

## Reflections in the Media Eye

Almost within a week of each other, banner stories about Evergreen appeared last November in the Vancouver (Wash.) *Columbian*, *The Weekly* of Seattle and *U.S. News & World Report*. At the same time, Seattle's KCTS-TV was coincidentally airing an "Evening Edition" segment about Evergreen and President Joseph Olander. A number of media stories were also generated by Evergreen's appearance in *U.S. News* and by November 19, when Vice President for Student Affairs Gail Martin traveled to Seattle to make a live appearance on KING radio's "Jim Althoff Show," the good news about Evergreen seemed to be everywhere.

It was not the first time that *U.S. News* had something good to report about the college. Two years ago the magazine rated Evergreen the "best regional liberal arts college in the west and midwest," based on a nationwide survey of college presidents.

This time, *U.S. News* also asked the presidents to name—without any list to choose from—"an up and coming undergraduate college which is a model of excellence for the future." Most often mentioned were Alverno College of Wisconsin, Trinity University of Texas and Evergreen. *U.S. News* featured the top three as "academic pioneers... on education's leading edge."

The Vancouver *Columbian's* feature on Evergreen filled the front page of a Sunday section, and then some. "I liked the more intimate classroom atmosphere and the personal attention from really good faculty members," the *Columbian* quoted '74 Evergreen graduate Dennis Heck at one point. A Vancouver native who is now chief clerk of the Washington State House of Representatives, Heck said. "I wanted to be challenged, to be in a demanding academic environment—and it is."

The flurry of news coverage even conspired with the weather, or so it seemed. On Thursday, November 21, eight inches of snow blanketed the Puget Sound area, closing the college for a four-day weekend. But, while the snow vacation ended shortly thereafter, Evergreen's media recognition continued through the holidays.

On December 29, the *Los Angeles Times* carried a story about President Olander's climb from near-illiteracy as a young man to his present role as Evergreen's president. The story was reprinted widely, notably in the *Olympian*, Vancouver *Columbian*, Fort Worth *Star-Telegram*, Minneapolis *Star-Tribune* and *Washington Post*. It also prompted an invitation for Olander to appear in Seattle on KING-TV's morning program, "Good Company."

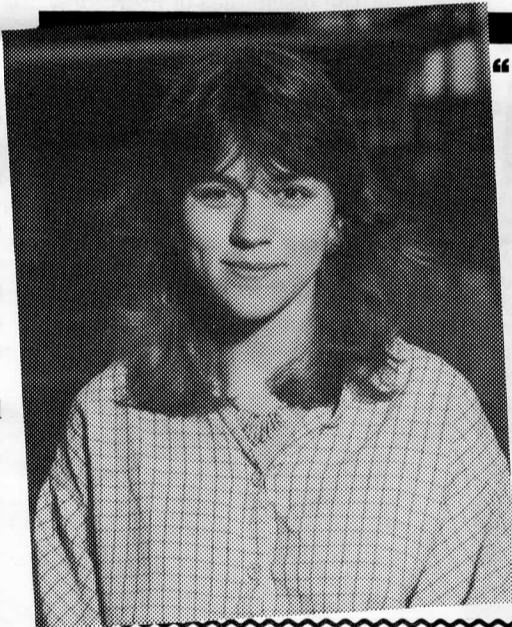
As Dennis Heck commented in the *Columbian* about his alma mater: "Its day has finally arrived."

by Mark Clemens and Keith Eisner  
Office of Information Services

November's chorus of media attention contained one voice that did not unreservedly sing Evergreen's praises, but raised "some tough questions about the experiment on Mud Bay." That voice belonged to David Brewster, publisher and editor-in-chief of *The Weekly*, considered by many to be the preeminent newsmagazine of Seattle and the Northwest.

Entitled "Asking the Tougher Questions About Evergreen," Brewster's November 13 editorial was set in the broader context of state funding for higher education. While making many positive comments about the college, Brewster also stung Greeners on and off campus with such lines as:

- ▶ "The place seemed tired, not rejuvenated."
- ▶ "The students have to cope with a campus that is both outsized... and blighted (still no gym, a dreary student union, too few dorms). Campus life is dull."



**"I've been frustrated at times about programs not being as advanced as I wanted..."**

Janine Thome, student

- ▶ "...the classes I observed seemed to rely too much on letting the students teach themselves and on team-teaching where the lecture made a virtue of the teacher being out of his field."

- ▶ "One science professor, a veteran at TESC, noting the equipment shortages, the bias toward beginning courses, and the imported deans, wondered exasperatedly if Evergreen wasn't becoming 'the best damn community college in America.'"

- ▶ "If the state is unwilling to make the place (Evergreen)... well-enough funded to become a beacon in the educational darkness, do we really benefit from a dim beacon that discredits these reforms?"

- ▶ "Can we afford it (Evergreen)? Is it doing a good enough job?"

The obvious answer to the last question—even Brewster's bottomline seemed to be yes—was heard loud and clear around campus.

"He was only here for one day," was the comment of many. In a letter to *The Weekly*, Evergreen junior Tracy Renee Stefan wrote that Brewster "gave a very narrow, one-sided view of life at this college. I know; I've been a student here for three years and I love it." Senior Ellen Peterson wrote that Brewster, too tired to ask really hard questions, should take a sabbatical, suggesting "Omaha would be a restful place."

But beneath the indignant reactions, there was a strong current of reflection brought about by *The Weekly* article.

"One of the things that the curriculum does at Evergreen is produce students who ask tough questions about their society and environment," said President Joseph Olander.

"Therefore, I would never be discomfited by anybody asking tough questions about Evergreen, because that's exactly what we stand for."

On that note, the rest of this article records the introspective answers from around campus to several of the questions raised by *The Weekly*.

**"Evergreen's program is 'front-loaded' educationally, which means students get the best teachers right from the first year."**

*The Weekly.*

Ostensibly a compliment, Brewster's observation about front-loading comes around to the back door when he quotes a faculty member about Evergreen becoming a high-quality community college. Is Evergreen lightweight on the flip side of its curriculum? Does front-loading deprive advanced students of advanced instruction?

"Unlike a lot of schools," says Stone Thomas, dean of student development, "we don't try to flunk out freshmen, but to energize them."

"Front-loading is a good thing," says Gail Martin, vice president for student affairs. "Concentrating resources and

faculty expertise on first-year students is critical to get them moving toward becoming self-motivated learners."

"If Brewster wanted to be even-handed," says Thad Curtz, faculty member in literature, "he should've spent a day on another campus in a traditional freshman class of 600 people and a lecturer. We offer freshmen education that was reserved for upper-division majors when I was a student at Yale."

"One of the consequences of our philosophy of undergraduate curriculum," says Martin, however, "is that it can divert resources from upper-division work. No college our size is going to be able to meet everyone's desire for advanced and specialized study in every field."

Provost Patrick Hill concurs: "There are many opportunities for juniors and seniors to do advanced work in group contracts, individual contracts and internships, but our faculty is not large enough to offer comprehensive advanced-level work," he points out. "If we want to offer advanced organic chemistry or contemporary French philosophy, for example, then we need more chemists and philosophers."

"I think we have a lot of our strength up front," says Ken Dolbeare, faculty member in political science who is currently on leave to do research for state government. "The one place you can be sure of doing interdisciplinary, coordinated studies that will be exciting is in the freshman and sophomore programs," he says. "We create expectations in those programs for a quality of education and naturally it can't continue at that level if students fall back into ordinary courses."

"As a faculty," Dolbeare continues, "we may not be turning our imaginations and creativity to how we might do advanced work. It may get more mechanical than it needs to be."

"However," says Curtz, "there are many instances of advanced work that emerge at Evergreen because our interdisciplinary structure brings together quite sophisticated expertise from different disciplines, where such unified content would be available at most colleges only by accident."

The prospect of that unique blend of advanced work is what keeps junior Janine Thome at Evergreen.

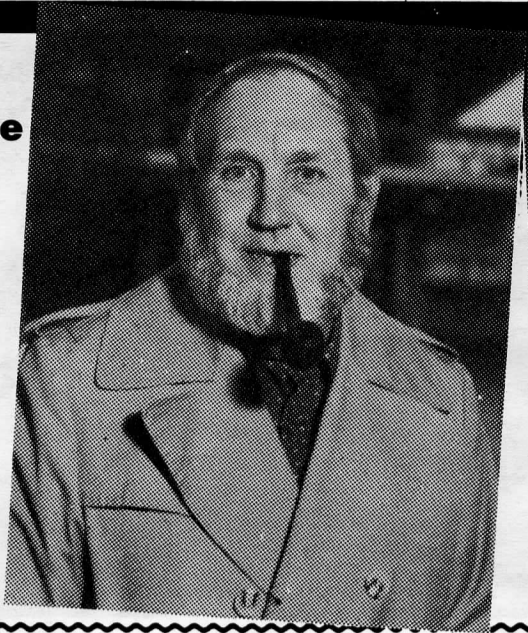
"When I came here, I told myself I wouldn't stay longer than two years and then I'd go somewhere else—like George Washington University—to get a 'solid' education in international politics. But here I am three-and-a-half years later and loving it. Sure," admits the political science student from Seattle, "I've been frustrated at times about programs not being as advanced as I wanted, but you learn how to take something from here and something from there. I'm taking my education into my own hands and you can't beat that."

