

THE EVERGREEN STATE COLLEGE

OLYMPIA, WASHINGTON 98505

NON-PROFIT ORGANIZATION

# cooper point JOURNAL

Volume 2, Number 13

January 21, 1974

Special pull out supplement

## **Chile Symposium at TESC**

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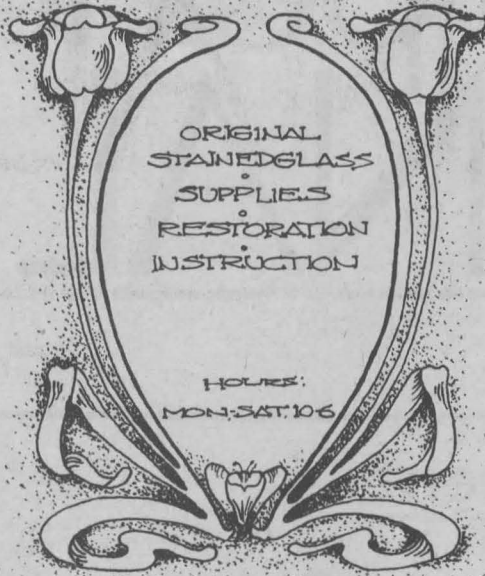
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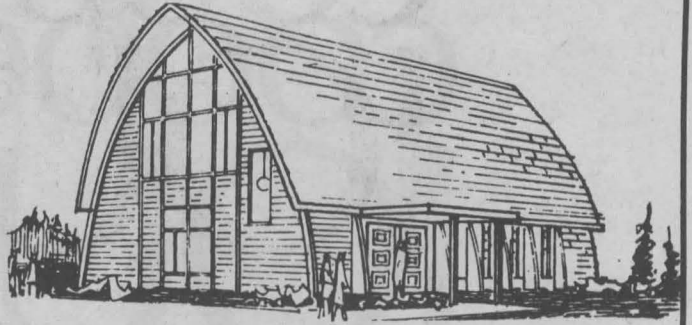
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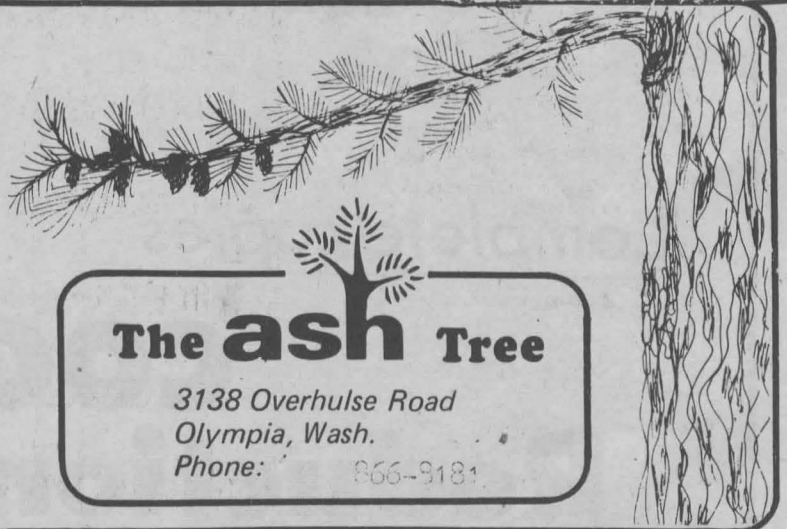


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# cooper point JOURNAL

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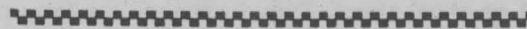
We welcome Letters to the Editor, but we can't always print all of them. Your letter will have the best chance of getting printed if it is brought in on Monday or Tuesday, and if it is typed and double spaced.

## STAFF

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above photo from "the people and a marriage in a work center for the mentally retarded" an exhibit of photographs by Don Heiny, currently on display in the TESC Library.

# LETTERS TO THE EDITOR

## Coalition again

To the Editor:

Wow, what an eye opener! As a member of the Evergreen Pet Protection Society which sent about the false pedigree papers recently, I was astounded by the administration's reply. I saw our action as The Coalition for a Humane Evergreen Environment as an attempt to get the administration to pay attention to what we were saying about a very real problem caused by such an early deadline for paying tuition. I had faith in the reasonableness of the administration; I had thought that they would at least respond to our statement in the Cooper Point Journal by trying to refute the good sense of our arguments. What a fool I was!

They must not have even read what we said: their only response was a statement by the student accounts supervisor about our irresponsibility (and an angry name-calling letter by a student). They completely ignored the issue. Thank God we have never revealed ourselves because we are dealing with people who won't even respond rationally to a reasonable statement.

The only course the administration seems to have left open to us is to apply more pressure on them, as humanely as possible. Frankly, I'm scared. This course is dangerous and takes up time and money, but it seems to be the only way we might get them to face the problem.

Nonetheless, I feel I must make a last appeal to reason on their part before acting again with the Coalition. If the administration really wants us to go through regular channels, won't they please publish a list of decisions significantly modified by the Sounding Board? Show us that regular channels work.

It's easy to see decisions the administration has made without regard to student opinion, like the recent ones concerning pets and next year's curriculum. As they pointed out, though, all the power rests with the administration. Show us by their past record of effects that regular channels are not just a farce but actually do have some influence.

The administration's response to our letter was quite a shock to me. I am forced to the conclusion that either our demands were so just that the administration could only make the immature response of ignoring the issue as they did, or else they are not concerned with listening to reason at all.

Either way, the freedom of Evergreen is seriously undermined by the lack of student influence on school policy. I know there is outside pressure from the legislature that has helped bring this about. However, if we must lose our freedom, let's at least die an honorable death, aware that we are dying, and not keep up the rhetoric about how free we are.

Since the Student Supervisor didn't include them in his letter, we would like to point out here some existing possible alternatives for those who won't be able to pay their tuition on time for next quarter before the end of this quarter:

1. arrange a "tuition waiver" for yourself.

We always hear that we will be disenrolled if we don't pay up on time. This isn't an ironclad rule. You can arrange to pay later by going to the student accounts office and asking for a tuition waiver. Do it! Why hasn't this alternative been publicized?

2. arrange for an "emergency loan". You can get a loan to pay your tuition and later pay back the loan. It will save you a lot of unnecessary scrimping. Why hasn't this alternative been publicized?

3. let's get an installment plan. A lot of colleges allow their students to pay their fees on an installment plan. Reg-

ular colleges do it — why can't we if we are supposed to be so flexible and responsive? Why hasn't this possibility been explored?

4. Best of all — here's an alternate plan that just might work.

The main reason for having everyone pay is so that the administration will know who is going to actually be here. Why not just have everyone sign up who plans on staying before the end of the previous term. We could demand a fifty dollar deposit which would be forfeited if a student who signed didn't show up. This would allow for planning the new courses and give the people on the waiting list the same amount of time to prepare. That's not a finished plan but it's worth thinking about it. Why hasn't this possibility been explored?

I guess it's time we quit bickering and threatening and complaining about the treatment we are receiving from each other and confront the issue. What's going to be done about the unfair tuition deadline? Does anybody care?

The Coalition for  
a Humane Evergreen Environment

## More response

To the Editor:

After reading the sequence of letters in the January 11 Journal concerning the false disenrollment notices sent over the Christmas break, I found myself wishing that I could meet some member of the Coalition for a Humane Evergreen and address a few questions to him/her. Since the only way I know of to make contact with this group is through an open letter in this paper, here goes:

Dear Coalition for a Humane Evergreen,

I feel I, along with most other Evergreen students new here this year, do not have any clear idea of what exactly your group is after, or why you have chosen to make use of the tactics you have. I am fully aware of the sorts of nastiness that often go on behind the bland facade of any bureaucratic structure, and I also feel tremendously ignorant of what is happening in the upper reaches of the Evergreen hierarchy; in fact, I doubt if I even know enough to frame the questions that would need to be asked in order to gain this enlightenment.

The questions that I would pose to you, then, are these:

(1) What is going on? For what reasons are you all so upset, and why should I perhaps be indignant too? (In this particular instance, for example, how many

people were actually forced to leave school this quarter because of an inflexible enforcement of the tuition deadline?)

(2) In a realistic framework, what effective steps can be taken to change the things that you are dissatisfied with?

(3) Don't you all realize that by pulling half-baked, utterly inconsiderate, self-righteous, and egocentric high-school-freshman stunts like the phony disenrollment letters, you are only succeeding in alienating yourselves from the rest of the Evergreen community, and making it far less likely that potentially sympathetic people will feel like giving consideration to even the most reasonable of your 'demands'?

For my own part, I am more than willing to listen, and if convinced, to act; but I certainly need more information than I (we) have now. If you all would publish some detailed, non-abstract manifesto (or whatever) explaining your position and offering some proposals likely to bring about the desired results, or would just explain yourselves to me alone, then you would surely be doing something more positive and helpful for your cause than could be accomplished by carrying out a hundred acts of petty sabotage, whose major tangible effect is to cause very real anguish for innocent people.

Bob Shephard

## Editorial

To The Editor:

We feel it necessary to clarify the "staff" editorial written by Mr. Eric L. Stone. After doing some research into the status of Special students with regard to their rights as a student we have come to entirely different conclusions; the subtle difference being their basis in fact.

A memo from the Board of Trustees' meeting of July, 1973 which established the positions of Special student and Auditor, states, "A special student is . . . eligible for all rights, privileges and benefits as given to regular students regarding access to facilities".

This clearly states that special students do, in fact, have equal rights. This is only appropriate as their tuition (\$80 for one credit) is subject to the same proportional divisions as regular students. Therefore a proportion of their money subsidizes the Cooper Point Journal and some worthwhile college services funded by the Student Activities Board. Activities, not education, budgets these services.

To clarify this issue of special students we would like to explore Ed Kormondy's

December 10th memo as "quoted" in the last issue. We brought the issue up in a discussion with Kormondy and he explained that he was not trying to establish policy, but was only expressing an opinion. At this time he also expressed concern that his memo was being used as policy in decision-making politics and furthermore suggested that all such decisions be made on an individual basis. He assumed when he wrote the memo that Special Students would be people from the Olympia community such as housewives, retired folk, and working men, all wanting a taste of Evergreen. He felt their commitment to be generally one of temporary interest.

Whereas in the specific case of the Cooper Point Journal's editorship, the person in question had been a full-time Evergreen student, was seeking re-admission, and was on the waiting list. His only educational option at that point was the position of Special Student. His case then indicated a 'permanent' commitment to the college.

We are disturbed that the editorial in question was not accurate but evasive in dealing with the Special Student rating as "non-student", and thereby questionably justifying the non-consideration of Special Student for positions to which they have the right. The case of the KAOS Program Director we are not familiar with. However to deny the editorship of the Cooper Point Journal on the basis of Special Student status is to dichotomize the problem away from its central concern; could the man in question do the job. Instead, this implemented a loophole which appears both hypocritical and a diversion of the argument to an irrelevant and minor issue.

Kerry Klockner  
Christina Peterson  
Jeremy Robertson

To The Community:

Better late than not at all . . . the Security Office now has an electronic inscriber with which to mark property with identifying names or numbers. We extend an invitation to all community members to bring any item they would like to have marked to the Security Office. If you have items that are too large to conveniently transport or if it is not possible for you to come to the office, please give us a call and we will come by with the inscriber.

We have found that property marked in this manner is much easier to recover in case of loss.

