

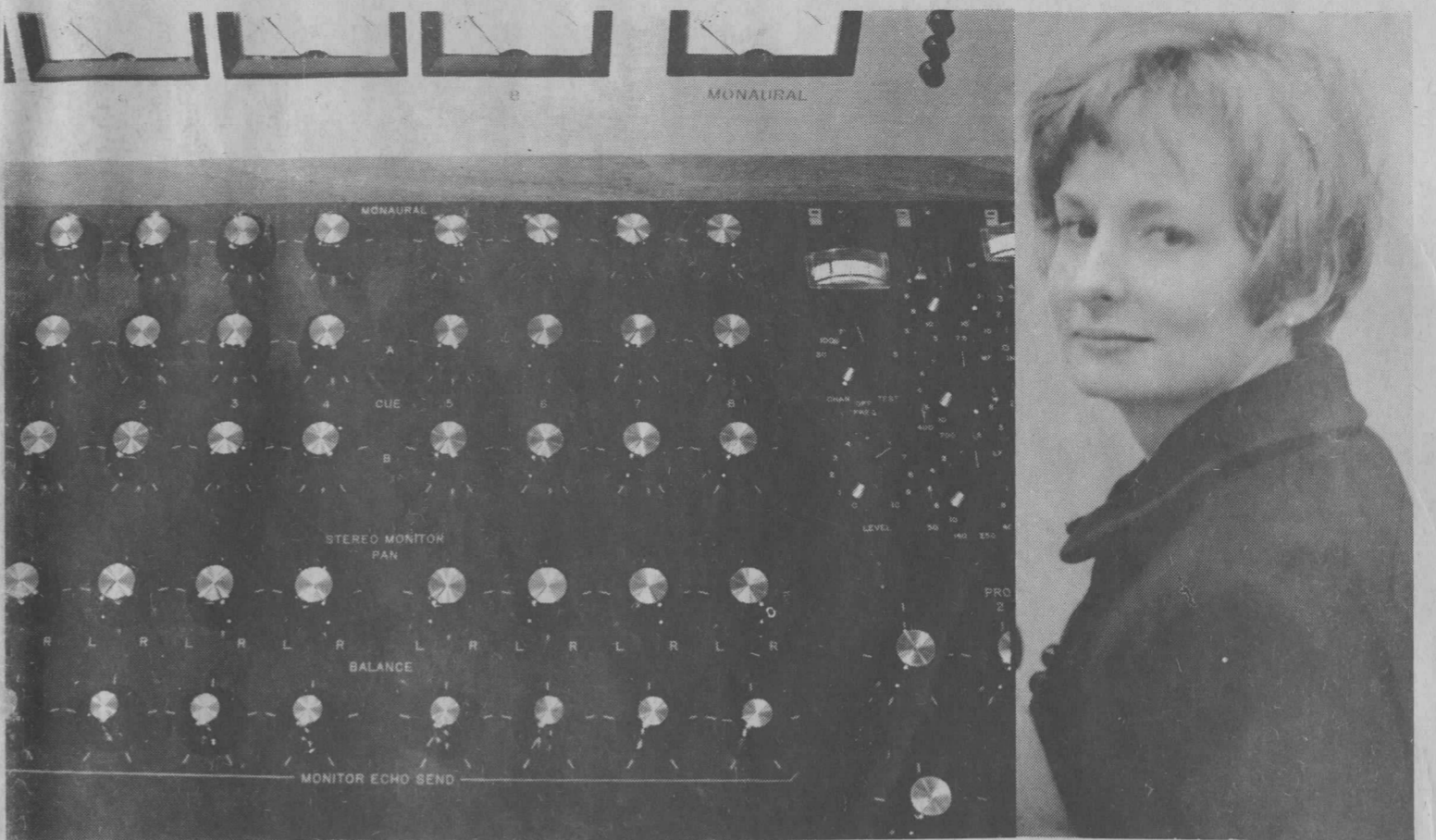
VOLUME 1, NUMBER 15

THE EVERGREEN STATE COLLEGE

Olympia, Washington

JUNE, 1972

Price 50 cents



FROM:

The Paper Co-operative
 A3217 Daniel J. Evans Library
 The Evergreen State College
 Olympia, WA 98505



TO, *with haste and dispatch:*

One (or more) of our favorite human beings
Spaceship Earth, The Heavens

PR man feeds ulcer

"Good grief", or words to that general effect, danced through the PR Man's by now mushy brain when those people from "The Paper" asked for a contribution to this year-end edition. "An annual report?" "Arghhh!"

"What to say?" "Who's interested except my wife, kids and latent ulcer?"

"After all, everyone knows that all a PR Man--that's a classification like student, teacher or species--does is play word games with people, justify things, cover up bad stuff, tell the outside world that everything's going to be (or is) all right, and become a paranoid. Everyone knows that, so why tell them?"

"Because," the PR Man said to himself, "You know that your job is to help make this place work and people should know that. Because part, but not all, of that responsibility is to interpret what's going on to a lot of people who are bound and determined not to understand this little facet of a life that isn't as simple as they think-or wish--it is. Because their understanding, which is not a synonym for love, is important if this place is going to work. Because helping get them together is really what you're about here."

"Fine," continued the PR Man to himself in this rather heavy moment of introspection, "How's it been going?"

"Really well when it isn't really lousy. You know, agony and ecstasy. Thrill of victory, heartbreak of defeat. Up and down. Exhilarating and depressing."

"How so?," pressed the PR Man, a natural born inquisitor or reporter or both.

"Legislative budget cuts feelings are lousy, agony, defeat, down, depressing. Lacey Park project, Hood Canal Study, Sickle Cell Test Program, Cooper Point Association, Chamber Singers, Jazz Band, Dragon Mural, Rite of Spring, Asphodel Fields Theater People, Internship Programs, Movie Project, Dedication/Inauguration, Organic Farm, Experimental Structures--feelings all (and more) ecstasy, thrill, up, exhilarating. Letters to editors, editorials, angry phone calls, hassles inside, hassles outside, seeing good and dedicated people hurt, seeing some people ripping off the place--all agony, defeat, down, depressing. Evergreen's promise and its people--ecstasy, thrill, up, exhilarating. All in all, there's more of this feeling, much more."

Turning philosophical, which even his species can do in a weak moment, the PR Man pushed further with himself, asking: "Do you ever have something to say you wish could get heard on the inside and on the outside of the place?"



"Only about 24 hours a day," was the eager response.

"Well, lay on," came the inviting reply. "This is your chance."

"OK. In the first place, it seems like an awful lot of people on both sides of a lot of fences, are satisfied with pat answers to complex problems, kind of like they've all been given THE WORD. I want to say they're all out to lunch. That closed-mindedness produces a sickness that ravages but perpetuates itself. Second, people want to classify everything--black and white, long and short, moral and immoral, good and bad, right and wrong, young and old--and then behave as though those extremities of category were the only options open in human relations. It may be the easy, emotional way out but it doesn't accomplish much, unless unreasoning anger and hatred have suddenly become virtues. Frankly, the results of anger, frustration and hatred can turn one's stomach. Like in 1970 when some people openly cheered when four lives ended in violence at Kent State University. Like in 1972 when some openly rejoiced at the death of J. Edgar Hoover. What in hell is happening to us?"

"I guess," the PR Man continued wistfully,

"One can only hope that reason will energy from the darkness that now covers it and that people--inside our place and outside it--will find ways of talking with each other and finding out that the perspective from which one might view life has a diameter larger than a pinpoint."

"That's about enough of that," the PR Man said to himself as he cast aside the soap box. "Cast aside the rhetoric and tell the readers what you've been doing this year. After all, this story has to have some purpose."

"Easy," he replied to himself. "Writing zillions of words. Giving speeches. Arranging speeches. Honchoing tours. Going to meetings. Worrying. Crying. Laughing. Celebrating. Mourning. Reading. Thinking. Needling. Defending. Cajoling. Gripping. Sweating. Running. Playing. Encouraging. Discouraging. Joking. Fussing. Getting tired. Recovering. Answering the phone. Begging. Refusing. Helping. Hindering. Trembling. Cursing. Mumbling. Praying."

"Sure would be nice if things would come easier, wouldn't it?," the PR Man sighed as he neared the end of his self interview.

"Nope," he replied, trying to understand the irony of it all.



THE MINOTAUR

*Deep within the labyrinth the monster lurks.
He pervades the heart, the soul of the maze.
He lingers unperceived behind every door.*

*Within the cells of the comb
The gnomes suffocated by paper cry out,
"I'm too busy."
Busy...busy...busy...
"60 or 70 hours a week!"
Busy...busy...busy...busy...
Dare we speak of it?
Dare we criticize what they proclaim a virtue?
Dare we accuse them of that affliction?
The affliction of work.
Yes, we dare.
For they are guilty.
Insidiously guilty.
These workers of learning.*

*Outside the doors,
Plastered to walls,*

*Draped on furniture,
Clinging to the floor,
The drones of learning hum ceaselessly.*

*A flute echos in the sterile well of a staircase.
Computers click out endless snoopies.
Here the cry of 'busy' falls on deaf ears.*

*Fed, these drones remain parasites.
Will they ever rise up and proclaim,*

*"You need not feed us.
"Give us the scent, the taste.
"Aid us with your books,
"But do not do the work for us.
"We will learn
"For we have teeth of our own.
"For us, books will be a part, not all, of learning.
"For us, there will be experience.
"There will be living.
"These also are learning.
"For us learning will not be work.
"For us the Minotaur is dead."
—Anonymous*

ED students build Lacey Park

By DIANE SENN

During fall quarter 1971 Gene Dzedzic of the Lacey Park Board approached Larry Eickstaedt, faculty member at TESC, with the idea that the Environmental Design program bid for the designing of Lacey's new 20-acre community park. The park is located in the Bel-Air-Brentwood residential complex.

Larry presented the idea to a group of interested students. The students wrote the design proposal and submitted it to the Lacey Park Board December 21, 1971. After it had been modified and resubmitted, the park board accepted the plan January 6, 1972.

The proposal was approved by the Lacey City Council January 27, 1972, and \$2,970 was awarded for cost of equipment, supplies and transportation of designing the park.

The 20-acre park site was designed to preserve much of the park's natural state. The characteristics of the land were considered, and various activities were planned to suit each area. Large areas of trees were retained to preserve the natural beauty of the park.

The first major project of the park group was to send an opinion survey to 300 adult citizens of Lacey. Two hundred questionnaires were completed by Lacey's high school students and 50 were returned by Lacey's middle school students.

Grade school students were interviewed. They expressed what they wanted the park to contain. Lacey police and fire departments were contacted to obtain their suggestions for designing a safe park. Facilities for the handicapped and elderly were researched and included in the park design.

Further research involved the mailing of 70 letters to playground equipment companies, architects, city planners, park equipment companies, and to state and federal park organizations. This information was used to determine what types of manufactured playground equipment, picnic tables, and other park equipment was available. Professional planners provided valuable suggestions.

Students read a variety of books and magazine articles to increase their knowledge about, for example, planning a park design, meeting children's play needs through play equipment, building playground equipment, and writing effective opinion surveys.

The physical and topographical survey of the park provided information that determined which facilities would be located in certain areas. A scale model was made of the topography of the park, which included sketching of the trail system which is now in the park before any clearing or construction.

Present recreational facilities in Lacey were studied. Lacey had no public parks until the

new Lacey park was purchased. School playfields and state lake accesses were numerous in the Lacey area.

Various guest speakers throughout the project presented their views on topics such as playground equipment, opinion surveys, park design, and soil studies.

A second opinion survey was mailed to 400 adult Lacey residents. Surveys were again completed by Lacey's high school and middle school students. This survey was used to clarify the specific facilities that the people wanted in the new park.

Students also researched various alternatives for the placement of parking lots in the park. Various problems considered were: park users leaving their cars on the residential streets and walking into the park, various access routes through the residential areas, retaining trees within the parking lot, and, the requirements for parking lots as set by the City of Lacey.

Throughout the project, Lacey Park Development members attended Lacey Park Board meetings. These meetings were held to

inform the park board of LPD's progress, and to answer any questions the park board might have had about LPD's work. At the meetings LPD members discussed project problems with the park board.

A group of students studied cost estimates with the Interagency Committee on Outdoor Recreation. The IAC helped fund Lacey's acquisition of the park site.

Students submitted designs for playground equipment, stages, benches, picnic tables, shelters, restrooms, parking lots, and cooking facilities. The final park design was drawn and was presented to the park board May 23.

The final park design, including summaries of research done was printed and presented to the park board early in June.

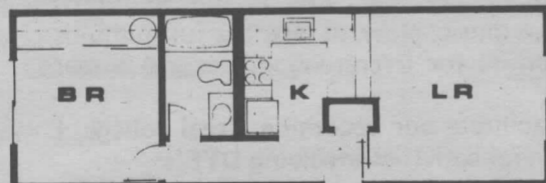
Environmental Design students working on the project are:

Larry Hall, Tom Taschner, Bob Messer, Diane Senn, Ty Thomas, Di Meyer, Jim Zito, Carolyn Savage, Mary O'Gorman, Mike Bevis, Dwayne Slate, Greg Winegar, Bob Grochow and Phil Bridges, with Larry Eickstaedt as faculty sponsor.



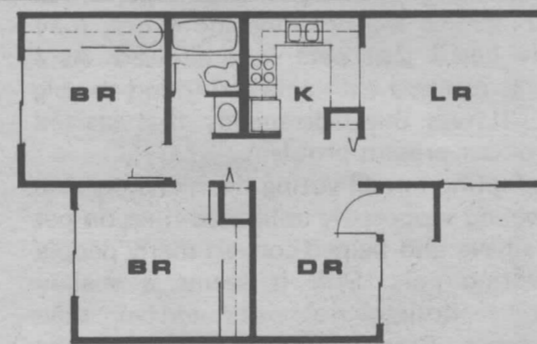
Flowers and Renaissance motif add color to The Evergreen State College dedication day ceremony. Daffodils were handed out to all who came as a peaceful gesture.

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A3114 Evans Library, TESC 753-3129
OR WRITE: Adult Student Housing,
834 SW St. Clair, Portland, OR 97205

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Solely to promote, build and acquire for the benefit of colleges and universities, and manage, housing facilities for students and faculty members thereof without regard to race, creed, color or national origin, and without regard to association with social, fraternal, or honorary societies or organizations, and, solely in furtherance of such purposes, to engage in any lawful activity, not for profit.



Letters to The Paper

Housing complaints

To *The Paper*:

"Housing is one of the most important parts of our lives and to have it handled by such incompetent people . . ."

So spoke one Evergreen student living on campus. What about it? Everyone complains but no one puts it down on paper for the housing office to see. So despite what looks like a crusade against the housing office and no matter how it may reflect on my character, I shall expound on the topics that bring about the opening exclamation.

Of course it wouldn't be fair if I didn't mention that many things have improved as Evergreen moves along and that some problems have been resolved.

With the sudden appearance of "flak-catcher" George Herbert, many of the pressures have been removed from Gerald Burke's shoulders. Now Burke has much more time to work on the administrative end of housing. And with George, we now have someone who makes up for Gerald's past non-availability. But the exact relationship between George Herbert and Gerald Burke has not quite been explained. Was Burke hired mainly as a budgetary head or not?

And now routine room inspections are well announced in advance, as they were supposed to be in the beginning. But there are still complaints about maintenance coming at odd, unannounced hours, to fix items that were announced defective weeks ago.

Earlier in the year, inspections and repairs were conducted by a maintenance personnel being let into the room by a student employee of the housing office. These student employees are not to be confused with floor managers who came later, the student employee's job being to maintain the security of the renter's room. So far, I've seen no list of the names of these student employees ("spies," as some students call them); the only way you would happen to know of them would be to have met one. I've only met two so far.

One student employee announced, at a floor meeting held in the lobby of Bldg. A, that earlier in the year, all he had to do to get a master key to the dorms was to go to security and sign for it. He was sure that security was quite lax.

But security is making up for it with their own student employees. This time it is those night-time good guys, the "Campus Pigs." Their job, which is not spying, is to go around and check for fire-alarm-pullers, rip-offs, or O.D.'s, etc. Their trip, seriously, is a good one.

At last the block buster that has in the past spun this campus sideways: Pets!

Despite George Herbert's unwavering belief that the pet policy was once and always "no," some people had received other impressions from talking with staff personnel that comprised the post-housing office, they initially heard that pets were allowed. As a result, some came with pets and found the big "NO." It was this discrepancy that started much of our present problem.

Conducting farcial voting decisions on pets and leveling supposedly unlimited fines on pet owners have also helped convert many people to favoring pets. Still it seems a shaky majority favors no pets rather than co-existence. Frankly, the conditions in the dorms are no better than those for a pet in a New York apartment -- with no opportunity for freedom. Of course some dogs experience an "open home" freedom, and are accepted more as members of the community than as pets. Thus owners having to give them up for fear of a multiple charge of \$25 suffer quite a blow. The \$25 fumigation fee seems highly padded and obviously would be less if the college bought its own equipment.

Students could learn to operate the equipment, and either do it themselves or

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have someone else do it. Also Burke's idea of spraying repeatedly as long as students keep their pets probably has more damaging effects than any possible fleas. The students living in that apartment run the risk of having their food accidentally poisoned and/or of breathing insecticide plus whatever may come out of repeated usage.

And lastly, whatever the reform of the pet policy that is being withheld seems to be for the negative. I for one speculate that as soon as summer arrives a policy will be put into effect and that next year people will be told before they arrive not to bring their pets. Though not favoring pets in dorms, I would venture to say that such a move would greatly contradict Evergreen's so-called "decision-making" process.

Christopher Carson
Individual, Citizen and State

P.S. Writers like me operate on hearsay; but that is no justification for the housing office to. As of June First, I've learned a few new things.

George wants to make next year's floor managers policemen of their floors; he said he'd write it out for next year, if necessary. One floor manager talked of the fear that no one knew who their friends were and the paranoia of knowing that someone is secretly working for the housing office spying even on you, the floor manager.

One student reported that he received a phone call from George telling him to pay the fumigation fee for his dog. The student asked how George knew about his dog. George replied that he was touring the building with a repairman from Seattle to check certain systems.

The students asked when the inspection took place and why he wasn't notified ahead of time. George replied that there was no time since the repairman arrived without notice. But, quote "You have nothing to worry about; I was with him." The student then called maintenance, who told him that they had no record of a repairman from Seattle ever coming that week.

It seems George doesn't care how he gets his information and is determined to make those he catches pay for the rest that get away. The fumigation has been held off until summer, thanks to student protesting. All I can say is that I hope someone checks to see that they use the money for fumigation.

'Realistic' tradition

An Open Letter to the
Evergreen Community:

It is with immense pleasure that I note ol' Evergreen is finally getting realistic. It is difficult for me to convey my delight at discovering -- much to my surprise -- that next year we will have students called FRESHMEN here. (An enclosure in the packet to new students was addressed "to Freshmen only").

To the casual observer this may appear an insignificant event (as might the directive on the same sheet that Freshmen should enroll only in coordinated studies groups), but to an ol' veteran like me, this is the sound of beautiful music. Now, at last, the future holds the promise for Evergreen to become a *real* college.

To facilitate our becoming a real college, I urge several activities involving DTF's:

1. A beanie DTF to: a. Select the style of beanies Freshmen must wear; b. Select the color scheme for the beanies (I suggest a new color each year to facilitate class reunions -- see No. 2 below); c. Determine appropriate penalties for those foolish Freshmen caught without the sacred beanie.

2. A DTF to begin arranging class reunions. (A class may be identified by the color of its beanie, thus making reunions possible even when vision grows dim with age.)

3. A DTF to begin developing a suitable *alma mater* (which may be easily taught by Upper Classmen to all Freshmen, since

Freshmen will be accessible in Coordinated Studies Groups.)

4. A DTF to begin immediately planting ivy all around ol' Evergreen.

Even as I write this, I find my spirit soaring. More creative minds will no doubt find even greater possibilities in our new-found realistic approach to innovation in the class structure of higher education.

Very Sincerely,
Professor William Aldridge

P.S. Needless to say, I also strongly applaud the rise in standards implicit in changing group contracts to "Advanced Group Research Contracts" as was done in the Catalog Supplement.

Student firemen

To *The Paper*:

The McLane Fire Department furnishes fire protection for the campus and the surrounding area, and at this time employs ten students in its "Student Firefighting Program". All indications show that these same ten students will be returning to the program next year.

However, the department will have available, this coming Fall quarter, four (4) resident firefighter positions for our stations situated off campus.

Students selected for these positions will be quartered off campus in McLane Fire Department stations. Students interested should contact Fire Chief C. Allison, by phoning 352-5200 for an appointment as soon as possible.

Thomas L. Kanno, Captain
McLane Fire Department
Route 14, Box 44 (Old Shelton Highway
and Overhulse Road).

Population radicals

To *The Paper*:

Thanks to Ken Balsley for representing our point of view so accurately in his article, "Population Dynamics bombs," in the April 28 issue of "The Paper."

But who is radical? Aren't the true conservators those who advocate no more than the delightful two child family? Aren't the real radicals those who propose to increase pollution and speed up depletion of non-renewable resources by permitting population growth?

From now on, everyone who has three children is contributing knowingly to this disaster.

Consistent with our goals, we perform vasectomies and tubal ligations for those with none or one or two, as well as for those with more.

George C. Denniston M.D., M.P.H.
Medical Director
Population Dynamics
3829 Aurora Avenue N., Seattle

This publication is brought to you by The Paper Co-operative, The Evergreen State College, Olympia, Washington 98505.

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and the many community members whose journalistic talents have finally blossomed through contributions to this end-of-year "gala" issue of "The Paper." We would like to those Evergreen members who provided material for this "annual" publication. Acknowledgements also go to "The Lacey Leader" composing staff: Sidney R. Morrell, publisher, Maureen Green, Robert Schlegel and Greta Wigren.



Theater is real

By MARTY OPPENHEIMER

AFTP has just completed a disappointingly unsuccessful year.

