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IN:
WHAT THE H.E.C.?
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81

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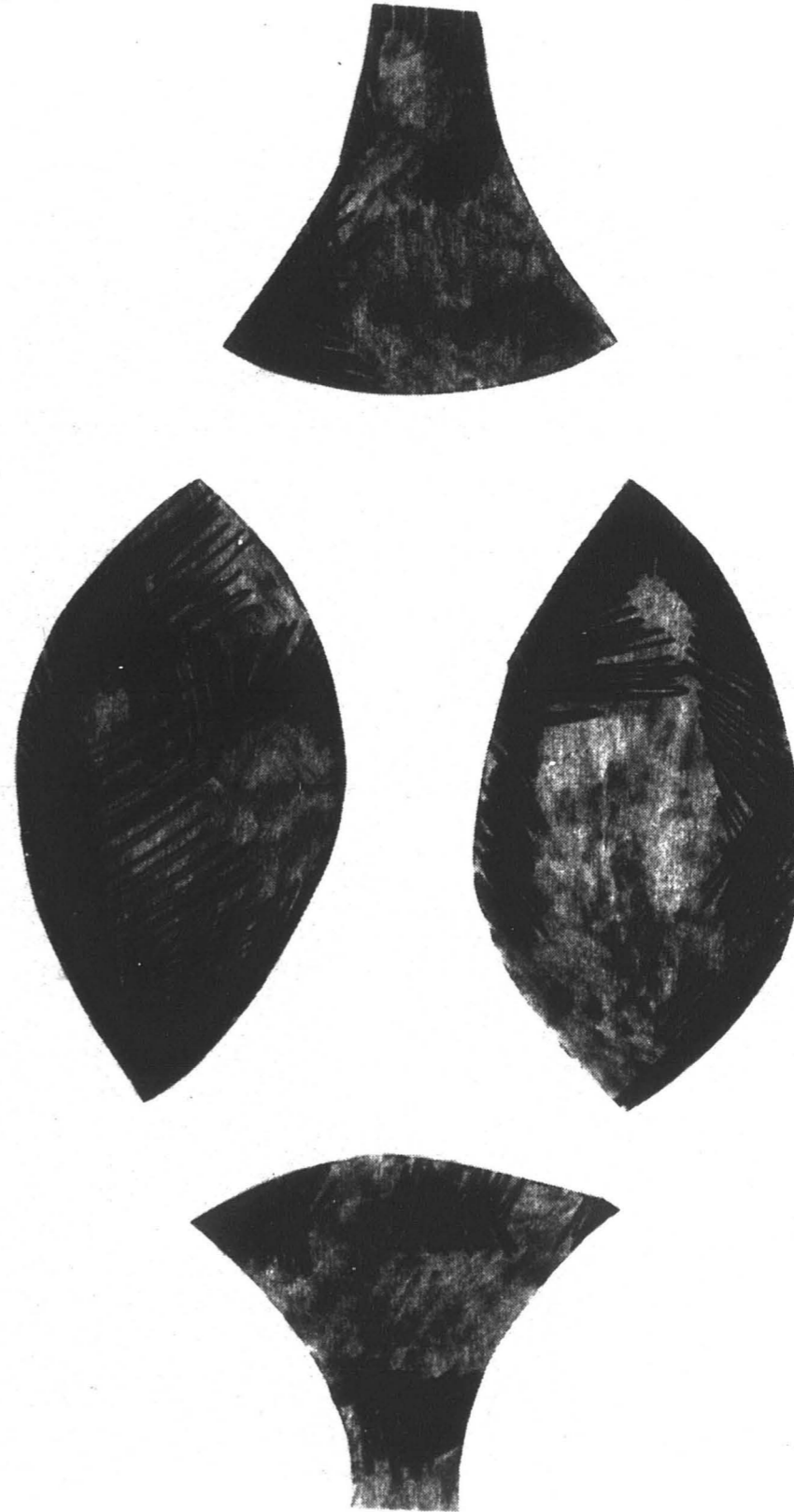


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Cover design by Kathleen Kelly

A Seed Is Growing

A seed is growing at Evergreen. It is innocent and young, as all new life must be, but it is also the first of its kind in many years. It is the seed of a new era.

The week before last the Board of Trustees held their monthly meeting. They were pleasantly surprised to find it was one of the most highly attended meetings in years. Students concerned about the Social Contract, the Master Plan, and generally their vision of the school, spoke at length about their fears, and the board listened. In fact almost all the members of the board stayed for two hours longer than they had planned so as to hear the students out. A few people were cantankerous, many rhetorical; one board member was incredulous to learn that among their interlocutors was a student who thought that board members were paid full-time for their work, which they are not. The meeting was predictably acrimonious, but it ended on a very positive note.

This week the President scheduled a one hour forum. About 250 people showed up. Olander spoke for a few minutes and the meeting was later opened up to student comment. Some students spoke at great length, mostly about changes in the Social Contract (please see pages 4 and 14). Members of the administration looked on with amazement as one student ceremoniously cut his I.D. card to pieces. President Olander, after listening for over an hour to the students, late for another engagement, responded with only mildly constrained anger. He noted especially the irony of seeing people worried about the integrity

of the Social Contract violating its principles in their protestations. His comments were met largely with applause by the assembled crowd.

It seems that things are quite polarized. Why then, if things seem so desolate, should I have opened this commentary with an optimistic allegory? Despite the ragged edges of the exchanges we have been witnessing (someone even spray-painted the windows of the President's office in a crude protest against the Social Contract changes), there is a sense of a coming-to-life. Community members, including the administration, are racking their brains in an attempt to act conscientiously. This does not always bring the best of results, but as a community we are stretching muscles which have lain dormant for many years. Exercising these limbs for the first time in so long, there are bound to be a few involuntary spasms. But as the brain gains control, I think the heart will soon guide.

Even as Evergreen passes on into a new era of acceptance and respect as a college with a difference, it is itself relocating its identity in the fruits of its achievements. New seedlings are easily crushed to death; they need constant nourishment. "The Experiment," that common description of the purpose of our school, is not over, as has often been pronounced. It will probably never be over, not as long as the intellectual gifts we seek to foster as a college are conscientiously applied to the ideals we came here to realize.

--Ben Tansey

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Photo by Ursula Shea-Borneo

Eagle Island, Maine

Letters

Wake-Up

Dear Editor:

When will the president wake up to reality? He continues to purchase another unneeded nuclear weapon system of mass destruction, the BI Bomber, at a final cost of more than \$280 million per plane. Meanwhile, across the nation and the world people are dying in a ravaging AIDS epidemic. Surely by cancelling the BI, SDI and other unneeded nuclear weapon systems enough money would be freed to find cures for AIDS, most cancers, and probably feed and shelter the homeless and still go a long way toward balancing the budget.

The FDA must wake up to reality also. While people die of AIDS here in America, other AIDS sufferers elsewhere are being saved with AIDS drugs which the FDA stubbornly delays testing and approval of, not to mention making it illegal to manufacture, prescribe and possess them.

The FDA must wake up to reality and cease its anti-humane AIDS policy immediately. I urge everyone to wake up the President, Supreme Court, FDA and

Congress by sending them copies of this letter as part of a chain letter to everyone's friends and relatives so that they may do the same. Let's all do our part also and make a donation to an AIDS charity.

Leonard De Fazio Jr.

Withdrawn

Open letter to students regarding student governance

This fall, on my recommendation, the President of Evergreen adopted a provisional student governance structure (the Student Agenda Committee). I have been asked to withdraw this proposal to allow a group of students to develop and present what they believe would be a more effective structure. I have agreed to do so and look forward to the timely receipt of an alternative proposal which I will be able to endorse and recommend to the President and the Board of Trustees.

At the same time, I am asking other interested students to participate in this

important student governance movement by getting involved in the development of the alternative proposal.

For further information, contact James Martin, X6220 in CAB 305.

Please do participate in this planning process so that Evergreen students will have a more effectively organized voice in Evergreen decision making.

Sincerely,

Gail Martin,
Vice-President for Student Affairs

Thanx

Dear "Cooper Point" crew,

As we pause to count our blessings this week, we're particularly grateful for your continued effort to bring library issues and activities to the attention of your readers.

A big thank you and best wishes for a happy Thanksgiving from the Timberland staff.

Denise Johnson

Information

Pres. Discusses Social Contract

by Kelly Hawk

The first President's forum of the year was held on Monday, November 30th at 4:00 pm. The proposed "revised social contract" was the announced topic, and it attracted a standing-room-only crowd in the space of CAB 110.

The meeting opened with President Olander and VP of Student Affairs Gail Martin making several remarks about the proposed revisions. Immediately following these remarks, a few students made lengthy prepared speeches which absorbed almost the entire hour. Other students brought up their concerns as Mr. Olander allowed the meeting to run over.

The students present took the position that the proposed document was "faulty by design," while Campus legal counsel Shawn Newman stated that the existing social contract is "illegal," making the college vulnerable to otherwise avoidable lawsuits. It would seem that proposed list of rules and regulations necessary for legal protection of the college is at odds with the existing contract which states "The Evergreen State College requires a social contract rather than a list of prohibitions and negative rules."