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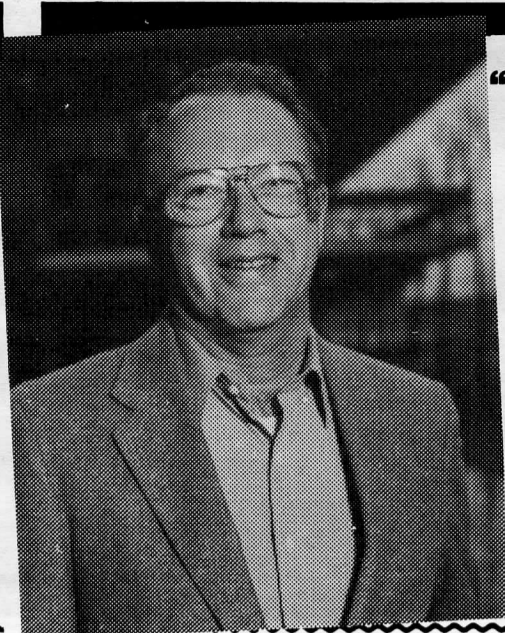
**"We're not doing enough to encourage students to teach each other."**

*Bob Sluss, faculty member*



**"The greatest danger is rigidification."**

*Ken Dolbeare, faculty member*



**"...the classes I observed seemed to rely too much on letting the students teach themselves..."**

*The Weekly.*

"Evidently Brewster was in a seminar and that's what they're all about," comments Gail Martin. "Students learn a lot from each other, but it's often frustrating. It's very much like going to work in the 'real' world."

"If we're at fault anywhere," claims Faculty Biologist Bob Sluss, "it's that we're not doing enough to encourage students to teach each other. It usually takes a seminar group a long time to quit addressing the faculty member and start talking to one another. After 12 years or so of performing for 'the teacher,' they don't need us to keep butting our heads in, but to let them learn to take charge."

"It's important for faculty not to set themselves up as authority figures in seminars," says Byron Youtz, faculty member in physics and former provost. "I'd love to speak out on my own ideas sometimes, but instead I try to wait patiently for a break in the discussion. Then I might point out my views or perhaps make some suggestions if the group's headed in a poor direction. We still hold that students should become self-perpetuating and independent learners."

"Seminars provide our freshmen and sophomores with an experience and teaching format like they would get in graduate school at other colleges," says Academic Dean Barbara Smith. "At their best, our programs are something altogether extraordinary. Students and faculty become involved in a real community of learning."

"A teacher cannot give me an education, I have to earn it," says senior Welton Nekota from Honolulu. "That's one of the reasons, I believe, that we don't use titles here—no doctor this or professor that. We know that all of us can teach each other."

**"...the classes I observed seemed to rely too much...on team-teaching where the lecture made a virtue of the teacher being out of his field."**

*The Weekly.*

According to Mike Hall, '74, one of the highlights of his Evergreen education was working with a faculty member who was teaching out of his specialty. Hall, now the college's director of student activities, worked with Faculty Musician Bill Winden on an individual contract in slide/tape production.

"There was a faculty member learning along with me, encouraging me with his enthusiasm," Hall remembers. "It demystified higher education for me."

"From the very beginning, Evergreen has divided my job as a faculty member into two parts," says Youtz. "The first is the traditional role of a teacher: putting my expertise before the students and hoping they'll



**"I would commend our faculty for their courage to tackle unfamiliar disciplines."**

*Gail Martin, vice president*

buy it. But the second role is that of a guide or example to my students, where I serve as a model of someone who is still learning everyday. I often feel I do my most interesting teaching as a seminar learner."

How appropriate is it, though, for a scientist to lead a seminar on Emerson, for instance? Bob Sluss laughs at the question. "Emerson," he says, "didn't write just for poets, but for biologists and physicists, too."

A science faculty member would not lecture on Emerson, Sluss explains, but in seminar, where students and faculty meet to discuss books and topics, Emerson would become an appropriate subject of study for the faculty seminar leader, no matter what her or his field.

According to Thome, though, many students have suffered from seminars led by faculty who were out of their field. "I was in a seminar with a faculty member who none of us felt confident bouncing ideas off of because that person just didn't have the expertise. I'm all for Evergreen faculty being well-rounded, but not at my expense."

"Students should object if faculty can't help a seminar stay on track, but I don't think lack of expertise is the likeliest cause of that problem," says Thad Curtz, who thinks balance is the answer. "Ideally, every well-designed program has faculty members who are grounded in each of the central fields involved. Then they can try to make exciting and useful connections for themselves and their students."

Consider a lecture given recently by Sluss, who's teaching this year in the academic program, "War." While Sluss's areas of expertise include ecology, entomology and field biology, his faculty teammates Rudy Martin, Mark Papworth and Bob Harmon (visiting from Seattle University) represent the disciplines of literature,

**"Is it doing a good enough job?"**

*The Weekly*

"We teach our students to be life-long learners and critical self-evaluators, and we demand the same of ourselves," wrote Provost Patrick Hill in reply to this last of Brewster's questions. Hill's letter, which was printed in *The Weekly* of December 11, included a list of the "signs of continued vitality and self-criticism that have always been hallmarks of Evergreen: a new model teacher certification program... the commitments of almost one-sixth of our faculty to respond to the crisis in our public schools; over 20 new persons on this year's faculty; cooperative arrangements with private industry to address equipment needs; and a serious examination by the faculty of the effectiveness of its own evaluation system."

Meanwhile, Gail Martin and Ken Dolbeare took a hard look at both sides of the complex question, Is Evergreen doing a good enough job?

"Yes," says Martin, "given our resources and the decline in enrollment during our critical developmental years. We have practiced a model of education that is responsive to the social need of our time—the need for multi-faceted solutions to problems..."

"No," Martin also says, however, "compared to the vision of what we wanted to be and the institution's adaptive lifeboat mentality which has caused us to de-emphasize evaluation, criticism, correction and planning."

"No," echoes Dolbeare, "we are not enough of a beacon at this time. Evergreen is less of an innovator and leader than it ever has been. You don't maintain a position of leadership, unless you are doing things all the time that are 'out front,' that are different and better. We've been under siege for so long that the greatest danger is rigidification."

"Yes," Dolbeare says also, though, because he sees "Brewster as half neo-conservative and half 1910 Progressive. What he's looking for is leadership and programmatic ideas and he's looking for it—as are many people—from a handful of brilliant leaders. Evergreen, on the other hand, has established a wholly different, non-elite perspective."

"The central issue of Brewster's piece is authenticity," says President Olander, "that is, is there any difference between theory and reality? That question generates a whole series of issues that Evergreen must continually examine."

"There's always a split between theory and reality," agrees Mike Hall. "Theory is our goal at Evergreen, and we have yet to reach our full potential."

"*The Weekly* article is very much in Evergreen's best tradition, which is to ask the specific questions," concludes Olander. "As Plato said in his *Republic*, 'The unexamined life is a life not worth living,' and I would offer that the unexamined college life is a life not worth working or learning or studying in."

**Take Your Shot at the Tough Questions and some other questions about Evergreen today and tomorrow. See page 7.**



## Fisher First Unsoeld Speaker



Fisher

The dream of a Willi Unsoeld Seminar will become a reality on May 11-13 when Evergreen's first Unsoeld Fellow, Roger Fisher, an internationally-known scholar on the art of

negotiation, will visit campus to work with students, faculty and community members.

"I hope to excite students about the learning process," says Fisher, who is a Williston Professor of Law at the Harvard University School of Law. "I want to give them some new perspectives on the old cliché that different people have different views."

Fisher's appearance is the first presentation of the Unsoeld Seminar, which is now a permanent memorial to the ideals of Founding Faculty Member Willi Unsoeld, who died in 1979. The Seminar became a reality last summer when contributions of Evergreen alumni and friends, matched by grants from the Bullitt Foundation of Seattle and the National Endowment for the Humanities, reached a \$100,000 goal.

Fisher will work with several academic programs and student groups, and present a major public lecture during his stay on campus. He will also meet with local community members and the Unsoeld Fund Committee.

"My focus is on people," Fisher says. "I want people to understand negotiation and how they can be optimistic and have more zest in the process."

Fisher's 1981 book, *Getting to Yes: Negotiating Agreement Without Giving In*, was a national bestseller. Economist John Kenneth Galbraith called the book "the best thing I've ever read about negotiation. It is equally relevant for the individual who would like to keep his or her friends, property and income, and the statesman who would like to keep the peace."

As director of the Harvard Negotiation Project, Fisher guides research in areas such as international and labor-management relations. "We don't focus on one person against the world," Fisher says, "but on people involved in a joint activity." Originator of the award-winning television series, *The Advocates*, Fisher met Willi Unsoeld when he appeared on the program.

