

THE EVERGREEN STATE COLLEGE

COMMUNITY NEWSLETTER

December, 1970

NEWS NOTES

Vice President and Provost David Barry outlined Evergreen's academic goals and objectives in a recent speech to members of the Olympia Lions Club, offering some details on how Coordinated and Contracted Studies programs will work here. During his address, he spelled out the demands that such approaches will make on faculty members and students, who will spend much more time together than in normal undergraduate programs. He pointed out that a typical week for a faculty member might go something like this:

1-2 hours per week committed to a general project assembly and panel discussions by all five faculty and the assigned 100 students, and focusing on aspects of study of concern to all 100 students.

4-8 hours in small group seminars, each professor working with his assigned group of 20 students.

5-10 hours per week in which the professor will be in personal conference with individual students from his assigned group.

3-8 hours per week in which the professor will supervise field project work of his students--some of which may be off-campus.

2-3 hours per week in which the five faculty and all 100 students will attend and discuss public lectures, films and other events which have been planned to contribute to that particular coordinated study project program.

"The total hours in which faculty will be in contact with their students will range from 15-31 hours per week per professor," Barry said. "Each coordinated study project will have a coordinator who will be responsible for project administration and will report to a dean. Three to five hours per week will be required for a weekly faculty administrative seminar chaired by the coordinator in which all five professors will meet to discuss their teaching problems and plan for improvements in the project program. Twenty to 30 hours are anticipated for faculty to prepare for their leadership roles in seminars, assemblies, lectures, discussions, and for individual conferences with students and for their keeping of progress records on the students. The total number of faculty workload hours may range from 35-65 hours at different times in any particular coordinated study project. It is important to point out that the number of teacher-student contact hours may be two-to-three times greater than in traditional programs. This reflects the organization of the campus, the form of the curriculum and our commitment to excellence in teaching."

Concluding his address, Barry took a mythical student through a possible learning experience during his time at Evergreen. We offer that description here to show how just one of numerous academic options might work and to shed more light on a practical educational plan that places its emphasis on learning rather than on oiling institutional machinery:

"Early in January John Henry, after reading about Evergreen's program in the college bulletin, decides he wants very much to do his undergraduate work there. John is a high school senior who will be graduating in the upper half of his class; this means that he will have no problem meeting the Evergreen admission requirements and that if he gets his application in early he will have an excellent chance of being considered for admission. Soon after reading the catalogue describing the Evergreen program, John submits his standard state college application form to Evergreen and is asked to fill out a special questionnaire designed to probe his understanding of Evergreen's educational approach and to ensure that there is a match between his objectives and the college's ability to satisfy them. He will also be asked to write an essay setting forth his objectives and putting down his reasons for selecting Evergreen as well as any special interests or qualifications he may have which he feels will assist him in reaching his objectives. Both the questionnaire and the essay will later be used by faculty and staff for the purpose of counseling John on the many program choices he will be called upon to make during his years of work and study at Evergreen. John may also be asked to submit the results from one or more of the standardized tests that are available, but these test scores, like the questionnaire and the essay, will be used for counseling and statistical purposes and will have no direct bearing on his admission.

Sometime later, John receives a notice that he has been accepted as a student at Evergreen. During the summer he will meet several times with faculty and professional staff counselors at the college to discuss his interests and aptitudes. At this time he might reaffirm his desire to register for the political ecology program, a one-year freshman program of coordinated studies, one of approximately a dozen programs of varying lengths and class-level designations from which he chose at the time he made application to the college. During the early summer John will also have paid a deposit against his tuition. This will ensure that his space will be reserved for him and will be deducted from his total tuition payment in the fall.

In September, after a brief period of orientation, John's political ecology group will settle into the serious business of examining the problems man faces in organizing his knowledge and coming to terms with his environment. During the year of intensive study, the group will explore the complexity of ecological relationships and human community relationships from biological, historical, sociological and political perspectives. Faculty leadership from all these backgrounds will staff the program. During the final quarter, they will examine the possible avenues through which society can bring firm knowledge to bear on the solution of ecological problems. The goal is thus to assist students not only in acquiring the "hard facts" about environmental problems but to help them see better how they, as responsible citizens, will be able to fulfill their role in a democratic society.

John's group will read a number of books in the course of the year; these will be discussed at bi-weekly seminars of 10 students each. In addition, they will attend weekly films and large group lectures. A large measure of their work, however, will be field work in which they will study natural ecosystems and the ways in which these inter-face with human social and political systems. By the end of the year, John will have a background for understanding the problems

of human ecology and its historical, political, sociological and scientific complexity--and he will be expected to have developed some viable alternative proposals for the solution of those problems which he will carry with him as part of his education when he leaves to assume his role in society.