Three concerns were made very apparent at this forum. First, the feeling of a lack of student input into administrative affairs. Secondly, a sentiment that the proposed contract apparently is more vague because the rules can be interpreted any number of ways, and third, many students expressed concern over the proposed grievance procedure, calling it unfair.

Unlike past debates over the Master Plan, this meeting was quiet and mostly

interruption-free. Additionally, while many had specific substantive objections to parts of the contract, most of the discussion was theoretical, talking of "an Evergreen way of life," a way of student-administration cooperation, and a system of understood values which everyone expects and follows.

As the meeting drew to a close, Mr. Olander expressed concern about how people talk as if everyone lives by the contract, yet some do not. As he puts it; "I'm tired of Simon says one thing and Simon does another." He vehemently refused to back away from the challenge of inhospitable students and reiterated his plans to use the social contract and strategic plan to help meet the challenge.

In the closing of the meeting, it was decided by all those present to meet next Monday, December 7, from 3 to 5 pm in CAB 110.

Evergreen Swimmers Undefeated

by Andy Lane

The women's swim team got off to their best start in Evergreen's history by winning their first three dual meets of the season.

"The team is really proud of their performances and at the same time a little surprised," comments coach Bruce Fletcher. "This is definitely our best women's team at Evergreen but we still have to swim some very powerful schools such as Central Washington and Pacific Lutheran Universities."

The win over Pacific Univeristy was another close meet. The women continued on following page

Swim (con't.)

Geoducks came out ahead with 79 points to Pacific's 64 points. Individual winners included Ann Remsbur (100 Fly), Tami Trefethen (50 Free), Claire Littlewood (100 Breast), and Romy Church (100 Back).

Newcomer Julie Goodrich teamed up with Anni Pizey, Remsburg, and Church to win the 200 Medley Relay. Sarah Person continued to improve her time with a 1:27.99 in the 100 Breaststroke for a second place finish while Jenny Allen placed second in the 200 Individual Medley.

In the men's division, Evergreen also came up winners by defeating Pacific 59 to 50. The men's team also swam to a winning record this season with two wins and one loss. Leading the team were Matt Love and Pieter Drummond. Love won the 50 free (24.43) and the 100 back (1:04.31) while Drummond won the 100 free (52.20) and was second in the 500 free (5:35.47). First year swimmer Clint Ells swam two best times in the freestyle events and Mike Hurwitz again placed high in the 100 Butterfly.

The next competition will be at the Pacific Lutheran University Invitational December 4 and 5 in Tacoma.

OPINION: Greener Parties Brew Vandalism

by Whitney Ware

The Evergreen State College has recently endured a rash of vandalism, most of it having taken place on the weekend of November 27-29.

The victims of this outbreak have primarily been the owners of vehicles left in the campus parking lots, Lot F in particular. Over the course of the November break, several cars, motorcycles and bikes were damaged. According to Larry Savage, sergent of Campus Security, no one has been charged yet for the crimes, but Security does have an investigator on the case.

The main suspects are high school students who came to Evergreen over the weekend to "party" with residents at the New Dorms.


Why are minors being allowed on campus to get drunk and trash property?

Campus Security has been asking underage individuals to leave campus, but when questioned about the vandalism done in the parking lots by evicted

minors, Savage replied "We don't have enough staff left to cover big incident areas."

Blame for the vandalization falls not on Security, but on those of us on campus who allow such things to happen. There is no question over the illegality of off-campus minors (and non-minors) coming to Evergreen in order to get drunk or stoned at one of the weekly campus parties, but they keep coming, and are accepted by the Evergreen students hosting these parties. This question's the responsibility shown by the party hosts: they are accountable for the actions of their guests on campus, and these "guests" are doing damage to other resident's property.

Evergreen shouldn't have to be a haven for off-campus individuals to come and wreck havoc on, and students of this school shouldn't allow that to happen, or have to suffer from the consequences of other students' irresponsibility. In a time when Greeners are protesting the changes in the Social Contract, incidents like these only indicate that the changes in the Contract might be necessary.


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TEP: Developmentalism Vs. Behavioralism

by Tim O'Brien

The ills of education are a perennial issue. Concern shifts from whether or not the students can read or write to whether or not the teachers can read or write. HEC boards come and go, but the question remains: What's wrong with education? Evergreen's Teacher Education Program is attempting to answer that question by offering an alternative to traditional Teacher Certification Programs.

"Every single aspect of this program is different from a traditional program," says Don Finkel, a faculty member whose academic program "Development: The Aim of Education," provided the basic theoretical structure for the current TEP. "The last thing I want is to graduate teachers who will fit nicely into the system the way it is."

The interdisciplinary program, offered cooperatively and accredited through Western Washington University, is two years in length and grants state certification in elementary or secondary education. This is the second year the program has been offered through WWU. Faculty members instruct the same group of students throughout the entire program. Two faculty members, Helen Darrow and Sy Schwartz, relocated from Bellingham to teach in the first cycle of the program with Finkel. There are 109 students registered in the program, 59 of whom are due to graduate this Spring.

The fundamental difference between Evergreen's program and a typical teacher education program is their psychological theories. Traditional programs are largely based on behavioral theory. Simply put, behaviorism looks at behavior in terms of stimulus-response reactions. This theory views students as

being passive learners, whose intelligence can be enhanced through incremental steps. Ideas are presented and built upon, like so many blocks. The Evergreen program adheres to developmental theory, a theory that hinges on the belief that students are active learners and intellectual growth is coherent with emotional development and evolves given the proper conditions.

"One of the essential ideas is you can't give someone an idea, from one person to another. A person has to develop new ideas out of old ideas," explains Finkel. "A teacher's job is to try and create an environment which will elicit those ideas, create problems for them and force the learner to sharpen and further develop ideas."

Second year student Nick D'Alonzo describes what this means to a teacher conceiving a lesson plan as, "developing a program instead of introducing one."

'The way we're doing it (traditionally) I am surprised children learn to read and write.'

D'Alonzo cites creativity and flexibility as being keys to this type of education. "Our program encourages that."

One of the things that this program offers that is rare among teacher education programs, says Director John Parker, is its emphasis on educational philosophy and developmental psychology combined with a tremendous amount of field experience that is begun in the initial quarter and progressively builds throughout the program. By the time they graduate, students will have spent nearly half their time in the classroom working with students. The practical experience allows students to put into action the theories they learn and also to challenge what works and what doesn't.

The second year of the program is structured so that students teach fulltime during the fall and spring quarters with winter quarter used as an intensive reflection period.

The combination of field experience and academic work coupled with time for serious reflection are important elements of the program. "Our students will have been in five different schools by the time they're done," said Finkel. "If we just sent them away with all these ideals and no sense of reality they would all last about two weeks."

Both faculty members from WWU, Darrow and Schwartz, especially like the idea of field supervising the same students that they have been working with since day one. Both note that in most traditional programs a field supervisor may never have met the student teacher they are assigned to evaluate. With the Evergreen model, both students and supervisor share a common intellectual and personal background, allowing for a greater dialogue concerning what the student is or is not doing effectively. "It makes for a unique program in that sense," said Darrow.

As opposed to a behaviorist model, a developmental model stresses method rather than methods. In methods programs, a student is required to take several method classes for elementary certification. Method classes are designed to show prospective instructors how to teach particular subjects such as reading or math. Many times students have completed their method classes long before they ever have the opportunity to actually student teach.

"Teaching has been separated as though there isn't any underlying coordinated strategy," says Darrow. "The way we're doing it (traditionally) I am surprised children learn to read and write."

Developmentalists believe there is a general pattern to how children learn regardless of the specific subject. Rita Pougalis, Academic dean and Evergreen liaison with WWU, says that in a sense the whole program is one method class. Rather than tell the teacher how to teach a particular subject, the developmental model requires a teacher to try and understand a student both emotionally and intellectually before attempting to facilitate further intellectual growth.

Although students in TEP are exposed to some method techniques in workshops, Marie Eaton, Chair of Curriculum and Instruction at WWU, believes it isn't enough. "I frankly have concerns how well we are looking at instructional strategies." Eaton thinks the work on developmental theory is great but wishes there was more balance with other theories.

Pougalis acknowledges there has been some pressure by WWU to represent behavior theory more prominently in the program. To some extent she agrees. The behavioral theory is so widespread in our educational system it would be useful for students to be aware of it and recognize

it when they see it. But, she adds, "I am convinced that the general direction we've taken is very good."

In particular subject areas such as special education, where the state has set broad minimum requirements for teachers seeking certification, Eaton has raised some warning flags. "I am a little concerned that in some of the areas we're barely meeting state standards," said Eaton.

Part of the problem, says Pougalis, is that the program does not have the faculty pool to draw from that a large program does. She did say that the program is meeting all state standards and will continue to strengthen weak areas by drawing on other resource people from both Evergreen and WWU.

"I am less worried about what a student doesn't know when they leave here, as it relates to a specific methodology," says Parker, "than I am about their overall ability to see what is going on in the classroom and react to it."

Finkel, who is responsible for much of the developmental slant to the program, while not familiar with the particulars of state standards, believes that the program is extremely sound. "Our program is much more theoretically and academically rigorous than most teacher ed. programs."

