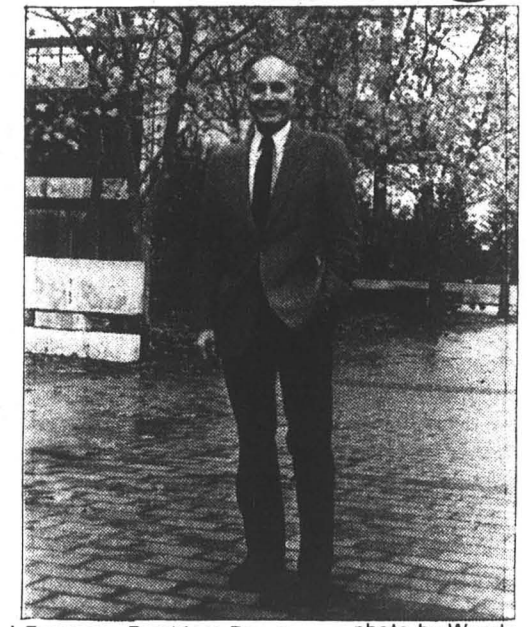




Evans Sees Tougher Times In Evergreen's Future



Evergreen President Dan Evans photo by Woody

Evergreen seems to be entering a period of change. The search for a new provost continues, curriculum changes are under review, and Dan Evans' presidential term concludes this June. In the midst of all this, the next legislative session will be grappling with the biennial state budget. As usual, state revenues are expected to fall short of necessary expenditures, and higher education has frequently come under the budget-cutting axe in recent years. Earlier this quarter, the CPJ spoke with TESC President Dan Evans about some of these issues. The following is a text of that interview.

CPJ: How will Evergreen be affected by the state's current financial difficulties?
Evans: I wish I could say for sure. Let me just talk for a few minutes about some of the things I see ahead. We are all looking at the immediate future through the eyes of this depression, or recession. Everybody is looking at the future with a whole lot of apprehension. Unless there is some change in people's attitudes and feelings about the future, we're going to be in the next legislative session... (and it will be) very difficult to implement any kind of tax increase, or restoration of taxes, necessary even to keep the (state) budget at its current level.

The expectation is that all (state) agencies are going to have to come in with a budget that is at 90% of current budget levels. So that's what we're facing, right now, the potential of a budget for the next biennium that is 90% of our current level budget. Our current level budget is 21% below the original budget for the second year of the biennium, the year that we're now in, and to go another 10% below that... It means for Evergreen that we'll simply have to become a smaller school than we are now, in terms of numbers. We can survive, but we'll survive at a different level. But we have built a certain kind of school, a certain quality, and a certain coverage in terms of subject areas. If we have to reduce in size to stay within that kind of budget, we clearly will have further reductions in our coverage. We'll have to shrink, we'll have to give up certain things.

CPJ: Does this mean the college will have to reduce the number of programs offered, or deny admission to some applicants?
Evans: It will have to. But I think it's

important to keep our admissions people out there working, keep encouraging people to apply... What we will probably end up doing is being more selective in our enrollments... I think being selective is fine, I think we occasionally get students, like every institution does, who really have pretty severe remedial problems, and they really ought to take a year at a community college. That's where the remedial work should be done... So we'll be more selective, but at the same time, I don't want us to be selective in a way that prevents us from having diversity. We want to make sure that we enhance our current Third World enrollment, we want to enhance opportunities for older students after spending some time away. In other words, we have to be very careful about how we do that shrinkage so that we don't lop off certain groups that are important to us.

Now there will be shrinkage in the number of programs, because when you cut the budget from where we are now, everything has been slimmed down considerably, if you cut the budget further that means we are clearly going to have to cut the number of faculty... and of course as you cut the number of faculty that cuts the opportunities for programs.

