsoeld, ed down to was whether we could af-

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 "The students enjoyed him greatly terms for not renewing the contracts are spelled out specifically in the col- grounds for contract "nonrenewal." with." Unsoeld said. "What it boil- lege's administrative code. Accor-

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

The code states that "unwillresponsibilities in both coordinated studies and contracted studies teaching modes" is sufficient

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 Stepherson, 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

'People who are doing their gig shouldn't be worried," said Martin. "Evergreen is not turning into a tight-assed place...this is not a witch-

sufficient grounds for firing.

Evergreen charged with discrimination

by Jim Wright

exact date of Delgado's departure is

Kormondy cited Martinez' "in-

ability to work within the coor-

dinated study mode" as one reason

for the dismissal. Although Martinez

showed great skill in the areas of in-

dividual and group contracts, Kor-

mondy wrote, the basic unit at

Evergreen is the group (coordinated

"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 get-

ting President McCann or Kormon-

dy. "I can only help so many peo-

ple," he added, "then it's time to

studies).

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

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

under Titles VI and IX of Executive 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 nondiscrimination on the basis of sex. Both titles stipulate termination of financial assitance 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).

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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 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 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 ac-

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

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According to Washington State developments in the case. "If there maintained that "relatively speakfacts out and let whoever is suppostion or not," he declared. McCann

has been discrimination, let's get the ing, we've made a great deal of progress with Affirmative Action." He ed to decide these things decide defined "relatively" as "relative to whether there has been discrimina- other colleges and universities."

Official response:

by Curt Milton May 6, 1976

Finding himself in the middle of the controversy surrounding the dy says he would have preferred that

the matter remain quiet.

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. aggerate almost any situation on "My preference would have been, in campus. "Before I know it," the case of the article in the CPJ last chuckles Kormondy, "125 faculty week, not to have seen that in the

Kormondy doesn't deny the right of a free press to publish, but would tract renewal belongs to Kormondy. The knowledge of those non-faculty members have been told that ranging from outright anger to a vised that they were facing the prodignified "ho hum." The two non-spect of non-renewal unless their says

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

Faculty who have not been innon-renewals of contracts for two formed by April 15 that their con-Evergreen faculty members, Vice tract isn't going to be renewed or renewals are the first of their kind that there may be problems ahead, don't have anything to worry about, "...I think personnel decisions are 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 exmembers have supposedly

The final voice in matters of conrather have kept the non-renewals He confirmed that during from becoming a "public matter." Evergreen's five year history, no renewals, the first at Evergreen, has their contract would not be renewprompted community responses ed. However, several have been adretentions have hit Evergreen faculteaching 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 ehire the two faculty when their present contracts expire was disclosed in last week's Journal. The nonn the history of the school.

Dean Rudy Martin confirmed that 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 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 attemping 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

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

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expressive arts network

Festival of New Growth celebrates art and life

by Joan Davidge

Center sponsored and coordinated American society, government and the Festival of New Growth. The history. Festival provided informative presentations on current Native American struggles, as well as large Song in which he used the back of nourishing doses of poetry, song and his guitar as a drum. The song was dance. The inspiration and wisdom dedicated to women. He pointed out offered in the week's events are the the difference between culture and legacy of traditional ways of life society by saying, "Culture depends which have existed continuously on on women to keep it alive. Society this continent for thousands of

On Monday and Friday nights, Yankton Sioux poet John Trudell struggle, survival and unity. Two spoke and read poetry before a small songs were about missionaries and group in Library 4300. Trudell anthropologists, and the struggle to described himself as a political ac- maintain native culture. One song tivist who doesn't believe in politics included the refrain, "Hide your because they get in the way of com- culture away, here come the municating. In any other form, these anthropologists.' words may be sounded radical beyond belief, but his poetry flow- for your Sins," Westerman said ed from his heart with an unques- Ronald Reagan played the role of tionable honesty. His understanding General Custer in Hollywood. He of modern society and the then interchanged the two names "technologic mind" stems from a throughout the chorus. Westerman

"There's a confrontation between trees, which was a celebration of the the technologic mind and the reason connectedness of life. for being," he said. The reason for being, according to John Trudell, is culminated with a Pow Wow Saturthe appreciation of life.

He addressed the loss of hope from 1 p.m. until midnight. People which has destroyed many of his from all over Washington and people's lives and threatens us all in Canada came to celebrate with a global nuclear age. "The trap is drumming, singing and dancing. The trading living for existing. Our Pow Wow is the celebration of life power is in the appreciation for which people of all ages can take living."

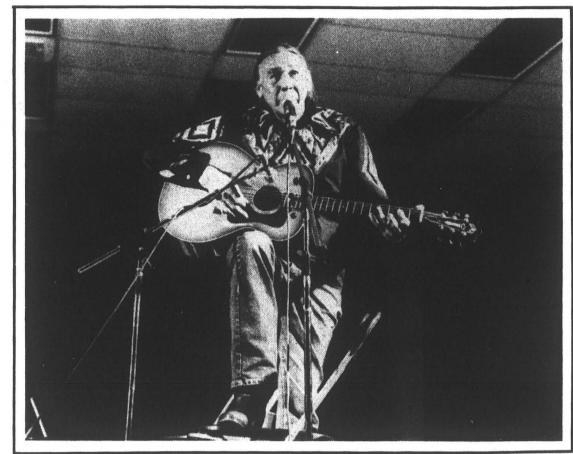
sang songs and played guitar follow ing Trudell's reading. Like Trudell, Last week the Northwest Indian he spoke with honesty about

> Westerman opened with a traditional song called the Rabbit Dance oppresses them.'

> The rest of his songs were in a folk style but continued in the themes of

In the introduction to "Custer Die wisdom passed down through time. closed with a song dedicated to the

The Festival of New Growth day in the Pavilion which lasted part in. The mother of a three year man, a Sisseton Wahpeton Dakota, this way: "The dancers' costumes, and now lives on the Muckleshoot



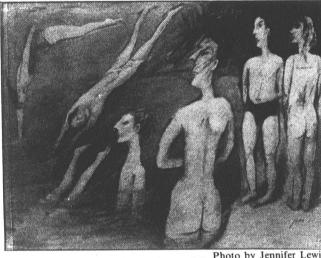
Floyd Westerman added song to New Growth Festival Friday night.

with their feathers, skins, and bones, Reservation near Auburn. His dance, the deer hooves on his ankles creatures. The dancers step twice on each foot to honor the four-legged animals, and they move in a circle

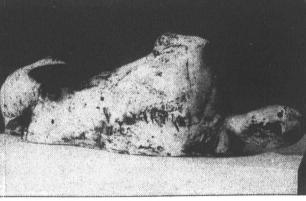
is the heartbeat." Wally Paul was one of the head dancers. He is originally from the

are designed to honor living costume was traditional Yakima. He shaking in the rhythm of the drum. said he and his family travel all over It is unusual in today's society to the state to dance at Pow Wows. All find artists who share common day he danced with the same en- values based on a long standing which follows the path of the sun to thusiasm of his grandchildren, and cultural tradition. John Trudell, honor the four directions. The drum a smile that never left his face. Floyd Westerman and Wally Paul all When he got up slowly from his share a way of living which became chair after our conversation, he the message of The Festival of New wrinkled his brow a bit and said, Growth -- the appreciation and On Friday night, Floyd Wester- old dancer explained the Pow Wow Sartclip Tribe near Victoria, B.C. "I'm getting old." But as the next celebration of living. It's a message song began, Wally Paul started to we can all learn from.

Married artists share views on working process



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



'Sleeping Man' by Mike Moran. photo by Jennifer Lewis

by Maggie Murphy

color. Massive ceramic torsos and and when teachers would call on me heads. These two types of work, I usually gave the wrong answer. I though mainly diverse share one was also very shy," she said. thing in common: the marriage of After high school, Jano attended their makers, Jano Argue Moran the Vancouver School of Art on and Mike Moran. Both are Nor-scholarship. She said at the time thwest artists. Recently Jano Lichtenstein and Motherwell were and then realized it was not really acmounted a solo exhibition of her very big and if you were doing cepted for a "cowboy" to be an arly exhibiting his work at Traver Sut- artists was narrow. She left the Frederic Remington. Mike did not their daughter, Marie.

Evergreen.

more supportive," she said. Jano atTheir faces look off in all directions tion in Mike's sculpture.

tended school in Seattle and several private art classes outside the public Ghostly painted figures swirling in school system. "I daydreamed a lot

paintings now showing in Gallery anything else it wasn't really Two of the library. Mike is current- acknowledged; the attitude of many western artist Charlie Russel or ton Gallery in Seattle. Mike and school because she found students Jano met three years ago in Seattle sitting around talking intellectually and share a home in Tacoma with menacing. She took various jobs to decided he would enroll in anything Jano works at her Tacoma studio waitress for awhile, and I was terri- Mike resumed his roll as artist. and cares for Marie while Mike ble at it. I couldn't remember who operates the Ceramic studio and got what." Jano has worked with a vironment, Mike pays close attenteaches ceramics and painting as a circus, travelled abroad and done tion to the surface quality of his imhalf-time staff member here at upholstery. She is now represented ages. Lines, color and figures deep-

by Jackson Street Gallery. Jano grew up in Seattle and has The paintings in Gallery Two undoubtedly a reflection of Monalways identified herself as an artist. represent the last six months of tana landscape. "I worked with well "My mother always wanted to be a Jano's creative work. The paintings crews on ranches and we would writer and encouraged a creative environment. When she realized I had look bewildered, intrigued and things," Mike said. These dead artistic talent, she became that much disturbed in their surroundings. things have been a source for direc-

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 tist, unless of course you were approach art again until after high school. At Montana State College he support herself. "I worked as a that did not require algebra. There

Influenced by the Montana enly etched into the clay surface and

Mike came to Seattle to continue Both agreed getting started again his work. Recently his sculptures can be a problem. Jano said, display live horses, human torsos "Sometimes a gallery will call and and heads. "I'll flop over a sculpture ask for more work and that will realor break it to get it to work. When ly make me get going." Mike add-I work, what I make is a reaction to ed, "There is always that fear that what I just did. I deal with technical you've lost it altogether, but you problems of composition, structure have to dive in and just get started." and color. One thing leads to Jano and Mike said they have gone another. I'll use variations of a through the image making cycle so theme as a way to try new things," many times now that they can anhe said. Anything he does seems to ticipate the fears and anxieties that become a surface for the scrapes and crop up. etchings that reflect his environment. Neither Jano not Mike feel com-Mike also agreed any statement his

work makes is incidental. He also work. At gallery openings it can be paints, and he included paintings in especially difficult. They said when his show at Traver Sutton Gallery. they just complete a body of work Jano and Mike share many they are feeling distance from the similarities in their working process. images and cannot look at the work Both find isolation necessary to objectively. When people want 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 Between Jano and Mike the art from an emotional perpective. world keeps them pretty busy. "Jano responds 100 percent with her Teaching art, Mike said, is the

mine a bit more," Mike said. After they finish a body of work, side of image making. He has recentboth find it essential to take a break. ly been inspired to do more painting After meeting a deadline Jano said as a result of teaching painting and she'd rather do anything than paint. observing how Jano uses color in her "The time between the work is a work. Jano said she is fortunate to healing process. Making work is an have Mike working this job. She said emotionally draining thing. I'm ex- it helps provide her with time to do hausted when I finish a body of her work. 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 absolute-

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.

fortable talking a lot about their

emotions when she works; I control closest he has come to doing what he likes in a work environment, out-

> 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.S., M.A. COUNSELING AND THERAPY

Depression - Personal Growth - Abuse 866-1378

April 24, 1986

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 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

The End of Luncheons

To the cross of culture

Wielding namebrands

They'd sell the earth

For what it's worth

"A lie you're living"

Bathed in tension

Buying laser art

Running scared

To submarines

A fast attack

No looking back

Cosmic vultures

Have nailed us to

The ever present

Cross of culture.

Steven Helbert

Lined like cattle

Running dry

On their T-shirts

And lost my soul to salesmen

A voice within you screams inside

.Nailed myself

Fell into a hole

Peter Murney

she never thought

walking in the rain

running like water

each day she was

the rain, it came down

walking in it, thinking

down a windowpane

so green, so wet

feeling like water

through his fingers

down a windowpane

so inconfusive

her feelings

she was

each day

she was

so green

thinking

so hard

her feelings

all wet

running

so hard

running

the trees

reaching for

her feelings

she was

so blue

each day

his fingers

so hard

raining

all wet

each day.

the sky, so wet

the sky, the rain

so inconclusive

walking in the rain

she never thought

Jennifer Hoben

like water

so inconclusive

all the trees

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

Upon seeing Robins on the Soccer Field

blam blam

Dennis Held

(found poem)

Top Down: Convertible Art/Physics

Top. Colours Flavours Slavery

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

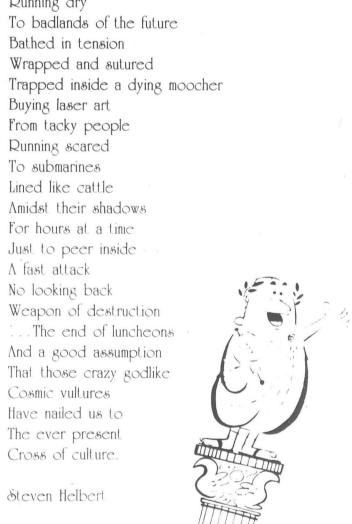
Bootstrap, Cosmic see Cosmic Bootstrap.

Top Down Truth 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)



"The drums speak all languages even if the drummer does not," says master drummer Obo Addy, who will perform at 8 p.m. on Saturday, May 3, in the Recital Hall at The Evergreen State Coilege. Addy's concert is the final predentation of The Evergreen Expressions spring season. Evergreen Expressions is cosponsored by POSSCA (Patrons of South Sound Cultural Activities) and Evergreen. Advance tickets are available at Yenny's Music, The Bookmark and the Evergreen Bookstore. Cost is \$4 for students, senior citizens and card-carrying alumni, and \$6 general. For reservations call 866-6833.

Center searching for a new man

Men's Resource Center is now open. ing individual men; and reaching out per quarter at \$3.60 per hour.

Each staff person is responsible for organizing, publicizing and facilitating support groups, concerts, workshops and other events; preparing a budget; collaborating with both the other staff person and with other student group leaders; speak-

Heritage celebrated

Laws of exclusion, immigration and anti-miscegenation will be examined during Asian-Pacific Heritage Week, celebrated April 26-May 3 at The Evergreen State

The public is invited to a free panel discussion on U.S. laws that have affected Asians and Pacific Islanders" from noon to 2:30 p.m. Wednesday, April 30, in CAB 110. Panel members will include Asian-Pacific spokespersons from the University of Washington and

On May 1, Thursday Night Films will present three films on the Asian
West' deadline extended will present three films on the Asian-Pacific experience in America: "Freckled Rice," "The Departure" and "Fool's Dance."

Renowned Seattle jazz musician Deems Tsutakawa will conclude the week's celebration with a "dancert" from 9 p.m. to 1 a.m. Saturday, May 3 in LIB 4300. Described as an "explosive solo pianist" and the originator of "contemporary soul jazz," Tsutakawa will be joined by the band, "Common Cause." Admission is \$3 general and \$2 for

One of two staff positions at the ing in public and on the air; counsel-Each staff person works 150 hours to other men with an interest in these

> According to Mark Sherman, a current co-director of the Men's Resource Center, the center "provides an opportunity for men to look at their own anger. The idea is out there that men are naturally violent and that is not true. Men are train-

and Cherry in downtown Olympia.)

clude the evening's entertainment.

GESCCO opens

GESCCO, the Greater Evergreen Student Comunity Cooperative

Organization, hosts grand opening festivities from 7 p.m. to 2 a.m.

Friday, April 25, at their new location, 503 S. Cherry (corner of 5th

A variety of entertainment is slated for the free opening event. "The

Melody Makers," a Shelton-based swing band, will open the show,

followed by "The Phantom Zydeco Band," featuring Cajun and

Creole style music, while rock from "The Young Pioneers" will con-

The free GESCCO-sponsored event is open to all members of the

Olympia community as well as Evergreen students, staff, alumni and

faculty. Complete details are available by calling 866-6000, x6512.

Slightly West, the TESC literary magazine sponsored by MAARAVA,

Friday, May 2. Essays, short fiction, poetry and artwork should be left at

The deadline was extended due to lack of material, according to Christie

Eikeberg, Slightly West coeditor. "We would really like to see work from

the whole Evergreen community, including students, faculty and staff," she

A new editorial board has been formed for the spring issue, she said, and

changes will be made in the format of the magazine. "We'll be printing

on both sides of the pages, and if we get enough material there will be some

Sherman added that the center, "got going in 1974 but faded out of existence in 1979." Then the center started up again in 1984 after the oncampus murder of Elisa Tissot. "It [the murder] brought home some of the issues of men's violence.

People can apply to Michael Hall in CAB 305. The Men's Center is

Chinese medicine to be studied

Over 5000 years of Chinese medicine can mean a lot more to Westerners than just the prospect of being perforated by tiny needles. The theories and practices of Chinese medicine can teach people an incredibly sophisticated system of energy medicine.

Protest from page 1

written response to the following

Indian people determine how the

clude a majority Indian decision-

Whitener's contract. His compe-

dians involved in the decision mak-

"That a firm commitment to the

"Autonomy for the Native

prepared statement:

program is to be taught.

fashion we choose.

Longhouse Project be made.

Typically, Western reporters have concentrated on the exotic treatments and ignored the theories behind them and the effects of the Cultural Revolution on traditional

"Integrating the Eastern Way," a series of two independent workshops on Chinese medicine will be offered this weekend by Evergreen graduate, Barbara Park. From 9 a.m. to 6 p.m. Saturday, April 26, participants will explore Qi, the lifeforce energy, the five elements, basic assessment techniques, the organ meridians and the spirit of the has extended the deadline for submissions for the spring quarter issue to

From 9 a.m. to 6 p.m. Sunday, April 27, the workshop will concentrate on specific patterns of energy blockage, their releases and the spiritual/emotional correlates within he five element system.

Cost for the workshops is \$25 per day, or \$45 for both. Call Radiance. 357-9470, or Earth Magic, 754-0357

of the protest characteristic of Native American ways. He spoke for the institution by saying, "We cannot deny the dropoff of Native American enrollment. We cannot deny the Longhouse Project is an institutional embarrassment. We can-American Studies program where not deny Whitener and Brown make it hard for you to believe there is a commitment to people of color.'

Joseph Waterhouse, a Native American and graduate of the "The formation of a special ad- Native American Studies Program, missions and retention program said, "There is no way I can expect geared for people of color, with an you to understand the pain and anger I feel. Eight years ago I stood Any decisions directly affecting in this same room talking about the Indian people on this campus, in- Longhouse Project. Five months ago I brought it up again and there has been no action. Our people have "That any dealings with the Nor- been here a long time. It takes a lot thwest Indian Center be made on an to get a mature people angry."

organizational level only, and that Hill said, "I'm after a Native the Northwest Indian Center choose American Studies Program that is its own spokespeople in whatever stronger on campus. I want to have dialogue with you." "That a statement be issued

Dialogue began on Tuesday, but retroactively postponing the ap- was limited to students, a few faculty pointment of Mike Beug for and Hill. Several of the academic academic dean, until the matter of deans were present at the protest, racism toward Indian people at but did not participate in the TESC has been dealt with to our discussion.

College President Joe Olander "An immediate renewal of David was not at the meeting.

A major focus of the meeting was tency cannot be called into question Whitener's one year reappraisal conat this time because there are no In-tract. One student asked who would replace Whitener in the Native American Studies program. Lloyd "That an initial response be made Colfax, a Native American faculty by noon on Tuesday, April of "Life Compositions," said he would also be teaching outside the Hill responded by expressing his Native American Studies program appreciation of the peaceful nature next year. This would leave one Indian faculty, Gail Tremblay, to teach in the program.

> Students were outraged that White faculty, who have been on "warning," have not been asked to teach outside their programs. Whitener has been asked to teach outside his program to gain Euro-American

Hill said he recognized there are 'flaws in the process.''

Students and the administration, or at least Patrick Hill, look forward to negotiating the issues.

Rhoades said, "The meeting went better than I thought it would, although there was no resolution. I'm adopting a wait and see

GRAND



A PRODUCTION OF THE GREATER **EVERGREEN STUDENT COMMUNITY** COOPERATION ORGANIZATION

sports

Intensity exhibited by Evergreen's Bob Reed

Intensity.

April 24, 1986

In these days of modern sports reporting, superlatives are thrown ing one of the Christmas break for me it's a way of life. I just love around like shotputs. But the word intensity is befitting of Evergreen's weekly, with three of the seven as dedication; I just think of it as Bob Reed.

Reed is the player-coach of the Geoducks tennis team. He runs for the track team of which he is also the captain. He is Evergreen's Sports Information Coordinator, and he also best shot. That's a special feeling. finds time for school. But Reed excells at running.

