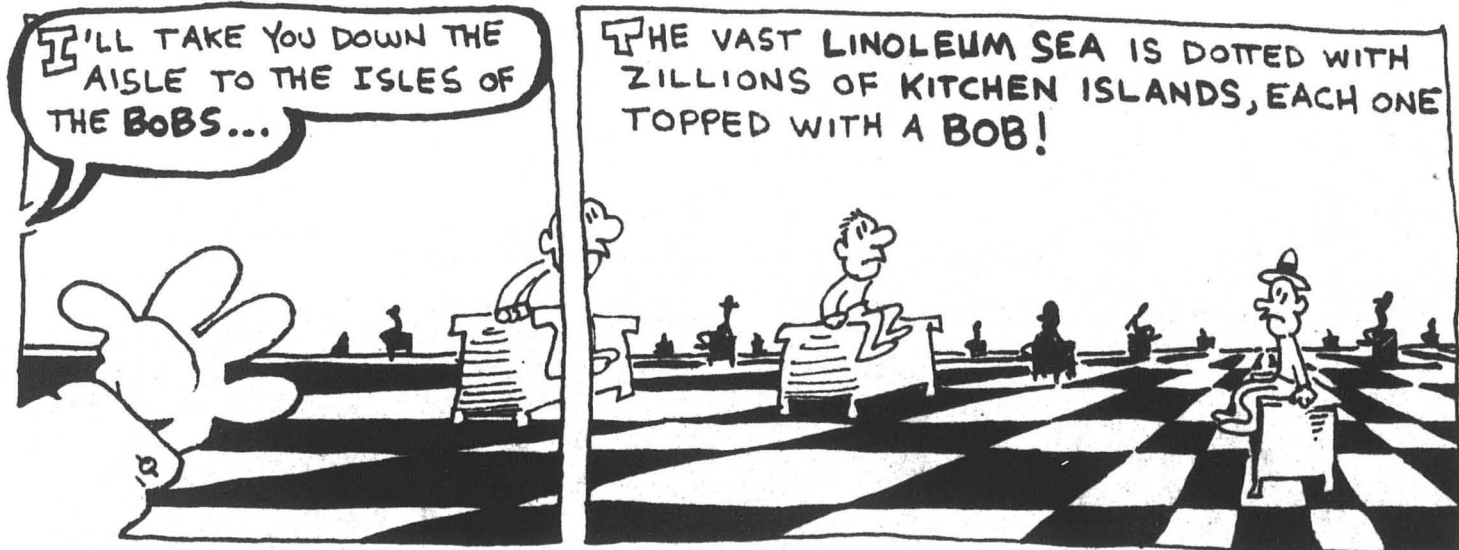


# ISLANDS of the BOBS!

ON THE PLANET BOB!

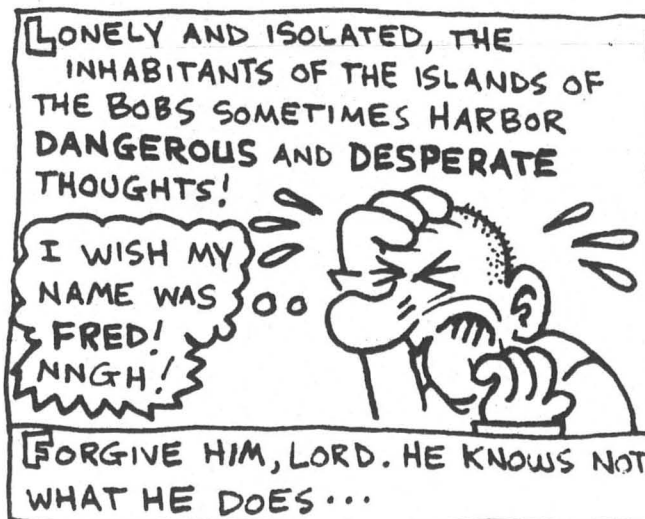


W.A.S.P. MALES ALL, THEY PROUDLY EMBRACE THEIR CULTURAL HERITAGE...

THIS TOASTER IS BUSTED, BOB. ANY ADVICE?



I DUNNO, BOB. THERE AIN'T A KITCHEN APPLIANCE ON ALL OF PLANET BOB THAT'S WORTH DIDDLY-SQUAT!



FORGIVE HIM, LORD. HE KNOWS NOT WHAT HE DOES...

MEANWHILE, IN BUTZVILLE, N.J., MR. ILLUMINATION GOES OUT THE WINDOW!

SO LONG, KIDS!



GOTTA SEE A MAN 'BOUT A DOG... HEH-HEH...

BY BANBURY "I DON'T GET IT" CRANBERRY

The Evergreen State College  
Olympia, WA 98505

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May 7, 1987

issue XXIII **Cooperpoint Journal** volume XV.



## editor's note:

This week went great. We had buckets of interesting copy BY DEADLINE and our volunteer production staff is growing. A big thank you to everyone who helped out.

On May 21, the theme of the issue will be Giving to the Community. If you volunteer time on a service project and would like to share with others how it has enriched your life, please call us. We need people who are willing to be interviewed, as well as people to write articles and opinion pieces. Also, we will need visual images pertaining to the theme.

Remember that at the end of the quarter the Communications Board will be picking next year's CPJ editor. If you want to apply, it is extremely important that you come up and volunteer some time this quarter to get a feel for how the system works. It is also imperative that the future editor know how to run the typesetter.

Brothers and Sisters, I have a grave, grave concern to share with you. It has been revealed to me by the Holy Spirit, yes, cousins, God Himself, that my refrigerator is empty. Furthermore, I have no cigarettes. This sorry state of affairs may seem like bad financial management. NO! It is the work of Satan, for the Prince of Darkness is trying to keep me from my holy mission here at the seepage.

Therefore, God has given me a holy mandate to ask you, gentle reader, for money. Bucks. Clams. Send it to the CPJ pronto and your soul will be guaranteed a choice condo in the world to come. Don't dawdle, brethren. Hear the voice of God calling you.

--Polly Trout

The photo on the cover was taken by Andrew Stebbins. It is part of a series based on the experience of fear. Drew is part of the program "Meditation on Faith" with faculty member Marilyn Frasca.

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## STAFF

The COOPER POINT JOURNAL is published weekly for the students, staff, and faculty of The Evergreen State College, and the surrounding community. Views expressed are not necessarily those of the college or of the JOURNAL's staff. Advertising material contained herein does not imply endorsement by the JOURNAL. The office is located at the Evergreen State College, Campus Activities Building, Room 306A. The phone number is 866-6000, x6213. All calendar announcements must be double-spaced, listed by category, and submitted no later than 5 p.m. on Tuesday for that week's publication. All stories and letters to the editor must be typed, double-spaced, signed, and must include a daytime phone number where the author can be reached, and are noon, Monday, and 5 p.m. on Monday, respectively. Display advertising must be received no later than 5 p.m. on Monday for that week's publication.

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letters



photo by Heather Gaddy

### ► sacrifice

Editor,

Each soul has a different understanding of the word "sacrifice," but one esoteric way of looking at it is "to make sacred."

Thus, when we sacrifice, our selfishness dies for the greater good.

It is also the dying of the old standard and the rebirth of the new. Hence, Spring marks the time when the dead growth of Winter gives way to the first sprouts of Spring.

It is in this context that sacrifice was used in my April 16 article concerning spring ceremonies. Both Easter and Passover usually take place at the first full moon period of Spring, during Aries. Aries is symbolized by the ram, or often the young ram or lamb. It is by the sacrifice of Aries, represented by the blood of the lamb on the doorpost, that the Jewish people are *passed over* by the Angel of Death. Slavery is overcome,

and the old standard gives way to the new. It is sacrifice/death and rebirth, leading to the *sacred* way of freedom. The intent is *metaphorical*, and *not literal*.

Categorically, let me state that the Jewish people are not practicing blood sacrifice. Let me further state that I am opposed to persecution or discrimination against the Jews or any other peoples.

Still, I ask forgiveness if, in any way, I have injured the feelings of anyone; the intent of the Easter article was to demonstrate the common unity of humanity, and to be inclusive rather than exclusive.

I am also thankful to Sam Segall for further educating us concerning the sacred symbols of Passover. I myself would have included some of the symbols, but did not do so because of the limits of space. Also, in particular, I am thankful for his mention of the egg on the Sedar table, commemorating new life. This corresponds to the Easter egg and the Cosmic egg, also symbolizing new life, mentioned in my article. I look forward to further articles from Sam

Segall concerning the symbolism of other Jewish Festivals.

May we all sacrifice our misconceptions. And let us embrace one another with joy and fellowship, following the Sacred Way.

Will Perry

### ► journalist?

Dear Editor, et. al.

Recently, one of your journalists, if by a long stretch of the imagination you can call him that, wrote a review of *The Sinking of The Titanic*. Myself and most performers involved were greatly insulted by his highly opinionated and even vulgar account of the event. He didn't once mention that its sole purpose and affiliation with the college was that of a radio broadcast. He also neglected all but two of the 15 performers and all of the eight technicians. His grotesque story reduced the event to a smokers'

and drinkers' ball! Being a journalist involves more than a free pass to a good time, Bud! Remember that the artists in this community look for support in the media and there's not much of it in Olympia at present. You are representing us. So next time, be responsible and interview a few people, read the program, or stay home!