Gary Russell  
Security

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## Campus news

Volunteers are needed to **work with the aged** in the Olympia area. People interested in entertaining musically, teaching macrame, quilting, etc. or just talking with the elderly can sign up in the CAB or contact Ted Mahr at 357-4828.

The **Washington Campus Child Care Coalition** will be meeting at Evergreen for their annual winter conference on Saturday and Sunday, Jan. 19 and 20. Registration will be in CAB 110 between 11 a.m. and 12 p.m. The group plans to introduce a bill into the legislature regarding statewide campus day care.

The first **tap dancing class** met yesterday and will meet from 3:30 to 4:30 p.m. every Sunday for the rest of the quarter. The teacher will be Lynda Weinman and the price will be \$10 per quarter or \$1 per lesson. The class meets in the multi-purpose room of the Recreation Building.

The **only** scheduled public hearing dealing with the question of hitchhiking in Washington State will be held tonight in the Public Lands Bldg. room 433.

The building is located on the capitol grounds, across from the capitol building.

The meeting is scheduled to begin at 7:30.

There will be an organizational meeting for **Evergreen's Belief resource and experience room** today at 4 p.m. in room 3228 of the library. Any interested persons representing any faith who want to be a part of this room are urged to attend.

The **Women's Writing Workshop** will now meet on Thursdays rather than Mondays at 7 p.m. in Lib. 3213. The next meeting is this Thursday, Jan. 24.

The Women's Center **women's gestalt co-op** is now open to new members. They meet every Wednesday from 3 - 5 p.m. For information contact the center, Lib. 3213-4, phone 866-6162.

The members of the **Bahai religion** on campus will hold an introductory discussion to explain their beliefs Wednesday, Jan. 23 in room 3228 of the library at 7:30 p.m.

The next **S and A Board meeting** will be held Wednesday, Jan. 23 at 2 p.m. in room 1100 B of the library. All proposals intended for consideration must be submitted to Susan Woolley in CAB 305 by Monday, Jan. 21.

**Joan Hirsch, labor organizer** involved in the Farah strike, will talk to interested people about the boycott of Farrah slacks at the Women's Center (Lib. Rm. 3213) Tuesday, Jan. 22 at noon. A 20 minute film will be shown, "The People vs. Willie Farah".

**Musicians are needed to perform live on KAOS**, Sundays from 7:30 to 9 p.m. This program is designed to be a showcase for local talent. Performers should talk to Demian Porter or Mary Lou Reslock of the KAOS staff and should make or have ready a tape of proposed material. The KAOS people can help with the making of the tape. Performers should also meet with Porter to arrange showtimes and other details. For further information, call KAOS at 866-5267.

The cast is now being selected for the KAOS star-studded production of the **Nancy Drew series**. The parts of Nancy Drew and Ned Nickerson have already been captured by those campus sweethearts, Wendy Kramer and Ed Michaelson, however other major characters are still open for auditions; see Pat Bishop at the KAOS studios any afternoon.

The **Reader's Theatre and Fairytale** group are now recording the Oz books of L. Frank Baum, Hans Christian Anderson's and Grimm's stories, as well as traditional folk tales. Anyone interested is asked to come to the KAOS studios any weekday afternoon between 2 p.m. and 4 p.m. when the recording is being done, to lend a voice or suggestions for material.

The Evergreen Jazz Band and friends will appear on a live TV and **radio simulcast** Sunday, Jan. 27th. Read next week's *Cooper Point Journal* or the newsletter for more information.

This week's lecture in the "Is There Life After Evergreen?" series will be held Tuesday, Jan. 22, from 3:30 to 5 p.m. in Lecture Hall 4. The lecture will be on State of Washington employment.

A workshop on **Alternate Sources of Energy** will be held in-CAB 110 on Friday Feb. 1 from 9 a.m. to 4 p.m. The workshop which will be sponsored by Basic Skills and the Evergreen Access Center will be led by the Director of Battelle North-West's Department of Solar Energy Research, Kurt Drumheller. Contact the Access Center, Lab. Building, phone 866-6061 for information and registration.

The **1974-75 Evergreen Catalog** is off the presses and available on a limited basis at the Administration office. Editor Dick Nichols reports that the 320 page document has one minor error which should be noted and corrected: On page 29, in the section "Credit by Examination," the copy reads "For each of these tests successfully taken, Evergreen will award three units of credit." The copy should read instead "For each of these tests successfully taken, Evergreen will award two units of credit."

**A President's Forum** to discuss revisions to the COG (Governance) Document will be held at 12 noon, Wednesday Jan. 23 on the third floor balcony area of the Library Building. (see copy of the revised COG Document in special supplement of this issue).

*Gilf A. Fleming*

# Tradition hangs on at Evergreen

Even though Evergreen is not a "traditional" school, there are students here who are as traditional as those at any other college or university. The traditional students tend to be quieter and more accepting of Evergreen life; they pay little attention to the administration, read their books for seminars on time, and become militant only when something disturbs their peaceful existence.

The students that I have labeled as traditional oftentimes may be regarded as radical in their home towns and as conservatives at Evergreen. Maybe they do smoke dope, or live with their lovers, or dress differently, but as students they aren't all that different from students at many liberal arts colleges.

The above is, granted, a generalization but it does apply to some members of the Evergreen community. An example of a

tradition that some did not expect to see at Evergreen is the class ring.

Class rings have been available in the bookstore since the fall of 1972 according to Doris McCarty, manager of the bookstore. The rings were stocked because students asked for them. "We had three or four requests the first year," McCarty said, which prompted their arrival.

Since then, about 20 rings have been purchased, mostly by fourth year students about to graduate. The rings are manufactured by L.G. Balfour Company in Massachusetts. "Jewelry's finest company" as the slogan on the display case says. The base price for a ring is \$58 but a surcharge on gold (ten carats worth) jacks the price up \$15 or \$20 depending on the going rate for gold.

The rings are for people who want them said McCarty. "We don't actively pursue sales."

More males than females have purchased rings, partly because the class ring has always been a male tradition and partly, I think, because their rings are more attractive. The male ring has the library clock tower, graduation year and "TESC" on one side of the stone, while an Evergreen tree, "BA" and Olympia grace the other side.

There are 14 stones to choose from, all synthetic except for genuine black onyx. Tradition dictates that you put your birthstone in the center, but for those that are daring, diamonds can be put in (for a small fee, of course).

The rings sit on a back counter noticed only by people who stop there to ask a question or to request a book. They are unobtrusive like many Evergreeners.

The traditionalists remain among us. Who else would ask the bookstore to order graduation announcements?

what am i doin' hangin' 'round?  
should be on that train an' gone\* . . .

the road peels away  
beneath me  
as my car  
sits still  
the white line ticks past  
like seconds on a clock

a movie projector  
that never runs out of film

the roadway  
black and holey  
blacker yet, with  
brake streaks

the trees  
some burned  
some stumped  
firs & cedar  
balance on their way  
upon trucks 80' tall

the signs  
60 miles per hour  
slow curves ahead  
musty motel signs  
bars that smell of  
stale beer signs  
restaurants of  
gut-bomber signs  
serv-er-self gas  
station signs  
busted beer bottles  
with the lables all torn  
away from the  
Olympias  
(the drinker had dreampt of a 4 dot)  
beer cans all rusting away  
in the roadside trashy ditch

away  
all whiz past  
as i recline in the  
alert driver's seat

the sun darts thru  
the trees  
making golden-gray smears  
on the asphalt  
a peek at the blue waves  
and the soaring seagulls  
flash away

all the world unrolls  
like i'm perched on a  
rotating sphere  
letting it all go over me  
like sitting in the gazers  
seat in a  
cineramic picture show.

-Pat Stennett

\*michael murphy - what am i doin'  
hangin' around -



# UFWU and the farmworkers

*"Before the Union, farm workers slaved for 12 - 13 years without a day's vacation. The foreman had complete control. The foreman would approach a worker saying: 'You have one hour to prune 30 plants. If in that hour you don't, hit the road, there's the white line.' Those were the days when a farm worker with a family of 13 had to settle for an hourly rate of \$1.15. If one of his kids died, he had to beg for the money to pay for the funeral.*

*"But the Union has improved our working and living conditions 100%. The work isn't killing us any more. Workers aren't harassed and fired as they were before. Workers no longer have to jump when the grower comes, nor take off their hats in homage to him.*

*"When the Union came, out went the crooked foreman, the despots and the labor contractors who earned up to \$35,000 a year by robbing the crew they hired."*

*(Schenley workers Daniel Sanchez and Lorenzo Soludado and Luis Leon; interview in El Malcriado, June 1972)*

The grower knew that workers brought in from Mexico, many without papers, would feel helpless. He kept them on his labor camp isolated. If they were Braceros, they were contracted to him. If a worker rubbed the boss the wrong way, he was gone, back to Mexico. The growers worked their workers hard, housed them poorly and took large cuts from their checks to pay for it.

If that wasn't enough, labor contractors who were hired to supply workers also took a cut of the wages, at times demanding a kickback at the end of the week in exchange for a guarantee of a job on Monday.

Ten hours a day, six days a week were no exception. Missing a day was grounds for firing. In return for a season's work, you were told once the crop was in to get lost, see you next year.

Even the barest needs were bothersome to the growers. Before the union movement, toilets were not provided by the ranchers, even for crews where men and women worked together. Often there was no drinking water and if there was, it was too much for the growers to spend a few cents for cups — an old soda can for a crew of 30 was enough, they figured.

There was always a danger of being sprayed by pesticides and other poisons. Growers rarely took precautions to safeguard the health of their workers. Many workers were poisoned by pesticides or herbicides, the growers didn't care. Production for profit, that's all they cared about.

Workers never forgot this treatment which was especially bad during the 13 years of the bracero program. So, when the Filipino and Mexican grape workers walked out in 1965, field workers up and down the state and in other parts of the country took notice. When in 1970, the UFWU won its important victory with the signing of growers representing 85% of the grape industry, farm workers stood up.

### **Farm workers stand up**

From the lettuce fields of Salinas, to citrus groves in Florida, to hop fields in Yakima, Washington, to Arizona melon workers, farm workers stood up and began fighting the rotten conditions forced on them.

Farm workers were no longer the poorest of the poor, the

downtrodden. The grower who once praised the campesinos for bringing him so much wealth, now hated them and their Union.

Workers everywhere respect UFWU. Farm workers everywhere fight for it. It has brought us dignity and power and a better life. Wherever the Union has struck, wages have risen sharply, not only on ranches where contracts have been won, but on all ranches in the area which are forced to raise their wages to try and appease their workers and check the spread of the Union.

Under UFWU contracts, we have job security, protection from pesticides and other dangerous working conditions, a grievance procedure, medical benefits, and so on. Foremen can no longer talk bad to us, or we will get rid of them as has happened many times. We elect our representatives and participate in all grievance proceedings and contract negotiations. There are no highly paid union officials. UFWU officials get less than the lowest paid workers.

### **Agriculture is big business**

When the union movement began, it was not directed at the small family farmer. It was not the hired hand helping the farmer with his few acres that walked out on strike in Delano (1965), in Salinas (1970), or Florida (1971). The small farmer, like the corner grocery store, is fast disappearing.

Agriculture is in the hands of huge corporations whose executives run their corporate ranches from plush city offices. Many ranch corporations are part of giant monopolies like Tenneco, Butte Gas and Oil, Southern Pacific Railroad, Union Oil Company, Safeway, Inc., or banks like the Bank of America. Big corporations make up 7% of California's landowners. They control more than 80% of the productive land.

