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"WE'RE GETTING UP A POOL — WHAT MONTH DO YOU THINK HE'LL HAVE HIS NEWS CONFERENCE IN 1988?"



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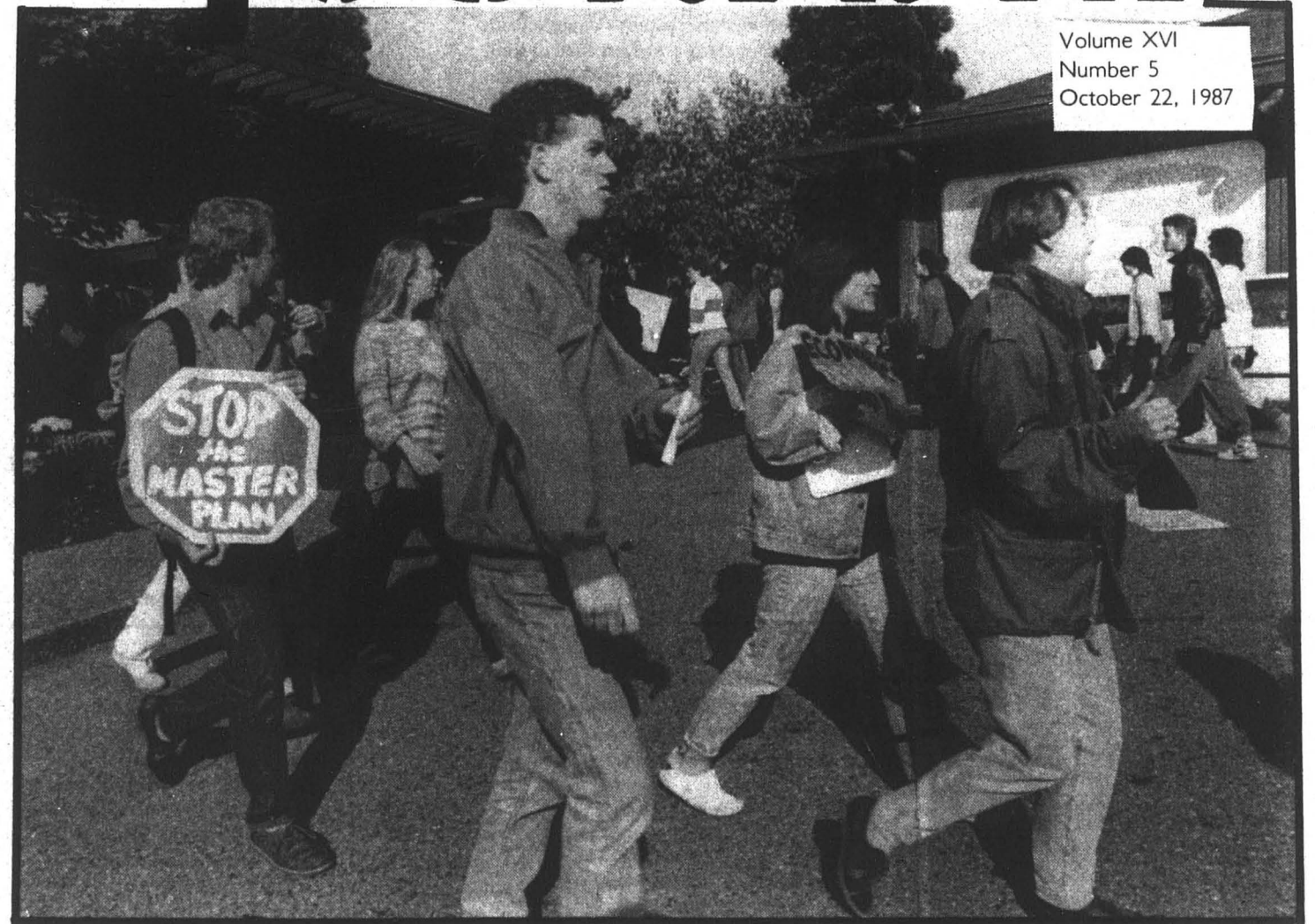
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cooper point JOURNAL

Volume XVI
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higher education is essential for the increasingly competitive, knowledge-based and technological segments of the world economy in which many Washington businesses and industries

A Sound Investment

To governing boards and institutional administrators this plan is offered as a guide for the development of role and mission statements, enrollment policy, budget requests, and institutional planning.

Elements of the Master Plan — education society and its impact on cultural enrichment and social driven by technology rests upon an economic base.

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Cover photo by Philip Bransford

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For various reasons a whole bunch of errors, some serious, some not so serious got by us last week. Here are the corrections:

--Ellen Grant graduated from Washington University Law School in St. Louis. She developed a sense of "aesthetic," not "esoteric" in her work as a photojournalist. Her L.A. Press Club award was for a San Bernadino fir story--not the Hillside Strangler. Her law partner's name is Faith Enyeart and she worked on, but did not complete, a documentary on Washington women judges.

--Lastly, we should like to deeply apologise for printing a poem in last week's issue without permission from the writer. Direct action has been taken to see that this *will not* happen in the future. We should also like to acknowledge the graciousness with which the poem's author pointed out the error.

The Cooper Point Journal very much wants any and all interested students to participate in our paper. We need interesting writers of poetry, news, fiction, essays and opinions. If you are interested in lay-out or graphics or art, we need you too. Please stop by our office in CAB 306A.

Many thanks to our subscribers. A special mention of thanks to those subscribing at our Patrons and Angels rates. Thank you, thank you, thank you.

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Editor's Note

Hi ho. You now have a copy of the thoroughly majestic Cooper Point Journal before you. This week we have a lot of stuff on the Higher Education Coordinating (HEC) Board's Master Plan for Higher Education in the State of Washington. If you haven't heard of it by now, then you probably don't come to campus very much. A lot of people are excited by the Plan because it has caused a great deal of activism, especially on the part of students. There is this sorta sense, to say the least, that people associated with Evergreen are all living in the legacy of the 1960s, and since everyone seems to think of that decade as having been filled with activism, we are all very moved when some of us start acting like activists. There is a kind of cynicism running through it all as well, because (don't tell anyone) it is not the 1960s anymore, much as many of us may regret this, and, oh I dunno, it just seems like, if we're gonna grow, lets grow. I know I'm not making any sense. It's just, well, a lot of people have this longing for the sixties, and it's a double edged sword, 'cause they aint coming back, and that's good, cause they scared everyone a little, but its a drag because even people who weren't old enough to really live through them have this idea that they were a kind of cultural high point, the be all and end all of times. Youth and idealism, and all that rot. Well, I have already gone through my I-want-it-to-be-the-nineteen-sixties period and now I say, cut it folks, and lets move on. Evergreen especially has to recognize this as a community, otherwise we are not going to grow. And we must grow. To me, Evergreen stands for having learned that the only good idealism is practical idealism, and this means learning to cope with changing times. Just because the Beatles aren't coming out with an album next month doesn't mean we can't have fun, so, groove on the hip people described here-in and remember it's all in your head.

--Ben Tansey

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Act of Conscience

To the Community:

I thought of Katja Komisura as Jello Biafra spoke here last Thursday about censorship and his trial for "distributing harmful material." Katja also is going to trial, but for *destroying* harmful material. Last June she snuk into NAVSTAR's main control center with a crowbar, hammer, and drill, and smashed their mainframe computer. Amidst the wreckage of the guidance system for Trident II nuclear missiles, she left a plate of chocolate chip cookies with a note explaining her action as one of conscience, in the spirit of her relatives who resisted the Nazis. Then she hitched 50 miles back to San Francisco, held a press conference, and turned herself in to the FBI.

At her jury trial on November 10, Katja may receive up to 20 years in prison. However, the prosecution wants to decide her fate earlier; at her pre-trial hearing on October 26, they will enter a motion to deny her the right to testify. Katja acted alone, and for reasons of conscience; if kept silent, she would virtually have no case, and the jury would have little perspective on Katja's nature and the nonviolence" guiding her action. This censorship ridiculously violates even the pretense of justice found in our courts.

Letters from Katja and more information on her case are available at the Peace and Conflict Resolution Center, Library 3224. Her support group urges everyone to send a postcard to Judge Rea (c/o White Rose Support Collective, 1716 Felton St., San Francisco, CA 94134) asking him to deny the prosecution's "motion in limine." If we each spend 14 cents and 15 minutes, Katja could spend fewer years in prison.

Lillian Ford.

"Effnacht"

Dear Editor:

I want to use this forum to welcome a fledging new concept into Evergreen's family, to say "Welcome Baby FNAC to

Letters

our world." (FNAC is pronounced "eff knock" as in the German "das effnacht" which, loosely translated, means "whatever it is, don't do it.") This little infant concept was created by the faculty evaluation DTF; his initials stand for Faculty Non-reappointment Appeal Committee and his arrival at this time marks him as a true child of Evergreen in the 1980's. It also seems historically appropriate for me to be the first to use the adjectival form, for "Effnacht" is bound to spawn. While I am very inactive politically, I care more for my historical place at Evergreen than you may assume. So, let the record show that here first appeared the term "effnachian," meaning "of serious import, requiring group consideration and affirmation before implementation." Have no doubts, there will be many, many effnachian situations very soon; in fact, I predict a veritable landslide of effnachiomania over the next few years.

Also, I wish to humbly assume the role of apologist for the planning faculty where effnachian thinking was in woefully short supply. Please try to understand and forgive our oversight and weakness. We were awash in the swirling tides of 60's idealism. Many of us actually believed it possible to have simple, nonadversarial policies and procedures. Some few of us even believed it possible to adapt a policy where, after a faculty member was hired here, the community was indefinitely stuck with her or him for better or worse, and that we would all have to work with one another. Although Japanese industry has very successfully adopted such a policy, it is indeed hard to imagine such an unrealistic and idealistic concept even being considered here at our college.