Sincerely,  
Connie Bunyer

### ► auklets

Dear Evergreen Community,  
The least auklet, a seabird that feeds and breeds in the North Pacific and the Bering Sea, has fallen prey to styrofoam. The stuff seems to have scattered to all corners of the globe. Chuskis, or chooskies, as the Aleuts call them, mistake the white styrofoam flotsam for food. The auklets eat it and feed it to their young. Eventually it so clogs their digestive tracts that they die. That is but one of the disasters of styrofoam; I urge you to sign WashPIRG's petition against it.

Sincerely,  
Hector Douglas

### ► crime watch

To Everyone,

Due to the recent attacks and fear of more, I have reinstated Community Crimewatch. My name is Anna VanderHouwen and I am the new coordinator. This service is needed and so are volunteers. If you wish to donate your time—it's a great way to get exercise and meet people!—please write down your name, address, phone number, and days and times you can and cannot work. Bring the information to me in CAB 304, or take it to Security. Please do not walk anywhere alone; call Security and request an escort. We can make Evergreen a safe environment.

Sincerely,  
Anna VanderHouwen, Coordinator

### ► gary

To the Editor,

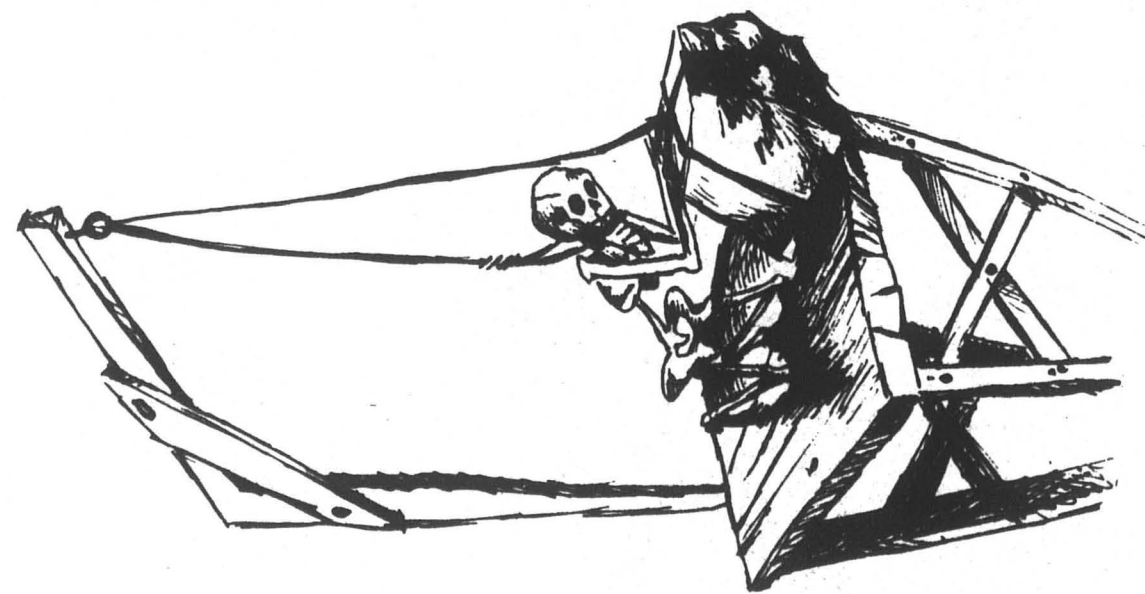
It is very unfortunate that you felt the need to crop the photo that I supplied to you last week when reporting on the

Indian Center's annual Pow Wow. The fact that no explanation of the photo was offered to those that did not attend was sure to make it somewhat confusing. To those of us familiar with the Pow Wow circuit, it is obvious to see what James Old Coyote is doing with both his visible hand and the one you chose to whack off! The fact that this young man is sitting at a drum singing is not at all evident. It is hard to guess why you chose to crop the photo so close, unless it was to make room for the advertising at the bottom of the page. What a waste of a photograph; what a waste of time on my part. Thanks for your commitment to cultural diversity.

To all of my relations,  
G.W. Galbreath

*Gary's photo and accompanying story were turned in past our deadline, and violated some other criteria we request of all contributors. We published them anyway because I wanted to cover the Pow Wow. In light of these facts, I find his implication that we are not committed to cultural diversity unfair and ungrounded. --ed.*

turn page sideways for comic



Personal pursuits in kinetic energy

ignatz green

### Bike stolen

A bicycle valued at \$1400 was stolen from in front of the CRC last weekend. The 18 speed Sekai is described as being black and silver with a tool pouch and generator light; the serial number is 07903B. The bicycle was taken between 7 p.m. Friday and 10 p.m. Saturday. Persons with any information are urged to call Security at X6140.

Security claims that most bikes stolen from the campus are usually taken for transportation and then dumped. Once they are abandoned and recovered, police have no way of identifying the owner and they are often auctioned off.

For a \$1 fee Security offers an Evergreen bicycle license. Should your bicycle be stolen and recovered, a license is your best bet that it will be returned to you. The dollar goes to support the bike shop operation. □

--Timothy O'Brien

### Registration changes

Please note the following changes in the current registration procedure:

May and September registration periods will be designated for only those programs beginning in the Fall. Students registering into two or three quarter programs beginning the Fall will be permitted to register for the duration of the program as is currently the practice. Students will not be permitted to register in May or September for programs beginning in Winter or Spring. Enrollment in programs beginning in the Winter will take place during the December registration period; enrollment in programs beginning in the Spring will take place during the March registration period. Summer registration will be unchanged.

--the deans



Washington delegates to the San Francisco peace march.

### SF march: "Peace, justice"

Between 70,000 and 100,000 delegates from the western states mobilized and rallied in San Francisco on Saturday, April 25. The march urged the U.S. to end intervention in Central America, end support for Apartheid, and freeze the arms race. Protestors bore the slogan, "Peace, Jobs and Justice." A simultaneous rally was held in Washington D.C.

In San Francisco, over 400 Washington residents participated. They came from Bellingham, Seattle, Tacoma, Spokane and Yakima. About 25 Olympians and Evergreen students also participated, arriving by plane, van, car and bus. Gathered under their banner, chanting slogans like "Boycott South Africa, not Nicaragua," and "No Draft, No War, U.S. Out of El Salvador," Washington state led the march down

Market Street from Drumm to the Civic Center. There, representatives and sponsors of the Mobilization addressed the crowd.

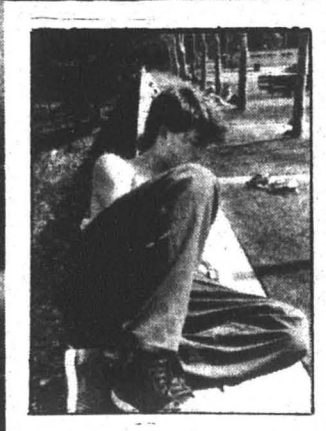
Dolores Huerta, Vice President of the United Farm Workers, and Nao Mnumanza, African National Congress member and representative to the United Nations, were key speakers. There were also labor, religious and Central American representatives. More than a hundred booths lined the area, sharing a variety of information, projects, causes, events, and food.

Inspiration, music and excitement exploded all during the day, as this was the first rally in years which has encompassed such a united western states' action. --Janine Thome and Trace Dreyer, authors, were part of the Evergreen contingent at the San Francisco march.

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Celebrating life at Earth Fair



photos by Michael Polli, CPI



Michael Polli, CPI

## Styrofoam strike

WashPIRG wants to prohibit the use of styrofoam by SAGA food services on campus. Styrofoam contains a chemical that destroys the ozone layer. A one percent reduction in the ozone could cause 20,000 new skin cancers, according to Jane-Ellen Weidanz, local WashPIRG board chair.

WashPIRG declared Monday, May 4 as Styrofoam Day and kicked off a five-day petition drive to stop SAGA from using styrofoam products at their food service locations.

The director of SAGA food services, Vonda Drogmund, has said the issue should be decided by the community, adding that SAGA will provide the option for people to use paper products or china. If people stop using styrofoam SAGA will discontinue its use, said Drogmund. Paper products cost about twice as much as styrofoam containers. Whether or not a switch to paper containers would cause food prices to rise is unknown.

The most widely-used styrofoam, polystyrene foam, is made with

chlorofluorocarbons (CFCs), a form of the chemical that was banned from aerosol cans in the mid-1970s in an effort to protect the ozone layer. Among the future consequences of ozone depletion are decreased crop yields, disruption of the marine food chain and skin cancers. The production of CFCs is expected to double by the year 2000.

Polystyrene cannot be recycled and it takes 100 years to decompose. Independent studies have shown polystyrene to damage the liver and it is suspected to be carcinogenic. The EPA claims styrene is not toxic, although they have never done any testing, says Kirk Haffner, campus recycling coordinator. Also, acids like those found in lemons and teas can break down polystyrene, resulting in ingestion of the chemicals.

The ozone layer is an atmosphere that shields the earth from deadly ultraviolet rays. If the ozone continues to be depleted at current levels, the EPA predicts an estimated 800,000 deaths to future generations. □

-Timothy O'Brien

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# Evergreen transcripts shiv with graduate schools



Illustrations by Mike Winsor

In the midst of doing my taxes this year I was overwhelmed with a sense of wonder and decided to write a narrative tax return. I thought that mere numbers did not relate all that I wanted to say to the IRS, so instead I submit-

ted a single spaced type-written page detailing not only my earnings, but explaining the experience that went into making that money. I also outlined exactly how I did and did not wish my taxes to be spent. I haven't heard from the IRS yet, but who knows, maybe I've started something. Something besides legal proceedings, I hope.