"I didn't work with Unsoeld beyond that," Fisher recalls, "but my son Elliott climbed with him many times. Through Elliott, my vicarious vision of Willi is of a very warm, honest person who had great leadership abilities and a tremendous effect on people."

## After Seminar on America, Stenberg Begins Work With Alums

by Keith Eisner, information specialist



Stenberg

Still wearing a tan in January, former Dean of Student and Enrollment Services Larry Stenberg talks enthusiastically about his recent trip across America and his new horizons as

Evergreen's director of community and alumni relations.

"I had dreamed about a trip like this for over 15 years," says Stenberg, who spent a year of unpaid leave in 1984-85 in a small RV driving down the blue-line highways of America. "Previously, I had seen this country only from airports and cabs on my way to and from conferences and professional work."

Kicking the trip off in California and Hawaii in October of 1984, Stenberg and his copilot, Evergreen grad Mary Gust, followed weather patterns across the Southwest, into Mexico, through the South, down into Florida, up the Atlantic coast, around the Midwest, back to the Rockies and then home.

Stenberg spent a day talking to Amish people outside an Indiana auction and drove into the West Virginia backwoods to find the Hatfield Cemetery (of the Hatfield-McCoy feud), where he spoke with a preacher who had spent only one day outside his hometown in 40 years. A one-day side trip to St. Augustine, Florida, turned into a week of listening and learning.

"A tremendous diversity has survived the conformity and franchisement of America," says Stenberg. "There are communities and regions that have enormous pride in their ethnic uniqueness. Even though bias and prejudice are still alive in America, there are so many people who are developing a global perspective."

How does Evergreen fit into this vision of America? "One major underpinning of this country," says Stenberg, "comes from people who have not had a formal education and who have, through living, struggling and being

committed to their families and communities, developed enormous wisdom. Evergreen is fortunate to have faculty and staff who are sensitive to this."

Living up to his perception that "Evergreen is a place you never really leave, but take with you," Stenberg visited over 35 high schools on behalf of the college and ran into alums in Louisiana, Chicago, California and Hawaii. Now alums around the world are Stenberg's concern in his new position as director of community and alumni relations.

"I see my role as a counsel for alumni, a contact between them and the college. The collective talent and energy of our more than 7,000 alums is, without question, Evergreen's most significant resource." Stenberg, who has worked at the college since 1970, wants to keep "alums informed of events, developments and opportunities on campus so they can remain proud of their education. I also want to provide them with more activities to interact with other alums."

Facing the challenge of alumni fundraising head-on, Stenberg says, "If you're an alum who believes we only want to communicate with you in order to get a check, then we've taught you the lesson of cynical questioning only too well. If your motivation is positive, then giving financially is not only valuable to Evergreen, but gratifying to you. There are alums who make contributions of time and resources to the college that are just as important as monetary donations."

In addition to taking a look at alumni fees and the structure of the Alumni Association, Stenberg will work with alums to build viable regional alumni groups. He welcomes your questions care of Library 3103, The Evergreen State College, Olympia, Washington 98505, or at (206) 866-6000, ext. 6192.

"The college," says Stenberg, "must be constantly in touch with its alumni, because—more than any other factor—the quality of their lives and work since graduation has been a major force in keeping the college alive."

## Greener Roots

The second in a series about the early culture of Evergreen drawn from Elizabeth Diffendal's doctoral research.



## Diversity Describes First Women Faculty

by Elizabeth Diffendal, faculty member in anthropology

What was happening at Evergreen in 1970? With campus construction underway, Evergreen's first three academic deans, Merv Cadwallader, Don Humphrey and Charles Teske, and their secretary, Clair Hess, were sorting through nearly 9,000 applications for teaching positions at the Northwest's newest college. An 18-member planning faculty was hired first, followed by 35 other faculty who were to start teaching when the campus opened its doors in the fall of 1971.

In looking back at those years as part of an Evergreen course I am teaching this quarter, a panel of six of the first women faculty hired discussed their experiences as women at the college and their remembrances of women's issues at Evergreen during the early years.

The course, "Feminist Life Concepts," was organized partly as a tribute to two of Evergreen's women faculty who have died in recent years. One was Mary Ellen Hillaire, both the first woman and first Native American woman hired as a faculty member. She was instrumental in shaping the philosophy of the college's "Native American Studies" program. The second was Naomi Greenhut (a.k.a. Bonnie Alvarez) who came in the second year and taught in the school's first "Sex Roles" program in 1972-73 with Nancy Allen, Betty Kutter, Larry Eickstaedt and Ron Woodbury.

No women were among the college's first academic administrators or 18-member planning faculty. However, ten women were among the 53 faculty hired to begin teaching in 1971-72. Of these original women hired, seven are still at the college 15 years later: Nancy Allen (comparative literature), Carolyn Dobbs (urban planning), Betty

Ruth Estes (history of science), Linda Kahan (biology), Lynn Patterson (cultural anthropology), Nancy Taylor (education), and Ainara Wilder (theater). The other three "first women" have left a strong legacy, as noted by alumni. They were Hillaire (social work/Native American studies), Peggy Dickenson (ceramics), and Carol Olexa (sociology).

Lynn Patterson (a.k.a. Lynn DeDanaan) was the only woman faculty member appointed as a program coordinator during the first year. She coordinated the "Human Behavior" faculty team, then went on to become Evergreen's first woman academic dean in April, 1973. When considering her accomplishments after 12 years of teaching and nearly three years as a dean, Patterson felt that her emphasis on hiring women faculty during her deanship made a permanent contribution to Evergreen.

During her deanship, Patterson also supported Faculty Member Maxine Mimms and Mary Moorehead, a student on individual contract, in the development of the "Ajax Compact," a program designed for women returning to school. Four of the original faculty women, Patterson, Allen, Dobbs and Taylor—are among those faculty women who have taught in "Ajax," which has continued under the title, "Reintroduction to Education."

Evergreen's first women faculty were very diverse both in terms of their academic interests, and their personal backgrounds and priorities. Their contributions to the college and to individual students reflect this diversity. Those still at Evergreen have something in common, however: they have each been a role model for several generations of Evergreen's women and men students over the past 15 years.



A compendium of all things Geoduck—past, present and future happenings that concern alumni, faculty, staff, students, friends and family of The Evergreen State College.

## AlumNews

### Joe Hosts Coast to Coast

Hotel rooms, fast food, long lines and bumpy taxi rides consume much of the time for college presidents when they're on the road, and President Joseph Olander is no exception. Among the highpoints of Olander's recent itinerary, however, were receptions for alumni in New York and Los Angeles.

In November, Sue Washburn, vice president for development and administrative services, joined the President in New York for a relaxed evening with about 40 alumni at the Princeton Club in mid-town Manhattan. In early December, Olander and Director of Development John Gallagher hosted a brunch at the Airport Marriott Hotel in Los Angeles for a group of 45 alumni from as far south as San Diego.

On February 1, Director of Community and Alumni Relations Larry Stenberg and Vice President for Student Affairs Gail Martin will be in Palo Alto, California, to host Bay area alumni. On February 10, President Olander and his predecessor, U.S. Senator Dan Evans, will join Washington, D.C. alumni at the Washington Ramada Renaissance.

Plans are underway for regular alumni get-togethers to begin during the next year in Seattle, Tacoma, Portland, San Francisco, Los Angeles, Chicago, Boston, New York and Washington D.C.

### Calling All CAMs

Former students of the program, "Contemporary American Minorities" (or CAM), are invited to a reunion at the Organic Farmhouse at Evergreen on Saturday, June 7 (the same day as the college's Super Saturday celebration). "Contemporary American Minorities" was offered during Evergreen's opening year, 1971. All CAM alumni should send their addresses to either:

Tory Phare  
4283 Lummi  
Ferndale, Washington 98248  
or  
Gerrie Lawrence  
905 Spring Lane  
Centralia, Washington 98531  
or  
Call Gerrie at (206) 736-7593

If you need other assistance, contact Alumni Relations (see details below).

### Get Your Program Together

Evergreen alumni have added a special twist to college reunions. In addition to the annual Alumni Reunion (which is now held on Super Saturday and Graduation Weekend), alumni often gather for reunions of their individual academic programs, as witnessed by the invitation above.

Faculty Member Nancy Taylor relates that the "Great Books" program has reunions quite regularly because students in the current program invite students from the previous year to an annual get-together in the spring. Often, other "Great Bookers" from years past show up, too. Taylor also recalls a reunion several years ago in Seattle for a 1973 program she taught in, "Democracy and Tyranny." More than 30 program alumni showed up and a good time was had by all.

A great time to hold a reunion at Evergreen with your former program-mates would be during Super Saturday and Graduation Weekend this year, June 7 and 8. Make your plans now, and if you need information, call Director of Community and Alumni Relations Larry Stenberg at (206) 866-6000, extension 6192, or drop him a note care of Library 3103 at Evergreen.