Sharing a similar sentiment, Schwartz says of the program, "I am confident that the graduates of our program are going to be, per capita, more excellent teachers..."

One thing is clear from talking with faculty and students in the program is that there is a genuine sense of commitment and excitement about teaching children in a more effective and democratic way, a way which says to the learner "yes" instead of "no," and places development ahead of obedience.

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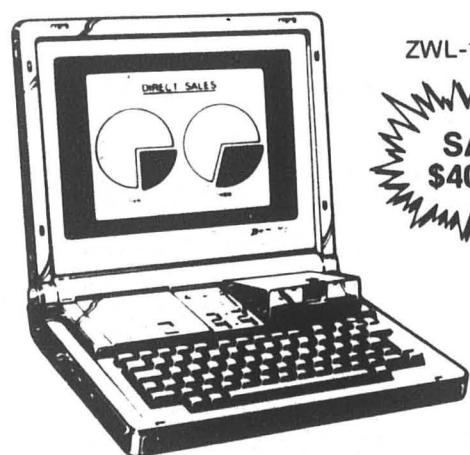
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Sifting Through the Lies

by Marin Gudaitis

It kinda bothers me to write about this. I'm not really qualified. When I found out about her story it lingered in my mind for days. How can you translate something like that?

Her name is Lisa Kline. She is twenty-one years old. Next fall she will be going to school here at Evergreen. She still finds it hard to talk about her brother.

I first spoke to Lisa in November. She called because she wanted a woman to come speak at Evergreen. A woman whose son was killed in El Salvador. It was in 1982; he was the eighth American killed in El Salvador. I listened to Lisa with amazement, and asked how we could contract this woman, if she knew her.

"Yes." Pause. "She is my mother. Her name is Renate Kline."

Michael was twenty-one when he got on a public bus going from Mexico to Costa Rica. He had friends in Costa Rica to visit. Lisa describes him as very mellow and an absolute pacifist. Politics didn't interest him. He enjoyed history and geography and loved to read and travel. After the trip he would be going to college in San Diego. He had a scholarship waiting for him. He would stop travelling for a while.

On October 21, 1982, Renate Kline returned from work to find that the American consulate had been phoning repeatedly. She and Lisa were at this time living in Germany while Renate finished her teacher's certification. The phone calls made her uneasy. She called back. They told her that a man was shot in El Salvador. It was not her son. They were assuring her it was not her son.

So began a long search for the truth. Renate Kline had not been an especially politically active person. She had all confidence in the U.S. government; they would find out what had happened, they could be trusted to take care of the situation. The contradictory reports, the secrecy of the situation, the reluctance of the government officials to provide straight-forward information; perhaps Renate Kline sensed something was wrong, but her faith in the honesty of the U.S. government was still unshaken.

They waited forever for the government to admit that it was Michael who had been shot. The consulate was pressing Renate for a hasty burial. No investigation had been conducted. Renate decided to go to El Salvador herself to get some answers. There was something strange going on.

The suffering of the people of El Salvador shocked her. It was as if they couldn't be happy, as if the possibility didn't exist. Renate wanted desperately to see her son's body. They had told her that he had been pulled off the bus at a roadblock for questioning, that he had tried to take a gun from one of the soldiers, and that failing, he had attempted to escape. So the soldiers fired warning shots into the air, and he kept running: until they fired a bullet that entered his body and he died. But much later, a missionary who had witnessed the incident contacted Renate through Amnesty International after he had left El Salvador. The soldiers, he said, had taken Michael off the bus, tortured him, then encircled his throat with a rope to drag him behind their truck as they drove off. And that is why when Renate's lawyer saw Michael's body in that cold morgue in El Salvador, he told her not to go see her son. After two weeks, Renate Kline left El Salvador feeling

frustrated and nearly hopeless in the face of the cover-up by the Salvadoran and U.S. officials.

The fight did not end there. Renate and Lisa spent time in Washington D.C. publicizing Michael's death, testifying in front of the Senate to stop aid to El Salvador, and working with human rights groups. Renate began writing a book about their experiences. With the help of the ACLU, they were also involved in a lawsuit with the other seven families of Americans killed in El Salvador, a lawsuit against the U.S. government. After two years, the Supreme Court held that the government was immune. The case was dismissed.

Lisa has grown tired of this whole thing. She cannot really expend any more energy publicizing the murder of her brother and fighting the U.S. government. There is too much pressure, too much strain, too many debts, and too much apathy.

Somewhere it has to end. But it is not likely to be soon. Last month the House of Representatives approved \$7.4 million in aid to the El Salvadoran police. A human rights leader, Herbert Ernesto Anaya, was assassinated on October 26. The return of Guillermo Ungo and Ruben Zamoro, two rebel leaders, along with the implication of right-wing leader Roberto D'Aubuisson in the assassination of Archbishop Romero has led to speculations of a return of right-wing death squad violence. The situation has changed in El Salvador since Michael's death, but not much.

This year, Renate finished her book and is in the process of getting it published. Lisa moved to Olympia where she now lives and works. She knows it would be valuable to her Mom to share their experiences with others. Despite all the hardship and stress and pain, they will not let Michael's death be forgotten. And they will not let the role of the U.S. government in supporting repression, in covering up Michael's murder, and in deliberately spreading misinformation be forgotten. Because in El Salvador, it is still happening.

Renate Kline will be coming to speak at Evergreen on Tuesday, December 8, at 7:00 in the Library Lobby.



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Opinion

No Debate: Stop Master Plan

by Jonathan P. Knapp

It continues to disturb me how incompletely many members of the Evergreen community understand the dangers of the Washington State Master Plan for Higher Education and how poorly they apprehend the intentions of the people who are working to stop it. In addressing the article "Education Needs Master Plan," written by Kelly Hawk which appeared in the November 19 issue of the CPJ, I would like to outline some of the fundamental issues which make it a cause of such concern to believers in academic freedom and partisans of equality of educational opportunity.

Kelly Hawk first declares that, should Washingtonians fail to adopt the Master Plan, they may, in the next ten to fifteen years, come to regret the condition of higher education in Washington more than if they had adopted it. The author argues that declining funding for higher education will be compensated for by rising tuition and that this would exclude people of color from our colleges and universities much more than anything in the Master Plan. To say this is to utterly flout the facts. Last year, when setting the budget, state lawmakers voted substantial increases in funding for higher education for the next biennium. Legislators have recognized the need to revive an ailing educational system with an infusion of increased funds. What they have not yet recognized is their responsibility to all citizens to provide equal access to higher education.

The Master Plan is not conceived of so much as a way of creating new revenues for higher education as it is a way of justifying to special interests the increases in funding that will be necessary to bring our colleges and universities up to a minimum level.

One of the Lawmakers' axioms is that you cannot get something for nothing. In order to sweeten the pot for business, the state government has commissioned the development of a "plan" that will give business a "return" on their "investment." Though the language of the final

version of the Master Plan has been toned down some in comparison to its earlier drafts, the underlying message to business is still clear: in the long run, under the Master Plan, increased support higher education will not hurt business interests; it will help them. As always in a liberal capitalist economy, the people are seen as having responsibilities toward business and industry such as providing for a healthy business climate and a stable and loyal workforce. But business and industry are seen as having few responsibilities toward the community.

In five of the six paragraphs under the prefatory section of the Master Plan entitled "The Benefits of Higher Education," the HEC Board focuses exclusively on the benefits to business and industry. Only in one paragraph are cultural benefits to individuals and to society at large outlined, and there in such a way that Washington is portrayed as a state with a quality of life that is attractive not only to people but especially to out-of-state or foreign venture capital. The Master Plan accentuates the supposed ultimate values of "loyalty, service to others, and reliability." It explicitly refers to the so-called necessity of building "a lasting partnership between academia and industry." It states as a goal the development and maintenance of "a higher education system that... fosters economic development"; and one of the ways of fostering that development is to "provide the human capital" necessary to business. All this, we are to presume, is in order to enhance the lives of all citizens of the state. Let us not be deluded into thinking that recommendations of the HEC Board have been made with the interests of the people in mind; all of the proposals of the Master Plan, in spite of arguments to the contrary, are made under the guiding idea of a system of education designed to serve business and industry.

Kelly Hawk suggests that without the Master Plan, institutions of higher education will have to raise admission standards to more exclusive levels than with it. While it is obviously true that under the pressure of increasing demand for ac-

cess to higher education by a growing student population, a college or university could raise its admissions standards in order to maintain a constant enrollment. In a capitalist economy, the obvious solution to an increasing demand is a concomitantly increasing supply. In order to best serve the community the college or university should not raise admission standards but raise enrollment. If that necessitates new facilities, then so be it. The gist of the problem here is as simple as simple can be: does higher education exist to serve the interests of business and industry or to serve the needs of people? To assert facetiously that the former is tantamount to the latter is to affirm an overabiding faith in the internal ethics of capitalist economics.

In concluding, Kelly Hawk gives the opinion that it is not a good idea to try to stop the Master Plan. He states that it is better "to try and change the Plan." He suggests that since the HEC Board showed itself unwilling to concede anything to the "unruly crowd" who protested the Board's actions at the Doubletree Inn last October 16, students should seek to engage the HEC Board in "rational dialogue in a calm atmosphere."