1200 runners in the 10k with a time class to tennis to other appointof 34:45. In the Tacoma All America ments. He is rarely seen walking. City Run last September, he placed fourth in the 10k with a 33:15 clocking. He was 28th at the NAIA District One X-country championships, and then won the Olympia hyper now. I have lots of nervous YMCA Resolution Run held last

did not enter a race until spring mitments I have. 1985. He felt competition might taint the experience. "I thought it life and I'm sure it always will be. Steilberg encouraged Reed to enter some talent and some ablility in that competitive running. "I ran a 10 area. I would like to see how far I miler with Pete last spring. I just had a fantastic time. I hadn't realized how much fun it was to run with

other people," Reed said. Reed didn't take long to build up Reed has missed one training day.

his training regimen. His training That's a lot of dedication, but Reed summer to a peak of 90 miles durple they would term it dedication, weeks. He is now doing 55 miles to run so much I dont't think of it workouts being on the track.

"I enjoy the satisfaction that a race and then racing well, knowing that I've given it absolutely my

Reed, committed to a demanding schedule, seems to go through day-His first race was in Portland in to-day life as if it's another race. May of 1985. He placed 48th out of Reed is often seen running from

energy that I need to burn off on a Steilberg. daily basis. Half the time I have to Reed started running in 1978 but run just to keep up with the com-

can go with that talent and hard work," Reed said.

Running is one of his top priorities. In the past six months,

went from 20 to 30 miles a week last sees it another way: "For some peo-

Reed is not the first person in a comes from training really hard for pair of running shoes to fall in love with the sport. What makes him such a good runner?

> coachable; he will take the advice of a trainer. He's a religious trainer. He really is hustling all the time,'

Steilberg is impressed with Reed's accomplishments, considering Reed, "A lot of people really kid me at 29, is one of the older athletes on about my continual running. I was the team. "He really is great. You a really hyper kid when I was young, can liken him to a professional and I guess I'm probably just as athlete. Bob is in the twilight years for an intercollegiate athlete," said

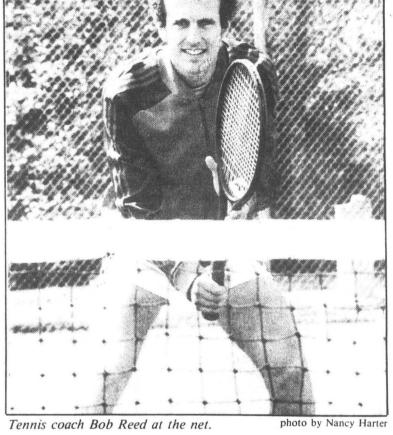
Reed set a school record and qualified for the district meet with a 32.17 time in the 10k at the Univer-"Exercise is a regular part of my sity of Puget Sound, March 15. He would like to cut his time to 31:30 would take the fun out," Reed said. Running is special right now because at the district meet in May. "He is work and a good attitude. He's going to break 32 minutes at districts,' said Steilberg.

Reed has been nominated for the

"His intensity. He's very

Evergreen Track Coach Pete I feel like someone has given me good enough to do that given good

Olympia sports award. The award is given to an athlete who has demonstrated athletic and academic



volvement. He also has been nominated for a sports exchange likely to catch him walking.

achievment as well as community in- ning in Austria this summer. The Austrians wouldn't be too

Tennis 7-2, 1-8 in roller coaster week

by Bob Reed

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

CREW TEAM FLIES IN FIRST EVER REGATTA!

Willamette River and other northwest teams in

a regatta in Portland last weekend. The women

novices (Amy Craver, Kyzyl Fenno-Smith, Patty

Scott, Terry Batty, Karen Handleman-Coxswain)

passed Gonzaga with 80 meters to go! A Third

Place ribbon finish !!! Patty Chambers, Dawn

Dzuday, Ann Remburg, Jennifer Whitney and

Esther Howard crewed their boat to First Place,

in an earlier novice four heat! The lightweight

four (Todd Cain, Jeff DeGarmo, Brent McMan-

igal, David Morris and Beth Vargas), were...

disqualified, but rowed exhibition and placed

third out of six boats. Go, Geoduck Rowers!

FIRST EVER VICTORIES OVER SU AND SPU! The men's tennis team, led by captain Ben

Chotzen, senior leader Jim Wood, speedster

Gene Chong, local standout Jay Nuzum, player

-coach Bob Reed, and the improving tandem of

Rick Doussett and Kirk Camer, defeated Seattle University 7-2 and Seattle Pacific 5-4. According

to Reed, "Comradery on both the men's and

women's teams is really starting to show. Every-

one has improved since the start of practices last

October. Sometimes the improvement shows in

matches. We're all having a real good time!!"

***** Sponsored by Domino's Pizza ****

team victories. Other times it shows in individual

Cath Johnson and her 33 rowers took on the

The tennis teams started one of their most successful weeks ever with a men's 7-2 victory over Seattle University. Coming away with singles victories were Ben Chotzen, Gene Chong, Jay Nuzum, Jim Wood, and Kirk Camer. Wood and chotzen also took number one doubles and Rick Doussett teamed with Camer for a victory at number three doubles.

The men made it two in a row

when they defeated Seattle Pacific 5-4 Thursday, April 17. Singles victories came from Chotzen, playercoach Bob Reed, and Wood. Chotzen and Wood again won at first doubles and then Reed and Nuzum pulled out the deciding match by scores of 6-4, 7-5.

The men finished the week with a close 5-4 loss to Central and then an 8-1 loss to a strong team from Bellevue Community College.

The women hosted Seattle Univer- They both responded with strong sity Monday, April 14 and then followed with home matches against Skagit Valley and Shoreline Community College. Although the Geoducks lost the three matches, the scores improved from 9-0, to 7-2 and

Coaches Bob Reed and Dan

team is playing. Because Gene Chong and Jim Wood couldn't make it to Bellevue, Rick Doussett and Mark Ray played in the singles and doubles lineups.

performances. matches of the season against Bellevue's Tim Horn. Ben lost in a tiebreaker in the third set to Horn, who is currently ranked in the top 20 in the Pacific Northwest men's

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McIver are very pleased with the are working hard and continue to improve. We will hopefully keep improgress of both teams. This is the proving through the district tournafirst time we have ever defeated Seattle University or Seattle Pacific in ment May 2-4. The women's matches culminated tennis. Seattle U is not very strong with strong efforts against Shoreline. this year but SPU has a good team. Myra Anderson and Regina Bon-The victories are just another indication of the high quality of tennis our

nevie showed the results of their hard work with excellent matches. Julie McCallum, Ellynne Plotnick, Kirty Erickson, Ann Hollingsworth and Pringl Miller have been practicing consistently. Newcomer Tanya Esmeralda is bringing fresh enthusiasm to the team

The women need to take full ad-Ben Chotzen had one of his best vantage of the high level of play of our opponents. Our players need to keep working on the fundamentals. such as stroke and serve consistency, as well as competitive mental toughness and concentration. Prodivision. We have men's players that gress in these areas will ultimately

> lead to more team victories. All of the women have improved different ways. Sometimes it's frustrating when that improvement doesn't translate immediately into

Both the men's and women's teams have pre-district tournaments this weekend and then go to Seattle University next Wednesday for their final match. The season ends with the district tournament in Ellensburg, May 2-4.









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.

Childhood's End Gallery shows the works of Carolyn Hoffman, Sukey Forsman, Tom Ingham and John Morgan, Mon.-Sun. 10 a.m.-6 p.m., Sun. noon-5 p.m., through

Toddler topics, ages, stages, activities, nutritious snacks, problem solving, building a support system and balancing responsibilities, 7-9 p.m., Old Washington School. Fee of \$4 must be paid at Oly. Parks and Rec. Office, 1314 E. 4th Ave., prior to attending class. Call 753-8380 for info.

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

WashPIRG fee refunded to students not wishing to support the group, 11 a.m.-1 p.m., CAB Lobby, 5-7 p.m., LIB Lobby. ID required. Call x6058 or stop by SEM 4158 for

Gregg Lerner presents "Drums 'n' Stuff," featuring over 20 area musicians, 8 p.m. Recital Hall. Free Thurs. and Fri.

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. Bryan Bowers plays autoharp, 8 p.m., YWCA, So. 4th & Broadway, Tacoma. \$6 admission. Call 863-6617 for info.

Support group for adult daughters and partners of Viet Nam veterans, 2-4 p.m., TESC Counseling Center, Call x6800 for info.

Indian Shaker Church lecture demonstratoin, 1:30 p.m., Cornish Institute, 710 E. Roy. Project by Laura Courtney includes guests Pat Bennett, Shaker Minister, George Hottowee, Shaker. Call 323-1400 for info.

Saturday, April 26 1986 Earth Fair

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.

Housing kicks off Asian-Pacific Isle Heritage Week with a Hawaiian Luau, dinner 6 p.m., Polynesian dance 7 p.m., LIB 4300. Free for housing residents; \$1.50 nonresidents. Charge for all beverages. Sponsored by Housing, Asian-Pacific Isle Coalition and Third World Coalition. Call x6191 for info.

'Symphony Soiree' features Mud Bay Brass Band, 8 p.m., Courtyard of Frederick & Nelson, Capital Mall. Tickets \$15. Limited seating. Call Oly. Symphony Orchestra, 753-0074, for info.

Facoma Junior Symphony and Tacoma String Symphony free concert, 7:30 p.m., Tacoma's Stadium High School Auditorium. Call 627-2792 for info.

Earth Fair features arts, crafts, food, alternative energy workshops and conservation workshops. Speakers include State Rep. Jolene Unsoeld, spokespersons from Sierra Club, Audobon Club and Energy Outreach Center. Free childcare available. Call Vince Brunn, x6784, 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 brunch will be served. Hot tub available. Bring sleeping bags and blankets. \$5 donation requested, but no one will be turned away. Contact Innerplace,

Solar sunspace home tour, fourth program in Women's Greenhouse Construction Project, departs, 9:30 a.m., Energy Outreach Center, 1620 E. 4th Ave. Open to everyone. \$5 per person; \$7 couple.

"Father Goose," starring Cary Grant as a reclusive WW II plane spotter, noon Sat. and Sun., Market Theater, Pike Place Market's Lower Post Alley. \$4 ticket includes admission to Aquarium's Pacific Coral Reef exhibit. Call 382-1258 for info. Chinese Medical Theory and Techniques offered by Evergreen Graduate Barbara Park Sat. and Sun. Lively discussion and hands-on practice. Call 357-9470 for info.

Sunday, April 27

Chinese Medical Theory and Techniques, see above.

Mt. Elinor Climbers depart, 6 a.m., A Dorm. Contact people in CRC 302 for info.

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.

Wastewater disposal workshop, includes speakers Bill Mullen, EPA, and Chris Haynes, Dept. of Ecology, 7:30 p.m., Council Chambers of Oly. City Hall.

Potluck for people interested in feminism, homegrown economy, non-hierarchical structures, environmental studies, multi-cultural approaches, 5 p.m., CAB 110. Organizers are putting together a group contract for next year. Call x6098 for info.

Tuesday, April 29

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

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

Free Zen Meditation, 8 p.m., Lecture Hall Rotunda. Bring pillow. Marta Rivera, U.S. Rep. for Andes, El Salvador Teacher Association, free lecture, noon, LIB Lobby. For info. call x6089

"Americans on Everest," free film featuring Evergreen Faculty Willie Unsoeld, 7 p.m. L.H. 1, sponsored by Wilderness Center.

Free Resume Writing session, 7:30-8:30 p.m., A Dorm Corner. Call Career Development, x6193, 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. Application deadline for Allard K. Lowenstein Fellowship Program. Call 337-5454

Experimental Film Series presents "Japanese Experimental Films," 8 p.m. Wednesdays, GESCCO, 5th and Cherry, Oly. Free. Call x6001 for info. Spirituality and Politics: Healing the Split workshop, 6-9 p.m. CAB 110. Call x6098,

Oly. Head Injury Support Group meets, 6:30-8:30 p.m., Good Shepherd Lutheran Church. Topic is Stress Management. RN Peggy Schesky will discuss biofeedback.

Call Pat Gabrielse, 456-8560, for info. Washington Fair Share representatives will make presentation about Summer jobs, 1-1:30 p.m. and 1:30-4 p.m., LIB 2204. Sign-up in Career Development, LIB 1213,

for interviews. David Puryear, Dean of Atkinson Graduate School of Management at Willamete

University, available, 2-4 p.m., LIB 2101.

Christian Science College Organization meets, 2:15 p.m., LIB 2218. Career Planning and Job Search workshop, noon-1 p.m., LIB 1213. Bring lunch. Call x6193 for info.

Media Production Video and Film Career workshop, 3-5 p.m., CAB 108. Call Career Development, x6193, for info. or stop by LIB 1213 for a roster of participants.

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. Free childcare provided by Parents' Center for the 7 p.m. show. Admission \$1.50.

The Enemy Inside: How We Keep One Another Powerless free workshop, 9-12 a.m., LIB Lobby.

Effective Leadership free workshop, 1-4 p.m., CAB 110.

"The Right Start" program for lifestyle decisions before and during early pregnancy, 7-9 p.m., May 1,8 and 15, Fitness Center, St. Peter Hospital, \$15 per future-mom, \$5 support person. Call 456-7247 for info.

ACT opens season with "On the Razzle," Tom Stoppard's new farce. Tickets on sale. Call 285-5110.

May Day Films, sponsored by EPIC, include "The Japanese Zero," "What is Communism?" "Red Nightmare" and "The Checkers Speech." Call x6144 for info. Pablo Schugurensky performs, 9 p.m., Lynn McAllister Gallery, 601 2nd, Ave., Seattle. Application deadline for International Volunteer Projects. Write Council on International Educational Exchange, 356 W. 34th Street, New York, N.Y. 10001, or call

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 watercolors by Alex Young through June 4. Reception for the artist, 6-8 p.m. May 2, Childhood's End Gallery, 222 W. 4th Ave., Oly. Gallery hours Mon-Sat 10 a.m.-6 p.m. and Sun. noon-5 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; raceday registration \$6 or \$8. Call x6530 for info.

May 3. Jazz musician Deems Tsukakawa concludes Asian-Pacific Heritage Week with a dance/concert, 9 p.m.-1 a.m., LIB 4300. Common Cause will join Tsutakawa. Admission \$3 general; \$2 for students

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

May 4. Sixth Annual Crop Walk to raise funds to fight hunger, 1:30 a.m., Ingersoll stadium, near Oly. High School. Call 866-1511, 943-73-7310 or

May 6. Arthritis Self-Help Course begins, 6:30-9:30 p.m., room 202, St. Peter Hospital. Call 456-7247

Don't lug your stuff ground all summer--Store it safely with us! Clean, secure, self-service storage at low monthly rates. STUDENT SPECIAL--Prepay summer. receive a free padlock. Call Chris or Patti. BUDGET MINI-STORAGE 2312 Harrison Ave West 943-7037 (Across from Motor Boat Mart).

is looking for families to host Japanese high school students for one month this summer. It's a really fun educatinal experience. Call Dana today at 352-9789. House, Stable and

female seeks same to share home as of having a horse! Call Christina at 1-783-3890

Seeking Catalog Feedback Any students, faculty or staff having feedback for our 1987-88 gcademic year Catalog are encouraged to contact Info. Services; Lib 3122 ext. 6128, ... or drop-in between 9-11 a.m. Mondays. Thanks!

CLASSIFIED ADS

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Room mate Wanted Looking for a 2 bedroom house with small stable and pasture to be available to rent starting midsummer. Responsible non-smoking, studious well as the fun and responsibilities

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current federal list.

Strategic Planning—Second Draft Report of the Environmental Committee

subcommittees of the Strategic Planning Committee, the Environmental Subcommittee, and the Values and Aspirations Subcommittee, are presented for your review. Any comments regarding omissions should be referred to Patrick Hill, LIB 3131. The Planning Council is now moving towards integration of the two subcommittees' reports and determining what future directions for the college they present.

Important dates to remember:

First draft of the strategic plan to be available May 7

Discussion of the strategic plan in allcampus meeting

12 noon-1:00 p.m. and 3-6:00 p.m., Lecture Hall 1, and small group discussions

May 8 Presentation and discussion of first draft of the strategic plan 7:30-9:30 p.m., Lecture Hall 3 and

small group discussions Presentation and discussion of first draft of the strategic plan

10 a.m.-noon, Lecture Hall 1. Planning Council submits the

strategic plan to President Olander. **Students:** Alternative discussion of the two subcommittees' reports on April 28,

8-9 a.m. in CAB 110, conducted by representatives of strategic planning. Committee Members:

John Aikin, Mattie Bloomfield, Judy Corbit, Carolyn Dobbs, Marilyn Erickson, Michael Huntsberger, Arnaldo Rodriguez, Barbara Smith, Nancy Taylor and Greg

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. We reviewed all comments and made a number of changes to our first draft based on the suggestions. In some cases the comments seemed more appropriate to the strategic planning process after April 23. Therefore, we have made a packet of comments to forward to the Planning Council.

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 internallybased features to give direction to the next phase of strategic planning. In each feature presentation we have indicated a number of issues that surfaced in our research, and we have begun to spell out consequences and implications that these features and issues suggest.

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. These integrating ideas will be valuable to the Planning Council as it begins to work on the first draft of Evergreen's Strategic Plan on April 24.

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. All our work was pursued within the context of Evergreen as a state agency, in that it is dedicated to excellent education and service to the citizens of the state. We believe the external profile we have sketched provides an environment for position decisions and many opportunities for Evergreen within this context.

The following reports of the two Native American nations within the legislation, (2) as seen by the colgeographic area known as Washing- lege's faculty and administration, ton. Our use of the Washington State and (3) as perceived by any particular terminology is not meant to impugn state legislature or governor? 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. This section C. The attractiveness of the college; also highlights the political issue of that is, if Evergreen is so good, why Evergreen's attractiveness and has it failed to attract enough and executive branches of Wash- academic programs and graduates' ington State government.

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 understand that these political issues such as the "New Demographics" phenomenon, changes in family structure, migration patterns, in the the environment which sound planstate, racial/ethnic compositions, ning must take into account. and student participation rates at Evergreen by county.

Fourth is a detailed section on educational trends nationally and at mandate (its role and mission) the state level. Programmatic changes are occurring at all levels in the educational system, K-12, community colleges, and four-year col- as its mandate. The college has tendleges and universities. In addition to ed to see its major role as that of these changes, educational issues, educational reformer and innovator. such as quality, cooperation, access, the need for new skills, and a reaffirmation of liberal arts and sciences, are under discussion in this state and elsewhere. Finally, career trends and the future of financial aid funding are also important elements in a profile of higher education in the future.

The fifth part of the report looks at TESC's image in high schools, at Report No. 79-7). The college's institutions in Southwest Washington, by employers and by legislators. The last piece addresses our efforts to communicate our work at TESC the external environment.

The last section summarizes qualiexternal values and aspirations. Some values included the importance of the natural environment and environmental quality, frontier spirit, personal and environmental health, labor history, support for education, and pride in Washington State.

We believe the summaries presented in these six sections and the conclusion of the report will provide and evaluating the external environavailable for each of these topics and can be used to supplement this Evergreen. Members of our committee have gained a wonderful educaare pleased to share our results with strategic planning and the future of State College, and Santa Cruz.

POLITICAL ENVIRONMENT

Introduction

As a publicly-supported agency of state government, Evergreen necessarily operates in a political environment. Throughout the college's history, that environment has been dominated by four major political issues concerning the college. These

We refer throughout this report to A. The mandate of the college; that Washington State; however, we is, what is the purpose of the institurecognize that there are sovereign tion (1) as expressed in the enabling

B. The cost of the college; the fact that relative to "comparable" institutions, Evergreen costs more and that relative to the economic condition of the state, the kind of education which Evergreen purveys is sometimes seen as too costly for the state to support.

finishes with a brief discussion of the students to grow and why is there politics of education in the legislature continued questioning of its

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.

Each of these major issues is discussed below. It is important to state at the outset that these issues are complex and that the focus shifts among them. It is also important to need not dictate what the college must do; rather they are features of

The College's Mandate An examination of the college's reveals that there is a discrepancy between what the college sees its role to be and what some others perceive Others have tended to focus on the college's role of providing educational services especially relevant to state government or to its geographic location in Southwest Washington.