## Alumni Mini-Survey

Clip this survey out and enclose it when you mail in the Geoduck Questionnaire on page 7. If you send this survey in separately, mail it to AlumNotes, Library 3103, The Evergreen State College, Olympia, WA 98505.

1. Have you ever attended an Evergreen reunion?  
 Yes  No Would you in the future?  Yes  No Is Super Saturday a good reunion time?  Yes  No

2. Would you be interested in attending a reunion of any of the academic programs you were in while at Evergreen?  Yes  No

Program's title/year: \_\_\_\_\_

3. How can the Alumni Association can be more responsive to you?

Improve communications  Increase activities  
 Offer educational programs

Other suggestions: \_\_\_\_\_

### 4. Write Your Own Alum Note!

Tell us the latest about yourself, your family, your career for a future issue of the *ReView*.

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\_\_\_\_\_  
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### Join in the Fun

Evergreen needs alums who live around the country to represent their alma mater at College Fairs. Held in California, Oregon, Arizona, Ohio and Hawaii to name a few locations, College Fairs attract thousands of high schoolers who are looking for the best college to attend. If you are interested in representing Evergreen, or perhaps joining a group of like-minded alums in your area, write Larry Stenberg, care of Library 3103 at Evergreen, or call (206) 866-6000 extension 6192.

### Get Your Refund Now

Approximately 2,000 students who worked at Evergreen in institutional and work study positions from 1979 to 1982 have a OASI refund coming. They are entitled to refunds of Social Security tax that was deducted from their student paychecks. Notices regarding the refunds were sent out last fall, but if you believe you have a refund coming and have not yet received a notice, please write the Payroll Office by February 24 at Library 1112, The Evergreen State College, Olympia, Washington 98505, or call (206) 866-6000, ext. 6444.

### Central Americans Thank 85ers

Evergreen's Class of '85 received letters of thanks recently for donations of \$857 each it made to two groups who are helping to rebuild strife-torn areas of Central America. The Nicaragua Appropriate Technology Project said it will buy equipment for a water quality testing laboratory which will be used to identify contaminated water sources in new communities where approximately 180,000 displaced Nicaraguans now live. An organization named New El Salvador Today will use the 85ers' gift for agriculture and bee raising in the village of El Coyolito. New El Salvador Today said it will produce food to replace crops destroyed by bombing and honey for its value as a food and as a treatment for white phosphorus burns.

### Visual Deadline: February 28

The *ReView* has already received many contributions for the upcoming feature on Geoducks in Visual Media. If you work in photography, graphic design, film, video, slide tape or any other phase of the business, please write us about it by February 28 for inclusion in the Spring *ReView*.

### On that Note...

Speaking of upcoming features in the *ReView*, Geoducks in music are demanding equal (4/4) time with the visual artists.

If you are a Greener who graduated to become a musician, composer, producer, promoter or some other occupation in the music field, send us a letter about your endeavors. If possible, include a picture of yourself. Harmonious entries will be published in a future issue of the *ReView*.

### Pearl D. Vincent

Pearl D. Vincent, 60, a former employee and '76 graduate of The Evergreen State College, died December 28, 1985, in Virginia Mason Hospital in Seattle. Born on September 12, 1925, in Cumberland, Maryland, she was a resident of Elma, Washington, where she lived with her husband, Gerald. She worked at Evergreen for more than ten years, first as a program secretary from 1972 to 1979, and then as an administrative secretary in the provost's office from 1979 to 1982. Cards may be sent to her family at 5021 Mud Bay Road, Olympia, Washington 98502.

## AlumNotes

### Class of 1975

**Julie Frederick**, Seattle, WA, is a learning disabilities resource specialist with the Seattle Public Schools. In 1983, she designed and developed a peer tutor reading program for use in kindergarten through third grade, involving mildly handicapped, regular and gifted students.

**Paul Jeffrey**, Managua, Nicaragua, is working as a missionary with the United Methodist Church.

**Wesley M. Norman**, Danbury, CT, is working as lead engineer with IBM's Semiconductor Applications program. Wesley reports he and his wife, Ellen, are well and enjoying the New England countryside.

**Jack Douglas Peterson**, Spokane, WA, is attending Eastern Washington University to obtain an elementary school teaching certificate.

**Geoffrey Rothwell**, Pasadena, CA, completed a Ph.D. in economics at the University of California, Berkeley, and began a postdoctoral program at the California Institute of Technology. His current research concerns decision making by electric utility companies, particularly political energies focused against nuclear power and weapons.

**Steve Simpson**, North Bend, WA, is associate editor for *Canoe* magazine. He was elected to a four-year term on the Snoqualmie Valley School District 410 board of directors in the last general election. Simpson taught school in the district before accepting his present job.



1986 "Washington's Almanac"

### Class of 1976

**Knut "Skip" Berger**, Seattle, WA, former editor of the *Cooper Point Journal*, is currently executive editor of *Washington Magazine*, now in its second year of publication. Berger recently spearheaded the creation of the first annual *Washington's Almanac*, which contains 226 pages of prize-winning recipes, gardening tips, weather records, a seasonal guide to fruits and vegetables, a celestial calendar, information capsules on each Washington county and other practical knowledge for anyone who lives in the state of Washington. Berger is a likely suspect for including the following fact about Thurston County: "In 1975, Mark Gottlieb played Handel's 'Water Music' on the violin while submerged in the swimming pool at Evergreen."

**John Kelley Rinehart**, Tacoma, WA, who graduated from the University of Puget Sound Law School, recently passed the Washington State Bar. Rinehart was a member of Evergreen's first entering class in 1971.

**Bruce J. Walkup**, Tacoma, WA, has a cable TV program entitled, "Can We Talk?" The show, which is seen in the Tacoma/Seattle area, airs at 7:30 p.m. on Tuesday evenings.

### Class of 1977

**Scott Carpenter**, El Portal, CA, is a park archaeologist at Yosemite National Park. He is married to Barbara Turner '77 (see below).

**William R. Fulton**, Petersburg, AK, and his wife, Katy Tichenor, have a baby son, Guy William.

**Peggy Gallaher**, Austin, TX, earned a B.S. in psychology from the University of Washington after leaving Evergreen. She is currently in her second year at the University of Texas at Austin where she is working on her Ph.D. in personality psychology.

**Barbara Turner**, El Portal, CA, is substitute teaching for the Mariposa County Unified School District and working on her M.A. in human development at Pacific Oaks College in Pasadena. Turner is married to Scott Carpenter '77 (see above).

### Class of 1978

**Jenneane Dietel**, Battle Ground, WA, was honored with a distinguished service award from the Washington State Community Education Association last May when she left her duties to accept the position of administrative assistant to the manager of the Multnomah County Expo Center.

**Sally (Stevens) Ensing**, Tucson, AZ, is working on her Ph.D. in educational psychology at the University of Arizona in Tucson.

**Shawn Gutshall**, Los Olivos, CA, graduated from the School for International Training in Brattleboro, Vermont, in December with a master's degree in teaching and English as a second language and in Spanish. Shawn leaves for Chile in February where he will teach in Santiago.

**Caroline (Todd) Ravines**, New York, NY, and her husband, Patrick, are proud parents of 22-month-old Grace Ana Ravines. After taking one and a half years off to be a full-time mother, Caroline is now back at Teacher's College to complete her M.Ed. in counseling psychology with a specialization in cross-cultural counseling.

### Class of 1979

**Susan Bartlett**, Peterborough, NH, is junior youth coordinator for the New England Friends Meeting. She gives environmental workshops and retreats for New England Quaker boarding and day schools.

**Andrea Mankus**, Arlington, MA, and husband, Sergio Siani, '79 (see below), announce the birth of their son, Ottavio Alfredo Siani.

**Kristin Ockert**, Sanvik Kryka, Sweden, is teaching English as a foreign language. Last June, she married Hakan Axelsson, who is an economist in county government.

**Timothy Pearce**, Berkeley, CA, is at the University of California working on his master's thesis about California Channel Island land snail evolution. Pearce spent two weeks last summer helping Rob Fernau '80 collect butterflies for his thesis on butterfly biogeography.

**Sergio Siani**, Arlington, MA, is still in the energy consulting field, but has a new job as a project engineer and director. He is married to Andrea Mankus '79 (see above).

**Daniel Stein**, New York, NY, recently returned from Israel where he had a successful cookie business. He is presently enrolled in the Masters of Public and Private Management Program at Yale University.

**Jonathan Stevens**, Cambridge, MA, received his master's degree in civil engineering and computer science last August from the Massachusetts Institute of Technology.

**Siobhan Sullivan**, Bellingham, WA, is working on a master's of science degree at Huxley College of Environmental Studies, Western Washington University, where she has been employed as a teaching assistant. Sullivan was recently hired under contract with the Washington State Department of Game as an environmental consultant to do research on shrubsteppe habitats and wildlife. Sullivan's pen-and-ink wildlife drawings have appeared in several publications, most recently *Management of Wildlife and Fish Habitats in Forests of Western Oregon and Washington*, published by the U.S. Forest Service.