If this all sounds a little peculiar, consider the reaction a graduate school admissions director has when she comes across her first Evergreen transcript. In a system that runs relatively smoothly on nice, neat, easily compiled numbers, the Evergreen transcript can cause several moans and groans. Or, as one admissions director put it: "The best thing I can say about an Evergreen transcript is that it drives me to drink."

But before you take to drinking yourself, rest assured that while graduate school admissions people may cringe at the sight of an Evergreen transcript, they do not seem to take it out on the student. In fact, Evergreen students have as high an acceptance rate to graduate schools as students from other universities. Evergreen's narrative transcripts do not appear to be a hindrance to students who apply to graduate schools. Our transcripts stand out, and when an admissions director has to review hundreds of applications, that can often be an advantage.

One thing that is common to both Evergreen graduates and graduates of traditional institutions is the importance of the standardized graduate school exams. The most generic of these is the Graduate Records Exam (GRE). Most MBA programs require a GMAT (Graduate Management Admissions Test) score; for medical schools you'll have to take the MCAT (Medical College Admissions Test); law schools ask applicants to take the LSAT (Law School Admissions Test) exam. While it is important to do well on these exams, most graduate school faculty and admissions people agree that the standardized tests are a poor gauge of a person's ability to do graduate work. However, often an Evergreen graduate's test scores are given more credence simply because it is the only number an admissions person has to grab on to.

According to Marsha Brown, Program Coordinator for the Graduate School of Public Affairs at the University of Washington, "People give up on Evergreen transcripts; they're too hard

to read. They use the GRE's to evaluate whether or not the student can do the academic work." Brown and other admissions directors acknowledged that when a student has a moderate GRE score, they tend to review that person's transcript more closely.

Along with test scores, an Evergreen student's subjective factors (letters of recommendation, letter of intent and interview) can be deciding factors for graduate school admission.

Evergreen faculty member Clyde Barlow has worked with many students applying to medical and veterinary schools and believes that the subjective factors are more important for Evergreen students. "I don't think they work with the evaluation at all. They go with letters of recommendation, the standard test scores and the interview, and then develop a point rating. And that's how you get in," Barlow said. "It is a curious situation; if they don't read the evaluation then they just rely on your subjective factors, and that should be an advantage for most people. If they do read your evaluation then that's a plus too because they have to spend more time on your application. You're getting an unfair advantage over other students."

Advantages aside, there are still some schools that refuse to deal with the Evergreen transcript. Faculty member Jeff Kelly claims many of the state universities in Texas simply will not admit Evergreen students into medical and science programs. Overall, the figures do not seem to indicate a problem, according to the Career Development Office. For the period 1971-81 the acceptance rate for Greeners to medical school was 85% and 84% for law school.

Debra Strigenz, Director of Admissions for the UW Law School, sees the Evergreen transcript as an advantage for the average student but something of a disadvantage for the truly excellent student. She was new to the area and unfamiliar with Evergreen's narrative evaluations. As a result, she sent all Evergreen applicants to an admissions committee. Such a committee is often made up of faculty and students who individually review transcripts and make recommendations for admittance or denial. This proved to be an advantage for marginal students who, had they attended a traditional college, might have been denied admission early on in the process based on their GPA, but by vir-

tue of their Evergreen transcript students were given the added advantage of being reviewed by committee. Conversely, excellent students who may have been granted an early admission decision based in part on their GPA are slighted. "Basically an Evergreen student, unless their LSAT is in the top 96%, is not going to get early admission," Strigenz said.

A further disadvantage may exist for Evergreen graduates who have attended another college where they did poorly prior to coming to Evergreen. Late bloomers that transfer to Evergreen with a low GPA may be stuck with that number even though they have excelled in their final couple of years. "Graduate schools desperately look for a GPA because they want to slap a number on you," Barlow said. "If you've gone to another school for a quarter and received a 2.0 GPA and then come to Evergreen and do great work...lots of times schools will use that 2.0."

Joyce Weston, Coordinator of Evergreen's Career Development office, has advised some students to attend another college for a quarter or two to bring up their GPA. In most cases admissions directors tend to concern themselves with a student's third and final years.

An Evergreen transcript is a bit more forgiving in nature; when a student who has attended only Evergreen is a slow starter it is not as obvious in a narrative transcript as it is in a standard transcript. "At Evergreen that low GPA early on tends to get buried in the mounds of paper," Barlow observed.

The importance placed on GPAs varies with programs and their directors. "We pay very little attention to GPAs, frankly," said Donald Bell, Director of the UW's Graduate School of Business Administration. "We tend to put a great deal of emphasis on maturity, work experience...and on how well one can marshal an argument in writing."

Russell Hollander, Program Director for the Graduate Counseling and Community Psychology program at St. Martins College, agrees. For our program a person may have a 4.0 GPA but if they cannot relate to and interact with people they will not do well in our program. For this reason Hollander favors an Evergreen transcript. He says, "I feel that I have a much better feel for the kind of educational experience that someone has had by reading an

Evergreen transcript."

The fact that an Evergreen transcript does not have a GPA on it when it leaves the college does not mean it will remain that way. The Program Director for the



MBA program at St. Martins College, Wayne Borkowsky, reviews Evergreen transcripts and assigns a GPA to them. "I get this transcript and I usually say, 'this is an A student or a B student,' based on what I see in the evaluation and I just put a number on to that," Borkowsky said. "The evaluation's terminology tells me where I might put them on a scale." Borkowsky concedes that language can be ambiguous and different for various people. "If someone comes in here with a 3.0 GPA that's a 3.0; if they come in and I assign a 3.0 GPA it certainly is subjective, but before I do that I've done a lot of work."

Many times Borkowsky will have a faculty member independently review a transcript, especially if he has questions about it. "There is always that GMAT score to help us crystalize what our perceptions are," he added.

Borkowsky claims that his approach is fairly consistent with other MBA programs. This was the only program person interviewed who translated a narrative transcript into a GPA. Bell believes that such a numerical evaluation is rare. "I would not view that reliance on numbers as indicative, especially of top-end schools," she said.

While the ways in which admissions people work with and evaluate an Evergreen transcript is as different as the people themselves, all the admissions people interviewed voiced two

common opinions: An Evergreen transcript gives an evaluator a better sense of the person and the type of education they received, but it is too long and difficult to read.

Brown noted, "You get a sense from reading an Evergreen transcript about a person's values, interests, self-esteem and all sorts of things." Bell cited a similar impression, "In some ways we get a lot more information about Evergreen people than anybody else because we get some notion of how they have performed and in what ways they have excelled."

At the same time, admissions people claim that the Evergreen transcript is much too long and wordy. "Maybe if the process was shortened it might be a little more effective than some of these glowing, two-page, single-spaced, evaluations," suggested Borkowsky. Brown thinks that because of its length, an Evergreen transcript is inferior to a standard transcript, but adds, "If they shortened it a lot it would be superior to a regular transcript." Bell claims that "the overkill of the verbage" detracts from the transcript's usefulness. "It becomes something of a burden to evaluate for purposes such as mine."

There is an obvious contradiction here: on one hand the admissions people claim to have a better sense of an Evergreen student, but at the same time feel that the document's length makes it difficult for them to find the relevant information needed to evaluate a student. The fact that admissions people know more about Evergreen students and their educational experience suggests that they are taking the extra time to work with the transcripts.

Hollander represents the optimum outlook when he states, "It is inevitable that there is going to be some moaning and groaning, but that is balanced out by the feeling that you will come away with a better sense of the person and their educational experience."

Borkowsky put it in perspective: "The problem we have with Evergreen isn't really a problem of Evergreen's; it is really our administrative problem."

To get the most out of an Evergreen transcript takes time. However, regardless of how much time one takes to review the document, unless the evaluations are written properly to begin with, the transcript is of little value.

continued on page 19

When it comes to picking a graduate school, students at Yale, Stanford, and the University of Washington have it easy. Students attending big, traditional schools have hundreds of potential post-graduate programs to choose from -- at all the other big, traditional schools. Their instructors are part of an "old-boy" network of scholars, business people, and government, which gives these students access to and influence on entrance boards, scholarship committees, and so on. They have grades, departmental majors, and in-depth disciplinary knowledge with which to impress the traditionally-minded graduate programs. Finally, many of them can do graduate studies without leaving their undergraduate schools.

Evergreen students are not so lucky. There are few quality graduate programs which offer a truly interdisciplinary, student-designed education -- and many of these still use grades rather than evaluations. Both Evergreen's youth and philosophy limit its connections to the "old-boy" network. Without grades, departments, or curricular distribution requirements, the "Evergreen experiment" is still looked upon with some distrust and misunderstanding by the more traditional graduate schools. And, of course, there are only two graduate programs at Evergreen itself -- almost everyone here has to look elsewhere for a post-

graduate education.

So much for the bad news. The good news is this: there are several Evergreen-like graduate programs out there, with more appearing all the time. Interdisciplinary education is gaining in both popularity and credibility. And many entrance-board members appreciate having narrative evaluations to help them make their decisions. With a little work and planning, potential graduate students can use their "superior" Evergreen education to find and gain entrance to a quality graduate program which meets their needs.