Once John has completed his one-year political ecology study, he may elect from a number of options: he may go to participate in another, more advanced, group study exploring a different set of problems; or, if his interest in ecology remains high, he may elect to pursue his special interests in a variety of ways, including independent study, small group study, participation in a more advanced coordinated studies group dealing with the subject of ecology; or, internship in one of the governmental or social agencies concerned with these problems. Whatever John's decision may be, it will have been made only after extensive advisement and counseling by his teachers, who will take care to ensure that by the time he graduates from Evergreen he will have mastered basic skills in communication, mathematics and the sciences and have acquired a background in the humanities that will make him able to take on the same responsibilities graduates of other undergraduate colleges assume today--and, we hope, to meet them even better than most."

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Also from Vice President Barry, this academic planning progress report:

Program Planning: Faculty have completed general planning of the Coordinated Studies Programs and have turned their attention to planning for the Contracted Studies options to be offered next year and to long range planning for the kind of Contracted Studies program to be offered in following years.

College Catalogue Draft: Catalogue copy for the Coordinated Studies programs has been completed by the faculty and given to the Deans and Provost for final review. Catalogue copy for the Contracted Studies program is now in progress and should be completed soon. In addition, a draft statement of general academic policy to be included in the catalogue is being prepared by Dean Charles Teske for review by the Provost.

Faculty Application Review and Faculty Hiring: Planning faculty have submitted nominees for 1971-72 opening year faculty to the Deans; these names will be added to the screening process. In addition, planning faculty are scheduled to begin the sorting process for the screening of our pool of 6,000 applicants on the first of December. Names of high priority candidates from this pool will be submitted to the Deans and Provost, who will schedule interviews with the top candidates whom they select.

Faculty Visit to St. Martin's College: St. Martin's College hosted the Evergreen faculty and academic staff at a November 24 open house on the SMC campus. Purpose of the visit was to increase opportunities for communication and problem solving in areas of mutual interest to both schools.

Faculty/Community Relations: Planning faculty continue to open channels of communication with local and area high schools and community colleges. Faculty visitation to these facilities is expected to increase during the month of December as application time draws near.

Public Affairs and Work Study Planning: The President and Vice President and Provost continue to develop planning in these two areas. Key contacts have been made for fact finding for general planning for Public Affairs; special budgets for Public Affairs, Cooperative Work Study and Continuing Education have been submitted to the Office of Financial Planning. Mr. Robert Bowman, Coordinator of the State Department of Personnel, Training Division, has invited Mr. Barry and representatives from the Evergreen faculty and academic administration to participate in a tour of state personnel training facilities.

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Admissions Counselor Nancy Taylor, a red-haired bundle of enthusiastic energy, is a woman with neither time nor desire to sit around and let prospective students "discover" Evergreen by themselves. She's taking the college to the students, visiting one high school and community college after the other in a dizzying round of visitations she'll continue until next May, when she begins to help read and evaluate applications for admissions. Even if she runs out of high schools and community colleges--pretty unlikely, since there are more than 400 in Washington--she won't be finished with her whirlwind recruiting tour. "Eventually, I want to visit Indian reservations, veterans hospitals, community action centers--anywhere I can find potential students to talk to," she says with a conviction bred by enthusiasm for Evergreen's programs and sustained by seemingly unlimited stamina. "My only hope," she adds, "is that I don't go hoarse between now and next May." It's unlikely that would stop her.

Her job is no picnic. "It's a grind," she confesses, "But I really think it's great being able to talk with kids, tell them about our programs and hear their reactions. My biggest problem is selling too hard because I'm so excited about the college. But, the kids are too, particularly those who have previously discussed Evergreen with their counselors. Although reactions are different in different schools, I'd say basically that the kids are amazed because they've never heard of a place like this. They know there are other colleges doing many of the same things we plan to do. The difference is that at Evergreen we're using coordinated and contracted studies as the basis of our academic plan rather than as parts of other programs. Because many students have thought about college in more traditional terms, they sometimes have difficulties understanding our program, in capturing the spirit and realizing that structure does exist despite the flexibility. The feedback we're getting from high school counselors indicates that we're getting the message across, that students who come here will have to face hard work and make a total commitment to learning. I think it scares some of them, but most react favorably. At the end of our presentations, more than half of the students express an interest in attending Evergreen. The community college students, who generally have more defined career goals, ask tougher, more specific questions than high school seniors, but their level of interest also is quite high."