One example of that this year, which I know was a disappointment to a number of students... We had every expectation at the start of the biennium that we were going to grow, we were expecting to hire more faculty. We were going to hire eight more faculty this year, but now we're not going to hire any more faculty this year... and we're going to cut back on the number of visiting and adjunct faculty. But among those eight were some faculty who were going to fill some pretty important holes, and one of those was in the audio area, where we've built, over the past few years, a pretty good reputation. We've got superb equipment, and to set that aside for a year was a tough decision, but that's the kind of thing that will happen when you cut budgets.

CPJ: In light of the consistent legislative attacks Evergreen has experienced, do you feel that the college will have to make concessions to academic traditionalism in order to survive?
Evans: I don't think so, and I would hope not because... each year that goes

by I think we do things a little better... But we're not only doing things better and better, I think we can say that our graduates are performing very well, they're doing some exciting things, their success rate at getting into graduate schools is well above the average of a typical institution... So what I'm doing every chance I get is trying to let legislators, and others, know that Evergreen is no longer an experiment. I hope we will continue to be innovative, but we've proven the experiment, the results are good enough. I don't think I'm bragging... For those people who say: "Evergreen is too loose, it's not structured"... the freshman programs, the foundation programs, which this year are all filled, are better put together, are more cohesive, and demand more of freshmen than those of almost any other institution. I hate to use the term "structured," but in reality, those programs that are cohesive, that have a team of faculty, that allow for the distribution throughout the quarter of major papers, tests, and other requirements... means that we have figured out a more coherent kind of education. So I don't think we have to take a backseat to other institutions and become more traditional. The stand that I take on it, and that I think Evergreen ought to take, is: Why should we take a step backwards to educational traditionalism when we think we have developed something that is at least as good as, and for some students better than, what the competition has to offer?
CPJ: What is the status of your term as

college president?
Evans: Well, the governance rules call for a presidential term of six years, and a limit of two terms, although nobody's tested that limit yet. At the end of five years there is to be a formal trustees' evaluation of the president, and at that time a determination of whether to offer another contract is made. I've been president for five years now, we're into the sixth year, and so they've (the trustees) gone through that and offered me another contract. I told them that I don't want to accept a six-year contract on that basis, because if I say I'm going to do something for a period of time I feel obligated to fulfill it, and I just don't think, personally, that I'm likely to stay here for another six years. So I said I will stay at least one year into the second contract, because I think that for me to end and leave next June (the college would be) in a position where I would be searching for a new president, the legislative session would be carried out (I'd be sort of a lame duck president and would lose some of my effectiveness there), we're in the midst of the CPE doing their six-year study (recently released), and we're also looking for a new provost. I think all these things mean that it would be... well, I'd feel bad about walking off in the middle of it all.

CPJ: Have the trustees accepted this?
Evans: Yes. They have said they would like me to stay for six, but they understand... so it's on that basis that I said at least a year, and then we'll see. Personally, I think there will come a time, if we get through some of this economic and financial difficulty, when the next step for Evergreen is to take a look at what constitutes its charge, and the kind of educational direction it ought to take, and at that point it may very well be a good time for a new president whose orientation is towards the academic side.

CPJ: It has been said that your presence here has been responsible, in part, for Evergreen's survival and gaining of credibility. Do you think the school will be as effective a spokesperson as yourself? Can it stand on its own record?
Evans: Well, I hope for both. I think it's important, in looking for a president, to find someone who can be not the only spokesperson for the college, but the one who helps coordinate all the elements that lead to how the school presents itself to the community. But I really do think that over the past few years we have built an independent reputation which will make it a lot easier... I think getting through this next legislative session (is important), that gives us two more years of stability and opportunity for growth, hopefully the economy will start getting better and that will take the pressure off us a bit, and it gives us two more years of graduates. I think that is by far the most important thing that's happened to us in the past three of four years to build Evergreen's credibility. We have more and more graduates, and I think it's the graduates who do the best job of telling Evergreen's story. So I think we can stand on our own, and I hope so, because an institution ought not to survive if it depends on some artificial force to keep it afloat.
CPJ: Do you have any idea what you will do after leaving Evergreen?
Evans: No, I really don't.
CPJ: Go fishing?
Evans: Yes, I might go fishing. If we (the Northwest Power Planning Council) can put more fish in the rivers, and if I can catch them. I haven't really thought about it. I just don't know, I have no idea. But I've certainly taken several sharp changes in career over time, and never knew that the next one was coming. I've been really privileged. I had the chance to spend a dozen years as an engineer, and then a dozen in public service, and at least half a dozen years, maybe more, in higher education. I don't know what I'll do.