The first rule is a simple one: **plan ahead**. Many schools have a January deadline for application for fall admission; this means all application essays, entrance exams, and faculty recommendations must be finished 9 months ahead of time. The Graduate Record Examination, required by many of the better schools, must be taken by October in order to meet this deadline -- and up to six months earlier if you want a chance to retake it after seeing your scores. Many programs have specific prerequisite requirements, which you may need to fulfill in your senior undergraduate year. Most private scholarships have **extremely** early deadlines -- up to 16 months in some cases. And even programs with a late spring or early summer deadline usually have February or March cut-off dates

for financial aid applications. The moral of the story is clear: Spring quarter of your junior year is by no means too early to start the process.

But how to begin? A first step might be to ask questions of yourself. What sort of an educational environment do you want? What are you looking for in the way of school size and location, political climate, educational philosophy, linkages with business and government, and so on? Are there any particular scholars you want to work with? Where is the research that interests you being done? How important is reputation and prestige? Employability? And how will you pay for your education?

Another approach is to "graze" -- take a look at what is available, and see if anything looks interesting. With either method, your next stop is the library. The reference section at the Evergreen library and the Career Development office have a large variety of guides, indexes, directories of graduate programs, and a microfiche collection containing the catalog of nearly every college and university in the United States and Canada, as well as many overseas schools. Some of the more useful publications include:

► **The College Blue Book** -- same info as above on more programs, plus in-depth financial aid directory and occupational education index.

► **Peterson's Guide to Graduate and Professional Programs** -- even more exhaustive listing of programs, extensively cross-

referenced by school, major, and degree, with numerical reports on degrees awarded, applicants accepted, assistantships and fellowships granted, and including contact names, numbers, and addresses.

These three resources contain so much information that they are unmanageable for anyone who is still grazing for ideas. A number of smaller, topic-specific guides are available to help you refine your goals. Among these are:

- **The Complete Guide to Non-Traditional Education**
- **Bear's Guide to Non-Traditional College Degrees**
- **Profiles of American Colleges**
- **Directory of Campus Business Linkages**
- **Graduate and Professional School Opportunities for Minority Students**
- **National Faculty Directory**

Of course, you can only tell so much from a book. You can often find programs just as well by other means. Ask faculty and other people who share your interests for suggestions. Find out where the authors of your favorite books and journal articles teach or went to school. Call up experts in your field to solicit their advice. The alternatives are only limited by your ingenuity.

Once you've got a list of possible programs, the next step is the microfiche college catalog collection. Here you can get more specific information about the programs; find out about requirements and deadlines; learn about the campus, faculty, and general educational environment; get financial aid information;

discover how to start the application process and/or receive more information; and so on. Then it is simply a matter of deciding which institutions warrant a more in-depth examination, and sending away for that information.

Evergreen-like graduate programs are especially hard to find. Here are a few I've found in the course of my own research. Look in their microfiche catalogues for more information:

- **University of California at Santa Cruz -- History of Consciousness program**
- **Sonoma State University in Sonoma, California -- Independent Studies program**
- **Emory University in Atlanta -- Interdisciplinary Studies program**
- **Eastern Washington University -- Individual Studies program**
- **Antioch University, Seattle (and elsewhere) -- whole school**
- **John F. Kennedy University in Orinda, California -- whole school**

Concurrent with your research of the schools, you will probably need to begin thinking about entrance exams and financial aid. The friendly people at the Career Development office and in the Financial Aid office can help you. Career Development offers practice tests for all the major graduate entrance exams, and provides the advice, applications, and information you'll need to apply for these tests. They also have information on literally thousands of scholarship and grant opportunities. The Financial Aid office has the applications and advice you'll need to apply for public financial

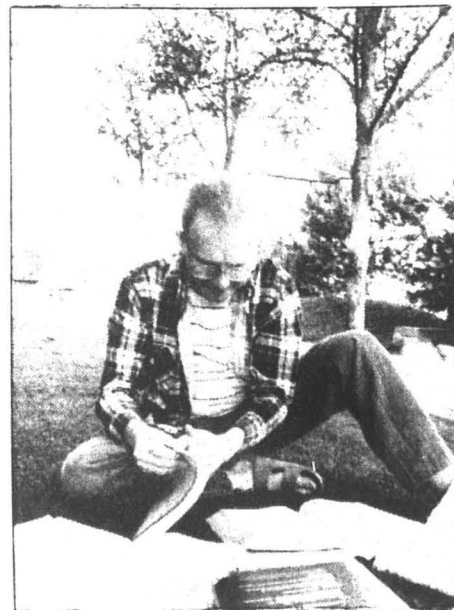
aid.

When the time comes to fill out your applications(s), there are a few things to keep in mind. First and foremost, take advantage of your Evergreen education. Stress that your knowledge is broad-based and interdisciplinary. Call attention to your transcripts, and to their depth as compared to grades. In short, explain yourself. A good application essay can go a long way toward removing confusion and doubt in the mind of a traditionally-trained entrance board examiner. Finally, apply to more than one school. Some programs get many times more applications than they can accept; even highly qualified applicants must sometimes be rejected. Also, one school may offer you a considerably better financial package than another.

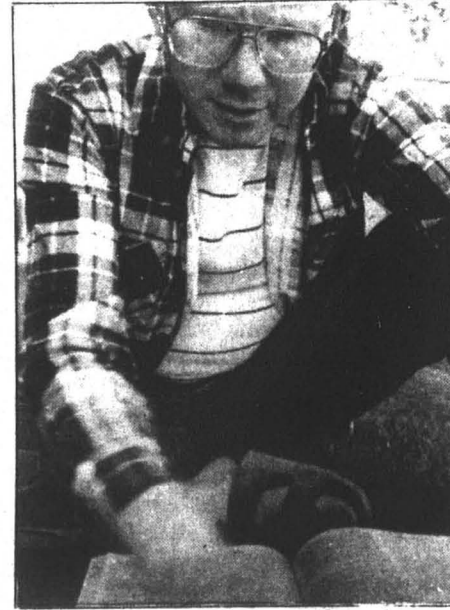
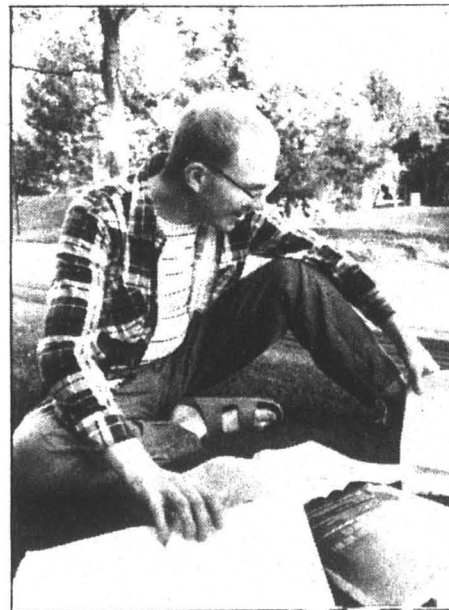
Well, there it is! Start early, research thoroughly, make sure you have all the tests and other requirements completed well ahead of the deadlines, and visit Career Development and Financial Aid for ideas and support. Explain in your application why your Evergreen education uniquely qualifies you for graduate study, and apply to more than one school to help insure acceptance somewhere and to maximize financial benefits. By following these guidelines, along with your own reason and judgement, you should be able to find and be accepted to a school that's right for you. □

--Randy Earwood

## Getting into grad schools



photos by Michael Polli, CPJ



Randy Earwood is reduced to soggy cornflakes under a plethora of grad school blues

## Creative, flexible governance

Rather than melt into the "Oleogarchy of the few," it seems imperative that students adopt a provisional government this quarter, yet allow flexibility for change and improvement in that structure. I have outlined a workable synthesis of ideas for such a government.

Representational government with a town meeting format would give the maximum number of students public speaking and negotiating experience and a foundation for creating better governance after graduation. In any simple majority rule 49 out of 100 people can be disenfranchised. Therefore, consensus should be incorporated into the decision-making process. Student positions of leadership and responsibility should be created within the council including moderator, secretary, timekeeper, lobbyist and investigative reporters. If warranted, these positions should receive two to four credit hours of academic credit, not pay. The governance DTF should continue; their charge should be to examine other governance structures and seek to improve or change the provisional government. Finally, liaisons and committees should be established as communication links with other parts of the college and the community for the purpose of negotiating agreements.

Bi-yearly elections would give more people the experience of serving in governance and would keep governance functional over summer quarter. People need to feel an identification with and ac-

**"Many poor decision are made on the basis of simple majority rule, because the vote becomes a reaction...Consensus insures that multiple sides of an argument are explored."**

cessability to their representatives. Some representatives should be elected on the basis of where students live, i.e. one from the dorms, one from the modular housing, one from ASH and two from off campus. At least one representative should be elected from one academic program in each curriculum area, i.e. Core Programs, Humanities, Environmental Studies. These would total eleven. One would hope that ethnicity would arise spontaneously in the electoral process, but to insure this, at least two representatives should be elected from minority student organizations. An optimum upper limit to the size of the council would seem to be 25.

One problem with many governing bodies is that they distance themselves from their constituency. That is why a town meeting format, in which members of the community would have equal participation in the discussion, would be valuable. It also gives students valuable opportunities to develop speaking skills.

Many poor decisions are made on the basis of simple majority rule, because the vote becomes a reaction rather than a thought. Two-thirds majority rule still leaves out minorities. When voting blocks or negotiating parties feel that they go unheard, they drop out. Consensus insures that multiple sides of an issue are explored.