The origins of this controversy are complex (see "The Evergreen Study: Report and Recommendations on The Evergreen State College," CPE community colleges, other four-year enabling legislation (H.B. 596, 1967) grew out the work of the Temporary Advisory Council on Public Higher Education (TACPHE), itself established by the legislature in 1965 (S.B. more clearly and fully to people in 489, 1965). TACPHE was charged list of degrees which the college was legislation. "To develop plans for the orderly originally authorized to offer includgrowth of public higher education ed the following: The degrees of

ty of life issues within Washington and to make specific recommenda-State to give some cultural focus to tions on the need for and location of new facilities and programs, including therein a recommendation as to a new institution of public higher education within the state." (CPE Report No. 79-7, page 8). TACPHE retained the consulting

firm of Nelson Associates to develop projected needs for higher education through 1975. The emergent report erroneously anticipated that nearly a solid foundation for understanding 17,000 students would be unable to find a place in the existing four-year ment. More detailed materials are colleges by 1975. TACPHE concluded that the state desperately needed a new four-year college able to acreport, as needed by the Planning commodate about ten thousand Council and decision-makers at students by 1975 (CPE, Report No. 79-7, page 9). Thus was Evergreen born in a nationwide climate of tion during our research period; we simplistic demographic projections which also spawned such schools as others who are also interested in Governors State College, Sangamon

TACPHE considered at length where the new college should be located. The major criteria on which they based their Olympia recommen-

1. The new four-year college should be located so as to be within tions included a charge that they indaily commuting distance of the sure that Evergreen would not be ly be given a detailed and specific largest population of unserved potential students. ["Only in the (Tacoma News Tribune, December lower Puget Sound region could a 12, 1968). It is clear from a review new institution be so accessible to so of the documents of the period that many potential college students living beyond commuting range of ex- and the planning faculty all saw the isting publicly- supported institu- establishment of an "innovative"

2. The new four-year college had been appointed to do. should be located so as to reduce

most strained. At the time these ly cited. For the present purposes, schools were UW, WWSC, and the significant point is that the cur-CWSC. ["A new state college in the ricular innovations which have lower Puget Sound region offers the stamped the college from the day it the largest population concentra- a greater role in planning their own tion..." (TACPHE, 1966, pp

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. At the time, Thurston County lacked (and did until two years ago) any full-service academic community college.

4. The new college should be located so as not to compete with existing private colleges in the state of Washington, TACPHE concluded that the low college enrollment rate of the South Puget Sound area meant that there was enough potential demand to support a state institution without detriment to the area's three existing private schools.

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. Olympia was judged to offer such a possibility The 1979 CPE report notes that

TACPHE "did not speak of a southwestern Washington institution, but of a South Puget Sound institution." The later emphasis on southwest Washington derives instead from the NAME chosen by the each has also been subtly distorted. 1967 legislature for the college: "Southwestern Washington State a geographical mandate, it is ap-College." It is apparent from a parent that this mandate was more reading of the background materials that the present widely held percep- Sound than southwestern Washingtion that Evergreen was created to ton: "It [TESC] can't be said to serve southwest Washington is not serve Southwestern Washington very quite accurate. The college was indeed born out of demographic and miles from the largest population geographic considerations, but those center of the area." (Vancouver Colwho foresaw the need for a new college were thinking in terms of South Puget Sound, not southwestern ingtonians reflected in this "Van-

Washington. The origins of the curricular portion of the college's mandate are also bad feeling towards the college even complex. Neither TACPHE nor the today. enabling legislation was specific about the college's intended curriculum, other than in identifying a a mandate for curricular innovation, list of degrees which were to be it has been largely self-generated, authorized (CPE Report No. 79-7, although it is now very widely believpp 13-14). It is worth noting that the ed to have been part of the enabling bachelor and masters of arts in education, BA and BS degrees in general studies, MA and MS degrees in general studies, and an associate degree in nursing (HB 596, 1967).

The earliest documentable reference to the possibility that the college might have an unusual educational format is a comment by the then-Chairman of The Senate Higher Education Committee and member of TACPHE, Senator Gordon Sandison at an August, 1967, meeting with the newly appointed Board of Trustees for the college (CPE Report No. 79-7, page 14). Senator Sandison advised the Board to study the innovations of other colleges around the country and called for "a college that... can be as modern fifty years from now as at the present" (The Daily Olympian, August 31, 1967). 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 second is the deliberate hiring of a planning faculdation to the 1967 legislature were: ty and founding president, Charles McCann, whose very job descrip- nal needs. To ignore these would be "iust another four-year college" the the Trustees, President McCann, tions." (TACPHE, 1966, pp 37-38)] college as a crucial part of what they

The details of the development of

best hope for reducing enrollment opened were almost entirely selfpressures on existing institutions by generated. The consulting firm proproviding nearby college places for posed that the college give students educations, that the college be closely associated with the state government to which it was so geographically close, that academic offerings should be organized along problem lines and taught in an interdisciplinary context, and that the campus be physically innovative. The Trustees, President McCann and the planning faculty responded favorably to many of these ideas and hammered them into a working institution. The

legislature was notably absent from

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these discussions Today, in 1986, all this history is submerged. Evergreeners feel that the college was born to innovate. Some legislators feel the college was born as another regional university. The depth of the submerging may be seen from an informal series of interviews conducted by Jack Daray in 1985-86 with key policy actors within state government: of twenty-two legislators and policymakers asked to state the original purpose of the college, eight identified service to southwest Washington as primary, eleven identified educational innovation as primary, and three identified service to state government as primary. Yet, as we have seen, NONE of these three categories of answers is precisely correct. Each contains an element of truth, but

To the extent that the college has closely identified with South Puget umbian. January 29, 1968). The disappointment of Southwest Washcouver Columbian" comment was very real and persists as a source of

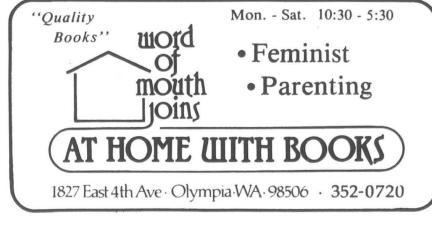
To the extent that the college has

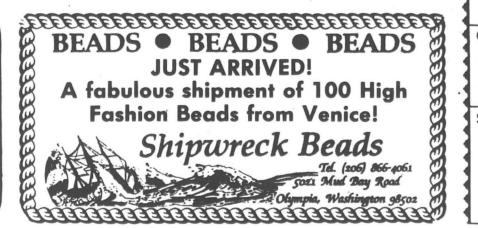
To the extent that the college has a mandate to serve state government and to take advantage of state government in its curriculum, this mandate derives more from a sense of lost opportunity than from any legislatively expressed intent.

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. Instead, the college must identify the hopes and fears which lie beneath the varying statements of the mandate and address these. Many of the factors are identified elsewhere in the eneconomic distress in southwestern Washington, explosive growth in the Puget Sound basin, and financial pressures on state agencies and the legislature to do more with less all contribute to a widely shared sense that however valuable educational innovation may be, the PRESENT mandate of the college must include constructive responses to valid extercandidate from the legislature.

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 enrollment pressures on those ex- the college's curriculum are describ- costs: The direct cost of instruction isting institutions whose facilities are ed in the 1979 CPE Report previous- at TESC is quite comparable to that





in the following	table:
Table I	Direct Instri
	tional Costs
Institution	1983-85
CWU	\$2,393 (per
	student)
EWU	\$2,410
WWU	\$2,271
Regional	
Weighted Ave.	\$2,348
WSU and	
UW Average	\$2,611
TESC	\$2,545

(Data from "Final Report on The Evergree State College in response to RCW 28B.40.2 and .244, 1985 and from Steve Hunter, pe sonal communication, March, 1986.)

To the extent that direct costs ar higher for Evergreen, this can b seen as a result of two factors: (1) th complete absence of graduate stu dent teaching assistants, (2) the hig percentage of older faculty, (3 historical tendency to hire at high levels of experience. All imply higher faculty salaries.

When one looks at indirect costs, the picture is different:

	and anowed to grow to somewher
	around 4,000 students with NO ad
	ditional indirect support dollars, it
	indirect costs would then be com
	parable to those of the three regions
	universities. Yet, the college ha
	never been able to grow to that level
	in part because even when the col
	lege COULD meet higher enrollmen
	targets, the state has been unwillin
	to fund that growth on the direct cos
	side of the budget. We appear to b
en	caught in a double-bind. Moreover
40	growth to anything like 4,00
er-	students without any additional fun
	ding for support functions such a
re	libraries, lab science and art studios
be	computers, student services, etc
he	would be disastrous for Evergreen'
u-	curriculum.
gh	When Evergreen's unit costs are
3)	compared with those of "peer" in
v h	atitutions mathemather what

stitutions rather that other Washington public institutions, the figures are more favorable. As part of the final report on the college prepared by the CPE in 1985, the

These data show Evergreen to be

able II						
	****Indi	rect Si	pport Costs	Fer Stu	udent, 1985	871111
	Academic	Lit	Student		Plant	
ne titution	Suptori	rary	Per. Tree	Vqmın:	Obitatione	Total
œ	\$225	\$386	\$202	\$560	\$667	\$2,044
/1	198	247	220	475	730	1.877
V U	14	278	256	439	481	1,569
eg. Wt. Ave.	173	298	233	485	616	1,808
L/UW Ave.	n a	ne	na	ne	na	1,67€
ESC '85 '86	257	677	398	340	1025	3,197
ESC '86 '87	250	658	387	h:9	996	3,010

These data (which are similar to the CPE compared Evergreen's unit 1983-85 biennium data contained in costs with those of 12 public instituthe final report on Evergreen) show tions judged to be in some ways comthat in every single category the in- parable in mission to Evergreen. direct costs of supporting a student at Evergreen are the highest of any in the mid-range of total costs: state supported four-year institution. The largest differences are in the per student costs for libraries, general administration, and plant operations and maintainance. These are precisely the areas which have the largest fixed costs regardless of enrollment. It must be pointed out that direct comparisons of institutions are difficult at best, due to significant differences in programs, location of certain cost centers, percentage of physical facilities not yet fully owned. In spite of this, the overall point is clear: Evergreen's indirect costs are the highest of all the fouryear state-supported schools.

This issue has come to be called the "unit cost issue," and it's an albatross which has been hung around the college's neck since the day Evergreen opened. The question was first identified in the Council for Postsecondary Education's 1972-73 Unit Cost Study. It has figured very heavily in most legislative criticism of the college and (at least on the surface) been the reason for many probes into whether the college is well particularly illuminating is between run, worthwhile, etc.

The historical data on unit costs the following page graphically shows are discouraging. In the past four-three "clusters" of institutions in a teen years since the issue first was plot of size versus cost per FTE sturaised, there has been little change in dent. One cluster includes the two the relationship between Evergreen's research institutions, which have unit costs and those of the regional fairly high costs and support very universities (with which the college large student populations. The seis most frequently compared). The cond cluster includes the three statefollowing table shows these com- supported regionals. The third parisons for the years in which data cluster includes the state's smaller were available:

Table III

Year		Regional Ave.	TESC	Regional Ave.	TESC	indirect costs
		****	.5.7	*	M10 (4)	
74 7	7.5	\$1165	1167	909	1908	2.10
76. 7	77	\$1263	1325	1099	2057	1.87
77-7	7.8	\$1382	1436	1241	2002	1.61
83 8	35	\$2348	2545	1644	3427	2.08
85-8	37	ne	na	1808	3153	1.74

determined effort, Evergreen's in- might be most comparable to a direct unit costs have never been less small, private liberal arts college in than 61% greater than those of the both size and unit costs.

those anxious to use its high unit cost Question." Simply stated, The unit costs as the regionals, it might that state programs (including those also reflects the absence of a stable

from S. Hunter; data NOT adjusted for constant dollars. In spite of more than a decade of These data suggest that Evergreen

three regional universities and in the

This leads naturally into a discusmost recent biennium will be about sion of absolute costs. Beyond the unit cost issue with its emphasis on fact for the college cannot be decreasing its support budgets, lies

in the regional universities, as shown as an argument to close or restruc- Brewster Question (which derives its have to BE pretty much like the in higher education) should produce ture the college. In response, the col- name from an article by David lege has claimed that if it were able Brewster in *The Weekly*, Nov. 13-19, and allowed to grow to somewhere 1985) asks whether the state of Washington can afford an institution of Evergreen's quality. Regardless of how good the college may be, in the dications from Jack Daray that al present woeful state of sinking state revenues and federal cutbacks, can a long-range plan which combined

the state afford such a college? The Brewster Question and the unit cost issue become particularly acute when seen in the context of a for Evergreen as the state's "qualidismal forecast of available state ty" liberal arts college with an ment data. These data have some revenues for the next five to ten acknowledged higher-than-average value, but are obviously incapable of years. Some of the facts about state cost funding of higher education which must be acknowleged are:

1. Although Washington ranks states in those earning high school diplomas, 19% of citizens with college degrees, 4th highest participation rate in two-year colleges, etc.), the state ranks almost at the bottom (47th) in terms of expenditures for

tage of the total Washington state ficiently and that the quality of the to defuse a growing political issue. budget has been in decline for several education it provides is worth the exyears, from a high of about 15%, tra cost. down to 10% in the current biennium. In the face of a rising need for human services during federal budget cutbacks and hard economic times; in the face of a growing elderly and K-12 population through the

held real growth in programs other than funding of pensions, K-12 full funding, and carryforward of salary expenses, below 3.3% in the last several biennia; a figure that is below inflation in goods and services for the comparable period.

Table IV		
Name of Institution	1981 Headcount	B1-B2 Total Cost Studen
	* * * * * * * * * * * * * * * * * * * *	
SUNY - Purchase	2,174	\$9,233
Cal State - Bakerfield	3,409	7,712
Mansfield State (PA)	2,688	7 184
Univ Wisconsin - Superior	2,285	7,178
Sonome State (CA)	5,414	7,087
Cal State - Stanislaus	4,300	7,054
Cheney State Coll. (PA)	2,260	6,823
TESC	2,766	6,4%
Delaware State Coll.	2,128	6,231
SUNY Potsdam	4,161	5,938
SUNY Old Westbury	3,445	5,904
Cal State - San Bernadino	4,960	5,865
Univ Wisconsin Green Bay	4,536	5,837

These data "indicate that Evergreen's costs may be considered fairly modest when compared to institutions of similar size and mis- During economic downturns, state IS attractive. Perhaps most impor-'(Idem.) The data also raise the revenues decline rapidly, forcing tant, applications have been rising possibility that the realization may be massive budget cuts. Should the prodawning that Evergreen's costs will posed revision in the federal tax code ly among the student population have to be studied in a way that is sensitive to factors other than simply the fact that the college is one of of state tax revenues might be furfour regional state colleges. ther affected.

When coupled with the poor Another cost comparison that is economic outlook for Washington Evergreen and PRIVATE instituenvironment committee's report, tions within the state. The table on these facts about state tax revenues make it unlikely that the state will be able to expand expenditures for higher education significantly in the next five to ten years. Realistic planning must therefore assume that however the college responds to the demands raised here and in the values and aspirations section of the planning document, there will be few, if any, additional funds private colleges AND Evergreen!

available. The three related issues discussed in this section (unit costs, absolute lege meets the needs of the new for an inititative pool to use costs, and state revenues) create a students it is now attracting. In its elsewhere. difficult political context in which to place we may find other political operate: on the one hand, the college issues deriving, for example, from is attacked because it costs too much fears at the other institutions that per student, on the other hand, the Evergreen threatens THEIR state is unable to fund the growth in enrollments. In this connection it's

may be a blessing. There is serious reduction in WSU's enrollment by doubt as to whether if the college 114 FTEs so that Evergreen could were forced to operate at the same unit costs as the other state institutions, it would be able to maintain anything like its present curricular 1986). structure. Narrative evaluations; in-

regionals.

measurable outcomes that allow for

quantitative comparisons of pro-

criticism for being unwilling to look

unable to describe what tangible

One source of data which Ever-

green (and other institutions) has us-

ed to address such concerns is place-

measuring many aspects of a suc-

develop outcome measures with

extent that we can do this before it

done in cooperation with the Higher

Education Coordinating Board and/

or the other four-year institutions.

In addition to the political factors

which are specific to Evergreen, there

are other political factors which af-

fect all of higher education. These,

too, must be taken into account in

factors were identified for the en-

vironment committee by Jack Daray

in a February 16, 1986, briefing. The

1. Legislators tend to become involve

ed in higher education for one of

three reasons: first, some legislators

see higher education as a populist

issue. They, therefore, tend to sup-

port "access," meaning low tuition,

open admissions, geographic conve-

nience, etc. Second, some legislators

see higher education in terms of the

college/university in their district—

it's something they can't ignore.

Finally, some legislators see higher

education as a potential arena for

"high action," that is, as a place

where politically interesting things

Sadly, none of these groups tends

to become deeply concerned about

issues of QUALITY in education;

they compare the percentage of state

dollars with other states, see it's

about the same, ignore the total

number of dollars, and blame any

quality problems on poor institu-

2. During the last three biennia the

legislative and executive branches

have focused on issues other than

higher education. At a time when

has seemed like a safe place to cut.

Moreover, in comparison to pro-

mises of clean water, economic

tion's repeated pleas simply to be

fun of being the Governor or being

3. The last three legislative sessions

have seen the emergence of a funding

pattern which could basically be

described as "obligate the next guy":

a new program is begun which every-

one knows will cost a lot, but the bill

won't come due for a few years. Ex-

amples include "full funding" of

basic education and comparable

4. There is a growing tendency to

tional management.

fastest rising geographical source of have not looked very exciting. Ergo,

most important ones are these:

The Politics of Education

results it produces.

In the long run the college MUST find a way to defuse the unit cost and grams in terms of productivity and Brewster issues and shift the discusereffectiveness. Historically, higher sion to another plane. There are in- education has been the focus of policymakers might be receptive to critically at itself and for being some growth for the college (and thus some reduction in unit costs) with a claim for a "special" status

In the short run, whatever growth cessful educational outcome. The and programmatic changes are made fact that Evergreen's placement will have to be accommodated within statistics have been good (see a later high nationally in terms of participa- a budget which is essentially fixed, section of this report) has helped adtion in education (3rd among the except (perhaps) for funds to hire dress the attractiveness issue, but the some additional faculty. New pro- college should probably resist moves grams will have to be operable within to make job placement statistics incurrent support costs or they will to some sort of outcome measure. have to displace existing programs to Instead, it will be necessary to release funds

In both cases the college will have which we are prepared to live. To the to make a continual effort to show 2. Higher education as a percenthat it is doing its best to operate efision demanded, the college may be able

The Attractiveness of the College Evergreen's non-traditional curricular structure, its sometimes unconventional and outspoken students and faculty, and perhaps most of all, year 2000; and in the face of pro- its newness have led to a perception jected declines in graduating high among some policy makers that the school seniors through 1995, one college has failed to grow because it must expect this trend to continue. was somehow out of synch with what the planning process. Most of these Overall, revenue shortfalls have the state needs or wants. The foregoing analysis strongly argues that actually the college has grown slowly mostly because the intitial demographic projections on which it was founded were wildly wrong and because (more recently) the state has artificially restrained growth by limiting funding. Arguments could also be made that Evergreen may be just the right size for a statesupported liberal arts college. Evergreen is virtually the only survivor among a large number of such colleges founded at the end of the 1960's; the others either folded from lack of student demand, modified their programs, or became so large they could no longer function as originally intended (compare Santa Cruz, for example). In addition, the recent spate of good press (especially national coverage in "U.S. News 3. The tax structure of the state is and World Report," "Seventeen," particularly unstable due to its heavy etc.) has led to more widespread acreliance on the sales and B&O taxes. ceptance of the idea that the college eliminate the current deductions for which was previously used as evidence for the college's lack of attractiveness: high school direct admits from Washington. Detailed figures are presented elsewhere in court decisions have forced the state this report, but the important point to increase spending on K-12, state that is documented elsewhere in the for this section is that as the college prisons, fisheries management, and has begun to attract larger numbers comparable worth; higher education of instate high school students, it has begun to fulfill the role foreseen by TACPHE: Evergreen really IS starting to serve the lower Puget Sound revitalization, etc.; higher educaarea and to drain off enrollment pressures from its sister schools. The funded at a percentage of formula

Evergreen freshpeople is now King no new money. Indeed, since the real If this trend continues, the in the legislature is to start high political issue phrased as a lack of at-visibility inititatives, the temptation tractiveness will rapidly recede in imiss to use higher education as a budget portance, PROVIDED that the col-balancer to free at least some money students which might lower the costs. worth noting that the most recent Yet in a way, the present paralysis biennial budget involved an explicit grow while holding the total budget constant (Jack Daray, presentation

to environment committee, Feb 19,

handle policy issues on an ad hoc, Related to the political issues con- "policy by exception" basis rather tensive use of media, arts, science, cerning whether Evergreen is attraction than by coherent planning. Part of The political implications of this increasing the size of the college and and computer facilities; quality tive to students is a more general this is simply an attempt to respond library support; and small classes are legislative concern about measurable to tight revenues by deflecting overstated. Evergreen has been an issue which the environment com- all expensive. Were Evergreen ever outcomes in higher education. The pressure, as in the case of the increasrepeatedly beaten about the ears by mittee has dubbed "The Brewster really forced to operate at the same legislature is increasingly anxious ing focus on "outcomes". Part of it policy staff in the higher education ing for the closure of the then-new dustries grew at only a sluggish twen- I) suggests that this phenomenon ington region represents two nearly area, the uncertainty reflected in the University of Washington. Some ty percent. At the other extreme, the may be happening here. Many of the distinct sets of circumstances for progression from CPE to HECB. and the perception that the higher to avoid making new ones. three times their 1958 employment small scale enterprise as are the education institutions don't coordinate very well with each other.

The long-term response to these **ECONOMIC** trends is likely to be some sort of higher education "superboard" unless the HECB is more successful in establishing overall policy directions than have been its predecessors.

The opportunity is there for the HECB and the institutions to seize the initiative and take the high road of policy focusing. In the case of Evergreen, this might include some form of identification with a special mission.