These corporations have grown rich off the exploitation of workers "imported" from the countries of the Third World. The Chinese, Japanese, Filipinos, Puerto Ricans, Blacks, Mexicans, Hindus, Arabs, and Portuguese have all worked in the fields of California and around the country. To keep wages at rock bottom, the growers have always used racial divisions to keep farm workers unorganized.

When farm workers have been organized, it has often been in unions with racist white leadership — like the Teamsters Union, which has a large Third World membership in the canneries. No wonder, then, that the agri-businessmen and their industrial buddies are scared green by a multi-national union run by Third World workers.

The UFWU has been an example to Chicano, Black, and Asian workers throughout the country — in the fields, in the non-union shops like Farah Pants in El Paso, Texas, in the sweatshops of Los Angeles, and in the canneries of the West Coast. The leadership that minority workers have provided in many of the most important struggles of the last ten years is the reason big businessmen fear them and why they hate the UFWU.

*Ed. note — The preceding essay was provided by MECHA. It was originally printed in the August, 1973 edition of Si Se Puede! (It Can Be Done!), a magazine written, edited, and published by the Salinas Citizens Committee in Defense of Farm Workers.*

# Making points in '74

by The Centaur

State legislators had an opportunity to hear the advice of one of the country's foremost presidential prospects recently, Sen. Henry M. Jackson.

Tight security was obvious as Jackson addressed a joint legislative session last Tuesday on the energy crisis and national and international politics.

Jackson, in his typically fluent and charismatic style of speaking, appeared to win the hearts of many of the state's lawmakers and some 500 observers watching from the galleries of the House.

Well aware of his audience and the myriad of TV cameras surrounding him, Jackson began his speech with positive reinforcement for the citizens of the state. He said that Washington and Oregon "lead the country in the conservation of oil."

According to Jackson, the number one "key concern immediately is what impact the energy shortage will have on our economy." He said the two major areas of concern in Washington State during the energy crisis are the transportation (Boeing) and recreation (Expo 74) industries.

Moving on to national politics, Jackson said he thinks William Simon, National Energy Czar, is "doing the best job he can," and that Simon is a "great patriotic citizen" who "deserves the help of all citizens."

Jackson seemed to know his facts about the energy crisis. Reeling off an impressive array of figures about the energy supplies of the world, Jackson said total oil reserves reachable with modern technology total 600 billion barrels. He said 300 billion of that is in Saudi Arabia alone.

According to Jackson's figures, over 100 billion barrels of oil are located in Alaska, with another 3 trillion barrels in the form of shale packed away in the Rocky Mountains.

Jackson said he plans to introduce a bill in the Senate to require all major oil companies to come under federal chartering and regulation, and, if Jackson has his way, full public disclosure as to oil company profits, reserves, and operations.

He is also introducing legislation that would provide \$20 billion over the next ten years for energy research and development. The result would "make the U.S. independent within the next decade" (presumably from Arab oil supplies).

In the area of international oil relations, Jackson had some harsh words for the Arabs. Speaking emotionally at times, Jackson said America could not allow a "tin-horned inferno like Gadhafi" to shut off U.S. oil supplies "at any time". He said "blackmail knows no limit," and Jackson complained that the cost of Arab oil has risen six-fold in the past year, from \$3.50 to \$20 a barrel.

To most political observers, Jackson is hard at work on the campaign trail. His press conference went well, and his speech was tightly executed, although he didn't really say anything new. He appeared confident, honest, and sharp, but it's hard to tell if Jackson was just comfortable in his home state, or if he has adopted the smooth style of a national politician out for a big win.

In either case, he is definitely in the running for President. According to a recent Harris poll, Jackson trails Vice-President Gerald Ford by only two percentage points, while Sen. Ted Kennedy is behind Ford by four. But, as Jackson said, "it's a long way to '76."

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## KAOS-10 watt giant expands

by John Enlow

On the third floor of the College Activities Building there is a yellow wall where once was a lounge. Behind the lemon-yellow, the crew of KAOS are moving into their new studios.

In the front room, which is a conference/meeting/lounge area, station manager Lee Chambers is sitting on the plush couch eating lunch and talking with various KAOS staff, taking care of the daily hassles of running a radio station.

Behind another wall in the new, two room studio, News Director Bill Hirshman is rigging a mic-earphone system between the two rooms, which are connected by a window so that he can direct the news from one room while Wendy Kramer and Greg Parkinson do the show live from the other room. "Nice" Bill keeps saying, "nice". In other rooms people are planning

productions, shows, specials, all made easier by the new facilities. But it wasn't always like this.

### KAOS: a saga

It was only a little over a year ago that a group of students, including Dean Katz (last year's station manager) and Lee Chambers (present station manager) decided that Evergreen needed an alternative radio station. The college, obviously excited by the idea, provided them with studio facilities which, until then, had been cleverly disguised as a future hair-dressing salon. A small room adjacent to the men's room on the third floor was pressed into service as a transmitter room.

From these modest beginnings, the station has become the ten-watt giant of West Olympia broadcasting as far as the eye can see in all directions.

The station has been and is committed to providing interesting, informative, and innovative programming. There is a thirty minute news show daily, broadcast at 5:30 and 10:45 containing national and international news by Greg and Wendy, a stock market report, a legislative report by Liz Bjelland, Evergreen News, commentaries by Andrew Daly and, occasionally, in-studio guests.

KAOS hopes to provide about 65% music, 35% non-music. The music emphasis is on classical, folk, and jazz. The non-music is liable to be just about anything.

The new facilities will change KAOS. Air time will be expanded, there will be new shows (for example, a noon show piped into the cafeteria). The programming should be technically better, more professional. If it's not, they can't blame the equipment.

# Flipping through the channels

*Ed. note - This is the first in a series of articles which will deal with communications at TESC and the ways and means of putting them to use. This first article is by Dick Nichols who is the Director of Information Services and Publications at Evergreen. Future articles will be on: the Information Center, KAOS, the Cooper Point Journal, the Newsletter & Happenings and others.*

by Dick Nichols

Communicating is always a problem in any kind of organization or institution--big or small--and Evergreen is no exception. Difficulties may seem more pronounced here because the college is administratively decentralized and because governance procedures are not vested in traditional, easily identifiable groups which meet and decide things at regularly-scheduled, automatic dates, times, and places.

Evergreen's rhetoric places great value on openness and clarity in the decision-making process. It follows, then, that most people attracted here as students or employees expect more than promises and platitudes in terms of governance and administrative visibility.

Further, since people here have strong personal investments, and deep concerns about, Evergreen's directions, they tend to become very suspicious when they think they're being deprived of information about in-process decisions.

Given this potential for mistrust within a decentralized, ad hoc framework, Evergreen--more than most places--requires a reliable communications system.

Though it is far from perfect--which is not surprising since it's operated by

fallible humans--the college does have a potentially effective information system. If each part functions properly and in harmony with the other parts and if individuals within the campus community use the communications tools available to them, the system works. If any components break down or if community members don't make proper use of the system, it doesn't work. That's not very profound; just logical.

Though other articles in this series will examine the components in detail, they should at least be identified for purposes of this discussion. It should be remembered that all carry informational responsibilities; none can do the job alone. The system includes the Information Center, KAOS Radio, Cooper Point Journal, the Sounding Board, the College Forum, (which meets at the call of the President), the Newsletter and Happenings Calendar, the closed-circuit television system (not yet consistently off the ground), campus bulletin boards, memoranda, and special periodic publications (flyers, bulletins, notices, etc.)

We also have an "Unsystem"--better known as the Grapevine or Rumor Mill--which probably gets the most usage, despite the fact it's not always reliable and offers no consistent, broadbased access to information. Undue dependence on the "Unsystem" directly undermines effectiveness of the system. It is also quite true that reliance on the "Unsystem" often rises in direct proportion to perceived ineffectiveness of the system.

Frankly, we don't do a very good job of communicating at Evergreen, despite the fact that we have information media ready and willing to fall all over us. At whom or what should we point the accusing finger?

The enemy, my friends, is us!

We're all used to receiving information.

The newspaper is delivered to us. We turn a knob and someone else shows and/or tells us about the latest news on radio or television. The postman brings us our magazines and letters. The simple fact is that we've all been conditioned as passive receivers who rarely stop to think what would happen if no one else was sending anything. We conceive of communications as someone else's job; if they'll just tell us--pander our passiveness--everything will be just fine.

The trouble is that everything is not just fine. We don't communicate well because we forget that information transfer involves (1) a message, (2) a delivery system, and (3) receivers. Evergreen has delivery systems and about 2500 potential receivers; potential because even receiving takes some effort by individuals. We lack consistent, conscientious senders who realize that if they want their message received they--not the other person--will have to put it into the system.

There is simply no way the Information Center staff, the Journal reporters, the KAOS broadcasters, the Newsletter editor or anyone else can run around campus personally interviewing 2500 people to find out what's going on. Even the New York Times--with its comprehensive global news coverage--can't interview everyone in the world every day. Somehow, somewhere, sometime, someone has to tell the others what's happening. In other words, each individual has to become an active participant in the communications process.

Unless each of us is willing to understand this rather simple premise and behave accordingly, you can bet that the level of communication won't increase one iota. You can grumble and point fingers until you're blue in the face but it won't do any good until you accept your own share of the responsibility for information transfer. Verily it must be said:

As ye send, so shall ye receive.

# Implementing Affirmative Action

by Dana Campbell

Monday, Jan. 14 saw the last of three public meetings on the Evergreen Affirmative Action Plan proposal.

Speaking to a group of 12 Evergreeners attending to give community input, Joe White, Director of TESC's Equal Opportunity/Affirmative Action office, outlined the basics of the proposed plan.

White said that the plan had been designed to comply with the federal equal opportunity guidelines and to show how Evergreen will increase its hiring and enrollment of non-whites and women.

Included in the proposal is a statement by President McCann entitled "The TESC Equal Opportunity Policy." In it, McCann says, "The Equal Opportunity Policy of the Evergreen State College requires that its faculty, administration, staff, students, and persons who develop programs at the college; and all contractors, individuals and organizations who do business with the college; comply with the letter and spirit of all federal, state, and local equal opportunity statutes and regulations."

McCann's statement also outlined the college's stand on discrimination; recruiting, hiring, and promotion policies for TESC staff and employees; and student recruiting, admissions, and services.

McCann also stated, "This program is designed to overcome and prevent the effects of systematic institutional discrimination and benign neutrality in bids on goods, services, and construction contracts, and enrollment practices."

During the meeting, White announced the actual goals which had not yet been written into the proposal. Evergreen student enrollment goals have been set at 25% non-white and 50% women, to be achieved by 1984. White said that this will

effect the Admissions policies and recruitment practices, and that some difficulty is anticipated because Evergreen has no clearly defined policies of procedures in this area. Responsibility for developing this falls on the Director of Admissions and staff.

The faculty goals have been set at 25% non-white instructors by 1979, and 50% women faculty by 1984. Problems are also anticipated in this area because faculty applications do not currently meet the needs of the goal. White feels that attention must also be given to developing a faculty recruitment procedure that will insure the goals are being achieved.