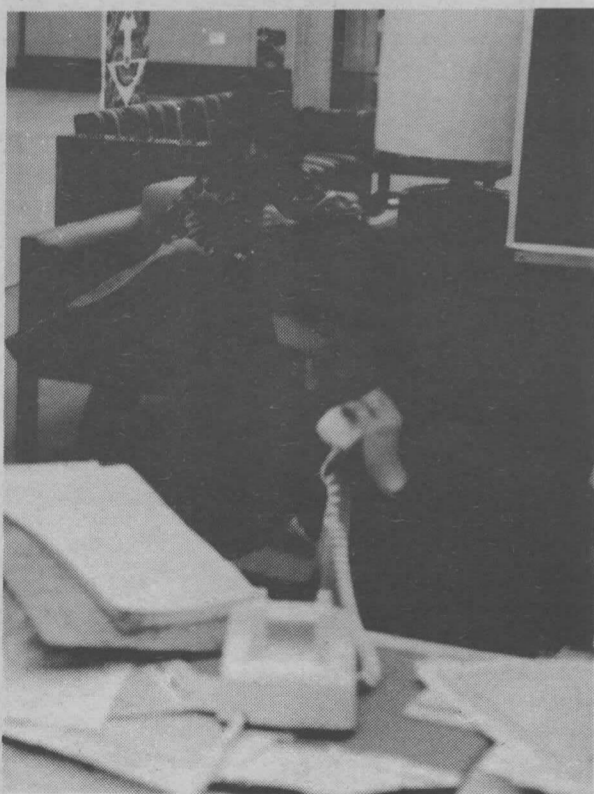
In a roaring beginning with 30 members and no funds, we produced An Evening of Four Short Plays on December 14. We involved 40 people in the production and played to an audience of about 300.

Sharon Ryals and Doug Kahn directed "Anthropos" by e.e. cummings; Kristi Esvelt and Doug Chappell directed "This Property is Condemned" by Tennessee Williams; Keith Burns and Ruth Wett directed "Botticelli" by Terrence McNally; and Larry Bialock directed "Dick and Jane" by Jules Feiffer. Charles Teske and Pete Steilberg provided the minimal financing.

Exuberant from our first success, we submitted a budget to the S and A Fees Board during the first week in January and waited. Five weeks later, when we were finally funded, 2 attempts at casting a production failed. Many people claimed they wanted to act, but few auditioned, and fewer were willing to devote the 2 hours, 5 nights a week necessary for rehearsal.

In mid-March, we formulated plans for the remainder of the year. We would produce selections from Shakespeare for the April 21 Dedication and would present our major production - "USA" by Paul Shyre and John Dos Passos - May 24 - 27.

The Shakespeare was cast by hook and crook before Spring break but was not finalized until a week before the Dedication.



Our attempts at casting "USA" during the first week in April were altogether unsuccessful. Due to this, plans were for AFTP to fold about May 1, but just before then some interest grew and 4 short plays were planned to take the place of "USA". One by one these fell apart.

Our year of optimism is at a pessimistic close, but while productions have had problems, other areas have blossomed. We have acquired a faculty member whose primary area is theatre and another will be here in September who is into theatre and music.

I have spent several months working with Charlie Teske, Jerry Schillinger, and Joe Poc, a theatre consultant from Seattle. The result of this is that a stage is presently being constructed in Lecture Hall No. 1, lighting instruments and a dimmer board are now being shipped to TESC, and plans call for completion of a theatre in Lecture Hall No. 1 by October 1, 1972. This will serve as our interim facility until the Drama, Dance, Music Building is constructed.

With a larger student body, more faculty, earlier financing, and better organization Asphodel Fields Theatre People is looking forward to a full second year. The current hope is for one major and several minor productions each term. This will take student interest and faculty cooperation to permit evening rehearsals without seminar conflicts. Dedication makes theatre a reality; without it no amount of faculty or facilities or funding can help.

Summer insurance

Students who wish to continue their Medical Insurance coverage through the summer months now have that option. As a result of student interest Evergreen's Student Accounts Office has worked out a procedure for summer coverage with United Pacific Insurance Company.

Insured students may continue their policies from June through September simply by signing a request and paying the regular quarterly premium. Further information, and the Summer Medical Insurance Request form, may be obtained at the Student Accounts Office, first floor Library "A" wing in the business office.

Book Review

By KEN BALSLEY

It must be remembered that a year has gone by since the publishing of the evergreen state college bulletin 1971-72. Experience and hard knocks has created a profound change within The Evergreen State College Bulletin 1972-73. The covers of the two do much to reflect this change. The first has small case printing on white, outlined in gray and green. It tried to emphasize the difference by being different. The second appears to have been lifted straight off a "Wishbone Ash" album cover, a more standard format of colleges trying to be different. But it's inside where the changes become readily apparent.

It was found necessary to include a section concerning Governance and Decision-Making and a copy of The Social Contract in the second bulletin. Granted neither of these two documents existed when the first was printed but throughout the second bulletin they are constantly referred to. This is due probably to the lack of control some Evergreen students exhibited during the first year.

Less emphasis is placed on housing in the second. There is no longer an attempt to get students into on-campus housing as demand exceeds supply.

All of the new facilities have been stressed due to the fact that they didn't exist prior to the publishing of the first.

High hopes are still held out for Science and the Arts although neither building is finished nor will be completely available next year.

The Office of Cooperative Education and Internship section has been enlarged upon. This is likely due to the fact that that office has been extremely busy this year trying to get students out of programs they dislike and into an internship where the pressure is less.

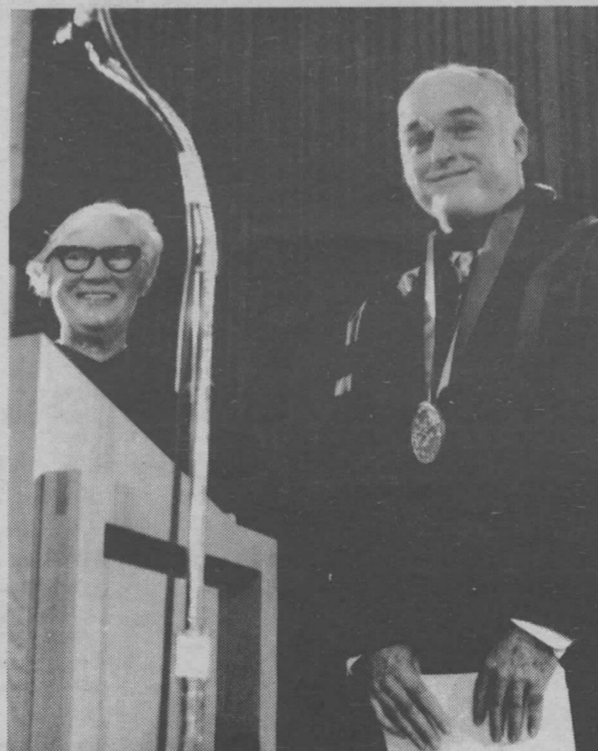
A greater attempt has been made in the second bulletin to emphasize the fact that Evergreen isn't for everyone, probably because by trial and error it was discovered that all students weren't ready for an unstructured learning environment.

Supporting services, most of which have come into existence this first year, take up a good portion of space.

There is almost no difference between the two bulletins concerning food services. No one holds any great hope in that area for the future.

Pictures in the second bulletin are interesting and it is easy to see that a lot of effort has gone into matching them up with appropriate areas.

The Evergreen State College Bulletin 1972-73 greatly reflects the changes that have occurred this last year. It attempts to strengthen weak areas and emphasize new services. If, in the future it continues to reflect the changes that must occur, then it will continue to do its job well.



The Evergreen Library

'Nerve center' supplies all

By RICHARD SKRINDE

Concerning TESC's The Library Group

I am a film student and spend 100 per cent of my work time, and 90 per cent of my life, in the Media Production area of the TESC Library.

The Library staff are as fine and intelligent a group of people as any people I have ever met. They willingly gave their time and talent when the chips were down, and I needed the help—days, evenings or weekends.

The psychic walls between people, that make most institutions so creepy, don't exist here—at least not yet. The physical resources these people have been able to assemble in their first year of operation may be an example of this.

Professional level eight-track sound recording and color multi-camera television studios; musical instruments—Steinway grand piano, electronic music synthesizer, nice organ; complete 35mm camera and darkroom facilities; 16mm cameras, editing, sound miking; and sophisticated tape format transferring equipment.

Also a media loan center where any student can check out tape recorders of all kinds, slide and movie cameras and projectors, portable video tape equipment, record players, microphones, P.A. systems, etc.

This just starts off a list of tools available, not to mention the table saw, drill press and metal lathe in the basement. All of this comes before you get to the collection of books, which is where most libraries leave off.

I never liked to go to school until I came to TESC, and my change in attitude is due almost entirely to the Library.



Jim Holly, Dean of Library Services and Pat Matheny-White, head of college technical services, received \$75 check from two members of the Olympia Charter Y of the PEO Sisterhood. The money is to go toward purchase of books in memorial.

Computer Services

After various delays, installation of the Evergreen campus computer, a Hewlett-Packard 2000C took place December 15. "Hewpy" was enthusiastically received and has been used heavily by students, faculty and staff.

Despite the late start, Computer Services has provided a wide range of services, such as workshops on "How to Use the Computer", consulting services and programming help.

Tailored to needs of the individual coordinated studies program, the workshops have emphasized learning by doing.

Taking advantage of "How to Use the Computer" Workshops were The Evergreen Environment, Environmental Design, Contemporary American Minorities and Individually, Citizen and State, plus other faculty and staff.

In addition, many students learned how to use the computer on their own or through an interested faculty member, or other students.

Many community members have been exposed to "Hewpy" through computer games such as golf, football or blackjack. Many students have actually programmed their own games.

Another resource available to the Evergreen Community is the hybrid computer lab, featuring faculty member Fred Tabbutt's analog-digital computer. Tabbutt and Peter Langston have provided a unique option in computing, for students who are interested in

computer graphics as well as computer-aided instruction.

It is rewarding to the Computer Services staff to see students and faculty apply their computer knowledge to specific problems. Several notable projects have been completed this year, including:

—Computer Simulation of Port Gamble Bay (winter quarter analysis): Dave Milne, Bob Thomsen, Paul Page, Rick Spear

—Lacey Park Planning Questionnaire: Lou Pero, Bob Messer

—Computer Aided Instruction Material in Trigonometry: Tim Goldsmith

—Avalanche Control Study: Jack Reier, Gar Bergstedt

Those interested in computing, but with no previous background, shouldn't let inexperience stop them from getting involved in computing at Evergreen. All it takes is a reasonable commitment of time and energy.

Those who fancy themselves computer enthusiasts (nuts or "Hewpy freaks") should give Computer Services the change to challenge "The pros" among Evergreen community members with its computing resources.

Anyone turned off by present-day technological society, desirous of changing it, please contact Computer Services for a background in computing. It is difficult to change something about which a person knows nothing.



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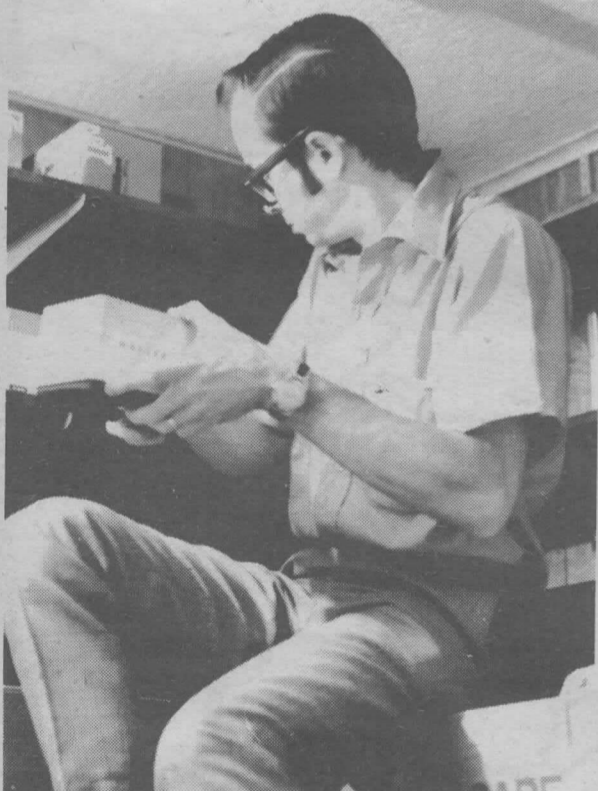
By JERRY VERMEIRE

Bustling with activity throughout its first year, media services has been a frequented focal point for numerous students and staff. Whether merely checking out one of over 100 cassette recorders or conducting a year-long media production project, students have utilized media services more than any other single resource on campus. Besides media loan, this first floor section of the library also houses graphics, photo and audio-visual production areas.

Media services provides three main functions. Primarily, it offers one of the best lab facilities in the Northwest for students to work in and learn use of equipment. It produces instructional and informational material for use of the college. Finally, it furnishes a quality product to fulfill contractual agreements with the Department of Social and Health Services. Why this connection with a government agency? By agreeing to provide production services for this department's training division for two years, Evergreen receives \$3 in government matching funds for every one dollar it spends on media equipment. The college will retain title over all its equipment purchases. Likewise, Social and Health Services will acquire its share of purchases as well as all instructional material purchased and produced during this two year period. After that time, media co-ordinator Dave Carnahan expects that portions of this agreement will be renewed.

The benefits are obvious. Not only does Evergreen boost its buying power by a factor of four but also professional people such as a photographer, an artist, and an audio specialist are to work on college needs when not spending time producing materials for the department. Moreover, students are to be hired to gain experience in these fields, and the resulting self-paced learning packages will help insure proper use of media equipment.

Initial year purchases of media services



"Woody Hirzel," Photo-media Specialist.

equipment has totalled \$52,000 to serve 1100 students. Next year, \$29,000 will be added to serve an additional 750 students. One-third of this latter money was derived from yet another federal funding project in order to purchase high use items such as cameras, recorders and slide projectors. Inevitable expansion will necessarily lead to media being combined with the second floor circulation function.

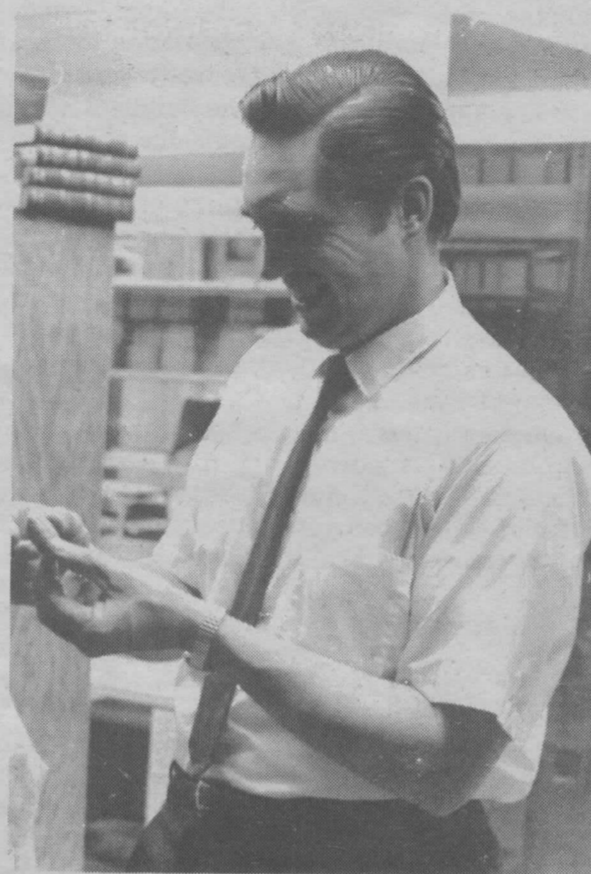
Evaluation is currently being conducted to learn if media loan services were worthwhile, where people had problems and how to improve service. Undeniably, many users were disappointed when equipment malfunctioned or was loaned incomplete. A small percentage of next year's budget will go toward replacement of parts. A more efficient method of circulation will be researched and incorporated. Ideas anyone may have to facilitate lending procedures would be definitely appreciated by Dave Carnahan and his staff.

Because media loan equipment has often been either misused or abused by students unknowledgeable of its proper operation, greater emphasis will be placed on media workshops next year. Perhaps a type of licensing will be required for anyone checking out highly technical or expensive equipment. Skills needed to obtain an operator's license could be earned through attending these voluntary workshops. Besides learning what skills are needed, the student would also benefit simply by knowing what equipment is most useful in various applications.

The remaining three production areas of graphics, photography and audio-visual services have served admirably both school and student. Twofold purpose of each includes producing instructional and publicational materials for the school and to train staff and students how to utilize these areas.

Through this final quarter, Connie Hubbard has managed to squeeze enough time out from her busy production schedule to conduct graphics workshops twice weekly. The response of students was phenomenal: sign-up sheets were filled within minutes after posting. Within the four-week course, twice repeated, Connie taught students the basics of printing, mechanical drawing, layout and matting as well as facility on graphic production equipment. With the expected aid of additional resource people derived from our presently talented faculty, this instructional capacity in graphics and art work will possibly become a full time function.

Photographic services under Woody Hirzel has become another area with few inactive moments. While it has served as a laboratory for advanced photography students, compactness of space did not allow facilities for beginning work. The 211 Darkroom and Marine Lab house will continue to serve that need. Additional money is being sought to expand photo services into the present area occupied by graphics. Meanwhile, the new science building has projected photo lab spaces for beginners. However, because preliminary planning had not predicted the overwhelming demand for photography by students, these projects may not materialize



Dave Carnahan, Associate Dean of Library Services.

for at least another year.

Al Saari's audio and visual production area also engaged in a heavy instructional function. Communications and Intelligence program students as well as a number of qualified contract students have made extensive use of two TV and audio production studios, a mixing room for audio tapes and video sound tracks, an editing room and a high speed duplicating facility. The two TV studios are intended primarily for closed circuit on-campus instructional and informational purposes, but may also be linked with cable TV as a service to the community. Through the master control area -- the major switching center -- various visual and sound linkable potentials from films to computers to tele-lectures can be achieved on and off campus. The whole operation is a unique, unprecedented service for any campus environment.

A final resource in this media services area is the Washington State Film Library. In exchange for lending out 4,000 square feet of space, this state organization provides our school with the invaluable service of a \$500,000 film collection. A great saving (nearly \$20,000) is moreover realized by their maintaining films we own and by allowing Evergreen personnel to utilize their microfilm equipment.

In summary, an overall perspective shows that media services have provided the school invaluable assistance in technical and resource requirements. Much of this success is due to original planning by library people to find a different approach to library services. Through combining the conventionally two major divisions of reader services and technical processes, more efficient acquisition, processing, production and distribution functions are becoming a reality. With a year's experience behind them, media services expects to even further improve providing for students' needs in the future.

LET US SHOW YOU NEXT YEAR THAT IT WAS WORTH THE WAIT!

NEW

PERMANENT FOOD SERVICES LOCATION

First
Floor
Activities
Building

(We Will Close For
The Year, Friday Night,
June 9, At 6:30 P.M.)



Housing

During the first year of operation, the Housing Office experiences a mixture of successes and failures, some of which are described below.

On the negative side, we opened with a number of incomplete buildings, and insufficient furniture. Accentuating these conditions was the need for contractors to literally finish constructing the buildings with the students living in them, and the need for the furniture company to enter apartments to put additional furniture in place as required by their contract. Even these invasions of privacy wouldn't have been too bad-but contractors found it difficult, if not impossible, to schedule themselves in advance so that students would have some idea when to expect them.

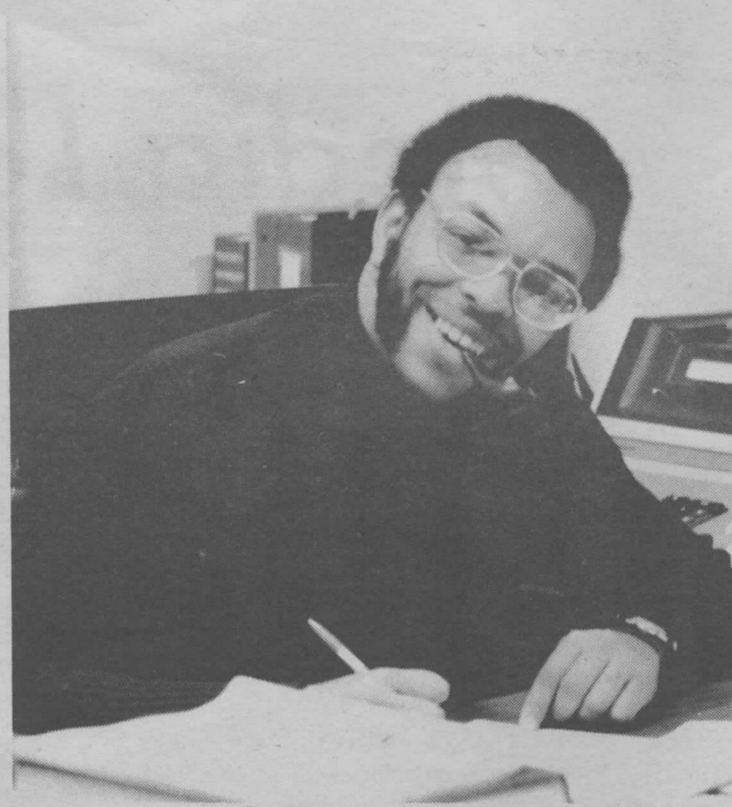
Other negative forces that militated against an overall successful first year were interpretations of the Standard Operating Policies and Procedures, inadequate personnel in the Housing Office--and quite candidly--my

perspective of some situations.

In spite of the adversities mentioned above, there are a number of things we can proudly reflect upon. I am especially pleased that some of the Resident Managers proved--via their performance during our most difficult times--that students can set aside time to TCB (taking care of business), when necessary; I am happy that this year proved that staff, faculty, and students can work in harmony to coordinate desired changes and accomplish objectives; and most of all, I am elated that all segments of the Evergreen Community have demonstrated their desire to learn from one another.

In closing, our first year will be remembered with both pain and pleasure, but mostly as the experimenting and learning stage that every Housing Office must go through to build a solid base for success in its later years.

Gerald G. Burke
Director of Housing



GERALD G. BURKE

Financial Aid and Placement

If you read between the lines of the dry statistics which usually characterize summaries of office operations, you find that the Office of Financial Aid and Placement is involved with people and their problems; large or small; individually or in large numbers.

For instance, the 242 students who borrowed in excess of \$26,000 from the Emergency Loan Fund this year did so to meet emergencies ranging from no food for the weekend to serious illness in the family. The staff consisted of only two full-time employees, but volunteers, part-time help, and a dedicated corps of student employees

helped reduce some of the anxieties and frustrations suffered by the 334 students receiving long-term federal assistance and the 570 students seeking part-time employment.