5. For several biennia the institutions successfully used the funding formulas to "ratchet their funding," that is, by getting more students, they'd get more dollars, so they could get more students, so they could get more dollars...

In the last biennium the Grimm Formula effectively put a stop to this practice. The legislature is now firmly in control of enrollment and intends to balance the enthusiasm for "access" against the need for fiscal legislature is now paying more attenthe needs of its constituency. tion to regulating enrollment tools such as off-campus programs and

summer school. There are growing indications that they are; for example, on "urban proximately four billion dollars in in-Evergreen is exceedingly well situated. As Table VI shows, 11.8% of the state's population is within 30 tracts for firms doing business with Perhaps TACPHE's focus on South Sense, 1985.) Puget Sound as the college's service area was prophetic after all.

6. The frustration with perceived inept management in the state bureaucracy —always endemic— is rising as budgets tighten. This is manifesting itself in increasing interest/pressure to have higher education in general (and Evergreen in particular) DO SOMETHING to help prepare the people who will be the middle-level managers in agencies such as DSHS. Evergreen's location in the state capitol makes us particularly well-suited to address needs of state government.

Likewise, there is increasing interest/pressure for state- supported higher education to DO SOMEgiven that southwestern Washington Security Department compiles data American middle class will be far the sophistication of their interna- "destination points" (Clallam, is especially suffering.

create both a threat and an oppor- covered by unemployment in- have widespread social implication tunity for the college. The threat is that the absence of a response will irrelevant and out of touch with the community that needs it. The opportunity is that creative plans to address these needs could generate new funding and growth for the college as well as be of real help to the people of the state.

Summary

The political environment sketched above is not all negative. The college has some significant opportunities; in some ways better ones than it has ever had. The college is balanced on the southern edge of an area of growing population and relative economic health AND on the northern edge of an area that needs help in solving desperate economic problems. It may be possible to draw on the north for students to drive down the unit costs and claim that the college is serving the urban placebound adults who are now seen as the major focus of higher education. At the same time it may be possible to undertake new programs which offer service to state government and address the economic problems to the southwest.

Most of the college's political problems are historical and will decline as more and more students go into the state's communities after a successful experience. Dan Evans was fond of displaying editorials

wounds time does heal. The trick is service industries grew to more than service industries are dominated by economic development.

FACTORS THAT ARE LIKELY TO **INFLUENCE TESC'S FUTURE**

growth in employment.

dramatic changes taking place in

terms of increasing farm size and ris-

ing debt to income ratios for

Washington farms (see Akira

Tsuneyoshi's MPA Applications

Project, TESC). The forest products

one-third loss of employment since

the peak employment year of 1978.

The industry is not expected to

recover to former high levels of

grow to former production levels,

automation and changes in produc-

tion techniques will make it a far less

labor intensive set of industries than

C. Changes in the structure and

Personal income is the income that

actually goes to individuals and

other entities). Richard Nafziger,

working with data from the state

not increased as fast as in the nation

all of the increase can be attributed

to growth in non-wage income—

predominantly profits, interest and

D. The disappearing middle class

This controversial hypothesis was

first popularly advanced by Robert

Kutner in a famous 1983 article in

Disappearing Middle." The essence

Nafziger, fig. 4).

dividend income. The wage portion

in the past (DCD Coastal Study).

levels of state personal income

industries.

Introduction

This section presents a variety of factors that we think will have an influence on economic activity. The discussion begins with the more fundamental factors and moves on to some of their implications as well as what we perceive as less important trends and forecast events. The primary purpose of this exercise is to identify opportunities for Evergreen in the changing economic environment. There is inevitably a certain degree of discomfort associated with moving from a known and relatively prosperous past to an uncertain future. The intent of this report is to point out some of the terrain of that future and help identify ways stability. As a consequence, the Evergreen can thrive and better serve

Although most of our data focus on the private economic sector in the state, the importance of the military presence cannot be discounted enrollment allocation will increasing- economically. Military spending in ly be based on serving people where Washington state contributes applace-bound adults." In this regard come per year. This money comes from the Army, Navy, and Air Force military bases and procurement conmiles of the campus, the second the Department of Defense. highest proportion in the state. ("Economic Impact Study" by Sixth

> The Economic Factors We Think Will Be Important to Consider in Planning for TESC's Future

A. The shift from manufacturing to service industries

There has been a lot of discussion at the national level about a transformation to a new type of economy that is often called an "information age" or a "post-industrial economy." Regardless of the terminology, it is clear that many observers think something fundamental is going on in terms of national industrial structure. In Washington State, even a cursory examination of the data indicates that THING to help the state out of its we are in the midst of a major tor and retail trade jobs, the middle reeling from the crash of resource- little consideration of the low-wage economic difficulties. In Evergreen's change in the structure of our income, blue collar jobs that have based industries, such as timber and nature of tourism industries, and few case this is particularly applicable economy. The state Employment on employment and wages for more scarce. Thus, the middle class tional trade efforts. Further, these Grays Harbor, Pacific, Wahkiakum These demands for public service workers in industries and firms surance. These data, called "covered ranging from political instability to trade is to become a strong economic are just now forming in Grays Haremployment," illustrate the kinds of changes in family structure to Washington state economy.

intensify the calls that the college is changes being experienced by the changes in buying patterns. Regardless of the validity of this hypothesis Table I % Change 1958-87 Covered Employment Industry Group (Forecast) 1,640,500 123.39% All non-agric. Manufacturing 284,900 37.71 40,700 -10.87 Lumber & wood 66,700 Aerospace Retail trade 300,900 171.58 Fin., Ins. & Real 193.00 Estate 349,600 324.27 Services 270,000 160.81 69,000 39.62 Federal govt.

> SOURCE; "Economic & Revenue Forecast for Washington State." As can be seen in Table I, over a to the national economy, it does period of nearly thirty years, the seem pertinent for Washington state has been experiencing a relative State. As discussed in the section on Study, page 2). decline in manufacturing employ- personal income, the wage and salary ment and a relative increase in retail portion of real personal income has trade and service sector employment. been stagnant for 15 years. With the kinds of community development ticism that local populations will, in The reasons for this change in in- decline in employment in the wood dustrial structure are not at all clear. products industry, at least portions Contributing factors include the pat- of the state are in a prolonged recestern and pace of automation, com- sion. A study by the Oregon State petition from overseas competitors, Department of Labor forecasts a coordination appears crucial to the and economic development general-American managerial practices, and long term shortage of what it called many others. Since much of the rest "family wage jobs," and the of this section can be interpreted as methodology suggests these results an elaboration of the trends dis- may well apply to Washington as played in Table I, let us be clear well. about what it says. Manufacturing E. The growth of small business employment has grown at approx- Nearly all the growth in employimately one-third the rate of all non- ment nationally in recent years has G. Economic Development agricultural employment over the come from small businesses (refer-29-year period covered by the data. ence to MIT study). While there is of international trade are indicative in a belt from Clallam County in the Similarly, lumber and wood pro- no direct evidence for applying this of general trends in economic devel- north to Skamania County, in the ducts employment actually declined finding to Washington state, the pat-opment. Again, there is strong south, is losing its economic base,

levels by 1987. Retail trade approxtrade (eating and drinking establishment seems to center on cooperation, imately doubled its employment over the period, while state and local ments). It appears likely that much broad planning, and regional margovernment and finance, insurance of the future growth in employment keting. There is a strong interest in and real estate all exceeded the in Washington state will take place the general restructuring of the in small scale enterprises. statewide non- agricultural average F. International trade

B. The decline of resource-based full day closer to Pacific Rim na- strong communications skills: tions, and there is considerable in- In King County there are aspira-The Washington state economy has traditionally depended on terest in the future of international resource-based industries to drive its economy. Led by the forest products industries, other important resourcebased industries include fishing and agriculture. While Washington agriculture has yet to suffer to the extent any given port. Further, communi- Economic Development Council of mid-western agriculture, there are

international trade is already a strong munity colleges and four-year inconcern, qualitative data seem to institutions on the needs of businesses. dicate a present future need for high (King County Study, page 5). industries have experienced nearly a level skills in diplomacy, foreign ► In Pierce County, two current language, high-level management, issues are cooperative goal setting in and Pacific Rim studies.

▶ In Thurston County, a need to ment, and marketing of the county continue existing sister-city relation- as a whole. One concern for the employment. Even if these industries ships, and begin new ones, on behalf future is a need for business parks of governments and businesses with existing infrastructures, for (Hunter/McLachlan Southwest sewer, water and garbage utilities Washington Study, page 5). In (Pierce County Study, pages 3, 5). education, continued offerings in Clark County leaders envision the Japanese language and culture, and region as the "next Silicon Valley" teacher exchange programs (ibid., page 6).

▶ In Pierce County, need for broad already adopted broad, fairly agskills to coordinate economic devel- gressive regional marketing stratfamilies (as opposed to businesses or opment, as the port grows, paregies. As they look toward the ticularly with the new SeaLand future, they see themselves as facilities (Pierce County Study, page needing individuals with fairly

Economic and Revenue Forecast 3). Council, has found that while real In King County, a strong concern drop directly into these specific efpersonal income has generally in- that federal regulations will tighten forts. In some cases, these regions do creased (see Nafziger, fig. l), it has trade restrictions (King County Study, page 4); and a general need as a whole (see Nafziger, fig. 2) and to develop and maintain state-of-theart telecommunications systems (ibid., page 2).

These counties already have functional trade relationships, ready acof real personal income experienced cess to land transportation, and virtually no growth since 1978 (see operating trade facilities. Generally, the study indicates trade activities may be dependent on broad cultural still in their formative stages. Furand management studies areas. The other region of Washington

The Atlantic Monthly entitled "The a source of economic development development: lies in the Pacific Coast counties— ▶ In almost all formerly lumberof the hypothesis is simple: if we are Clallam and Grays Harbor par- based areas, community leaders look losing well-paid manufacturing jobs ticularly, but also Jefferson and to tourism as a major new economic and gaining poorly paid service sec- Pacific counties. These areas, still resource. However, there seems to be historically been the mainstay of the fishing, lag much farther behind in of these locations have strong will disappear. Kutner thinks this will isolated regions have major pro-studies). blems to overcome, if international Economic Development Councils force. The qualitative data show: bor and Jefferson counties. ► Port Angeles harbor is an ex- ► Port Townsend expresses a strong County Study, page 3).

> ► Economic decline in Pacific County has been so severe that there higher education training in manageare no data to support any strong ment, communications, and commovement towards trade develop- munity development can greatly ment from Ilwaco (Pacific County benefit their development efforts. At

ment Councils are just now forming, and there is little coordination within H. Geographic Dimorphism the communities themselves. Such ternational trade.

from the 1880's Seattle papers call- by ten percent and the aerospace in- tern of industrial growth (see Table evidence that the Southwest Wash- suffering decreases in population and

Subcommittee Report 3

In the well-developed metropolfastest growing segments of retail itan-based areas, economic develop-State's revenue base as an incentive to economic development and in pre-Western Washington ports are one sent and future employees with

tions toward more small high-level trade in Southwest Washington. businesses, along the lines of However, the degree to which the Microsoft (King County Study, page region as a whole can successfully 3). Microsoft is often used as the pursue trade in the future is largely strongest example of worthwhile dependent on the current status of development. The King County ty leaders express widely divergent (EDC) maintains a sophisticated views about educational resources data base of local businesses; needed to bolster international trade. operates a business retention pro-In the metropolitan areas where gram; and coordinates with com-

the three branches of county govern-

(Clark County Study, page 4). Generally, these areas have specific high-level skills, who can not expect those personnel resources to come naturally from higher education: "Instead of higher education leading the way to economic development, economic development is dragging higher education along often kicking and screaming" (Clark

County Study, page 5). In those less-developed counties, economic development efforts are ther, these areas seem to look more favorably upon higher education as which looks to international trade as a resource for economic

cellent deep-water site, closer than interest to a link with higher educaany other to Pacific Rim nations. tion, in a city which has real tourism However, costs for inland transporpotential (Jefferson County, page 3). tation will be very high, and there is Frays Harbor county looks to extremely strong resistance to tourism, international trade, fishing, petroleum products trade due to en- and even lumber industries as growvironmental concerns (ibid, page 4). ing concerns. However, there seems ► Similar aspirations and problems to be little established priority among exist in Aberdeen (Grays Harbor a number of options (Grays Harbor County Study, page 3).

These more remote areas feel the same time, all these regions ex-In these far less developed regions press a frustration with delivery there is a strong need for more basic mechanisms, and show some skepskills. Most local Economic Develop- fact, return with their new knowledge to their area of origin.

International trade in particular establishment of strong trade mis- ly, represent what may be the most sions. There is also a strong need for pervasive trend in Southwest Washenvironmental planning in these ington—a geographic dimorphism of regions, to reconcile local fears about economies. This goes far beyond the the environment with the possible environmental costs associated with inis one region, the Puget Sound basin, is continuing to develop, diversify, The present and future directions and prosper, while another region,

revenues, and simultaneously having concluded with a look at Evergreen's crease (while the size of this age little success in developing new in- service area and some data on origins cohort is decreasing) and for the pardustrial or social attractions. The of our students within the state. broad failure of the timber industry has put these remote areas in a tailspin, from which it will be difficult to recover. Evidence of this the makeup of the American populasplit can be found throughout this tion as the baby boom generation has report, but here are some telling come of working age. By 1995, indicators:

► From 1975 to 1984, almost 5,000 high wage jobs in manufacturing and construction were lost in Southwest Washington. Significant implications from these data are (a) many of these jobs were in the lumber industry, and have not been replaced in their geographic locale, and (b) those jobs which were replaced were often done so by low wage service jobs in the Puget Sound basin (Hunter memo to the committee, 2/18/86, page 1). ► The Aberdeen school district is losing 200 students a year, as

younger families leave the county to find work (ibid.). ► Lewis County has experienced a dramatic increase in theft, child and

spouse abuse, which may be attributed to high unemployment and despair (ibid.).

► King and Pierce Counties are projected to experience 10 to 20 percent growth in the number of professional managers and skilled engineers living in these areas through 1989.

► Kitsap, Clallam and Jefferson counties have all experienced 12 to 20 percent growth in the 65+ population base, as the school age population has dropped.

In fact, the general statistical data are not nearly as indicative as the qualitative data expressed in the Hunter/McLachlan study. Individuals interviewed in the "unstressed" regions of Clark County and the Puget Sound basin offer a a certain optimism about their economic future. By contrast, those "stressed" areas seem to indicate a lack of clear direction, and even a sense of

Some Opportunities for the **Future State Economy for** Education

A. Need for broadly trained

"generalists" In addition to the kinds of industrial and other changes discussed above, many observers think future economic processes will be marked by much more flexible methods of producing goods and services. Recent Western economic history has been marked by successful firms getting very good at producing many copies of a single standardized product. It has been suggested that, in the future (actually in the present), the firms that will be the most successful will be those that are able to shift rapidly from one product to another. Flexibility will be more highly valued (Piore and Sabel citation)

B. Needed education for "displaced workers" and other disadvantaged groups

A more rapidly changing economy implies more displaced workers and more job changing. These displaced workers are going to need to gain new skills and credentials as they change occupations and industries. People of color, Hispanics, women and other groups that are disadvantaged in the labor market will continue to require opportunities for education that is relevant and useful to them.

C. One area of projected growth

The most hopeful forecast in the state economy centers on the general area of international trade. There should continue to be an increasing demand for an education that pays attention to language and cultural

DEMOGRAPHIC FACTORS

Introduction

studies.

In this section we have highlighted only those demographic trends that higher education planning. These in- about 20 times as likely to be enrollclude shifting age structures (the socalled "New Demographics"), changes in household makeup, and migration statistics for Southwest Washington and the Puget Sound composition in the state is important last 4 years has been for participafor planning efforts. This section is tion rates of those aged 17-22 to in-

"New Demographics"

There has been a dramatic shift in primary working age adults age 24 to 64 will comprise 53.4% of the population. (Employment Security Strategic Plan [ESSP], March, 1985) Table I

1995 Estimated Population by Age Group Children 0 to 15

Due to the prevalence of the baby boom generation in the labor force, there will be a vast surplus of qualified persons for mid-career promotional opportunities. As of 1985, there are 20 candidates for every mid-career promotion opportunity. By 1995, there will be 30 candidates for every mid-career promotion opportunity. (ESSP)

Because of the pressure placed on the labor market by the baby boom generation, opportunities for retraining and higher education will be needed by 15 to 20 million toppedout or dislocated workers (ibid.) Beyond 1995 the labor force will begin to shrink because of the decline in the 16 to 24-year-old population. Employment opportunities will improve because of the smaller entry level labor pool, but most jobs will be in the low-paying service fields. Because employers may have difficulty finding younger workers for the relatively low-paying service jobs, older, semi-retired persons will be trained in their place (ibid.).

Washington State Population

desperation about the future.

Forecasts depend on assumptions made about two components of population change: natural increase (the difference between total births and total deaths in the state) and net migration (the difference between the number of people moving to the state and the number leaving the state). Historically, net migration has been the primary source of population change in the state. Net migration is closely tied to the economy of the state. When the level of economic activity in the state has been relatively high, in-migration has been high and the state's population has grown. Conditions of the mid-1960's and late 1970's are examples of this trend. When economic activity has been comparatively low, outmigration has been high and the

early 1970's and 1980's are examples. In large part due to variations in assumptions about the level of economic activity in the state, the range of population forecasts is large. Forecasts to the year 2000 range from a low of approximately 5,000,000- growth of 616,000 (Northwest Power Planning Council- low end forecast) to approximately 6,000,000- growth of 1,616,000

state's population has declined. The

A very simplistic estimate of the effects of these forecasts on Evergreen enrollment suggests that our head count enrollment could range from approximately 3,500 to 4,000 by the year 2000.

This estimate assumes that the cur-

(Morrill, University of Washington).

rent rate of participation in higher education and Evergreen's proportion of higher education enrollment remain the same. Each assumption is questionable. The age structure of the state is changing and that trend, forecast to continue, may have an effect on overall participation rates. The number of traditional collegeaged persons in the state is declining. The rate of participation in higher education declines as age increases. Persons 17-22 years old are about 3 times more likely to be enrolled in an institution of higher education than we believe have direct implication for persons 23-29 years old and are ed as persons over 30. As the age structure of the state changes, the participation rate in higher education is likely to change as well. The magnitude of the effect of that Basin. In addition, changes in racial change is unclear. The trend over the

ticipation rates of those aged 23 and older to decrease (while the size of this cohort increases). State-wide, the effect on enrollment has been for the number of students aged 17-22 and 23 to 29 to decrease while the number of students aged 30 and older to increase.

At Evergreen, enrollment has run counter to system-wide trends. Our enrollment of freshmen has increased and the rate of participation among students aged 23 and older has held constant. As a result, Evergreen's share of higher education enrollment in the state has increased.

Recent trends in enrollment at Evergreen suggest that the college could well exceed the enrollments forecast using historical participation rates and that Evergreen's share of state-wide enrollment in higher education could increase.

Changes in Family Structure

Family structure has changed dramatically since 1970. Single adult households rose 72% due to the baby boom generation's housing needs. That growth will taper off, but the number of single households will continue to rise because of the growing elderly population, particularly older women who have outlived their

Households supported by single parents have increased by 76%. Of all households with children supported by a white single female, 47.6% live below the poverty level. 65% of households with children supported by a minority single female are below the poverty level. (Russ Lidman presentation)

Out-migration/In-migration Patterns in Western Washington

Since 1980 Washington state has been experiencing a dual economic structure comprised of stressed economic communities in the Southwest Washington and Olympia Peninsula region and relative economic health around the Puget Sound basin and I-5 corridor Economic recovery has been evident for some counties and slow or nonexistent for others. (See Table II)

Stressed Counties Include: Grays Harbor, Cowlitz, Pacific, Lewis, Wahkiakum, Mason, Clallam, Skamania, Jefferson

Stable Counties include: King, Kitsap, Clark, Thurston, Pierce.

Out-migration from Southwest Washington

Counties that have traditionally depended on timber, fishing, or manufacturing for their employment base are experiencing a severe and extended recession. Recent downturns in agriculture are expected to impact these counties even further. For every job lost in the primary industries, several jobs in secondary services and small businesses are also lost. As resourcebased and secondary jobs within these counties dwindle, the younger, working age adults and their families are out-migrating to jobs or educational opportunities within the Puget Sound basin or out-of-state. By 1985, southwest counties have experienced a net out-migration of 10,442 previously employed adults. (SW Washington Study)

State/Regional In-migration

Counties in the Puget Sound basin enjoy a more diverse economic structure, and continued job availability is expected to attract an overall population growth of about 18% by 1995, (ESSP). Unlike the resourcebased economy to the south, the Puget Sound basin economy is diversely supported by incomes from aerospace and technical manufacturing, large military establishments, international ports, and a large military retirement population. Many of the new residents will be from California attracted to Washington state by lower housing costs, lower population densities, and the clean environment. (ESSP) As of 1985, 58,614 new residents moved to the Puget Sound region of Western Washington. (See Table III)

Washington State's

Racial/Ethnic Composition The Office of Financial Management in its document 1985 Population Trends for Washington State gives the following categories for the tion of the black population, and State population:

Population 4,328,100 (1984 Estimates) 2,177,582 (50.3%) 3,915,860 (90.5%) 123,967 (2.9%) Native American 64,898 (1.5%) 141,319 (3.3%) Other Races 82,056 (1.9%) The Fall 1985 enrollment picture for Evergreen shows a similar 9.5%

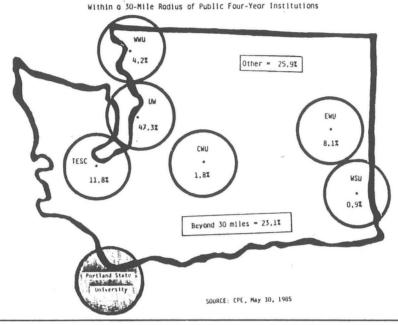
enrollment of people of color. The state's populations of people of color have increased from 4% to 9% of the total population from 1970 to 1984. In the Puget Sound region the increase has been more

prounounced, from 5% to 11%.