In my conclusion I would like to point out some facts. The meeting at the Doubletree Inn was the last public meeting of the HEC Board. It was not even officially open to public comment. The Master Plan goes to the governor December 1. It will go before the legislature probably sometime in January or February. Few people debate the need for educational reform. What is debated is the shape that reform should take and the direction in which it should orient education. The reforms and orientations of the Master Plan do not work for the interests of potential student of educators; they do not serve the needs of the majority of people. The Master Plan is being ramrodded through; the people most concerned by it have, from the beginning, been excluded from the process that has brought it forth. The only way to change the Master Plan now is to stop it.

HEY: Everything is Possible at EPIC

by Maria Gudaitis

"I own one share in the Corporate Earth, and I am uneasy about the management." (—E.B. White) These words are on my mind as I turn on those wretched fluorescent lights and another day begins at the Evergreen Political Information Center. The phone rings before I even have a chance to put my books down. We talk for a while. The inevitable question comes.

"Just what is EPIC anyway?"

"Well, um, we're one of the oldest student groups; gosh, we started way back in 1971, you know, when people were painting peace signs on their foreheads and singing protest songs." I go on and on, telling him about all the formal stuff: we're a resource for students, staff, faculty, and community in creating awareness, understanding, and action on issues; we provide information, speakers, books, films, and support for motivated individuals.

But I don't tell him about all the other things that go on at EPIC. For example, plotting to steal, I mean, borrow campus furniture to make our office more comfortable. 'Cause we EPIC people have fully realized the importance of a couch to crash on after a long, hard day of fighting injustice. You see, all this work

on issues like apartheid, Indian rights, freedom of speech, student governance, Central American struggles, draft resistance, etc... it is HARD WORK, really. I only wish that Ronald Reagan, the CIA, and the capitalists would just take a couple days off, you know, give us a chance to rest.

So here I am at our office, looking at our bookshelves full of neat books like *Nelson Mandela: The Struggle Is My Life* and *The Perverted Priorities of American Politics* and dreaming about scheduling a debate between Jello Biafra and Oliver North. Suddenly, someone sticks their head in the door and says:

"Hey, I wanna write an article about fascism in America. Do you guys have a newsletter I could get it published in?"

"Yup. And you could be the next Lou Guzzo or Bob Woodward because they're distributed all over campus, in the community and around the globe."

Perhaps this person is in awe at the possibilities. He asks, "By the way, do you have any info about boycotting Chilean products?"

"Certainly." I point to a towering vertical file and then pull out a whole folder of stuff. "Oh, and we'll need the article as soon as possible. It's a good idea to type, or print very neatly because we can't decipher hieroglyphics."



Watch
for
The CPJ
Holiday Special
Fun Guide
December 10th

Lots of Great Gift &
Entertainment Ideas

"Sure, thanks. This is great." Another happy customer.

Joe Evenson, our other coordinator, comes in with a whole bunch of food. Well isn't this great! "How sweet of Joe," I'm thinking, "to bring all this delicious food for us to eat." After all, as EPIC "coordinators," we gotta eat well to have all that energy to "coordinate." Oh, but the food turns out to be for our meeting (we have them every Thursday at 5:30). We want to be sure that all those wonderful, concerned people who come to our meeting don't have growling stomachs so they can concentrate on bashing oppression and contributing lots of input on issues we're working on.

Well, at the end of the day everything gets quiet. Looking at all the posters on the wall, you can almost hear people chanting as they march, or see the flags and banners flap in the wind, and the sound of strumming guitars and Peruvian pipes in the distance. It makes me think about what EPIC really is, activity and support that should instigate and tantalize people and seeing what should be seen, sharing what should be shared, and doing what should be done. There is a lot of fun, and movement, and hope, and all sorts of different people involved. Joe and I go home feeling tired almost every night. And tonight, as I leave the office, an overwhelming question confronts me. What should we name our two new plants. Biko? Ghandi? Spock?

So you can see what a little bit of life is like at EPIC. Busy, fascinating, frustrating, and fulfilling. The sign on the wall says "The Evergreen Political Information Center." I think people expect us to be extremely serious folks. And if the word "politics" makes you think of business-suited legislators, long-winded speeches, or radicals in red berets, you should call us (ext. 6144) because we love to talk, or better yet, stop by our office (LIB 3222), see all our neat posters, chat with the people, and explore the potential of all we have to offer. Maybe you could then realize that politics is really just "the science of possibility."

Campus Seeking People of Color

by Kathleen Kelly

There is a general consensus in the community that Evergreen has not done well in achieving its institutional goal of diversity.

The first of 16 proposals under Strategic Statement VI, "Diversity" offers to "increase efforts to incorporate as much variety as possible in race and ethnicity, gender, socio-economic class, lifestyle, and cultural values into the faculty, staff and students of the Evergreen State College." Taking a good look around campus, one will find that these proposed efforts have yet to become manifest.

This year, new efforts achieve diversity have been initiated with new commitments to minority student recruitment and retention and minority faculty recruitment and hiring. The state has provided \$75,000 for minority student recruitment and retention and the college has for the first time made multicultural experience a requirement for new faculty positions. Two new staff positions, Outreach Program Development and First Peoples Retention and Counseling, will be funded by the monies for minority student retention.

"This policy is not new," said Patrick Hill, vice president and provost, in reference to faculty of color recruitment. "The ideal felt was that 25 percent of faculty would be of minority backgrounds... but we are not meeting this, we are not making progress.

"We hired 14 new faculty last year. none were people of color. Only one serious finalist was a person of color. No new person of color was hired; that's what occasioned us all to say, 'We are not doing a good job,'" said Hill.

Hill stated three things the college is doing to increase the number of minorities in the applicant pool: The first step was to "move Rita Cooper, employee relations director, to work actively full-time for a three month period on developing applicant pools of people of color." The second step was "to join Rudy Martin's job in the National Facul-

ty to the job of recruiting faculty of color to come to this campus permanently." Thirdly, the number of deans was doubled from one to two to work on faculty hiring this year.

Funding for faculty of color recruitment and hiring is done mostly by "redefining people's jobs... funded by the National Faculty, moving money around that might have been used for other similar purposes," according to Hill.

Nine out of approximately 13 faculty positions for 1988-89 have a requirement of "substantive experience in a minority or third world culture useful to a multi-cultural college education." "It is illegal to say we will hire only people of color," Hill says, "it is illegal to say you want a white person, a handicapped person, a person over 50 or under 50... It is not illegal to give preference."

Evergreen is making minority hiring efforts not only because it is in the Strategic Plan, but also because the college has been required by the state, as all state agencies have been, to submit an Affirmative Action plan, according to Shawn Newman, college legal counsel.

"Although we are not being ordered, we are being told by the Human Rights Commission that we are not meeting our goals and we need to make better efforts to reach those goals," Newman said.

Although Evergreen's goals may be to recruit faculty of color, the college cannot exclude anybody from the initial pool of applicants. But, "after you get the pool and after you determine who qualifies, meets the minimum qualifications. it is at that point that you can prefer protected classes in making an employment decision," he said. If that decision is to hire a protected class member who meets the minimum qualifications before an applicant who is qualified but is not a protected class member, that decision must be made in pursuant of a plan, "and we do have a plan," emphasized Newman.

Currently, the college is advertising in numerous publications for the faculty positions for next academic year. "In the hiring process there is nothing wrong in

directing your advertising efforts toward accomplishing Affirmative Action goals... you could target minority publications. The key is that the ad has to be non-discriminatory. It is hoped because of special efforts to get these ads in special publications that the pool will be provided with more people of color," Newman said.

For example, according to Barbara Smith, academic dean, the college is advertising in not only the "New York Times" and the "Village Voice" but is also advertising in "Amsterdam News," a black newspaper in New York city. "We are putting ads where we usually do, augmenting that with ads in places we usually don't," she said.

Working on the 23 member Faculty Hiring DTF composed of faculty, staff and students, Smith described the hiring process for the nine positions that require multi-cultural experience.

First of all, there is a letter describing how "significant multi-cultural experience," can be demonstrated by the applicant. Education in ethnic or minority studies, work experience in culturally diverse communities, work experience in institutions serving primarily minority populations, research on minority issues and other ways are listed as demonstrating experience. The applicant is asked "to write an essay, basically, to describe their experiences," said Smith.

Once a qualified pool of applicants is chosen, Margarita Mendoza de Sugiyama, assistant to the president, relinquishes to the DTF information about the candidate pertinent to Affirmative Action hiring. Applicants are scored on nine pieces of criteria by a numerical scale ranging from one to five for each criterion and the scores are totaled for each candidate. If the candidate is a female, handicapped, person of color or Vietnam era veteran, an additional five Affirmative Action points are added to his/her total.

"This is the first time the college has really put its money where its mouth is as far as personnel hours," said Smith.

'This is the first time the college has really put its money where its mouth is...'