Next year, with an expanded staff, the Office of Financial Aid and Placement will offer a complete career placement service and double its available federal and state aid funds. The Personal Money Management and Nutrition counseling service will also expand its services. The single most important factor in the success of next year's venture is the continued patience and understanding of the students whom the Office serves.

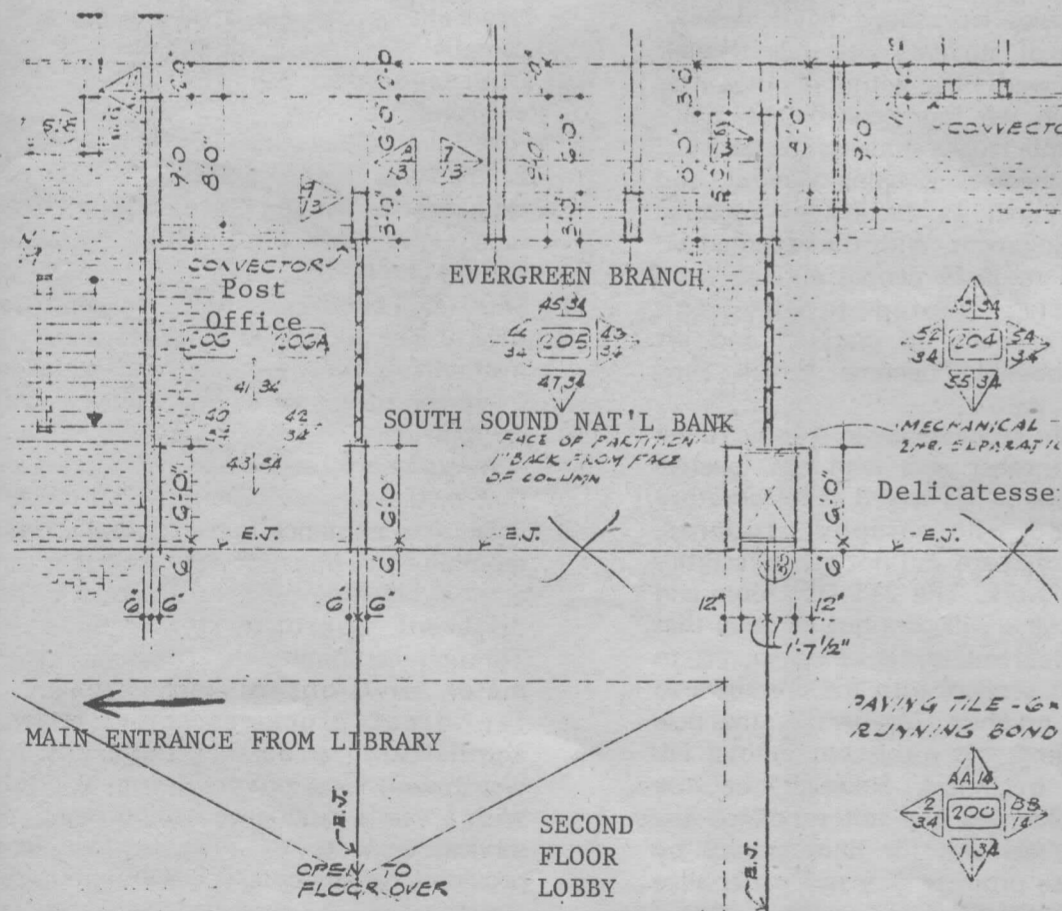
Financial Aid & Placement 1971 - 1972

The Cast (in order of appearance):

Les Eldridge	Perry Lente
Karen Fairchild	Juliet Parker
Lois Knudson	Ed Doane
S. M. Park	Charlie Rayner
Perry Newell	Jane Sheridan
Kathy Baseden	Renee Barber
Ann Shoben	Nyla Wood
Joan Schillinger	Thelma Stamey
Lani Musick	Bob Walker

Dora Snyder

See You In September



SOUTH SOUND NATIONAL BANK
EVERGREEN BRANCH
Room 205, Activities Building

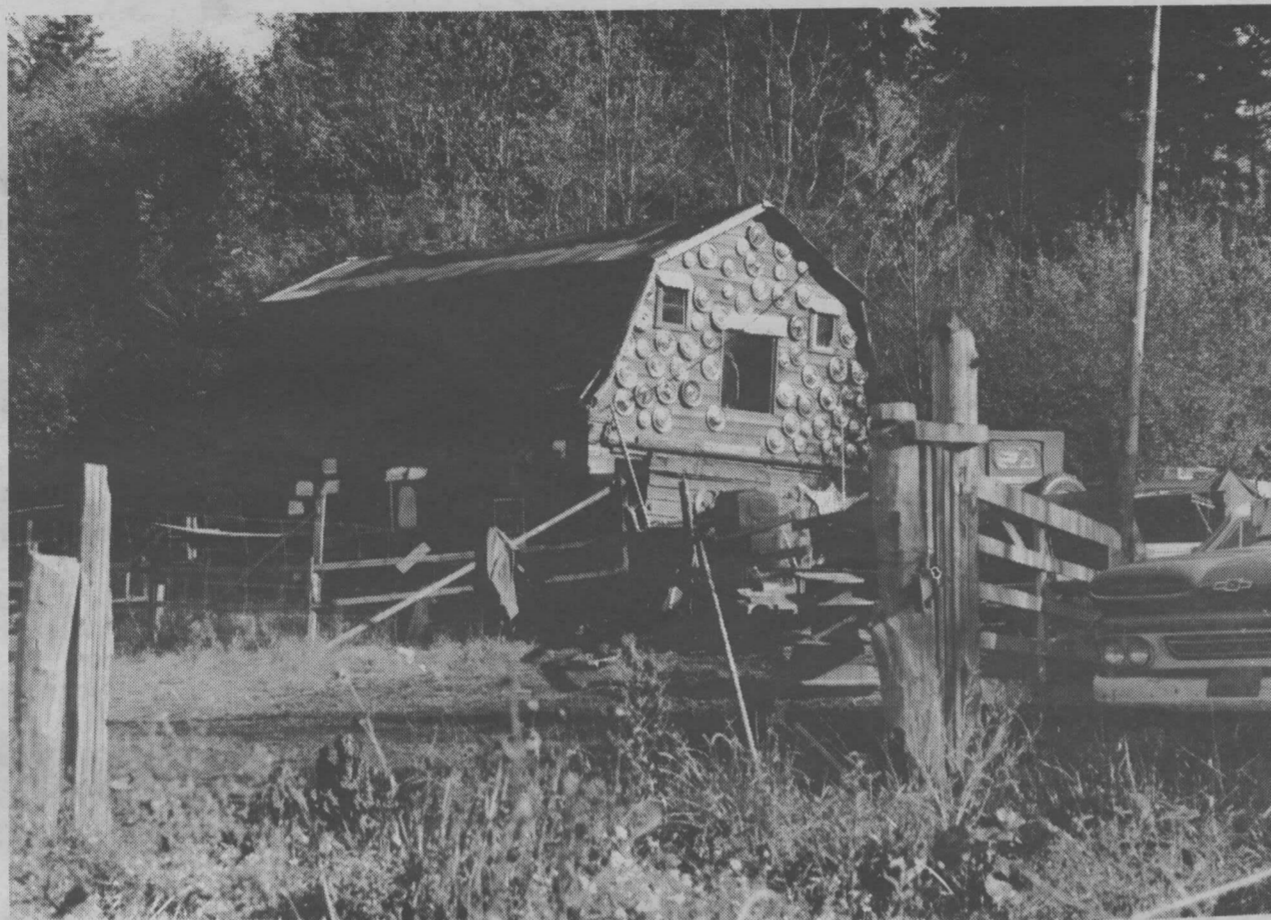
Services & Recreation

Activities at Evergreen's Organic Farm, organized earlier in the year by students and faculty in the Environmental Design Coordinated Studies Program, will continue during the summer months and on into the next academic year, according to students Frida Habbick and James Kagan, who will serve as caretakers while doing study contracts June-September.

"There's a lot of work to do on the farm (located at the corner of Lewis and Simmons Roads on the western portion of the campus) and we need all the help we can get," the students reported. "We've already begun remodeling the old house and have planted crops on about a quarter of the one-acre field at the farm, but we've got a long way to go.

The house needs more repairs and needs to be painted, the farm needs a lot of clean-up work, more crops should be planted, composting must be done, and we need to do additional planning for activities next fall. And, of course, there's going to be harvesting of the crops we've already planted."

There's something special in it for those who help at the farm during the summer--produce will be divided between those who work on the various projects. Any interested person--on or off campus--may



participate. Small individual plots also can be made available to persons interested in doing special farming projects.

"We hope that we're able to get a pretty substantial work force at the farm this summer," the students reported. "Interested

persons should just drop in at the farm or call 943-9656 for further information."

Meanwhile, the students hope the farm project can be perpetuated through Group Contracted Studies during the 1972-73 academic year.



Here's how it went for me - a recreation administrator from a very structured school who came here to be a recreation administrator of a loosely structured school. My responsibilities to the Evergreen community have included the development of an intramural sports program, the development of activities clubs, the development of campus-wide programs for entertainment, and the development of policies and provisions for the Campus Recreation Center, a share of the College Activities Building, and the Recreation Pavilion--all recreation facilities.

In reviewing my achievements publicly, I have to admit to being frustrated most of the time throughout the year due to lack of facilities after what I Cip Garcia, Paul

Roberts, and Chere Dill, the recreation program hasn't been a total failure. Tom Allen, our student coordinator for competitive sports, supervised and participated in at least three weeks of flag football last autumn. That activity attracted a half dozen women and about four six-man teams regularly. Yves Duverglas started our soccer interests with about the same number of bodies playing on Saturday only at Woodruff Playfield. Four men's basketball teams entered St. Martins intramural basketball tournament and this proved to be a mistake for a variety of reasons, but some of our men had a good time most of the time.

Evergreen's sports clubs spent the year developing with the following results: S.C.U.B.A., skiing, sailing, kayaking, karate, survived in strong fashion, relatively speaking.

Soccer, judo, fencing, climbing, rugby, and crew started or are starting and in all probability will materialize next autumn.

Campus wide entertainment in the form of dances and concerts were practically nonexistent autumn and during early winter, but since then, we have been saturated with both. Gary Snyder's poetry, the Paul Richardson Trio, and Meg Irwin's harpsichord concert were highlights of professional performances.

The opening of the Steam Plant Gym, the Hatch Cover Inn and the "Pool Hall" and the development of sand playfields helped ease the genuine need for facilities for recreation this spring.

Coming next year--all good things..

Pete Steilberg

107 TAVERN

BEER

WINE

*Hot Popcorn
Machine*

POOL

*Good Music
Latest LP
System*

*(Rather than
jukebox)*

Pool

*Pinball
Machines*

Sandwiches

Refreshments



107 N. Capitol Way
Olympia, Wa.

Shoben speaks on Nixon

Note: Speech on Vietnam given May 13, 1972 by Evergreen's Executive Vice-president Edward Joseph Shoben, Jr.

May 8, 1972 the President of the United States asked our support for four actions that he had already set in motion:

--the mining of Haiphong harbor and all other North Vietnamese ports

--the interdiction within North Vietnamese territorial waters of all supplies delivered by sea (in other words, a blockade)

--the cutting, presumably by bombing and other forms of aerial assault, of rail and all other communications in North Vietnam, and,

--the continuation of air and naval strikes against the targets in North Vietnam. These actions, the President reported, constituted a response to a "massive invasion of South Vietnam" by the "communist armies of North Vietnam," and the justification of that response lay in three considerations: protecting the lives of 60,000 Americans in South Vietnam, preventing the "imposition...of a communist regime on 17 million people in South Vietnam, who do not want a communist government," and defending "our interests." Those interests include the damping of "aggression in which smaller nations, armed by their major allies, could be tempted to attack neighboring nations at will."

But the President said more; he made an offer. If the "international outlaws of North Vietnam" will return all American prisoners of war, and if they will agree to an internationally supervised ceasefire throughout Indochina, then the United States will "stop all acts of force throughout Indochina" and will withdraw "all American forces from Vietnam within four months."

When we look seriously and closely, as we always should at the public statements of any President, at the text of the May 8 speech, a number of points seem cruelly obvious. The actions that Mr. Nixon had ordered before going on the air are, of course, deliberately extreme and risky ones. According to news reports, we are now bombing within 60 miles of the Chinese border. For those of us who remember Korea, the recollection of the Chinese onslaught at the moment that the Yalu was reached and Chinese territory violated evokes a twinge of anxiety. Ships from many nations crowd the harbor at Haiphong and other ports along the North Vietnamese coast. Some of them are Russian, and it appears unlikely that the Soviet Union would take kindly to even inadvertent damage to its vessels. A military confrontation with China hardly seems in keeping with our recently and happily developed policies of ping-pong diplomacy, and a collision with the Russians at this juncture lacks entirely the self-evident rationale that would be its only acceptable justification.

But these considerations are far less important than two others. One is that we have had seven years to learn that interdiction, saturation bombing, and similar tactics simply do not work. This observation is consistent with analyses of the ways in which the Nazi bombing of London during World War II strengthened rather than weakened British resistance. It follows the findings of our own Strategic Bombing Survey with respect to the essential military uselessness of the saturation bombing of parts of Berlin and Dresden. Most of all, it has been our consistent experience in Vietnam since 1965. This point has nowhere been made more authoritatively than by the then Secretary of Defense in 1967; working with the kinds of data for which he was famous, Robert McNamara publicly concluded at that time that intensive bombing would neither

achieve our military objectives nor force the North Vietnamese to negotiate. Somehow, that courageous open acknowledgment went unheeded and has been forgotten. If there is any evidence that the mining and blockading of ports will prove more successful, it has not been shared with the American people.

This kind of heedlessness and forgetfulness appears to underlie the substance of the second point that is relevant here. Ever since the first major escalation of the bombing in February, 1965, each time that the United States has made a dramatic military move, the American public has generally, in a painful surge of loyalty, registered its support. Each time, without exception, the supported move has been accompanied by a report of substantial progress in the field and the prediction of the early achievement of something close to a settlement of the war.

And each time, within a few weeks, we have learned that nothing has changed in any significant fashion in Indochina. Changes have occurred only at home: Our nation becomes increasingly polarized; larger numbers of our young people become radicalized or go, as over a quarter of a million of them have done, into self-imposed exile in Canada or Sweden or France; and our taxes grow increasingly burdensome while the money that they generate is consistently diverted from such crucial issues as environmental improvement and the reconstruction of our cities to support this unsuccessful adventure in Southeast Asia. The whole scene seems shockingly lacking in American ingenuity and pragmatic know-how, in Yankee thrift and the cultivated eye for a good investment, and--overwhelmingly--in that sense of national priorities that is fundamental to the country's health and integrity.

The intent here is not to charge deliberate deception in high places. Rather, it is simply to call to consciousness the cycles of optimistic promises and tragically disappointing results that have occurred repeatedly over the past seven years and more, and to ask why it continues. For the war in Vietnam has taken on in many ways the character of an old family feud in which Hatfields murder McCoys and vice versa with neither understanding the roots of their hatred nor questioning the justification for their blighted lives under the rule of vendetta.

Why are we involved in Vietnam? The President emphasized two themes in reporting the attacks on the harbors and railheads of North Vietnam that are now under way. One was the notion of a massive invasion of one nation by another; the other was the communist nature of the invader. Both must be examined. The second puts first claim on our attention. Its importance lies in its reaffirmation of the original motive and rationale for our entry into Southeast Asia. As Secretary of State Dean Rusk put it in 1962, the crisis of our time was straightforwardly, in his widely supported official view,

...the announced determination to impose a world of coercion upon those not already subject to it...it is (an issue) posed between the Sino-Soviet empire and all the rest, whether allied or neutral; and it is posed on every continent. Our concern, in other words, was with what we understood to be a test in Vietnam of a centrally directed communist conspiracy headed by a unified Moscow and Peking. Even in 1966, Secretary Rush could describe China, for example, as "a colonial Russian government--a Slavic Manchuko" that was subject to "direct subservience to the policies...conceived in Moscow." Hanoi and the Viet Cong represented extensions of this centrally controlled, internationalist, imperial force bent on world domination. The

American purpose was to blunt and to repel this thrust from international communism.

It helps to remind ourselves here of what we were not attempting. We were not attempting, for instance, to defend personal liberty and parliamentary government; neither has had a striking history in Vietnam, and we certainly would not have chosen Indochina for such a mission over, say, Greece. Nor were we trying to protect a stable government against insurrectionary forces; were we inclined to such goals, we would have made much of the Middle East, where Radio Cairo has long incited revolt in many countries, a U.S. garrison. Still further, we were not seizing the opportunity for a bit of imperial exploitation western-style. The argument here rests less on considerations of virtue than of economics. In 1970, available data indicated that the gross national product of a combined Vietnam amounted to \$2.4 billion dollars. The gross national product of all of



on's plans for Vietnam

Indochina-North and South Vietnam, Laos, Cambodia, and Thailand—came to \$10.2 billion. With our own GNP now approximating that astronomical figure of a trillion dollars, such Southeast Asian peanuts hardly warrant the expense of crossing the Pacific to pick them up.

But what is really important in this list is that we were not challenging nationalism, including national communism. We have not only lived comfortably with Tito's Yugoslavia; we have actively supported it and taken encouragement from its having successfully spat in the Soviet eye; yet there is no doubt of Tito's or Yugoslavia's identity as communist. What frightened us were the strongly suspected connections between Vietnam and the Sino-Soviet conspiracy to impose its Stalinist-Maoist will on the rest of the world.

It was worth fearing, and history must judge whether there was at the time any

realistic basis for our fears. Since we made the decision to move militarily into Southeast Asia, however, it is clear that the whole foundation of our anxieties has fallen. Relations between China and Russia have broken apart. Their diplomatic contacts are tenuous, and the day is rare when Soviet and Chinese troops do not clash along the long border that these nations share. The doctrinal difference between the Russian reliance on the proletariat and the Chinese emphasis on the peasantry as the basis for "true" communism is ideologically divisive; and the central interests of the two countries—the rate of industrialization and the need for Lebensraum, for example—seldom overlap and not infrequently conflict with each other. To insist that they are now in imperialist concert has about the same validity as insisting that the United States acts in conspiratorial partnership with Honduras.

The problem was apparent in a State Department pamphlet issued in 1967 under the title of Viet-Nam in Brief. It identified Vietnam as "the principal testing ground chosen by today's aggressors to try out the new strategy of aggression: so-called 'wars of national liberation.'" But who are the aggressors? Because no evidence of Chinese military power or Chinese financial support has been found in Vietnam, Peking could not be named. And although the Soviet Union has provided massive help to Hanoi, it has furnished weapons and material to other nations without our finding it necessary to go to war; so Moscow could not be named either. Thus, the State Department's publication had to remain mute about the foreign aggressors in Indochina; and to its peculiar credit, it did. But it also represented and still represents a process that must be almost unique in human history—a major government's justifying a war in which it cannot name its enemy.

So much, then, for President Nixon's reference to the communist nature of North Vietnam: No foreign aggressor exists; the idea of an international communist conspiracy directed from a monolithically fused Moscow and Peking has collapsed into a tragically outdated and invalidated myth that flies in the face of all fact, and our basic reason for involvement has long since disappeared in everything except the rhetoric of the American party to this ten-year feud.

What about the theme of a "massive invasion" by one nation of another? Here too we find a strange and fatal forgetfulness of fact. As a culture and as a people, Vietnam dates from the mists of Asian antiquity. It has a single language, shares a common tradition of Buddhist religion, revolves around an agricultural economy, and is based on the profound conventions of predominantly village life. Its relationship with China to its north has for centuries been uneasy and hostile, and its western contacts have been largely through France, who established colonial hegemony in Indochina in 1880's.

Since the 1880s, there has been a consistent and mounting movement for independence among the Vietnamese. In 1920, they sent a deputation to Versailles, pleading for relief from the weight of French interests on their Oriental homeland. The plea was rejected; and only after that rejection did the leader of the Vietnamese delegation, Ho Chi Minh, join the new Communist Party—the date was 1922—in France, where he learned the political ideas and the strategy of revolution that he used in throwing off the yoke of overseas domination. One need not corrupt mere similarities into identities to perceive in this process something very much like the growth of nationalism and the yearning for independence that acquired such creative

energy along the Atlantic seaboard on our own continent in the 1770s.

In 1954, the impulse to independence culminated in the defeat of the French colonialists in Dienbienphu. The agreements, signed by the Vietnamese and the French in Switzerland, which issued from that war by independence, are often referred to but seldom read as the Geneva Accords. The United States did not sign that document, and American awareness of its provisions is remarkably low. The most crucial provision of the Accords was the establishment of the 17th parallel as a line that "should not in any way be interpreted as constituting a political or territorial boundary." It simply was to serve as a border below which the French could regroup preparatory to leaving the country—the one country—within two years. General elections were to be held to determine the government of that single, unitary nation in 1956. As ex-President Eisenhower wrote in his Mandate for Change,

I have never talked or corresponded with a person knowledgeable in Indochinese affairs who did not agree that had elections been held...possibly 80 percent of the populace would have voted for the Communist Ho Chi Minh as their leader rather than Chief of State Bao Dai. Because we misread Ho as a puppet of the Sino-Soviet bloc instead of an Asian analogue to Tito, the United States, working with France and England, developed a policy of intervention. The elections scheduled in the Geneva Accords were rejected in Saigon at the instigation of Western powers; the Diem government was established; and at that moment and for the first time, there were two nations in Vietnam. One of them was the artificial creation of European and North American interests, profoundly worried about international communism, in coalition with a very small minority of Vietnamese nationals, many of whose leaders had prospered under French rule.

If the President of the United States speaks, then, of a "massive invasion of South Vietnam" by the "communist armies of North Vietnam," it helps to be clear about his meaning. A translation might read this way: A massive military action has been launched by a popularly supported government (Remember the 80 percent plurality probably for Ho Chi Minh?) established, like the American government, through revolution and recognized by international agreements—the Geneva Accords—against a foreign-supported government to the south, established in violation of the Geneva pact, unrepresentative of overall Vietnamese political preferences and cultural values, and dangerously armed by the United States. Read this way, Mr. Nixon's request for support takes on a somewhat different cast.