To date, Nancy--often accompanied by a faculty member--has visited 35 high schools in Southwest Washington, Tacoma, Burien, Bellevue, Kent, Renton, Auburn and Seattle and has met with students from four community colleges. "That's just the beginning," she says. "Before I'm through I'll make it to every corner of the state that I can and I'll talk to anyone who wants to hear about Evergreen."

Sessions, usually attended by 25 to 30 students, but ranging from a low of six to a high of 120, last one hour. "I usually open with mechanical information on costs, facilities, etc., describe coordinated and contracted studies and then--if I'm lucky--turn it over to a faculty member for a more detailed explanation. We try to keep the formal presentation short so we'll have plenty of time for questions and discussion. We get lots of both. Naturally, Evergreen doesn't appeal to every student we talk to and we don't encourage those who--for various reasons--should go elsewhere. But, we really boost the ones who are interested in us."

Depending on her appointment calendar, Nancy figures she can visit at least ten schools a week, maybe a few more if she's in such urban areas as Seattle and Tacoma. "It means I'm spending an awful lot of time on the road, but we have to take our message to the kids," she says. "Besides, I'm used to traveling. When I was a field representative for the Massachusetts Executive Committee for Educational Television, I was in direct contact with students and teachers in schools all over the state. I drove 20,000 miles the first year I was on the job. I also spent a lot of travel time on my last job as a program assistant for the Far West Regional Laboratory in Berkeley, California. There I was working on in-service teacher training programs, which meant I was in the schools most of the time."

A former social studies teacher in Fresno, California, Nancy says she's doing what she likes best, being around people, particularly young ones. "I love this job. It's the best one I've ever had, even if the schedule is a little wild. I'm excited about Evergreen and I get more excited when I see the kids getting excited."

With that, she was off on the next round of her "Discover Washington" effort. As she departed, you couldn't help think of the philosophy expressed by the legendary baseball pitcher, ageless Satchel Paige, who once said, "Never look back. Someone may be gaining on you."

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Meanwhile, inquiries about Evergreen continue to flood Director of Admissions Dave Brown and his strong right arm Sally Hunter. "We're receiving about 60 letters a week (10 per cent from out of state), 10-25 personal visits a week and an average of ten telephone calls a day," Sally reports. "We recently had campus visitations by 15 students from Skagit Valley Community College, eight students from West Valley High School in Yakima and six from R. A. Long High School in Longview. Our mailing list now totals more than 900." Right now, the Admissions Office is encouraging prospective students to send in the Uniform Washington Application for Admissions form available from guidance counselors in all high schools, community colleges, four-year colleges and

universities. All names are added to the list of persons who will receive preliminary bulletins and, in January, Evergreen's first catalog. Once the catalog has been issued, the formal processing of admissions application will begin, with student selection made on a first-come, first-served basis.

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While all this is going on, Evergreen's library collection continues to grow, Staff Librarian Malcolm Stilson reports that books in storage now total 51,550 and that the number of magazine subscriptions has reached 629, including 510 ordered recently and due to begin arriving in January. In addition, the college now has 11,500 reels of microfilm on hand, including the complete transcript of the famous Chicago Seven Trial. Stilson also reports the addition of a voluntary librarian (lots of work, no pay) to the staff. Ann Marie Ratliff is assisting the media processing unit in selecting records for inclusion in the collection. And, New Careerist Larry Bailey is hard at work as a member of the reference group.

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Speaking of new personnel, a quick and hearty welcome aboard to two new staff members, both part of Bob Barringer's computer services team. William Workman, previously a senior programmer with Weyerhaeuser Company, became a Programmer III at Evergreen on November 9. Dale C. Baird, formerly a programmer-analyst at Boeing, joined us as a Programmer III on November 13.

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Continuing with The Newsletter's policy of trying to keep members of the Evergreen community conversant with the other guy's activities, we present another article about one of our operating units. Our guest author is Director of Business Services Ron Hoffman. Here's his report:

With a few notable exceptions, Business Services' relationship to the faculty and staff of The Evergreen State College is akin to that of a wife...we spend the paycheck, shop for bargains, stock and clean closets and storerooms, spend too much time with the telephone, collect the mail and are in charge of reproduction.

The above paragraph may leave some of you confused as to the exact definition of Business Services. To be more specific, the following subdivisions are included within our scope of concern; Purchasing, Stores, Surplus Property, Central Receiving and Distribution, Stenographic Services, Mail, Telephones, Printing and Duplicating.

Business Services' primary function is to provide materials and services to the right place, in the right quantity and at the right time, thus allowing the other members of our faculty and staff to carry on their activities without worrying about supplies, equipment or gear.