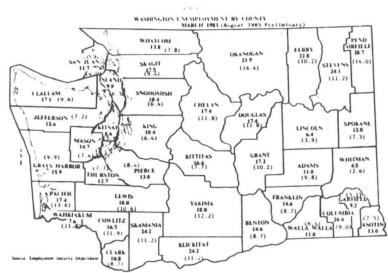
During this time, the Asian population increased from 1.3% to 3.3% of the state population. In the greater Puget Sound region in 1984, King County had the greatest concentra-Skagit County the highest concentration of the Hispanic population. The Asian population increased by 213% between 1970 and 1984, while the Hispanic population increased by 123% and the black population by

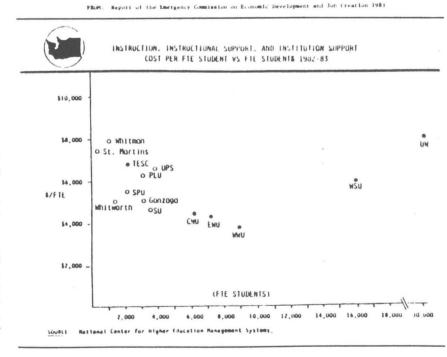
The projections of the National Planning Association show substantial increases in this part of the total population of the state between 1985 and 2000. Overall, an increase of 37% is expected for the state, with a 35% increase in the Puget Sound

The distribution among age groups of people of color in greater Puget Sound closely mirrors the age



STATE POPULATION





		Southwest	Mashington and 1980 to April	d King County	ity	
			Total	Change	Natural	Net
	1980	1985	Number	2 Change	Increase	Migratio
	Census	Estimate	1980-1985	1980-1985	1980-1985	1980-198
State Total	4,132,204	4,384,100	251,896	6.10%	182,119	69.777
Cialian	51,648	52,600	952	1.841	1,528	(576
Clark	192,227	203,400	11,173	5.81%	9,454	1,719
Cowlitz	79,548	79,600	52	0.07%	3,051	(2,999
Grays Harbor	66,314	63,900	(2,414)	-3.64%	2,265	(4,679
Jefferson	15,965	17,500	1,535	9.61%	263	1,272
titsap	147,152	167,800	20,648	14.032	7,746	12,902
Lew15	56,025	56,500	475	0.85%	2.061	(1,586
Mason	31,184	34,800	3,616	11.60%	1,068	2,548
Pacific	17,237	17,500	263	1.53%	170	93
Pierce	485,667	524,900	39,233	Z30.8	26,267	10,966
Skamania	7,919	7,900	(19)	-0.24%	403	(422
Inurstan	124,264	139,500	15,236	12.26%	6,046	9,190
Wahklakum	3,832	3,700	(132)	-3.441	48	(180
Southwest WA Subtotal	1,278,982	1,369,600	90,618	7.09%	62,370	28,248
king	1,269,749	1,346,400	76,651	6.041	43,825	32,826

State Of Washington Office of Financial Management, August, 1985.

structure of the white population. (All of the above from Puget Sound Higher Education Consortium draft summary dated March 14, 1986.)

TABLE IV

Thurston County Regional Planning in its Thurston County Profile, January, 1985, states, "Most county residents are white (93.5%), people of Asian ancestry (2.8%) and Native Americans (1.3%)"

TESC Students by Age Distribution Evergreen has shown a steady increase in the proportion of students in the age category 30+. Fall 1985, enrollment in this age cohort amounted to 36.3% of total enrollment (ages 17-22, 37.5%; and 23-29, 26.2%). When compared with Fall 1984 enrollment at other public fouryear institutions, Evergreen shows 34.5% of total enrollment in the 30+ age category, UW- 18.2%. WSU- 8%, EWU- 24.1%, CWU-19% and WWU- 10.5%.

dent enrollment runs counter to the typical age distribution at four-year institutions. Most four-year colleges depend heavily on the pool of high school students for new student enrollment. This is the age group that will continue to decline through 1995 until the "baby boom echo" (children of baby boomers) progress through the K-12 system. Since a comparatively large proportion of students at Evergreen have historically been drawn from an older population, the enrollment pool of new students is larger for Evergreen than

Student Participation at TESC by County

Fifty-seven percent (or 1,708 students of the total enrollment for Fall 1985) were from the area identified as Southwest Washington, with the greatest number of students coming from Thurston County (913). High school directs from Southwest Washington increased from 25 in 1978 to 68 in 1985. All other Washington counties contributed 304 students, or 27% of the total, with the highest number, 590 coming from King County. If one is to include King County in the service area of TESC, it would bring the total enrollment from this area to 2,298 or 77% of the enrollment of 2,980 at Fall, 1985.

Southwest Washington tends to send a smaller proportion of its high school graduates on to community colleges and four-year institutions. Table IV on the following page shows 1983 participation rates by four- year colleges by high school

graduates. and nationwide.

The Evergreen State College Service Area

serve this group.

RATE (%) COUNTY RATE (Z) GARFIELD 39.42 34.32 GRAYS HARROR 38.22 KITTITAS 33.82 COLUMBIA SAN JUAN 29.02 4 FERRY 31.3% KING 5 DOUGLAS 30.4% WHATCOM 22.9% 1 7 CLALLAM 29.0% 26.5% DRANGGAN 21.02

PAFTICIPATION RATES OF HIGH SCHOOL GRADUATES

COUNTIES RANKED BY PARTICIPATION

AT 4-YEAR INSTITUTIONS (PERCENT)

LINCOLN

COLUMBIA

SPOKANE

CHELAN

ISL AND

SKAGIT

BENTON

THURSTON

WAHKIAKUM

PEND OREILLE

SNOHOMISH

YAKIMA

ASOTIN

PIERCE

GARFIELD

KLICKITAT

FRANKLIN

WALLA WALLA

STEVENS

PACIFIC

FERRY

35 CLALLAM

LEWIS

TOTALS

36 GRAYS HARBOR

GRAN

13 MASON

SKAMANIA

JEFFERSON

PARTIC

20.5%

20.4%

19.07

17.17

16.0%

15.47

15.32

14.17

14.17

13.22

13.0%

12.4%

12.17

11.0%

10.5%

9.6%

9.0%

8.31

6.5%

COUNTIES FANYED BY CC

PARTIC

28.2%

26.87

26.4%

26.32

25.1%

24.9%

24.62

23.2%

23.0%

22.9%

16.0%

15.32

12.9%

11.8%

7.0%

6.5%

5.6%

24.6%

PARTICIPATION HATE (PERCENT)

: B KITSAP

: 10 COWLITZ

12 STEVENS

14 LINCOLN

17 PACIFIC

19 SPOKANE

20 BENTON

23 FRANKLIN

PIERCE

ISLAND

WHITHM

OKANOGAN

KLICKITAT

JEFFERSON

WHATCOM

ASOTIN

KITTITAS

TOTALS

GRANT

39 SKAMANIA

ton is not included in this 30-mile

radius. This includes a mainly rural

area with low populations and low

potential for direct student involve-

been hardest hit by the economic

problems discussed elsewhere in this

This section of the report describes

the educational environment in

which Evergreen exists. We have

looked at programmatic changes in

the state in the K-12 program, in

Community Colleges and in Four-

Year Colleges and Universities; we

have looked at major national and

state educational issues including the

newly created Washington State

Higher Education Coordinating

Board; we have looked at trends in

career choices nationally and local-

ly, and finally we have looked at

trends in financial aid at the state and

federal level. All of these factors

must be considered in planning for

Evergreen's future, but none of them

dictate a specific path which must be

educational ambiance in which

portunities which Evergreen might

choose to act upon.

EDUCATIONAL

document

TRENDS

PEND OREILLE

33 SAN JUAN

21 KING

26 MASON

27 CLARY

9 WALLA WALLA

THURSTON

WAHKIAKUM

CHELAN

This indicates that Evergreen stu-

for traditional colleges.

A significant area of SW Washing-

As stated by the Council for Postsecondary Education in its reports to the Legislature dated January 29, 1985, "Evergreen now enrolls more students transferring from Southwest Washington community colleges (24%) than any of taken. They provide the general the other public four-year institutions." Transfer students continue to Evergreen must live and point to opbe the mainstay of Evergreen's entering class. (In Fall, 1984, 30% of total enrollment was from transfers.) High school directs are beginning to Progammatic Changes in K-12 show an increase even though this group has been decreasing state-wide

Evergreen has shown a steady increase in the number of students in the age category 30+. Fall, 1985, enrollment shows 36.3% for this group, (ages 17-22'37.5% and 23-29⁵26.2). When compared with other public four-year institutions, enrollment for Fall, 1984, Evergreen shows 34.5% for the 30-age group, UW-18.2%, WSU-8%, EWU-24.1%, CWU-19%, WWU-

Eleven point eight percent of the state population is within a 30-mile radius of TESC. (See Table VI in "Political Environment" section). This includes the urban, high growth areas of Pierce, Mason and Thurston Counties. In addition, this area would include most of the so-called Urban Place- Bound Adults in SW Washington. Also to be considered Tacoma and Vancouver which also ding admissions standards. Guidelines for High School Graduation, August, 1985.)

ment in Evergreen. This area has

be our first year class in 13 years.

as the following table indicates:

1. New high school graduation requirements took effect in 1985. This means that we can expect students right out of high school to have a somewhat broader educational experience than previously. Previously, Washington was one of the regions in the nation with less prescription in high school graduation requirements than in most other regions of the country. The current requirements are now as follows:

mathematics, 1 year of U.S. History, 1/2 year of Washington State History and Government, 1 year of Contemporary World History, 2 years of science, 1 year of occupational education, 2 years of P. E., 1 year of fine, visual or performing

Three years of English, 2 years of

See point 2 in "Programmatic Changes in Four-Year Colleges and tional programs. There is con-Universities" for the related point that all of the state colleges and ment in certain curricular areas universities (including Evergreen) endorsed this move. Most of the other are the campus outreach programs in state colleges established correspon-

(Washington State Board of

Education, Requirements and

2. There will be a growing number of people of color in the K-12 system. In Seattle, in particular, the city high schools are all approaching 50% enrollment of people of color. Particular growth is expected in the Hispanic population statewide and in the Asian-American population locally. This is partially related to differences in the birth rate and average ages of these populations:

the average age for whites is 31, for blacks is 25, and for Hispanics is 22. This means that schools will be increasingly made up of kinds of students with whom most present day educators have relativelittle experience. (Hodgkinson, Chronicle of Higher Education, March 19, 1986). Educational leaders like Harold Hodgkinson believe that this calls for greater coordinated work between the public schools and colleges. He believes we must think of students as moving through one system. If we examine the characteristics of students entering the public schools now, they will

Traditionally the percent of enrollment in higher education of people of color has not been as high as their percent of the state population, but this is not true of all ethnic groups

Community Colleges in the State

rates in its community college system. The state also has a large community college system which has strong local support. Access was its number one concern. Starting in 1981 the legislature cut funding for the community colleges, particular-quirements, it is of no consequence.

Table I a of undergraduate RACE 1.8% 0.7% 0.9 3.4 4.2 *percentage has declined mince 1976

special challenge for the schools to address the educational needs of people of color more fully since they will constitute a growing proportion of the school population.

At this point much of the enrollment of people of color in higher education is located in the community college system where level of interest is particularly high in vocasiderable concentration of enrollalthough this varies from ethnic group to ethnic group. Computer science and education are two examples.

Elementary and Secondary Schools: State of Washington, Superintendent of Public Instruction, "Postsecondary Educational Needs of Washington Indians: An Assessment," Council for Postsecondary Education, 3. The pool of 18-year-olds

graduating from high school each year is declining and will continue to has been more responsive than some decline until 1995. This means there institutions in restructuring curwill be more and more competition riculum around the needs of adult among institutions of higher educa- learners. It is conceivable that tion to enroll fewer and fewer traditional-aged students. This trend is the community college market leading Washington institutions to despite the fact that it is not increasdifferent and more intense enrollment strategies.

Since Evergreen's enrollment of 18-year-olds is very small and is truths about community colleges is growing in spite of this demographic that they succeed because of where picture, we are unlikely to be affected by the general trend. If we substantially increasing our share of choose to continue to recruit a the student clientele requires offgreater proportion of direct from campus locations. It appears that high school students, it will have there will be a move to make offclear impacts on the college. As the campus programs self-supporting proportion of direct from high school students increases and is reing distant communities. tained at TESC, the year to year turdecrease thus lowering the annual Enrollment Forecasts, January 1985. CPE Study and Steve Hunter Enrollment Statistics for 1985.) 4. Across the whole spectrum of

education there is growing emphasis on increased quality and on accountability which is often expected without increased funding. In some cases this takes the form of moves to impose higher admission or exit standards, to make teacher education certification more rigorous, to impose outcome and assessment testing, or to defund remedial education. The Temporary Committee, the Roundtable and others have discussed this and nationally there has been legislative action in many states. There is some skepticism about whether higher education can deal with its own quality and accountability issues. We need to consider how pressures for accountability in the K-12 system might affect higher Learning, To Reclaim a Legacy, Nation at Risk, etc.)

Programmatic Changes in

1. The state of Washington has had traditionally high participation ly in "continuing education types of (Intercollege Relations Commission offerings," and enrollment has

In the next ten years, there is a declined in the community colleges. The recent community college experience with enrollment decline may suggest that when enrollment is dampened, it is difficult to rebuild. This has particular relevance to Evergreen if the long term posture is one of the desiring to grow. (See our initial discussion of how the issue of the College's attractiveness can act type of transfer student, and could as an environmental constraint or opportunity.)

OFM is forecasting steady state for community college enrollment age of community college students is (Minority Enrollments in Public tion is expected to grow during the and undergraduate management of-

time that the 18-22-year-olds are declining, there may well be increased pressure on the community colleges and TESC to serve this older population. TESC's average age is midway between the traditional college and the community college.

Evergreen has been successful with this adult population in the past and Evergreen could increase its share of ing in size. Nonetheless, it must be recognized that one of the most important

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which may dampen interest in serv-

2. Basic skill enrollment increasnover in the student body will ed at nearly 8% in the State's community colleges last year. This trend number of students needed purely is something TESC needs to follow for replacing current students who closely since basic skills are vital to leave. This can be expected to in- success in the TESC curriculum. At crease the need the spaces in Core the same time vocational enrollment programs and, eventually, upper is declining very slightly and enrolldivision curricular offerings. (OFM ment in academic programs is steady state. There are strong variations in the number of students pursuing academic programs among the community colleges. This is especially true of the community colleges in Southwest Washington. The number of potential transfer students from Pierce County and King County community colleges is very large. The number from Southwest Washington community colleges is relatively small. This fact has an impact on the number of direct academic transfers from community colleges to Evergreen and on the demand to participate in our upsidedown degree program. (State Board of Community Colleges. See also Seidman, In the Voice of the Faculty: On Community College Education)

3. There is on-going concern about articulation between the new general education curriculum at four-year education planning. These same colleges and the core academic curdemands and questions that were riculum at the community colleges. raised in the last several years about The Intercollege Relations Commisthe public schools are now being ask-sion is in the process of putting out ed about higher education. (Round- a booklet updating current policy on table Study, Report of the 3609 intercollege transfer among the Commission. See also the various Washington public colleges and National Studies Involvement in universities There is increasing demand for uniform standards and requirements among the institutions Guidelines and agreements exist to enable students who satisfy breadth requirements in the various community colleges and receive the AA degree to transfer to the four-year colleges and universities without having to take additional general education requirements. Evergreen subscribes to this agreement, but since we have no general re-Information Booklet, February,

> 4. A very large share of TESC's entering class each year comes from the community colleges. Our location is undoubtedly one of the attractions of the College. Many of the students enroll in the full-time curriculum. It is also clear that certain features of Evergreen have drawn transfer students. These include: offcampus programs scheduled at times convenient to working adults, certain programmatic emphases (Management and health and human services), curriculum targeted to specific groups (re-entry women, people of color), scheduling (evening and weekend curricular options), and graduate offerings.

Many of the TESC's weekend offerings have been attractive to a new probably be expanded. There is interest in having TESC do more offcampus upper division programs. The Joint Center in Vancouver is through at least 1987. The average currently discussing the siting of an upper division business program in 30, while that of the four-year col-Longview in business. There has also leges is 23. Since this older populabeen discussion of more graduate

ferings in Olympia. Other areas are areas. Seattle, for example, is an reference to the urban placebound for delivery of professional programs teacher training since our program is under consideration in Vancouver. underserved urban area largely students. The UW got additional Many of our sister institutions in- because UW has not developed an money this session to serve this dicate a strong interest in serving extensive evening program for group, and this was, in part, the under-served areas. Newlyestablished joint centers are pro- Enrollment driven funding has en- tional support. Sometimes access is viding a forum for local communities couraged this. to make their needs more visible

Evergreen's close relationships with WWU (through the below). Washington Center and its education programs), with a number of com- now emerging as issues in takes a variety of forms. It is immunity colleges and through the Washington state. Washington Center, and the Southwest Washington Joint Center Major National Educational Issues provide a vehicle for considering a 1. Both in policy leadership and tuition to cover fully the costs of invariety of relationships with other institutions.

grams desired do not always fit Majors questions center on the im-Evergreen's current academic propact of Gramm-Rudman in terms of gram. Our previous experience with revenue sharing and higher educa- access is controlled. Policies enthe Port Angeles program suggests tion support. Increasingly, questions couraging or discouraging off camthat finding adequate enrollment can are being asked about what services be a problem in these small com- the states will have to and are will- Policies on remediation, financial munities. (Steve Hunter's report and ing to support. (Wingspread Con- aid, and priority setting for fulltime from CPE study.)

5. Community college students are traditionally very mobile, and they tend to be part-time. They do not fit the typical traditional student profile in age or pattern of progressing through an institution; they are often part-time and take more than four years to complete their education. Part-time options are important to these students. These students often move from one institution to another. This increases the pressure for articulation between community colleges themselves and between Bass, 1986; Hacker, Andrew, "The leaders, legislators and educators them and four-year colleges and universities.

6. Community colleges across the nation are seeking models for faculty development and curricular revitalization. The Ford Foundation and other granting agencies are interested in promoting curricular coherence in community colleges. Many funding agencies see community colleges as the major sites for working with students of color. Evergreen and The Washington Center for the Improvement of the Quality of Undergraduate Education are very active in this pursuit. The collaboration between Evergreen and the Seattle Community College District, Tacoma Community College and SPSCC is seen as an important national model and one which is spreading in this state. (Barbara Smith and the Washington Center

Programmatic Changes in Four-Year

1. Colleges all over the country are contending with the differential growth/decline which affects the pool of 18-year-olds available each year to enroll. By 1992 half of all college students are expected to be over 25 and 20% over 35 (Hodgkinson). In response to enrollment pressures, some colleges are decreasing their size to maintain quality, others are lowering standards, others are merging with neighboring institutions, going co-ed or changing curricular designs to attract more students from the declining pool. There is obvious

room for choice and creativity here. 2. There is a widespread move to E. State Issues increase admission standards at all the colleges and universities except TESC and EWU. By 1989 all the regional colleges and universities except TESC and EWU will require two years of foreign language as well as three years of mathematics to be eligible to apply. There has been considerable debate about whether admission standards be uniform and whether they should be set by the State. In the past one of the suggestions for making TESC less expensive was to set higher admissions standards and charge higher tuition. Evergreen has not yet addressed the question of what the consequences would be of having more stringent admissions requirements (Arnaldo Rodriguez, CPE, Six-Year Plan, Evergreen Study).

3. To meet demands for increasing or even holding on to existing enrollment, colleges and universities have enlarged their service areas. their program offerings, and started off-campus programs. The rationale for this move is to provide educational opportunities for placebound students and to fill voids left by ex-

adults. This is a trend nationwide.

included in the section on state issues restricts access for people of color

funding, the major national trend is struction. This led to a precipitous for the federal government to At the same time, the types of pro-remove itself from higher education. ference Reports).