Finally, in all fairness to the misguided planning faculty, you must credit us with one very effnachian decision, that of choosing a bureaucratic form of administration. As a group we stood firm in the face of those truly wild-eyed 60's idealists who held to Paul Goodman's dictum that if an organization is bureaucratically organized, it is no different from any other organization no matter what it says it does. We were obviously not *totally* anti-effnachian.

So, welcome Baby FNAC; may you grow and prosper here.

Peace (as we used to say),

Bill

(Bill Aldridge, Faculty Member)

Structure

A Reminder to Assessment Activists:

Like so many of you, I have found it exciting to witness the amount of political fervor surrounding the Master Plan. While increased participation in assessment activities is refreshing, we are missing an opportunity to deepen our resistance by using standard political strategies.

The Master Plan is an issue concerning the increase of institutionalized racism, sexism, ageism, and so on. We must constantly remind ourselves that the structures of the dominant culture are inherently exclusive. The recent campus rally, in its very nature, is such a structure. One person stands on a stage and speaks through a microphone down to an audience whose only form of participation resembles that of a cheerleader. My immediate question after the rally was, "Why were there no women or people of color speaking?" But we need to ask different questions. Evergreen, and the political arena that we continue to operate from, will never be truly transformative until we start asking, not, "Why weren't there more disenfranchised people in the structure?"; but rather, "Why are we still using this structure?"

Instead of training people to partake in the dominant form of discourse, such as public speaking, we should be using more participatory non-hierarchical discourse. Just as co-education does not mean equal education, neither does open microphone mean open forum. We can't blame apathy for our oversights, for there is a reason why women and people of color are often not speaking (or staying at Evergreen for more than a few quarters). We can't learn from the oppressed until we stop using the dominant processes and start creating an atmosphere in which we can hear their voices. Alternative group processes are widely used by national organizations such as Movement for a New Society, American Peace Test, Clamshell Alliance, and various feminist groups.

We must remember to constantly question the ways in which we have internalized the voices of the dominant culture. We are reformers, not revolutionaries, if we continue to use a hierarchy against a hierarchy.

Woody Anne Fletcher

Letters

continued on next page 3

News

Lock Your Car

A rash of stealing out of cars in the parking lot has been reported by Security. In the past month, at least nine incidents have taken place, well above normal, according to Security Officer Darwin Eddy. He estimated the combined loss at \$1,800.

Items stolen from cars included a computer, a camera, some tapes and several tool boxes.

Mr. Eddy said that a non-community member is suspected. Some witnesses reported seeing an early 1970s model Mach I Mustang with a dark blue finish being used the witnesses had evidently foiled an

attempt to steal another tool box. The suspects got away.

Security recommends that people remove valuables from their automobiles or at least place them out of sight. He said half the cars from which things were stolen were either unlocked or had windows rolled down.

Three bicycle thefts have also been reported. Two of these had chains cut by the perpetrator.

--CPJ Staff

Housing Steps Up Security

by Timothy O'Brien

An unusual rise in assaults, vandalism, and injuries related to alcohol abuse have caused Housing to request stepped-up security patrol.

A recent notice posted by Housing cautions residents and nonresidents that should Security witness illegal activities, including minors in possession of alcohol, furnishing minors with alcohol, or consumption in public area, "they can and will issue a Thurston County Court Citation." Fines range from \$100 to \$250.

"We don't want to be in a disciplinary role, but there is a small percentage of people that force us to take that on," said Bob Carlson, assistant director of Housing.

"It is worse and that is a problem, but the way to solve the problem is not by playing cops and robbers," says Paul Cereghino, a housing resident. "There was more violence going on during the first week than I had seen all last year."

"It is always an indication that drinking has gotten out of hand when you see people puking on the street," notes Dario DePiante, housing resident.

"I think security has gotten out of hand," claims Dan Mair, also a housing dweller. "I don't think it is as big a problem as they are making it out to be."

All parties concerned agree that the majority of the problem is with non-students who come on campus to party. "They don't have any feeling of community ownership or responsibility," noted Director of Security Gary Russell. Security Officer Darwin Eddy explained that there is the false impression that the campus is a sanctuary not subject to state law, an impression he wants to dispel. This year Housing has issued four criminal trespass orders, all to non-students.

Since housing is self-supported, all additional costs incurred by vandalism and increased cleaning is passed on to residents.

"We don't say that you can't have parties, but we do say that you must be responsible," added Carlson.

Letters

Faculty & Plan

Faculty Colleagues,

We attended the public meeting of the Higher Education Coordinating Board at the Double Tree Inn on Friday, October 16. The main purpose of this meeting, as many of you know, was to inform the public of the latest version of the Master Plan for higher education in this state.

We want to share with you the statement made by a large number of Evergreen students to the HEC Board at Friday's meeting because we think it articulates some concerns that many of us have about recommendations in the plan.

In response to the students' statement the HEC Board Chairman, Chuck Collins, said he would hold a public hearing on the plan at Evergreen in the near future.

We believe it is important that faculty members take part in these discussions, which will deal with such issues as college admissions, assessment of student (and indirectly faculty) performance, and budget. We do not believe the faculty can afford any longer to remain in the dark about these matters. They concern us all.

So we ask you to read the revised Master Plan (on reserve in the library), and that you engage your students in discussion of it. Weekly meetings are being held on Thursdays. So far, these meetings have consisted almost exclusively of students. The students we talked with Friday welcome widespread faculty participation.

We came away from Friday's meeting convinced that faculty members and students need to work together on these important issues.

Jeanne Hahn
Peta Henderson
David Marr

(The student statement is on page 19--Ed.)

Truck to "Chuck"

Dear Evergreeners,

"Amazing Grace and Chuck" is a movie I want the whole world to see. But I don't have that kind of influence. So I'm urging everyone I know--and all of you--to go to the Lacey Cinemas and view it.

It's the story of how one person, a young boy--when he connects with others of like mind--changes the world. Whatever your issue: nuclear arms, apartheid, the Master Plan, "Amazing Grace and Chuck," in its funny and touching way, makes you believe in your own power again.

Rumor has it that the film has been suppressed by the powers that be. I wonder why.

Tom Moyer, owner of the theaters, has gone out on a limb to give away passes and bring the film to this community. You can call the theater for prices and times: 459-0960. I think you'll like it.

Barbara Gibson
The Counseling Center

Students Confront HEC Board



Photos by Philip Bransford

by Aaron Yanick

A group of about 100 students disrupted a meeting of the Higher Education Coordinating (HEC) Board late last week. With the organizational help of faculty members Peter Bohmer and Jerry Fresia, the group, People for Open Education (POE), went to the Double Tree Inn in Tukwilla where the Board was meeting to discuss the proposed final draft of the so-called "Master Plan" for higher education. The students had come to protest the adoption of this plan.

Earlier in the week, in an attempt to avoid Friday's impending confrontation, the HEC Board had offered to come to Evergreen and hold a "teach-in," but POE did not want to talk until they had a copy of the final draft of the Plan to which to refer. The students met the previous Wednesday to organize. A committee was formed to plan demonstration tactics, and another to prepare a public statement. People were nominated to be speakers for the group. Hopes for the protest were discussed. Jerry Fresia planned that they would do everything they could to disrupt the meeting without being arrested.

By 10:00 a.m. Friday morning, the last of five school vans carrying the demonstrators had arrived in the hotel parking lot. Others had driven their own

cars. They all gathered around the vans. There was some question as to whether or not they would be allowed into the meeting. Suggestions came up that they simply push their way in, or that one person take the guards aside while the other 99 snuck in.

There were also two police cars in the parking lot. POE member Ellen Atkinson had notified the authorities of the impending demonstration. Pete Staddler, a spokesperson for the group, began talking to the sheriff, assuring him that they did not plan to cause a disturbance. Staddler rejoined the group and they began their march to the front door of the hotel.

They passed into the lobby without resistance. Then they halted. News traveled down the line that the people in front were being given a lecture on how to attend a public meeting. As for the rest, they might as well have been standing in line waiting to get into a movie.

The line started to move again and they funnelled their way into the Banyon Room. The room had high ceilings and tan-paneled walls. Decorative timber columns ran up the wall at intervals; wooden beams stretched across the ceiling. A long table was set up at the front of the room for the ten-member HEC Board and about 100 chairs for the audience sat facing the table.

Just prior to the students' entry into the room, the Board had called a recess. Board Chairman Charles Collins, a middle-aged man with graying hair, wearing a gray suit and a red tie, stood before the front table. He was talking with the hotel manager and a police officer.

By now much of the audience was standing and chatting, adding to the commotion. In the corner, near the front table, Mary Poole, another spokesperson for the group, was being questioned by reporters. "And how is the Plan racist?" asked one. She answered that the proposed assessment would rely upon standardized tests, on which, it had been shown, minorities do not do as well as others. Staddler spoke to Chairman Collins, who explained that the students would be allowed to stay long enough to read their statement, but that they would then have to leave. Due to fire regulations, he said, it was illegal to have more than 120 people in the room.

Finally the pounding of the Chairman's gavel brought the crowd to attention. "This is a public meeting," he said. "It is not open to public testimony." Sandra

Davis, the student elected to read the protesters' statement, was then allowed to proceed.

The statement condemned the HEC Board for not properly involving the public in the creation of the Master Plan, and condemned the Plan itself for discriminating against minorities and other disadvantaged people. It also complained that the Plan was not placing a value on education as an end in itself but merely as a means to create a stronger economy.

As Davis read, one board member looked through his notes; another filled his glass with water. A few rested their heads on the palms of their hands, while others looked randomly around the room. Only the three women on the board watched Davis consistently and seemed to be listening. One of the latter, Mary James, seemed by her nods and smiles to approve of what she was hearing. Evergreen President Joe Olander, sitting in the audience with faculty members Jeanne Hahn, David Marr and Peta Henderson, was also nodding.