The proposed goal for Evergreen staff and employees has been designated as 20% non-white and 30% women in each of ten defined job categories. There was some discussion of these figures because most of those present felt that goals should be set at 25% non-white and 50% women at all levels college-wide. White explained that these percentages had been arbitrarily designated as optimum numbers rather than statistically based, but it seems that somewhere along the line the ax fell on non-whites and women in administration.

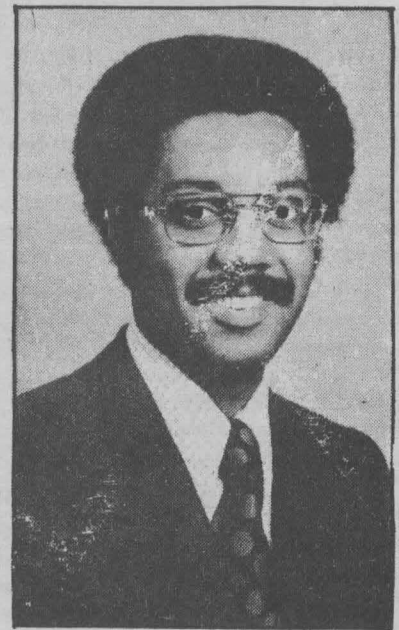
White's proposal also includes the methods with which the plan would be disseminated to the students, faculty, employees, and all other groups and organizations with which the college deals.

Written into the draft are the designations of responsibility for the implementation of the plan regarding the offices of the college President, the Director of the Equal Opportunity/Affirmative Action Office, the college Vice-Presidents, Deans and Directors.

The proposal also included planned methods for monitoring and auditing the progress of the plan through each phase toward goal achievement.

White also explained that problems will probably arise because, in most cases, Evergreen facilities and curriculum do not currently meet the needs of non-whites and women. He cited the counseling office as one area for improvement.

The plan now goes before the Board of Trustees for approval. If approved, it will become effective immediately. Without a doubt, it is going to have broad impact on most facets of the Evergreen community.



**JOE WHITE**

*Ed. note - As of press time it was learned that Joe White had resigned his post as Affirmative Action Officer, effective as of the end of January. White, who was appointed to his office by the Board of Trustees just prior to the beginning of the Fall '73 quarter, was unavailable for comment by press time.*

The Evergreen Latin American Studies Group  
sponsors

**A Northwest Symposium on Chile**

The Evergreen State College  
Olympia, Washington

Friday and Saturday, Jan. 25 & 26, 1974



# History of the the Symposium

by John Foster

The Northwest Symposium on Chile has been primarily a student planned and directed project. It has grown from a proposal to bring to Evergreen a visiting lecturer on Chile, into a multi-faceted, week-long educational experience. In early November of last year, a discussion among members of the Revolt In/By Economics Group Contract turned to the issue of the recent coup d'etat in Chile. The exchange that followed was so interesting that Judy Klayman, Ed Alkire, Geoff Rothwell, Doug Swaim, Ned Swift, Bill Campbell and Doug Wold stayed after the seminar to discuss the subject further. These students collectively decided that Evergreen should sponsor a Symposium on Chile and they organized themselves into a "Committee of Seven" to work for such a conference.

Soon afterwards, members of the group went before President McCann, Vice President Kormondy and the Public Events desk, directed by Dean Teske, with a rough draft proposal for the two-day Symposium. Each of these administrators responded enthusiastically to the Symposium idea and offered money, advice and moral support. From that point on the plans for the Symposium snowballed.

After these meetings with members of the college administration, the Symposium was no longer a dream, but, on the contrary, a distinct possibility. Bob McChesney, Jack Slagle, John Foster, Vincent Pepka, and Fred Brousseau, who were also members of the Revolt In/By Economics contract, and Leslie Layton from the college newspaper staff then joined the group. This enlarged group of students organized itself into the Latin American Studies Group. Each person was given a distinct area of responsibility. Judy Klayman had responsibility for agenda, Ed Alkire for Facilities, Vince Pepka for the budget, Doug Wold for Pre-Symposium enrichment, Doug Swaim for funding of the cultural events, Geoff Rothwell for enrichment during the two day Symposium, Bill Campbell for publicity, John Foster and Bob McChesney for Library/History, and Fred Brousseau and Leslie Layton for Sympo-

sium media coverage. Ned Swift served as Secretary. Chuck Nisbet, faculty member of the Revolt In/By Economics group contract, worked with the students from the beginning. He served as faculty coordinator for the Latin American Studies Group. In addition to helping on many facets of the Symposium, he suggested and contacted the four main conference speakers.

Students from this new organization went to speak to Merv Cadwallader, Beryl Crowe, Ron Woodbury, Paul Marsh, Hap Freund, and Russ Fox, who as faculty members, were in a position to increase support for and participation in, the conference. These facilitators each gave the Symposium their full support. Russ Fox and Paul Marsh were particularly helpful. They have both devoted a great deal of time and energy as advisors to the Latin American Studies Group. The coordinated studies programs, Power and Personal Vulnerability, Matter of Survival, and Democracy and Tyranny, plus the group contract, Power and Decision in American Society provided financial support. Among the Deans, Byron Youtz and Rudy Martin as well as Charles Teske were responsive and extremely helpful. Dick Nichols of the Information Services and Publications Office also gave his support. Donna McMaster and her assistant, Carmem Lyon, provided invaluable assistance to the Latin American Studies Group by supplying the necessary secretarial help. T. E. S. C. students expressed strong support for the conference on a petition circulated around the school. Consequently, the Speakers Bureau and the Services and Activities Board offered to provide additional funds for the Symposium.

With the support of such a large segment of the college community, the Symposium rapidly became a major project. The structure was expanded to include panel discussions, workshops and cultural events. Besides the original four major speakers over a dozen experts were added to the program as speakers or workshop leaders. Four movies on Chile, and Latin American folk music were also added to the agenda. M.E.C.H.A., the Chicano Coalition at the college, decided

to sponsor a number of cultural events on Latin America for the week preceding the conference. Posters and circulars advertising the Symposium were sent to colleges and universities throughout the Northwest and California as well as to Latin America departments throughout the United States.

The students involved in the organization of the Symposium have made persistent attempts to inform students and faculty at the college about the coup in Chile and its significance. A vertical file containing the latest magazine and periodical articles on the subject, including some by scholars who will participate in the conference, has been set up in the library along with a book display. Three of the last four issues of the Cooper Point Journal have contained articles about Chile or about the Symposium. Both the T.E.S.C. Bookstore and the Word of Mouth Bookstore have cooperated by obtaining books about Chile. KAOS broadcasted an interview of David Hathaway, one of the main conference speakers, last quarter.

Shortly before Christmas vacation, the members of the Latin American Studies Group gave a presentation about the Symposium to the Board of Trustees of the college. Doug Swaim and John Foster spoke about the philosophy and structure of the Northwest Symposium on Chile. The presentation was a success and all of the members of the group were congratulated for their efforts towards increased educational opportunities at Evergreen.

The Northwest Symposium on Chile has been formed as a student-led community project. As an educational experience it can only be judged by the extent to which it fulfills its objective of presenting a comprehensive intellectual treatment of a major international issue. The Northwest Symposium on Chile should prove to be a good demonstration of what a group of students can accomplish, provided that they organize and develop adequate community support, towards creation of a more worthwhile educational environment.



# Biographical Data on Participants

by Geoff Rothwell

## HECTOR FERNANDO ARIES:

Graduate student of Economics at the Univ. of Oregon, Eugene, since the fall of 1972; undergraduate studies at Univ. of Cal., Berkeley; has published: *Concept and Principles of Environmental Economics*.

## SERGIO BOCAZ:

Teaches Spanish in the Department of Foreign Languages at Eastern Wash. State College in Cheney. Originally from Chile.

## FATHER BILL DAVIS:

Provincial Assistant for Missions at the Jesuit Provincial in Portland; research done in Chile during 1969 and 1972 on the Church, Roman Catholic and Protestant, relations to social change in Chile.

## JANET DUECY:

Volunteer in the Anti-Alcoholics program in Chile and later hired by the Chilean Forestry Institute to study and develop training programs for health aides in Southern Chilean forestry communities while Allende was in office.

## PATRICIA FAGEN:

Teaches at New College of the San Jose State Univ.; research done on the role of the University in Chile; worked for the Center for the Study of National Reality, CEREN.

## RICHARD FAGEN:

Teaches Political Science at Stanford Univ.; visiting professor at Santiago with the Latin American Faculty of Social Sciences, 1972-73; resident consultant for the Ford Foundation in Chile, 1972-73; president-elect of the Latin American Studies Assc., 1975.

## MARIO FAYE:

Teaches Spanish at Tacoma Community College; lived in Chile 1929-54; has taught Latin American Culture and Civilization; served as an advisor to Los Unitos, a Chicano group at TCC.

## BILL FELICE:

Graduate student with Goddard College of Vermont in Latin American Studies with emphasis on Chile; was in Chile during this past year.

## RUSSELL FOX:

Member of the faculty-urban planning at The Evergreen State College; Peace Corps Volunteer in Chile, 1968-1970, as a planner for the Ministry of Housing and Urbanism; research in housing programs in Latin America.

## JOSEPH HAMWEE:

Executive vice-president of MARCO, Marine Construction and Design Company; lived in Chile 1961-71, and has returned there numerous times during the last three years.

## DAVID HATHAWAY:

Graduate student of sociology in Santiago; lathe operator in a factory outside Santiago and translator for Richard Fagen; was held in the National Stadium of Chile during the coup.

## JORGE HERNANDEZ:

State worker in Olympia with Public Service Careers; political activist with the Cuban Peoples' Party, 1948-59; organizer during the Cuban Revolution in Havana; advisor to Castro, 1959-1961; in Holland to establish trade relations in Western Europe, 1961-64; emigrant to U.S.A. in 1964.

## HARLEY HILLER:

Teaches in the Department of History at Western Wash. State College, Bellingham; Director of the Latin American Studies Program.

## JOYCE HORMAN:

Hired by a Chilean agency in Santiago as a computer specialist; sketched and produced an animated film on Chile; spent two years in Chile with her late husband Charles Horman, who was killed during the coup.

## JOSEPH MORRAY:

Attorney at Law in Corvallis, Oregon; visiting professor of sociology at the University of Chile.

## ROBERT MYHR:

Teaching Political Science at the Univ. of Wash.; Fulbright/Hays Faculty Research/

Study Award to Chile, 1971; research on the politics of resource utilization in developing countries.

## JORGE NEFF:

Visiting professor of Political Science at Univ. of Cal., Santa Barbara; from Chile; Technical advisor on Administration Reform to the Frei Government, 1964-66.

NICH, Seattle: Non-Intervention in Chile.

A group of concerned citizens from the Seattle area who have participated in a number of speaking engagements and conferences on Chile.

## CHARLES NISBET:

Member of the faculty-Economics at The Evergreen State College, 1971-74; Fulbright scholar to Chile, 1964-65; consultant to U.S.A. Dept. of State in Chile, summer, 1972; research on financing agricultural development in Latin America.

## JAMES PETRAS:

Teaches sociology at State Univ. of New York, Binghamton, N.Y.; Resident scholar of the Center for the Study of Democratic Institutions, Santa Barbara, July-August, 1967; Ford Faculty Fellowship, 1970-71; in Chile 1964-65 researching class and politics in underdeveloped countries and returned from Chile two weeks before the coup; editor of the "New Politics" magazine.

## MICHAEL PREDMORE:

Teaches Spanish at the Univ. of Wash.; member of the Latin American Studies Committee at the Univ.; written a number of articles on Hispanic poetry and published two books on the poet Juan Ramon Jimenez.