Just as members of the faculty, library, and staff have migrated to Evergreen with the hope of starting afresh, so have we of Business Services come to Evergreen with the hope of implementing innovative practices in our field. The college's unique approach to the educational process, with its coordinated study programs, contracted studies, and ever-changing student-faculty groupings and relationships requires that we approach the conventional business process in new ways. One such program which we are developing and hope will work in the Evergreen environment is a fast method of purchasing the myriad of low cost items that normally clog an acquisition system. (Elimination of red tape without the commensurate elimination of necessary control.) A second program includes the central control of campus inventories, be they located in Central Stores or in a satellite departmental stockroom. Both of these programs have a long way to go and the attitude and aid of all members of Evergreen will greatly affect the degree of success.

When I was asked by Dick Nichols to write this short synopsis of the Business Services operation, I was asked to describe a typical day and the typical problems encountered during that day. I am sure everyone knows Shirley Strawn, Irene Reese, Michele McBride and Molly Langdon. These girls manage the campus receptionist operation, telephone switchboard, power typing units (MTST), temporary Central Stores, mail, and printing, in addition to secretarial duties for about one-third of the campus.

Sue Clark and I spend most of our time working with specifications and contracts, equipment requests and procedures, buying items and issuing bid documents. There are also special projects such as food service and photo-ID card systems, together with the ever-present necessity to plan for the future. Now is the time when we must lay the groundwork for a permanent stores facility, a print plant and defined business policies to handle these areas in an orderly manner. In our spare time, we work on the development of a vendor catalog library, process orders, work on freight damage claims, schedule the redistribution of furniture and equipment, and finally, insure that telephones are located where you want them and with the appropriate equipment attached.

Because of the educational innovations and unique approaches developed at TESC, the supportive services cannot be mundane, for then services to our students will become unenthusiastic and trite. Business Services does not intend to let that happen at TESC. We want to solve the old basic problems in new and better ways, free from the encumbrances of past practices.

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Evergreen's Board of Trustees at their November 24 meeting voted to increase opening enrollment for September, 1971 from 800 to 1000 students, thus complying with a request from the Council on Higher Education. Recognizing that this 25 per cent enrollment increase will place extra strains on all operations, particularly in the academic area, the trustees also approved a \$319,431 supplemental operating budget request to the governor and legislature. The requested

funds would provide 14 new faculty and two secretarial positions to keep the faculty-student ratio at the 18-to-1 level in effect at the state's other public colleges and universities. The board's action boosts Evergreen's proposed 1971-73 operating budget to \$19,678,745, including \$410,556 in student fees and \$2,677,730 for lease payments to the State Building Authority. President Charles McCann pointed out that the supplemental request applies only to the academic section of the budget despite obvious impacts on other programs. He also said the request anticipates no change in the originally projected 1972-73 enrollment of 1,700.

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Associate Professor of Biology Bob Sluss was a guest lecturer during a November 21 "Environmental Problems and Practices" program during the fall meeting of the Washington State Entomological Society at Washington State University. In his talk entitled "Potential Environmental Problems Associated With Biological Control", Sluss pointed out the following:

"Many entomologists, as well as many other people, have argued that the replacement of chemical control practices by biological control practices will solve the problem of adverse environmental effects by pest control practices. This argument is based on assumptions that there are no environmental hazards associated with biological control and that environmental hazards have been due to the kind of control practices employed. I believe that neither of these assumptions is justified.

Examples of actual and potential environmental hazards as a result of biological control efforts fall broadly into four categories: (1) biological agents attacking non-target hosts, (2) the elimination of native species as a result of competition by introduced species, (3) the inhibitions of either the actual or potential effectiveness of native species by exotic species, (4) possible adverse effects as a result of mutations or adaptations of introduced agents.

Environmental hazards resulting from biological control practices are less reversible than those resulting from chemical practices.

Environmental injury is a result of pest control practices without sufficient ecological information rather than the result of the kind of control practice. Where and when a pest must be controlled without adequate ecological information - chemical methods are indicated.

Very few, if any, biological control programs have been undertaken with adequate ecological information. Occasionally, classical ecological research has come out of a biological control program but as a result of an attempt to evaluate rather than as the result of an attempt to determine how to conduct the program or even if control is necessary.

Finally, the importance of information on the economic status of pest insects in order to carry out environmentally sound control practices must be considered."

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Twenty high school students from Olympia, North Thurston and Tumwater have formed a youthful arm of the Puget Sound Coalition, an organization which hopes to spur concerned persons into formation of action groups that can exert influence on future decisions affecting the region's quality of life. The local students meet once each week with their adviser, Evergreen professor Jack Webb, for discussions about Coalition programs aired on KING-TV, Seattle, and to find ways in which they can act on environmental issues.