2. Debate continues on the value graduate vs graduate students also of a liberal arts education, of the are indicators. For both years of this relationship between the liberal arts and sciences and career training. tail enrollment. TESC has im-There appears to be growing support plemented policies that restrict nationwide for increased opportunities in the liberal arts with an non-degree seeking students. added twist. Embedded in the liberal (Washington Roundtable Study. arts programs should be some learning of applied skills.

(Katchadourian and Boli, Chronicle of Higher Education, Frederick. "The Liberal Arts" No-Beck, Robert E. The Liberal Arts the Association of American tional institutions' budgets. Colleges.)

3. Most of the issues that are under discussion in the nation are reverberating in this state. Questions about quality, access, retention, partnership, articulation, professional and vocational demands on education, the need for new skills. the need for reaffirmation of the value of the liberal arts education are alive at all levels. Rather than summarize the form they take generally on the national level, we have looked at these broader issues in terms of the state. Washington does not lead the pack in dealing with higher education, nor is it horrendously behind. (For the general national picture, see any of the major national studies made over the past two years such as Involvement in Learning, To Reclaim a Legacy, and others.)

with overall higher education plan- isting programs and more rigorous ning, budgeting and control. The procedures in justifying new pronew HEC Board, while stronger than grams. Demonstrating effectiveness its predecessor, still leaves room for is increasingly important. (CPE, individual autonomy among the in- Jack Daray) stitutions. If the institutions do not in fact, get their "act together" there it has not gone unnoticed in are people in the legislature who will Washington. Both WSU and WWU then insist upon a superboard to conhave begun general education trol higher education. According to evaluation, the UW has changed its Jack Daray, colleges and universities breadth requirements and is study-There is strong support for having a work more possible for the undercentralized system, if the HEC Board graduate. Evergreen is seen as a cannot keep individual institutions model on this front. Attention has under control. (The authority and been given especially to writing and, mission of the HEC Board is spell- more recently, to quantitative skills. ed out in Washington Session Laws, Evergreen's Writing Across the Cur-

isting institutions in underserved favored now, especially with microwave system is mainly utilized also have the chance to do quality There is some discordance between

justification for Evergreen's addiset against quality on the continuum; (Other programmatic changes are often the result of favoring quality and low income students. State 4. Most of the national issues are policymaking on the issue of access for example: in the early part of the 1980's the State raised out-of-state decline in out of state enrollment at TESC. It represents a conscious deployment of state resources. Admission standards are another way pus programs influence access. vs part time students or underbiennium Evergreen is forced to curaccess—particularly for part-time,

CPE, May 30, 1985.) 3. Questions are being raised in this state and others about the role Careerism and Intellectualism of higher education in the area of Among College Students, Jossey- economic development. Many civic Decline of Higher Learning." The want higher education to be much New York Review of Books, Feb. more active and creative in serving 13, 1986. pp. 35-42.; "Many Col- the citizens of the state to help turn leges Found Heeding Calls to around the widespread economic Reform Undergraduate Studies." decline especially in Southwest The Chronicle of Higher Education Washington. This might mean think-Education, March 12, 1986; Kaiser, ing of service in ways other than Daniel H. "Return of the Core Curmerely serving students from the riculum: A Dissenting View." The region. Expectations for what higher education can and should be doing November 30, 1983; Krantz, are high and not necessarily traditional. The survey data for Southble Vision, Employment related west Washington express feelings on Education, and the Free Market the part of many local leaders that Curriculum." The Chronicle of higher education has a role to play Higher Education. January 11, 1984; in helping them solve economic problems. Nevertheless, the State has Major in Bell System Management. not expanded the public service func-March 4, 1981. Presentation before tion funding in recent years in educa-

4. Another state concern is that of program duplication. Part of the best education for the money, and Washington Roundtable.) that means careful use of resources. This means planning program growth, off-campus programming, and regulating the startup of new, often competing, programs. Evergreen needs to be aware of this on the graduate level more than the necessary expenses. This manifests ings. For example, some contend undergraduate. But, as important, is the need to find the special niche that Evergreen does and can fill. Duplicating programs that are available at other locations across the state will not give us the security that unique offerings have provided. Many sources see our reason for existence in providing an alternative to traditional higher education. The form which this emphasis will take is for 1. The biggest state issue has to do stricter guidelines on review of ex-

5. The national trend to take a cooperate, do not plan well, do not, look at general education and reform have been given their last chance. ing ways to make interdisciplinary 1985, Chapter 370, pp. 1328-1381.) riculum project is in line with all of 2. The access-elitism debate is still this. The call is for long-term change a live one in the legislature. The state not for bandaid patches. There are of Washington ranks among the top many voices concerned about makstates in terms of opportunities for ing curricular changes to meet fads higher education (that is, spaces that do not serve the student in the jobs, particularly in elementary one's life still provides the overavailable for students) but it ranks long run. Computer literacy and haveducation. With our new program whelming reason for public sponnear the bottom in terms of the ing students familiar with modern we have a chance to fill a niche which sored higher education. amount of money it allocates per telecommunications systems is also has not been filled (rural education 5. Nevertheless, there is still a

in engineering and education. more selective. (Smith, Project GEM, Writing Across the Curriculum.)

6. Increasing pressure to assess the outcomes of colleges and universities nationwide has come from national studies, from governmental agencies and from our own legislature. Most studies call for institutions to design their own means for measuring outcomes based upon their unique goals plemented through tuition policies; and mission. But legislatures particularly are interested in making sure this is done. The UW is develop- programs are raising concern ing an assessment program for juniors. Some feel this will become an issue during the next legislative

There are non-traditional assessment methods available and assessment programs for general education ing to make in the attempt to keep which a number of community colleges in Washington are using. Although Evergreen was asked to participate in some of the early nontraditional assessment testing in its cians are very skeptical about a sucearly years, it declined to do so. This would be an area in which Evergreen could benefit from wider conversations with with other leading institutions such as Alverno College. The Washington Center may make this possible since the issue will be on its agenda next year. Clearly, assessment is more useful if it is implemented with considerable local support. (Assessment Conference, South Carolina, Fall 1985.)

7. The newly conceived HEC Board, the Washington Roundtable, numerous legislators, civic leaders and educators are calling for clearer goal and mission statements from all institutions. The Washington Roundtable is calling for the new Higher Education Coordinating

Board to develop a goals statement for the state's higher education system as a whole as well as for the individual institutions. There is widespread agreement in the legislature that each institution should write a clear goals and mission statement and use it in operating same reasons given what has happenthe institution.

8. The call for strategic planning also is widespread. In addition to TESC's current effort, both WWU and WSU are engaged in strategic planning. Pressure for such planning

9. Both on the state level and the national level people are talking of increased cooperation between instineeds assessments for State approval tutions of higher education to serve of new programs, job opportunities the public better and to avoid duplication of programs and un- useful in guiding curricular offeritself in at least two ways. One is that interest in computer science as careful planning to avoid duplication a major may have peaked and will of expensive programs and the other steadily decline over the next decade is interinstitutional cooperation to provide education to urban areas outside commuting distance of established institutions. The trend is number of other fields appear to be toward funding joint centers that are bottoming out, such as law and then staffed by existing institutions. mangement. Our Tacoma and Vancouver programs will be affected. The call for cooperation also extends to business broadly based one which emphasizes and government.

Daray's interviews, Nation at Risk.) students for change. The AT&T

matic concerns has been about teacher education in this State and meet the growing need for teachers on communication skills. by 1995? Will new teachers be able

(Washington Roundtable Study of Teacher Training. SPI Study of demand for teachers and recommendations on length of new programs).

11. The college should be aware of accreditation requirements of any new programs that it undertakes. Costs and program demands can dictate program, funding, and hiring priorities in ways inconsistent with college desires. For example, standards for accreditation for MBA

Washington State Higher

Education Coordinating Board 1. The HEC Board is likely to be the last effort the legislature is willrelative autonomy for the institutions and allow them to control their own destinies. If this board fails, a superboard is highly likely. Many politicessful outcome. (Daray)

2. But the episodic nature of state government, the promising strong leadership on the HEC Board and the optimism of the board's members are cause for hope. The Board is likely to pick a few crucial issues such as getting and enforcing role and mission statements from all the institutions, working toward a system that can demonstrate productivity and measure outcomes, and changing the basis for funding for higher education. Jack Daray senses that the HEC Board will try hard to prevent the legislature from operating on a "policy by exception" basis and actually try to take a far reaching philosophic stance to educational policy making.

3. The turnover in education staff in the Governor's office, the legislature and the HEC Board leaves very few experts in place. Therefore, the next two years are hard to predict. However, there is good chance of real progress, for these ed in the HEC Board so far. (Daray)

1. A number of studies have been conducted demonstrating the changeability of student career objectives. Student change their minds will inevitably occur for the other on an average at least three times new HEC Board's job is to make state institutions of higher education during their college career so that sure that citizens of the state get the as well. (Jack Daray, Robert Cope, prediction about career paths is very hard to predict. (See Gail Martin, Joyce Weston)

2. Second, despite the emphasis on change at a rate too rapid to be very although the use of computers will spread throughout the curriculum. (AR-ACE Study, Fall, 1985.) A

3. Many suggest that the only sensible road to take is a more general, verbal, quantitative, critical thinking (Patrick Hill's memo, Jack and writing skills, which prepares 10. One of the major program- Study of 1981 is still the most promising evidence for the demand for liberal arts graduates. Recent profesthe nation as a whole. Recently, the sional studies of training in business, CPE did studies to ask about law, and some other professional Teacher Certification Programs in fields suggest that students majoring the state. Are the best students enter- in these areas need broader liberal ing the field? Will current programs arts backgrounds and more emphasis

4. Some observers believe that we to serve the new high school gradua- are entering a period of deskillification requirements and new college tion of the workforce in which more admissions policies? There might and more jobs will not require a colwell be a problem if colleges are go- lege education of any sort, so that ing to require two years of foreign the traditional link between college language. It is not believed that and vocation is less relevant. This Washington will experience the might suggest additional support for drastic shortages of other states the idea that what college offers must because there are many certified go beyond career preparation. The teachers who are not employed but old adage of education for participathere will be increasing availability of tion in society and for enriching

space. Access is slightly more stressed. Thus far, the new and multicultural education). We strong trend towards credentialism.

what the national reports indicate these desirable aspects with the pro- Evergreen's Image in the Ethnic people need as essential skills (see gram Evergreen offers. The enrollpoint 3) and how they hire people. ment history of high school students As significant is the fact that we produce about a million and a half peo- dings of the CPE study. However, ple with college degrees for one these figures show that the College million jobs that require a college has been able to stop the decline of degree. (Hodgkinson, Atlantic Mon-students coming directly from high thly (Fe 86).

H. Financial Aid Trends

1. The loss of federal financial aid because of Gramm-Rudman and other budget deficit reduction schemes is bound to affect the financial aid picture for Evergreen students. While the effects are not expected to cause huge damage in 1986, other moves to limit the guaranteed student loan program (which most believe will fail) the next year could be severely limiting. It is also problematic that the state would be able to pick up many of the pieces. This could heavily affect the diversity in oug student body and our Evergreen's Image in ability to attract students and grow the Community Colleges at the rate dictated by the legislature.
Over the years the College has

Table II Impact of G-R and Other Admin Cuts Impact of Gramm Rudman Work Study 5 students

2. Cutback

may have to put more effort into figures below demonstrate this point: and other Native American faculty not one that the College actively gaining outside resources to try to balance this decline in direct student Table I aid. (CPE, Postsecondary Educational Needs of Washington Indians, ENTERING CLASS: 1981.) 3. The most important factor explaining the steady decline in TESC's

out-of-state student enrollment has been the increase in the non-resident tuition. Further curtailment of federal financial aid would probably make this trend stronger in the absence of scholarship money.

TESC IMAGES

Introduction

The College's image, i.e., how the external world views it, is a critical factor in the well-being of the institution. Evergreen's image has had its problems over the years.

The early years of the College were years of prosperity amid controversy; student demand was very high, innovative ideas were being put to the test, some legislators disliked the innovations and threats of closure opened, the local press was less than College benefited from positive, na- year institution in the State. tional exposure.

situation reached "crisis" propor- University). tion. The College met the problem head on and in the fall of 1978 a Design for Enrollment DTF was the community colleges in our area. charged. In February of 1979, the DTF submitted its report, the first attempt to develop a marketing plan for Evergreen. By fall 1979, a more faculty exchange with South Central comprehensive marketing plan went into effect. The plan included very division programs offered in specific strategies for recruiting new cooperation with Clark Community students and increasing public awareness. Indeed, the consistent increase in enrollment of new students in recent years, the higher retention of enrolled students from one year to the next, and the excellent national, state, and local press Evergreen has received indicated that the implementation of this plan, changes made on campus in response to identified problems, and improved communication of Evergreen to McLachlan Study.) the external community have all helped to improve our image.

Evergreen's Image in the High Schools

The 1979 CPE study of Evergreen and User Impressions of Evergreen." A summary of their fin-program. dings showed that high school students in Southwest Washington held (1) a rather "unfavorable image of Evergreen," (2) some misunderstandings of the College's programs. riculum, but did not always associate Cowlitz County students.

school. Reports from the Admissions Office clearly indicate a change in 'image" for this sector, e.g., more students attending the information sessions about Evergreen, an increase in the number of high school counselors who attend workshops sponsored by the Admissions Office, more high school counselors willing to suggest Evergreen as an option to their students, and an increase of 35% in applications for fall 1986 from this group from last year (1985—539 applications, 1986—730 applications, as of March 15, 1986). (Also see Table I.)

cks	in	Indian	education	proved to be an attractive cho
			150 800	No. of the last of
15	cut	or redu	ced 315	
			110	

25 students cut

oice for money are already evident. Colleges community college transfers. The

Direct from High Schoo State Residents Non-residents ENTERING CLASS: Direct from High School State Residents Non-residents ENTERING CLASS: Direct from High Schoo

Non-residents

State Residents

Total Enrollment from Washington Community Colleges 1979 1980 1981 1982 1983 1984 1985

277 340 366 300 411 419 419 Southwest Washington community Americans in Tacoma: favorable, but at the same time the colleges than any other public four-

... This is particularly notewor-The early period of prosperity did thy considering that in 1977 Asians not last long. However, a lack of Evergreen was second lowest in Blacks careful analysis of enrollment trends receipt of Southwest Washington and the external environment made community college transfers (exthe changes go unnoticed until the ceeding only Eastern Washington

Evergreen has worked hard at establishing a solid relationship with Our cooperative ventures with South Puget Sound Community College in language and math courses, our Community College, and the upper College and Tacoma Community College are examples of our close ties with the community colleges in the area. However, it should be noted that several individuals from Grays Harbor County, Mason County, and Cowlitz County expressed a strong desire to have Evergreen develop cooperative upper division programs with the community colleges in their respective communities. (Hunter/

The need for a college education in this community is greater now that high-paying mill jobs for high school graduates are scarce. Perhaps the local community colleges and TESC could work out cooperative pro-

High school graduates who find it difficult to find a high-paying job in a local mill will need to pursue a college education for career presenta-

Communities: Blacks, Asians,

Hispanics, and Native Americans The figures below show the enrollment of Blacks, Asians, Hispanics, and Native Americans since the beginning of the College:

mission to serve a large section of the population of the South Puget Sound area.

The figures shown on the follow-

ing page show that Evergreen's

feel that the College has failed its

Table III

Possile of Color	1971	1972	1973	1974	1975	
People of Color		3.00	100	004	0.7.5	
Enrollment	78	190	196	234	275	
% total head count	6.6%	9.3%	8.4%	9.5%	11.0%	
Black	32	82	. 60	90	94	
Asian	10	19	24	23	33	
Hispanic	15	30	28	31	38	
Native American	21	59	84	90	110	
	1976	1977	1978	1979	1980	
People of Color						
Enrollment	230	207	209	204	191	
% total head count	8.7%	8.1%	9.0%	8.1%	6.8%	
Black	94	80	72	78	85	
Asian	25	26	32	35	31	
Hispanic	23	34	30	33		
Native American	88	67	75	58	37	
	1981	1982	1983	1984	1985	
People of Color						
Enrollment	203	212	281	281	283	
% total head count	7.3%	8.1%	10.3%	9.9%	9.5%	
Black	92	107	120	104	102	
Asian	40	44	67	71	67	
Hispanic	30	33	38	45	47	
Native American	41	28	56	61	67	
Macive Wmerican	41	20	36	01	07	

It should be noted that the large enrollment of transfers from other number of Native American students four-year colleges has remained pretin 1973-76 reflect an active recruitment of students by Mary Nelson,

01	1971 458 409 49	1972 435 329 106	1973 294 176 118	1974 212 131 81	1975 172 91 81	figures below do number of student Evergreen after h another four-year some of these stude ed their last colle	ts that of aving justing in the college.	come to ust left In fact, attend-	
	1086					before coming to I	Evergreei	n.	
	1976	1977	1978	1979	1980	Table V			
1	162	120	118	158	138		1979	1980	1
	83	70	57	69	90	Transfers			
	79	50	61	89	48	from WA			
						4-yr public	114	130	
	1981	1982	1983	1984	1985				
						from WA			
1	181	135	153	179	255	4-yr private	45	51	
	124	102	122	143	200				
	57	33	31	36	55	from out-of-			

members, financial assistance from the Presbyterian Church, and the Evergreen's Image in fact that most of those students were able to remain at home.

tremely successful in attracting peo-

Evergreen made special mention of Blacks. The figures on the next page sources confirmed that Evergreen the fact that Evergreen enrolls the show the enrollment of Blacks, was perceived as an institution of occurred even before the College highest number of transfers from Asians, Hispanics and Native poor quality, unfriendly, and with an unintelligible curriculum. Some of

1981 1982 1983 1984 1985 43 55 62 58 47 Hispanics Native Americans Total 46 61 71 65 55

The overall enrollment figures for these surveys indicated that people Asians, Blacks, Hispanics, and felt either strongly for or against Native Americans are disappointing- Evergreen; there were fewer in betly low. The College has done a varie- ween. Contact with the College apty of things to attract more members peared to be a significant factor in of these groups: in 1980 a member the perception of the College. of the admissions counseling staff was given the primary responsibility for the recruitment of people of col-American population was increased; travel to Indian Nations and community agencies was also increased; campus preview days have been held. possibilities, and we must continue to strive to achieve a higher representation of these students at Evergreen.

Evergreen's Image

in the Four-year Colleges

In recent years Evergreen has taken many positive steps to become more involved with other four-year devoted a whole chapter to "Client" grams so that students could get a teacher certification program with cohesive four-year educational the University of Puget Sound and few negative comments and a much instances have helped our external ding of Evergreen's curriculum and College have risen. There seems to to the Legislature: (page ii) tion. Perhaps TESC and local comeducational philosophy. However, it be an almost unanimous cry for the and (3) high value on some of the munity colleges could work out a is clear that some of our colleagues. College to assist those economically major aspects of the Evergreen cur- cooperative four-year program for at the other four-year public univer- deprived counties in our area with 28B.40.240 and .244 and those sities view Evergreen's unit cost as economic development.

In recent years Evergreen has reached out in many ways to the local community, e.g., Super Saturor; travel to high schools with large day, Tribute to Japan, Evergreen Ex-Black, Asian, Hispanic, and Native pressions Series, academic projects in the community, and the Center for Community Development. All of are from Lewis County. What are these events have made the College scholarships and tuition waivers have an active participant in the region, been set aside for these students; on- and as hundreds of visitors come to "our home," we have become more Obviously, we have not exhausted all accessible and better understood.

> There are over 1,000 Evergreen graduates in Thurston County. Their positive influence has increased the College's stature in the local community.

Surveys conducted by Evergreen's Institutional Research Office with institutions in the State, e.g., the key individuals in Southwest Washington this past summer showed very Western Washington University, the greater understanding of the Col-Washington Center, etc. All of these lege's academic offerings. However, evidenced by the following statement as we become better known by "our in the 1985 Council for Postseconcolleagues to gain a better understanneighbors," the expectations of the dary Education Report on Evergreen

Subcommittee Report 7 unfair and unacceptable, and others By the Legislature

There is a mixture of opinions concerning TESC among the legislators. The College is seen as a resource and an asset to some. An attitude of pride and enthusiasm is demonstrated by these statements from a Thurston County legislator interviewed by Pat McLachlan for the Southwest Washington Study, and by Jack Daray:

"... Well, I think we're doing well in this area. TESC has continued to grow and has become a very positive force in the community and even touted as one of our resources which is kind of fun and kind of unusual. I guess educationally what I'd like to see in the coming years is to see TESC continue to grow and strengthen as a regional university so that it provides programs for the southwest area of the state as well as all of Puget Sound ... "

"...I think TESC could play a very effective role in helping us set the public agenda for the next four years—next ten years and doing so by providing us with some good data, by sponsoring some conferences that would include government people, by working in a joint relationship with more state agencies on the types of things those state agencies are trying to

accomplish. An element of confusion hangs about Evergreen. This is perceived with a smile as often as a frown. The following is quoted from a paper entitled "Strategic Planning: An External Analysis," put together from interviews with a selection of legislators, legislative staff, executive ed their last college twenty years staff, and staff of the Higher Education Coordinating board:

Table V 1979 1980 1981 1982 1983 1984 1985 Transfers from WA 4-yr public 114 130 105 106 101 121 122 4-yr private 45 51 51 48 from out-ofstate colleges 356 406 312 232 244 260 267

Southwest Washington

A variety of studies conducted in The Tacoma program has been ex- the mid- and late 1970's by internal (Hunter) as well as external (Jones, The 1985 CPE Report on ple of color in Tacoma, especially Leiser, U.W. graduate students)

ty consistent over the last few years.