Evans Not Surprised With Election Results

by Ethan M. Kelly
As a former three-term governor, Northwest Power Planning Council Chairman, and president of The Evergreen State College, Dan Evans viewed the state and national results of this month's mid-year elections with keen interest. In an interview with the CPJ last week, Evans indicated that he was neither surprised nor especially displeased with the results. The Democrats regained control of both houses of the state legislature, and made sizable gains in the U.S. House of Representatives. Said Evans: "As far as the state election is concerned, after the primary I made an estimate of what I thought would happen and was within one seat in both houses of the legislature."
Evans attributed the Democratic sweep of the legislature to the public's general frustration over the perceived mishandling of the state's fiscal problems under the past two years of Republican control. "I think part of it was people's reaction to the reimposition of the sales tax on food. I think that it was more likely a reaction

to the excessive number of sessions, all of which dealt with budget problems, taxation, and spending," Evans remarked. He added: "The fact that these problems were in front of the people for two years—that tends to work against incumbents. If the Democrats had been in power, then I think the Republicans would have won."
Despite his Republican roots, Evans sounded optimistic for Democratic success in wrestling with Washington's ongoing fiscal crisis. "I think that the fact that the Democratic party is in control of both houses, with a Republican governor, will tend to lead toward a broader bipartisanship."

One of the ironies of this election is the fact that many legislative observers think that Governor John Spellman, a Republican, will have an easier time reaching accords on fiscal policy with the new Democratic controlled legislature than he had with the outgoing one, which is controlled by his own party. Evans agreed, stating: "I think he (Spellman) had some big problems over the past two years with the intensity of that extremely conservative wing of the Republican party playing as large a role as it did within what was the majority caucus. Now their influence will be considerably reduced because they are a minority within a minority caucus."

Cover Photo:
Christmas trees grown in Little Rock are loaded in Olympia, shipped to California, and turned over for a healthy profit. photo by Nielsen

THIS WEEK'S BEST BET



Dance Weekend, a two-part series of appearances by two popular Seattle performance teams, begins Friday, December 3 with an 8 p.m. show by the Kinetics Company in the Experimental Theater of the Communications Building at The Evergreen State College.
Presented as part of the Evergreen Expressions performing arts series, **Dance Weekend** continues Saturday, December 4 with an 8 p.m. performance called "Solos/ Duets," featuring Helen Walkley and Christian Swenson, a modern dance performance duo which has been both highly visible and highly acclaimed in Seattle during the past two years.
The Friday night show, predict reviews, promises a dynamic, energizing evening of dance, with solid, moving choreography that typifies the Kinetics, a six-member troupe which is currently the resident performing company at Seattle's On the Boards.
Described by the Seattle Times as "bright, bouncy and capably schooled in

modern jazz and folk techniques," the Kinetics present an eclectic dance repertoire graced by "unabashed enthusiasm for movement."
Founded and directed by three Seattle dancers, teachers and choreographers—Peggy Hackney, Janice Meaden Reel and Pam Schick—the two-year-old troupe base their performance on the Laban Movement Analysis, a system for observing and translating the changes in human exhilaration and joy about movement and about dance as an art form.
As Steve Heck of The Argus newspaper wrote, "Kinetics means movement... it also means a polished local dance-art company... Kinetics is a feather in Seattle's hat."
Equally enthusiastic critical acclaim has followed the performances of Helen Walkley and Christian Swenson, who have developed a series of modern dances that range from lyric to mythic to literary. Swenson, best known for his outrageous