"This is the first time the college has really put its money where its mouth is as far as personnel hours," said Smith. Rita Cooper is taking the task of minority faculty recruitment as her full-time job. "Rita has been following up on individual candidates and also agencies that have large pools of minority candidates, such as, the National Science Foundation and the Ford Foundation," Smith said. These agencies have directories of women, blacks, Asians, etc., that are valuable resources for minority faculty recruitment. "Rita calls and writes to each person in those directories," according to Smith.

"The process is labor intensive, but our previous experience tells us that that's what it takes to do it (recruit minority faculty)," she added.

The college is spending additional money on faculty hiring this year in the areas of advertising and interviewing. For past positions, two candidates were brought to the school for each position, but for each of the nine new positions requiring a multi-cultural experience, three candidates for each are to be interviewed.

"For the nine positions there is no maximum salary posted. Usually we've been trying to control the salary of the faculty," said Smith, which controls the age of the candidates with lower salaries bringing in junior candidates. With the limit on the salary left blank, the college is hoping to draw in not only junior but also applicants with seniority, in other words, a wide range of people of color.

In conjunction with next year's full-time positions for faculty with multi-cultural experience, both Cooper and Rudy Martin are working on positions for '88-89. Martin is also seeking to bring outstanding scholars of color on a short term basis for purposes of lecturing, faculty exchanges and short visitations.

"Even where I've been I've met people in all these categories. People who are still in grad school, or people who have advanced degrees and are working but would like to teach here. Finally, Evergreen, like other institutions, is get-

ting really serious in trying to locate some of these people and bring them here and we are doing this by committing the time, money and resources."

Martin believes that the college needs a regular continuing effort to maintain the applicant pools. He offered several suggestions for retaining students of color that include increasing the numbers of peoples of color. "There simply has to be more folks of color on the campus in every sphere, faculty, staff and students."

Secondly, "we have to do more work on multi-cultural awareness." And thirdly, the college needs to do "more work to bring cross-cultural events to the campus."

"In the institution beef up on developing services for students of color. They're always talk about tutoring, English skills, grammar skills, math tutoring for people of color, but there are just as many white students who need that help as students of color, so I don't buy that. I'm talking about advising, counseling, peer support, access to decision making," he said.

There are a variety of positions that have attached to it a multi-cultural experience requirement. These include history, economics, fine arts, psychology and mathematics. In each of these positions it is hoped that the addition of a faculty of color will also aid in the retention of students of color. "Someone who has worked in a multi-cultural setting... has experience working people of color, who by national and state evaluations have been demonstrated to have the background that other students have, then that would be someone who would make a contribution to our retention efforts of students of color. Someone who does not have that experience or that sensitivity would not be an enhancer for our efforts to retain students of color," said Margarita Mendoza de Sugiyama.

Why has Evergreen not attracted and retained many students, staff and faculty of color? "The perennial problem," according to Gil Salcedo, faculty member and Faculty Hiring DTF co-chair, "is

that there is no community here... we're out in the woods... in a predominately white neighborhood... people of color are not heavily represented." This is echoed by Martin: "Olympia is not an area widely known for a community of people of color."

Margarita Mendoza de Sugiyama said: "Living out in the woods is not attractive to students who live in inner city. Isolated without any community to relate to is another reason. It is finding ways, again, to project, and have it be real, that here is a hospitable climate here. The first consideration of a lot of students is 'am I going to be comfortable there?' I think we can change in environment. We can change it by increasing the number of faculty and staff of color."

"Programs that have all caucasian faculty have been in some instances insensitive to the cultural backgrounds and needs of the students who are in the program... Now I believe that in most cases it is that they just don't know, nor are they accustomed to relating to students who come from different cultures," she said.

"One of the ways that we change the Eurocentric focus of the curriculum, and also increase the hospitality of the community, is to bring more people of color, more faculty of color, more staff of color, more students of color, to be in the community, to have a meaningful exchange which will increase the understanding and the sensitivity," Mendoza de Sugiyama explained.

"I would rather we look at it as a taking of responsibility, a personal responsibility for how we contribute to the hospitality. It is going to require individuals to assess what they can do to contribute to building a multi-cultural community regardless of their ethnicity, of their discipline, or their position. It's not possible to say, 'I'm not going to be involved.' Either we are actively involved in supporting or creating our environment, or we're passively involved in maintaining what is here now, which people across the board ethnically, and I include caucasians, aren't happy with."

New Student Code Questioned

by Eric Kuhner

"Administration declares war on Students," proclaimed a sign hanging from the Clock Tower stairs on Friday, November 20. The sign marked the release of a proposed *Code of Rights and Responsibilities* which would establish a specific list of acts prohibited on campus and would change the Social Contract and the grievance process. The Code is intended to replace the section of Washington Administrative Code entitled *Governance and Decision Making*, which contains the Social Contract and the Grievance procedures.

The draft Code was prepared by Shawn Newman, the College Legal Counsel, and was released by Vice President for Student Affairs Gail Martin just as students were preparing to leave for Thanksgiving break. Students who were concerned about the document distributed copies on Friday, and when copies ran out they collected the addresses of over 100 students so that copies could be mailed to them.

Many students felt that the timing of the proposal's release and the timeline for its adoption would greatly limit student involvement in this decision. A public hearing was held on Monday, the day students returned from break, and the Board of Trustees was originally scheduled to consider adoption on January 6, three days after the start of Winter Quarter. The formal hearing in front of the Board has since been rescheduled for February 10, in response to student concerns voiced to Martin on the 20th.

In addition to concerns about the timing, students questioned the lack of involvement by the campus community in drafting the code. According to Newman, the draft is based primarily on student codes used by some other institutions, on case law, and on the recommendations of experts in the field. The section on the grievance process was written with reference to the report of the Grievance and Appeal DTF which was released in the Spring, but the sections on Institutional Rights, Prohibited Conduct, and

Disciplinary Sanctions have not been reviewed or recommended by any DTF or other campus group.

Dale Larson, who helped distribute copies of the proposal to students on Friday, suggested that, "To have the campus lawyer draft these rules and regulations without talking to students, faculty or staff, and without consulting anyone to my knowledge but Gail Martin, is absurd." James Martin, coordinator of the Services and Activities Board, said the Board had directed him to draft a letter to Gail emphasizing their concern about the lack of process and student involvement in the formation of this proposal.

Objections have also been raised to several specific points in the draft Code. One such section is entitled "Rules Violation" and states that the following is prohibited: "Violation of college rules or policies, including, but not limited to, campus regulations concerning: residence hall contracts; smoking; student organizations; use of college facilities; and terms of any disciplinary sanction imposed in accordance with these rules." Scott Buckley, a concerned student, said, "This rule is so vague, and the document so poorly written, that even the most trivial violation could be used as a pretext to deprive students of their rights. This kind of sloppiness would be laughed at in a court of law. What Evergreen needs is a document focused on protecting the rights of individuals, with specific prohibitions kept to a minimum. Similarly, there is no need for provisions which duplicate State laws. For example, the State can enforce its own drug laws without the need for Evergreen to write a special section which volunteers to do it for them."

Of particular concern to students were changes in the Social Contract. When asked about this, Gail Martin stated that to her knowledge only two changes had been made. But upon review of the revised draft which was released on Monday, November 23, several others were found. For example, under "Open Forum and Access to Information," the sentence "Meetings of public significance cannot be held in secret" was deleted. In that

same section, "Decision making processes must," has been changed to "should provide equal opportunity to initiate and participate in policy making," and the statement "Evergreen policies apply equally regardless of job description, status, or role in the community," has also been removed. There were other similar changes, none of which had been recommended or reviewed by the campus community.

One change Martin did know of was the elimination of the section which states, "Evergreen requires a Social Contract rather than a list of prohibitions and negative rules." According to Martin and Newman, a list of prohibitions and sanctions is necessary to meet the requirements of substantive due process. "The rules must be spelled out specifically and the penalties for violation must be clear," explained Martin. Stated Newman, "The changes were driven by a motivation to clarify the rules and ensure that students are afforded adequate protection. The Social Contract is subject to arbitrary and capricious interpretation, and the changes ensure that everyone will be treated fairly." Martin said her goal was to present the Board of Trustees with a document that was defensible by external legal standards. "I have an obligation to the college to be sure that our procedures are legal."

Martin says that she suspected that the Social Contract did not meet the requirements of due process when she first became Vice President, and that her suspicion was confirmed at a conference she attended on due process in the fall of 1985. She has been working since that time to revise the grievance procedure and the Social Contract so as to meet due process requirements.

In the summer of 1986 Martin drafted a proposal to revise the Social Contract and the grievance process. It was in this document that prohibited conduct and disciplinary sanctions were first mentioned. Several students who were in Olympia that summer heard about the proposal and objected to the fact that it was being considered at a time when most students were away. The students ap-

proached the President's Advisory Board with a letter requesting that no action be taken to implement the proposal until students returned in the fall. The Advisory Board then recommended to the President that the issue be postponed. In the mean time, Martin met with students who objected to her proposal and made several revisions. This process culminated in the release of a document entitled *Grievance, Social Conduct, and Appeal Procedures* in October of 1986. This document was never submitted to the Board of Trustees, but instead was given

recommendation has not been carried out, but was instead undertaken by Newman when he drafted the new code.