"Each student has found several ways to alter his patterns of consumption and waste to reduce pollution," Webb says. "Although the group is made up of students from different high schools, they cooperate closely, circulating petitions supporting the governor's water control proposal and writing letters to public officials urging them to preserve local natural resources."

Turning to other activities, Webb explains: "The students have decided to work to preserve the ecosystem of the Nisqually Delta. Their study of the delta has not been confined to just an examination of scientific reports or hearings by the Thurston County Commissioners, who recently zoned the site for an industrial park. On the week end of November 6-8 they camped on land near the industrial site and explored the tidal lands. (Webb and Evergreen artist-illustrator Connie Hubbard accompanied them.) As their personal contribution, they removed several years' accumulation of cans, bottles, gun shells and trash left by local residents in the two-acre camp site. While there they performed other physical tasks designed to develop group cooperation, responsibility and mutual trust. This has given them confidence in themselves and what they can do as a group to make their voices heard through the existing political system.

"The next evening they attended the State Legislative Council's Committee on Parks and Natural Resources hearing, where Ed Scherer, a student at Olympia High, stood and asked that the ecological and recreational potential of the Nisqually not be 'blown' by industrializing it.

"Emphasis within the group has been on study, self-development and recreation--all generated by cooperative action and mutual agreement among the students rather than by following the direction of an adult leader. Attendance at meetings and participation in the activities is voluntary and no assignments or credits are given for the work they do. A future project which the group is considering involves a trip from the head of the Nisqually River in Rainier Park to the tidelands by canoe (similar to a part of Evergreen's Political Ecology Coordinated Studies program). They also want to do some rock climbing in the Stevens Pass area. And, they would like to introduce courses into their high schools' ecology curriculum that would make students more aware of the potential for personal development brought through close contact with nature.

"And, most of all, they intend to follow through on their commitment to preserving the Nisqually Delta so that their children will have at least the same opportunities they have had to enjoy living in Thurston County."

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While on the subject of the environment, a couple of provocative quotes from "The Environmental Crisis", a new fastback from Yale Press. The quotes are from Ian L. McHarg's essay "The Plight". McHarg is professor and chairman of the Department of Landscape Architecture and Regional Planning, which he founded at the University of Pennsylvania. At one point he observes:

"Among us it is widely believed that the world consists solely of a dialogue between men, or men and God, while nature is a faintly decorative backdrop to the human play. If nature receives attention, then it is only for the purpose of conquest, or even better, exploitation--for the latter not only accomplishes the first objective, but provides a financial reward for the conqueror. We have but one explicit model of the world and that is built upon economics. The present face of the land of the free is its clearest testimony, even as the Gross National Product is the proof of its success. Money is our measure, convenience is its cohort, the short term is its span, and the devil may take the hindmost is its morality."

And later:

"If the highest values in a culture insist that man must subdue the earth and that this is his moral duty, it is certain that he will in time acquire the powers to accomplish this injunction. It is not that man has produced evidence for his exclusive divinity, but only that he has developed those powers that permit the fulfillment of his aggressive destructive dreams. He now can extirpate great realms of life; he is the single agent of evolutionary regression. In times long past, when man represented no significant power to change nature, it mattered little to the world what views he held. Today, when he has emerged as potentially the most destructive force in nature and its greatest exploiter, it matters very much indeed. One looks to see whether with the acquisition of knowledge and powers the western attitudes to nature and to man in nature have changed..."

"One longs for a world psychiatrist who could assure the patient that expressions of his cultural inferiority are no longer necessary or appropriate. Man is now emancipated, he can stand erect among the creatures. His ancient vengeance, a product of his resentment at an earlier insignificance, is obsolete. He exercises great destructive powers, less worthy of adulation than creative skills, but enough for the moment to assuage the yearnings for primacy so long denied....For me the indictment of city, suburb and countryside becomes comprehensible in terms of the attitudes to nature that society has and does espouse. These environmental degradations are the inevitable consequence of such views. It is not incongruous but inevitable that the most beautiful landscapes and the richest farmlands should be less highly valued than the most scabrous slum and loathsome roadside stand. Inevitably, an anthropocentric society will choose tomato stakes as a higher utility than the priceless and irreplaceable redwoods they have supplanted."