When Davis had finished, the students began chanting, "No Master Plan! No Master Plan!" It was loud, and the Chairman waited patiently, half smiling. The gavel fell again, and with it the room fell silent. Collins spoke: "As long as we [sic] don't disrupt the meeting, you can remain, but we've got to get the head count down



Both photos from an earlier POE rally on campus.

With Chants, Statement and Petition

to 120. I don't know what basis you want to do that on--"

"Those people sitting down leave," came an answer, referring to those who had been seated before the students' arrival. The Chairman came out from behind the table and continued, "I'm sorry, there are 120 people that can legally be in this room. I'm going to ask that you reduce your numbers."

"Before we leave, we have some questions," someone shot back. The questions flew simultaneously from their lips in one exclamatory cloud: "Are you in favor of helping the migrant farm workers?"-- "How much money do you make?"-- "How do you assess art?"-- "Did you go to private school?"-- "Who are you trying to educate?"-- "Where do your kids go to school?"

Peter Bohmer then took the floor, saying that they had some questions and concerns and that they would not leave until they were addressed. Collins then threatened to clear the room and let none of the students back in. Having so many in the room was illegal, he repeated.

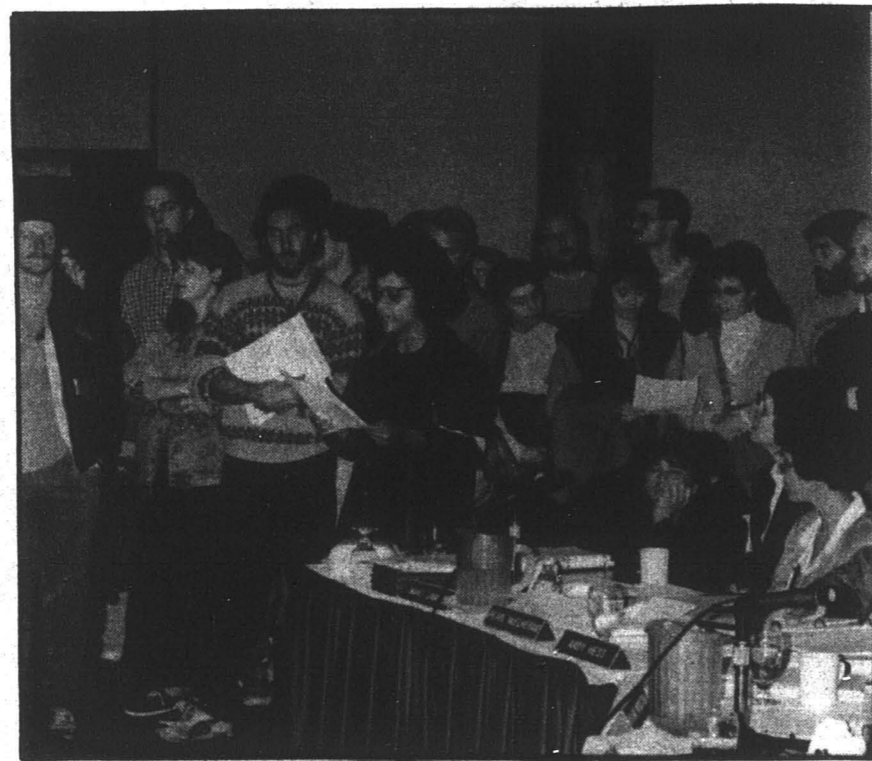
"Auschwitz was legal!" someone shouted, and a chuckle ran through the audience.

A list of 850 signatures of other concerned students was presented to Collins, and he dutifully accepted it. The protesters cheered again. When the noise died down, a student said that if the Board meant to hold a public meeting, they should have held it in a place large enough. Bohmer added, "You shouldn't be so afraid of having people hearing what you're doing behind closed doors," and there were more cheers.

Mr. Collins went back to his chair and began reading out loud the law which pertained to the situation. He was cut off by shouts of "No Master Plan! No Master Plan!" and Bohmer continued above the din, "You have police, you have money, but you have no moral authority at all!"

Finally the Chairman asked those in the audience to leave, which they did, along with the rest of the HEC Board. The hotel manager came to the front of the room and asked the students to leave, saying that he was concerned for everybody's safety. Still the students stayed, sitting down in the seats which had been emptied by the audience.

President Olander was then challenged to say a few words. "I think it is great," he began, "to be in the presence of



Sandra Davis reading a statement at the overcrowded HEC Board meeting.

students who give a damn about their education." The students applauded him. Did he think that the forming of the Plan had been a fair process so far? He answered that he had offered to meet with students to answer such questions earlier that week and that this was neither the time nor the place to hold such a discussion. "This is not my arena," he said, "Apparently you've chosen it to be yours."

Stadler interrupted, "Joe, you don't represent our interests, and that's why we're here." The crowd cheered and Stadler continued, "You said in a letter to the HEC Board that you are for the Master Plan." There was applause. Olander remained calm and composed.

Then Mr. Collins offered to come down to Evergreen, with as many members of the Board as could attend, to hold a public forum in which they would listen to whatever the students had to say and try to answer their questions. They would do this, he said, before the final plan was adopted.

"Is rejection of the Master Plan an option?" one student asked.

"Anything is an option," he replied. The students cheered and he smiled.

After a while the students began to make some statements about their personal ex-

periences, explaining why they were so concerned about the Plan. Some of these were very moving, but the Board members and the audience had left. They were talking to themselves.

At last a Tukwilla policeman said that they had five minutes to clear the room. Stadler stood up and said to the group, "We didn't come here to get arrested," and they began to sift through the doorway, chanting rhythmically, "Education--give a damn! We don't want the Master Plan! Education--give a damn!..."

Later the meeting re-assembled. Some of what had been changed was the language effecting Evergreen.

Evergreen was no longer a regional school, but was in a class of its own. The mention of this change was met with some chuckles from the audience and a half-mouthed smile from Chairman Collins.

During the recess, Executive Director Robert Thoeny was asked what he thought of the demonstration. He said he thought that it was unnecessary if what the students wanted to do was stop the Master Plan, because it would not be stopped. If the goal was to have some kind of reasonable discussion, he said, then it was also a failure.

Home Wastes are Hazardous

by Shauna Whidden and Cathlene Hansen

When most people think of hazardous wastes, images come to mind of polluted water downstream from large factories, industrial dumps, and oil spills. What doesn't come to mind is the paint thinner in the garage and the bathroom tile cleaner under the sink. Common household items are usually the last to be recognized as hazardous wastes even though they play a significant role in the contamination of our water, soil and air.

How can hazardous wastes be identified in the home? Four general classes have been established by the Municipality of Metropolitan, in Seattle (Metro), and the Department of Ecology. These are; pesticides, paint products, household cleaners, and automobile products.

Another method of identification was developed by the EPA (Environmental Protection Agency) as a result of the Resource Conservation and Recovery Act of 1976. A substance is considered hazardous if it is:

Ignitable: burns easily.

Corrosive: irritates skin, eats away containers, or destroys by chemical action.

Reactive: explodes or generates toxic gasses.

Toxic: harmful to human health.

By using these two lists, it is fairly easy to identify which items in the home are hazardous. But the question becomes, what can be done?

First, consider replacing as many of the hazardous products as possible with ones that are non-toxic and biodegradable (meaning that they will decompose harmlessly back into the environment).

Second, recycle. Used motor oil and transmission fluid can be taken to an oil reclaimer. (For information call 1-800-RECYCLE.) Excess pesticides, oil-base paints and solvents, spot removers and polishes, can be taken to a "treatment, storage and disposal facility." Never pour these substances down the drain, toilet, storm drain, OR on the ground. They can

cause septic tanks to stop functioning, contaminate well water and contribute to the pollution of groundwater and streams.

For Thurston County hazardous waste information, call the Thurston County Environmental Health Division at 786-5455. Thurston County also has a Hazardous Waste Collection Program.

For more information, call 786-5455.

The Energy Outreach Center and the Department of Ecology are sponsoring a workshop: Home Generated Toxic Waste Handling and Disposal. This free workshop will teach you the difference between toxic and non-toxic waste and methods of handling and disposal that will help you protect your health and our environment. The workshop will take place on Thursday, October 29, 7:00-9:00 pm at the City of Lacey Council Chambers, 420 College St., Lacey. For more information on this and other workshops call the Energy Outreach Center at 943-4595.

--provided by the Energy Outreach Center

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FOR
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Closing Date
All applications must be filed
with the S&A Administrative Office
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Tues., Nov. 3, 1987

Interested Evergreen Students are encouraged to apply regardless of their sexual orientation, race, sex, age, handicap, religious or political belief or national origin.

WHAT IS THE STUDENT AGENDA COMMITTEE?

The Student Agenda Committee: Purpose is to identify key matters of concern to students, to recommend policy for the S&A Board, and to organize and moderate regular governance forums for students in governance roles and students in general. The members of the Student Agenda Committee would be selected: five student at-large members, four ex-officio members -- S&A Board Coordinator or designee, the student representative to the Board of Trustees and one representative each from the President's Advisory Board, and the student organizations. After the selection of the 5 at-large student members, they will select from among themselves the Student Agenda Committee Facilitator.

THE SELECTION PROCESS

The Selection Committee will hold interviews of all applicants in public meetings and choose five board members.

Due to changes in Governance hours and to accommodate the applicants and community, the Selection Committee will hold two interview sessions to be announced.

Community testimony regarding the applicants shall be solicited by the Selection Committee at the end of each interview session.

**Those interested in serving or
for more information contact:
Cheryl Henderson-Peters
Coordinator of Student Leadership Program
CAB 305 866-6000 x6220**

Sounding off on Censorship

by Samantha Chandler

"In America, when people don't know what hurts them, they don't care."