comic skills and intriguing work in mime, combines with the lean, energetic Walkley to present a commanding stage presence, enriched by boundless energy and a precision of timing and motion that one reviewer describes as "nearly magical."
Admission to each of the performances is \$4.50 general or \$3.50 for students and senior citizens. Advance tickets are on sale now at Venevy's Music and the Evergreen Bookstore. Reservations for either or both Evergreen Dance Weekend performances may be made by calling 866-6070 weekdays.
Information is also available at 896-5410 on a two-hour dance workshop the Kinetics will offer Saturday from 10 a.m. to noon in the Campus Recreation Center. The dancers will focus on exploring movement as a medium of artistic expression, and use improvisation and problem solving to explore the similarities and differences of dance as a performing art in relation to other artistic media.

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1982

Inside This Week:
Evans on TESC and Elections
WPPSS Begins Bond Sale Process
MX Dense Pack Plan Blasted
John Foster Interview

New Health Fee Initiated Winter Quarter

by Lesli Welliver and Arthur West

Evergreen students registering next quarter will notice an addition to the already considerable tuition and fees they pay. This charge introduces a new category in mandatory student services fees. On top of the \$60 per quarter extracted already, the new student health fee will add another \$15. This monetary maneuver is the action of an administration prompted by severe financial constraint. As such, it makes a good example of budgetary transfer, from the legislature, through the administration, to the student.

The administration was by no means anxious to impose this new charge on the already taxed student body. Dean of Student and Enrollment Services, Larry Stenberg, explained in a policy letter dated November 16 that the college administration was "very reluctant" to establish this new fee, but that "continuing budget cuts" presented "no other viable alternative." He noted that while the college has done "everything possible" to protect our basic health and counseling services, faced with a "steady decline in fiscal resources" we have come to a point where it is "essential" for students and the college to share the cost of these vital services.

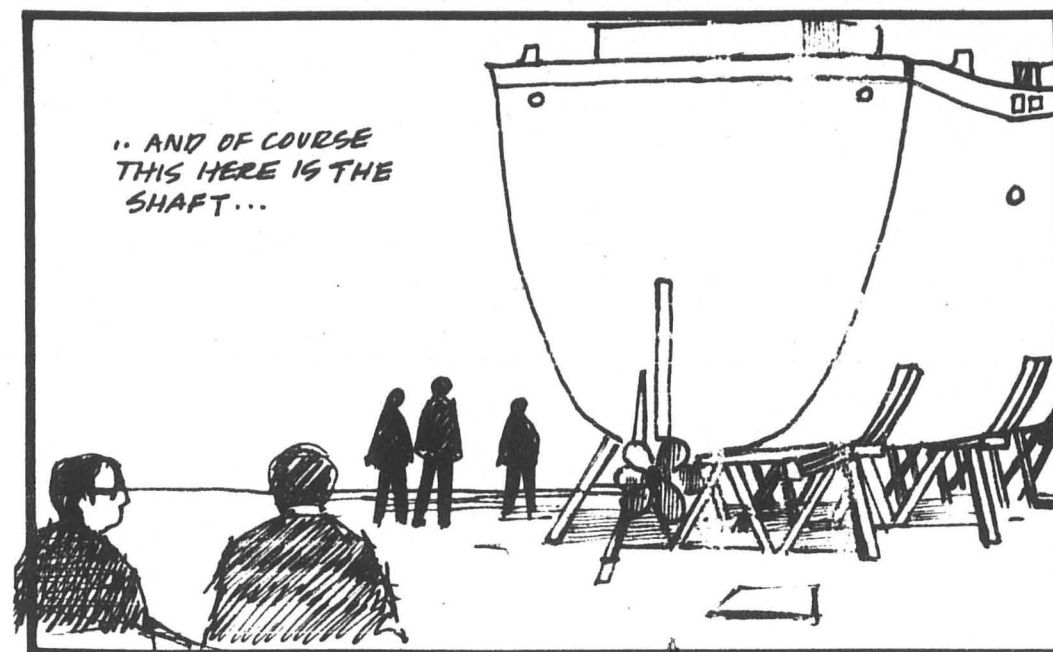
To clarify what these vital services are, and their need for funding, we spoke with Counseling, Health, and Women's