"Where you find a people who believe that man and nature are indivisible, and that survival and health are contingent upon an understanding of nature and her processes, these societies will be very different from ours, as will their towns, cities and landscapes....It is in the traditional society of Japan that

the full integration of this view is revealed. In that culture there was sustained an agriculture at once incredibly productive and beautiful, testimony to an astonishing acuity to nature. This perception is reflected in a language rich in descriptive power in which the nuances of natural processes, the tilth of the soil, the dryness of wind, the burgeoning of seed, are all precisely describable. The poetry of this culture is rich and succinct, the graphic arts reveal the landscape as the icon. Architecture, village and town building use natural materials directly with stirring power, but it is garden making that is the unequalled art form of this society. The garden is the metaphysical symbol of society in Tao, Shinto and Zen--man in nature.

"Yet this view is not enough: man has fared less well than nature here. The jewel of western tradition is the insistence upon the uniqueness of the individual and the preoccupation with justice and compassion. The Japanese medieval feudal view has been casual to the individual human life and rights. The western assumption of superiority has been achieved at the expense of nature. The oriental harmony of man-nature has been achieved at the expense of the individuality of man. Surely a united duality can be achieved by accounting for man as a unique individual rather than as a species, man in nature.

"Let us by all means honor the attribution of dignity, even divinity, to man. But, do we need to destroy nature to justify man--or even to obtain God's undivided attention? We can only be enlarged by accepting the reality of history and seeing ourselves in a non-human past, our survival contingent upon non-human processes. The acceptance of this view is not only necessary for the emancipation of western man, it is essential for the survival of all men."

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Turning to campus construction activity, here's the monthly project-by-project progress report:

Library--This project is about 48 per cent completed, with 120 workmen on the job. Crews have erected five tons of structural steel and 1500 tons of reinforcing steel and have poured 14,500 cubic yards of concrete in the big building. November activity included completion of all concrete work on the second floor, pouring one-third of the third floor structural slab and beginning construction of columns and walls from the third floor to the roof. Similar work will continue during December.

Student Residential Center--The project is now 15 per cent complete, with 52 men on the job. To date crews have poured 1,650 cubic yards of concrete and erected ten tons of structural steel and 250 tons of reinforcing steel. During November, workmen completed concrete walls and floors on the first two floors of all four buildings and began forming work for third floors. December activity will involve further forming and pouring of walls and floors above the second story level,

College Activities Building--This building is five per cent complete and is running behind schedule because it was rebid last summer. Since the building won't be completed by opening day, all of the college's early central food services will temporarily operate from the partial fourth floor on the roof

of the library. Two dozen workmen are on the job now and have poured 649 cubic yards of concrete and erected 100 tons of reinforcing steel. November activity included excavating work, forming and pouring footings and forming walls to the basement and first floor levels. Similar work will continue in December.

Large Group Instructional Center--The 18 workmen now on the job have moved this recently-started project to the nine per cent completion level, with 18 tons of reinforcing steel in place and 123 cubic yards of concrete poured. Workmen completed pouring of 60 per cent of the footings during November and began wall forming and pouring and electrical and mechanical rough-in. Similar work will continue during December.

Central Utilities Plant--This project is 21 per cent finished. The 20 men now on the job have placed 140 tons of reinforcing steel and poured 1105 cubic yards of concrete. Basement and operating floor slab pouring has been completed, retaining walls are 40 per cent finished, backfill is 70 per cent complete, underground work for the main building's electrical and mechanical systems is complete and work is beginning on concrete wall forms. December activity will include pouring of concrete walls, the start of mechanical pipe installation, setting of boilers and electrical rough-in work.

Shops and Garages--Now at the 70 per cent completion mark, this project has 12 men on the job, with 11.5 tons of reinforcing steel placed, 400 pounds of structural steel erected and 269 cubic yards of concrete poured. The project should be completed during December if weather allows.

Site Improvements--Because of heavy autumn rain, work on this project has been reduced to those areas not affected by adverse weather. The job is 55 per cent complete. Work on the utilities tunnel was completed in the area of the central utilities plant and during December will be concentrated in the area immediately south of the activities building. Erection of the two underground water storage reservoirs began November 16 and is expected to be completed by February 1. Installation of concrete curbs continues on the service roads and in Parking Lot C. Winter haul roads have been constructed around the library building and to the large group instructional center and activities building. The contractor also has been digging ditches to drain the many ponds which have appeared as a result of heavy rains. Water removal from the ditch at the intersection of the main ring road and Kaiser Road began during the Thanksgiving holidays. Work on the college access road has been delayed due to redesign of utilities to be placed under it. Work will resume next spring.

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Meanwhile, the Board of Trustees has taken two actions affecting facilities planning. First, they approved design development concepts for the emergency services building, which is part of Evergreen's 1971-73 capital budget request. And, trustees have rejected all bids for a one-year contract to grow and supply plant materials for use in the campus landscaping program. Rejection of the bids related to budgetary constraints which have required redesign and scaling down of the campus landscape program, resulting in a need for less plants.