John Foster Dulles was undoubtedly sincere when he interpreted the choice of the Vietnamese people for Ho Chi Minh and a communist form of nationalism as simply a function of their having no better option available. The alternatives for eighteen years, however—from Diem to Thieu—have repeatedly proved that Mr. Dulles was simply wrong. Hanoi enjoys extensive public and popular support; and the failure of Vietnamization as a policy represents one more sorry facet of this sad and incredibly destructive error. If the people of South Vietnam were fighting for their most fundamental beliefs, one would expect that their army, as our military advisers and observers have repeatedly promised, would become a first-class battle force. And yet the record continues to accumulate that the morale and efficiency of ARVN are somewhat below Italian or Egyptian standards; whereas the North Vietnamese, in spite of the

(See VIETS REVISITED, Page Twenty)

the evergreen state college THE PAPER June, 1972 PAGE ELEVEN

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MAKE ROOM
FOR THE
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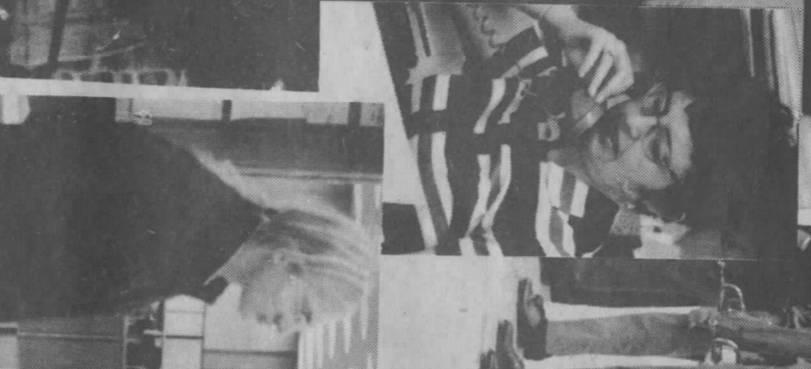
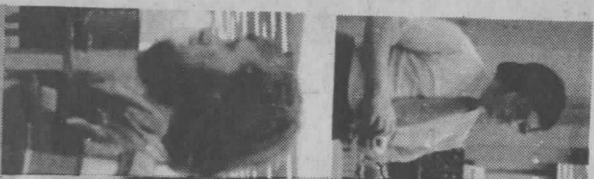
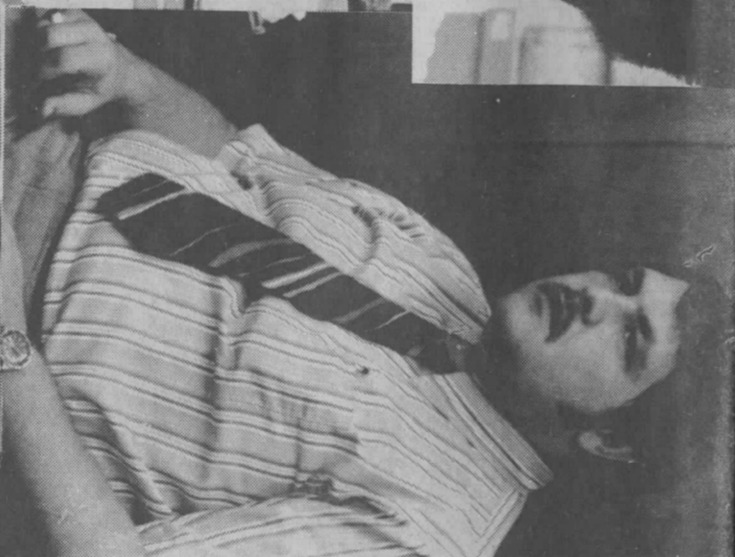
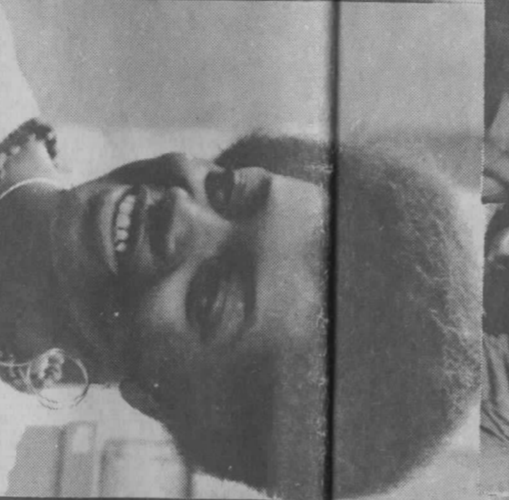
THANK YOU, SIR.

THEY
CAME UP.

UP TO
WHERE?

ABOUT
HERE.

John
Foster





Counseling Services

The ultimate success of Counseling Services may be predicted on what we achieved in the area of career exploration for students. The focus here is upon the relationship between man and his environment, as it relates to the derivation of life-sustaining resources and upon that aspect of self-fulfillment that derives from elemental activities relating to simple human survival. First, it is important that we deal with the issue of man's attitude towards his work. We must address the question of how man interacts with his environment in dealing with problems of biological survival as well as the psychic fulfillment that would also be derived.

The nature of our work roles, as well as their relationship to our form of technology, are based on a set of cultural values that have been derived from philosophic assumptions, religious values, economics, and our view of what man is.

These assumptions need to be illuminated and understood in terms of their source, as well as their future implications.

Second, the concept of property, or more generally "how man views his inclination to possess and share goods and what form this expression might take in different cultures, deserves special attention as a continuous human problem.

Third, the structures of technology as the most advanced appropriate system devised by man with all of its benefits as well as its attendant hazards, in addition to the implication this holds for the future development of human society, would remain a focal aspect of this kind of career exploration.

All of these notions in some sense relate to the problem of economy or the resource-deriving aspect of the broader spectrum of human existence.

—Lem Stepherson
Counseling Services

Developmental Services

I remember a stark new office containing five boxes of books and other personal belongings, a desk and a few chairs. The date was January 3, 1972.

John Finley had left, and I had found a replacement for the Director of Counseling Services. That was my first full day as Dean of Developmental Services.

Since that time, it has remained very busy. Most of the time has been spent playing "catch up," a game not foreign to most Evergreeners. Several new ideas and plans have been moderately to highly successful, while others have bombed out.

Offering support, advice (fortunately, sometimes they don't accept it) and, in rare cases, a few funds to members of the Developmental Services staff has been an extremely rewarding and educational experience. What makes it so worthwhile is their support, and high level of skill and dedication.

I cannot take credit for Pete Steilberg or Edwina Dorsey being on campus, but my direct involvement in the hiring of Susie Kent, Les Eldridge, Lem Stepherson, and Lou Ellen Pepper are first on an all too short list of accomplishments. The time and energy this team gives to serving folks with our community is something to behold.

If we can be fortunate enough to continue bringing this kind of talent into the Developmental Services area, we will become a better place.

A random view of program development shows involvement in the creation of our first floor library lobby coffee shop and recreation area, Day Care Center project, a transportation proposal, Racism Workshop, and Drug Awareness Seminars, plus continuous involvement with individual students and student groups and organizations, an endless list of DTF's and mountains of other stuff.

This pace means interacting with good people during the day and working (at least the reading and paperwork) at night, which is

a model followed by most faculty and staff.

Two significant events recently occurred in the Developmental Services area Lou Ellen Pepper in a newly created position of director of Resident Activity and plans to move our services to the space presently housing the bookstore.

In creating the position of Resident Activity director, we desire to increase our services by trying to anticipate and respond to resident students' personal needs, while attempting to complement the Director of Housing's operation. Although this program is new, we are already seeing some positive results.

Based on the need for approximately 40 offices for new faculty, the dominoes recently began to tumble. We grasped the moment to develop a scheme for moving student support offices to the bookstore area. Besides the natural tie-in several of our services have with functions located on the first floor, like Student Accounts, our program areas are all interrelated.

With Health Services in a remote corner of the first floor, the director of Resident Activity on the second floor, Financial Aid/Placement and Counseling outgrowing their allocated space and me around the corner, the present bookstore location looks mighty good. If we are able to move to this highly visible and locatable area, it will improve our ability to serve the community.

Most of Pete Steilberg's area will move into the College Activities Building during the fall, then the Recreation Building during Winter quarter (if we are lucky).

As for me, the move will be a cinch. I am still looking at four blank walls and five boxes waiting to be unpacked. I could ramble on, but enough said.

A toast to your summer! If you have thoughts on any of our services, student activities, orientation or the like, we would greatly appreciate receiving them.

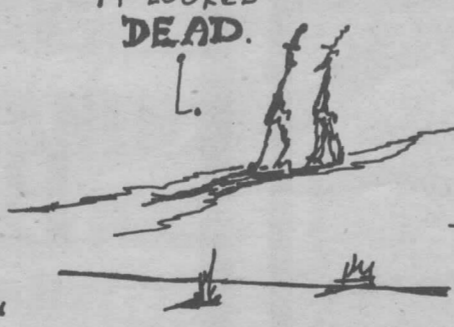
Larry Stenberg
Dean of Humanity



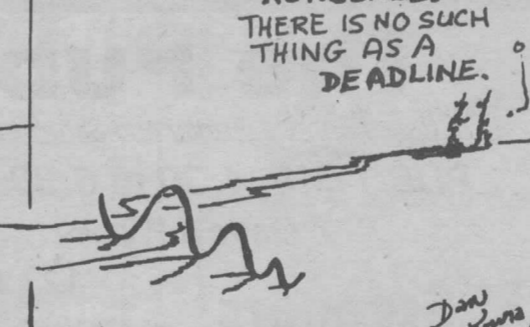
It's
all
over



IT LOOKED
DEAD.



NONSENSE.
THERE IS NO SUCH
THING AS A
DEADLINE.



Don
June 671

Bookstore

This has been a year of transition and growth for the TESC bookstore. In August 1971 the first bookstore operation in the shops building, working out of a "shoe box", according to Doris McCarty, Bookstore Manager.

The initial sale of books to students, scattered throughout the country, was handled by mail order.

October 29 was the big day for the bookstore opening in its second temporary location in the Library building. For the fall opening the store had 15,000 program books, 2,000 general trade book titles, program supplies, sundry items and sweatshirts. More than 106,000 titles are now available in paperback and the tendency is to suggest them in rapidly increasing quantities. Additional titles have been incorporated into the programs and general trade book sections throughout the year.

Input from students and faculty has given the bookstore the information needed for the magazine selections. In this area they will add or delete as interest dictates.

By bringing the best of new and time-tried selections to the store shelves, the bookstore has a constructive influence on student interest in books. The goal has been to make available a complete selection of books for each field of study.

Sales figures indicate students at Evergreen are interested in books. Percentage of sales by department, as compared to total sales, show



50% of total sales in program books, 20% of sales in general trade books, the balance of 30% divided between program supplies, and related items.

Input from students will continue to be the dominating factor in the selection of new lines of merchandise. With the athletic building nearing completion, they have had numerous inquiries on stocking athletic supplies. This would include such equipment as handball gloves, handballs, squash, tennis and other equipment. TESC's bookstore will include these items in our fall inventory.

Student feedback concerning bookstore operation has been generally favorable. There is always the concern of the high cost of books. Students question why discount houses are able to sell their books at less than

list price. First, books are only a small part of the total volume of a discount house. The bulk of sales is made up of merchandise with a much greater operating margin. Discount houses generally stock only current best sellers and/or mass market paperbacks for the fast turnover. Whereas, the College Bookstore must serve the total needs of the college student. This means stocking a complete line of quality paperbacks to provide the broad range of titles desired to support academic programs.

During July of this year the bookstore will move into its permanent location in the activities building. We are very excited about our new expanded facility. Our bright, new home has warmth and appeal for the serious reader or casual browser.



MOVING SALE

Take Advantage Of Our Special
Clearance Before The Summer's Move To Our
Permanent Activities Building Location!

All Records

REGULAR MONO & STEREO STOCK
"EVERYTHING ON THE RACK"

10% off

Posters

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1/2 price

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Attache Cases

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Live Entertainment Friday and Saturday Nights

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at Columbia Street

TESC
BOOKSTORE

Room 207, Activities Building

Business Services Increase

BUSINESS SERVICES

"Business Services" at Evergreen refers to the many functional areas which are necessary to support the academic programs. These Services include: Telephones, Mail Service, Purchasing, Central Stores, Delivery Services, Central Receiving, Stenographic Services and The Print Shop.

Each area has been designed to fill a need thus allowing the individual programs to be completed in the most efficient manner possible.

PURCHASING

The Purchasing Office, in discharging its responsibilities for the procurement of all supplies and equipment used at the college during this past academic year, processed approximately 2,600 purchase requisitions accounting for the expenditure of nearly 1.4 million.

In compliance with the legal requirements for obtaining competition the purchasing office mailed approximately 1,500 formal bids and performed 290 bid openings since the beginning of this academic year.

We are extremely appreciative of the technical support, and cooperation received from all areas of the campus community. This has enabled the College to obtain many outstanding values stretching the procurement dollar to the farthest extent possible.

CAMPUS STORES

The Campus Stores function at TESC is to provide supplies and materials to the Academic, Administrative and Maintenance areas of campus.

As the physical size and the increase of enrollment continues on a steady incline the support required by Campus Stores also increases at the same rate.

Campus Stores has in inventory items ranging from office supplies, which include all general office supplies that are used in the day-to-day paper work jungle, to the maintenance supplies which include nuts, bolts, plywood, and other material required to maintain the campus facilities. We have an inventory at the present time approximately 950 different line items and process on an average of 300 Inter-budgetary transfers per month.



PRINT SHOP

The opening of the print shop filled a vital need in the Business Services area. The shop currently is operating as a "quick print" center and can handle many of your printing requirements. Orders can be filled on a cash basis to fill your personal needs.

The shop is currently operating with a 2650 Addressograph - Multilith offset press, a Bruning, 2,000 plate maker, a 1218 Itek photo direct process camera, a Xerox 7,000 duplicator plus miscellaneous items.

On a typical day we make about 20,000 impressions which calculates out to be 400,000 impressions per month.

The main warehouse for Campus Stores is located in a 3800 square foot warehouse adjacent to the Shops and Garages. An Office Supply Self-Service Store is located in room 1411 in the Library Building, and film stock is located in the Media-Loan area.

We are always at the disposal of all budgetary units to place in inventory any items that will be of general use and, through quantity purchases, arrive at the lowest price possible.

The future goals of Campus Stores is that of providing all general use supplies as required by our customers, with continual growth in the number of stock items and the opening of a Sub Store in the Science Building to provide technical supplies for the upcoming Science programs.

CAMPUS MAIL SERVICES

At the beginning of the 71-72 school year, Campus Mail Service was located in a temporary facility, commonly known as the "Probst House". Campus Mail Service was the last operation to move into a permanent location in the Library Building. During this period it was necessary for students to call for their personal mail at the campus mail room until individuals mail boxes were installed in the resident buildings. At this time agreement was reached with the U.S. Post Office to furnish direct delivery to the resident buildings on a six day week schedule.

The average mail handled during the 71-72 school year has been approximately 52,000 pieces per month, which does not include intra-campus mail, at an average cost of \$1,500 per month. After all staff and faculty moved to the Library Building and settled in a permanent location, mail service went from approximately ten mail delivery stops daily to thirty-four stops daily.

In order to provide the best and most complete personal postal service possible an agreement was reached with the U.S. Post Office to install a self-service postal unit in the Activities Building. This facility will be operational with the 72-73 school year.



STENOGRAPHIC SERVICES CENTER

For the period July 1 through April 25, the Stenographic Services Center received 1,208 requests for work to be performed from members of the Evergreen community.

Although the number of Work Orders equates to approximately 5 per day, the totals of the different kinds of requests conveys another picture. During this 10-month period a total of 6,145 original letters were completed; 63 statistical reports were produced--each one averaging 27 pages; almost 100 belts were transcribed; and there were 293 various requests for other types of work. From July to the end of January Stenographic Services provided the campus with mimeographing--our "Print Shop". We received 285 requests for mimeographing during this period--some jobs were only 1 page, others as large as 25 pages. At the end of January our most warm welcome went to Jim Spivey and his operation.

From the period Feb. 10 to April 30, 110,090 lines of copy were produced on the power keyboard equipment in a total of 888 machine hours (actual time machines were used). This equals 124 lines of copy per hour per machine or 2.06 lines per minute.



Hard work pays off

By CHARLES STEVENS
Evergreen Environment

From its inception in December, 1971 the Cooper Point Association's immediate general goal has been to "assure that the future growth of Cooper Point is compatible with its existing natural beauty and with the desires of its residents." This is a fairly innocuous sounding (though worthwhile) purpose. But underlying this theme is perhaps a unique attempt to formulate a new land-use philosophy, or "land ethic" if you will. Alternatives to the American gridded suburb will have to be chosen soon.

As William Whyte, author of "The Last Landscape" notes, "We have been the most prodigal of people with land, and for years we wasted it with impunity. There was so much of it, and no matter how much we fouled it, there was always more over the next hill, or so it seemed." But Cooper Point is one of the last hills. Many residents realize this and we are striving hard to preserve its integrity, rather than moving on to the next frontier. It does seem a shame that so much land in our country must be ill-used before people are ready to plan wisely for its use.

It has come to the point where strict adherence to the "frontier ethic" will not work if we are to provide ourselves with a livable environment. Included in this out-dated philosophy is the idea that a man has the right to do anything with his land that he desires. This is the type of pioneer spirit that has created the strip commercial development with four gas stations at every intersection. How to prepare for a wise development pattern and yet allow for a maximum of individual property freedom is but one of the conflicts that the Cooper Point Association finds itself entangled in.

To realize the goal of a thoughtfully designed Cooper Point requires, above all else, a perseverance and total dedication to a vision that has never before been made tangible. So many of the traditional land-use strategies have been rejected by the Association because they have failed in the past. These include the techniques of zoning and of using projected population figures as planning references. But this means that the Association is sailing relatively uncharted waters, with few lights to guide it.

One thing is certain, though, and that is

that the pressures to develop Cooper Point will increase as time goes on. It is of no use to build an exclusionary fence around the Point—the market demands make this an unrealistic alternative. The Association has chosen the tack of compromising the dreams for an untouched Point with the impending figure growth of the area.

In fact, much of the influence of the Association lies in the ability to compromise, for without compromise there is no community support. And without the support of the community the efforts of the Association will be worth nothing. The hard-core preservationists must be reconciled to the large land owners who wish to develop their holdings to the maximum. Concessions must also be made to the existing legal structure, much of which is still geared to the antiquated frontier philosophy. For example, it is impossible to designate particularly beautiful or geologically sensitive areas as open space, for that would be denying the owner of those lands the right to do as he pleases with them.

Perhaps the biggest compromise of all comes in compromising the tactics without

compromising the ideals underlying those tactics.

There is hope for the future of Cooper Point. Once people come together and begin to discuss their differences they discover that their goals are really very much the same. There is not really such a great chasm between residents, developers, and government officials as there might appear at first. What is a genuine asset to one party is likely to be an asset to the others, as well, if it well thought out.

Perhaps the Association's greatest plus is the diverse mix of people it has attracted, and the resources each of these groups have contributed. There are the numerous state employees with expertise in planning, law, engineering, and other fields. There are the many concerned residents who contribute their time and efforts towards realizing a common goal. And there are the students, who provide much of the legwork and some of the idealism necessary to the Association's functioning.

One gets the feeling that, with all of these avenues open to planning for a wise growth of Cooper Point, if we fail here...where can we possibly succeed?

Shoreline inventory

Three students from Evergreen, one of them a graduating senior will spend the summer months helping the Thurston Regional Planning Office conduct a shoreline management inventory of the county. All three students are from Evergreen's Environmental Design Coordinated Studies Program.

The senior, Tyler Robinson of Olympia, will be a full-time summer employee and, under supervision of a regional planning staff member, will carry primary responsibility for the inventory work. The others—Debbie Lev of Portland and Phil Bridges of Olympia—will work with Robinson as summer Contracted Studies interns through the college's Office of Cooperative Education and will receive full academic credit for their work.

The inventory—scheduled to be completed by November—is the first phase of the collection of data required by state law for establishment of a shoreline master plan for Thurston County. The plan, which probably will be completed during 1973, will cover all

county shorelines, including salt water, lakes and rivers in incorporated and unincorporated areas alike.

Work this summer will include collection of data about physical features of the various shorelines—soils, slopes, vegetation, beach characteristics, etc.; man-made shoreline alterations—docks, bulkheads, residences, roads, utilities, parks, agricultural and commercial uses; and information about existing plans and ordinances that apply controls over land use in shoreline areas.

Officials in the Regional Planning Office say they hope to continue utilizing Evergreen interns during the 1972-73 school year, not only in terms of the shoreline study but in various other phases of county planning.

Robinson, Ms. Lev and Bridges all participated in the Cooper Point Association land use study project during the last several months, giving them the kind of background and skills that made their work on the shoreline management inventory possible.

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FOR THE TESC STUDENT COMMUNITY BY
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FREE: 20 ton Rock. Haul away and
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FOR SALE: Portable Adler
Typewriter, Good condition, Best
offer. See Susan in RM 3122 or call
7 5 3 - 3 3 4 0 .

WANTED: 6 week old Siamese kitten
as birthday gift for 3 year old.
352-5353.

FOR SALE: Roll-a-way bed.
Bigger than most - 48" wide.
Clean and in excellent condition.
\$40.00, 943-7579.

FOR SALE: Maytag Washer and
Dryer, Good condition for older set.
Make offer 352-5353.

Seven months ago, over Thanksgiving weekend, the birth of Evergreen's The Paper (after an extremely difficult gestation period) came about primarily through the advance advertising commitment of Hollis and Marilyn Sweeney of Westside speedwash. Community members of this calibre we can always accept as business accounts.

The Paper Co-operative

Transportation

Alternate transportation sought by TESC

The need for a good transportation system to and from campus other than by personal automobiles has been apparent all year long. But the solution to the problem is obviously not the system initiated by the student DTF on alternate transportation and Olympia Transit available this quarter. Presumably because of limited scheduling (three round trips per day between TESC and the west side), the service has failed to receive the response from students and staff necessary to warrant its continuation next year without major changes. This is in spite of the fact that the fare is only ten cents, with free transfer privileges to anywhere on the regular Olympia Transit system. The average daily passenger load has been approximately eight to ten people. The Student Services and Activities Fees Board which funded the project for \$1050 this quarter, would find it difficult to continue funding such a little used service next year.