Thus the gospel according to Jello Biafra, that is, who gave a spoken-word performance at Evergreen last Thursday night before a very enthusiastic crowd of more than 250 students in the Library Lobby.

Biafra, ex-lead singer of the Dead Kennedys (DKs), has spent the last year-and-a-half preparing for a trial that could have set a legal precedent for restricting and censoring artists' work. Instead, the 3 1/2 week trial ended in a mistrial and the charge--distributing harmful matter to minors--was dismissed. The "matter" in question was a poster by the Swiss surrealist artist H.R. Giger that was enclosed with the Dead Kennedy's album *Frankenchrist*.

During Biafra's appearance here he, explained that the poster had been an integral part of the album by emphasizing the song lyrics concerning mindless consumerism,

going to prosecute." In other words, a band such as the Dead Kennedy's was easy prey since they had less financial backing and a smaller following than Prince, Judas Priest or other bands that have been deemed offensive by parents' groups.

While the three hour program started with poetry, humor and "commercials," the last hour was filled with Biafra recounting his experience with the trial. Utilizing his knack for biting satire he spoke with a great energy about the state of America's "fuedal corporate dictatorship" and its leader, "Ronald McReagan."

The audience peppered his entire performance with cheers and applause, especially at points highlighting Biafra's disdain for the "Reagandaffi" administra-

tion and the Parental Music Resource Center (PMRC). He addressed the issue of censorship in America and the very real threat it poses to all of us. He cited as examples the fact that T.V. news now contains 25 percent less actual news than it did seven years ago, and also that foreign punk and political bands are having an increasingly difficult time getting visas to work in the U.S. He also mentioned the increasing censorship of school textbooks backed by the religious far right. He claimed that the government is "eating away at our right to information."

The power the religious right has been wielding has reared its ugly head in the forms of censorship, blackmail and blackballing, Biafra warned. The PMRC has targeted the DKs as an offensive band and earned a great deal of publicity through the *Frankenchrist* trial. The fact that three presidential candidates are PMRC husbands was another thought provoking

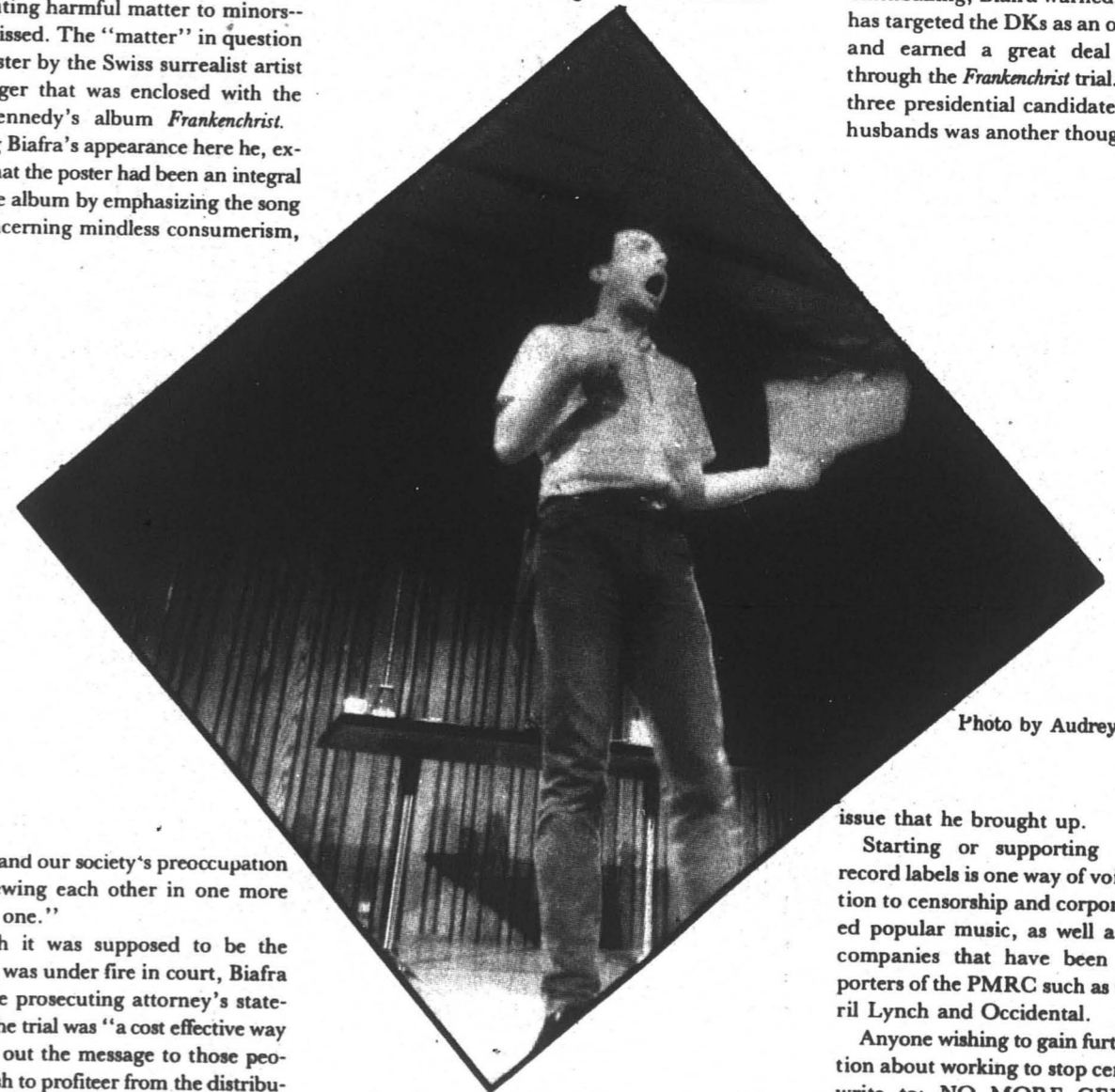


Photo by Audrey Mandelbaum

patriotism and our society's preoccupation "with screwing each other in one more ways than one."

Although it was supposed to be the poster that was under fire in court, Biafra stressed the prosecuting attorney's statement that the trial was "a cost effective way of sending out the message to those people who wish to profiteer from the distribution of harmful matter to minors that we're not going to look the other way--that we're

issue that he brought up.

Starting or supporting independent record labels is one way of voicing opposition to censorship and corporate controlled popular music, as well as boycotting companies that have been major supporters of the PMRC such as Coors, Merrill Lynch and Occidental.

Anyone wishing to gain further information about working to stop censorship can write to: NO MORE CENSORSHIP Defense Fund, PO Box 11458, San Francisco, CA 94101.

Active Learning Models Used In Improving Education

by Timothy O'Brien

Housed in a nondescript office on the second floor of the Library building is an organization that many believe is doing more to change the face of education in Washington State than any other.

The Washington Center for the Improvement of the Quality of Undergraduate Education is a resource for both faculty exchange programs and unique educational models, or "learning communities." The Center awards "micro-grants," ranging from \$500 to \$3,000, to colleges which want to experiment with various types of educational models and sponsors workshops and conferences throughout the state. Thirty-one educational institutions are members of the Washington Center, including public and private universities, and community and regional colleges.

"I think it is the most important thing Washington has going for it as a way to improve education," says Ron Hamberg, Dean of Instruction at Seattle Central Community College.

The idea for the center arose in 1984 when Academic Dean Barbara Smith met Hamberg at a conference. Hamberg was curious about Evergreen and arranged a visit for some of his administrators and faculty so they could see it for themselves. So impressed was the group by the enthusiasm of both the students and teachers they had observed at the college that Hamberg felt compelled to begin a coordinated studies program at Seattle Central: "They were blown away by what they saw here, it was very different from what they were used to," recalls Smith, currently director of the Washington Center. It was decided to send two faculty members from Seattle Central to teach in an Evergreen program for a quarter, who would then return to Seattle Central with two Evergreen faculty and establish a coordinated studies program there. The results of the exchange and ensuing program were found to be so enriching for both faculty and students that Smith, along with the help of Provost Patrick Hill, sought to develop a center that could help other institutions interested in active learning models and faculty exchanges.

Although the center began at Evergreen and is still located here, it is not in the business of exporting Evergreen. "What we're talking about isn't about Evergreen; it's about different models to improve higher education," says Smith. Coor-

inated studies is merely one type of the several various learning communities that have emerged from around the country. The center acts as a resource for many different models. Assistant director for the Center Jean MacGregor notes that this is one of the reasons that the Center has been able to work successfully with so many different learning institutions.

The University of Washington, for example, has initiated a model of "linked courses," where English composition is taught in conjunction with any one of fifteen general education courses. Freshman interest groups are another model that link a triad of subjects. Different models allow

ing that very important kind of pedagogical approach available."

One aspect of the exchange program that was not fully anticipated was the rejuvenating effect it has on participating faculty: those who have never been exposed to working in a learning community as well as those who leave a learning community to work on a pilot program. "This is one of the serendipitous aspects of the Washington Center, and it was a surprise to us," says Smith. "People fall into a rut even if they are working at the best place on earth. New situations...create new learning opportunities."

Hamberg describes himself as being

"converted" by Smith and relates it as

being "an almost religious experience."

colleges to chose one that best suits their particular academic and administrative needs. All those connected with the Center agree that the important thing is to expose students and faculty to the concept of learning communities, which they claim dramatically increases student and faculty development.

While this may be a foregone conclusion for those of us at Evergreen, it can be a real awakening to those not experienced with interdisciplinary learning. When Smith talks about the work of the Washington Center, she likens it to missionary work and the member institutions as being the Center's outposts. That metaphor seems to have some merit. Hamberg describes himself as being "converted" by Smith and relates it as being "an almost religious experience."