## RICHARD PRYNE:

Assistant News Editor for the Seattle Times; in Chile in 1941-43 as a Pulitzer traveling scholar and again in 1971 as an Eisenhower Exchange Fellow in Journalism researching agrarian reform.

(continued on last page of supplement)

## PRE-SYMPIOSIUM CULTURAL EVENTS

Friday, January 18

7:00 & 9:30 p.m. Lecture Hall 1 FILM: "State of Siege"

Monday, January 21

4:30 p.m. Library Lobby MECHA presents:  
Francisco Hernandez,  
"The Relation of the Chi-  
cano Movement in the  
U.S.A. to Latin America"

Tuesday, January 22

3:00 p.m. Library Lobby MECHA presents:  
Joan Hirscher, "The  
United Farm Workers'  
Boycotts"

Wednesday, January 23

1:30 - 5:00 p.m. &  
7:00 - 11:30 p.m. Lecture Hall 1 FILM: "Hour of the Fur-  
nace"

Thursday, January 24

3:00 - 3:30 p.m. Lecture Hall 1 FILM: "Campamento"  
3:30 - 4:30 p.m. Lecture Hall 1 FILM: "When the People  
Awake"  
4:30 - 5:00 p.m. Lecture Hall 1 Film: "Interview with  
Allende"  
7:30 - 8:00 p.m. Lecture Hall 3 FILM: "Campamento"  
8:00 - 8:30 p.m. Lecture Hall 3 Malvina Reynolds sings of  
Chile  
8:30 - 9:30 p.m. Lecture Hall 3 FILM: "When the People  
Awake"

## SYMPOSIUM AGENDA

Friday, January 25

8:30 - 9:30 a.m. Library Lobby Registration and Coffee  
Hour

9:30 - 10:00 a.m. Library Lobby PLENARY SESSION:  
INTRODUCTION  
Introduction: Judy Klay-  
man, President, Latin  
American Studies Group  
Welcoming: Charles Mc-  
Cann, President, The  
Evergreen State College

10:00 - 11:30 a.m. Library Lobby

PLENARY SESSION:  
PRE-ALLENDE CHILE

Chairperson: Russell Fox

Jorge Neff, "The Internal  
Politics of Chile in the  
1960's"

Maurice Zeitlin, "The Road  
to Democratic Socialism in  
Chile"

Panel: Joseph Morray  
Robert Myhr

11:30 - 1:00 p.m. Lunch

11:45 - 12:45 p.m. Lecture Hall 3

FILM: Chile: With Poems  
and Guns"

11:45 - 12:45 Lecture Hall 1

Film: "Campamento" &  
"Interview with Allende"

12:00 - 12:30 p.m. Lecture Hall 1

FILM: "Campamento"

1:00 - 3:00 p.m. Library Lobby

PLENARY SESSION:  
THE ALLENDE YEARS

Chairperson: Charles  
Nisbet

Panel Members:

Hector Fernando Arias,  
"The Economic Program  
of the Unidad Popular"

Joseph Hamwee, "U.S.  
Business Relations"

Patricia Fagen, "Cultural  
Dependency and the Chil-  
ean Intelligencia"

Joyce Horman, "The  
Changing Role of Women  
in Chile"

3:00 - 3:30 p.m. Library Lobby

Coffee

3:30 - 4:30 p.m. (various locations)

SMALL-GROUP WORK-  
SHOPS

Russel Fox — GOVERN-  
MENT HOUSING AND  
THE POOR



Joyce Horman — FEM-  
INISM IN SOCIALIST  
CHILE

Janet Deucy — HEALTH  
CARE IN CHILE

Hector Fernando Arias  
and Joseph Hamwee —  
RESTRUCTURING THE  
CHILEAN ECONOMY

William Felice — POLITI-  
CAL PARTIES IN CHILE

Richard Pryne and Charles  
Nisbet — THE TRANS-  
FORMATION OF CHIL-  
EAN AGRICULTURE

INTRA-SYMPIOSIUM CULTURAL EVENTS

Friday, January 25

8:00 - 8:15 p.m. Library Lobby Michael Predmore on "The  
Political Implications of  
Paulo Neruda's Poetry"

8:15 - 9:00 p.m. Library Lobby Raul Salinas, poetry read-  
ings on Paulo Neruda

9:00 - 10:30 p.m. Library Lobby Malvina Reynolds sings

Saturday, January 26

9:30 - 10:00 a.m. Library Lobby Coffee and Sweets

10:00 - 11:30 a.m. Library Lobby PLENARY SESSION:  
THE COUP

Chairperson: Harley  
Hiller

James Petras, "Chilean  
Socialism on the Eve of  
the Coup"

David Hathaway, "A Per-  
sonal Experience With  
The Coup"

Panel: Mario Faye  
Sergio Bocaz

11:30 - 1:00 p.m. Lunch

11:45 - 12:45 p.m. Lecture Hall 1 FILM: "Chile: With Poems  
and Guns"

1:00 - 2:30 p.m. (various locations) SMALL GROUP WORK-  
SHOPS

Marilyn Zeitlin — ANTI-  
SEMITISM IN CHILE

Jorge Hernandez — THE  
SOCIALIZATION OF  
CHILE AND CUBA

Seattle NICH — POST  
SYMPOSIUM ACTION  
RELATING TO CHILE

Jorge Neff — HISTORY  
OF CHILEAN MILITARY

Patricia Fagen — CHIL-  
EAN MASS MEDIA

Father Bill Davis — THE  
CHURCH IN PROMOT-  
ING SOCIAL CHANGE  
IN CHILE

2:30 - 3:00 p.m. Library Lobby Coffee

3:00 - 5:00 p.m. Library Lobby

PLENARY SESSION:  
CHILE IN THE IMME-  
DIATE FUTURE

Chairperson: To be an-  
nounced

Richard Fagen, "Implica-  
tions of Chile for Latin  
America"

Panel: James Petras  
Maurice Zeitlin  
Jorge Neff

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# Film Info. Etc.

STATE OF SEIGE: 7:00 & 9:30 p.m. Friday, January 18.

Directed by Costa-Garras, the director of "Z"; starring Yves Montand; set in Latin America, describes the kidnapping of an important government official by a group of urban guerillas; "The utmost in cinematic suspense and excitement. Leaves you breathless, amazed and full of admiration," — New York Post.

CAMPAMENTO: 3:00 & 7:30 p.m. Thursday, January 24, and Noon, Friday.

Chile/U.S.A., 1972, 29 mins., color; set within the political developments in Chile during the last two years, this film documents the struggle of homeless peasants who take over a plot of Church-owned land and build a shantytown, defying the authorities to evict them.

WHEN THE PEOPLE AWAKE: 3:30 & 8:30 p.m. Thursday.

Chile, 1972/73, produced by Tricontinental Film Center, 60 min., color; the film examines the historical development of Chile's social structure, tracing the rise of the country's upper class from the turn-of-the-century when British interests dominated the economy, to the factors involved in the post-World War II development of a middle class and its present-day role as a buffer between the upper class and the majority of the country's populace, the working class and landless poor.

KAOS radio will broadcast live coverage of all the main sessions of the Northwest Symposium on Chile. Friday, Jan. 25, 9:30 a.m. - 11:30 a.m., 1 p.m. - 3 p.m. and Saturday, Jan. 26, 10 a.m. - 11:30 a.m., 3 p.m. - 5 p.m. KAOS is 89.3 on your FM radio.

CHILE with Poems & Guns: Noon Friday and Noon Saturday.

A film on the workers' struggle and the counterrevolution in Chile; produced by LAGLAS, Los Angeles Group for Latin American Solidarity; filmed in Chile and Los Angeles; partially based on a script by Charles Horman, killed by the junta during the coup and the late husband of Joyce Horman.

HOUR OF THE FURNACE: 1:30 & 7:00 p.m. Wednesday, January 23.

The complete 4½ hour Third World Documentary on Neo-Colonialism in Argentina. Recent events in Chile and the return of Peron should make this film relevant. In any case, it is everywhere hailed as the finest piece of ideological film-making ever produced.

## BIOGRAPHICAL INFORMATION CONTINUED

### MALVINA REYNOLDS:

Appearances on university and college campuses and television in the U.S.A., Canada, England and Japan; hit songs recorded by Pete Seeger, Judy Collins and Joan Baez; composer of "Little Boxes" and many others; is currently recording a memorial record to Victor Jara, Chilean protest singer killed during the coup by the junta.

### RAUL SALINAS:

Student and counselor at the Univ. of Wash.; began writing poetry while in prison; involved in the Chicano movement and is included in many Chicano poetry anthologies; published two volumes of poetry: *Viaje/Trip* and *Seattle Blues*.

### MARILYN ZEITLIN:

Freelance journalist for a number of magazines and newspapers; research and speaking engagements on the subject of anti-Semitism in Chile.

### MAURICE ZEITLIN:

Teaches sociology at the Univ. of Wisconsin, Madison; Ford Foundation scholar in Chile from mid-1965 to the end of 1966 researching the relationship of large corporations to the capitalist class and peasant working class consciousness; author of several books and many articles on Cuba, Chile, and the U.S.A.

# TESC ensemble

## jazzes Portland

by Gary Plautz

The setting was somewhat bizarre. The cavernous Portland Civic Auditorium less than one quarter full on a Saturday evening. Cocktail lounges on all four main floors serving anything from scotch and sodas to vodka screwdrivers. Wine and champagne available at the concession stands. Usherettes, ushers, and hostesses present everywhere, dressed in gold uniforms and (hostesses) in low-cut dresses. Sheet ice on the streets outside.

"Well, ah, yes," began John Wendeborn, jazz critic for the Portland Oregonian and guest celebrity for the 1974 Invitational Jazz Festival sponsored by Hudson's Bay High School of Vancouver. "Our next band is conducted by Donald Chan. It's the, ah, Evergreen State College band from Olympia, Washington. This group is in its second year but, apparently, this is the first time they've appeared away from their school, I guess. Well, anyway, are you ready Evergreen?"

The Evergreen State College Jazz Ensemble was ready. The curtain parted and there they were, all 22 members of the ensemble ready to blow the first notes of their opening piece and ready to begin, as Don Chan put it, the highpoint of their existence as a band, so far.

In many ways, the Evergreen Jazz Ensemble has become quite an institution here at school. Last year, they inspired careless abandon among their Evergreen audiences. People dancing in the aisles and people commenting on how they should become a back-up act at Paramount Northwest were common. The reaction to their music this year has been somewhat similiar.

But the jazz festival in Portland, held on Saturday, Jan. 12, was different. It was held away from the loose and receptive audience and confines found here on campus. It was held on neutral grounds.

Eight bands representing seven schools participated in the festival. Besides Evergreen, the schools were Central Washington State College, Clark College, three Oregon community colleges, Lane, Mount Hood and Clackamas, and the host, Hudson's Bay High School. Each band was limited to a half hour set but even with that, the entire concert lasted over four and a half hours.

Opening the festival was the Nine Pound Ball, a nine-piece combo from Central. They were impressive, mainly because the four numbers they performed were all written by members of the group. Some of their pieces were just a little bit loose but their playing was excellent overall.

Following them was Hudson's Bay. Incredible is the only word to describe them. They demonstrated a power and energy lacking in most of the college bands present. They did one chart of Chick Corea's "La Fiesta", featuring their excellent piano player, that was much better than the same chart performed later by Clark College. All this by a high school band.