So where do we go from here? Students, working with Dean of Developmental Services Larry Stenberg, are looking at the possibilities of the institution purchasing small mini-bus type vehicles to operate a frequently scheduled shuttle bus service between Evergreen and the city. Perhaps the biggest expense, that of paying the drivers, could be lessened by employing work-study students to drive the buses.

Or perhaps a truly community-based



system can be organized, with community members who own their own small busses and vans offering to make their vehicles and driving services available for a few hours a week, in exchange for extra cash.

Whatever the strategy chosen, it will require money to implement. One source is the S & A fund, but the resources available there may be too meager to fund a year-long comprehensive system. Another possibility is an additional student fee, much the same as the school insurance program is funded. A student automatically is billed for transit service along with the tuition bill. If he/she does not desire to help fund transit service he/she returns a waiver card and is not required to pay the extra fee (and, naturally,

relinquishes the right to use the service).

Official permission to use this method of raising funds must be given by the Board of Trustees, and (after more study) a formal presentation at the regular June meeting of the board is planned.

There is a great deal of work to be done yet, and it is certain that Evergreen will again be without an efficient alternative to automobile transportation next year unless students pitch in and begin to lay the groundwork now. If you have ideas of your own to contribute, or just a healthy interest in helping out, contact Larry Stenberg and make your presence (and ideas) known.

Charles Stephens
Evergreen Environment

"Man Does Not Live By Bread Alone . . .

**PETERSON'S
FOODTOWN**

Congratulates the "pioneer" graduates of
The Evergreen State College's first year
. . .and invites all of our "new" neighbors
to stop by this summer and into the new
academic year(s) . . .

HOURS: Monday - Saturday 9am to 9pm
Sunday 11am to 7 pm

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**PETERSON'S
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Lauren "Boo" Biddle becomes engrossed in the latest edition of 'The Paper', rushed fresh off the presses to TESC, preserving a perfect deadline record—late.

S & A spends \$44,270

By LAURIE TITUS

The Service and Activity Board was set up to handle money making decisions for the students here at Evergreen. The board consists of eight students, the Dean of Developmental Services, the Director of Recreation and Campus Activities, and the Vice President of Business or a representative. The students are selected through a computer list designed for random selection and serve from a one- to three-month period. The other board members are considered resource people with no voting power except the Dean of Developmental Services who has veto power over any decisions of the board.

The board began this academic year with \$37,270 in funds with another \$7,000 being added later on, making a total of \$44,270 in the Service and Activities Fund. As this was Evergreen's first year, the board did not "get on its feet" until January. This resulted in some very trying and hectic meetings and many long hours of hearings and deliberations for the board members. Following is a list of allocations that were made this year.

1. Indian Center\$3,000;
2. Organic Farm\$1,000;
3. Utility Gym\$2,200;
4. FM Radio\$4,675;
5. Faith Center\$750;
6. Asphodel Fields Theater\$3,400;
7. Yacht Club\$1,400;
8. Entertainment\$3,225;

9. Optical Printer\$150;
10. Mecha\$3,000;
11. Internship Program\$119;
12. Judo Club\$466;
13. Ujamaa\$3,135;
14. Community paper\$2,500;
15. Jazz Ensemble\$500;
16. Chamber Singers\$300;
17. Don Heard Award\$25;
18. Poetry Anthology\$850;
19. Visiting Photographers\$700;
20. Outdoor Activities\$2,000;
21. Evergreen Film\$327;
22. Communications Network\$29;
23. Day Care Center\$4,290;
24. Rowing Club\$340;
25. Bus\$1,050;
26. Dark Room\$773;
27. Stair Mural\$204;
28. Newspaper No. 2\$2,700.

Despite frequent criticism and complaints concerning some decisions of the board, attendance at meetings was very low.

The board is now beginning to review all decisions that were made this year in an effort to help make better decisions for the upcoming year. They also plan on making a majority of their decisions by the beginning of fall quarter. This will better enable the various clubs and individuals to begin their activities at the beginning of next year, not late into the quarter.

Man and Art program creates 'Dragon stairs'

A winding four-story stairwell adjacent to the Library's busy bank of elevators has become a virtual classroom during Spring quarter as art students and faculty press toward completion of a most unique academic team project.

Conceived three months ago by Man and Art coordinator Jose Arguelles, the project involves painting a dragon mural all the way up the stairwell. Painting, begun late in March, will be completed this month.

Evergreen's stairway mural, decidedly an interesting and creative experience, has aroused considerable curiosity on the part of community members as well as campus visitors. It also has increased use of the elevators, when sections of the stairwell were closed periodically to allow painting to proceed without hindrance.

"This project was intended as a means of gathering together and focusing the energy of students interested in painting," Arguelles said. "It was intended to give them a constructive goal to work toward, a sense of achievement, and to indicate that the building is theirs to respect and enjoy. We have hoped all along that completion of this work will lead to similar opportunities for students and that other paintings may be done in prominent public areas on the campus."

"The winding stairwell suggested the

dragon motif for our work," he continued. "The dragon is a prominent symbol in many cultures—European, Native America, Chinese, Japanese, African and Indian—expressing a variety of qualities, ranging from the most ferocious to the most sublime. The initial plan suggested that the dragon pass through four elements—earth, water, air and fire, sort of an open-ended symbol through which various ideas could be reflected and expressed simultaneously."

Execution of the plan fell upon the shoulders of Arguelles' wife, Miriam, and a platoon of Evergreen painters, most of them members of the Man and Art program. Following three weeks of planning sessions—each involving discussion of preliminary drawings—the painting project was launched as Spring Quarter opened.

Community participants in the mural painting project include Drew Elicker, Olaf Erickson, Lydia Funk, Nancy Hendler, Anne Huber, Carol Jones, Nancy Messenger, Nancy Norman, Mark Reeves and Eve Shaw, all of Man and Art; Jay Cate of Communications and Intelligence; Mary Frye of Causality, Freedom and Chance; and Wanda Thompson of Space, Time and Form.

Also contributing their time and talent were faculty members Darrell Phare and Cruz Esquivel.



Man and Art students rush to finish the Dragon Mural on the staircase of the Library Building.

Evergreeners, Have a Good Vacation

...Come See Us this Summer
and We'll See You Next Year.

1707 West Harrison at N. Decatur Phone 352-4751



bob's
Big Burgers

Viets revisited

(CONTINUED FROM PAGE ELEVEN)

explosives concentrated on their bases and unflinchingly defy the efforts of the strongest nation on earth to bring them to heel and show no persuasive signs of exhaustion in doing so.

Just as there is no foreign power behind the North Vietnamese, and just as Hanoi cannot be sensibly considered an arm of a conspiratorial Sino-Soviet bloc of imperial communists exploring methods of planetary subjugation, so there are not two bona fide nations in Vietnam or a popular will in the south being crushed under the iron boot of some small but powerful group of northern insurrectionists. Neither the nature of Hanoi's communism nor the concept of an invasion of one sovereign nation by another holds the water that would warrant the billions of dollars or the thousands of lives that we have already spent in Indochina and that we are now asked to invest in still greater numbers.

America has no serious or compelling interests in Vietnam.

But what about the 60,000 Americans whose safety is at issue and the 17 million South Vietnamese threatened with a form of government that they don't want? If the protection of the 60,000 Americans is of real concern, the answer is quite uncomplicated: Bring them home. Whatever the state of crime on our city streets, the United States will prove far safer for them than the civil war battlefields of Southeast Asia. And as for the 17 million South Vietnamese in peril of what is called communism, two considerations seem paramount: One is that we have been tragically in error in our understanding both of what "communism" means in Indochina and of the kind of popular support that Indochinese nationalist communism commands. It is high time that we withdrew that kind of mistake from the context within which the Vietnamese people must settle in



their own way whatever differences may exist among themselves. Second, the extent to which our presence is genuinely desired even below the 17th parallel seems at best to be moot. Are we really responding to pleas from 17 million people for help, or are we merely pursuing that ancient ogre of the international communism conspiracy, unable to awake from our nightmare although remarkably adept at rationalizing it?

Finally, there are those offers by President Nixon. One cannot quarrel with the imposed condition of the return of American prisoners of war. One can ask, however, if the return of these men cannot be expected or agreed upon as a result of American withdrawal of military forces. As for the internationally supervised ceasefire, it defines a highly desirable state of affairs, but it entails two questions: Would it not constitute a more acceptable arrangement if it were made contingent on U.S. withdrawal? From the point of view of the Vietnamese, both North and South, a ceasefire would guarantee a degree of highly beneficial security as the foundation for internal political settlements once foreign powers were removed from the scene. To insist on the ceasefire as a condition of our leaving Indochina is to insist on our retaining the role of righteous policeman in an Asiatic precinct, and it is no surprise that this insistence has been rejected by the North Vietnamese negotiators in Paris. Second, what nations would be acceptable as the international supervisors? One fears that this inevitable query could become the center of a haggle between Washington and Hanoi that could last literally for years—years during which the fighting would continue. On the other hand, the appointment of international supervisors by the Vietnamese, once the American presence no longer lies on Southeast Asia, might be achieved with reasonable comfort and rapidity with few more restrictions than, say, the elimination of the Soviet Union, China, and France from the list of nations to be considered.

But central in the President's offers is the promise to withdraw "all American forces from Vietnam within four months" of a ceasefire. If such a promise can be made against such a date, why can not the withdrawal be begun immediately? If the North Vietnamese can be trusted to honor a ceasefire without the American air force and navy to enforce it at that future time, why can they not be trusted to behave in a similarly expected fashion if the conditions of a ceasefire are almost by definition, instituted at once by our leaving Indochina now? All that is required is an inversion of the sequences that the President has articulated: Instead of making the return of the POWs and the institution of an internationally supervised ceasefire the conditions of our withdrawal, we offer our immediate withdrawal as the condition for the return of the prisoners and the establishment of the ceasefire.

Although it is not entirely clear from his speech, one suspects that President Nixon's reluctance on this score stems from his desire for "peace with honor." The history of the American involvement in Vietnam is a history of tragic error and misunderstanding. Error and misunderstanding are part of the human condition; and no nation, like no individual, can be properly or decently faulted for long because of serious and even tragic mistakes. But the perpetuation of error in the face of opportunities to correct it, the insistence on rightness after one's misreadings and misunderstandings have been thoroughly exposed, can only be named as dishonorable, humiliating, and shameful. The road to American honor and the path back to American pride lie through the acknowledgement of error, an immediate withdrawal from Indochina, and the closing of the curtain on this tragedy that we have so destructively and unnecessarily produced and prolonged.

Note: This statement represents my own views, and in no way reflects a position taken by The Evergreen State College, which has no institutional stance toward the war in Southeast Asia. -EJS

Contemporary American Minorities

Every picture tells a story



One of the many ways of learning at Evergreen is by computer.



A seminar in progress.



Medard Delgado, faculty member, speaks as Rudy Martin, C.A.M. program coordinator listens.



Participation in discussion brings understanding.



Include among the many extra curricular involvement of C.A.M. women was participation in various student organizations. Students pictured above have actively worked for the Ujamaa Society and Mecha, organizations set up to promote better understanding among people of different races.



C.A.M. students question a society, seeking solutions to the problems that have troubled many for ages.

Causality, Freedom and Chance

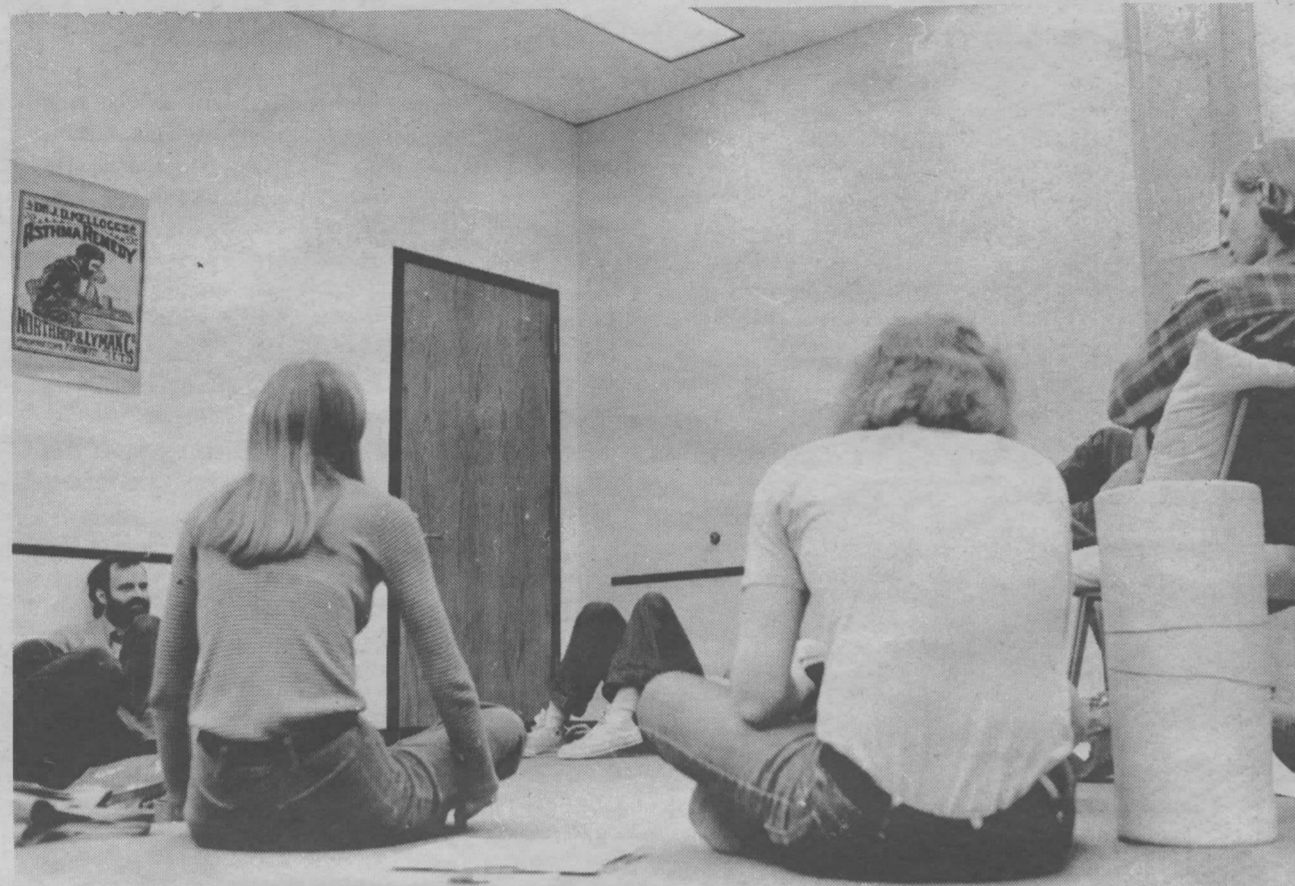
Change is for the better

By KEN BALSLEY

The Causality, Freedom, and Chance program, in the third quarter, has undergone a change in direction as well as in format, from that which was originally conceived. According to Will Humphreys, the coordinator, it has proved to be exciting and has had a profound effect for all involved.

In the third quarter, members of the program were to have studied non-scientific and anti-scientific views of human freedom and causality with emphasis on philosophic theories outside of science. Instead, students in the Causality program are attempting to design "The Perfect Society." The reasons for the change in direction were many. Students as well as the faculty were very disappointed in the success of the required reading list. Its pattern of cohesiveness wasn't clear and it was felt that more could have been gained from the material. Interest on the part of some students in the program was lacking. A number of students had asked for more participation in the planning of the last quarter, and it became necessary to break the log jams in the form and content. "It was a good move," said Humphreys.

In order to facilitate the designing of the perfect society, the Causality program was broken down into a number of seminar groups consisting of: Science and Society, Philosophy, Religion and the Arts, Politics, Government and law, Family Structure and Social Norms, Physical Environment, Education and Psychology, Communications, and Control of Technology. Each student in the program is to belong to two of the seminar groups. There is also a Biology and Mathematics workshop offered for those interested. The seminar groups meet separately and once each week representatives from each group meet to keep each other informed and to maintain a sense of direction.



Students sit enthralled as Gregg Portnoff conducts leisurely seminar.

In the final weeks all groups meet together to try and tie all findings together in a cohesive document.

In order to gain more information and to test the validity of their findings, experts in the various fields, from outside the Evergreen Community have been invited to participate. Some who have, or are scheduled to participate, include: Herbert and Carol Fuller, lawyers, Jerome Buzzard, past Thurston County Prosecutor, James Dolliver, administrative assistant to the governor, Richard Hemstad from the governor's office, Wendell Allen and William Drummond, Department of Public Instruction, Dan Ward, director of Commerce and Economic Development, Tom Jenkinson, city planner, Vancouver, Washington, James Lastrapes, Highway Department, Ted Schmidt, Olympia Brewing Company, Conrad Graham, Director of Training Department of Social and Health

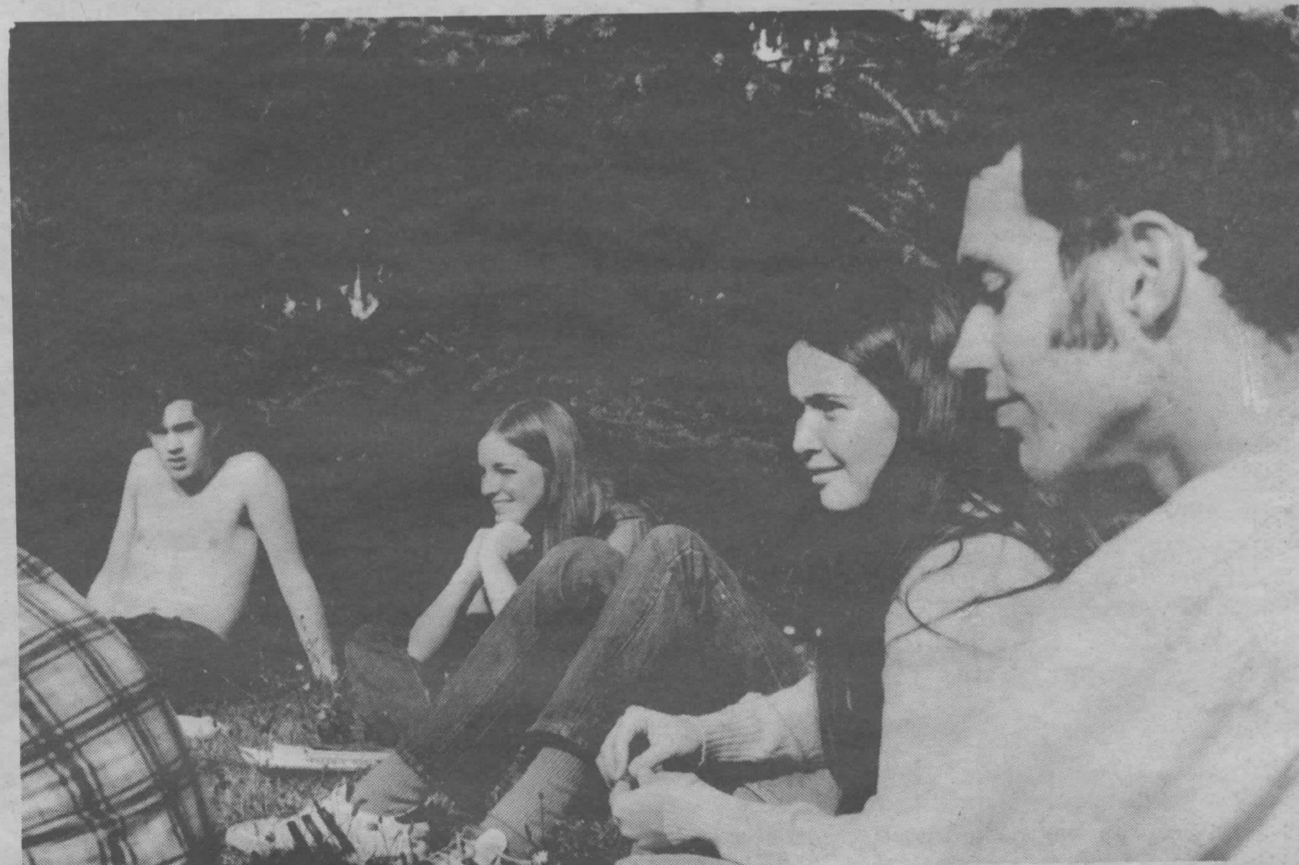
Services Reginald Howell, Legal Offender Program, Dave Webster, Balif State Supreme Court, Mrs. Garret Heyns on prison reform, Dr. Rodney Brown, St. Peter's Hospital, Dick Pust and Don Jones, KGY radio, and Eugene Fry and Ernest McGee, Olympia Telecable. This list is not inclusive and other participants were still being arranged at this writing. They are the result of hard effort on the part of Joseph Shoben as well as members of the Causality program.

What has been the result of the change? Humphrey says, "People are getting involved in the activities. They see how their reading this quarter relates to last quarter. Participation has been better. More gratifying things have happened this quarter than before."

The Causality, Freedom, and Chance program took a chance, and the change of direction seems to have been for the better.



Will Humphreys does his tour of duty in Fox Island kitchen.



John Thompson, Cindy Olsen, Mary Frye and Richard Gustafson take part in seminar on Fox Island. Friendship continued through entire year.

Communications and Intelligence

Communicator scores approach

By FRED RETES

The Communications program at Evergreen last Fall quarter was parochial and unrealistic.

My experience with the program leads me to believe that the program was more occupied in maintaining its own peculiar notions of "integrity" than in educating students.

That in itself is not unusual for schools or Universities which make no claim at being "forward-looking" or "revolutionary," but at Evergreen it is disappointing, frustrating and hypocritical.

I will clarify what I mean by "peculiar notions of integrity." The following is an



excerpt from "A Working Agreement for Faculty and Students in the Coordinated Studies in Communications and Intelligence."

The doing of important things together and the sharing of ideas will develop a sense of community and insight into the kind of knowledge which is of most worth and which enhances the mutuality of human beings. Membership in our ethical community speaks to an accepted commitment and the development of members who feel a responsibility for the community that extends beyond personal interest, taste, and idiosyncrasies.

The community seems to be that of a bee-hive or any colony. What responsibility requires that an individual relinquish personal taste? Is a person's self-interest a delusion that impedes the more important service towards some pretentious ideology as put forth in the "Agreement?"