There are various forms of consensus. One group in Anglo culture that used consensus was the Society of Friends, or Quakers. At a business meeting, the Quakers would discuss a problem and meditate silently upon it until a common solution was agreed upon by all. If no consensus arose, the issue was tabled. When the group was split between two opposing decisions, consensus would often give rise to a third option that was more creative and appropriate.

At Evergreen, consensus might realistically work this way. A time limit of fifteen minutes is imposed on discussion. The moderator, who is critical to the process, recognizes speakers, insures that discussion is limited in scope to the issue, and steers discussion away from derogatory and argumentative tactics which lead nowhere. The moderator also determines when the group is ready to ask for consensus. By the end of the time limit, rather than forcing or dropping the issue with a simple majority

vote, a policy is offered for consensus.

Representatives can either agree to consensus, stand aside (abstain) or block consensus. People who block consensus must offer clear and logical explanations of why they cannot agree and what modifications would make the proposal acceptable. So while discussion rages on about policies and how to implement them, the door is open to creative solutions. Alternative resolutions can be offered, but if consensus is blocked three times, the issue is set aside until the next meeting, referred to a committee, or reverted to simple majority rule by a two-thirds majority vote. Committees of at least one proponent and one opponent should be created at the time consensus is blocked. Five seems like an optimum number and students other than representatives can serve also. The object of this process is to employ creative thinking, discussion, and compromise in the problem solving, and to discourage head-butting and power politics.

The purpose of council meetings should be to discuss problem and policies of the college and the student body and find agreement where possible. Not all differences can be settled in meetings. Meetings dissolve into dreadful affairs when opposing parties joust too long. Committee meetings or caucuses are the place for harder negotiations and longer discussions. Governance should carefully balance between representation and efficiency; government that lacks either soon loses the interest and support of its constituency. In the interest of keeping meetings on track, regular times and time limits should be set. These could be suspended in individual instances.

Students serving in governance should receive two to four credits with areas of responsibility defined in a social contract similar to individual learning contracts.

This is only an outline and should be amended and improved. Flexibility should always be left for change lest we create another dead institution. Those who feel betrayed by the last two decades of governance in general have good reason for those feelings. However, we can exercise political power outside the governance structure. Without a union of some type it would be difficult to organize or even find common agreement on an issue. □

--Hector Douglas

## Governance draft clarified

The responses to the Governance DTF's final draft have indicated a substantial misunderstanding of what the authors of that document intended. This is an attempt to clarify what that piece is really about.

There are three institutional structures outlined in this recommendation. They are:

- 1) An autonomous student union,
- 2) An information center, and
- 3) An office of investigative reporters.

The student union is *autonomous* in the sense that it is self-determining. It was specifically designed to represent the student body for the purpose of collective bargaining. It was not designed to serve the Staff Union, Faculty Senate, or administration in any capacity. It was not designed to co-opt the interests of the student body, nor was it designed to co-opt existing student organizations. It was designed because just as it has been beneficial for the various student groups on campus to organize (even though they technically only have advisory power), so too would it be beneficial for the larger student body to organize for precisely the same reasons.

The student Union is composed solely of dues-paying students, and is separate and distinct from the S&A Board. The most visible model of this kind of an organization is the labor union; labor-capital relations and student-institution relations are similar in many respects. Within the union is a committee of seven, with no chairperson. The committee will operate 12 months a year. These committee members are responsible for doing all they can to see to it that the student perspective is considered when administrative decisions are made. Their agenda is prescribed for them by students through the Information Center, which establishes policy. The committee does not generally have the authority to set policy. These committee members are essentially *external* representatives, or ambassadors to the other three constituencies on campus for the purpose of collective bargaining.

Members of this student union main committee (Student Union Coordinating Committee) are elected. Elections were chosen because they have the potential of permitting widespread participation

in the process of selection. In an attempt to avoid the cult of personality, vote splitting, and the bizarre, elections are run in an unusual way: candidates are self-nominating. There is no campaigning, and there are no political parties. Of those candidates running, the voter approves or disapproves of each individually. The Information Center disseminates information from the candidates to the union. Those candidates with the most

The investigative reporters will be elected. They are responsible for writing a newsletter to be put out by the Information Center. Their job will be to investigate what is happening on campus of interest to students, and to report to students how they can become involved in the decision-making process.

I hope that this article will elicit some consideration among students on the necessity of an organization which will

**"Hold the fatalism, egocentricity, slander and paranoia."**

votes of approval (offend the smallest number of students) win.

This was not designed as an oligopoly. *It was designed to function as a participative democracy.* The institutional emphasis upon information and the fact that this is where the real dollars are committed will make this clear to the careful reader. This is not a traditional political structure in any significant sense. One could argue that this model is an anachronism within a larger social context which systematically devalues and undermines democratic and participative principles.

The Information Center is the heart and soul of the recommendation. An informed populace is a prerequisite for any kind of participative political structure. The Information Center has numerous functions designed to demystify and disseminate information to the student body. The goal is to make Evergreen more accessible to students by: 1) permitting them to readily access historical information about this place from such sources as the archival CPJs; 2) separating Evergreen mythology from reality; 3) finding out about options within the existing legal structure of the college through researching the Evergreen Administrative Code, and Committee on Governance COGs; and 4) publishing a newsletter. The Information Center facilitates the meeting of students of like minds for academic and social purposes. The Information Center clarifies the general desires of the union through an annual policy ballot, and conducts elections.

express the desires of the general student community, set the agenda for the S&A Board, and buttress the rather weak communication network on this campus. As Evergreen is growing, all those things we as students take for granted are being rethought and students should be involved. In responding to a disagreeable administrative decision, we should be able to utilize existing structures, rather than having to reinvent the wheel each time an issue arises. It should be clear by now that it is not possible to influence a bureaucracy through inconsistent, unplanned, and indecisive action.

The choice presented is one between hope and inaction. Whether it is best to recognize that we are powerless and accept that fact as unalterable, or to commit to an experiment which could alter campus power relations is essentially a philosophical question. Since no one who can legitimately claim to represent the larger student population at Evergreen, this question remains unresolved.

I invite considered written response to this article and the Governance DTF Recommendation. This is a special order (hold the fatalism, egocentricity, slander, and paranoia). At noon on Monday, May 11, in the Library Lobby, there will be a forum to discuss this DTF recommendation. Please consider whether the current "governance system" and the existing communication system are effective, and whether the DTF recommendation might be able to improve them. □

--Perry Morse and Eric Kuhner

# Birth of an Evergreen catalogue:

## Two days at a faculty retreat

It's lunchtime. You are walking across Red Square, watching the frisbee games, enjoying the sun. Suddenly, every single student disappears! The entire staff goes out on holiday. You are left with 138 faculty members, relegated to the confines of a tupperware think tank.

A student's nightmare?

An instructor's dream?

No! It's Faculty Retreat, that annual two-day interlude when out intellectual leaders steal away to some secluded rendezvous to relax, regroup and plan the curriculum for an academic year that will not even begin for another 18 months.

This past week I had the unique privilege of tagging along with our esteemed faculty as they went out on this yearly sojourn. What a remarkable experience it was!

Two impressions stand out. The first was the reassuring, though not surprising, affirmation that faculty are regular people. It is easy to forget that. We see faculty at their best, doing the work they were trained to do: teaching, advising, admonishing...But faculty are also human. They eat, sleep, go to the bathroom, tell jokes and play volleyball. The best part of the retreat was seeing sides of the faculty which are normally hidden.

The second, and most lasting impression, was the feeling of being the only student at the retreat. For two days I roamed among my acknowledged intellectual superiors, men and women whose papers and books have already been published, whose resumes bristle with accomplishment; and I, yet a scholarly neophyte, interacted with and observed them.

But status was palatable; they were peers and I was not of them. To their credit they received me, not warmly perhaps, not without some indifference, but certainly not with overt objection. Students at retreats are by no means unprecedented. In earlier days they

were common, but recent years have seen a declining interest. It was reported to me by a reliable source that several years ago a group of Cooper Point Journal reporters had been kicked out of a retreat. Perhaps they had been too righteous. I was noticeably humble among the faculty; I rarely spoke and was rarely spoken to. But I was never turned away from observing any function I fancied (except one personnel discussion), though I did not attempt to breach the caucus of women faculty. I was even welcomed into the intriguing late-night circle of the famous Faculty Retreat Poker Game.

Wednesday morning I showed up bright and early to take the van to Camp Don Bosco. I had been absolutely petrified the night before about how people would receive me, but my fears proved to be unfounded. My things were squeezed into the shiny new van along with everyone else's. We piled in. Before we had even driven off campus, Larry Eikstaedt had shattered the van's small, triangular window all over the street. Safe to say, he set a carefree tone.

The conversations started. My heart filled with anticipation: "What do faculty talk about among themselves?" I have always wondered. My fascination with instructors was about to be satiated. I contained my excitement. The first discussion was about salaries. How sophomoric! The conversation ranged from politics and sweaters in Chile to the ever-present Seattle Sonics (Mariners are still taboo).

In what seemed like a flash we reached the camp, which was just over 20 miles east of Seattle in the thriving metropolis of Carnation

Normally a girl scout camp, Don Bosco is permeated with an Indian motif. Two days later the Native American Studies group made their presentation in the "Long House," an irony that was not lost among the attendees. A large lodge was situated centrally, and next to it a tall bell, ringable from the ground.

Jeanne rang the bell and called everyone to order outside the lodge. With little decorum, the work had begun.