Services Coordinator Wen Shaw. She explained that Health Services is part of a budgetary unit which includes the Registrar's and Admissions' offices, Financial Aid, and Career Planning and Placement. "The Registrar's and Admissions' offices bring students in, Financial Aid and Health Services keep them happy while they are here, and Career Planning and Placement helps move them along."

Ms. Shaw was quick to dispel the misinformed belief that the sole function of Health Services is the distribution of birth control devices. She referred to the Health Services administration as a "three-headed monster," encompassing counseling, general health services, and Women's Clinic services.

The Counseling Center provides short-term treatment (of up to eight weeks) for psychological and emotional trauma. There are approximately 400 to 500 student contacts per quarter. Health Services covers a wide range of minor medical services. The Women's Clinic services are designed to meet the special needs of female students. There are approximately 2500 student contacts per

Ms. Shaw described the present revenue sources: "The administration gives us \$46,795 for health services, S&A provides \$12,000, mainly for the Women's Clinic plus \$30,400 for counseling. Generated fees account for approximately \$12,000 per



year. She noted that while the Services and Activities Board showed consistent support for the Women's Clinic services (cutting their budget request this year by only 20%), the administration has cut funding of Health Services by nearly 50%. Ms. Shaw explained that the new fee is not unprecedented, in that Washington State University has imposed a similar mandatory health fee as of July this year. The revenue generated by the \$15 fee will enable the clinic to offer free services, with charges only for lab work and medication at cost, and generally aid the main

goal of Health Services. This goal was described by Ms. Shaw as: "To make available, at low cost, quality health care and health education to Evergreen students; that is cost efficient and beneficial to the individual as well as the whole." She said she realized that a lot of students would have the attitude: "Why should I pay for it, if I never use it?" To that she replies: "It is vitally important that the service is available for people who need it if anything did happen."

The funding will be used to cover the staff salaries and operating costs. There will be a formation of a Student Health Advisory committee, composed in part by students working in the clinic and by other interested students. The object of the committee will be research of areas where Health Services could be expanded to further meet the needs of the student community.

7. Add additional items peculiar to your program.

Under the simultaneous exchange system, you (the student) write your evaluation of your faculty and they (your faculty) prepare a draft evaluation of you before your evaluation conference. This minimizes the effect which either evaluation might have on the other, implicitly suggesting that if the faculty then wrote a worse final evaluation, he or she would be open to the retaliation charge. Your faculty should give you a copy of the draft and expect to make no changes resulting in a worse evaluation. This system is not only procedurally sound, assuring you (the student) of your rights, but it also makes for a more productive conference with your faculty.

Be A Writer Sport Vacation Up North

La nicotina le mordia las muelas, me di cuenta con el primer beso. Parece que un ejercito de hormigas coloradas estuviere por abandonar la cueva blanca en busca de lengua nueva: le tape la boca con la lengua, y la ahogue.

Los perros azules son franceses: se pierden, y por cuidar la pisada, de meada a meada llegan hasta la calle Urquiza. Se pasean de noche, los rasas perros franceses. Van en fila india, uno por uno tirando olfateadas y pedos de la estación Les Halles. Saben de las pinturas de Dufy, del opio suave y amanecer. Aman por sobre todas las cosas al negro Acosta, el rey de la esquina, y cuando este se les muere, le ponen luto a las botellas de Tupungato, quejan un blues mulatto. Y de los objetos dejados por el finado eligen la bombilla de lata, una imagen de la virgencita de Lujan y la condecoración de cuatro huesos.