I can only see in the Communication's Program's little "manifesto" an attitude of autocracy and exclusiveness. What is desired is a closed group of technicians with no "idiosyncrasies" (some may wish to call that 'personality') or aesthetic sensibilities to get in the way of "media production."

If the "media" is a creative force, the Communications program exists to smother those realities from which creativity springs...personal taste, interest and idiosyncrasies.

I would leave this "Agreement" as an ignorant attempt at some kind of manifest-institutional-document, except that its very purpose has been thwarted. In its constitutional form it contains Articles which have been established to provide guidelines for the program and for awarding credit. I felt that my advisor was highly selective, and even prejudicial, in judging my credit standing and

choosing only to recognize 'certain' of these Articles as being valid in my case.

When I spoke to my advisor about my credit standing, he referred to Article I as a basis for denying credit. On this basis, he decided that I am to get 0 credit for last quarter.

Under Article I there are eight items, and he insisted that only two were the real criteria for his decision.

Those two were Item B: "To attend and participate in seminars" and Item F: "Participate in evaluation procedures."

I pointed out that I had completed the other six items, which were: to read materials on the reading list, attend and participate in film sessions, participate in specific seminar-designated functions, accept production team assignments and to maintain a portfolio.

I asked why these other items were included if they were not to be considered in granting credit. His response was that he considered Items B and F to be the most important and, in the final analysis, the only variables to be considered.

In other words, attendance and participation are more important than any work or assignments one might complete. As though, be some mysterious process of osmosis, students would absorb the knowledge presented at seminars, regardless of how repetitious or tedious those seminars may be.

I can think of only one other example of that kind of educational Weltanschauung-the high school shop class, where "tardies" and "absences" affect academic standing.

No credit at all is totally unjustifiable to me and indicates the real nature of this program. "Failure to attend the evaluation sessions will constitute a non-fulfillment of the portfolio obligation. Adherence to published shooting ratios is a part of the evaluation scheme."

One of the first assignments in the program was to shoot a roll of film with captions under each picture, a dull and rather harmless project given at Randall where the Communications program first met for a week. I was unable to attend that week but finished the assignment within days after I became aware of it.

I have finished several other of the projects, all on time, although I never knew who my advisor was until halfway through the quarter. This I believe was partly because I missed Randall, where the seminar groups

were selected, and partly because in the Communications Program there is no communication.

I attended seminars frequently under the wrong advisor until I was informed much later as to which seminar group I was really in.

Obviously "adherence" to shooting ratios is not as important as stressed in the Article VII "Failure to submit an up-dated portfolio at the end of the quarter will constitute a "no credit" situation."

I do have an "up-dated portfolio!" It contains the still-photo assignment with the comments below each picture, the picture storyboard or scenario, an analysis of a film, "L'Aventura," an editing footage of 12 scenes and a three minute 8mm film.

I would like to relate here, the double standard involved in this "ethical" community. I worked an entire day, about nine hours, picking over old work-prints from a movie to complete the editing exercise, so that I could finish it "on time."

I personally handed it to the advisor involved, in his office, into his hands. It was in a film can with my name emblazoned across in felt-pen, in block letters no less!

I haven't seen it since I gave it to him.

I have repeatedly gone to his office and requested the footage. Apparently it has been misplaced.

The 8mm film I shot seems to have been misplaced also. I can understand that, since it must be sent to a processing house and may have been 'lost' en route, but the editing footage could have been lost only through negligence or incompetence.

I was under the impression that these materials were for a portfolio, and that it was necessary to have them in by a certain time. Obviously this is only important when it serves the advisor's needs.

It is interesting that the "obligations" between the student and faculty do not extend to the faculty being responsible for the materials which are submitted to them.

Again, the determination of my credit standing rests upon the idea that attendance is of sole importance and projects completed, on time or not, have no bearing. Yet in the "Agreement" under Article VII the only mention of a "no credit" situation involves failure to submit an up-dated portfolio.

Consistency is not one of this program's virtues.

It is considered a "non-fulfillment of the portfolio obligation" (again there is that word "obligation") to not attend the evaluation



sessions. Does this mean that lack of attendance itself negates the meaning of any progress on projects or assignments?

If this is so, and in my case it seems to be that way, then the Communications program is only interested in a head count and could care less whether an individual accomplishes anything, as long as he "punches" in every day.

This is one of the problems that I have discussed with my advisor, at what I thought was the equivalent to an evaluation session—since I could see no real difference between an "evaluation session" and simply going in and talking with the advisor, which I did quite often.

At these "pseudo" evaluation sessions, I explained that the prohibitive cost of out-of-state tuition, and the cost of living itself in Washington, made it necessary for me to work as often as possible. That it was extremely difficult for me to attend every day, morning and afternoon.

I believe that it must be taken into consideration that there are students who receive no money from home, who must put themselves into debt to attend college, and for whom a schedule that means attendance everyday or no credit is unfair. I suppose that attendance everyday, regardless of other realities, aligns with a dedication that "extends beyond personal interests, taste and idiosyncrasies."

The most sympathetic response concerning my particular position, as far as my financial status and my attitude towards the program, that I got from my advisor was this analogy: that the Communications program is not unlike Screen Gems or KIRO

radio..and one would not dream of not showing up there!"

Beautiful. You know, it is fine to play games in an educative process, but there is a limit as to what a student can swallow.

At least at Screen Gems I could expect to be paid for my attendance and punctuality. At Evergreen, I have paid an outrageous sum, close to five hundred dollars, and have had to spend most of my time working at other jobs just to keep myself financially secure. As it is, I am in debt.

That is the Communications program, advisors who play at being studio heads.

I have talked with other students and was surprised that many of them had not completed much of anything in their portfolios. I was told by my advisor that no one in the program has received any credit as yet, only an "in progress" report. This means that, because I am transferring, I get "graded" right now, and my grade is F!

Because other students are remaining in the program, and whether or not they have finished their "shooting ratio" or their assignments for the quarter, they are granted the special compensation of having their credits suspended for awhile until they can complete their assignments.

That hardly seems fair to me. I am in the program one quarter, I finish several projects and receive a 0. The standard of an "up-dated portfolio at the end of the quarter", which is necessary for credit if you are going to go on in the Communications program, is hypocritical.

It makes it appear as though the program is simply interested in its success and its perpetuation as a program than anything else.

One of the items my portfolio lacks, as it was outlined in my particular seminar group, are reviews of books and films.

Although I have read most of the texts and have seen almost all of the movies, I was confused as to the importance of these reviews.

I went to my advisor and found that he felt them to be important. I suggested that I might go ahead and write about some of the books and films.

His response was short and negative, "That's not how it's done here! One cannot just come up at the end of the quarter and turn in work!"

Which meant, I gathered, that no matter what I tried, I would not be able to satisfy the requirement.

This only deepened my apathy and strengthened my conviction that this "work" was superfluous and only an arbitrary line drawn by the advisor for some reason.

In the beginning of the quarter, I looked forward with pleasure at the resources of the Communications program. I felt that the texts and films planned were excellent.

The most redeeming qualities of the program were the textbooks, which were concise and easily understood, and the movies, which were well-chosen for laying a background in cinema and a knowledge of film as art.

I thought that the editing exercise assigned by my advisor was an excellent learning experience into a crucial aspect of film-making, all the more frustrating for me since I have yet to see that footage on screen.

The basic idea of the program, a comprehensive study of media, is an important one. Not many schools offer the opportunity on the undergraduate level to explore media and communications alone.

It is unfortunate, though, that a more creative emphasis is not stressed. The program still languishes under the shadow of the "old academy", where technique and critique hold sway over creativity and spontaneity.

It is also unfortunate that my experience with the program is one that leaves me haggling over credits.

My intention in going to Evergreen was to learn about film, and I have learned a great deal.

It never occurred to me, until I was told almost at the end of the quarter, that I would have trouble over accreditation and that I would spend a great portion of my time trying to retrieve what I feel I am entitled to, full academic credit, and possession of my own work.



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The Evergreen Environment

Studies will continue

This program is designed to serve the learning experiences of students (and faculty) in two ways. The most important of these ways are the problem oriented field projects which emphasize the study of the natural environment of the Evergreen campus. These projects provide practical experience for the individual, while the second method of learning-workshops, field trips, internships and other studies-provide skills, background and extension of knowledge. Within the framework of the program, students also pursue work that is not field and campus oriented. Examples of some of these include: plant and animal anatomy and physiology, fish pathology, tissue culture, folk nature lore, language study, counseling and housing management.

The main focus of the program has been the various studies of the natural features of the campus. An extensive project has been the study of the campus forest communities. Sampling over the entire campus has provided information for the classification of the forest vegetation into a number of different types determined by qualitative and quantitative species composition data. An equally extensive task was undertaken in the biological survey of the beach inter-tidal zone. Transects laid out at intervals along the beach were used to determine the variety and amount of animal life in the area between high and low water. More general surveys have initiated checklists of more specific organisms: shrubs and herbaceous plants, fungi, insects, and birds. One of the most interesting (and perhaps most difficult) has been a small mammal live trapping program to determine species present and also to begin a study of their distribution and territorial habits. None of these studies are complete and it is anticipated that they will be continued in future years.

In order to do work of this kind, one must have a good background in some basic principles of biology and ecology. Much of this comes in working with faculty (and other professional people) who have extensive training and experience in these areas. A number of workshops also helped to develop skills in a number of areas. Each one involved about a day a week over a quarter's time. The computer workshop was mainly concerned with developing basic proficiency in the use of the school's computer and in writing programs in the BASIC language. Studying



EVERGREEN environmentalist Charles Stevens mans the telescope during an EE field trip.

and identifying the inter-tidal animals was the main focus of the marine invertebrate workshop; while the plant ecology workshop was concerned with collection and identification of plants found on the campus. The surveying workshop provided an introduction to the use of tapes, levels, compasses and transits in working out basic surveying problems.

To help tie together the reading and studying on campus, biological field trips are taken to various areas in the Pacific Northwest. During the course of this year, there were five such trips. The year started with a long venture that included the San Juan Islands, the Nisqually River drainage basin and the Willapa Bay area of extreme southwestern Washington. Shorter journeys took in Lake Ozette and ocean beaches at Cape Alava; the Lummi Tribe aquacultural project near Bellingham; and forestry practices on the lands of the Quinault Tribe on the coast at Taholah. The year ended with another long trip, this time to the central Oregon coast, to study the sand dunes and the rocky inter-tidal zone.

However, not all the off-campus activity occurred as field trips. Internships of various kinds became a very important part of the program, and should continue to do so. These usually developed once the individual became interested in a specific area of environmental science and wanted to see and work in the more practical aspects of everyday life. These have turned out to be as diverse as the interests of the people in the program. A list of some of these follows:

1. Forest management with the Washington Department of Natural Resources.
2. Deer and vegetation studies with the Washington Department of Game at Scatter Creek Wildlife Recreation Area in Washington.
3. Nematode research with the Washington State University Agricultural Experiment Station in Prosser.
4. Natural history inventory at the Everglades National Park in Florida.

5. Development of interpretive materials for the Washington State Parks Commission.

6. Natural resource inventory of shorelines with the Washington Planning and Community Affairs Agency.

7. Field research, banding and census at the Point Reyes Bird Observatory in California.

8. Participation in field and laboratory research on Kiket Island with the Fish Research Institute of the University of Washington.

9. Study of salmon aquaculture on central Puget Sound with the Washington Department of Fisheries.

10. Research on forest tree diseases at the Washington Department of Natural Resources.

Other significant work by individuals in the program includes an ethnobotanical study of campus plant species, involvement in the formation of the Cooper Point Association, a survey of vegetation on the site of a local private development, and cooperation with the Environmental Design program in their waterfront survey.

Students and faculty in the program were leaders in the establishment of the Environmental Advisory Committee. The future work on this group will be important to development of the campus. It has already influenced decisions and policy with respect to the use of the land.

The need for the continuation of the Evergreen Environment program is obvious. Much yet needs to be learned. Much data must be collected while the campus is still in a relatively undisturbed state. (Although it may already be too late for some things—the small herd of deer which inhabited the campus forest has not been seen since late summer of 1971). Many studies must go on over long periods of time. Some of these have been started: climatic data, stream flow, stream and inlet quality, seasonal changes in plant and animal life, records of plant and animal life known to occur. Others must be started. Continuity of these must be assured and their scope expanded.



Environmental Design

'Strength in Diversity'

Together with the accompanying student and faculty individual evaluations, this program description provides a clear statement of the program's content. It is to be used by other institutions for translation and evaluation.

The E.D. program content has evolved in response to the change-dynamic of individual student interest and/or felt needs irrespective of previous college exposure and could therefore be considered semi-advanced in divisional status. The unifying interests of the program participants were:

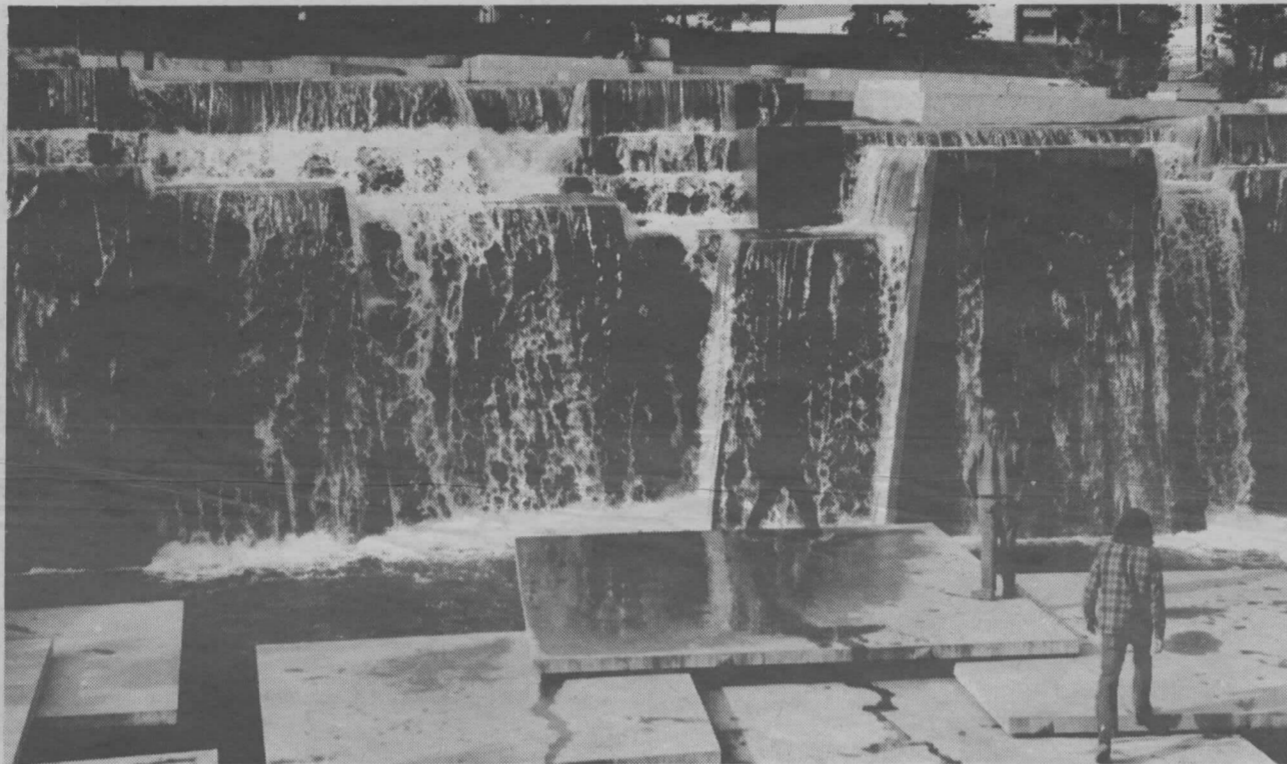
A. Flashing on the synergetic integration of the multi-diverse components of the (our) contemporary life and support systems, and

B. Generation of approaches and comprehensive eco-logistic strategies for orchestrating life contexts, and

C. Application of A and B (actualization).

The program was composed of four faculty with special qualifications and experience in the above. The 75-odd students represented a full range of background and interest. "Strength in Diversity" proved to be the ecological guideline which dominated the assemblage and structuring of this group.

The academic year naturally fell into approximately three pieces: 1) Utopian



Environmental Design's activities included a field trip to "The Fall" in Portland.

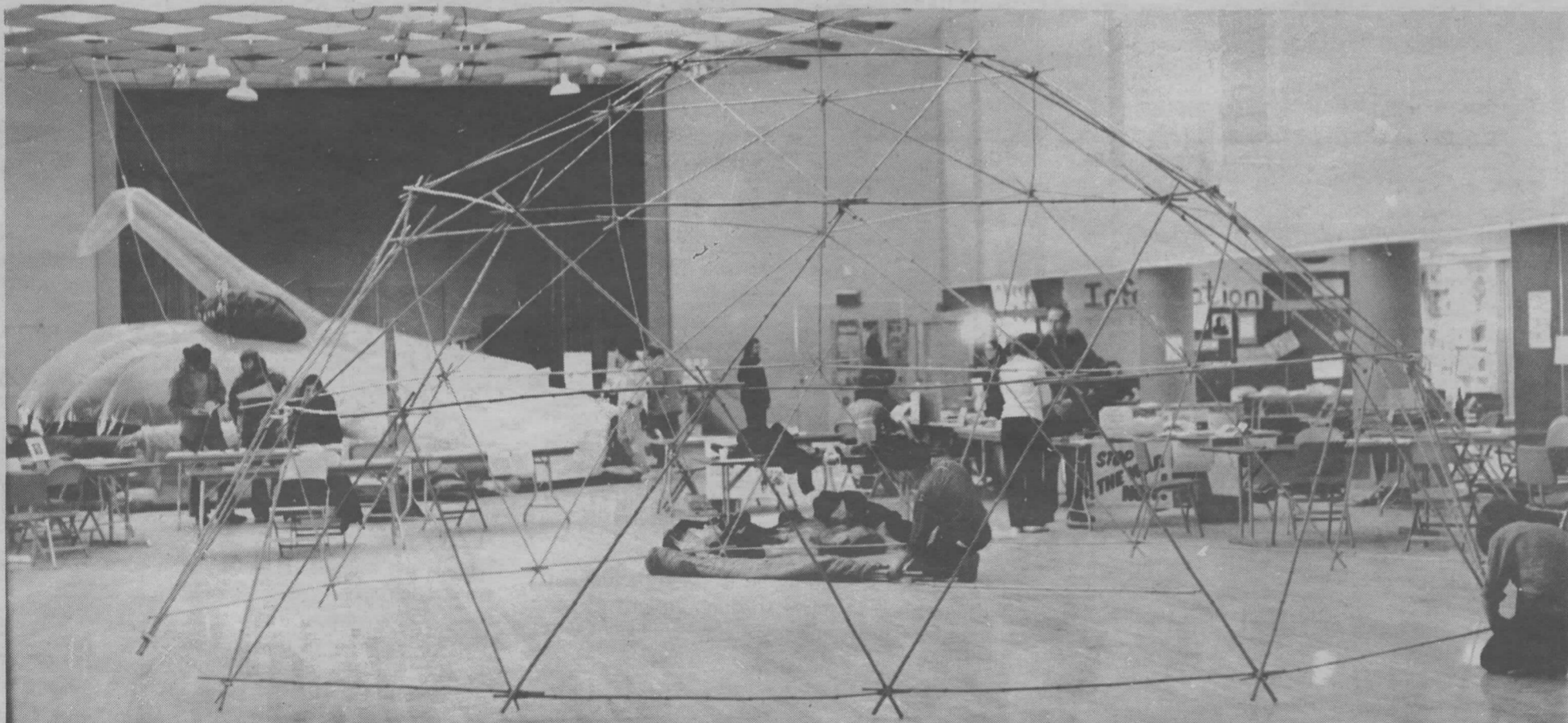
speculation of 'what ought to be,' 2) focus on what actually 'is', as reflected in the daily newspaper, and 3) what to do about it

all?--what we, in our diversified strength can do to span the ever-widening gulf between the two.

The first two pieces of the year were spent articulating interests A and B, with the final piece given over rather entirely to C. Intensive "book seminars" were held as required. These were supplemented by a rich and diverse visiting lecture program during the second week of the first learning module. Interspersed appropriately over modules C and D were highly intensive "workshops" in such problem areas as were deemed essential to giving the students and faculty sufficient competence to address objective C. The critical peak of academic, climax was collectively realized in learning module No. 4, where it was gotten on and together environmentally. "Learning modules" proved a most effective mode of experiential modulation-structure. In the final piece of the academic year (2B), individualized and group "projects" were undertaken. These touched base with all the areas previously noted and more. They struck a responsive chord in the action-oriented students and the reflective faculty and proved, in retrospect, to have been, along with 'learning modules', the unifying agent, or agents, as the individualized case(s) may have proven to have been.



Students cover a geodesic dome for a community presentation at a local school.



Geodesic dome seems to dwarf students but helped establish good relations between Evergreen and the Olympia area.

Human Development

'Interpreting one's

The objective of the Human Development Program was cultivation of the art of interpreting one's life to one's self and others, not as an exercise in narcissism, but in response to readings in the humanities and social and biological sciences, and in response to responsible work in a local human service agency. Accordingly, one of the more distinctive features of the Program was our weekly self-service seminar.

The following excerpts from the reflections on the year by three of our students convey some of the mood of these experiences.

By SUSAN KOETEEUW

This year didn't run past me; it put its arm around my shoulder, and I walked along with it. There are many people, many books, and many nights alone with my thoughts at sunset that combined to make this year.

I'm in the midst of a beginning, and I celebrate that beginning. The powerful current of my childhood has rushed out from far inside; at first I was overpowered with the impact of those forces, and now I am glad they arose to name themselves. Now that I know what they are I feel in true possession of them, my hold on them is still weak, but at least they are in my hands now.

I didn't know where the lack of structure Evergreen promised would take me. I came believing it allowed me room to move within myself—without asking me to "become" anything. I came feeling that I pretty much "had myself together", and that there weren't any huge problems dealing with my hold on



Richard M. Jones, Human Development program coordinator, with seminar group.

myself that had to be overcome. I came looking for something to do with myself, I needed time to just live, and yet I didn't want to waste the opportunity I had to be in school. I still had in the back of my mind, the expectation that I would eventually be preparing for a career. This was definitely an expectation my parents had, and since I was using their money to pay my way at Evergreen, I felt the need to in some way fulfill their expectations for me.