First on the agenda was the planning of Core Programs. The birthing process of these academic extravaganzas was a raw intellectual exercise. A list was passed out of about ten proposed program titles. Representatives of each were asked in turn to briefly outline the ideas behind them. Following this, faculty roamed to the person whose ideas had sounded most interesting to them. "How pure!" I thought. No pedantic speeches by the provost, no rah-rah by the president. Our head administrator, in fact, did not even make an appearance at the retreat.

Few constraints withhold faculty from teaching what they want. Contracts require only that an instructor spend a certain amount of time in certain areas or specialities, and that they teach with a minimum number of different colleagues over a given period of time. The limits are broad and hard to violate.

And so the groups formed.

Burt Guttman's idea for a program of basic science, nontraditional math, philosophy and issues of cognition attracted quite a few people. These in turn had separate conversations amongst themselves. Snatches of dialogue were heard: assertions about students going from concrete to abstract, from expository writing to scientific study. *Should we have a foreign language module?* someone asked...*No, probably not...people watch T.V. but all they remember is what they see...*

Ideas flowed, changed hands, were adjusted, refined, rejected.

To my disappointment, Burt's program fell through the planning cracks. The interested people gravitated to other groups.

I wandered over to the discussion on a program about race, gender and class. Ideas start flowing again...

*These issues are controversial in the*

*literature, someone is saying...the program would have to have "measurable outcomes"...how can you see stuff and its parts without judging it or evaluating it?...should we concentrate on in-depth newspaper research, or books?...how about using Bayview Market as a model?...who defines race, the INS, or who?...most students agree with Mary Ellen Hillaire: everyone's different and it doesn't matter...what about this book...what about that book...*

I pull myself away and head toward another group; York Wong is too stuffed with steamed clams to work; he said he mostly was looking forward to eating. It's noisy, groups are too close together. There's Rainer Hasenstab...*post modern art, is it imposed or do artists have a choice?...students don't listen, they take notes...critique cultural assumptions...*

I wander over to another group...the program is called American West...*a society's ecological knowledge is imprinted on the way it names locations...should we start with the development of western states?...you can't talk about how the west was won without talking about who lost the west...Native American belief systems...cosmological art representing the universe as opposed to European art representing the west (the new world)...race and Northwest industrial development...let's get students to work on their own experiences...*

In the background Sandra Simon is screaming, *beer, cola, who wants one? Here I come...Cherry Coke, Budweiser...*

I was watching the prenatal development of an Evergreen catalogue. There was a time when the program you are in was nothing more than a gleam in the eye of some faculty member. Possibly it started out literally in someone's dream, or as a few disconnected thoughts in an instructor's head. It would not be too dramatic to describe this as an awe-inspiring experience. Provost Patrick Hill told me with noticeable pride how unique was that which I was witnessing; practically no other college does anything like this.

Then the groups began to break up. Women faculty met in accordance with the agenda. Male faculty lamely tried to follow suit. Soon it was time for dinner. Jeanne rang the bell. Someone was speaking Japanese.

Earlier, I'd helped prepare the squid. Beryl Crowe's culinary proclivities were in full swing. The kitchen was huge. I chopped, I sliced, I washed dishes. York Wong gave me a few Rice Krispie and

garlic clams. Delicious. Someone poured me some Irish Whiskey. I downed a beer. It was time to eat and socialize.

Later came the cultural highlights of the trip. These were the skits performed by members of the faculty. Faculty who are new this year led off with a very amusing spoof of Evergreen. They impersonated some well known instructors at an imaginary Faculty Agenda meeting. "Matt Smith", wearing a bright red wig, stood on a chair and requested the 207th report on the progress of the Native American Studies DTF. "Nothing to report, Matt." He then introduced "Joe Olander", who bounced in with "sincere appreciation" for



everyone, especially himself. Before he could get too far, though, a nameless representative of the insidious Higher Education Coordinating Board descended, threatening to cut off funds and generally make life difficult. In a great show of political acumen (and a few incriminating photographs), "Joe" was able to beat down this dastardly threat.

After the skit, faculty heavyweights put on a performance. Their production was extraordinarily elaborate. If as much thought had gone into curriculum as went into this production, Evergreen wouldn't have to print a catalogue till the year 2000. If James Joyce's *Ulysses* could be made into a choreopoem, with a few extra verses thrown in to cover Homer and Chekov, one might be able to recreate this multileveled, double-entendre-rich sketch. Delivered completely in iambic pentameter, it told the story of some "Danes," who bore a striking resemblance to certain academic deans, contemplating the building of an innovative wooden ship. The ship, of course, was Evergreen, but beyond that this humble reporter was left in the dark. The script itself was actually written some years ago, when Evergreen

was undergoing tough times. The in-crowd jokes alluded to cryptic shreds of Evergreen history which even some established faculty may have missed for lack of collegial tenure. "But will she float?" pondered the Danes. "Aye, she'll float," "She'll float," "She'll surely float," retorted the Knights and Ladies with varying degrees of conviction.

The next day it was back down to business. Evergreen's Specialty Areas (Expressive Arts, Humanities, Environmental Studies, etc.) were up for review. The academic Specialty Areas (SAs), which everyone tries to pretend are not really departments, have been the source of much tension.

They were originally established in response to a call from students for more predictability and continuity in the curriculum. They are inseparable from course equivalencies, whereby Evergreen programs are translated into traditional academic categories. But while SAs have provided these benefits, they have also caused a "progressive hardening" of courses offered, according to a report by a review team. The report notes that the SAs tend to compartmentalize thinking, constrain innovation, add a cumbersome layer of bureaucracy and do many other nasty things.

Jeanne tried to get the discussion going by announcing "Okay, let's get started." This and a few other attempts failed to corral the rambunctious crowd. People responded when finally she simply yelled, "Shut up!" which by itself was worth the trip to the retreat.

Almost everyone agreed that SAs were a bother. *Thad Curtz complained* that students don't really even follow the pathways that much after all. Betty Kutter noted that there was a time when 25% of the curriculum was supposed to remain unplanned so that faculty could design programs at the last minute which responded to immediate concerns. She also mentioned that faculty were supposed to be affiliated with two SAs, and that this rule has practically died out.

Still others pointed out how difficult it actually is to plan cross-area programs. Programs have to be designed along the lines of what faculty think students will want, which cuts down on innovation. Its hard to plan an interesting but possibly obscure program which 40 students will take. Students say they want unusual stuff, but never sign up.

Someone suggested requiring



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### MISCELLANEOUS

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students to take at least one coordinated study program. Another idea was to divide the school into a "traditional" side and an "innovative" side. Others were concerned about whether it's right to force interdisciplinary programs down the throats of students who are more and more disposed towards vocational programs. Perhaps, it was noted, they are right in wanting the latter, given modern times etc.

Possibly the number of SAs could simply be cut down and/or conglomerated. Pathways could be cut down to the bare minimum needed. Still others asserted that the SA problem was structural, that enrollment quotas are too influential, and that innovation is reduced by the constraints attached to explaining the programs outside the Evergreen community. There was talk of subsidizing programs against enrollment concerns, of establishing special programs for the best students, and "centers of excellence" for advanced studies. The discussion began to take off into even broader directions; much to the dissatisfaction of most, little came out of the debate except an airing of complaints. A study group was charged.

The next big item was the academic calendar. Matt Smith had written a proposal for doing away with quarters in favor of two 14-week semesters separated by a four or five week interval which could be used for other work.

People's eyes began to light up. Possibilities for the interval were endless. Workshops, conferences, private research, concentrated study programs, huge lectures, computer training, leave time, curriculum planning time (the current two-day retreat method is not perceived as especially conducive to planning), were all suggested.

The advantages include cutting out a cycle of registration and evaluation writing. Possible ramifications included either more or less program availabilities, an earlier starting date for the academic year (first week in September or even earlier), and unknown consequences for individual contracts.

The overwhelming sentiment was in favor of semesters. In fact, the faculty even took an ad hoc vote, ostensibly to demonstrate support for the idea to the deans and provost, who watched the debate rather unemotionally. The vote was unanimous, which was considered historic. Some people, it should be noted, did not vote, but I would strongly recom-

mend that freshmen take note: there is an extremely strong possibility that by the 1989-90 school year, Evergreen will be on a semester calendar. Remember, you heard it here first!

The next and most important part of the schedule was the planning of Specialty Area Coordinated Study Programs. I am sorry to report that I slept through most of this.

I couldn't decide whether to sit through one whole planning session or move about between them. I settled on the Political Economy and Social Change Area and the conversation swirled about me...*can we justify two economists?...integrate history into curriculum on contemporary structures...teach them about the different cultural assumptions regarding living with nature...the market model isn't universal...we have to teach micro and macro economics...what divides societies in terms of gender, class and race?...what about the rise of capitalism?...are there going to be enough Oreos this afternoon?...start with the present and move backward...*

I was especially amused by Peta Henderson's casual comment that, well, we have to teach them how to understand modern society, rather as if we might just as well teach them how to mow the lawn or operate a tape recorder.

Unfortunately this group sorta fell apart. One person had to go to a meeting and they discovered that some people who they thought would be teaching won't be teaching and this and that and other problems.

The rest of the retreat concerned, directly or indirectly, the Native American Studies (NAS) Disappearing Task Force (DTF), which I shall find excuse to write about at a later date. Some real learning, as well as some very lively conversations, took place regarding the NAS issues.