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Undaunted by memories of last summer's softball debacle, certain Evergreeners who participated in that never-to-be-forgotten glorious victory over a group of young girls, plus some hardy faculty, who were spared the agony of the college's first athletic venture, have taken up touch football as a source of noontime steam venting. Measured in terms of smooth execution and athletic prowess, the touch football venture equates nicely with the softball game. But, in terms of imaginative play selection and reckless abandon, it rates with a dock brawl directed by Rube Goldberg. Of course, the field isn't the best because graveled parking lots aren't exactly Astroturf and because automobiles are rather formidable obstacles for frightened ball carriers. And, the football isn't exactly up to NCAA equipment standards. We don't want to say it's old, but that George Gipp autograph does indicate something. Even with those limitations, the games are a thrill a minute, which is the length of the average huddle. Plays are wild (who says the single wing, double wing, Statue of Liberty and illegal forward pass are dead?) Defenses are tenacious but slow to react to the confusion of the Keystone Cops offenses. Scoring plays are rare, but when someone crosses the arbitrary goal line, it's pretty heady stuff. One of the most sensational touchdown runs of the season--in which Professor Bob Sluss literally scrambled to paydirt over the hood of a car--was called back when the befuddled defender suddenly turned referee and ruled him out of bounds. That indiscretion was more than offset by later defensive holding and clipping penalties committed by Sluss' teammates, but ignored by the referees, who were Sluss' teammates. There's no schedule for the games; they just sort of happen whenever two or more people feel like maiming themselves. One thing is certain: they're worth the price of admission!

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Every now and then we run across an item that seems to cast things in perspective. The following is an excerpt from a talk by William J. McGill, president of Columbia University. It appeared in the latest issue of College and University Journal:

TWO ENCLOSED SOCIETIES.

"As we begin the decade of the 1970s the United States finds itself moving rapidly toward two enclosed societies, two isolated cultures that are mutually at odds and drifting apart. One society is the familiar America. It is a technological state of remarkable advancement and great achievements. Most of us like to think of ourselves in these terms: energetic, businesslike, suburban, scientifically-minded, well-dressed, well-housed, well-educated, well-organized, and well-behaved.

The other society is the aline culture of our large cities. It is a culture of commitment and angry protest, stressing rage against the established order and seeking the rapture of liberating experiences: drugs, catharsis, mysticism. It is a culture of protest growing out of the desperate struggles of ethnic and racial minorities for some identify and some base of authority in our large cities. This culture is dominated by the rage and the vernacular of the inner city ghetto, demanding and peremptory, emotional and violent. It exists side by side with the traditional America.

Our universities are the chief point of contact for these two great cultural islands adrift in modern America. Our universities now see both cultures represented in approximately equal measure. No other part of American life manifests the polarities of American society quite so clearly. Part of the university serves technological society and attracts the busy, energetic, well-ordered young people who wish to travel with that society. Another part of the university speaks to us in the rhetoric of the disadvantaged minorities and the alienated young whites who display their rejection in long hair and ragged clothes, and who talk in the rough vernacular of the city ghettos. This other part of the university does not travel with society. It wants to change us in fundamental ways and with a fierce passion extending beyond reason...

If you look closely at today's university, you cannot fail to see the growing alienation of the student body. It extends even to the professional schools: architecture, journalism, law, and medicine. You will then begin to ask with the same deep concern that most of us feel, how are universities to be preserved? We contain within ourselves so much of our society's hostility and tension that at any time and in a multitude of different ways an angry storm might sweep over us. Tomorrow we might wake up and find the place a smoking ruin.

It is time we stopped believing that all our troubles are due to the activities of a few vocal radicals and that university administrators are too frightened to deal with them.

It is time to stop misunderstanding the deeply rooted problems our universities confront. There is almost no doubt that we are now passing through a period of major historical importance. College students of the future will look back on this time and describe it in terms analogous to the Renaissance or the Industrial Revolution. We are living through great social changes. They are worldwide in scope, and closely related to the growth of technology in the last three decades....

Given the evident overextension of modern universities, how can they continue to meet the demands of expanding technological and social commitments? (We) must somehow find a way to resolve these extraordinary educational dilemmas and simultaneously to deal with the climate of angry tension that our divided society generates on campus (and).....find the way to reach the public with a deeper understanding of the seriousness of our difficulties, and the character of the people who are trying to solve them."