The four two-year schools had their moments of brilliance. For instance, Clackamas performed an extended trumpet concerto written by one of their students that was quite good and Mount Hood played a set that was a tour-de-force for their trumpet-playing director. But the music played by these bands seemed somehow to lack the poise and/or energy present in the other groups.

Central's big band, however, lacked nothing. They were good, very good. The festival was not a competition but there was an informal judging of the bands after the concert. Central's big band was voted number one. Second place in this informal judging went to Evergreen.

"I was very happy with the band's performance," said Chan. "I think we did about as well as we could under the circumstances and the judging results seem to prove this. This experience taught the band a lot."

The ensemble performed five numbers in their slightly over 30 minute set. They began with "Timecheck" by Don Menza, then went into "Backbone", Thad Jones, "The Raven Speaks", Keith Jarrett, and finished with a suite by Kim Richmond, "Gems" and "Mayo". All these pieces have been heard by Evergreen audiences previously.

Chan felt the band did their best work on "Mayo" and "The Raven Speaks". I have to agree and also add "Timecheck" to this list, at least in comparison to Clark, which did the same number later in the show.

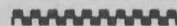
Because the crowd was so sparse and spread around the auditorium, it was hard to get an indication of the crowd's response to Evergreen's music. But there were a few of the characteristic hoots and hollers when the band engaged in powerful, full ensemble blowing as in "Raven." And when the band left the stage, they received as good, if not better, response as any of the other bands.

As far as Evergreen soloists go, Scott Handley on tenor sax and Peter Brook on drums came off best both musically and in acknowledgment from the audience. Handley soloed a number of times and Brook soloed once, on "Mayo". In the past Evergreen performances, Brook has always seemed to elicit quite a response from the crowd with his powerful and extended solos. In Portland, he was limited, because of time restrictions, to a brief (for him) five minute spot but even without more time to expand, he came away from the festival with probably the best drum solo.

Another point to remember in evaluating Evergreen's performance is the incredible amount of hassles the band was forced to endure. The trip down from Olympia went extremely slow because of the poor conditions of the roads. The band's equipment truck had to be pushed at one point to get out of the ice. Also, just as the band was beginning their final rehearsal, they were informed they were soon due on stage, thus making any pre-performance warmup impossible.

There is something else to remember, too. Most of the members of the other bands at the festival are studying music at their respective schools, becoming music majors. But a good number of players in the Evergreen band are focusing their education in other fields and are not at school to study music. With this rather loose foundation, it is really a tribute to the ensemble that they did so well in Portland.

Later this year, the band will perform at Expo '74 in Spokane and will compete in the Bremerton Big Band Jazz Contest at Olympic College. More highpoints ahead.



# nw culture

## OLYMPIA

Friday Nite Movie, "King Kong" and "City Lights". TESC Lecture Hall 1, 7 and 10 p.m., Jan. 25, 50 cents admission.

Wednesday Night Films, "The Hour of the Furnaces". Lecture Hall 1, TESC, 7:30 p.m. on Jan. 23.

Movies: State Theater; "Magnum Force" and "Two Lane Blacktop". Capitol Theater; "The Way We Were". Olympic Theater; "Instinct for Survival". These movies will run at least through Wednesday.

Stainglass instruction at the Mansion Glass Co., 218½ West 4th. Beginning tomorrow at 7:30 p.m. This eight-week course will cost \$35.00.

The people and a marriage in a work center for the mentally retarded, a photographic essay by Don Heiny, continues to be exhibited in the library. Thru Feb. 2.

An exhibit of lowfire ceramics by a variety of people is currently on display in the library. Thru Feb. 9.

Eskimo and American Indian carvings and Patrick Haskett's Northwest Marine Watercolors is presently on display at the State Capitol Museum.

Malvina Reynolds, folk singer, will perform at 9 p.m. in the library lobby on Friday, Jan. 25. Her performance here will be in conjunction with the Chile Symposium.

"The Family Man" presented by the Olympia Little Theater. Friday and Saturday at 8:15 p.m.

Folk Dancing (TESC) every Sunday in the Multipurpose Room and on Tuesday on the 2nd floor of the CAB. Everyone welcome, teaching included.

## SEATTLE

Loggins and Messina — At the Seattle Center Arena, Friday, Jan. 25 at 8 p.m. Tickets are \$5 in advance and available at the Bon Marche and suburban outlets.

Dave Mason — At Paramount Northwest, Tuesday, Jan. 29 at 8 p.m. Tickets are \$4 in advance and also available at the Bon.

Seattle Symphony — At the Opera House, tonight at 8, featuring guest artists Raymond Davis, Henry Siegle, and V. Kodjian.

"Play Strindberg" performed by the Skid Road Show, 102 Cherry St. Curtain is 8:30 p.m. Thursdays and Sundays and 8 p.m. Fridays and Saturdays. Thru Feb. 3.

"A Family and a Fortune" performed by the Seattle Repertory Theater. Curtain is 8 p.m. Tuesday through Friday, 8:30 p.m. Saturday, and 7 p.m. Sunday. Thru Feb. 7 and at the Center Playhouse.

A world photographic exhibit on the effects of pollution is on display at the Pacific Science Center thru Feb. 3. This exhibit is on loan from the Smithsonian Institute.

Edmund Teske, Danny Lyon, and Robert Doisneau are the featured artists in a photographic exhibition at the Henry Gallery at the U of W. Thru Feb. 10.

The 59th Annual Exhibition of North-

west Artists is at the Art Pavilion in the Seattle Center. This generally controversial exhibition is running until Feb. 24.

Movies: "The Sting" (Renton Cinema I); "The Seven Ups" (UA Cinema 70); "Sleeper" (Music Box); "The Day of the Dolphin" (Cinerama).

## TACOMA

Mr. B's Review — Jazz band at Court "C" Coffeehouse, 914 Broadway (downtown). Tonight and tomorrow, 9 p.m., 50 cents.

Gary McKinney presents a multi-media show entitled "Growth" tonight in the Cave Coffeehouse on the Pacific Lutheran University campus at 7:30 p.m.

The Tacoma Art Museum presents 40 prints of the works of Rembrandt. Thru the end of the month and at 12th and Pacific.

"The Night Thoreau Spent in Jail" presented by the Fort Lewis Centurion Theater. Curtain time is 8 p.m., Jan. 24 thru Jan. 27.

Movies: "Executive Action" (Tacoma Mall); "Day of the Jackal" (Parkland); "Siddhartha" (Guild); "American Graffiti" (Cinema II).

## PORTLAND

John Prine and Steve Goodman — Saturday, Feb. 2, 8 p.m. at the Civic Auditorium. Tickets are \$3, \$4, and \$5.

Oregon Symphony Orchestra — Tomorrow at 8:30 p.m. in the Civic Auditorium.

Camerawork Gallery presents works by Louis Bencze. Thru Feb. 9, 2255 NW Northrup St.

The Portland Center for the Visual Arts presents high-relief and collage paintings by Frank Stella. Thru Feb. 10.

Buster Keaton's "The Railrodder" and "Buster Keaton Rides Again" at the Northwest Film Study Center, Portland Art Museum. Thursday, Jan. 24 at 8 p.m.

## Oly best sellers

The following books were the top selling books in Olympia last week:

What to do in Olympia on a Rainy Day - Hart - et al.

Weight Watcher Program Cook Book - Nidetch

I Heard The Owl Call My Name - Craven

Joy of Sex - Comfort

Will Rogers - Ketchum

The Living Bible - God

In One Era and Out the Other - Levenson

Band of Brothers - Gann

Hand Made Houses - Boericke

Universal Traveler - Koberg & Bagnall

Go Hire Yourself and Employer - Irish

Joy of Cooking - Rombauer

Be Here Now - Ram Das

Journey to Ixtlan - Casteneda

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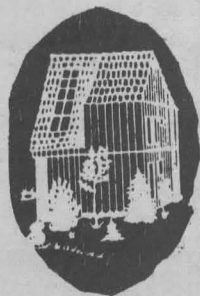
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# COG 2

## GOVERNANCE AND DECISION-MAKING AT EVERGREEN

### INTRODUCTION

Evergreen is an institution in process. It is also a campus community in the process of organizing itself so that it can work toward clearing away obstacles to learning. In order that both creative and routine work can be focused on education, and so the mutual and reciprocal roles of campus community members can best reflect the goals and purposes of the College, a system of governance and decision-making consonant with those goals and purposes is required.

To accomplish these ends, governance and decision-making in the Evergreen community must have the following qualities:

1. The procedures must reflect the Evergreen approaches as stated in the college bulletin to facilitating learning, and recognize the responsibility of the President and the Board of Trustees for institutional direction.
2. Decisions, and methods to be used for their implementation should be handled at the administrative level closest to those affected by a particular decision.
3. Those persons involved in making decisions must be held accountable, should be locatable, and, most importantly, need to be responsive.
4. Decisions should be made only after consultation and coordination with students, faculty, and staff who are affected by and interested in the issues, while recognizing that administrators may be affected by various accountable restraints.
5. Oligarchies are to be avoided.
6. In cases of conflict, due process procedures must be available and will be initiated upon request by any member of the campus community.
7. The procedures should be flexible enough to remain applicable as the institution grows. Periodic evaluation should be used to determine if this is actually taking place.
8. The Evergreen community should avoid fractioning into decision-making constituencies with some sort of traditional representative form of government; e.g., faculty senate, student council.
9. Groups should utilize a consensus approach in reaching decisions. The voting procedure should only be used if consensus is unobtainable.
10. A call for standing committees and councils should be avoided. If it is essential for standing committees or councils to exist, there must be a frequent turnover of membership, at least annually.
11. The Evergreen community should support experimentation with new and better ways to achieve Evergreen's goals.

## I. THE LEGAL NATURE AND STATUS OF THE EVERGREEN STATE COLLEGE

The Evergreen State College, established in Thurston County by the 1967 Washington State Legislature, operates under the provision of the Revised Code of Washington (RCW 28B.40). Management of the College, care, and preservation of its property, erection and construction of necessary buildings and other facilities, and authority to control collection and disbursement of funds is vested in a five-member Board of Trustees appointed by the Governor with the consent of the Senate for six-year overlapping terms. Board members serve without compensation. The State Attorney General's Office is constitutionally established as the legal advisor to all state agencies and institutions. This agency provides legal counsel to the Board of Trustees, the president, and other designated members of the campus community. Evergreen's president is chosen by and is directly responsible to the Board of Trustees for executive direction and supervision of all operations of the College. The President of The Evergreen State College is appointed for a six-year term, reviewable annually, which term may be renewed for an additional six years for a maximum term of twelve years. The Trustees and the president in turn delegate many duties and responsibilities to others in the Evergreen community. The governance system recognizes that Evergreen is bound by two sets of rules which are not viewed as being inconsistent or incompatible with the spirit of the school. The first set of rules include those federal, state and local regulations which are legal in nature and are binding upon all public institutions. The second set of rules make up the system of governance designed to advance The Evergreen State College toward its goals and purposes.

## II. INFORMATION, COMMUNICATIONS, AND RECORD-KEEPING

The Evergreen community needs to be open, self-conscious and self-correcting if it is to be both viable and innovative. The left hand does need to know what the right hand is doing. Furthermore, Evergreen needs to be able to remember the important things both its left and right hands have done, and with what degree of success or failure they have done it. This latter function calls for an effective system of record-keeping and is integral to institutional evaluation. The former requires the establishment of an Information Center designed to provide the intelligence that all members of the community need on a day-to-day, week-to-week, and month-to-month basis. Combined with the President's Forum and the College Sounding Board, the Information Center should prove invaluable as an aid to informed decision-making.