**Jeanne Van de Riet**, Corvallis, OR, graduated from the school at the Association of Montessori International in Portland, Oregon, in June. She is now teaching in Corvallis.

**Louise Williams**, Lacey, WA, received the award of excellence at the Yakima Centennial Juried Exhibit last September. Her pastel, "Celestial Family," was chosen for its theme and creative use of materials. Louise has also received awards for her work in Ellensburg, Washington, and Coeur d'Alene, Idaho. She received her M.F.A. from Central Washington University, and is presently a part-time faculty member at Pacific Lutheran University in Tacoma, Washington.

### Class of 1980

**David Mazor**, Pelham, MA, has just been named president of ASA Communications, Inc., a motion picture production and distribution company based in Springfield, Massachusetts. The company has two films in production and has acquired three more for worldwide distribution.

**Roland Morris**, Milwaukie, OR, is student teaching in music at Marshall High School in Portland, Oregon. He also runs a part-time janitorial business, M and M Enterprises.

**Martha West** and **Dale Favier**, New Haven, CT, are happy to announce the arrival of Victoria Favier-West on October 10, 1985. In attendance at the birth of the 8 lb. 3 oz. baby was alumna Carolyn Ansel '80.

### Class of 1981

**Craig Bartlett**, Portland, OR, continues his work as an animator with Will Vinton Productions. He showed some of his Vinton films at an Olympia film festival in November.

**Clifford Olin**, Mexico City, Mexico, married Esperanza Orozco Burgoa in October. He is teaching English to corporate executives and writing about Mexican rock music (see the December issue of *The Rocket*, Seattle). Last summer, Olin traveled in Central America where he scaled pyramids, discussed politics with everybody, and was relieved of his wallet, shoes and passport in San Salvador.

### Class of 1983

**Kris J. Nelson**, Kumamoto, Japan, is writing for an English newspaper, *Kumamoto English Times*, and teaching English classes as a tutor.



## Class of 1984

**Julie Braybrooks**, Cambridge, MA, received her B.S. last June from the University of Washington. She is now doing an internship for her master's degree from Leslie College in Cambridge. In March, 1984, Braybrooks was married to Dr. Gregory Simon, a Boston psychiatrist.

**Diana Holz**, Auburn, WA, is owner and director of the Green River Learning Center, a Montessori School in Auburn. She received her Montessori training from the Spring Valley Montessori School and the University of Puget Sound. Holz is married and has two children.

**Noah Jacobson**, Norwich, VT, acted with the Walnut Creek Repertory Company of California in *Mister Roberts* in June and July, 1985. He is currently with the Hampstead Repertory Company of New Hampshire, which is performing *A Christmas Carol* and *Oliver* during a tour of schools and churches.

**Peg McAdam**, Cambridge, MA, advises fellow Geoducks that Harvard is keeping her very, very busy.

**Kara Neff**, South Bend, WA, is attending Seattle Midwifery School. She spent two months during last summer as a medical volunteer at St. Jude's Hospital on the island of St. Lucia in the West Indies.

**Rudi D. Wetzel**, Morton, WA, has completed basic training at Fort Dix, New Jersey.

## Lost Alums

We're out of touch with the alumni who are listed below. If you know of their whereabouts—by either address or phone number—please send the information to Lost Alums, Library 3103, The Evergreen State College, Olympia, Washington 98505. Thanks.

**A**  
 Marcela Abadi '83  
 Susan R. Abrams '83  
 Katherine A. Adair '81  
 John S. Adams '82  
 Kristin J. Adams '78  
 Michael J. Adkison '74  
 Randy Adolph '79  
 David S. Ahseln '76  
 Susan E. Ahseln '73

**B**  
 Gerald W. Bachmann '78  
 Diane K. Bailey '80  
 Barbara L. Baker '82  
 Guy Z. Baker '78  
 Ralph F. Baker '73  
 Stephen Mallet-Prevost Balch '78  
 Nancy A. Baldock '76

**C**  
 Eugene C. Cade '84  
 Patrice K. Cammack '79  
 Thomas A. Campbell '76  
 Paul L. Cardwell '77  
 Ross G. Carey '75  
 Michael J. Carignan '79

**D**  
 Vikki E. Dahmen '77  
 Rodney B. Dalley '84  
 Gloria P. Dalrymple '75  
 Gene W. Darling '78  
 Elizabeth R. Davidson '83  
 Nathaniel Davis, Sr. '77  
 Ana K. DeGive '78

**E**  
 Carol Ann Elwood '77  
 Patricia W. Emmons '76  
 Steven E. Emrick '81  
 Elena F. Engel '75  
 Steven J. Engel '82  
 Ralph G. Engle '76  
 Sabra N. Ewing '80

**F**  
 Patrick S. Fahey '80  
 Sarah M. Favret '80  
 Virginia F. Fay '78  
 Kip W. Fillmore '79  
 David B. Follett '75

**G**  
 Bob C. Gammel '83  
 John J. Gardner '82  
 Ruth E. Garrett '78  
 Ann A. Geddes '82  
 Jacqueline Geppert '80  
 Philip J. Gierman '73

**H**  
 James J. Hamilton '77  
 Charles L. Hamrick '75  
 Adele A. Hansen '78  
 Stephen T. Hanson '79  
 Jeff L. Hardesty '79

**J**  
 Anne E. Jacobs '81  
 Barbara A. Jarvis '78  
 Lawrence J. Jensen '76  
 Adrian W. Johnson '79

**K**  
 Rachel L. Katz '81  
 Carol J. Kaufman '78  
 Karl K. Kirk '81  
 Barbara C. Knoll '83  
 Richard G. Kolb '73  
 Terry Vincent Kraft-Oliver '73

**L**  
 Anna L. LaLande '82  
 Richard R. Landers '83  
 Kristine E. Larsen '79  
 Gary E. Lawton '74  
 Richard S. Lichtenstadter '76

**M**  
 Heather A. Macrae '80  
 Daniel T. Maddox '75  
 Edward M. Magarian '73  
 Daniel J. Maguire '82  
 Darrell M. Mamallo '82

**N**  
 Mary L. Nail '74  
 David E. Nelsen '78  
 Carl P. Nielsen '78  
 Rhonda L. Nikula '78

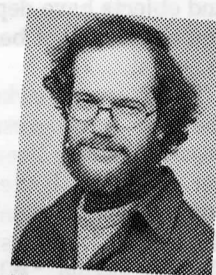
## Faculty News

### Arney Receives Fellowship for Book on Early Atomic Exports

The National Endowment for the Humanities has awarded a Fellowship for College Teachers to Evergreen Faculty Member William Ray Arney to write about Robert Oppenheimer and the scientific testing that led to the creation of the first atomic bomb. Generally about experts and expertise, Arney's proposed book will focus specifically on the whole scene leading up to the Trinity Test in 1945 at Los Alamos, New Mexico. The NEH fellowship provides Arney with financial support for his project from this spring through December, 1987.



Arney



Marshall

### Marshall Correction, Plus

The Fall *ReView* attributed visiting Faculty Member Ingram Marshall with a master's degree from Columbia University when in fact he holds a master of fine arts degree from the California Institute of the Arts. The press for recent performances by Marshall, however, indicates the accomplishments of this talented composer-in-residence deserve even more mention.

Hired to teach composition and electronic music half-time at Evergreen, Marshall will continue to compose and perform modern music at the same time.

An audience of about 200 came to Evergreen's Recital Hall in December to hear Marshall perform on piano, synthesizer, Gambuh (Galinese flute) and a live tape delay system. *The Olympian* listed Marshall performances in Seattle, Los Angeles, art galleries and universities around the world, and at the Aspen Festival, and said he was "internationally known as a composer of electro-acoustic music."

Noting that Marshall's live electronic composition, *Fog Tropes*, was a hit at a new music concert in Los Angeles last year, the *Seattle Weekly* previewed Marshall's appearance in Seattle by describing him as "a composer of compellingly beautiful, quiet music that combines soft, slow-moving taped sounds (like foghorns) and electronic noises drawn from a synthesizer."

### Computing Values

*Editor's note:* The following article, reprinted from the *Christian Science Monitor*, is the first appearance in a national publication for Ron Woodbury, who is a faculty member in political economy and acting director of Computer Services at Evergreen.



Woodbury

by Ronald G. Woodbury  
 Can you imagine what our colleges and universities would be like today if 20 years ago we had made the same commitment to affirmative action and cultural literacy as we are making today to computer literacy?

My institution is reviewing our policies on affirmative action and

multi-cultural education. Despite a record among the best in the country, our accomplishments are meager. As director of a computer center, it is more likely that I will be able to bring widespread computer education to the campus than that a truly multi-cultural environment will become a reality.

Make no bones about it, I have a great interest in expanding my college's availability to and use of computers. But I have serious doubts about our society's headlong rush into computers, and even stronger doubts about that mania extending to the academic world.