Some months went by and the confidence that I "had myself together" began to shake. I wasn't relating at all to the books we were reading, I rarely even finished them. When they were discussed in the book seminars I often got frustrated with myself. I was virtually incapable of doing anything with the material I was being confronted with, and I didn't know how to begin to look at them objectively—deal with new ideas. I found myself to be standing on my own mountain, and refusing to look over at the range of other viewpoints standing like other mountains beside my own. I also began to see old, unpleasant patterns of relationships (which I thought had been overcome) flaring up in myself, and situations began to remind me of other times in my life when I had done the same things to people.

I thought that I enjoyed the way I was living; often alone, and yet I found myself depressed a lot and lonely. I went home to my parents house in Bellevue on weekends

quite often; and more and more found myself acting with the same insecurities that had plagued me throughout my high school. I was afraid of everyone - even my roommates, and tortured myself by choosing to remain alone with loneliness.

My seminar group was the most frightening experience of all. The knowledge that twice a week I had to spend over two hours with a group of people who I was joined to in a common cause (to gain insights into the books, our internships, and most of all ourselves) began to turn, twist, and wrestle with me; when I realized that over and over I "had" to go to that seminar room—with no place to hide myself without it being quite obvious to them that I was hiding. Everyone has different techniques of guarding themselves from others. I found my art to be a clever method of appearing to share myself with others (my fear, my doubts, my beliefs) without remaining long enough with any one person (or any group of people) to overcome those fears. The seminar was there week after week. I wanted to be able to do my old trick, share myself quickly—then leave; but I was unable to do that. The longer we were together the more painful it was to continue to go to seminars. I didn't know why I was afraid — I just accepted it as my "way", feeling out of control of it because I couldn't understand why it was so deeply imbedded in all of my relationships. I came late to the



Nancy Taylor, Internship coordinator, speaks to students at the state capitol.

Inside Out

Spring is come, come far away,
New lights on old reflections,
Long forgotten, gone far away,
Sad about all neglections,
No explanations, the answer's there,
Underneath the contradictions,
Out of movement, stagnant aire,
Outward bound and no direction.,

Fly by fantasy, come my way,
Love my night and give it day,
Time was wasted, it wasted me,
There's no fruit, if there's no tree,
Was it learning, did it smolder,
Was it just growing older,
Call it peace, or call it grace,
Or call it just a dream's reflection.

Spring has come, come far away,
New light on old reflections,
Long forgotten and here again,
Outward bound with new conceptions.

Dan Sayan

Selections * from the Journal.

Boring Tree (ode to a fugitive naturalist)

I saw a tree the other day that just stood there.

I looked closely, I am certain, but there were no thoughtfully swaying branches or noble boughs nudging at soft white clouds.

I was taken aback.

I had to admit that in this instance I could perceive very little of meditative value. In fact, the tree looked fairly shoddy.

Of course I can never let this heresy slip out.

I couldn't afford it.

I was probably only an isolated incident. I will continue to move through crowds of my romantic fellows and my glassy-eyed sighs will be as common and empty as their own.

The concept of the 'Tree Goddess' is too much to fight.

The few little thoughts in her are ones I am especially fond and proud of.

They are born of good experience and of a person who can't help but see the world around him... and somehow mess it up.

More likely than not they are the children of random thoughts, quick and crazy.

Most people try to forget these things while making a great and usually successful attempt to re-orient their minds toward sensibility.

It's a shame.

I make no such effort, in fact, I am thankful and amazed by the workings of my mind.

Nevertheless, I feel a little sorry for these thoughts,

They were so free.

Now they've been captured and confined, but it's the only way I know to save them...I think they like to be saved.

So without further justification I give them over to you...

David Arthur Holmberg*

life to one's self'

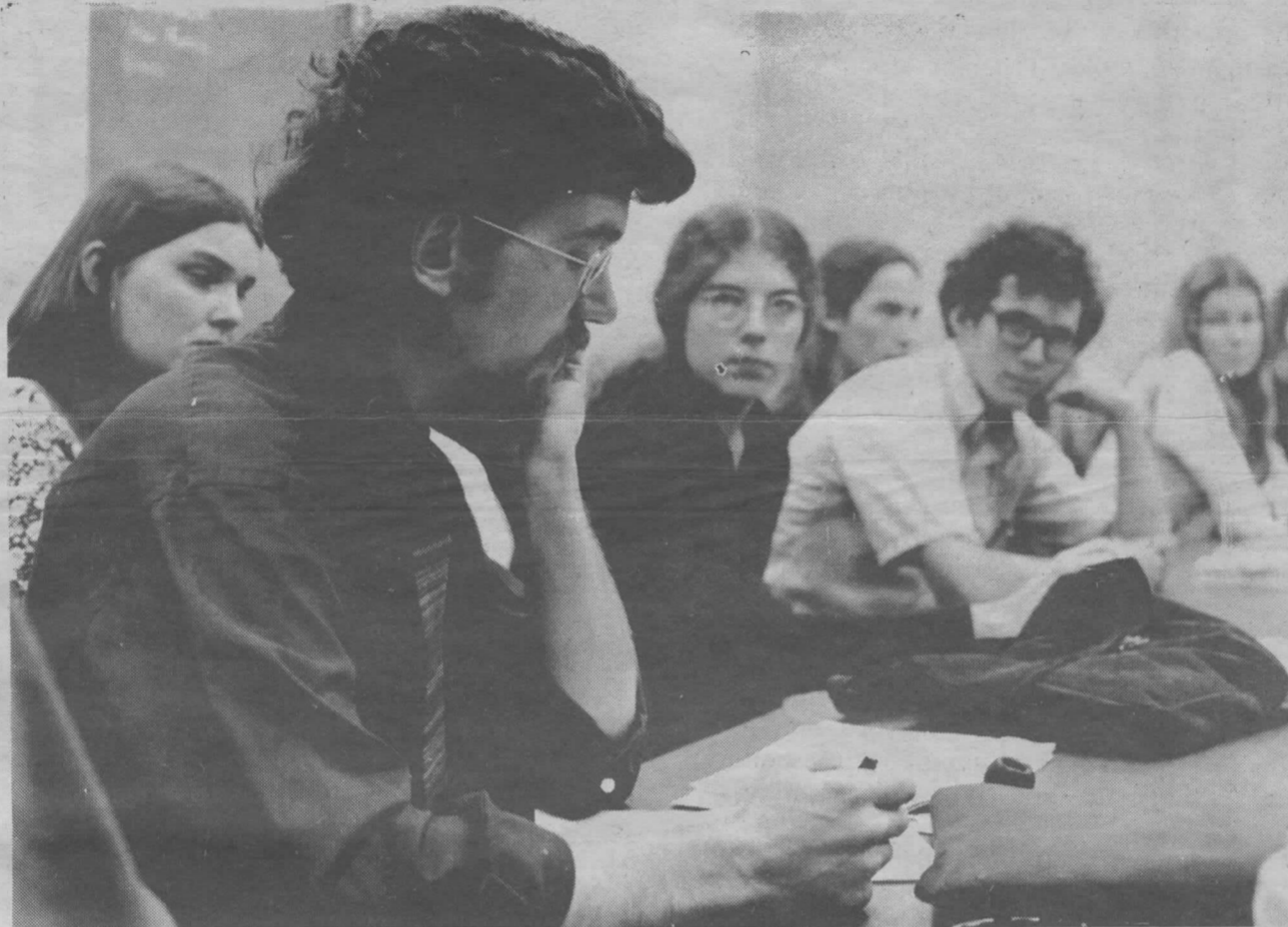
seminars always, and spent many hours trying to decide if I would show up at all.

Back home in the dorm I stayed in my room, or went on long walks, or stayed up in the library. The sickness of my life blatantly proclaimed its hold on me. In January and February I wanted to run the most. The space that people were allowing me to hide in was growing smaller and smaller each week.

Then after a seminar at the end of February, as the expression goes, I broke. Perhaps only a person who has had the experience can understand the fierceness of it. Something I had feared greatly, and at the same time craved for, happened. The people in the seminar got fed up with my coming late all the time, and they told me either to come on time or else not come at all. That meant that I had to either give all of me, or else none of me. I couldn't play butterfly anymore, alighting on budding friendships again and again, and yet never staying. They didn't want anything to do with a half of me; with the person I appeared to be who seemed to not even care enough for the seminar to come on time. I had to either trust them or else leave. The portion of the situation which made the hole in the dam was their telling me that if I didn't come on time I could leave. I looked at only the idea that they didn't want me in the seminar, and the sickness in me hid from me the fact that it wasn't really me they were telling to leave; it was my fear of them they were asking to leave.

As I said I broke. It was a rainy day and I poured more tears on the earth than the clouds above. So much came out behind those tears that it's really hard to put words to it. The major thing was that through the defenses I had created the fear screamed out to me, and I looked at it.

Many people have fathers that traveled, or were for some reason absent from their childhood. Many kids know what it's like to want to sit in Daddy's protective lap and view the world with his strong arms around you, and his big chest protecting you from the boogie man at your back. And I'm not along in my memories of wanting him to be there, and knowing he was not. But it took some



fierce long hours to realize that I went into every relationship of my life with that fear. It took me some hours of uncontrollable crying to realize that the fear that people just never stayed with you was a fear that had been created by the one person I learned how to love from.

In the calm aftermath of the attack I saw that I had been a prisoner to those memories, and in the light of the new day, I saw that the enemy disappeared once brought to the sunlight, with only their shadows to remind me of the warfare. And I was drunk with the joy of victory.

To describe that joy is also very difficult. Imagine yourself as a girl as she tries to become a woman, yet looks into each new person in her life for the father she didn't

even know she needed so desperately. Imagine her certainty that people, like her father, always would be taken away from her. By their own will they would leave, and she would be alone again. Imagine her as she goes through high school, searching for someone to stay beside her, yet staying at a distance from others because she knows that that person doesn't exist. Picture her friendship with a strong black hunting dog, who she raises from a puppie and counts as her only friend. See her in a field with that dog alongside her (her father is off flying airplanes). The dog is barking happily at her side. Then picture her the night when the dog runs in front of a car and rushes in shock to her arms with a fatal wound in his back. See her three days later walking alone in a field, reassured in her grief, that people or friends just never stay.

Then imagine that girl one year later, all of a sudden, in a single moment realizing that there are people who don't always go away. Realizing that her father was only one person, and her relationship with him had a unique pattern that didn't always have to be followed. Realizing that to become a woman meant to stop searching as a child for a father. Can you walk with her towards a group of people that she learned to trust? And most of all can you feel her heart surge when she all of a sudden tells herself that she has some friends? Can you be with her now as the timidity falls away? Can you see her look at you as yourself, and not as the person she once needed for a father? Can you now imagine what her joy consists of?

The storm is over. The downpour washed clean my world. Surely more will come but not today. Today she has just been born, the search of my life continues, but not as much under rocks of yesterday, as towards horizons of tomorrow.



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Human Behavior

Program studies unique

Human Behavior Program stood out as quite unique among the first year's co-ordinated studies. First, it was unique in that it was the only program offered but not listed in the original Evergreen catalog. Second, the people were unique in the sense they were highly goal-orientated. And the third unique quality of this program was its structure, designed to fully utilize various modes of learning which included splitting up the year for everyone to do two months internship or independent study.

There was the need for a program to absorb an overload of students from Human Development program. It also accommodated a great number of transfer or other advanced students whose desires for independent contracts or internships could not be fulfilled. This accounts for Human Behavior's creation long after the catalog was published. Such students were asked in late summer months prior to school's opening if they should want this new program as an alternative. Response was enthusiastic, and a new program was born.

Most students in Human Behavior showed high career interests in fields like teaching, counseling, social work and law. Broad areas of humanities -- anthropology, psychology, sociology -- were therefore synthesized toward understanding and finding solutions to specific problems. Seminars and workshops carried on intensive investigations into a myriad of topics ranging from use of a 35mm camera to a study of future societal designs. Workshops were either offered by instructors, or created through student demand. These workshops would allow students in-depth investigation into a specialized subject or skill that would facilitate dealing with the main course of study. In addition, students were encouraged to seek out what was happening with other programs and benefit from attending outside seminars. Much of the success of Human Behavior is due to this diversified format.

What was the single most successful aspect of the whole Human Behavior? Both students and instructors alike agreed that internships



Demonstration of proper fencing techniques captures the attention of The Evergreen Community.

proved to be the most worthwhile innovation. During March and April, 85% of this program's students were engaged in meaningful internships. Experience and learning gained through this two-month period made other parts of the program much more relevant and productive. Practical experience in the fields like teaching and counseling contributed invaluable expertise to seminars that followed in May. Success was so prominent that some instructors feel future co-ordinated studies should allot time for internships. Inversely, many now realized that internships also bring great experience benefits to the academic seminars.

While the contribution of internship experience proved indisputable, their timing may well be criticized. Continuity was interrupted by placing the internships toward the end of the year. Instead, internships during the whole winter quarter would have been much more opportune by allowing the

whole last quarter for students to bring back relevant expertise to an academic framework.

Who benefited most from Human Behavior? Undeniably the answer is those who came into Evergreen with a preconceived idea of direction or goals. For those lacking direction initially, some say they gained through "personal growth." Yet to Human Behavior faculty, the notion of personal growth with something tangible to show for it in a portfolio remains nearly meaningless.

Because it was so generally successful, Human Behavior may be expected to continue through next year. However it was originally intended as only a one year program, and so the faculty by now have new commitments for fall. This is dismaying to some instructors who would like to see it become even more refined, as well as disappointing to students who would like to see future Evergreeners experience a similarly meaningful pursuit.

Individual, Citizen and State

Program examines present problems



ICS students take advantage of good weather to conduct outside seminars.



Paul Marsh cautions students on the necessity of clean living.

Man and Art

Guiding principle: Freedom

Ars totum requirit hominem has been the motto of the Man and Art Program: Art requires the whole man. Art is the whole man.

"In the baking of bread,
the making of gifts,
the fulfillment of each
moment we affect the quality of
the day and become the artists
we truly are."

Our guiding principle has been to explore total freedom as the only acceptable medium for the expression of the whole man. Our path has not always been easy. For the ignorant, the weary, the confused and the greedy total freedom is a difficult subject to comprehend and accept.

But we work with what we are. We are the field of our enlightenment. We have used books as tools for cleansing the doors of perception, for teaching us the significance of self-knowledge. But truth must be expressed as well as perceived; otherwise, it creates a void—a vacuum of awareness.

The expression of truth requires a channel—there are as many channels as there are entities. The Man and Art Program has been the rediscovery of William Blake's insight:

"Art degraded
Imagination denied
War governed the nations"

Until each individual rediscovers that self-expressive ability and growth have their source within, and that man is the determinant of his fate, then the present social and political systems will continue to heedlessly



Jose Arguelles and Cruz Esquivel conduct an informal seminar for Man and Art Program.

repress the most liberating means of creativity, and hence put an end to the capacities for evolution within the organism known as *homo sapiens*.

As Gary Snyder has pointed out, there is a relationship between art and ecology.

The Man and Art Program has been an attempt at experiencing the idea that the earth can be whole when each individual creature has realized the freedom to be whole is his birthright—no freedom no art.

We have thought, we have discussed, we have meditated, we have acted: the Christmas concert and Happening of December 13; the procurement of the 211 building and the development of the facilities for the practice of the arts of pottery, jewelry, photography and related skills and crafts, the Spring concert and Rite of Spring at the end of winter quarter; the Dragon Stairwell; Jazz, poetry, calligraphy, languages, bread and wine, forest meditations, the most recent Lord of the Dawn festival gradual illuminations.....*magic*.

"We are here to learn
we shall be tested;
Learn the science of creation
Teach the science: Love of the Creator."



The Chamber Singers render music from the Renaissance period at TESC dedication ceremonies.



The "BUBBLE" that didn't burst.

Space, Time and Form

'Accept things as they are'

By DENNIS FRIEDMAN

As you have glanced over this issue of "The Paper, I am sure that by now you are well aware of the nature of its content, and perhaps from that, its purpose.

I was offered the opportunity to present the Space, Time and Form program for the community newspaper's final issue. Guidelines for such articles were flexible, leaving room for variations or approaches considered to be more effective in relating the nature of one's program.

I applaud *The Paper* for taking this approach, and I further applaud those on *The Paper* for undertaking this endeavor.

Wishing to convey in this article the nature of the Space, Time and Form program—its flavor, its effectiveness, and various responses it has solicited through the course of a year—I balked at writing a history.

The shortcoming of writing a history, in attempting to relate the profile of the program, is that such a history would be limited to and written from a single perspective which would convey the program in a manner that seemed most appropriate.

A journalistic college, so to speak, of poems, photos, drawings, dialogues, recorded responses, written works, etc. seemed to be the most effective way of presenting the program, as this approach would convey the general nature of our work and the spectrum of responses that the program had courted from a spectrum of people.

Being satisfied with the potential effectiveness of this approach, I solicited contributions from members of the program. In reply I received a photo, an offer to print more photos in conjunction with the editing involved, an offer to aid in the editing, and some selected transcriptions from interviews taped at the end of second quarter. I thank these people very much.

And so it is: with essentially no material, there is no college. I still do not wish to write a history. And I shrink from simply listing books, projects, films, and events because these, although fundamental to the functioning of a program, are not even the bare mechanics of the program — let alone the heart of the program, the people of the program, the individual success or failure within the program.

Lacking the material I wished to employ, and yet still wishing to convey, at least to a certain extent, what the program has been and possibly could be, I see an editorial as the vehicle available to me.

The lack of response I encountered, although not surprising, was disappointing. Since a failure to respond was so overwhelmingly the rule, and since I was not surprised by this, it would seem that this indifference did not just happen; did not simply materialize on a fluke from nowhere.

Lethargy? Apathy? Egocentrism? Perhaps these elements are poorly labeled. Perhaps I have excluded some other possibilities.

Of those I've listed, I would be hard pressed to point to one as a chief factor, and yet I would encounter similar difficulty attempting to exclude any one of these possible answers.

I am not seeking to point fingers at individuals or just our program. I would speculate that these problems are not confined solely to Space, Time and Form.

Imaginably these elements are products of the absence of community evidenced by Space, Time and Form and conceivably of a magnitude encompassing this whole institution.

It would seem, then, that community would be the answer. Community is not merely a comradery.

Absence of a community, especially an educational community, is not diminished



simply by each individual becoming deeply involved in her or his projects and goals. In a way, community is a unison, a harmony between these two elements.

Community is a common fate. Community is an atmosphere, an attitude, a situation where that which is beneficial to the group, and that which is beneficial to the individual, are not antonymous but rather are synonymous.

Just as the attitudes that sustain the absence of community do not just happen, do not just issue from the dust, the existence of community does not manifest itself as an apparition.

To find the possible root of this inability to establish community, perhaps we would do well to examine the condition, or rather the mental posture, that accompanied many students to Evergreen and which seems to have presented itself as the primary obstacle in the path to community. One need not take too long a look to be aware that the type of community of which I speak is far from being a dominant mode in society. And, to a greater or lesser extent, we are all products of this society and its trappings. Certainly after having been socialized into the system, and particularly having experienced several years of orientation in society's chief means of indoctrination, the traditional school system, one has difficulty divesting oneself of a large portion of that which he has assimilated.

I would submit to you here a possible partial solution to surmounting this obstacle and thus achieving, at least partially, a sense of community. It would seem that an easier period of transition into this somewhat alien environment would aid in accomplishing this end.

Reflecting back to the beginning of the year, we recall that students had to operate essentially in a vacuum. The difficulty here proved to be finding oneself in that vacuum—attempting to adjust to a shapeless and elusive system.

Judging from the difficulties in adjusting that many encountered through the course of a year, it would seem that this vacuum, and its attending "que sera" or "let it happen" attitude so dominant throughout, did not

allow a community to congeal. As a result many have left school.

For some of those who remained, only this last quarter have they been able to find themselves and begin to capitalize upon the many opportunities available to them. Some are still stranded.

It seems to me that a program could allow for an easier transition by modifying its approach—particularly at the onset of the year—and as a result achieve a greater effectiveness throughout the program as a whole. Perhaps a more regulated gradual submersion into the waters of Evergreen would be much more effective than the "sink or swim" situation so many found themselves in at the beginning of the year.

Let me add one more note here. I would not dismiss this year's lack of community as being solely a product of program mechanics that can be solved simply by a minor retooling for next year.

Forgive me if I sound banal, but ultimately success or failure rests with the individual. It would seem that here an increase of awareness is in order.

Perhaps the word is empathy, because although increasing one's awareness beyond one's own needs and immediate surroundings is a necessary step, it is not sufficient. The step must be elongated beyond simply projecting one's requirements onto others until one comes to realize the specific and unique needs of other individuals—and to act accordingly upon those needs.

Such is what I have to say.

I am aware that I do not have a corner on the market of insight; I do not pretend to be in possession of the gospel; I do not ask for wholesale acceptance; rather I only ask that you ponder what is written here, if only just to take a look around yourself and to perhaps become more aware.

For we are trapped by our situation and ourselves until we become aware.

I think we would do well to purge ourselves of a few illusions. A sound beginning would be to cease deluding ourselves by ceasing to view things in the light of what we think they should be and begin to accept things for what they are; and from there to begin to mold things into what they could be.

Contracted Studies

Diversified Contracts

For faculty-members Jack Webb and Peter Robinson, diversity has typified Contracted Studies in TESC's first academic year.

Leading the team, Dean Charles Teske, has acted as coordinator and academic liaison with much of the brunt of mechanization falling on his secretary Charlotte Smith. She saw to the file of numerous contracts flowing through the program since September.

"If you don't like my peaches, moma, don't shake my tree" (Taj Mahal) Evergreen's Contracted Studies philosophy is dependent upon matching interest.

Thus Taj Mahal's quick rule-of-thumb guideline for completing a contract at Evergreen has been the spirit of the team this year, emphasizing its flexibility. So it has come to pass that many peaches have fallen far from the tree.

Students have researched everything from "Death and Burial in the United States" to "Air Safety." Others have been studying off campus, as far away as Mexico and Japan.

People pursuing contracts have tended to fall into two fairly specific categories: those, with a particular objective in mind, wishing to pursue a single goal, from whom come the most successful contracts; and ones not knowing exactly what they want to do, resulting in a soul-searching trip for themselves.

For these wanderers after life the course was turbulent. Next year a group contract with this specific purpose in mind hopefully will attract individuals interested in such direction.