Hamberg added, "I suddenly realized that we needed to have that opportunity at Seattle Central, that it wasn't restricted to a four year institution and we were doing a disservice to our students by not hav-

Smith believes that much of this can be attributed to the fact that many of the teachers are in their mid-forties and are ready to make a long-term commitment, especially to such a rewarding and supportive enterprise. "This is a generation that was bred on the idealism of the sixties: a generation committed to collaboration and a democratic governance system in our institutions, and value-based education that asks questions about social responsibility," added Smith.

Jim Harnish, who is teaching at Evergreen this year on exchange from North Seattle Community College, where he has taught in several interdisciplinary programs, observes that teaching a single course isolates a teacher from both his colleagues and his students. The great thing about the Center's exchange program is that they are all team teaching situations. "Being able to teach with other colleagues and interact is enriching," noted Harnish. "This is another way of re-energizing faculty."

"...it's about different models..."

Many people in the Evergreen Community never realized that the Washington Center even existed until it received \$400,000 in the last biennium budget. Jean MacGregor credits President Olander and Assistant to the President Stan Marshburn for nurturing the budget request through the legislature. However, she is quick to point out that the Center had state-wide support from administrators, faculty and students--a fact that greatly impresses legislators. "There was a wonderful outpouring of support for the Washington Center from institutions across the state," said MacGregor.

"What this money has enabled us to do, besides having a stable operating budget...is to expand our impact around the state," said MacGregor. "Another significant part of it is that it moves us off the sort of entrepreneurial place of living on grants. We're beginning to act as a small foundation that receives money from the state and major foundations and passes it through to learning institutions."

MacGregor estimates that \$150,000, out of an approximate annual budget of \$230,000 will be given out this year to institutions and through the various functions that the Center sponsors.

While \$150,000 may not seem like a substantial enough sum to affect any real change in the higher educational institutions of the state, the Center boasts a 1:6 ratio of private funds against redeployed institutional resources. So, when the Center gives, a community college, say, a \$3,000 micro-grant to develop an interdisciplinary program it may represent an \$18,000 overall investment. In addition, it is the Center's contention that big bucks are not the answer to educational reform, but instead a more productive utilization of the already existing resources through institutions working together.

Prior to receiving any state support, the Center had operated on grants from major foundations with educational interests: the Exxon Foundation, interested in faculty development, awarded the Center a \$50,000 grant to begin operation in 1985. That was followed by a Ford Foundation grant of \$75,000, representing a special interest in development between two and four year institutions.

MacGregor explains that initially it was Patrick Hill's credibility that brought the dollars in, coupled with the fact that the Center deals with educational issues about which many foundations are concerned. "A lot of grant giving reflects a degree of trust and respect in an institution and in the people who represent that institution," noted MacGregor. Now, she claims, the Center's track record speaks for itself.

One of the keys to the Washington Center's success is its informal and personal approach. If a college wishes to join the Center, all it has to do is indicate as much and supply the name of a contact person. Hamberg notes that there is a lot of trust between institutions and the Center. He cites the original faculty exchange between SCCC and Evergreen as an example. Before the Washington Center, a faculty exchange was a bureaucratic nightmare, says Hamberg. But, "We arranged the exchange in about three weeks without a ream of memos and paperwork. "It is a very positive, goal-oriented organization," said Hamberg. "A lot of that has to do with people being informal."

Despite all the accolades, Smith stresses that the Center merely gets the ball rolling, that they can help with ideas and information but it is the institutions themselves that deserve the credit. "The ideas only go anywhere if in fact our member institutions have an agenda..."

Smith is both pleased and a little shocked at how fast the Center has taken off. But, she cautions, "It has to go deeper than raising people's enthusiasm..." The challenge now facing the Center is to create an enduring and sustainable educational reform movement.

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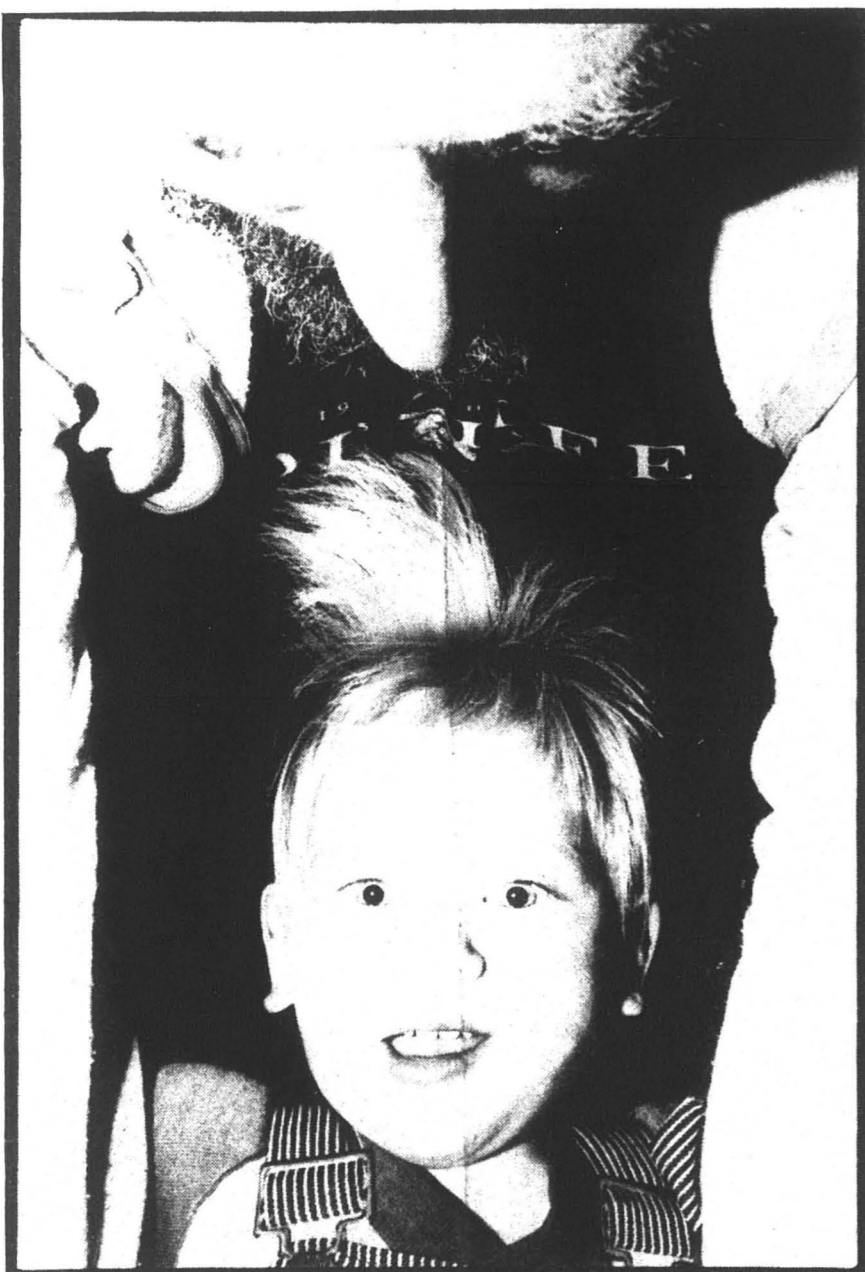
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LIFE
Vann Cantin



LOCAL STEER ROPING
Audrey Mandelbaum

Twenty-six images have filled the walls of Gallery Two in front of the Library these last two months. The pictures were taken by five student photographers who were enrolled in the Summer Works '87 program. The program, coordinated by faculty members Bob Haft and Paul Sparks, offered "ten weeks of concentrated work in photography."

The original theme of Summer Works '87 was "festivals." However, at some deep point in the season, the group shifted to themes of a more "personal interest." These included the heavy contrast flash portraits by Vann Cantin, as well as the montage-like window reflections of Gayle Warner.

In terms of composition, some of the more involved photographs tended to be those associated with the program's original theme. For example, Robin Paris' "Lake Fair Rodeo" and "Clint," illustrate a nightmarish atmosphere of summer festivals via infrared film. Audrey Mandelbaum's experimentation with the angled frame adds a powerful edge to shots like "Local Steer Roping." Finally, Lorna Moore's brilliant sense of geometrical space delivers a perspective on landscapes you might not otherwise think of: shadows in a tennis court, the screen of a deserted drive-in theatre.

As our pseudo-summer weather continues through October, and the stock market continues to act strangely, and the Persian Gulf begins to fill with oil and blood, it's not a bad idea to take a break and mill amongst the images of last summer. The show will continue through October at Gallery Two on the first floor of the library.

--Philip Bransford



BEAUTY SHOP
Gayle Warner



WILLY
Robin Paris



CECELIA
Vann Cantin

Information

Time to Plan for Summer Quarter

by Michael W. Beug

Summer Quarter, 1988 seems a long way off, but planning is beginning now. I would like students and staff to be a part of the planning this year and invite your suggestions on the following:

- types of summer programs and courses you desire
 - how soon you need to know information
 - your preference for daytime, evening or weekend courses
 - your interest in very short intensive courses (for instance, attending class for four days for two quarter hours credit)
 - specific faculty with whom you would like to work on special projects
- Now is the time to approach faculty with your summer school ideas. Their proposals

are due just prior to Thanksgiving vacation. Now is also the time to think about summer internships and individual contracts. The faculty usually are better able to work with individual contract students in the summer than any other time of the year. Both short, intensive 5-week contracts and full 10-week contracts are acceptable.

Summer session is self-supporting. We receive no funding from the legislature. This provides us with some significant planning flexibility that we do not have at other times of the year. On the other hand, if courses or programs do not fill, the faculty have no salary guarantee, and classes may be canceled. This adds an element of suspense to the summer session that is not present the rest of the year. It also means that I will be working hard to make sum-

mer school successful, exciting and attractive to all of you. Your input will help make this happen. Please send your suggestions to Mike Beug, L2211 no later than Friday, November 20.