As the closing hours of the retreat approached, I was looking forward to the arrival of some students who were scheduled to be at the NAS DTF presentation. I happily drove back with them, feeling as though I had just been released from a prison where no one is under 30. Somehow even the maniacal chaos of Earth Fair in the CAB Lobby, complete with dread-lock draped students, pixy music, Hawaiian shirts and weird wholistic health foods filled me with a soothing tranquility. I was a student again. □

--Ben Tansey

## Directing light to the needy

Within each of us is a destiny to serve the light. Every soul is important, as it is a unique reflection of the Divine Spirit. Just as all snowflakes are one and there are no two snowflakes the same, so it is with each soul. Mother Nature does not duplicate herself.

This Planet Earth has a tremendous need for servers of Light. One way to serve is by the direction of light and love energy to those who are in need. Your taking part in world peace ceremonies does make a difference, as your soul has a unique contribution to make.

The second full moon of Spring is the Taurus full moon. It is known as the Great Eastern Festival or "Wesak", and is the great festival of the Buddha. This year, the Wesak Festival falls on the night of Tuesday, May 12 (actually 5:51 a.m. Wednesday, May 13).

It is said that the Buddha was born on the Taurus Full Moon, he became enlightened on that date, and had his transition (death) then. It is also said that every year at the Taurus Full Moon

the Buddha returns to Earth. Gathered in the Wesak Valley, high in sacred mountains, are the Masters of Wisdom and their initiates and disciples. At the exact moment of the full moon, the Buddha arrives on a beam of light from Shamballah, the Crown Chakra of the Planet Earth, and there in the Wesak Valley the Buddha greets the Cosmic Christ.

Note: According to esoteric symbology, the Cosmic Christ corresponds archetypally with the Maitreya of Buddhism; Vishnu, the second person of the Hindu Trimurti; Chokmah, the second sphere of love-wisdom of the supernal triad of Qabbalah; Imam Mahdi of Islam; Tiki of the Americas and Pacific islands; Horus of the ancient Egyptians; and other names. A Tibetan teacher, Dwjhal Kuhl once stated, "It doesn't matter the name; it is still the one great identity." Many are the names, but let each soul find the name that is imprinted upon her own heart.

The Cosmic Christ holds a huge bowl of clear water. The Buddha blesses this water, charging it with energies from Shamballah. The Cosmic Christ then shares this sacredly charged water with the Masters of Wisdom, their initiates, and their disciples, until eventually the last lonely pilgrim with humanity's thirst is quenched. It is said to be this sacredly charged water that sustains the Planet Earth for the entire year. Many people, although not conscious of such a festival, have nevertheless experienced such events as dreams.

Locally, *Mountain of the Heart* invites you to share your light with the planet on Tuesday, May 12, at 7:30 p.m. at the Evergreen campus beach (Environmental Reserve), behind the Geoduck House. In the case of inclement weather, the peace ceremony will take place at the Organic Farmhouse. Call 754-0940 for further information.

--Will Perry

### \*\*\*ELECTION\*\*\*

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**by MAY 8, 5:00pm**

THE UNDERLINGS

The low tides I spent under the ocean pier roll back to me on white caps, salt-sprayed breezes. I drank amber bubbles from brown bottles then because only bums with nowhere else to go drank cheap wine.

Footsteps clicked or thudded, padded slowly, fast, hesitated, kept on, across the boards above me while barnacles and seashells clung to pilings.

There are no seashells on either side of Martin Way to cling to the wooden buttresses of the railroad trestle spanning it. Leftovers of nights-before litter the dirt under it, though, reminders of someone with secrets to keep and nowhere else to put them.

PATRICIA ANN TREAT

SIMPLICITY

My feet follow a single line through the woods.

Father taught me to walk softly with care.

Uncle taught me to call loudly against bear.

The squirrel, the jay call to all others of my coming.

So I listen.

Each path sounds its own language.

A walker listens because he would find the way

A listener walks to learn what others say.

# # #

Doris H. Bliss

Handwritten notes and sketches including 'The Pilot Thicket', 'Then my friend Alan', and 'Barracudas Brutus'. Includes a drawing of a skull and a small sketch of a person.

Capitol Playhouse '24 is now showing their production of Cabaret, a musical set in Berlin in the early 1930s...

Cabaret is the story of an American novelist who travels to Europe in hope of finding an exciting setting in which to write his novel...

As the play proceeds, however, the party begins to wind down as new realities encroach on it. The horror sneaks in rather innocuously as a young boy begins to sing...

The plot is not a broad political one;

it is about people in love and how the world affects them. One character in the play protests, "Politics! What's that got to do with us?"

The two young lovers about whom the play revolves are Clifford, the young American novelist, portrayed by Randy Cook; and Sally Bowles, an English nightclub singer, portrayed by Nancy Servies.

The subplot between Fraulein Schneider (Sharry O'Hare), the landlady, and Herr Shultz (Robert Lawson), the Jewish owner of the neighborhood fruit stand, is even more moving.

The choreography is also excellent and was done by an Evergreen graduate, Linda O. Mathews.

If your mind is pure, everyone is Buddha. If your mind is impure, everyone is ordinary. --Trulshig Rinpoche XI



The film Lord of the Dance/Destroyer of Illusion will be shown for free next Thursday, May 14, at 8 p.m. in Lecture Hall I.

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**The Olympia Film Society** presents *Kong's Harvest* at 6:30 and 9: p.m. at the Capitol Theatre.

**A Planning Short Course** at 7 p.m. in the Lakeridge Building next to Country Courthouse Complex. Call 786-5480

**WashPIRG** kicks off a voter registration drive through **May 15** from 11 a.m.-1 p.m. Call x6058

## Tuesday, May 12

**Solar cell electricity** class at 7 p.m. in the council chambers at Lacey City Hall. Call 943-4595

**Twister Festival** in Red Square noon-1 p.m.

**The Rainbow** presents David Roberts. \$2 cover, call 357-6616

**WRC** will hold a planning session for a hike to Lake of the Angels. CAB 14 or call x6530

**Full Moon World Peace Ceremony** at 7:30 p.m. behind the Geoduck House at the beach. If it rains: the Organic Farmhouse. Call 754-0940

## Wednesday, May 13

**Thurston County Historic Commission** will hold a public hearing at 7 p.m. in the Tenino Depot Museum, 309 w. Park.

## Thursday, May 14

**Thurston County Environmental Health** is conducting **Public Forum on Ground Water Management Program for Northern Thurston County**, Thursday, May 14 at 7:30 p.m. in Room 152, Bldg. 1, Thurston County Courthouse.

**Get the low down on high blood pressure** at St. Peter Hospital, Thursday, 7 to 9 p.m. in the Fitness Center. Cost is \$10, call 456-7247 to pre-register.

**El Teatro de la Esperanza** will perform 'Lotería de Pasiones' at 8 p.m. in the Recital Hall.

## Friday, May 15

**Baby X: La Guerre Dedans**, an original play by senior Leslie Myers, will be performed at 8 p.m., Friday and Saturday in the Evergreen's Experimental Theatre. Admission is free.

**St. Peter Hospital's 100th birthday employee picnic**, 2:430 p.m., next to the helpad at the emergency entrance. Pie auction at 3:30 with proceeds going to benefit the Community Care Clinic.

**Olympia Waldorf School** is sponsoring a lecture by Keith McCreary, 'Educating for the Future: The Development of the Child and the Waldorf Curriculum,' 7 p.m. at Waldorf School in the Tumwater United Methodist Church, 1401 Lake Park Drive SW(off Troser Rd.) Free. For more info. call Suzan at 754-0920.

**Washington Naturalist to speak on 'Migratory Monarchs'**. Dr. Robert Michael Pyle will discuss the 'Conservation of the Migratory Monarchs of Mexico' at 12 noon in Lecture Hall 3.

**Theatre of the Absurd** presents another evening of performance and discussion. 8 p.m., Com 209. Admission is Free. Not suitable for children. For more info. contact Amanda at 786-0549.

**Women's Open Mic**, sponsored by Tides of Change, at 7 p.m. in Lib. 4300, admission is \$1. Call x6511

**Awareness Through Movement** workshop 7-10 p.m. and Saturday 9:30 a.m.-1:30 p.m. Call 284-3849 for cost and more information.

## Governance

**President Olander** wants to talk. Forum for graduate students: May 21, 5:15-6 p.m. Staff forum: May 21, 10-11 a.m. First People's Forum: May 21, 3-4 p.m.

**Gail Martin**, V.P. for student affairs, hosts open meetings on Mondays at noon, Lib. 3236. Call x 6296.

**Student Accounts** committee needs students, it's your money. Call x6300.

**Final reports of the governance DTF and grievance DTF** are available at the Student Communication Center.

**Governance hours** have been changed to: Mondays, 3-5 p.m., Wednesdays, 3-5 p.m. and Fridays, 12:30-2 p.m.

**Academic Computing Users Group** meets second Wednesday of each month at 1 p.m. in Lib. 2610.

**Academic Computing Forum** meets each first and third Wednesday of each month at 1 p.m. in Lib. 2610. Call x6232.

**Native American Studies DTF** meets Wednesdays 12-3 p.m. in Lib. 1600.

**Enrollment Coordinating Committee** meets on alternate Mondays, 3-5 p.m. in Lib. 3112. Call x6310.

**S&A Board** meets every Wednesday at 10:30 a.m. in Lib. 4004.

**Faculty Evaluation DTF meets Wednesdays at 1-3 p.m. in Lib. 2219. Call x6870.**

**Academic Advising Board** meets Wednesdays at 1-3 p.m. in Lib. 2220.

**Planning Council** meets Wednesdays at 1-3 p.m. in Lib.3121. Call x6400.

**Student Governance Open Forum** to discuss proposed governance structure at noon in the library lobby, **Monday, May 11.**

**Infraction Review Committee** needs students, call x6300.

## Careers

**Summer Recruitment**, May 13 & 14, **WashPIRG** will be recruiting for summer positions. Times for the interview are 9 a.m., 11 a.m., 1 p.m. & 3 p.m. Sign up for interviews at the Career Development office or call x6193.