* * *

EVERGREEN PEOPLE POTPOURRI

Executive Vice President E. J. Shoben, Jr., has been invited by University of Michigan President Robben Fleming and Robert Green, a member of President Nixon's staff, to serve as principal resource to the Task Force on Educational Relevance of the White House Conference on Children and Youth. He will meet with the Task Force in Boston on December 4 and 5.

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Vice President Shoben also reports the following publications information:

"Student Unrest and Cultural Criticism: Protest in the American College", in John Whitely (ed). Students in the University and in Society. Washington, D.C.: American Personnel and Guidance Association, 1970. Pp. 69-83.

"Toward Remedies for Restlessness: Issues in Student Unrest", reprinted in W.W. Brickman and Stanley Lehrer (Eds.) Conflict and Change on the Campus. New York: School and Society Books, 1970. Pp. 204-214.

"The Futureless Generation" appears in Charles Minneman (Ed.) Students, Religion, and the Contemporary University. Ypsilanti, Michigan, 1970. Pp. 3-24.

Also book reviews accepted and due for publication in Contemporary Psychology and in Educational Studies.

* * *

Professor Bob Barnard is participating in three activities of importance to Evergreen. He will present two papers during a December 3-5 combined south-east and southwest regional meeting of the American Chemical Society in New Orleans. One paper is entitled "The Classroom Computer Terminal." The other, an invited paper, is entitled "Modern Teaching Aids for College Chemistry." Barnard also will attend a three-day proposal planning conference on the Public Understanding of Chemistry at Colorado State University December 12-14. Conferees--representing education, Congress, industry and the media--were selected to represent various areas in chemical education. The planning conference is an outgrowth of an international meeting earlier this year in which broad recommendations were made concerning improvement of educational programs and general public understanding of chemistry. The planning team is charged with shaping the broad recommendations into specific proposals. The conference operates under a grant from the DuPont Company. And, Barnard has been named as a consultant in the Education Division of Argonne Labs, operated by the Atomic Energy Commission at Argonne, Illinois. Argonne is the AEC's oldest laboratory.

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Executive Vice President E. J. Shoben, Jr., Dean of Library Services Jim Holly and Director of Information Services Dick Nichols have been elected as members of the Thurston Urban League Committee's Board of Directors.

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Neal Jacques, construction coordinator on the site improvement project, has been appointed chairman of the Legal Liaison Committee of the Tacoma Section of the American Society of Civil Engineers. The committee meets in association with the King County Bar Association.



Archives

The Evergreen State College
Olympia, Washington 98505

Kraves

THE EVERGREEN STATE COLLEGE

Calendar-Newsletter
Mid-Month Supplement

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Wednesday, November 18

- In-House Seminar for entire staff, Library Conference Room. Two sessions: 11:30-12:30 and 12:30 to 1:30 p.m. Conducted by Wayne Florian, Quinton-Budlong, Inc. Subject: "Evergreen's Landscape Architecture."
- Charles McCann -- Visiting schools of public administration in Fullerton, Irvine, San Diego, Riverside and Los Angeles (through November 19).
- E. J. Shoben, Jr.-- Attending meetings of Commission on Liberal Learning of Association of American Colleges, Washington, D. C.
- Robert Sethre -- Featured speaker, Idaho School Administrators' Association, Caldwell, Idaho.
- Ken Donohue -- Public Employees Collective Bargaining Committee hearings, Golden Carriage Restaurant, 1:00 p.m.

Thursday, November 19

- Dean Clabaugh -- Attend Legislative Budget Committee meeting, Spokane (also Nov. 20).
- Nancy Taylor, Al Wiedemann -- Visit to Grays Harbor College, Aberdeen.

Monday, November 23

- President's Council Meeting, 12:00 - 2:00 p.m.
- Charles McCann -- Speaking engagement, Ellensburg High School Guidance Department, 7:30 p.
- Dick Nichols -- Master of Ceremonies for Initiative 43 Thurston County kickoff rally, Olympia Community Center, 8:00 p.m.

Tuesday, November 24

- Board of Trustees meeting -- Executive session, 10:00 a.m.; public meeting, 1:30 p.m.
- Dick Nichols -- Capitol City Press Club meeting, 6:30 p.m., Hill Haus Restaurant.

Wednesday, November 25

- In-House Seminar for entire staff, Library Conference Room, 11:30 a.m. - 1:00 p.m. Conducted by Dick Nichols and two guests, Jan Loutzenhiser and Irene Jones. Subject: "The Morningside Story."

Thursday, November 26 and Friday, November 27

COLLEGE HOLIDAYS

Monday, November 30

- President's Council meeting, 12:00 - 2:00 p.m.