I hope to see you this summer,

--Michael Beug is an Academic Dean

Rap Groups and Fun at LGRC

Greetings to Lesbians, Gays and Our Friends;

We are happy to announce that the Lesbian-Gay Resource Center is planning another year of fun, exciting and liberated activities. These will include rap groups, dances, guest speakers, and film. What else would you like to happen? We'd like your input. Our drop in hours are:

- Monday -- 3:30 to 4:30
- Tuesday -- 12:30 to 5:00
- Wednesday -- 2:00 to 5:00
- Thursday -- 1:00 to 4:00
- Friday -- 12:00 to 3:00

Our phone number is 866-6000 X6544. Our rap groups will be meeting for Lesbians on Tuesdays from 7:00 to 9:00 pm at Library 3223. The Gay men's meeting will be held on Thursdays in the same location at the same time. We would like our activities to be as wide ranging as possible, and to do that we need volunteers. If you want to make something happen on this campus or in this community, come and seek support. Please drop by and introduce yourself, give us your input and join us in our ef-

orts to make this the best year ever for the LGRC and the Olympia Community. Sincerely,

Jenny Strauss and Jeremy S. Morrison, Co-coordinators, LesbianGay Resource Center

Crimewatch Needs Help

by Anna Vanderhoben

Welcome back to Evergreen. Once again I am coordinating Community Crimewatch. For those of you who are new, Crimewatch is an escort service provided by Security and volunteers so no one has to walk alone. We are still asking that no one walk alone because it is always a risk. We are not trying to scare you; we are just promoting caution.

If you would like to volunteer for the program (we desperately need help), go to Security or, contact me in A dorm, 922. Please leave your name, phone number, address, and days and times you can work. Shifts are two hours long, starting at dark and continuing to 1:00 or 2:00 am. We only ask for two hours every 10-14 days. This is a needed service, so please consider.

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Life in Epsie Continues

We now continue the on-going story of Esther Barnhart and her life in Epsie. This excerpt is reprinted from her book, *We Went Westward*...Ho, ho, ho.

The year of 1934 started out hot and dry in early May. We were looking for an addition to the family and arrangements were made to take me to town in a few days when one evening I knew that I was having more than a stomach ache. Barney went after his aunt and two of the young folks went to Broadus after the doctor. The stork got there first and the baby was sucking his thumb when we arrived. The two

We named him Harold and when he was about ten days old he started to fuss one morning before daylight. Since he already had an early breakfast, I told Barney that there was a fruit jar with boiled water in it, on the table and to put some in a baby bottle for him. He did, the baby drank it and went back to sleep. Later I noticed the water was still in the jar. There had been a half jar of left over green bean juice on the table and this is what he got. He had to wear hand-me-downs and I wished that we could have had a few new things for a new baby. As he grew up

the horse before we could see the rider. We would say, "Here comes Frank on High Pockets or Burt is riding this way on Nugget."

Almost every family raised turkeys. It was a good climate for them, they hardly ever got sick. Those that had a big flock would take them out in the early morning when it was cool and herd them until all were full of grasshoppers, then bring them back. Grain was needed to put them in shape to sell before Thanksgiving. Neighbors helped each other with this bloody job. No heads were chopped off, no insides were taken out. The method of killing was to thrust a pocket knife blade into the mouth and up into the brain. This caused the feathers to stand out and could easily be pulled. They were hung up by the feet so they could bleed and there would be a pool of blood under each one. The very first one killed would be oven dressed and given to the cook to roast for dinner. I never could see how they could enjoy it after working with them all morning. The plucked turkeys had to be taken to Miles City to be sold and they brought from 12 to 20 cents a pound over the years.

I didn't care about live turkeys too much. They were such ungainly things but always managed to get on top of everything, a car or a house, their long wings took them there, then they scratched with their long toes as they wobbled from side to side, getting their balance before they sat down. The poor garden had some sickly looking potato plants and I tried to water them but the turkeys sailed over the fence, scratched out the roots and ate what little was under them. I tried to keep them away but they could jump faster than I could kick and they got them all.

Almost every family raised turkeys. It was a good climate for them, they hardly ever got sick."

that had gone after him were talking about it later and said, "He fed his dog and cat first in case he didn't get back in time the next day. He drove so slow that one of us offered to drive his car but he wouldn't let us. Even at that we might have made it if we had remembered to bring a tow rope.

The doctor decided to put me to sleep while he sewed me up. he put a gauze cone over my face and told Barney to squirt the stuff on it. I felt myself gagging, I couldn't talk and just before I passed out I managed to swing an arm and knock it out of his hand. When I came to the doctor said, "Give her some more." I asked how near he was through and he said, "All except the tying." I said, "Well, Gosh, I can lay still that long and he finished doing it all by the light of the kerosene lamp. Some big, black flies came out of the cracks in the wall and buzzed around. It must have been the smell of the blood that brought them out as we never saw any in the nighttime before. The baby's bed was a dresser drawer lined with whatever came handy.

though, his clothes were always ragged and he didn't care a bit.

When he was a couple of months old he was doing poorly. So we had to leave him in Miles City for two weeks after the doctor examined him. Not at the big hospital but a small one that took the less serious cases. The lady that ran it asked the doctor what was wrong and he said it was malnutrition. She was to put lactic acid in the milk and when we went to get him he was doing fine. We tell him he was raised on sour milk.

The hot dry days were much the same. The cows ate the only weed that had nerve enough to grow and that was the Russian thistle, they really were a laxative. Woe to anyone who happened to be within six feet behind them at the wrong time. It was a case of jump quick or take the consequences. The garden never got started and if it had, the grasshoppers were ready to chew it off. We spent a lot of time sitting on the north side of the house in the shade. Anyone riding horseback on their way to Epsie would stop and talk awhile. We knew

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OPINION: Why Don't Students Like the Master Plan?

by Ben Tansey

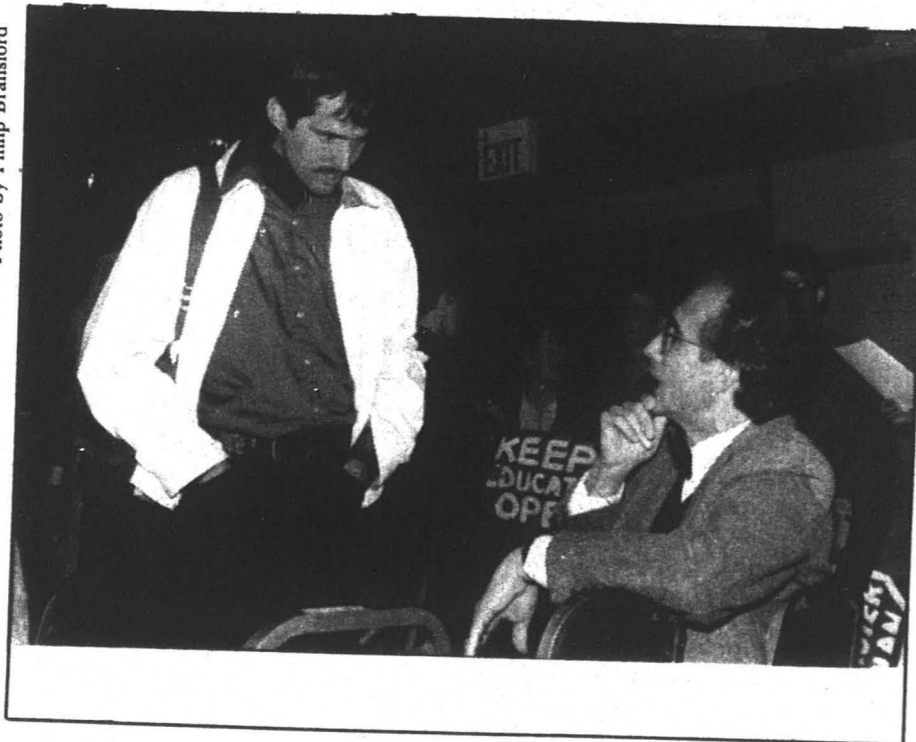
Why have students at The Evergreen State College reacted so strongly to the Master Plan? I believe there are three reasons. First, they feel that the standardized testing of sophomores will cause both non-majority culture students to be filtered out of the higher education system and slowly increasing amount of the curriculum to be directed towards seeing that students pass the test, rather than towards the improvement of the quality of the education they are paying for. The second reason is that they feel it treats them as mere commodities in a society increasingly dominated by big money interests, The third: they feel that the Plan was conceived and propagated in a way which effectively cut them out of the process.

Let us consider the first objection. Will the Plan exclude minorities? The Plan states: "Recognizing that minority participation enriches the individual and the society, it shall be the policy of postsecondary institutions of the state to actively recruit minority students, faculty and staff...Futher, it shall be the policy of the state to...assure that qualified minority students...are given the opportunity to attain a postsecondary education that promotes their culture of origin, its ideas and values." The Board intends to "review (this) proposed statement together with other (Statewide Minority) task force recommendations in January of 1988." This part of the Plan notes the trends of minority participation in Washington education (please see chart) and, while noting progress over the past six years, charges the Minority Task Force with pro-

posing recommendations on how remaining inequalities can be remedied. Later, it is stated that "The new admission standards should be implemented in a manner that will not adversely affect the enrollment and successful program completion of an increased number of women and minority students." The attention to minority considerations in the plan is not token, however it does fail to bring up the issue of culturally biased testing, and this omission certainly does not speak well for the Plan. There are two levels at which minorities might be excluded: admission and sophomore level testing. The admis-

sions statement provides for minorities, but the testing level does not. The concise objection of students then must be that while minorities will be allowed into the college in a non-biased way, it is not clear that they will be able to get degrees unless they can pass the standardized test. The HEC Board reply to this is essentially that the testing is strictly a mode to assess the school itself, and not the students. Evergreen Provost Patrick Hill recently noted that testing could conceivably be anonymous so as to ensure that individual students are not held back. If this were the case, then graduation would not depend on the test, and

Photo by Philip Bransford



WASHINGTON MINORITIES				
Group	1980	Percentage	1986	Percentage
	Population	Enrolled in WA Higher Educ. 1980	Population	Enrolled in WA Higher Educ. 1986
White	90.3	92.5	89.0	87.9
Asian	2.7	2.8	3.5	6.0
Black	2.6	2.2	3.0	2.3
Indian	1.5	1.2	1.5	1.5
Hispanic	2.9	1.3	3.0	2.3

Reprinted from the Master Plan.

there would be no valid concern for the exclusion of minorities to be drawn from the Master Plan.