For obvious reasons, this group is

recruits. It should be noted that the

possible with the institutions, they'd be mad that they either a) weren't us ing the College, or b) the College wasn't doing more for them." world."

it really is,' exists,'

"... Higher education does not care about State needs; it's in its own

"... Evergreen serves as a thorn in

side to the 'establishment' institu-

tions which insist on 'doing' educa-

tion the same 'old way.' A genuine

fascination and support of the in-

novativeness of Evergreen 'whatever

" If locals really knew what was

Legislators from the outlying and more rural counties are dealing with economic problems unlike those of the more urban counties like Thurston and Pierce. This portion of the interview of Representative V. Vander Stoep, District #20 (Southwest Washington Study) is an example of recurring complaints in more distant counties:

"... As far as the Evergreen State College's part in the education of the work force for this community is concerned. Evergreen doesn't attract very many high school graduates and older students seeking 'training' who the reasons? High school students must be self- directed and welldisciplined to succeed at The Evergreen State College and not many high school students qualify. Also, TESC is not in the 'training'

A healthy working relationship is developing between TESC and the Legislature by virtue of the many students who have interned and volunteered there. Communication has improved over the years as the number of TESC legislators and legislative staff increase. The relationship between TESC and the legislature seems to be improving as

. The Evergreen State College has met the requirements of RCW statues should be repealed. The

future of Evergreen is no longer at risk. Evergreen's interdisciplinary undergraduate and graduate programs are enjoying acceptance and recognition with increasing demands to expand enrollments. Evergreen offers a wide spectrum of educational services to the southwest region, including community service and continuing education workshops, seminars and lectures."

By Employers

According to placement statistics Evergreeners are successful at finding employment after graduation. Major career interest areas of Evergreen graduates are biological/ environmental science and counseling/social services; these are the top total of 662 responded, selecting top two fields since 1981 and in the top three since 1971. Next comes educa- arts colleges that grant bachelor's tion, the third most popular field for the classes of '81, '83, and '84. The other major interest areas are public administration, visual arts, and business management.

In spite of an increasing depressed employment situation on both the state and national level, Evergreen graduates continue to find and maintain successful careers and to use their liberal arts degrees creatively, even though employment levels are down 14% from last year. One reason for this year's decrease in employment is that the majority of Evergreen graduates have chosen to work in public sector fields where funding cutbacks are at an all time high. Results from the annual spring survey of alumni indicated that many graduates are between jobs. The two largest areas of employment for Evergreen graduates—environmental sciences and social services are areas where major funding cutbacks and program elimination on both a state and federal level lhave occurred.

Many employers have praised the self-directedness and creativity of TESC graduates. They were judged to be superior to graduates of more traditional schools in their ability to deal confidently with new situations. Evergreen's philosophy of returning personal authority for learning to the student yields persons who have learned how to make choices.

The interdisciplinary, multidimensional approach to knowledge is held as an ideal at TESC. The employers.

transcript is considered cumbersome edge." for employer decisions.

Southwest Washington Study, and the Office of Career Planning and Washington state, economic growth economy-wood products and aero-Placement Reports for 1981-1984 Placement's report. Notable among initiatives are typically reviewed for space—pay high wages and are from the Office of Career Planning these are such prestigious universities impact on the natural environment generally unionized. Further, a and Placement.)

Communication of Self-Image

that Evergreen's image is improving. The College's esteem is rising as the VALUES AND pool of Evergreen graduates expands and as favorable national press (discussed in the next section) continues. However, elements of confusion and dissatisfaction with the communication of TESC's image Introduction

One of the major findings of the 1979 CPE study was that many pro- aspirations of people in Washington spective students were uninformed or state. In this section we have tried to ceptance of refugees from Southeast misinformed about the College. identify several factors that seem to Asia and the efforts to make their Evergreen has spent considerable characterize important values. Of time and resources to make its self- course, in an endeavor of this type image more understandable. The it is impossible to indicate all the imcatalog remains the principal print portant values, and it is quite clear with an active, informed citizenry, vehicle for defining itself to the ex- that values held in one place or public ports and utilities, a large ternal world. The catalog has been within a certain category of people number of elected state and local ofcriticized externally for being too may not be held elsewhere. We have ficials and independent commissions. vague and it has been chastised internally for being too specific. Some that seem to have fairly widespread students have voiced a concern that acceptance, recognizing that many cumbered by regulation and the catalog is misleading. Specific argue a value dimorphism in Washmention has been made of program ington defined as West or East of the regulations valued, but a companion descriptions which, in the end, dif- Cascades or by rural or urban areas, fer significantly from the actual con- which would by definition limit tent of programs. The portrayal of seriously any opportunity for the people. And, of course, direct the student body through photo- statewide sharing of values. graphs in the catalog has been Sources for this section include in- referendum, and recall, and in- natural environment, it is much more Evergreen's future student body will criticized for failing to represent the terviews conducted by Steve Hunter sistence on main-taining a "blanket pervasive. People throughout the depend on a vast number of factors,

the College is, and should be, among (1985), the 1974 Alternatives for electorate.

student body accurately.

campus constituents. Communication of a mutually-agreed upon image of Evergreen has been and remains a difficult task.

National Image

During the last several years, TESC has enjoyed a good deal of favorable national attention. The following paragraphs are taken from the 1985 CPE report:

"... The Evergreen State College enjoys an increasingly visible reputation as one of the finest small liberal arts colleges in the nation. The November 28, 1983 issue of U.S. News and World Report published the findings of their survey of 1,308 four-year undergraduate schools. A schools in five categories of liberal degrees. In the category of smaller comprehensive universities with regional reputations that emphasize the liberal arts, The Evergreen State College was ranked first in the Midwest and West.

"... In September, 1984, the nationally distributed Sunday supplement of Parade magazine carried an article written by Lisa Birnbach, selecting Evergreen as one of "The 10 Best-Kept Secrets Among American Colleges.'

"... Two years earlier, Seventeen magazine had proclaimed Evergreen, along with a handful of other colleges, to be a "hidden gem" in higher education...'

"...Such articles have caught the attention of regional and national media, including a Voice of America reporter who visited Evergreen in September, 1984, interviewing for a feature on Evergreen for international broadcast in more than 40 languages.

Favorable editorials, and, in most cases, special feature articles have also appeared in the Spokane Chronicle, the Vancouver Columbian, the Portland Oregonian, the Tacoma News Tribune, the Seattle Times, the Seattle Post-Intelligencer, the Bellevue Journal-American and the Olympian.

In Fall 1985, U.S. News also asked college presidents to namewithout any list to choose from— "an up and coming undergraduate college which is a model of excellence for the future." Most often mentionability to approach a problem from ed were Alverno College of Wiscona wide variety of directions is a sin, Trinity University of Texas, and characteristic highly valued by many Evergreen. U.S. News featured the top three as 'academic The format of the Evergreen pioneers...on education's leading

and inadequate by some employers A nationwide index of the quality who rely heavily on specific creden- of Evergreen's product is the list of recently, the 1986 Puget Sound the nation. Though the per capita tials to make their choice of who to educational institutions who have ac- clean-up project. Citizens in the state real personal income has recently hire. Others see it as a valuable tool cepted Greeners for post-graduate have also been effectively committed fallen below the national average, the (Sources: the CPE Report, the institutions of learning are listed in discussions of the future of been important to the state's as Yale, Harvard, Princeton and and environmental quality.

There are increasing indications QUALITY OF LIFE, **ASPIRATIONS**

At the first consultation session we were asked to address values and cond beginning. One recent example

and Pat McLachlan in Southwest There are diverse opinions of what Washington and King County control over government by the work hard in both public and private from the perspective of the present.

Washington Study, The Water Link: A History of Puget Sound as a Resource (1981), by Daniel J. Chason, and Washington 2000 presented by KING TV IN 1985.

Affinity with the Natural Environment

The natural environment is a most important component in a definition of Washington state; its beauty, diversity, and sometimes overwhelming presence has an impact on the people who choose to come and to stay in the state. Affinity for the natural environment has many expressions; however, four will be highlighted in this report. The natural environment, for many, serves as a source of recreation and leisure activities; many spend non-

working time in the mountains,

forests, on the water, or just out-

doors, participating in active and

passive recreational activities and in

appreciation of scenic vistas. For others, the natural environment serves as a source of livelihood through the resource industries of the state such as fishing, aquaculture, agriculture, or timber. Others are employed in recreation-oriented businesses or in tourism. An important portion of our state's economic base is generated by manufacturing, retail, and service industries associated with the natural

environment Affinity for the natural environment in spiritual terms is also an important component of this value. This expression is perhaps best represented in the lives and cultures of our Native American peoples in the state.

Finally, the natural environment is valued as a setting for residential land uses or for views provided residential lots. There is a value in this state for low density settlement patterns outside the most highly urbanized areas and a willingness to pay dearly for views and access to

The Importance of **Environmental Quality**

The people of the state value good environmental quality. One has onto look at environmental laws passed and the resolution of environmental issues over the last fifteen years to realize the strength of Farley to offer the following toast this conviction. A few laws included the State Environmental Policy the forty-seven states and the soviet Act, Shorelines Protection Act, Forest Practices Act, Open Space Taxation Act at the state level and issues including tankers in Puget Press, 1975, pp. 3). Sound, the Northern Tier pipeline Presently, Washington ranks as proposal, Boldt, Phase II, and most one of the most unionized states in study. 281 national and international to energy conservation measures. In industries that have traditionally

"Frontier Spirit"

Although Washington has been surpassed by Alaska as the real "last frontier," its geographic location and recent settlement by non-native people still provide a sense of newness and open-endedness for choices. Many see this region as relatively unspoiled, a location for new, and as yet untried, opportunities, and for the chance for a seof this last sentiment has been the ac-

assimilation a smooth one. Washington has what can be There is also widespread support for individual initiative, relatively unenbureaucracy. Not only are least notion is expressed by the assertion that the best government is closest to Pride in Washington State democracy measures, initiative, the earlier interest and care for the primary," provide a maximum of state are proud of Washington and most of which can only be seen dimly

test to the initiative of individuals economically in Washington state.

Personal and Environmental Health These values are probably imporant throughout the country, but certainly have expression in Washington through concern over air and water pollution, hazardous waste disposal MEDIC I programs, worker safety and worker right-to-know regulations. This value is further characterized by the decentralization of health facilities throughout the state and the operation of a strong health

Washinton's Tradition of Active Unions and High Wages

The industries that have traditionally driven Washington's economy are marked by high rates of union membership and high wages. Since the earliest days of the union movement, Washington workers have been among the most active unionists in the nation. The earliest labor confrontations occurred at coal mines in the nineteenth century. Later, more famous battles such as the Centralia massacre, the Everett massacre, the Spokane free speech fight and the Seattle general strike confirm this early radicalism. Historians often attribute the radicalism of the Washington workers to the brutality of life in the mines, woods and the mills in the early years of this century and the pattern of immigration into Washington and British Columbia. In the wood products industries, for example, early Washington unions were built on the industrial union model—as opposed to the usually more conservative craft union model common in Oregon. Thus, Oregon has a much more conservative union tradition. Throughout the twentieth century, this early radicalism also manifested itself in a strong populist tradition discussed above. It was the public power movement that prompted Postmaster General James A. during a 1930 visit to Seattle: "To of Washington" (Charles Pierce LeWarne, Utopias on Puget Sound, Seattle: University of Washington

strong populist tradition and well developed network of publicly owned enterprises are part of the state's legacy from its radical past.

Support for Education As mentioned elsewhere in this report, there are strong participation rates in the higher education system in the state. This fact is indicative of the importance of education for citizens in the state. The Doran decision in the late seventies provided full state funding of basic education for K-12. This funding is supplemented regularly by special levies passed in school districts throughout the state and through revenues from DNR timber sales as mandated constitutionally

There is a range and large number of institutions of higher education in the state. Access by citizens to higher education opportunities has long been an important value which has been most recently reaffirmed (1986) by the legislators' decision to open a new community college in Pierce

Although this value is expressed by Evergreen. spheres to protect and enhance their A few elements are, however, clear.

Washington citizens are enterpris- quality of life. Downtown revitalizaing and creative in the economic sec- tion efforts in a number of urban tor as well; economic development areas, including Olympia, Seattle, activities from local grass-roots levels Spokane and others are indications to the international trade arena of this pride. Pride is also expressed abound and certainly the large through new an expanded cultural number of new, small businesses at- opportunities. The Washington Center for the Performing Arts is just one example among many. A number of revitalization and cultural enrichment projects are also occurring on tribal lands in this region. A beautiful example is the museum at Neah Bay built and operated by the Makah nation.

Summary

As a state-supported institution, it is important that decision-makers at Evergreen be aware of these and other characteristics that uniquely define the quality of life, values and aspirations that Washington citizens embrace since planning efforts will occur within this value-laden state context.

CONCLUSION This section concludes our report about the external environment; we have sifted through data in our report to identify features that we believe represent the most important opportunities and constraints for strategic planning efforts at Evergreen. Six features are presented: physical location, TESC students in the future, perceptions of the college, political reality, expectations of community service, and educational prominence. Under each of these headings we have described the feature, indicated evidence that supports its importance, and offered consequences and implications that the feature and related issues have for Evergreen's future planning

We have tried to make sure our conclusions are based on the data in the text of the report although interpretation, by definition, is valueladen. In the interest of focus and brevity, we have not done much reiteration of the data; these conclusions should be read in the context of the detailed material in the earlier parts of the draft.

Physical Location

Feature: Whatever planning initiatives we pursue in our future, our physical location should be a primary consideration and used to Evergreen's advantage.

Evidence: TESC is located on a wooded, one thousand-acre campus, five miles from the Washington state capitol, between the economically stable Puget Sound Basin and economically distressed Southwest Washington. Evergreen is in the environmentally-conscious Pacific Northwest, is near the coast of the Pacific Ocean, and has access to international connections provided by the Pacific Rim. Within thirty miles of this choice location, 11.8 percent of Washington's population live and

Consequences/implications:

1. Because of our location, planning initiatives should give particular attention to (a) the urban placebound adult, (b) workers in state government, and (c) culturally diverse people in Southwest Washington and within the thirtymile radius.

2. Our planning efforts should be in tune with values in the state that try to maintain a balance between the natural environment and environmental quality and economic development.

3. Because of Washington State and Evergreen's proximity to the Pacific Rim, opportunities exist to build in exchanges and curricular responses to Pacific Rim cultures, economies, and political systems.

Evergreen Students in the Future

1. The potential pool of students is changing,

2. Currently, there is a surplus of students wishing to attend

Evidence: The makeup of

Labor market needs will be different from the past. The shifts in industry structure imply voluntary and involuntary job changing, changes in job expectations, reductions in levels of financial aid and other governmental support of higher education, and a continuing need for the revitalization of the Southwest Washington economy. Demographic changes include a continued increase in the number of single parent families, an increasing demand for basic education (and K-12 teachers), a rising proportion of people of color in Washington, an increasing ning process. number of urban place-bound adults within Evergreen's service area, and a changing share for Evergreen of the college-bound market, such as more high school directs. Enrollment

over the past two years. Consequences/implications: We need to make choices about who will be our preferred students in the future; the mix of students we choose to serve has direct implication for the type of college we are.

of part-time, non-matriculated

students has been sharply curtailed

1. We need to maintain and in crease diversity in our student body. 2. When we make choices about student composition, we must follow those decisions through their impacts on other areas of the college, for example, providing sufficient oncampus housing.

3. Because of uncertainties in the economic future and changing job markets, it will be important to retain our generalist approach to education avoiding narrow-track vocational training, and to remain flexible in our curricular planning.

4. We will have to find ways to provide access to Evergreen in an environment of declining financial aid resources and declining family incomes.

5. The incentive to have offcampus programs is decreasing. We currently can maintain a sufficient student population on the main campus; our unit-cost issue will be helped if all programs were at the Olympia campus, and changes in the politics of higher education will not allow us to count off- campus students. Therefore, the college should examine the reasons that support existing and new programs proposed in the future.

6. The college needs to address the question of how to provide continuing education offerings.

We have the opportunity through student admissions to promote expectations for an alternative education that are consistent with our strengths in applied liberal arts and sciences.

Perception of the College

Feature: Perceptions about the college remain uneven across its constituencies.

Evidence: Evergreen has worked very hard in recent years to build a strong image among educators, in the local community, and in the national media. These efforts have paid off with increased enrollment and strong, positive national attention. However, confusion remains about the mandate, mission, goals, and "product" of the college among several important constituencies:

1. The unclear intent of the legislature in establishing the college is still a factor at the state Capitol. For example, in the legislature some view us as innovators, some as regional educators, some as statewide educators, some as educators for public and government service, and a staunch few continue to view us as "a problem."

2. Regional business and community leaders express a broad range of opinions about what Evergreen is and what it can do. Some people look to TESC for liberal arts, some for public service, some for retraining and vocational opportunities, and some for economic development consultation. A few, in the Vancouver/Longview area, question our ability to serve them at all.

3. In spite of internal commitments to intercultural literacy and ple of color, participation on the Olympia campus remains low.

Consequences/implications:

makes the consistent articulation of quality could be maintained. our image and mission a significant

Political Realities

tinue to be high

Features: Three major features are political realities that the college must consider in its planning. 1.) Evergreen's "unit costs" con-

continue to be limited in the short and medium range future. 3. Higher education must do a bet-

ter job of serving the citizens of the

Evidence:

1. There is some concern about absolute costs of higher education, but by far the most important consideration for Evergreen has to be that its per student costs ("unit costs") are significantly higher than those of the other five state-supported four-year institutions. It costs over 50% more to educate a student at Evergreen than at Eastern, Central, or Western. In comparison with similar statesupported schools outside of Washington or with small private liberalarts colleges within the state, however, Evergreen's per-student costs are NOT out of line.

2. There is overwhelming data to support the conclusion that state and federal revenues will continue to be severely limited during the planning period. Moreover, higher education has not been able to compete effectively with other claimants: expenditures for higher education have dropped from about 15% of the state budget to about 10%. Full funding of basic education, comparable worth, clean water, and basic social needs have been seen as far more necessary than even maintaining the current level of funding for higher

3. Data suggest that behind the higher education do a better job of serving the people of the state. Evidence of this desire is manifested Washington's) economic crisis, by government. cooperation among the state's colareas: leges and universities, and offcampus programs, and by growing offerings that serve individuals and mittee has attempted to articulate Programs, both coordinated studies criticism of higher education for fail- communities through (a) individual some of the values at the center of programs and group contracts, are ing to perform self-assessment and matriculation in on-going full or Evergreen, while recognizing that a the seminar and team-teaching. measure "outcomes."

Consequences/implications: ministrators have asserted that if the vice component. college were allowed to grow, then 2. We should also continue to prothey include, among other things, a dent's development than with mere unit costs would be comparable.

The data collected by the commit- through such mechanisms as the In- and content, and a purposeful provides role models from which tee suggest, however, that a growth stitute for Public Policy, the late responsiveness to individual students can learn. The mutual strategy tied to unit costs faces cer- Center for Community Develop- autonomy in teaching and in learn- respect faculty members accord each tain difficulties:

(a) Given tight revenues, growth in Education Center: order to reduce unit costs may be unattractive to the state since it still requires greater ABSOLUTE expenditures.

growth is predicated on the assump- Sound, and state government. tion that the additional students can be absorbed with virtually ZERO additional expenditures except for more faculty. In order to drive unit costs down to a level close to that of the other state schools, Evergreen would have to increase its enrollment by about 50% with virtually no addistrong goals for participation by peolibraries, laboratories, computing, etc. Were the college to do so, it is Educational Prominence extremely doubtful that its in-Evergreen's increased visibility novative curricular structure and ly recognized as a positive force na- with it. We then offer a paragraph many angles rather than from

Moreover, it might be possible for challenge in the future. We should the college to approach the unit cost insure that our actions follow from issue in a very different way: by makour intentions; our image that attracts people to TESC should emplary undergraduate college at an translate into a positive experience acknowledged higher unit cost as the on campus. We should fully and acprice for higher quality. If curately articulate our intent, pro- Evergreen's soaring applications and cess, and product, particularly to excellent national press were couplthose constituencies that are unclear ed with an aggressive effort to adabout us. Communication of our imdress the part of its mandate focusage has historically been difficult for ing on service to the region and to the college, and it plays a critical role state government, then acceptance of in the success of our strategic plan- higher unit costs might be obtained. Of course, so long as any cost disparity exists, future criticisms can still arise.