The *Code of Rights and Responsibilities* was drafted to replace Chapter 174-107 of the Washington Administrative Code (WAC), which is entitled *Governance and Decision Making*. Several components have been added to the new Code which did not appear in the original chapter, notably the sections on prohibited conduct and disciplinary sanctions, but there were also significant omissions. The most obvious deletion is the section entitled,



Photo by Mr. Speedo/Photo Services

Students applaud a sign of dissent at President's Forum during a discussion on the proposed Social Contract Changes.

to the Grievance and Appeals DTF as they worked to revise the grievance process in the spring of this year. The document was also used by Newman as he drafted the new code.

The Grievance and Appeals DTF is the only officially charged campus body to have considered the issue of revisions to the grievance procedure. They did not address the issue of prohibited conduct and disciplinary sanctions, but recommended instead, "that a new DTF be charged to study to what extent, if any, should the Grievance and Appeals procedures be applied to issues relating to policy concerns, personnel, and academic matters. In addition, this DTF should clarify and specify what are violations of the Social Contract and what should the sanctions be for those violations." This

"Standards for Decision-Making and Governance at Evergreen." The section requires:

- Establishment of a Governance Day.
- Decision makers to be held accountable.
- That "Evergreen's system of governance must provide an opportunity for participation by members of the Evergreen community."
- That the community avoid fractioning into decision-making constituency groups.
- That Evergreen use DTF's rather than standing committees and governing councils.
- That, when possible, decision making groups use consensus.
- That due process procedures set forth in the WAC/EAC must be followed.
- That governance procedures be flexi-

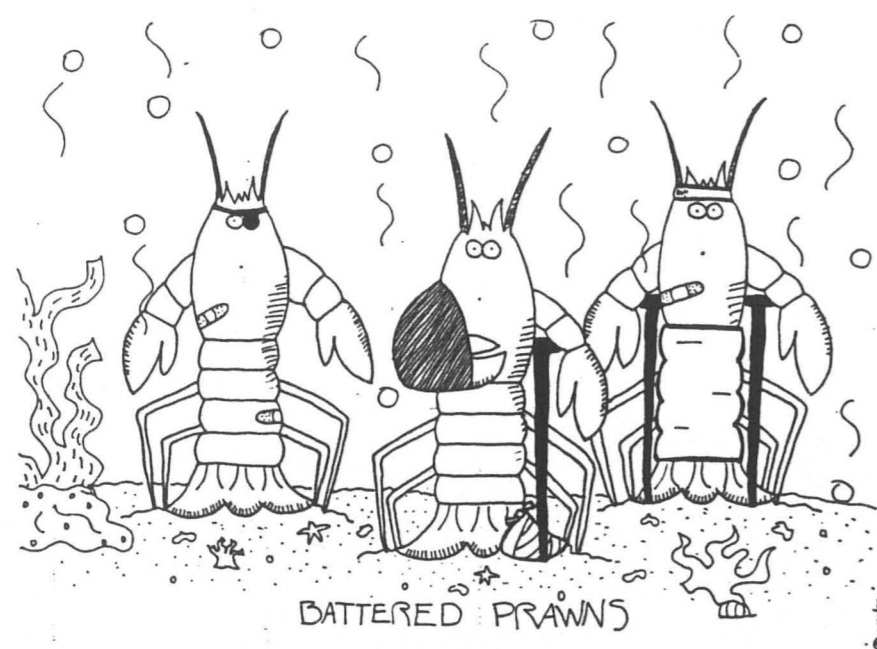
ble and provide for an amendment procedure and periodic evaluation.

When questioned about these omissions, Newman replied that some of these requirements are duplicated in other sections of the Washington Administrative Codes (WAC's) and in statutory law, and that, in any case, most of these guidelines do not belong in the WAC because they are not "rules" as defined in administrative code. He stated that important points in this section should be moved to the Evergreen Administrative Code (EAC's), Ken Winkley, the College's Associate Vice President for Administrative Services, is currently coordinating the revision of the EAC's. It is an open question what will become of these standards if they are repealed.

From talking with students and campus administrators, it is clear that the proposed code has been in the works for some time. It is also clear that students have been left feeling that something is wrong, that they have been left out of the process, and that few people care. Students are angry and confused because they don't know where they stand, which code they are governed by, or what the grievance procedure is or how it works.

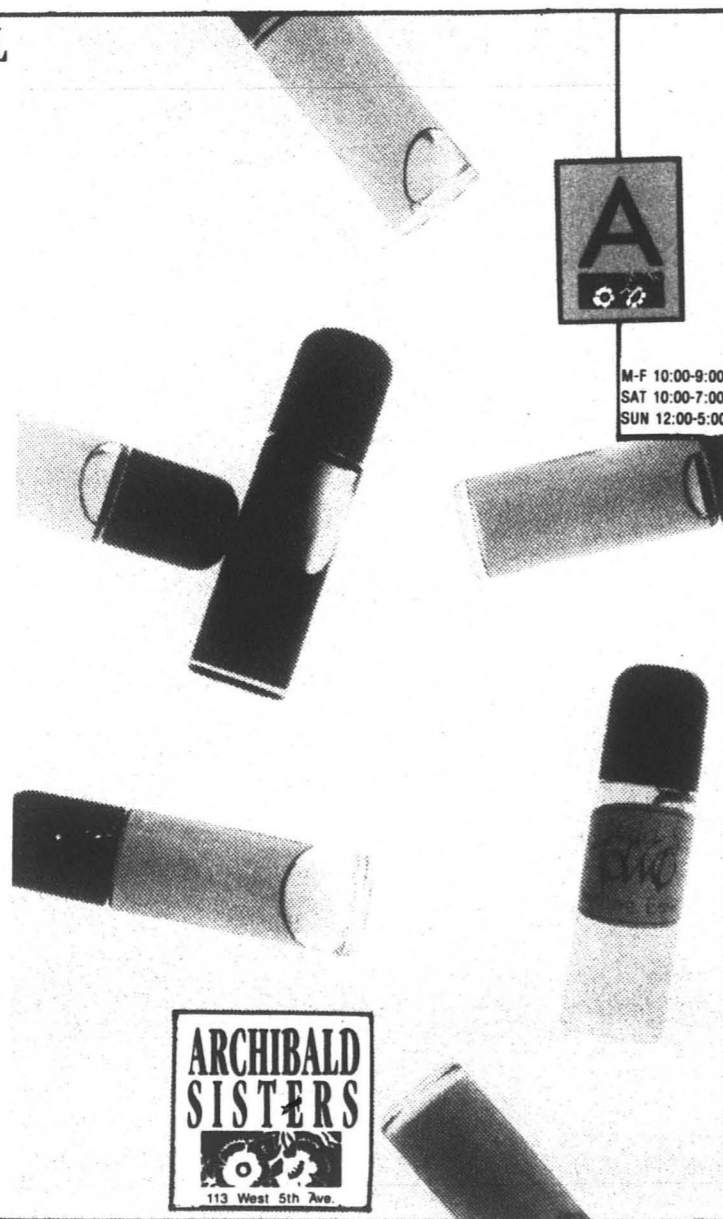
"Administrators are so deep into their own sense of priorities that they forget about everybody else," said James Martin. "I guess they choose to forget, which means they don't give a damn." He went on to state that the lack of involvement of students in administrative decisions is, "a comment about the commitment of Joe Olander personally to communication with students, and it's not there. Period." Steven Aldridge, an alumnus who served on the Student Governance DTF last year, has this observation: "I suspect administrators are saying there is no way to involve students, and this is true. Maybe its time for the administration to stop making decisions and instead concentrate on developing a way to involve students, or to work with organizations developed by students that were designed to provide administrators with a means of involving them."

Copies of the *Codes of Rights and Responsibilities*, the report of the Grievance and Appeals DTF, and other documents are available from Gail Martin in Library 3236. Comments should be addressed to Gail Martin or to Shawn Newman, Library 3103, at the Evergreen State College, Olympia, WA, 98505.

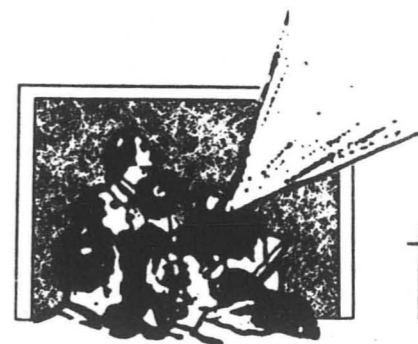


ESSENTIAL PERFUME OILS

Express yourself with over 100 perfume oil essences and custom blended scents. All are super concentrated; just a touch of fragrance endures the busy days and adventurous nights. Take a risk and explore more than one scent, or create a statement about yourself by designing an entire personal cosmetic package. Remember, the perfume fragrance you choose may also be custom blended with many of our lotions, bath essentials and our new shampoo and conditioner. Enjoy!



flick file



compiled by Clive Collins and Friend

The Running Man

Arnold Schwarzenegger, Maria Conchita Alonso

Arnie plays the unjustly accused man in a nasty little future where prisoners "run for their lives" from some pretty mean dudes, paid high prices to kill them ingeniously. Actually, they all look like ghoulish Sunday Wrestling rejects. Anyway, the whole bloody process is captured by hovering TV cameras and beamed out to the world, which obviously has nothing better to do than wait around to see someone's spleen ripped open. It is, however, the future's most popular game show, hosted by--yes!--Richard Dawson. The movie isn't much. Once more, to our delight, we have the not rare enough opportunity to see Arnold Schwarzenegger perform acts of megaviolence (if one can use the world "act" and Arnold Schwarzenegger in the same sentence). His bulging biceps, triceps, pectorals and God knows what else are oiled and flashing. Yawn! and who cares? Obviously the teenagers (or were they TESC students incognito) in the back who cheered furiously at each gory close-up of the latest severed artery cared. What can you say in the face of such horrendous violence, bad acting, and sheer celluloid innanity? Just that the whole movie completely lost the point of the Stephan King short story upon which it's based, and that as far as I'm concerned, Arnold Schwarzenegger should take up potato farming in Idaho, or better yet, New Zealand.