**Attention Seniors and Graduates**, May 13. Farmers Insurance will be on campus recruiting for manager/ownership trainee programs, 9 a.m. to 11 a.m. Sign up for interviews at the Career Development Office or call x6193.

**A New Volunteer Program** is being implemented by the college. Positions include: Grantwriter, Library Support, Promotions, Graphics coordinator, Box office manager, Archivist, Affirmative action outreach worker, Host family and many more. Call x6428 for more information.

**The Counseling and Health Center** is seeking qualified applicants for work-study, internship and volunteer positions for next academic year. Call x6200.

**Job Search Seminar**, a series of workshops will be held during the noon hour, **Wednesday, Thursday and Friday, May 13-15.** Wednesday's topic will cover Applications and Portfolios; Thursday: Job Search Strategies; Friday: Employment Interviewing. Call Career Development at x6193.

## Scholarships

**Washington Press Association** is offering a \$1000 scholarship for the 1987-88 academic year. For applications and guidelines call x6310. **Deadline is May 8.**

**Consulate-General of Japan** in Seattle is offering scholarships for Americans to study the Japanese language and culture at a Japanese University in 1987. Call x6310.

**Kelly Television** is accepting applications for the Edwin C. Kelly Broadcast Scholarship. Call x6310

**N.O.W.** is sponsoring an essay contest for students that asks the question: do we need an ERA amendment. Winners will receive a \$1000 scholarship, deadline is Sept. 30, 1987. Write: NOW Foundation Essay Contest, 1401 New York Ave., N.W., Suite 800, Washington D.C. 20005 or call 202-347-2279

## Continuing

**Community Artist Television** is aired on campus channel 8, Wednesdays at 1:15 p.m. and 10:15 p.m., following NarrowFocus. CAT is also shown Wednesdays, Fridays and Sundays at 8 p.m. on TCTV channel 31.

**St. Peter's Hospital** offers a host of classes and educational workshops. Call 456-7247 for more information.

**Free lectures**, concerning the scientific method and it's limitations in regards to thought and reality each Tuesday in Lecture Hall 5 from 3-5 p.m. Call x6156.

**The Senior Thesis Exhibition** will open in gallery 4 from May 6 through May 28. Devon Damonte and Agnes McLin's work will be featured. **In gallery 2**, Ford Gilbreath's photographs will be featured.

**Light Ceremonies for World Peace** Thursdays at 7:30 p.m. behind Geoduck House at the beach. If it rains: the Organic Farmhouse. Call 754-0940

**Kathy Gore-Fuss** will have an art showing May 6-25 in the University Gallery at PLU. Call 535-7430.

**Childhood's Gallery** will feature the work of Keith Lazelle and Haruko Moniz May 8 through June 16. Call 943-3724

**Native American Studies** program *dreams is having a student art show in the gallery near the Greenery in the CAB, May 10-17.* Call 866-3840

**Russell J. Bennett-Cumming** will be showing his artwork in the Lecture Hall Rotunda, **May 12-22.**

## Upcoming

**The Politics of Consumerism**, a week of displays, workshops and speakers is scheduled for May 18-22. Interested, call x6098 or x6784.

Baby X  
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continued from page 9

Students, when they meet with their faculty to discuss their evaluations, should look for and ask for certain features in their evaluations. Bring to your evaluation conference a list of specific areas that you feel you have done well in.

Both admissions directors and Joyce Weston, of Career Development, named specificity as the most impressive trait of a good evaluation. General comments give the impression of mediocre work. It is much more effective when specific examples and comments are

given about a student's work. Along the same lines, faculty should address areas in which the student improved.

These same guidelines hold true for student self-evaluations. Although most admissions people admit they pay little attention to the self-evaluations, they may be used as examples of writing.

Weston is amazed at the poor quality of some self-evaluations students submit to be entered into their permanent files. A student's final self-evaluation should serve as a format for the student to sum up and reflect on her college ex-

perience. Discuss the goals you began college with and your ambitions for the future.

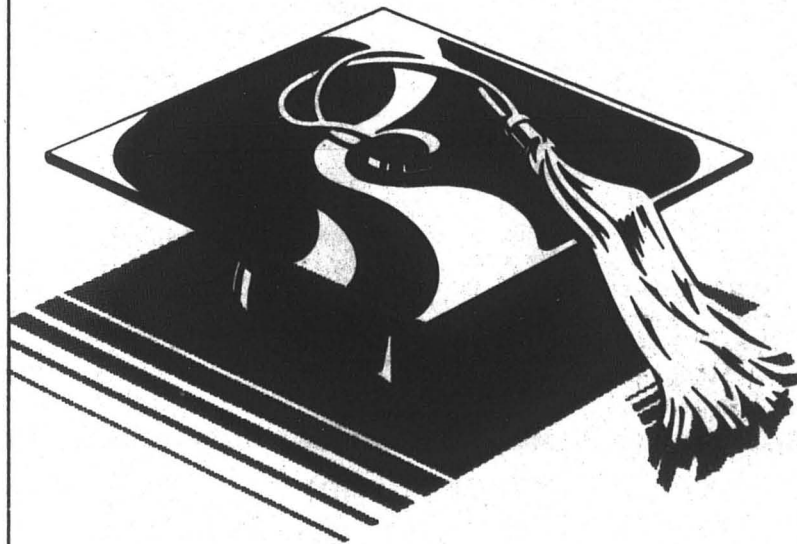
As for your subjective factors, Weston suggests having a draft of your intent letter to show the people whom you have asked to write recommendations for you and suggest possible points for them to stress. Many graduate schools use a student's letter of intent as an example of the student's communication skills; be specific about what you hope to accomplish and gain from graduate school.

--Timothy O'Brien

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### Thursday, May 7

**Thursday Night Films** will feature 'Enormous Changes at the Last Minute' in Lecture Hall I at 8 p.m. Tickets are \$1.50.

**Presentation by Glen Anderson at Methodist Peace Fellowship** 'Conscientious Objection: A Christian Viewpoint on the Draft and War Taxes' at First United Methodist Church, 1224 E. Legion, 7:30

**Lesbian/Gay Focus** radio show on KAOS 89.3 FM 9:30-10 p.m.

### Friday, May 8

**Inspirational Memorial/Ben Linder** Memorial service at First Christian Church(7th & Franklin, Olympia) 7:30 p.m. and at 8:30 Walk to candlelight vigil at Sylvester Park

**Mother's Day action at the Nevada test site,** call 491'9093 for brochure.

**The Dance That Dare Not Speak Its Name,** a community dance sponsored by the Lesbian/Gay Resource Center will be held in Lib. 4300, tickets \$2, childcare available.

**The Rainbow** presents the warm jazz sound of Derek Nelson, Will Humphreys and Andy Zadrorny, \$3 cover.

**Citizens Band and Dana Lyons** will be featured in a benefit concert for the International Peace Walk in the Library Lobby at 7 p.m. \$3 donation is requested, call 753-4771

**God Outlaws Lawlessness,** a lecture at 7:30 p.m. in the Olympia Center, 222 North Columbia. Call 352-0105 or 753-9116

**Tax Planning Seminar** 8 a.m.-4 p.m. in CAB 108. Cost \$95 Call x6192

### Saturday, May 9

**Gay Day in the Park,** a picnic in Priest Point Park, picnic area 2, bring food, bargeques, charcoal, frisbees, footballs, etc. Call x6544 for more info.

**Mother's Day action at the Nevada test site,** call 491'9093 for brochure.

**The Rainbow** presents the original folk music of Leslie McKay, cover \$3.

**The Howlies(formally Affinity) and the 5 fishermen** at the GESCO Center, 5th & Cherry, Olympia, at 9:00 p.m., admission \$2 at the door.

**Ultimate Frisbee Invitational,** the Flying Geodiscs take on the best teams in the Northwest, Fields 1 & 2, 10 a.m.' 5 p.m., call x6530 for more info.

**The Tacoma Youth Symphony with pianist Robin McCabe** presents Schumann's romantic Piano Concerto in A minor at 8 p.m. in the Pantages Centre **Free Admission** Donations will be accepted at the door. For info. call 627-2792.

**Strategies for Social Change,** a workshop for activists and organizers. Whatever your goal this the Movement Action Plan (MAP) workshop is for you. CAB 108, 9-10 a.m. general meeting and discussion. 10 a.m.-4 p.m. workshop. Call x6144.

### Sunday, May 10

**Frisbee Invitational** 10 a.m.-5 p.m., see Saturday listing.

**Nisqually Orienteers** invite Moms and Families to try orienteering. Call 352-5542 or 459-9231

**Alive in Olympia** at the Recital Hall at 6:45 p.m. Free live radio performance.

### Monday, May 11

**Joanna Macy,** writer and scholar will discuss our hopes and fears in the face of nuclear disaster at 7:30 p.m. in the Library lobby. Free, call x6128

**Martin Luther King's** will be commemorated at 1 p.m. in the First Methodist Church at Fifth and Clumbia in Seattle.

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