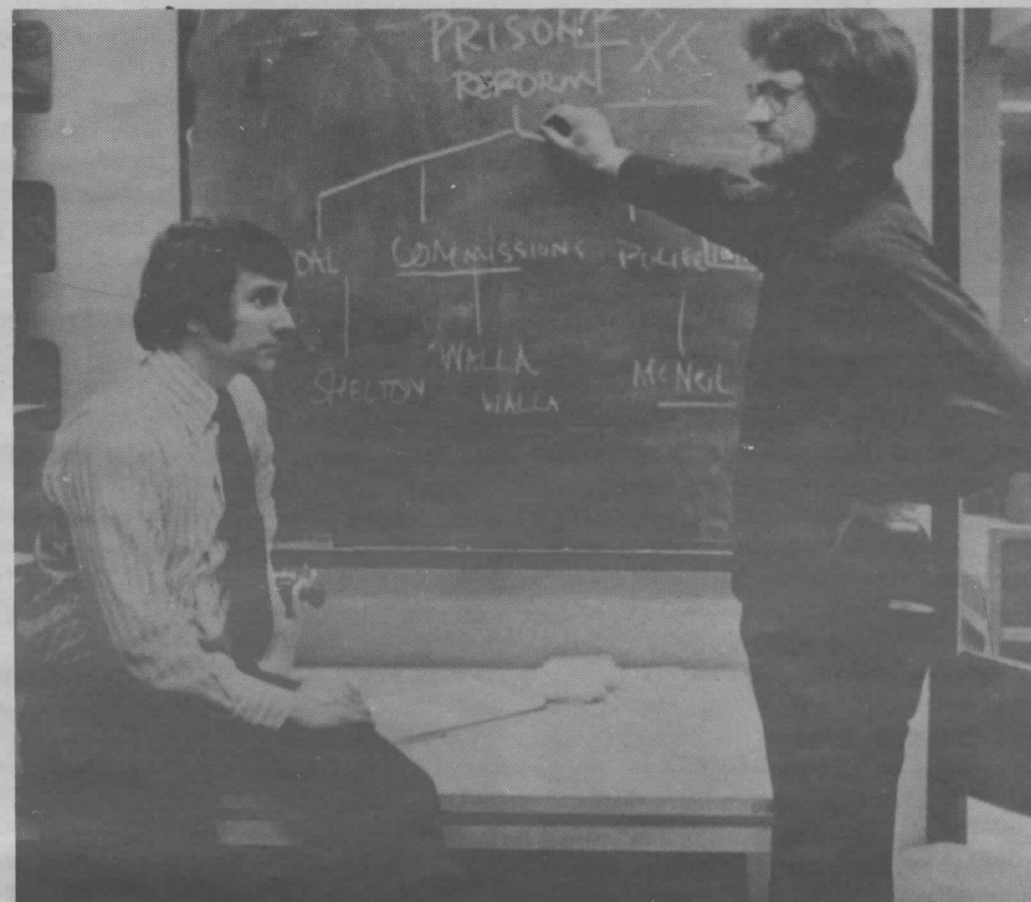
A contract with particularly satisfying results was completed by Eleanor Lee. She first approached Robinson in September for a detailed study of journalism and its relation to opinion-forming. With her co-operation, Evergreen arranged for her to act as reporter on the Highline Times.

Ms. Lee covered local community meetings over an eight-month period, developing a successful and informative column. This led her to contract for a study of lobbying at the State Legislature.

In her new surroundings, Ms. Lee was able to draw on her ability as a researcher and journalist as well as some of her own practical experiences, complimented by research in area libraries.

Eleanor's strength was her independence and ability to operate both on and off-campus. This particular working relationship proved a highly successful means in the Contracted Study mode.

Webb, who formulated Evergreen's Contracted Study concept, recalled a successful contract with Ms. Elizabeth Briggs who studied radical approaches in education. She came to Evergreen because of the opportunity for academic supervision of goals



Tom Sampson (left) with faculty sponsor Peter Robinson. Tom is an intern with the Seattle Crime Prevention Advisory Commission.

pursued formerly, when she was chairman of the Highline School District Alternative School Committee.

In her Fall quarter contract, Ms. Briggs did an extensive field survey of various kinds of alternative schools now in existence in the Northwest, from Portland to Seattle. She also undertook a considerable amount of reading in contemporary educational theory, under the direction of her Evergreen sponsor with the vice-principal and other officials in Highline's Learning Resource Center.

From this project came lengthy comparisons of advantages and disadvantages of open concept schools and more traditional kinds of education, particularly on the primary level. The contract's purpose was not so much to support or attack one mode or the other, but rather to make some kind of assessment of criteria, enabling a decision on what kind of educational system may be most appropriate.

With this general experience behind her, Ms. Briggs undertook a Winter and Spring quarter to develop, plan and implement a kinesic approach to the teaching of mathematics within Highline's Valley View School, which serves children from kindergarten to sixth grade. This involved extensive research with a Canadian scholar and a day-to-day internship program within the school.

Throughout these months she has

developed various techniques to visualize math problems and problem solving for younger children. She also organized a program for these children that it is possible much further much faster to learn mathematical concepts better and faster.

At this time, Ms. Briggs is in Europe, pursuing this same subject and its application to primary education in England.

Her project at Valley View culminated in a math fair, for the benefit of parents and the district staff, in which kinesic devices and techniques of teaching math concepts and principles to elementary school children were demonstrated by the children themselves.

The fair is filmed in color by two Evergreen students for distribution within the Highline School District.

These are just two examples of two contracts out of nearly 100 which Webb, Robinson and Teske have handled in this first year. With more people operating in contracts, the faculty will not be spread so thinly.

Many of the initial problems have already been worked out, such as the necessary flexibility to register and complete a contract at the time which often doesn't coincide conveniently with the three academic terms, or the opportunity to write a one, two or even 12-unit contract.

One thing which will not change about Contracted Studies is its very essence namely a particularly small study group—sometimes one-to-one, sometimes three students working with one particular professor in one specific area. This is one of the specific promises which has been fulfilled, in keeping with the original Evergreen philosophy.

Contracted Studies does mean working on an individual basis with students and allowing a student to study whatever he wishes, provided he can find a sponsor. This places the faculty sponsor's discretion and integrity on the line.

After one year in Contracted Studies, with its ups and downs, traumas and turmoils, highs and lows, Webb, Teske and Robinson still talk to each other.

"Though the college has had only minimal faculty resources in time and library resources," Dean Teske observed, "there have been many heartening examples of work done by students. When the college catches up, this will be a very interesting mode of study."



Student film maker Richard Skrinde, practices techniques for a current contract.

Cooperative Education

Campus without walls

The Co-op Office has survived!

Now, this may not seem the most significant kind of statement to make about an on-going program at Evergreen. For example, who would be surprised to hear someone say "There's still a Registrar's Office" or "The bookstore lives"?

But considering some of the differences between Co-op and other programs on campus, it becomes a remarkable observation. If Evergreen is new, Cooperative Education "Evergreen style" is newer.

If Evergreen is really achieving the "campus without walls" concept, Co-op is a major contributor to the breaking down of those walls.

The Office of Cooperative Education was established in July, 1971, to assist students and faculty in developing off-campus learning projects, related to the students' academic and career fields. Much of this first year has been spent in planning and developing the Co-op program.

In addition, however, the office has handled over 500 student requests for internships and has been instrumental in helping to place over 300 students in off-campus work and learning experiences.

Through internships and community service volunteer assignments, Evergreen students have been able to measure their abilities and skills in the most important place of all—the real world in which they will be working and earning and growing for the rest of their lives. They have been able to apply directly much of the theory they learned in the classroom.

But equally important, these experiences have helped in many cases to redirect or redefine the student's academic goals and aid the students in pursuit of an eventual career.

Evergreen's Office of Cooperative Education has assisted students and faculty in a variety of ways:

—working with business, industry, government and community organizations to develop internship opportunities for students;

—arranging individual internships and community service volunteer assignments for students;

—providing a wide variety of information and counseling services for students seeking internships and community service assignments;

—helping students and faculty to resolve problems that may arise during the course of a student's placement; and

—enabling students, through paid internships, to earn money to subsidize their own education.

But, in the process, the office has provided a number of services to the community as well:

—demonstrating for employers and community service organizations the many ways in which they can benefit from participation in the Evergreen program;

—making College resources available to the community through specially planned programs and projects; and

—bringing the College and the community closer together in a common cause—education for the real world.

Credit-bearing internships are the backbone of Cooperative Education. Students may intern full-time or part-time for periods ranging from a few weeks to a year or more, depending on the individual student's academic and career goals and the nature of the project at hand.

Interns are expected to provide a useful service to their employers in return for on-the-job learning opportunities and, whenever appropriate, a modest salary. Off-campus interns must be sponsored by a member of the Evergreen faculty, whose

responsibility is to evaluate their activities and their progress and award academic credit.

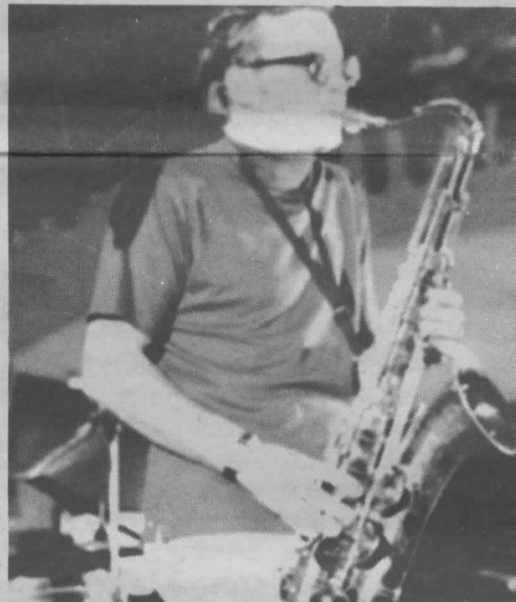
Internships have taken a variety of forms—so many forms, in fact, that it would be difficult to select any particular one as a "typical" experience. Nevertheless, here are some of the kinds of things Evergreen interns have done.

Two students, Nick Piccoli and Erich Weaver, spent spring quarter at Richland, working with scientists at Battelle Northwest Laboratories. Nick and Erich assisted Battelle scientists in a Federally-sponsored water pollution control project to determine the effects of leakage and runoff on the water quality of the Columbia River.

Their project required them to learn the mechanics of water gas analysis specifically, and commercial laboratory procedures in general. More importantly, though, their project required them to learn something about productive work and the expectations an employer has on their time.

Battelle paid Nick and Erich for the services they performed under the terms of an internship contract negotiated for them for the Office of Cooperative Education. On successful completion of the project their faculty sponsor, Linda Hakan, awarded them a full quarter of academic credit for what they had learned.

Tyrone Palmer, a third year business student at Evergreen, interned with the Thurston County Bank in Olympia. Tyrone's internship called for rotating assignment



through all of the bank's varied operations—paying and receiving, collections, real estate, commercial and personal loans, bank accounting and proof operations.

Tyrone supplemented his on-the-job training with readings in banking theory and application and with the American Banking Association's auto-tutorial learning packet.

Palmer plans to go into banking after he graduates from Evergreen. Through the experience he gained in his internship he had the opportunity to learn banking in the best of all possible ways—on the job, where all the problems are real problems and where all the solutions are real solutions.

And, because he interned as a paid employee, he gained an understanding of the bank's expectations and the value of productive time.

Not all interns are paid for their work. Frank Benecke, a student whose career interests lie in the field of youth counseling and guidance, is working in the cabin program at Green Hill Boys' Camp. Frank literally lives with his client group, assisting the camp counselors in guiding and directing the boys' activities, in teaching and in helping the boys to adjust to group living.

Frank's internship, lasting seven months, will give him the opportunity to work with a client group through a complete camp cycle. Frank will return to classes at Evergreen with

a greater awareness of the responsibilities and demands placed on a youth guidance counselor. And he will have gained useful, practical knowledge about real problems and real solutions that could not have been replicated in the classroom.

When Frank graduates next year, he will have a clear understanding of what is expected of him in his chosen career field. He will know with certainty that he has chosen the right field, because he has experienced it; and he will be prepared to move into a responsible position in that field.

Students may also volunteer their services to the community without pay and without credit. Community Service volunteers derive adequate satisfaction from simply knowing that they have contributed in some measure to the improvement of the world around them. Also invaluable is the realization that they have added in some measure to their own personal growth.

Evergreen Office of Cooperative Education provides information and resource support for these volunteer activities, similar to the support provided for credit-bearing internships.

TESC volunteers have worked with such agencies as the State Capitol Museum, the Third Eye, the Council of Churches and a host of others. Often, students have taken on a volunteer assignment as a supplement to their regular academic program schedule, combining the opportunity to serve with the opportunity to learn more about themselves and the community around them.

Dozens of students, for example, have worked with the Cooper Point Association and on the Lacey Park and Tumwater Park projects. Many more have volunteered their time to assist in area cleanup campaigns and similar projects.

The Evergreen Cooperative Education program is designed to be flexible and elastic, to fit hand-in-glove with the academic curriculum, supplementing it, enhancing it, expanding it. TESC's Co-op philosophy is based on the overriding conviction that real learning cannot usefully be separated into "academic" and "practical" components, the one occurring before graduation and the other occurring after the student has re-entered the "adult" community.

Rather, Evergreen students shall have the opportunity to develop very early the full range of skills and talents required of today's educated adult.

Yes, the Co-op Office has survived, and though that is significant, it is an understatement. In fact, it has developed far beyond the expectations of anyone.

People from the community have responded enthusiastically to Cooperative Education and Evergreen's concept of "a campus without walls"; and students have indicated that, in a number of cases, their off-campus experience has been the most productive and worthwhile activity they have engaged in here at Evergreen.

Cooperative Education has dealt with more variations on the theme, "what Evergreen means to me" than perhaps any other office on campus—from students, faculty administrators, people in the community, in government, in business, and industry. In one way or another, Co-op has tried to match up these ideas, to bring people together in a meaningful exchange as they proceed toward their individual goals.

Each time it has accomplished this throughout the year, it has known the satisfaction of realizing some small part of its goal.

Looking ahead to next year, Co-op is already formulating plans for streamlining its operation in order to provide better and faster service for students and faculty. This should eliminate the student request bottleneck which has been a problem this year.

The office will also have the advantage of advance planning for next fall, thereby enabling it to begin the year with an inventory of available positions. This will help prevent the time lag which resulted last year, when the Office began the year with no positions available and no indication of students preferences for internships.

Internships

Morningside

By SCOTT ANDREASEN

I'm not one to "lay my trip" on someone, but I've gotten into something I'd like to share with anyone willing to listen. For the past four and a half months I've been on an individual contract through the Individual in America program, with Peggy Dickinson as advisor, working at Morningside in Olympia.

Morningside is a sheltered workshop for the mentally retarded and physically handicapped. I wanted to write about my experience, to let anyone interested in this type of work know that Morningside would be happy to have you.

Morningside serves a three-fold purpose. The pre-school gets handicapped children ready for regular public schools or special education classes offered by the school district.

Also, Morningside helps train handicapped adults for possible training or job placement. After necessary training required to meet job needs, the trainee is placed through Morningside in regular paying employment. During the training period at Morningside, each trainee is paid by piece-rate according to his capabilities.

Third, the Morningside activity center serves as the name describes. Handicapped adults come from all over Thurston County to work in ceramics, sewing, weaving, and a variety of other activities.

Every day from 20 to 30 people work in the center on looms, sewing machines and other projects creating things. Hats, ponchos, purses, belts, quilts, blankets, rugs and just about anything you can name in ceramics are made daily and taken to the Morningside Gift Shop to be sold.

Again, in the activity center, most are paid for their work according to a piece-rate, affording financial benefits and a sense of accomplishment.

The gift shop would be the fourth area, but it actually serves as a training center for work in sales and money handling. Social interaction, the handling of a customer, employee-employer and employee-employee relationships are only part of the many activities at the store relating to the training.

When I first started at Morningside as a two-day-a-week intern, I was interested in working with children and finding out, administratively speaking, how a workshop



Morningside Gift Shop comes to TESC campus to raise funds for the benefit of retarded children. Morningside also provided students with internships that proved a benefit to both parties.

such as Morningside functioned. My two days increased to three, then to four as I became familiar with the different areas, the personnel and people who attend.

I was introduced to the Executive Board of Directors at the first board meeting I attended. I mentioned my initial goals and offered my services to all departments. My greeting was filled with appreciation and warmth.

It was not only for me but also for The Evergreen State College, who would be sending more students like me to Morningside.

Working with the head executive director, Mrs. Jannette Loutzenhiser, has been quite an experience. She filled me in on most everything to know about Morningside. I've worked with the staff at meetings, with the department heads at their meetings and with the clients whenever I can.

I started out more administration-minded, but I've been working with the people as much as possible the last three months.

My schedule this quarter has been pretty heavy. Mondays from 9:30 a.m. to 12:30 p.m. as Activity Center aide; 1 to 2 p.m. training a woman for work at a motel; and 2:30 to 4 p.m. as an Activity Center aid again.

Tuesdays - Preschool aide from 9:30 a.m. to noon; 1 to 2 p.m., motel training; and 2:30 to 4 p.m., Activity Center.

Wednesday and Thursdays - preschool from 9:30 a.m. to noon; and motel training from 1 to 2 p.m.

Morningside's main area I've been concentrating on this quarter has been the Group Home Planning. I am a member of the Group Home Committee, whose goal is to find the best and most efficient method of constructing and maintaining a group home for the handicapped of Thurston County.

We're in the process of taking a survey to determine the real community needs. Results of the Survey will determine how we go about applying for state and/or federal funds available.

There's so much more to say, but I've written too much already. I just wanted to get a point across that anyone interested in this area of work can arrange an internship or contract and get valuable work experience.

I can say that I love this work, the people, the administrators, everything about Morningside. Morningside is one of close to 30 such community-based programs in the state provided for less fortunate human beings.

The age of institutionalizing the mentally retarded is coming to an end. Group homes and workshops such as Morningside are the existing vehicles, bringing the handicapped back to the community where they belong.



Individual in America

IIA seminar blues

Does anybody have a spare flashlight so I can go to the bathroom?

I wish I could

tell if I'm

bored

or

FRUSTRATED

Let's handle people things

Yeah people

are more important than

books—ideas

I'd like to leave but

I am

toooo

laayed

baaack

lets just sit and watch the flowers grow

There's gotta be

something

better

The worst thing we could imagine was 150 high-powered individuals out there with nothing to do. The boredom just boggles the mind.

We had planned an equivalent trip to the St. Louis Ghetto, but with no funds, we'll probably all end up hitchhiking to Seattle. (San Fransisco!)

You mean you went around to the group and no one said a word? Do they have a fire? How about hypothermia?

In the place where I grew up I was lucky to find a blade of grass, let alone a tree. I could use reason A or B or Z to not go, but I want to add the experience to my experiential banks. You know if you can't hang together in these wide open spaces, think about your brother in the Ghetto.

Last year I seemed to be closing up more and more and especially this summer I seemed to be crawling into myself. I was trying to reach out, but it was so hard. Now, in so few days, I feel so different, and it really feels good.

I am an intellectual and I don't apologize for that. It doesn't make me better, only different. What I want to learn from you is a challenge to my emotions and imagination, not my intellectual ability.

We may get to know how we all behave out here in the wilderness, but, back at school, we'll all be wearing nice clothes and it'll be all different. Answer,—Oh, I'll wear my long johns under my shirt.

How do you explain to conservative people that we all went down to the river and went swimming or that guys and girls shared bunks at Camp Long?

What is your instructor's name? "Pete" Pete what? "Just Pete!"

And it was really fun getting those letters this summer just signed from Willi and Bill. That last one about all the rappelling and the last line "Just hang loose"—my dad just went crazy.

Some of these jobs are really rigerous and even the old timers were speaking with kind of a funny twang to their voices. Then they asked 'how about Squire Creek' Now I just happened to get a job description marked off in 2/10 miles and there were 76 logs flagged to be cut in the first 2/10 mile section. Now that leads to the final description of the program that doesn't really exist, with everyone starting at Green Mountain Hourse Pasture. One group doing reforestration on a 300 acre burn and two groups up to Downey Creek to enjoy scenery and some trail maintenance.

What's your name? Charley Cabe? Are you leaving just because we have no wine?

The scary thing

is

not that we are failing

but

that

we

might

be

SUCCESSING!

What if we really are

discovering ourselves

US

and concluding

that

Shakespeare

would be more interesting

discovery

But Shakespeare ain't gonna

git us

through

THE 20TH CENTURY

are we

I see this year as everybody becoming strong enough and confident enough of his own being and the place where he is so that he doesn't have to play games with other people.

People ask me what I'm going to do. I say that if I like the first week, I may go there for 10 years.

We're always talking about everything irrelevant. We're here to get down to earth. Answer,—O.K., I'll attempt to say something important!

What difference does it make

Hey

what if everybody

had

that

attitude

Then it wouldn't make any difference and we'd be

fools

to think

otherwise

sooo

the important thing

is

not

to

get

Through

THE 20TH CENTURY

But

not

to

be

fools.

Learning Workshops

Skill development in reading, writing, math and individualized learning programs have been the emphasis of Evergreen's Learning Resource Group this year. Students of various levels of performance who wanted to improve any of these skills worked with this group.

Fall quarter more than 100 students from six Coordinated Studies programs participated in Directed Reading Workshops.

Winter quarter the Learning Resource Center opened in 1308 across from Media Loan. Here 60 students from all 11 Coordinated Studies programs and Contracted Studies worked on reading improvement with Esther Barclay. They have worked on comprehension and close reading, spelling, vocabulary, and speed. One student decided no matter what speed he achieved, he must spend more than two hours a week reading!

In the area of math, students worked in the Center in taped algebra programs. Dan Chang



worked with individuals and groups on fundamental understandings about mathematics.

Workshops in Poetry Writing, Essay Writing, and Journal Writing were conducted by Gail Martin. She also met with students in writing contracts and program writing projects.

The Learning Co-op which brought together students who had something to teach with others who wanted to learn was under the guidance of Lou-Ellen Peffer until March, when she was transferred to Developmental Services.

In the Learning Resource Center are specially designed carrels with slide projectors which can be synchronized with taped directions or narrative. This equipment is used in individualized study through audio-tutorial programs. Development of such programs has been the focus of Steve Riggins. Steve put together one program, has another in progress, has worked directly with eight students who are making programs, and has assisted others.