Made In Heaven

Timothy Hutton, Kelly McGillis

Hero dies and goes to heaven where he meets and marries a "true soul mate." But she gets reborn (reincarnation can be inconvenient), so he also returns to Earth to search for her. Years pass. They are (120 minutes later) reunited. During this banal plot one has the time to ask one's self many questions, e.g. What sort of God would separate our celestial newlyweds and put them through such a boring ordeal?

Three Men and A Baby

Dir: Leonard 'logical' Nimoy
Tom Selleck, Ted Danson, Steve Guttenberg
Lacey Cinema

PLOT: One member of a promiscuous and rich (estimated combined income of \$350,000/annum) trio discovers he is a father.

OUTCOME: He and his buddies find out the joys of bringing up baby.

EXPECT: Lots of cooing and scatological humour.

What's interesting about this Disney financed film are the areas that are not explored. E.g. Promiscuity—What decade was this film made in? Why is it condoned? Linked to these questions is another concerning male responsibility for birth control. Or what about the experience of the pregnant woman before she found the father?

Planes, Trains and Automobiles

Dir: John 'Breakfast Club' Hughes

Steve Martin, John Candy

Lacey Cinemas

Martin plays a rich, smooth marketing executive. He's got it all, three kids, nice house and an adoring wife. Candy plays a lonely, working class, blabbermouth salesman. They form an unlikely team in order to try and make it home in time for Thanksgiving. What follows are a series of weak to very funny sketches on the joys of travel. I couldn't help feeling that this would have been better as a running gag on Saturday Night Live.

Money Savers: ... Lacey Cinemas half price, every Monday, Capitol Cinema has reductions on Tuesdays.




POETRY

What is

Anglo-Saxon bilingualism • scarcity •
will probably effect the management of
hospital plants, Due to excessive water extraction,
zoological gardens are likely to ~~spread all kinds~~
change the kinds of corporations there are.
Fortunately a great deal of intangible property is
still in existence.

Activities in Derbyshire and Oceania threaten •
these developments, however. Adaptability, including
adjustment, are forces which analysis and calculus
combined with other branches of mathematics
portend discovery and exploration by these ~~two~~ places.

Dictionaries, encyclopedias, concordances and gazetteers
have been employed by multiple dwelling transients
to gain revenue sources to meet these threats.

Remedial measures, services and other forms
of assistance are available, though. Those include
natural resources and vibrations related to
sound. — 

fiction:

by Andrea Utzinger

I am dreaming now (life is so hard, and I miss my baby fiercely, harshly.)

In my dream I am in my parent's house. It is huge and blue, and inside, it is beautiful. There is a long carpeted staircase in the center of the house—at the end is the big wooden front door, the kind that opens with a skeleton key. There are so many people in the house, almost like the parties my parents no longer have, and they are all kinds, but I don't know they are there until later. I am with my lover, Almarion, and we have come from his house, fled really, where something unspeakable and violent has happened. Maybe it was red fire, but at any rate something very bad, and on the journey to my parent's house it is dark and misty, and I am very afraid.

Almarion is mute in my dream; he is such a silent and beautiful man anyway—he has always been there for me, even in sleep, though he is silent and inscrutable. He was with me when our baby was born in the autumn. He held my damp and terrified hand as I labored and pushed. "Push harder, you're not trying," the nurse urged, and maybe I wasn't (did I really want my baby to leave my warm body?) And then the spectacular, tearing moment of birth. She was pulled forth, so slickly azure, the perfect dream-form in her blue bubble, like an acid vision, still joined to me by the too-green rope, shiny and unreal and beautiful. I lifted my hands to my blue child (as I do now in dreams) heard, loving, her first cry, cut short by her own distraction. As murmuring, white-clad professionals wiped and wrapped her, she looked each way, alert in her newness, looked at me, and at Almarion, and we loved her as one, as a god would love.

Now there is screaming, and I see the many people, and they are running, and I look up and hear a raging and crushing horror. Down the stairs come boulders, giant and fast. They bounce and destroy, round, rough, and red. There is dust and so much debris, and still they come, as

Dreaming

I stand still in knowing terror, watching them. They are too clear, and too beautiful. I can see each knobby roughness of rock surface, and the colors (the colors of acid, red-orange-brown-grey luminous colors) casting lights in the dusty destruction of movement and terror. Now I am action, running in the path, dodging, almost without fear, intent on my purpose (purpose? What but the dream itself suddenly gives me a purpose. and what purpose?) Boulders bounce and shudder and shatter around me, crushing walls and furniture. In the eye of my hurricane, I stop to notice that the rocks make no escape to the outside. Now there is a child in my arms. My purpose was rescue. a pretty girl-baby,



blonde and soft and crying (how did I know she was there?)

(The nightmares are always in the blue house of my parents. Last time I dreamed of a human sacrifice. maybe it was me? in that house.)

We called our new love "Ruby", beautiful gem of our loins. She was perfect and strong, alert and so human in her tiny wonder. She babbled and cooed (never crying, why?) made up of our very souls and flesh and love, and we were artists then, truly, Almarion and I, completely lost and exposed in our creation. My heart was filled with this tiny person, beating as big and alive as she, and with so much hope. (When I close

my eyes, I can see her as she would be now, after having been in the world for a year. She is round and soft and sweet, Almarion's green-gold eyes gazing from deep in the beautiful face. Her hair is fine and gold-white, stubbornly standing up in baby-tufts, like the hair of the child in my dream.) All I can see of this child in my dream is her white-gold hair, flattened against my shoulder in the stark terror of nightmare.

And now the dream has shifted, and the house is gone, and the boulders, and my arms are empty, hanging stupidly at my sides (I cross them, unnoticeably clenching them, tightly) as I speak to silent Almarion. "She wasn't my child to begin with," I say inanely (I explain?) My

dream-form Almarion says nothing, but behind him stands the pregnant full moon, red through the fog, as only dreams can make moons. I think of blood then.

Blood came from my womb after our baby was gone away. Red, red blood, and I thought it was my heart pouring out of me. a crushed and splintered thing. Later, the blood was brown, not like the life-blood, but as if it were coming from something dead. Almarion was there; he tried to comfort, even using words. "Don't, please, no one can own a child." But my arms were so empty, and now I have nightmares in which I hold my empty arms tightly to myself. I feel so very blue.

Calendar

DECEMBER 3

Learn how to effectively eliminate moisture problems in your home at a free class, Ventilation and Moisture Problems, sponsored by the Energy Outreach Center, 7:00-9:00 pm, at Peter G. Schmidt Elementary School, 6600 Capital Bv., Tumwater. Call 943-4595 for further details.

Sibyl James, a Seattle poet of national reputation, will present readings of her works in Olympia at 7:30 pm. James will perform at the Olympia Center, 222 N. Columbia, downtown Olympia. There will be a two dollar fee.

"The Shadow Government" is a film presented free of charge in the Olympia Timberland Library meeting room Thursday at 7:30 pm. According to EPIC the film uncovers figures behind the Iran-Contra affair and implies that crimes took place beyond the scope of those un-

covered in last summer's hearings. For more information, call 357-3928.

Seattle Neurologist Robert Colfelt, author of a recently published collection of stories and essays called "Together in the Dark" will be in the Evergreen State College Bookstore for a book signing Thursday from 4:00-5:00 pm. This will be followed by a free reading at the conversation pit on the third floor of the college's CAB building from 5:00-6:00 pm. For more information call 866-6000 X6335.

DECEMBER 4

Sixth Sense will sponsor a benefit auction with auctioneer Sandy Bradley. The Auction will be held at 7:00 pm at the Antique Sandwich Company. Ticket reservations can be made by calling 272-5204.

Sibyl James will perform at South Puget

Sound Community College, 2011 Mottman Rd. The afternoon performance, which will be in the college's Student Center, is free and open to the public. For information on time, call 754-7711.

DECEMBER 5

The Masterworks Choral Ensemble will perform at the Washington Center for the Performing Arts at 8:00 pm. Tickets will range from \$6-\$11. For more information, call 753-8586.

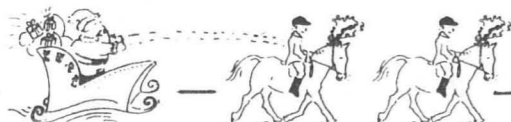
Carlos Nakai, Native American Flutist, will perform at 8:00 pm in the TESC Recital Hall. Tickets range from \$4.50-\$6.50. For more information, call 866-6833.