Multi-cultural education isn't the only loser to computer literacy. Scholarships, federal loans, student services and even scientific research have all suffered while resources have snowballed into computing. But what seems unique about the cultural literacy analogy are the coercive aspects of the computer movement.

At a recent conference on computers one speaker said that his college tells faculty in certain low enrollment departments that they have the "choice" of either retraining in computers or leaving the college. Twenty years ago, when "civil rights" was the "in" movement on campus, I cannot recall any college or university ever considering firing a faculty member for refusing to bring issues of concern to women or Third World people into the curricula. I doubt they ever made cultural literacy a serious criterion for promotion. There would have been faculty riots.

The hundreds of millions of dollars spent on sabbatical retraining, workshops, recruiting, scholarships, research, and library resources could have done a great deal for affirmative action and multi-cultural knowledge over a 20-year period. Computers are wonderful tools, but our money should be with our priorities, and our priorities should be with the values which lie at the foundation of a democratic society.

## Campus News

### Board Grows to Seven

David K.Y. Tang of Seattle and Allan M. Weinstein of Vancouver are new trustees of The Evergreen State College. They were appointed by Governor Booth Gardner thanks to a new law which added to board memberships at all state colleges and universities. Tang and Weinstein's appointments increased the size of Evergreen's board to seven. Gardner also re-appointed Herb Gelman, Tacoma attorney and two-time board chairman.

Tang, who received an A.B. *magna cum laude* from Harvard and a J.D. from Columbia, is a partner in the Seattle law firm of Preston, Thorgrimson, Ellis & Holman. When not practicing his legal specialization of foreign investment and international trade, Tang is also an adjunct professor of law at the University of Washington, general counsel for the Washington State China Relations Council and a member of the Seattle Economic Development Commission.

A World War II veteran, Weinstein is the first Vancouverite to serve as an Evergreen trustee since Roger Camp in 1967-68. He is the owner of the Vancouver Furniture Company and an active member of numerous civic and business organizations such as the Greater Vancouver Chamber of Commerce and the board of directors of the Community First Federal Savings and Loan Association.

### Evergreen Collaborates on Interdisciplinary Methods

Well practiced in its own approach to education, Evergreen is now working to introduce another interdisciplinary concept to colleges around Washington state. Evergreen's coordinated studies programs are similar in design to the other concept, federated learning communities, and both are leading models for the movement toward interdisciplinary education.

Developed by the State University of New York, federated learning communities immerse faculty, or "master learners," and students in an intensive study of an intellectual theme. A recent study by the National Institute for Education praised learning communities as a powerful way to promote student-teacher dialogue and active learning. The learning community model, now active at a half-dozen colleges including SUNY-Stony Brook, Rollins College, the University of Tennessee and Denison College, was founded with the assistance of Evergreen's Provost Patrick Hill when he was at Stony Brook.

Evergreen is working with an increasing number of two- and four-year colleges to establish learning community model programs. A framework for this collaboration was provided last year when the Exxon Foundation provided a seed grant for the Washington Center for the Improvement in Quality of Undergraduate Education. Headquartered at Evergreen and directed by Academic Dean Barbara Smith, the embryonic organization helps institutions to share information, faculty and resources.

The most advanced of the sharing efforts is an exchange of faculty and ideas Evergreen and Seattle Central Community College have participated in since the spring of 1984. Seattle Central's own coordinated studies program is now in its fifth quarter, and the two-year college is offering a federated learning community this winter for the first time.

At the same time, Tacoma Community College and Evergreen are launching a learning community model which is jointly taught at Evergreen's Tacoma campus (see story below). Other institutions which are exploring interdisciplinary models are Western Washington University, North Seattle Community College, Bellevue Community College, Edmonds Community College, Centralia College and Lower Columbia Community College.

### Evergreen and Community College Build Bridge

A cooperative educational venture by Evergreen and Tacoma Community College will soon provide a stronger link between the two institutions for students from the Tacoma area. Just underway this quarter, the Bridge Program is designed for the returning adult student who wants to pursue a bachelor's degree at Evergreen's upper division Tacoma Program after completing his or her Associate of Arts degree at TCC.

The new program is team-taught (coordinated by Faculty Member Margaret Gribskov) three nights a week at Evergreen's Tacoma campus by faculty from both institutions. Enrolled to its 40-student limit, Winter Quarter's Bridge offering focuses on cities of the West and Far East. Interdisciplinary in nature, the Bridge Program is modeled on the federated learning community concept which Evergreen is helping to develop with other colleges around the state (see related story above).

### Vancouver and Tacoma Move

Both of Evergreen's outreach programs relocated to new quarters this winter. A resident of Officer's Row at Fort Vancouver for seven years, the Vancouver Program moved into a recently-completed building it will share with the Southwest Washington Joint Center for Education, which is located on the campus of Clark College. Still located near the heart of downtown Tacoma, Evergreen's Tacoma Program has a new home in a freshly-remodeled facility at 12th and South K.

## Good Grants News

Evergreen recently received grants from the Burlington Northern Foundation and Council for Postsecondary Education which combine for a total of \$51,050.

Burlington Northern's Faculty Achievement Award Program granted the college \$9,000 to award Evergreen faculty over the next three years. Each year, Provost Patrick Hill will chair a committee of faculty, past and present deans, staff and students who will name two faculty members to receive \$1,500 each. The first pair of honorees will be selected this June.

The Council for Postsecondary Education awarded Evergreen \$42,050 to assist local high school math teachers. Evergreen faculty members began offering coursework on campus in January for teachers who want to upgrade their math skills. The program is directed by Faculty Member Hazel Jo Reed.

### Kickers Score Honors

Kevin Schiele and Matt Louy, both sophomores, and senior Darrell Saxton have received individual honors for their performances on Evergreen's men's soccer team last fall. Co-captains Saxton and Schiele were named Most Valuable Player and Most Valuable Offensive Player, respectively; while Louy earned the Most Valuable Defensive Player award.

The women's soccer team voted senior Gayla Miller as their Most Improved Player, and freshman Erika Buchanan the Most Valuable. The award for Most Inspirational Player went to sophomore Cindy Broadbent.

### Enrollment Hits New Highs

Evergreen set new records for enrollment Fall Quarter by totaling a count of 2,980 students and 2,761 FTE. It was the second year in a row Evergreen reached a new high, and represented a 5% increase over fall, 1984. The number of students who enrolled directly from high school shot up 42.5% from last year. Of the 255 high school directs (the largest number in that category since 1973), 200 were in-state residents. Community college transfers from Washington state accounted for about half of all new degree-seeking students. The number of non-resident students dropped slightly for the fifth consecutive year to 13% of the total student body.

Fall Quarter's high enrollment resulted in earlier admissions deadlines for Winter and Spring Quarters. Although final statistics were not available at press time, the college was expected to set new records for Winter Quarter, also. The previous high mark came during Winter Quarter last year, when Evergreen enrolled 2,780 students and 2,503 FTE. Enrollment for Winter Quarter was expected to be close to a 2,800 student count and 2,600 FTE.

As for the next year—Evergreen's sweet sixteenth—the record books may have to be revised all over again. Applications for admission to the college this coming fall are presently 34% ahead of last year's pace.

### Teacher Education Program Breaks New Ground

Aspiring teachers who enroll in the new Teacher Education program at Evergreen next fall will encounter some new and exciting ways of learning their craft. The two-year program is a joint offering of Evergreen and Western Washington University in Bellingham, which is on a drive of its own to create "the best teacher education program in America."

In an innovative departure from traditional teacher certification, the Evergreen-Western model will be a full-time, integrated program taught by faculty from both institutions. Students will work together throughout the program as a "community of learners." The program will be taught in a variety of modes, including seminars, lectures, workshops and field experiences and, similar to Evergreen programs, the faculty will teach as a team, complementing each other's expertise.

Western's faculty representatives will be Helen Darrow and Sy Schwartz, and Evergreen's will be Donald Finkel and Yvonne Peterson. Coordinator of the new program for Evergreen is Academic Dean Rita Pougiales, while Larry Marrs is Dean of Western's School of Education.

The program also integrates theory and practice by having a student teacher serve in a public school in the broader role of an "intern." Instead of teaching under the supervision of one teacher, Evergreen-Western interns are observed by two teachers as well as the principal of the school. The interns then receive continuous feedback about their teaching effectiveness and weaknesses from a team of professionals.

Other highlights include the emphasis the new program places on studying child and adolescent development and children's learning styles, multi-cultural education, education in rural and urban contexts, and the cultural basis of learning and teaching.

The Evergreen-Western program will welcome its first class this fall, which is also the last year of Evergreen's joint teacher education program with the University of Puget Sound. All coursework will be offered at Evergreen, while either Elementary or Secondary Initial Certification is conferred by Western's School of Education. The deadline for early applications for fall is March 17, after which applications will be accepted on a space-available basis until May 15.



## Out of Africa, 1986

*Editor's note:* The letter reprinted below contains only half of the rich and thought-provoking experiences of Ralph and Carol Mason, '78 and '75 graduates, respectively. The Masons ended their Nigerian sojourn in November and are now living in Centralia, Washington.