### A. The Information Center

The Center will work closely with the schedules desk, Office of Collegé Relations, the campus newspaper, and KAOS radio to collect and disseminate information about the broadest possible range of activities within the Evergreen community.

It is intended that the Information Center, in addition to collecting information, will serve an active rôle in helping place people with questions with people responsible for having the answers. This demands that the Information Center have a sufficient staff to handle such requests.

The Information Center should be responsible for at least these activities: publish the College Calendar of Events; maintain a large master calendar on which additions to or changes in schedules may be made; maintain a number of special announcement bulletin boards, both at the Center and around the school; maintain and make available the Voluntary Service List; and maintain a visible record of administrative areas of responsibility as per Section III,A.

The Information Center should also have on file college publications, Disappearing Task Force (Section III,C) records and minutes of meetings. This should be done in an active and visible manner.

### B. The President's Forum

As an occasion for all concerned members of the Evergreen community to come together; to think together; to talk, listen, and reason together, the President's Forum will meet regularly.

The president of the College will lead the Forum discussions. She/he will be responsible for preparing and publishing an agenda, but it is to be understood that the agenda is open-ended. The Forum is not a decision-making body. It is a place and a time and a gathering where hard questions can be asked, where dreams can be told, where plans for a better college may be discussed.

In addition to the President's Forum, similar forums led by vice presidents, deans and directors, etc., are encouraged. These forums may allow for more focused discussion in specific problem areas of the community enterprise. All agendas should be publicized through the Information Center, paper, and radio station.

### C. The College Sounding Board

As an important all-campus information and coordination body, the College Sounding Board will meet on a regular schedule to facilitate coordination of activities among all areas of the Evergreen community. This group will make recommendations for action as issues pertinent to the College arise (in the same manner as indicated in Section III,C, of this document). It will constitute a consultative pool or "sounding board" where discussion and advice on issues affecting various areas in the college can be heard and needs for coordination can be aired.

The membership will be constituted as follows:

1. The president will be a member of the Sounding Board.
2. Each vice-president will appoint no more than 10 persons from his/her area of responsibility as members of this body with all areas represented.
3. Fifteen students will regularly serve as members of this body. They will be selected by their fellow students in a manner to be determined by the students. Annually, the Dean of Student Services will initiate the procedure.
4. Participation on the Sounding Board shall be for not less than one quarter, nor more than three consecutive quarters.

All members of the Sounding Board will serve as facilitators to all members of the Evergreen community in areas of initiative petitions or proposals, help individuals locate the area of responsibility, and otherwise facilitate communication and coordination on campus.

Participation on the Board should serve to acquaint its members with the multitude of problems, decisions, plans, etc., that typify an active center for learning. Each member of the Board must arrange for a substitute if he or she is to be absent from any particular meeting. Each member will meet with the appropriate constituent group to get information to take to the Sounding Board and to pass on information gained at the Board meeting.

The Sounding Board is responsible for maintaining a picture directory (with pictures, names, addresses, and phone numbers) in the Information Center so that the entire Evergreen community can know who to contact for help.

The College Sounding Board will select a new moderator and recorder for each quarter term. These responsibilities will be rotated through the Board membership. The moderator will see that the group meets on a regular schedule, will prepare and publish an open-ended agenda for each meeting, and will assure a free and open discussion of the issues. The recorder will be responsible for reporting the issues discussed and providing copies of the minutes to each member of the Board, the Information Center, the campus newspaper, and the radio station.

### III. GETTING THE COLLEGE'S WORK DONE: PATTERNS OF ADMINISTRATIVE DECISION-MAKING

Decision-making at Evergreen will take place at the administrative level closest to those affected by the particular decision. Those responsible for making the decisions will be locatable and accountable; they will be expected to obtain input and advice from concerned parties as a regular part of the decision-making process.

#### A. Locatability:

Location of those responsible for the functioning of various areas of the community if identified in the College organizational chart, the Faculty Handbook, and The Evergreen Administrative Code. Delegated duties and responsibilities should be made as explicit as possible, and information regarding the decision-making roles of various members of the Evergreen community should be made easily available in the College Information Center. Members of the College Sounding Board will also serve as information sources on these questions of locatability.

#### B. Administrative Evaluation and Accountability:

Like the student and the faculty evaluation procedures, the administrative evaluation will emphasize growth in learning how to perform more effectively the roles for which the individual is responsible. The procedure will include a large element of self-evaluation and evaluation by peers, but must also include input by other members of the College community (students, staff, faculty) who experience the results of the administrative processes. It is through this evaluative procedure that the community can express itself most constructively on the effectiveness of the administrative process and the degree to which it is being responsive to the needs and the long-term interests of that community. Without a smoothly functioning procedure encouraging evaluative contributions from a wide circle of community opinion concerning the administrative performance of the decision-makers in the College, the campus community cannot be expected to place its confidence in the system of governance elaborated here. Administrative evaluation is therefore central and essential to the workability of the governance pattern proposed. Guidelines for annual evaluation of exempt administrators are included in The Evergreen Administrative Code. Similar procedures should be established for all administrators.

#### C. Consultation, Input, and Advice:

The Evergreen State College wishes to avoid the usual patterns of extensive standing committees and governing councils. Instead, decisions will be made by the person to whom the responsibility is delegated, after appropriate consultation.

At least three major avenues for consultation and advice are open to a decision-maker within the College. The person may (1) simply solicit advice on a direct and personal basis. This should not be used as the primary basis for decision-making on important issues. In particular, the use of a "kitchen cabinet" for regular advice should be avoided. (2) select a Disappearing Task Force (ad hoc committee) for the purpose of gathering information, preparing position papers, proposing policy, or offering advice. The DTF should be composed of as wide a sampling of the community as possible. Consistent use of computer selection from the Community Service List would assure that as many people as possible are brought into decision-making. It may also be advisable to include persons with particular expertise. The Information

Center should receive in writing an initial report of the DTF's purpose and membership; minutes of meetings; and its final recommendations, including any minority report. DTFs are expected to provide advance notice of the time, dates, and location of meetings. After submitting its written recommendations to the administrator, the DTF should not be dissolved until its members have been informed in writing that their recommendations were accepted; or, if not accepted, until they have met with the administrator to reach an understanding on any differences between them, if possible, and received written notice of his/her final decision. The appropriate administrative officer is obliged to respond in writing to proposals within two weeks. If accepted by the appropriate decision-maker, the proposal will be made policy and will appear in the next Evergreen Bulletin, Faculty Handbook, or The Evergreen Administrative Code, or be made public through the various Evergreen communication systems. (3) appoint a longer-term advisory body for counsel on a matter requiring expertise (this option should be used infrequently to avoid the "standing committee syndrome").

Three major resources exist for selection to these consultative processes:

1. The Natural Consultative Pool -- only when it is clear that their recommendations affect a small or clearly limited and identifiable group.
2. The Community Service List -- All members of the Evergreen community will be eligible for selection to the list by a random selection process. Names will be drawn from the list following the random order in which they were selected. Service on the list is considered a responsibility and a privilege of membership in the Evergreen community.
3. The Voluntary Service List -- Any member of the Evergreen community may have his/her name added to the list, and if she/he so desires may specify certain interest areas where she/he would wish to serve (e.g., Bookstore, DTFs dealing with experimental housing, administrative service, sports, etc.). This list will be maintained by and made available through the Information Center. Any individual or group can use this list to locate individuals to serve on DTFs, to identify people with certain interests, or to find talent and expertise.

#### IV. INITIATIVE PROCESSES

In addition to those who by law or by delegation of duties and responsibilities are charged to develop policy in the performance of their duties, any member of the Evergreen community can write a proposal or gather together a disappearing task force in the same manner as indicated in Section III, C of this document.

Aid and advice on the initiative process will be available to individuals and groups from the Information Center.

#### V. MEDIATION AND ADJUDICATION OF DISPUTES, GRIEVANCES, AND APPEALS

The mediation or grievances and appeals system at The Evergreen State College is designed to:

1. Apply as far as possible to all members of the community.
2. Provide a responsive system, one capable of speedy resolution of conflict and grievances.
3. Provide a campus adjudicatory process, not one intended to operate in place of civil authority.

##### Informal Mediation

It is expected that members of the Evergreen community who come into conflict with one another will make a determined effort to resolve their problems peacefully and quietly by themselves. This first attempt at resolution should be one to one. When unable to work out their differences in this direct fashion, they shall resort to third party informal mediation where the parties to a dispute shall call in a mutually agreed upon third party. Informal mediation shall be guaranteed all campus employees and students. If third party mediation is desired but one of the parties involved refuses, the Dean of Student Services should be contacted for assistance.

The Campus Hearing Board should be required only if previous attempts to resolve grievances and disputes through informal mediation have been unsuccessful. All members of the Evergreen community should feel a heavy responsibility to make every effort to solve individual and community problems imaginatively and constructively without resort to the hearing board process.

Disputes involving personnel action of a formal nature for classified staff are governed by RCW 28.75.120 (Classified Employees Right to Appeal to Higher Education Personnel Board) and Chapter 251, WAC (Directions for appealing specific actions).

##### Campus Hearing Board

The President or his/her designee shall randomly select from the voluntary service list, three appointed members of the Board, including a student, staff, and faculty member, who will serve for not less than one academic quarter or more than one academic year. The appointed members will have the obligation to review all hearing board requests. Requests for a hearing board, together with proper evidence that previous attempts at mediation have been unsuccessful, must be presented in writing to the President's office. The appointed members will respond in writing within five days, accepting the case or, if not, clearly stating the conditions that must be met. Before the actual hearing, two temporary members will be selected for each individual hearing by a random process from each of the disputants' peer groups. Each side represented in a dispute will have the right of two peremptory challenges.

In cases heard by the Campus Hearing Board, disputants will:

1. Receive adequate (5 to 10 days) written notice of the nature of the grievance and possible sanctions (where appropriate).

2. Receive written notice of the date, time, and place of the hearing.
3. Be advised of the names of the witnesses who will appear in the case.
4. Receive a fair hearing.
5. Have the right to present a defense and witnesses and the right to cross-examine opposing witnesses.
6. Receive written notice of the decision of the Board.
7. Have access to a transcript of the proceedings and the findings of the Board, located in the President's office.

Appeal within the institution beyond the Campus Hearing Board is by petition to the Board of Trustees. The Board of Trustees may also, on its own motion, review any decision of the Campus Hearing Board and affirm, modify, or reverse that decision.

The following system, designed to accomplish these objectives:

1. Calls for the continuous flow of information and for the effective keeping of necessary records.
2. Provides for getting the work done and for consultation and decision-making by the accountable, locatable person.
3. Allows for creative policy making, including a policy initiation process open to any member of the Evergreen community.
4. Insists on the speedy adjudication of disputes with built-in guarantees of due process for the individual.
5. Has built-in methods for evaluating--and if necessary, changing--the system.
6. Attempts, in every instance, to emphasize the sense of community and to require members of the campus community to play multiple, reciprocal, and reinforcing roles in the campus community enterprise.