The second objection of students to the testing provision is that the curriculum will become directed to the test and will therefore suffer shortcomings in other areas. This, to me, is a reasonable objection. The Plan calls for a two-year experiment in which standardized testing will be implemented. Then, presumably, a committee will assess the test's usefulness a decision will be made as to whether to continue the program. My own fear here is that once the "experimental" phase of the testing is implemented, it will be effectively institutionalized. No committee is likely to recommend the cessation of standardized testing. Therefore, if it comes, it is probably going to stay. If it stays, then as the college becomes more and more sensitive to the fact that its funding is dependent on the results of the test, the more likely it is to direct the curriculum in such a way as to make sure students do well on the test.

Perhaps the HEC Board would be better advised to consider testing faculty before it starts testing students; which of the two, after all, is held more accountable to the state for the quality of education? At Evergreen in particular students pride themselves on being responsible for their own educations, but few of us feel that we have to be accountable to the taxpayers for getting the education they are subsidizing. We do not have to prove to Mr. and Mrs. Front Porch that we are educated; that is the job of the educational establishment. Faculty are paid by the state to educate the students--salaries are among the highest budget items...

The problem, of course, is that taxpayers have been complaining to the legislature about reports that higher education is failing. They responded by creating an higher educational authority which now must prove that the system is working. How can they do this? This is the juncture which the HEC Board reached. The easiest answer is standardized testing, but what other avenues were open to the Board?

Perhaps they could have relied on the thousands of graduate faculty in the colleges to give credit only to students worthy of it. The Board, after all, directly or indirectly screened and hired the faculty to do just that. Isn't it enough that these highly qualified people risk their reputations every time they award credit? Evidently the Board does trust the very people they hired. This is an extraordinary breach of faith. And, far from wondering whether students are worthy of degrees, it

makes me wonder instead whether the Board has any credibility.

What else might the Board have done to assure quality and accountability in the schools? Mightn't they have surveyed the alumni of the various institutions? I am certain the Board considers itself capable of determining what a successful alumni is; they might have written a profile of such a person and compared it to the real-world position of the State's graduates. Perhaps they forgot that every college has alumni and career offices which make it their business to do just this. If we really want to see whether education is working, then surely the best measure is results. If the alumni are in the gutter, then okay, there's something wrong; if they're all happy and productive citizens, then something has probably gone right in the schools.

But, the Board did not survey alumni, and they do not trust their faculty, and so they went the rout of standardized testing.

The second major complaint by students is that the Master Plan treats them like commodities in an economy controlled by large corporate and governmental interests. This can hardly be denied; the Plan practically states this openly. "Quality of life..." it states "rests upon an economic base." It considers higher education to be essential in order for people and businesses to compete in the world economy. While this latter may be true, the Plan fails to mention that education serves a much higher purpose than the mere lining of industrial suits. Education has value in and of itself, and it is more important to have the blessings of a learned mind than whether that learning manifests itself as an economic success. As faculty member Beryl Crowe once said, education ought not teach students how to do something, but teach them how to enjoy life when they have nothing to do. This kind of talk is of course pure anathema to people like those behind the Master Plan, who ought to know better, but I do consider it to be the more enlightened attitude. To equate the quality of life with economics is the point of greatest departure between the Plan and myself. Yes, if you have money you can have more fun. But the quality of life is solely dependant on your ability to adjust your attitudes; the premise that money equals happiness, which is openly the fundamental concept behind the Master Plan, is grossly flawed.

The final objection of students to the Master Plan is that it was done practically in secret without the consultation of students. This is, as it happens, patently untrue. The HEC Board certainly did not go out of its way to make sure that every college student in the State of Washington

was informed about about the Plan and offered an opportunity to comment. And it is true that many of the most important meetings were held during the summer, but the Plan has been in the works much longer than that. There was in fact a student who participated in the meetings. Here, students have only themselves to blame if they failed to be alert to what was going on.

It is clear that while this lesson has gone perhaps unacknowledged by students, it has not gone without action. The so-called X Committee, or People for Open Education, formed quickly once the school year began. It is worth noting that faculty members Peter Bohmer and Jerry Freisa assisted in this process, but the overwhelming participation by students in reacting to the Plan must be seen for what it is: a sincere concern on their part for the ethics in Washington high education.

Some of these students (estimates range from 100 to 200) were so "concerned," in fact, that they felt compelled to disrupt last Friday's HEC Board meeting. Details of that event can be found in the news section of this week's paper. The statement which Sandra Davis, the committee's representative, read, began with the words: "We have come here today because we believe in democracy..." However the students' forcing their way into the room, disrupting the meeting, and causing a scene did not speak well of their commitment to democratic process. These students almost certainly did more harm than good to their objective by taking the actions they did. In complete contradiction to what it means to be an Evergreen student, their desire was not for constructive dialogue, but for an opportunity to act out their anger in a hostile and pointless manner. They'd have been better advised to stick to reading their statement and then leaving, but no, they had to make a mockery of themselves. It is interesting to note that this probably would not have happened had it not been for the rabble-rousing of the two new faculty members who supported and helped plan the disruption. I can very much sympathize with the these students; if the HEC Board had clearly been unwilling to listen to them over time, their actions would probably have been appropriate, but they chose the wrong moment.



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Mon.-Tues., Oct. 26-27
C.A.B.
9:00 a.m.-3:00 p.m.

SCHEDULED INTERVIEWS

Nov. 12, 9:00 a.m.-4:00 p.m.
Sign up in advance at the
Career Placement Center

FILM SEMINARS

Everyone invited

"The Toughest Job You'll Ever Love"

Mon. Oct. 26, 3:30 pm-4:30 pm
C.A.B. Rm 108

"Trees of Hope"

A film documenting
deforestation and solutions
in Niger, Africa
Tues. Oct. 27, 3:30 pm-4:30 pm

Statement Read at the HEC Board Meeting

Statement from People for Open Education

Contact Person: Ellen Atkinson, CAB 305, X6220

October 16, 1987

We have come today because we believe in democracy, and we want to be among those who are planning our future. The Master Plan for education in our state must be designed by all the people whose lives will be affected by it. All the peoples' interests must be protected--not just the business sector, or the Pacific Rim industries. The people of Washington also include college students, educators, high school dropouts, children, older people returning to school, migrant workers, and disadvantaged youth who never had a chance to become "A" students because of their class or racial background.

A diverse student population--students with different cultural backgrounds, different educational preparations, and different goals--provide for more personal and institutional innovation and social contribution than any narrow-minded, bottom-line budget accountability ever will. By creating a hierarchy of our state colleges and universities, and sifting students according to elitist admissions standards, the Master Plan will homogenize our state school campuses into intellectually stagnant diploma mills.

The purpose of education is to help people improve the quality of their lives--and not only in economic terms. You can't put a price on education. You can't assess the economic values of the way it feels to read with comprehension for the first time, or the feeling of empowerment when you learn to think critically about a problem. You also can't put a price on the benefits society reaps from each educated, creative, empowered person. Education changes lives, and if we leave it open to enough people it can change the world.

Education by its nature is cooperative. But the Master Plan emphasizes the support higher education can give to the competitive activities of the business sector. This contradiction must be resolved in the most democratic, inclusive manner. Higher education is engaged in a cooperative learning endeavor with other societies and cultures. As a state institution, higher education is expected to cooperate with business interests. Therefore, in order to be fair, the relationships between

business interests and other societies and cultures must also be cooperative. This cooperation must also include everyone in our own society whose labor fuels our economy. All citizens of Washington, the nation and the world who in any way contribute to our state's wealth must share in the benefits, privileges and profits deriving from the relationships between education and business. These people, who have until now been left out of the distribution of those profits, must be included; and until they are, no increase in the ties between higher education and business is acceptable.

If we want to live in a moral society, we must provide the most excellent education possible for everyone who wants it. Because education can change lives, we must especially leave it open to those people whose lives need changing most--the people who are not academically "prepared;" people who suffer racism and classism; people who are economically and culturally impoverished.

we're too late. We should have become involved with the Master Plan a year ago; we should have come to the public hearings this September. In fact, most of us had never even heard of the Master Plan until the Fall Quarter began this year--by which time the public hearings were over. Stan Marshburn, an administrative assistant at Evergreen, offered us a last-minute teach-in this week because, as he said, we're too uninformed to speak to you directly. Well, a lot of us have read the draft of the Master Plan that we've had available to us. Some of us haven't. But all of us here care deeply about education--and if Stan, or the HEC Board, had ever wanted to hear our opinions, they'd have heard plenty. We desperately needed that teach-in a year ago. We didn't get it. Now, we're here to tell you that we should have been consulted, along with lots of other people whose views are not represented in the Master Plan. The Master Plan does not speak for us, or for most of the people whose lives it would change; therefore, we will not accept it.



Social Security on Campus

Social Security Cards, Immigration Reform Law of 1986, Thee and Me.

The Immigration Reform Law requires that anyone who works for even one day have identification that supports their being a citizen or resident alien. The proof of this must be kept on file along with a form we call an I-9. Students particularly have a problem obtaining the needed

documents and for many this means that they will not be able legally to hold a job.