*Dear Evergreeners,*

If ever we have been called upon to use such Evergreen skills as mellow flexibility, spontaneous creativity, broad-minded understanding and continual on-the-job study and personal growth, it has been in this assignment as missionaries for the Church of the Brethren in Nigeria.

The Church of the Brethren was delighted to find someone like Ralph who is a builder, electrician, plumber, mechanic, well driller, refrigeration man, musician and draftsman. The church came to Garkida, Nigeria, 60 years ago and established schools, a hospital, a leprosarium, churches and a mission workshop as well as a rural health program with dispensaries and clinics, a well-drilling program (over 700 wells dug in the last four years) and a theological education system in an area about the size of Massachusetts.

Our first year in Nigeria we spent learning the national language—*Hausa*—getting the shop in order and servicing the ten 4-wheel-drive Land-Rover vehicles, six Peugeots, four Volkswagens, two Nissan vans, eight generators and nine water pumps and four mission station radios. We also made a home and a school for our boys (first and third grades), which turned out to be a school for about 20 kids in pre-school through second grade.

Ralph teaches theory of mechanics to postsecondary students for two hours daily, then I teach English, math and Bible for two hours. Afterwards, he takes these students to the shop for three hours of practical work in the areas of of study. We make up all our own lesson plans, assignments, tests and field trips, and keep studying to figure out what would be most useful to teach and how to do it. We teach in English, although it's the third language for most kids in this area, but we keep learning enough *Hausa* to make explanations clear.

Some days we feel like we're doing a pretty good job of pulling "schools" out of the air, but other days we're sure we could be doing a lot more and long to have somebody to help us.

We find that besides the usual cultural differences in food, climate, environment and dress, manners/morés and priorities, none of which we've had too much trouble with, there are differences in the institutions here that test our very definitions of "What is a school, a hospital, a church or market place?" There are differences in attitude here that test our understanding of "What is a reason for being?" And there are differences in reasoning here that confound us daily and knock all my great Piaget training to pieces.

The food is basically starch (a plateful of guinea corn, semovita or rice mush or cassava root or mashed yams) with a little soup (amaranthe and roselle leaf with ground peanut butter, okra and tomato or meat—chicken or goat, all done with palm oil and chilies).

We eat this and also make our own bread, raise chickens for eggs, collect milk from the Fulani tribe herders for yogurt and butter, and keep a garden all year round. There are two seasons, but to us it's hot year round—80-112° in the shade of our verandah. We drink water by the gallons, at least a gallon a day for each of us, and also enjoy a drink made from tamarind pods boiled with sugar.

We live in a savannah grassland river area with leafy mango trees for shade, neems for quick-growth foliage and flowering flame trees for color. The women wear head ties and a flat piece of fabric wrapped firmly around the torso and fastened with a securing roll at either waist or breast level. Babies are carried on the back in another width of fabric. Western blouses and men's clothing are common, although most men still wear the traditional calf length, flowing, split-open-on-the-side tunic over matching beltless pants.

When we learned our first *Hausa* lessons we were alarmed that one of the first things you ask a person upon greeting him is "How's the tiredness?"

The answer in this ritual greeting is always "No tiredness," but having lived here in the heat, carried water in buckets, and hoed a garden with a short Nigerian *fartanya* (which puts your nose about a foot from the ground), I've come to realize that it's a ritual "bucking up" of one's neighbor to greet him or her in this manner so they can reassure themselves that, with a new day, tiredness really is gone in a minute.

All of this seems perfectly normal to us now, but the questions about the philosophy of life, system of government and cognitive development continue to baffle us. Two specific examples: (1) Going to the "hospital" has become equated with getting an injection. As a result, a six-week-old baby was injected with chloroquin and valium for fever and constant crying when it was actually suffering from malnutrition. (2) Basic concepts such as letters make sounds and sounds make words, numbers are amounts of things, and objects have depth, breadth, size and shape cannot be taken for granted in school.

Things were marketed in Nigeria in the name of progress without any progression having been done first. So we get operating theaters and equipment before there is cleanliness; we get chalkboards and desks before there are children asking, "Why?" and teachers answering "Let's find out." There are tractors broken in the fields beside the handhoes, but you rarely see an ox and plow because no one ever marketed them here.

Given all the Nigerian has seen come and go—crops in drought, oil boom and oil bust—it is probably no wonder that the prevalent attitude is a shrug and the phrase "No problem." It is hard for us to accept this as a reality. We had taken it for granted that innate curiosity, cognitive growth from concrete to abstract logic, and common sense were some kind of absolutes which evolve naturally. Now I think they are learned so subtly that no one notices it.

Oh well, I've rambled long enough. Had you asked only what do we do here, this would have been shorter. Ralph fixes things, I talk to people—but we do that at home. What makes it different is the rest of this letter.

Sincerely yours,  
Carol and Ralph Mason

*P.S.* If there are any Greeners to whom this sounds appealing, have them contact Dave McFadden, Church of the Brethren, 1451 Dundee Avenue, Elgin, Illinois 60120. Where else could he find talented and well-integrated people but at Evergreen?

## Two Plus Two = Sweet Sixteen

In 15 years, the Evergreen community has often dealt with the kind of issues raised in the article "Tough Questions, Tough Answers" (page 1). Since his arrival at Evergreen little over a year ago (January 14, 1985), President Joseph Olander has asked some questions of his own, many of them centered on the difficult social, economic and enrollment circumstances the college must deal with in the future.

One answer was provided last summer in a management study which proposed that the college begin an institutional planning process to more effectively control its future direction. In keeping with that recommendation, Olander appointed a group of faculty, staff and students last month to form Evergreen's new Planning Council. Chaired by Provost Patrick Hill, the Council will draw up a two-year strategic plan for the college by July 1 of this year.

"As Picasso brought an analytic quality to art with cubism," states Robert G. Cope, "strategic planning brings an analytic quality to common sense." A professor of education at the University of Washington, Cope authored the 1981 book, *Strategic Planning, Management, and Decision-Making*, which is one model for the new planning process at Evergreen.

Briefly, Cope defines strategic planning as a way a college like Evergreen can make its future goals correctly match its strengths and opportunities for the betterment of both. While long-range planning focused on producing a final blueprint for the future, strategic planning focuses on the process itself, much like Evergreen focuses on the process of learning. Another Cope characteristic of strategic planning also has an Evergreen ring: "It is more concerned with doing the right thing than with doing things right."

Preparation for the new process began early last fall when two surveys were undertaken to provide initial information for the Planning Council. The first asked all students, faculty, staff and trustees, and selected alumni, legislators and community leaders what they thought Evergreen's current strengths are and, ideally, what they should be. The second survey studied the needs of southwest Washington, Evergreen's service area, through an analysis of existing demographic and economic data; and through personal interviews of more than 70 regional leaders about what resources their communities would need to manage future trends.

Completed in January, the two surveys are an assessment of Evergreen's internal and external strengths, and a first step toward a vision of what the future could hold. If the college puts as much energy into the Planning Council as it does "tough answers," it stands to benefit from another of Cope's characteristics of the strategic process: "It seeks to maximize synergistic effects, i.e., making  $2+2=5$ ."

On the verge of its sixteenth academic year next fall, Evergreen could make the equation read:  $2+2=\text{Sweet Sixteen}$ .

As one of more than 12,000 *ReView* readers, you are invited to give your views and visions about the state of Evergreen today and tomorrow. The Geoduck Questionnaire on page 7 also has space for you to respond to the "Tough Questions" article in this *ReView*. In addition, the reader interest portion of the survey will assist with planning for future *ReViews*.

The Masons with friends last summer in Garkida, Nigeria. Ralph and Carol are center with their sons Sam, six, and Kephra, nine, atop Land Rover. Photo by Phil Riegan.





# Geoduck Questionnaire

## Part One

### First, indicate your relationship to Evergreen:

- Alum Year of graduation \_\_\_\_\_  
 Former student Year(s) of attendance \_\_\_\_\_  
 Current student  
 What was/is your field of study at Evergreen? \_\_\_\_\_

- Faculty member  Staff member  
 Parent of alum Year of graduation \_\_\_\_\_  
 Parent of current student Year of entry \_\_\_\_\_  
 Community member  
 Other \_\_\_\_\_

## Part Two

### Toward a Greener Tomorrow

While Evergreen's new Planning Council (see story, page 6) probably won't call them "Keep" and "Fix" lists, the two categories below suggest things that Evergreen does well now and should "keep" for the future, and things that the college doesn't do as well now and should "fix." Make out your own list of what you think should go in each of these categories. (Examples: Keep Evergreen's emphasis on seminars; fix the lack of computers for every student.) Enclose an extra sheet if necessary. Reader input on Part Two will be available for the Planning Council and also the basis for a possible story in the *ReView*. As with Part Five, this information needs to be returned by mid-February.