These factors suggest that growth will not solve Evergreen's unit cost problem at an acceptable price and that other strategies must be ex- also an increased interest from ap- and seek opportunities to learn from plored. The Planning Council will 2. State and federal revenues will need to consider this carefully. 2. With respect to the fact of

limited revenues, it seems clear that the total state budget (the "pie") will grow only slowly for the next several years. Therefore, if higher education in general, and Evergreen in particular, wants more funding, it must concentrate on getting a larger slice of the pie at the expense of other claimants. The best strategy is to build a convincing case that higher education is central to the state's larger goals. At present the most obvious goals with which to make such connections are economic develop-

ment and environmental quality. 3. With respect to the growing concern that higher education pay more attention to "service," Evergreen is particularly vulnerable due to past confusion about its mandate and a history of allegations that it has neglected Southwest Washington. The college can best position itself for the predicted increase in emphasis on "service" by developing outcome measures that it is prepared to defend and by creating programs (not necessarily all academic) that demonstrably address

Expectations of Community Service Feature: Although our initial mandate(s) are somewhat inconclusive about who we are obligated to serve beyond a general obligation to the citizens of the state as a state agency and institution of higher education, often conflicting and ad-hoc actions it is clear that people in Southwest of the state legislature and executive Washington, South Puget Sound, offices lies a genuine desire that and state government want Evergreen to play a role in meeting

individual and community needs. by comments of county and be responded to in a curricular or clear, and important, message we've One thing which makes Evergreen an inicipal officials to the effect that non-curricular way, have been idenhigher education really ought to "do" tified through interviews with people strive to define the central traits of colleges is the way it integrates intersomething" to help solve the state's in Southwest Washington, the Puget Evergreen, the main characteristics disciplinary studies, full-time pro-(and especially Southwest Sound Basin, and in state that have made the place what it is. grams, seminars and team-teaching

the creation of the HECB and Consequences/implications: to us that Evergreen has, and needs, rative evaluations and evaluation associated legislative concern about Evergreen should respond to comimprecise boundaries and fuzzy conferences are essential features of program duplication, lack of munity service needs in these three edges. The ambiguity and tension this system and an effective way of

part-time curricular offerings, (b) college committed to individual Though many schools have seminars programs designed to fit needs in the development, supportive of cultural and/or team-teaching, these features 1. With respect to unit cost, the three service areas, (c) internships diversity, and engaged in innovation are part of a larger structure of praccollege MUST defuse this issue. In that enable a student to work in commust not define precisely what is to tices which makes Evergreen what it the past, attempts to do so have munity settings, and (d) programs be excluded. focused on growth: the college ad-

We believe that providing a high to the future, but sets forth also (in cogently. We value these methods of quality education is the most apsection 2) a series of trial balloons, learning because we think they help propriate form of "service" for a discussion of which by members of students develop skills which are college, but we encourage the Plan- the community, should disclose ad- necessary to be active members of ning Council to explore ways in ditional values and practices we communities. which connections between that uphold as main features of the ineducation and expressed needs in the stitution. We present each balloon as disciplinary Work. In our daily lives surrounding communities and state a practice to consider adopting. we learn in a variety of ways and the can be strengthened.

tionally and regionally in the move- evidence of our educational proment for the improvement of higher education. It is particularly recognized for its emphasis on interdisciplinary, team-taught coordinated studies, active rather than passive learning, working with nontraditional students, a cooperative rather than competitive learning environment, applied liberal arts, and self-directed learning. We are known more for the way in which we teach rather than what we teach

Evidence: Support for this feature is found in national reports, conferences, books, CPE reports, recognized strengths and make them educational monograph, and articles, as well as from contacts, ex- (This does not mean ignoring other changes, and cooperative endeavors with other colleges (regional and nathat might build new strengths.) tional, two and four-year). There is plicants who come to Evergreen for others in higher education. its special qualities. The most recent

Subcommittee Report 9 minence comes from funding by Ford and Exxon Foundations for the Washington Center for the Improvement of Undergraduate Education that was established at Evergreen in Consequences/implications:

1. We have every reason to feel confident about our contribution to quality higher education and should take an increasingly strong role in educational leadership in the state

and nationally 2. We should build on these more explicit in our documents. strengths or discouraging innovation

3. We should continue to innovate

First Draft Report of the Values and Aspirations Subcommittee for Strategic Planning

. INTRODUCTION

This report represents the first draft of the thought of the Values and Aspirations Sub-Committee. We complex issues that need attention by stress that it is a draft, and that we others, probably beginning next are not yet making recommendations on the issues discussed below. What we offer here is the result of inten- of our discussions; section 5 suggests sive discussion within the committee and reflects, we believe, significant and help in our tasks; section 6 values of the Evergreen community outlines an appendix that will appear as they have been expressed to us. in our final draft. All through this We have not pulled values and draft we have highlighted values in aspirations for Evergreen from the **boldface type**. air. Rather, we have identified many of the values and aspirations expressed in official college documents, in are important to preserve are: numerous surveys of opinion of • integrative curriculum segments of the community, and in • full-time study comments and responses given to us group contracts by many of you. We have tried to • individual contracts ascertain the relationship between • internships our practices and our claims. We have listened carefully at workshops and all-campus consultation ses- • coordinated studies programs sions, and have discussed the memos • 20:1 across the board stuand letters you have sent to us.

Throughout all of this, certain value commitments keep recurring. These value commitments are always intertwined with others, often are in tension (or even collison) with one Evidence: These needs, which can confusion or contradiction. One Evergreen organizes its curriculum. here often inspire our most creative appraising a student's development. 1. We should continue and expand and imaginative efforts. Our com-

Evergreen Evergreen? We believe cerned with the quality of the stuvide and expand community service curriculum integrative both in mode disciplinary coverage. Team-teaching ment, and the proposed Labor ing, in community life, and in ad-3. Beyond these historical and on- fairs. Central values are central and in their lives outside of class. going efforts, Evergreen should in- because they are worth arguing over Mutual respect fosters cooperation vestigate and create new ways to of- and fighting for. Hence this report over competition. Students are enfer community service particularly in presents (in this section) not only couraged to participate actively in (b) Lowering unit costs through Southwest Washington, South Puget those central values and practices seminars, to help each other learn that we feel should be continued in- and to articulate ideas clearly and Around this practice, we display problems we encounter are those values that appear to support multidimensional. Evergreen has and nurture that particular practice, traditionally considered it more ef-Feature: Evergreen is increasing- and also values that may conflict fective to conceive problems from

that examines the interplay of those

Our report also outlines (section 3) year; section 4 lists those value labels we've found recurring in virtually all ways that you can give us feedback

The practices the committee thinks

- narrative evaluations and evaluation conferences
- dent:faculty ratio

 S&A Board allocation process constituency participation on

Integrative Curriculum is a name another, and occasionally lead to we have chosen to denote the way However, it has become equally clear into a coherent teaching system. Nar-

Two features of Full-time Study

is. The sixteen-credit limit on enroll-Which values and practices make ment implies that we are more conministrative and organizational af- relations among students in seminars

Full-time study is central to Inter-

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 could allow the school to be more seminar mode of instruction. 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 individuated 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 individuated 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 selfreflection. 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 studento/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 lege by relieving some legislative thwest's future trade and cultural acit 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 decisionmaking.

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**

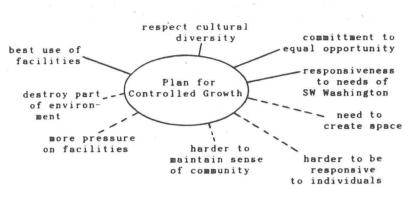
In this section we make several proposals intended to provoke discussion that should help us clarify central values of the institution. We ask you to consider these proposals carefully but to avoid getting hung up on the details of any one of them to the exclusion of its main idea.

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

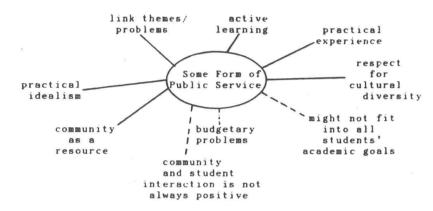
responsive to the needs of SW Washington by accepting more applicants fr om the area. On the other hand, once students are here it would be harder to be responsive to their needs. A larger community could help make best use of our facilities. It could also put more pressure on facilities, especially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



B. SOME FORM OF PUBLIC

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

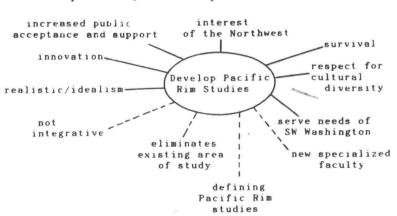
is through public service. Students will come to see themselves in new ways as members of the larger society. They will see how other people unlike themselves function in the "real world." This service could encourage, if not ensure, respect for cultural diversity. It could also encourage using the community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



C. DEVELOP PACIFIC RIM

for awareness of the interests of the Northwest, Evergreen should think about developing Pacific Rim novation, yet it might not be very instudies, at the same time eliminating tegrative with the rest of the curan existing specialty area. These riculum. New faculty who specialize studies would help us serve some of in areas that relate to these studies the needs of SW Washington, and would need to be hired. Studying the contribute to the survival of the col- Pacific Rim, an area vital to the Norpressure while helping the college tivities, would complement students' gain increased public acceptance and practical idealism.

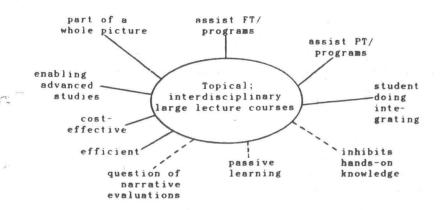
support. It would help students become aware of different cultures that the Northwest will be dealing In response to the increasing need with, thereby reinforcing respect for cultural diversity. Pacific Rim studies could be an important in-



D. LARGE INTERDISCIPLI-NARY LECTURE COURSES

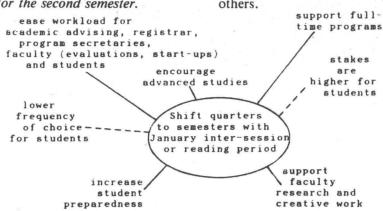
Large interdisciplinary lecture courses might make good academic kinds of subject matter more sense. Each large course would enroll available to more students. Large approximately 50-60 students. They lecture courses would cut down on would bolster full and part-time pro- faculty work load and be more costgrams by allowing students to take efficient. Large classes could be a four-credit course that relates to their program. They would also help ing and as incompatible with narintegrate the curriculum. Lecture rative evaluations of students' themes would be part of a whole and academic development.

not just pieces of knowledge on the side. These courses would support advanced studies by making certain viewed as settings for passive learn-



E. OUARTERS 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 registration and records, and proterms. A semester system would sup- gram secretaries. It would also port full-time programs and encourage adv anced studies. An intersession or reading period would sup- Fewer points of formal evaluation port faculty research and creative could be advantageous for some work and allow students to prepare students and disadvantageous for for the second semester.



F. REOUIRED THIRD-YEAR ACADEMIC PLAN AND **GRADUATION PROJECT**

This proposal addresses some major concerns that have been mentioned on numerous occasions during the committee's work. Students have we studied 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 learning—may be values that are in knowledge in one particular area of direct conflict with other strongly interest.

projects, and (5) imaginative use of college and community resources are Values and Aspirations sub-stressed in many of the documents Some of the results of this proposal-requirements, a more rigid curriculum, treating all students alike, and restricting self-directed

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

Although the change would lower

the frequency of choice somewhat

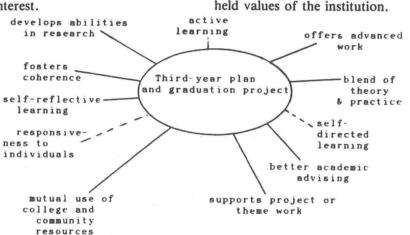
for students, it would, at the same

time, lighten the workload for

Academic Advising, the office of

substantially reduce the evaluation

workload for faculty and students.



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 cooperation in a competitive exreasons for this proposal: (1) the perience, (3) the authority of the Small College Goals Inventory's con- coach, and the consensus decisionclusion that athletics should decrease making process, and (4) the "right in importance in the future, (2) the student mix" at Evergreen and the institution's strong support of "jock" paranoia.

cooperation over competition, (3) and the obviously contradictory values that are attached to athletics. Some of the values that appear to

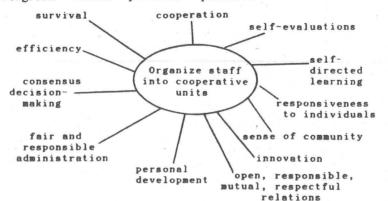
be in conflict are: (1) encouraging a variety of learning modes and doing only what we can do well, (2)



H. FOSTER COMMUNITY AMONG THE EVERGREEN STAFF BY ORGANIZING IT

cedures, and evaluate their own work and the people they serve. Evergreen values personal practices

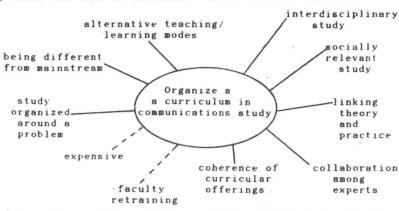
development, self-directed learning, self-evaluation, and consensus decision-making. These values and practices are far more common, Foster community among the however, in Evergreen's academic Evergreen staff by organizing it in- life, especially so in coordinated to cooperative units that make their studies program, than they are in the own decisions, set their own pro- lives of staff members. This proposal suggests that staff working condiin consultation with their supervisors tions be reconceived so as to embody some of these communal values and



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

By organizing a curriculum Studies in Communication, we could construct several coherent, clear pathways for students to follow from entry to graduation. Emphasis could ed, from fine arts to molecular in a liberal arts education.

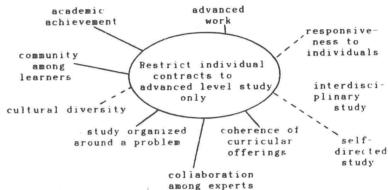
genetics to computer science. Evergreen seems well-placed to initiate such a program since our physical resources are newer than those at other colleges and universities in the state, we can easily around two or three themes, such as regroup faculty and support staff for new ventures (we're not locked into departments), and we have already established a commitment to interdisciplinary study. Graduates of this be on skill in the use of the curriculum would be well-versed in technology, fundamentals of technimany aspects of technology, would que and theory, and putting the have acquired several different study in a social context. A broad modes of communication skills (verrange of disciplines could be spann- bal, visual, audio) and be grounded



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 into enroll in three or four distinctly to in independent study.

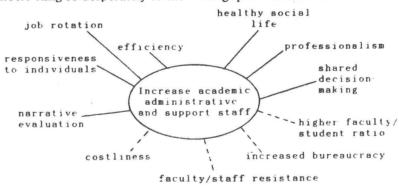
separate courses or projects, but should have reached a level at which specialization and advanced independent work make sense for that student. By limiting a student's choice in this way, we are promoting the values inherent in full-time study, such as fostering community among learners, collaborati on among experts, and interdisciplinary study, all dividual contract should not be able values which are difficult to adhere



K. INCREASE THE NUMBER **ADMINISTRATIVE AND** SUPPORT STAFFS

members cling so desperately to the hangups? Think about it.

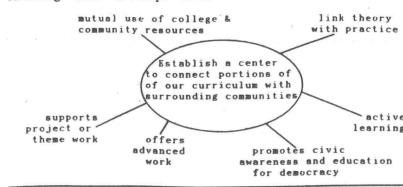
clerical help they have. As a result OF PEOPLE IN THE ACADEMIC of this understaffing, things we say we value get done late, sometimes poorly, and on occasion, not at all. Regardless of how unpleasant it is Wouldn't it make sense for the Profor some of us to acknowledge, the vost/Academic Vice President's job fact seems to be that the academic to be divided in some way? side of this college is seriously under- Shouldn't each dean have at least a administered—there simply aren't whole secretary? Don't our program enough people doing the adminis- secretaries need more help (despite trative and support jobs to get them the word processors that are "supdone well. That partly explains why posed" to be coming)? Are we willit's so hard for us to get people to ing to continue sacrificing efficienagree to be deans, why faculty cy and good will to our authority



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

riculum to community service and region; and service that not only teaching, research and service: growing civic unconsciousness in teaching that develops civic America.

understanding and sensitivity by linking students and faculty with community groups working on real SURROUNDING COMMUNITIES issues and problems; research that This trial balloon suggests a involves faculty-student-community method by which Evergreen can con-teams in generating information nect applied studies within its cur- about and for communities in the assistance. It follows from many of responds to regional needs, but also our expressed values concerned with engages students in collaboration linking theory and practice, and in- with individuals and groups in comvolving students in applications of munity contexts. This trial balloon their studies. The proposed center could establish one mechanism by should blend the functions of which Evergreen might address the



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 in-

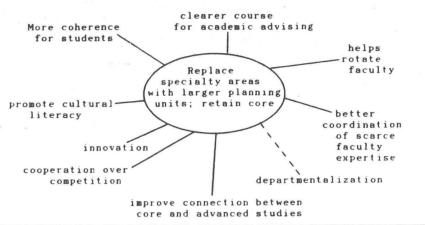
future. For students, a more fluid faculty rotation might promote cultural literacy, improve the connection between core and advanced studies, and, in general, give more coherence to the curriculum.

rise to further innovation. It is possi-

ble, however, that this idea could

lead to departmentalization in the

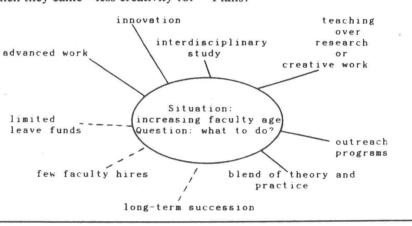
And for Academic Advising, it fighting by promoting cooperation could provide a clearer path along over competition; and it would give which to guide students.



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 faculty members are forty-five and older, and almost none are younger a great number of its teachers. In adwhen they came-less creativity for Plans?

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 to us that the vast majority of our despite our mandate to grow, we'll not ever again be able to hire faculty members in the numbers that we than thirty-five. At once, this in- were in the first few years of the coldicates that in a very short span of lege's life. And there's less support time this college will have to replace for leaves or special project work as years go by. We need some imdition, even now, people here have aginative proposals, some fresh less energy for work than they did ideas. Any suggestions? Proposals?



III. ISSUES AND **PROBLEMS**

During the past weeks of discussion and analysis, we have attemp- better academic advising without adted to (1) define practices (pro- ding to an already heavy faculty cedures) at Evergreen that we are load, and without incurring great reasonably sure we want to preserve, costs in a period of diminishing such as written narrative evaluations; resources? (2) elucidate the values inherent in 2. The type of student we are those practices we want to preserve, recruiting may not be right for the e.g., why we want to continue to do Evergreen environment. What type of narrative evaluations; (3) define student do we wish to recruit and atvalues and aspirations not directly tract to Evergreen? Is there a typical reflected in current practices but vital student? How do we ensure that we to the Evergreen community, such as present an accurate picture of fostering an understanding of diverse Evergreen to prospective students? cultures, (4) come up with specific 3. Facilities for "hands-on" learproposals for how Evergreen might ning are diminishing. How commitproceed to ensure that our values and ted are we to experiential learning? aspirations are acted out and/or How may we deploy our resources achieved, such as the proposal to so as to adequately support this change from the quarter system to aspect of our curriculum? the semester system or registration.

4. Our present academic schedule.

allotted. We have relegated these moving to a semester system? items to a category called "Issues and Problems." Since, as a committee, we could not reach agreement about these issues, we suspect that student/faculty ratio distribution so academic support work? What hapthe community as a whole is similarly that more faculty resources are pens when faculty don't want to divided. We also believe that these available for advanced studies or issues represent values in conflict, discrepancies between what we say and what we do, or just plain hard questions whose connections with structures as we currently use them? particular values are hard to determine.

The following list is not meant to concerns about the diversity and be exhaustive by any means. These vitality of the faculty? What happens are issues we have identified in our when half retire at the same time? readings and discussions, or have Should faculty hiring policies be been pointed out to us by members changed to favor "junior" faculty? ferences, egalitarianism, and of the community, over the past several weeks. Some of these issues the legislature continues to demand can we provide flexible, responsive and problems are the subjects of the growth in student enrollment. structures that also ensure fair and

"trial balloon' proposals presented above.

1. Academic advising for students is not adequate. How do we provide

and (5) define and describe the values the quarter system, may not be the involved in our proposals for most appropriate schedule for the type of study done at Evergreen. As discussion progressed, it Would a change to a semester system became apparent that there were cer- allow for more in-depth study and tain topics for which we could not more faculty preparation time? possibly reach agreement in the time What are the institutional costs of

5. Across-the-board 20:1 student/faculty ratio may be inhibiting advanced study. Can we re-think our other curricular offerings? Are there creative alternatives to the standard lecture, lab, workshop and seminar

6. Most of the faculty are "senior" faculty. Does this fact raise

7. While resources are shrinking,

Subcommittee Report 11 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?

8. 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 cocurricular activities?

9. 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?

10. 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 handpicked committees that serve as rubberstamp 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?

11. "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?

12. 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, enan 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?

13. 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 creditgenerating work be paid out of the faculty salary pool? Should we shift those instructional duties to members of the faculty, freeing staff for teach a particular subject that has been built into the curriculum?

14. Evergreen fosters selfdirection, self-motivation, and selfreliance 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 difcooperation over competition. How