#### EVALUATION OF GOVERNANCE

Necessary and essential amending of this document is to be accomplished through the initiative procedures contained herein. At the end of every two years, the President will convene a DTF on governance which will include faculty, staff, students, and Evergreen graduates to evaluate the Evergreen governance system. It will be the responsibility of the DTF to affirm the effectiveness of the system or to propose changes. Major changes will be subject to ratification by the members of the Evergreen community.

Members:

- Ross Carey
- Ken Ritland
- Patrice Scoggins
- Kirby Juhola
- Larry Stenberg
- Oscar Soule
- Larry Eickstaedt
- Pete Sinclair
- LeRoi Smith
- Betty Estes
- Tom Rainey
- Maxine Mimms
- John Munro
- Helen Mannigan, Chairwoman
- Joanne Jirovec
- Al Spence
- Mary Hillaire
- Trueman Schmidt
- Cathy Burnstead



# Reduction in Force

## THE REPORT OF THE REDUCTION-IN-FORCE DTF: RECOMMENDATIONS FOR A CAMPUS-WIDE REDUCTION PLAN FOR THE EVERGREEN STATE COLLEGE

- I. The Charge to the DTF. Pursuant to legislative mandate of September 1973, the following two statements are understood to charge the College with the responsibility for developing a campus-wide plan to address the issue of a possible reduction-in-force. The first is by the Honorable Daniel J. Evans, Governor, in his Veto Message relative to Substitution Senate Bill #2956, on September 26, 1973:

I am convinced, however, of the need for the governing boards of the four-year state colleges and universities to adopt necessary and proper retrenchment procedures for the termination or non-renewal of faculty contracts in the event financial exigencies created by reduced enrollment or discontinuance of funded programs necessitates such action.

The second is by President Charles J. McCann of The Evergreen State College, in his memo to budget heads of November 6, 1973, in which he responded by establishing the present DTF, and which he subsequently charged with the responsibility of generating a reduction-in-force plan for our College:

Because of tenure policies at most institutions and the customary long advance notices for non-renewal of contracts, the legislative and executive concerns have been primarily with policies of reduction of faculty size. However, an enrollment drop affects the total budget and thereby the jobs of all employees. Therefore I am asking that we conceive a campus-wide plan encompassing faculty, civil service and exempt staff and involving these groups in the development of such a plan.

- II. The Objectives. Early in its series of meetings, the DTF decided that the survival of The Evergreen State College's ability to pursue its goals as a learning community is considered the primary objective, and that in carrying out this objective all steps be taken to deal humanely with all individuals involved in a reduction-in-force process. The Guidelines and Procedures subsequently generated by the DTF are designed to permit a reduction-in-force within our College, should that action become necessary, without undermining its academic goals and ideals, as set forth in the College Bulletin, in the Faculty Handbook, and in our Governance Documents. These Guidelines and Procedures follow.

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III. Guidelines.

- A. During a reduction-in-force, every effort will be made to provide the maximum notice to those persons affected either through termination or through shifting of responsibilities in the event of reorganization. Requirements for notice are applicable by law or by College policy: Civil Service employees have a minimum of three days in which to choose any available options in lieu of layoff, and a subsequent minimum of fifteen days before termination (cf. WAC 251-10, Appendix B); Members of the Faculty have notice policies as provided in the Faculty Handbook (Appendix C); Administrative-Exempt employees, while having no fixed period of notice, should be given the maximum feasible notice.
- B. During the reduction process, the actions considered and taken will occur in an atmosphere of open, clear communication.
- C. Any reduction-in-force should be undertaken with the clear goal in mind of maintaining as a minimum the legislatively-approved student/faculty ratio. Protection of this ratio is vital to the academic mission of the College.
- D. During a reduction-in-force, the College will make every effort to maintain its Affirmative Action goals pertaining to its non-white and female faculty and staff. Affirmative Action must be implemented at all times, in all actions, including the formation of the Advisory Group defined below.
- E. Any reduction actions taken will not be construed as superseding or repealing existing grievance procedures available to community members of The Evergreen State College through Civil Service rules, the College Governance Document, and the Faculty Handbook. The Advisory Group should make it clear that such procedures are available, should affected individuals need them.

- F. Every effort will be made by the College to aid those employees terminated during a reduction-in-force to find satisfactory employment elsewhere. This includes maintaining a RIF Termination List for a minimum of two years following a reduction-in-force; and, should a subsequent growth by the College occur during that time, thus allowing vacated positions to be re-established, priority in hiring for those positions shall be given to qualified persons on that List. Such persons shall be given thirty days to accept an offer of re-employment.

#### IV. Procedures

- A. In the event of a fiscal crisis created by "reduced enrollment or discontinuance of funded programs," causing a cut in appropriations in such amount that reduction-in-force becomes necessary, the Board of Trustees shall be asked by the President to declare a state of "Financial Exigency."

Following this declaration, an Advisory Group shall be formed by the President to recommend a plan for reorganization and reduction. The Group will be composed of the Vice Presidents; one representative each from the Academic Deans, the Affirmative Action Office, the Library, Student Services, Business Office, Plant Management and Operations, Personnel Office, Auxiliary Services; at least three representatives each from the Faculty and from the Student Body; and any other representatives the President deems necessary.

Within legislative intent, the Advisory Group shall draft a funding plan by budgetary program and recommend an organizational structure capable of carrying on the College's objectives within the framework of the funds available.

After the draft plan is approved by the President, he will charge the appointing authority of each respective budgetary unit with the responsibility for developing an operational plan for the unit within the funds available. The operational plan should identify specific functions and positions to be eliminated. Appointing authorities will submit their plans

to their respective Vice Presidents for review. Upon approval, the Vice Presidents will submit the plan to the Advisory Group for final consideration prior to its making specific recommendations to the President.

The President, in consultation with the Advisory Group, will develop the final plan for the Board of Trustees' consideration.

The Advisory Group, during the entire process delineated here, will be charged with the responsibility for maintaining liaison with the rest of the College Community.

- B. Relative to reduction in faculty force, every attempt should be made during the remaining growth period of the College to provide a number of alternatives or buffers against the future necessity for terminating regular faculty appointments on short notice. The Evergreen State College is in a somewhat unique position among its sister institutions in still being able to look forward to a period of growth; we must therefore not miss the opportunity to build into its growth pattern a thoughtful plan for possible future reduction in the size of its faculty, should this become necessary.

Evergreen is in a unique position in another respect, also, in that it does not have a traditional faculty tenure system. The original Planning Faculty decided in 1970 to eschew the tenure system because experience at other institutions had shown that it was difficult to maintain a primary commitment to the continuous improvement of teaching skills under such a system. Our faculty serve, therefore, under a system of continuous evaluation, including an annual review of teaching effectiveness and growth in the teaching arts as a condition for renewal-of-appointment every three years. In order to maintain the esprit of the faculty required for this system's effectiveness, it is incumbent upon the College to maintain a variety of options for solving a reduction in faculty force, should such reduction become necessary.

Furthermore, the uniqueness of the College's position is underscored by the fact that its Academic Programs are not rigidly set in the traditional departmental structure, but are subject to annual formation and revision by the faculty, and to annual review by the Academic Deans. Thus, the maintenance of a faculty characterized by high quality, diversity, and creativity is both primary and prerequisite to the vigor and excellence of the Academic Programs.

Therefore: Upon declaration of a state of "Financial Exigency" by the Board of Trustees, the following proposed actions should be implemented, in order to alleviate the faculty portion of the fiscal crisis without the actual termination of faculty contracts:

1. Allowing normal attrition and non-replacement to provide as much relief as possible (an estimated 2 to 5 per cent reduction annually).
2. Continuing the twelve-month operation of the Academic Programs, but allowing faculty to teach only during three of the four quarters (yielding an estimated 10 per cent reduction-equivalent).
3. Providing an automatic reduction-in-force through the elimination of the "Visiting Faculty" status at the end of any academic year (estimated 8 to 10 per cent reduction-equivalent), if the recommendations of this document's "Appendix A" are acted upon favorably.
4. Requesting a voluntary list of faculty members willing to accept six months' notice for a year's leave of absence without pay, in order to provide a temporary reduction-in-force while efforts are being made to correct the under-enrollment problem (yielding an estimated 10 to 15 per cent reduction-equivalent).
5. Asking the faculty to consider various job-sharing options, at least on a volunteer basis (two-quarter appointments, etc.). (This step would yield an estimated 5 to 10 per cent reduction-equivalent.)

In the extremely unlikely event that the above corrective measures prove inadequate to resolve a faculty-related reduction-in-force crisis, a state of "Extreme Financial Exigency" will be declared by the Board of Trustees upon the advice of the President, and the following procedures shall be invoked: a) A Faculty Review Panel shall be elected by the faculty to serve in an advisory capacity to the Academic Deans and Provost; b) The Panel shall have a size equivalent to 6 per cent of the total faculty, and shall have a composition which properly reflects the then-existing proportions of women and minority persons; c) The Academic Deans and Provost, in consultation with the Panel, will then review the qualifications of each Member of the Faculty, regardless of his or her remaining terms of appointment, with respect to the performance criteria articulated in the Faculty Handbook (Appendix C), and decide who among the faculty are the most able to contribute to the academic mission of the College; d) Recommendations will be made to the President accordingly, in order to accomplish the necessary reduction in the size of the faculty.

The timing of these actions shall provide the maximum possible notice to affected individuals.

Nothing in the foregoing shall be construed as abridging the rights of individual Members of the Faculty to the Grievance Procedures normally available in cases of non-reappointment.

- C. Relative to reduction in Classified and Exempt Staff, a variety of alternatives should be considered to minimize unnecessary termination as follows:
1. Identifying those positions which might successfully function on an academic year, rather than a calendar year, basis.
  2. Considering the redistribution of duties among positions, making maximum use of normal attrition.
  3. Some employees might wish to consider going to half-

time, with their supervisors' approval, should that option fit into the reorganizational plan. (Classified employees cannot, by law, take a cut in salary as long as their duties and hours remain the same.)

Administrative-Exempt personnel accept appointment knowing that their essentiality depends upon the necessity of the function and the ability of the person to fulfill that function. They operate in a spirit of mutual trust and expectation of good will/good performance. This spirit must be carefully guarded through the procedures outlined in Part IV. of this document during any reduction-in-force.

**Members of Reduction-in-Force DIF:**

Donald Chan  
Leo Daugherty  
Medardo Delgado  
Cruz Esquivel  
Susan Fiskdal  
David Hitchens  
Richard Jones  
Mary Nelson  
Carol Curtis  
Charles Davies  
Jean Hutchings  
Sara Johnson  
Keith Heaton  
Daniel Weiss  
Edward King  
Pat Matheny-White  
Ken Winkley  
Byron Youtz  
Ralph Provident  
Jonathan Smith Stephens  
Thomas Schwartz  
James Tatz, Chairman

**Advisors:** Diann Youngquist  
Joe White  
Hap Freund

January 11, 1974

Appendix A.

On the assumption that The Evergreen State College does not face an immediate crisis of enrollment, this DTF recommends the following procedure for faculty recruitment in order to provide a buffer against future crises in enrollment: That up to 10 per cent of the total faculty positions be designated as one-year "Visiting Faculty" positions, to be filled only by persons who would not consider a second year appointment under any circumstances (e.g., faculty <sup>on</sup>sabbatical leave from other institutions, persons from the "professions" -- law, medicine, business, government, etc.-- who wish to spend a year teaching on a college campus, etc.)

1/11/74