### Keep List

- (1) \_\_\_\_\_  
 (2) \_\_\_\_\_  
 (3) \_\_\_\_\_

### Fix List

- (1) \_\_\_\_\_  
 (2) \_\_\_\_\_  
 (3) \_\_\_\_\_

## Part Three

### The Review and You

By filling out this readership profile, you will help with planning of another sort: for future issues of the *ReView*. Check as many boxes as apply to you.

1. How much do you read of the *ReView*?  
 All of it  most of it  half  less than half  very little  none
2. What do you read first when the *ReView* arrives?  
 Cover story  features  alum news  alum notes  other
3. How many other people read your *ReView*?  
 None  1-2  3-5  6-10  more than 10
4. How long do you keep the *ReView* around?  
 Indefinitely  until next issue arrives  discard after reading  discard before reading
5. How would you rate the *ReView*?  
 Excellent  Good  Fair  Poor  No opinion
- Comments: \_\_\_\_\_

6. Please rate the *ReView* for quality in each of the following categories. Circle one.

- 1 = Excellent, 2 = Good, 3 = Fair, 4 = Poor, 5 = No opinion
- a. Content/writing 1 2 3 4 5  
 b. Photos/illustrations 1 2 3 4 5  
 c. Layout and design 1 2 3 4 5  
 d. Paper and ink 1 2 3 4 5  
 e. Timeliness 1 2 3 4 5  
 f. Coverage of students 1 2 3 4 5  
 g. Coverage of alumni 1 2 3 4 5  
 h. Coverage of Evergreen issues 1 2 3 4 5  
 i. Coverage of fundraising 1 2 3 4 5

j. Comments: \_\_\_\_\_

7. Would you prefer:  
 Some issues of the *ReView* to be devoted to a single theme?—"environmental studies at Evergreen," for example?  
 Each issue cover a number of different subjects?  
 Or both?

Evergreen and the *ReView* need your answers to the questions on this page. When you're done, detach this page and fold it into a handy self-mailer, then mail it back to us. An extra sheet, or sheets, of paper may be enclosed. Returning the questionnaire quickly—by February 14, if possible—is required if the information you provide in Parts Two and Five is to be used for the indicated purposes. Please note that questions are phrased so you may answer whether your Evergreen experience is past or present, extensive or minimal. Thanks for your help.

8. Indicate your interest in reading about the following topics. Circle one.

- 1 = Very interested, 2 = Somewhat interested, 3 = Not interested
- a. Academic programs 1 2 3  
 b. Arts 1 2 3  
 c. Humanities 1 2 3  
 d. Natural sciences 1 2 3  
 e. Social sciences 1 2 3  
 f. Graduate programs 1 2 3  
 g. The Library 1 2 3  
 h. The Organic Farm 1 2 3  
 i. Student organizations 1 2 3  
 j. Faculty achievements 1 2 3  
 k. Staff achievements 1 2 3  
 l. Alumni achievements 1 2 3  
 m. Athletic achievements 1 2 3  
 n. Evergreen history 1 2 3  
 o. Broader issues such as world hunger, cultural literacy, or self-sustaining communities 1 2 3  
 p. Other(s): \_\_\_\_\_

9. What's your main interest in the *ReView*?

10. How much do you remember reading the following articles from previous *ReViews*?

1 = Read entirely, 2 = Read in part, 3 = Did not read, 4 = Don't remember

Article Title	1	2	3	4
<b>Winter, 1986 (this issue)</b>				
"Tough Questions, Tough Answers"	1	2	3	4
"Reflections in the Media Eye"	1	2	3	4
"Out of Africa"	1	2	3	4
"Stenberg Begins Work with Alums"	1	2	3	4
"Greener Roots"	1	2	3	4
<b>Fall, 1985</b>				
"Childhood's End: The Beginning of Evergreen"	1	2	3	4
"Booting and Booking" (soccer)	1	2	3	4
"Greener Roots" (Gary Lorenzen and Enid Newberg)	1	2	3	4
<b>Spring, 1985</b>				
"The Paradox of Progress"	1	2	3	4
"Evergreen Faculty Member Reconstructs Violent Past"	1	2	3	4
"Mural Still Brightens Library from Top to Bottom"	1	2	3	4
<b>Winter, 1985</b>				
"New President the 'Luckiest Guy in the World'"	1	2	3	4
Twin stories about alums now on Evergreen faculty and staff	1	2	3	4
<b>Fall, 1984</b>				
"Media Blitz Hits Evergreen"	1	2	3	4
"Geoduck Entrepreneurs"	1	2	3	4
<b>Ongoing features</b>				
Alum Notes 1 2 3 4	1	2	3	4
Updates on Unsoeld Seminar 1 2 3 4	1	2	3	4

## Part Four

### Profile of a Review Reader—You

The personal information you supply below will be used by the *ReView* to complete its readership profile and by Alumni Relations to plan alumni activities.

1. Age: \_\_\_\_\_ 2. Sex:  M  F  
 3. Occupation: \_\_\_\_\_  
 4. Future occupational interest(s): \_\_\_\_\_  
 5. State where you lived before you came to Evergreen: \_\_\_\_\_  
 6. State where you live now \_\_\_\_\_  
 If Washington state, what county? \_\_\_\_\_

7. Have you made a donation to Evergreen in the past three years?  Yes  No

### Optional Information

8. Name \_\_\_\_\_  
 9. If different, your name while at Evergreen \_\_\_\_\_  
 10. Street \_\_\_\_\_  
 11. City/State/Zip \_\_\_\_\_  
 12. Phone number ( ) \_\_\_\_\_  
 13. Race: Asian  Caucasian  Black  Hispanic  Native American  Other \_\_\_\_\_  
 14. Annual income range:  Under \$12,000  \$13,000-\$19,000  \$20,000-\$29,000  \$30,000-\$39,000  \$40,000 and over

## Part Five

### Help Out With The Spring Review

Tell us your response to the issues in the article on page 1, "Tough Questions, Tough Answers." Write your answers to any or all of the questions below on a separate sheet (or sheets) of paper and enclose it when you return this self-mailer. With enough responses by February 14, a survey of reader reactions will appear in the next issue of the *ReView*.

1. What's your feeling about Evergreen's "front-loaded" curriculum as an educational strategy?  
 2. Did/does Evergreen rely on letting students teach themselves? If so, too much or not enough? What was/is the effect?  
 3. What's good or bad about faculty members teaching out of their field?  
 4. Did/does Evergreen need a gym? Was/is the CAB dreary? Did/does the college need more dorms? Was/is campus life dull?  
 5. Will Washington state benefit from Evergreen, even if it can't fund the college well enough?  
 6. Was/is Evergreen doing a good enough job?

### Geoprint

The information you have given will be used only for the purposes described in each portion of this questionnaire. In some cases, the *ReView* would like to quote your comments with your name unless, by signing below, you expressly indicate that your name *not* be used. If you sign, the *ReView* may still quote your comments, but will not attribute them to you. The *ReView* will guarantee that anything that might identify you will remain confidential.

Writer: I do not wish to be quoted by name, but the *ReView* still may quote anonymously the information I have supplied in this questionnaire:

Signature \_\_\_\_\_ Date \_\_\_\_\_

Done writing? Then cut, fold in half, then in thirds, and mail. The mailer panel should face out. Please try to return to Evergreen by February 14.

Please fasten mailer with tape.

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# evergreen STATE COLLEGE review

Winter, 1986

Published by the Development Office,  
Library 3103, The Evergreen State  
College, Olympia, Washington 98505.

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## Phone-A-Thon '86 Marks Tenth Anniversary

More than 150 volunteer callers—students, staff, faculty, trustees, Foundation board members and friends of Evergreen—will be calling more than 7,500 alumni and parents all over the country from February 5 to 28. The dollars raised during the tenth annual Phone-A-Thon will help the college provide scholarships, student research and special projects, faculty development, library acquisitions, guest lecturers and other important services that wouldn't be possible without private donations.

Evergreen has come a long way since the first Phone-A-Thon in 1977, when a small group of volunteers raised \$3,000 in pledges for The Evergreen State College Foundation. Last year, Phone-A-Thon pledges totaled more than \$26,000. The target for the 13-night Phone-A-Thon '86 is a record \$27,500, which would be more than one-fifth of the Foundation's overall Annual Fund goal of \$125,000.

Look forward to hearing from one of our friendly callers during February and consider making a pledge to Evergreen.

### The Evergreen ReView

February, 1986; Volume 7, Number 2

Writing: Mark Clemens, Elizabeth Diffendal, Eleanor Dornan, Keith Eisner, Beth Fletcher, and John Gallagher.

Photography: Woody Hirzel, Margaret Stratton, Lou Jones, and Phil Rieman.

Typography and design: Brad Clemmons, Shirley Greene and Marianne Kawaguchi.



Evergreen is calling, February 5-25.

# The evergreen STATE COLLEGE review

**Also Inside:**  
Stenberg and Alums  
Greener Roots  
First Unsoeld Speaker  
A Letter from Nigeria  
Geoduck Questionnaire