Eugene Laverdiere, a theologian, will hold a presentation at the Abbey Church from 11:00 am-2:00 pm. There is no fee.

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Calendar

DECEMBER 6

The Asterisk and Cheese Library is having a Poetry reading at 7:00 pm. Sign up at the Asterisk (right next to Rainy Day Records on Division), or just come to relax and enjoy.

The Olympia High School Christmas Concert will be held at the Washington Center for the Performing Arts at 7:30 pm. The cost is to be announced. For more information, call 753-8586.

DECEMBER 8

Renate Kilne will speak at 7:00 pm in the Library Lobby about U.S. involvement in El Salvador and the cover-up of her son's murder there in 1982. The talk is sponsored by the Evergreen Political Information Center.

DECEMBER 9

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House at the Parent Resource Center, L3200 and L3226, on Wednesday from 4:00-7:00 pm. There will be refreshments (including ethnic foods), toys for children, and a special guest too. All parents, families, and their friends are welcome.

DECEMBER 10

Red and Black Books has invited author-activist Starhawk to lead a public ritual to help the community express the fear, anger, grief and possibilities of hope felt with the threat of AIDS in our lives. The ritual will be held at the First Baptist Church at 7:00 pm with a requested donation of \$7-\$15 to benefit Shanti, an organization which assists those with life-threatening illnesses.

Narada Records recording artists Eric Tingstad and Nancy Rumbel will perform a Holiday Music Concert at 8:00 pm in the Evergreen Recital Hall.

Tickets are on sale now and are available in Olympia at Rainy Day Records and The Evergreen State College Bookstore. General admission is \$7.50; \$4.50 for students, seniors and KAOS-FM subscribers. For reservations call 866-6833.

Who Speaks for the Children, one of five hearings around the country will be held at the Des Moines Methodist Church, 22225 9th Ave., S. Des Moines, WA. Who Speaks for the Children is a forum with a focus on building a commitment to end poverty among children and to make related issues visible in the upcoming presidential election year. For more information call 866-0352.

DECEMBER 11

The Hillaire Student Advising Center will hold an Open House from 3:00-5:00 pm.

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Calendar

DECEMBER 12

Red and Black Books is producing a unique rock and roll ritual dance with the popular band Rumors of the Big Wave and activist-spiritual leader Starhawk. The dance will begin promptly at 8:00 pm at the Nippon Kan, 628 S. Washington, Seattle, in the International District, with a donation of \$6-\$8 requested at the door.

Tim Noah: Faces of Christmas Kids concert 11:00 am at the Wilson High School Auditorium. Tickets are \$6 for adults and \$4.50 for kids. Tickets are on sale at Rattles, Auburn Chamber of Commerce, Book Rack; all in Tacoma and Auburn. For more information call 863-6617.

PUBLIC SERVICE

Needed immediately: two student representative positions available to serve on the Communications Board. If you are interested in being a student rep., contact Janine Throme, Chair, Communications Board, TESC, c/o L1214A (Mail stop L1401), 866-6000 X6034, for application information. Application deadline: December 7.

The Scripps Howard Foundation is sponsoring the Charles M. Schulz Award for cartoonists. For rules, eligibility and more information contact the Cooper Point Journal. There will be a cash prize of \$2000 awarded to the winner.

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countries from Australia to Zanzibar. For your free schedule of tours, call (408)277-3781, or write: Travel Programs, San Jose State University, San Jose, CA 95192-0135.

ON GOING IN DECEMBER

The ACT Theater will be presenting Charles Dickens' "A Christmas Carol" throughout December. tickets range from \$6.50-\$17. For more information and ticket reservations call 285-5110.

Capitol Playhouse '24 will present "The Sound of Music" throughout December. Ticket prices range from \$4.50 to \$16 for adults, seniors are \$1 off, and children under 12 are half price for all shows. For more information/tickets, call 754-5378 between 10:00 am and 5:00 pm.

First United Methodist Church is offering rides to its 11:00 am service. The van will be in the loop behind "A" dorm by 10:30 am, on Sunday mornings. Co-sponsored by Innerplace and Campus Ministries X6145 for more info.

Christian Support Group meets Monday nights at 7:00 pm, at Innerplace, L3225. Co-sponsored by Innerplace and campus ministries. For more information, call X6145.

Weekly meetings at the Environmental Resource Center on Wednesdays at noon. Topics from a ban on polystyrene to letter writing to save forests will be discussed. The next meeting will be the first week of winter quarter. For more information call X6784.

GreenerSpeak:



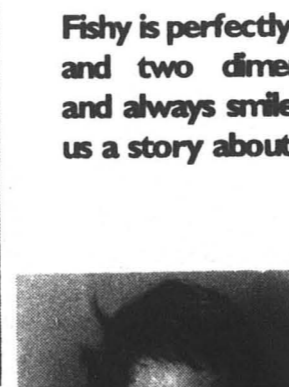
Kimberly Keith

Fishy plays in a steel drum band at the Evergreen State College. She's leader of the band. She gets down, gets funky. She plays the drums with her dorsal fin, so she's kind of upside-down and she has two sticks on her fin, fastened by velcro because she's a fish and she doesn't have any appendages. After the show, she and her friends, in a school, go out to the Rainbow and catch their competition. The name of Fishy's band is "The Chicken of the Sea". They drink some brew and go to bed.



Beth Myhr

Fishy is blue. He likes to hang out in sandy gravel shoals, and he eats red algae. Occasionally he eats other small, yellow fish which swim nearby, just out of sight.



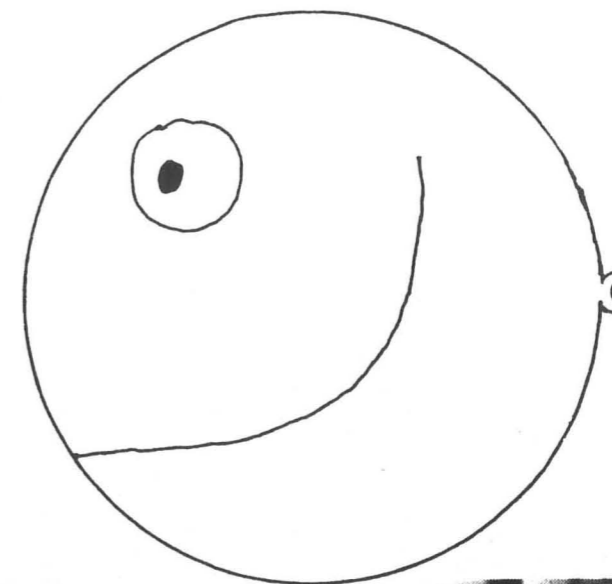
Sarah Wright

Fishy truly wanted to attain three dimensionalism. She knew it was possible—her grandmother spoke of a time when fishies were round and whole—not flat and fragmented. Even now, there probably existed many "real" fishes out there—but, alas, her two dimensional perception flattened them right out. She started talking, she started dreaming, started realizing that she was not alone. she started showing her laughter and tears with her fellow flat fishes. Gradually and mysteriously, they began to see things in each other they had never seen before. They were amazed at what was beneath their smooth shining surfaces. They discovered many similarities—how could they ever feel alone again? They also discovered many differences—how could they ever stop learning and growing in this diverse and wonderous new world?



David Wagner

Fishy was swimming happily in the ocean, had a nice little happy fish family, and was always smiling and laughing, and just didn't have a care in the world. There was always lots of food. One day, Fishy saw this really yummy anchovy in the ocean, and ate it, and got yanked up by a long string that he couldn't see, and was in a boat with a bunch of other fishies, and then got filleted and canned. He was sold for a dollar-ninety-three a pound. But it's not really a sad story because the can was shipped from Southeast Asia over to Los Angeles where it was distributed up here to Olympia and was sitting in the food co-op when I bought it. I ate it, and then Fishy found himself back in the ocean.



Fishy is perfectly round and two dimensional and always smiles. Tell us a story about Fishy.



Danita Sanders

What do you mean? Just a story? Well, ok: Fishy was the smallest member of his family. He doesn't really have a history. He swims around in the Puget Sound and doesn't do too much. For fun, he comes to Super Saturday and pretends to be a balloon. He likes doing stuff like that. I think he's pre-puberty, but he could be a teenager any day now.

interviews by
Ellen Tepper
photos by
Philip Bransford



Dominique Sepser

Well, I don't know if Fishy is a "he." I think Fishy could be a "she." - As in "Fish-SHE". What does Fishy do? Ah! Since she's two dimensional, she is looking for a third dimension. Well, we've got to do something to Fishy; maybe draw something a little bit on Fishy so it will become more three-dimensional. Let's change Fishy. No, no, no, no! Fishy should stay the same. I think Fishy is a Fresh-Frozen fish. See that smile? She has a Fresh-Frozen smile. One day Fishy went to the market and went to the fish counter. She asked the lady, "Is this Fresh-Frozen crab meat?" And the lady said, "No, it's imitation crab meat." You know, the kind made with sugar and all kinds of artificial stuff.

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