We want to assist students in obtaining a Social Security Card or a duplicate card. We have arranged for two representatives from the Social Security Office to come to campus so that people can sign up for a card. To obtain a card you will need to do the following:

Duplicate Social Security Card

1. Present a picture ID with the name

under which your original card was issued.

2.If Changed Names; Present two picture ID with both names or present birth certificate in former name and picture ID or court papers in new name.

3. Present current resident alien card.

New Social Security Card

1. Present picture ID and birth certificate.

2. same as for duplicate card

3. same as for duplicate card

The representatives will be at the CAB lobby on November 12 from 11:00 am to 4:00 pm.

SUPPLY ON DEMAND.



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Calendar

DIVERSITY

Lesbian Rap Group: Tuesdays, 7:00 to 9:00 pm at the Lesbian/Gay Resource Center, Library 3223. **Gay Mens' Rap Group:** Thursdays, 7:00 to 9:00 pm at the Lesbian/Gay Resource Center, Library 3223.

Pacific Luthern University presents **National Issues Forums: Freedom of Speech, Where to Draw the Line** on Tuesday, October 27, 7:00-9:00 pm at Chris Knutzen Hall (West), University Center, PLU just south of Park Ave. and South 122th Street. There is no charge.

Due to popular demand, the Career Development office will conduct another GRE practice test to be given on Friday, November 6, at 8:00 am til noon in Lecture Hall I. Please register in the Career Development Office, L1401, or call X6193 for more information.

EDUCATION

KEY Special Services presents **Juggling Time: Books Work, and Play;** a workshop with tips for planning, prioritizing, and scheduling time for school, jobs and socializing on Monday, October 26, 3:30 to 5:00 pm in L1612. For more info, call X6464.

To help students become familiar with the steps in **Internship Planning**, the Cooperative Education Office is sponsoring several orientation sessions for those students interested in winter quarter internships. These workshops will be held 3:00-4:30 pm in L1420 on October 26 and 28. For more information, drop by the office Monday through Friday from 3:00-5:00 pm.

On Thursday, October 22, the film **Earth First!** will be shown at noon and at 7:30 pm in Lecture Hall III. Topic of the film is that of Australian environmental activists struggling to save tropical rainforests, in a film with exquisite cinematography and courageous direct actions. A beautiful and inspiring film. For more info, call 357-3350.

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Calendar

Becoming an Environmental Professional is the theme of the Fourth Annual Environmental Careers Conference on **November 6 and 7** at the University of Washington in Seattle. The CEIP-sponsored conference will focus on successful strategies for those wishing to build a career in the environmental organizations. For more information and registration, call the Environmental Intern Program at 625-1750. Space in the program will be limited, so do it now!

Learn how to identify and handle safely common toxic substances used in your home in a free class sponsored by the Enegy Outreach Center and the Department of Ecology. The class will be on **Thursday, October 29**, from 7:00-9:00 pm at the Lacey Council Chambers, 420 College St. Contact the Center at 943-4595 for more information.

ETHICS & POLITICS

Socialist **Merea Himelgrin** will speak about the political situation in the world today on **October 22**, 7:30 pm in L2205. For more information, contact EPIC at X6144.

Central America: slide show and discussion hosted by TESC student David Abeles will take place in CAB 110 on **October 22** at 12:15 pm. Those who have never discussed the Central American conflict in detail are especially welcome.

MUSIC & DANCE

Dinosaurs, Jack of Roses, Raging Maggots, Special Guests & Prince of Light celebrate at the Crabbygoat's annual hightime show on **All Saint's Day, November 1** at 7:30 at Parker's, 170th & Aurora. This yearly musical treat is open for those who are 2 years old and have I.D. to prove it. Advance tickets are \$12.50 (or \$26.00 if you want dinner to go with your music) and are available at Ticketmaster's outlets or Parker's. For more information, call Parker's at 542-9491.

Dance Olympia Presents: **Contact Improvisation**. Dance with Tom Treda Fridays, 5:00-7:30, **October 23, November 6, 20** and **December 4** in CRC 307. For cost and other info, con-

tact Barbara Hinchcliffe at 866-8657

There will be a **Halloween Masquerade Ball** will reggae music by the **Almighty Dread** with special guests **The Bridgetown**. This event will take place in the CAB Lobby. Cost is \$5.00. For more information, contact Adam Kasper, 866-9082 X6268.

On **October 27**, at 7:30 pm, **Joan Baez** will be performing at the Center for the Performing Arts.

Music at the **Rainbow: October 24, Bert Wilson** (jazz), cost \$5. **October 30, Eric Park** (guitarist/singer), cost \$3. **October 31**, storytelling (oral tradition), cost \$2.

On **Friday, October 30** from 9:00 pm to 1:00 am the Second Annual Women's Costume Ball will take place in the Olympia Ballroom, 116 E. Legion Way. \$5.00 admission. For more information, call 357-9744.

Virtuosi della Rosa will be performed on **October 30** at 8:00 pm in the Evergreen State College Recital Hall. The cost is \$6.50 regular admission, \$4.50 for students & senior citizens. For more information, call 866-6833.

PUBLIC SERVICE ANNOUNCEMENTS

Members of the **Emergency Communications Network** will host an **open forum to answer questions** in regard to the **Network** on **Wednesday, October 28**, from 3:00 to 5:00 in CAB 110.

The **Space Committee** will meet on **Monday, October 26** at 9:00 am in SEM 3126.

A free performance lecture by **Long Nguyen and Linda Dowdell** is scheduled for 7:00 pm, **Friday, October 30**, at the Broadway Performance hall. Contact the Hall at 32-DANCE for more information.

A Shared Destiny, a religious conference exploring the relationships between animals and humans, will be held on **October 30 and 31**, at the University Congregational Church, 4515 16th Avenue N.E., Seattle. For more infor-

mation, call 632-6021.

Remember to vote in the November 3 election. There will be voting booths set up in LAB I Lobby from 7:00 am to 8:00 pm.

Animal Control is now offering the **Lost Pet Hotline**. This is a tape recorded message listing the description of all stray animals at the shelter. The line can be reached by calling 357-PETS. The information is available 24 hours a day and is updated each day except Sundays and holidays.

The Women's Center will be hosting an **Open House** on **Tuesday, October 27** from 12:30 to 4:00 pm in L3216. Come get acquainted, and see what's up! For more information, call Patricia Gilbert of Carrie Groker at X6163.

On **Tuesday, October 27**, the Career Development office will conduct a **Resume Writing Workshop** from noon to 1:00 pm in L1406, in the new Hillaire Student Advising Center.

On **Wednesday, October 28**, from noon to 1:30 pm there will be an **MBA, MPA Graduate School Information Session** held in the CAB 110. TESC will have a representative to talk about their MPA program, the University of Washington will give information on their MBA program and the Atkinson Graduate School of Information from Willamette University will also be here. This is sponsored by the Career Development office. For more information, call X6193. Brown bag lunches welcome.

The Career Development Office has **Fall Quarter Calendar of Events** available. Don't miss out on a workshop that you were waiting for us to put on for you because you didn't know when it was... pick up your personal wall decoration now!

Career Development Orientation - Part I "How to Plan Your Career." L1406 from noon to 1:00 pm. brown bag lunches welcome on **Thursday, October 29**. Mandatory attendance prior to individual career counseling appointment. **Friday, October 30**, noon to 1:00 pm in L1406, **Career Development Orientation, Part II** - "How to Plan Your Career." Sponsored by the Career

Development Office. For more information, call X6103.

RECREATION

Team Gel Boomerang Contest on **Sunday, October 25**, from noon to 5:00 pm. The band **Hell's Kitchen**, from Berkeley California, will play at the awards ceremony at the Mod social space, from 6:00-9:00 pm.

SCHOLARSHIPS

'Major changes in the world economic situation have influenced America's role in international commerce. What effect do you think these changes will have on international education?' is the theme of the International Student Scholarship Competition. The competition is open to all International Students studying in the U.S. Students interested must submit an essay of no more than 1,500 words on the topic. For more information, write to: Essay Competition Coordinator; DSD Communications, Ltd., 10805 Parkridge Boulevard, Suite 240, Reston, VA, 20091.

The National Science Foundation plans to award **Graduate Fellowships and Minority Graduate Fellowships** to individuals who demonstrate ability and

Calendar

special aptitude for advanced training in science or engineering. Applicants will be expected to take the Graduate Record Examinations. The examinations will be given December 12, 1987. The deadline for entering is **November 13, 1987**. For more information/application, write: Fellowships Office, National Research Council, 2101 Constitution Avenue, Washington D.C., 20418.

The **Ford Foundation Doctoral Fellowships for Minorities Program** will offer approximately 40 three-year predoctoral fellowships and 10 one-year dissertation fellowships. The deadline will be **November 13, 1987**. For more information, contact the Cooper Point Journal, or write to: Ford Foundation Doctoral Fellowships, the Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington D.C., 20418.

VISUAL ARTS & LITERATURE

The Seattle Opera will be presenting **The Magic Flute**, opening October 31. For performance and/or ticket information, call the Seattle Opera at 443-4700.

Playboy announces the 1988 College Fiction Contest. First prize will be

\$3,000 and the publication of the winning story. Deadline for entries is **January 1, 1988**. For more information, contact the Cooper Point Journal.

ACT Theatre concludes its 23rd Mainstage Season with Neil Simon's comedy, **Biloxi Blues**. Previews begin on **October 25-28**, and the play itself runs **October 29-November 22**. For time and ticket information, call the ACT Theatre at 285-5110. In addition, ACT is looking for several children to audition for roles in its twelfth annual production of Charles Dicken's **A Christmas Carol**. Auditions will be held at the theatre on **Monday, October 26th and Tuesday, October 27th**, from 3:30 pm to 7:00 pm.

SPECIAL NOTE

Anyone who wants to put something in the calendar section can. However, if you have an event coming, we must have notification at least two weeks in advance to guarantee publication.

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