Fernando Altschul

The Ins And Outs Of Faculty Evaluations

by Dean Woodbury

Evaluation week is fast approaching and many students are a bit confused about the process. To begin with, your faculty may require you to submit a written evaluation of their performance in order that you (the student) receive credit. This evaluation goes into your faculty's portfolio. The forms for this evaluation are available from all program secretaries.

Individual programs and faculty members proceed with the evaluation process in a variety of ways. Ideally, your evaluation of the faculty member and the faculty member's evaluation of you should be exchanged at your evaluation conference. Both should be prepared in writing, ahead of time so that one will not influence the other. If, however, you would prefer not to deliver the evaluation to the faculty member personally, you may leave it with the faculty member's program secretary instead. If, for any reason, you wish to send a xerox copy of your evaluation to your faculty member's dean, you may do so through the campus mail by addressing an envelope to: Academic Deans, Library 2211.

In the evaluation, you should mention those things which have been important to the educational exchange which has

occurred between you and the faculty member. Write an essay for which you have prepared by reflecting on your work with the teacher. Remember, specific examples are worth more than generalizations; constructive criticism is more valuable than praise.

General Evaluation Items

1. Meeting Commitments: How well did the faculty member meet commitments in the following areas?

- Teaching activity directly involving students
 - Academic advising of students
 - Maintenance of student records
 - Academic planning of the program
2. Did the faculty member exercise good and fair standards in the awarding of credit to students?
3. What evidence did the faculty member show of ability to do the following kinds of work?

- Ability to organize a lecture, seminar discussion, reading list, field trip (lab, studio, etc.), individual contract conference or other instructional effort, depending on assignment
- Ability to distinguish and emphasize important concepts for students to grasp, remember
- Ability to formulate clear, useful assignments of reasonable (but challenging!) length and difficulty
- Ability to evaluate students' work fairly — without undue harshness or softness

e. Ability to adjust to students' level of comprehension, providing explanations at a level which is understandable to the student

f. Ability to communicate enthusiasm and interest for subject matter

g. Ability to promote serious and interesting discussion; skill at asking "open-ended" or "divergent" questions; skill at encouraging students to ask questions and initiate discussion

h. Ability to tolerate points of view different from his/her own, to encourage independent thinking on the part of students, and to get students to be open to the views of others

i. Efficiency in giving students prompt and fair feedback on their work

j. Accessibility to students who need help

4. How well did the faculty member adapt to the team situation — i.e., did he or she handle with authority relations between students and faculty and between faculty and faculty without difficulty? How easily does he or she come to understand the point of view of others? Is the faculty member willing to discuss ideas and functional matters without excessive personal prejudice intervening?

5. How able does the faculty member appear to be in handling instruction in his/her principal area of expertise? That is, does he or she have a good grasp of the field?

6. Is the faculty member capable of planning and carrying through the coordination of a program? (This is especially applicable to persons teaching in or beyond their third year at Evergreen.)

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A Challenge To The Curriculum DTF's Report

by Leo Daugherty, TESC faculty member (edited for publication)

Byron Youtz says in his memo of November 16 that it is no longer useful to discuss the Long-Term Curriculum DTF Report "in the abstract," and calls instead for faculty writings in response to its recommendations. This is mine.

At the heart of the DTF report is one major recommendation (which is only implied, but strongly and unmistakably) and 20 specific recommendations in support of it (which are explicit). (The four so-called major recommendations don't really count, because each is subsumed by one or more of the 20 specific ones in all ways that appear to matter much, in a reversal of the usual logic. They needn't have been included.)

What the DTF did (and admits, inadvertently, that it did) was to respond, in its 20 specific recommendations, to the situation described in this paragraph from the report (p. 5), which I have not heard discussed previously:

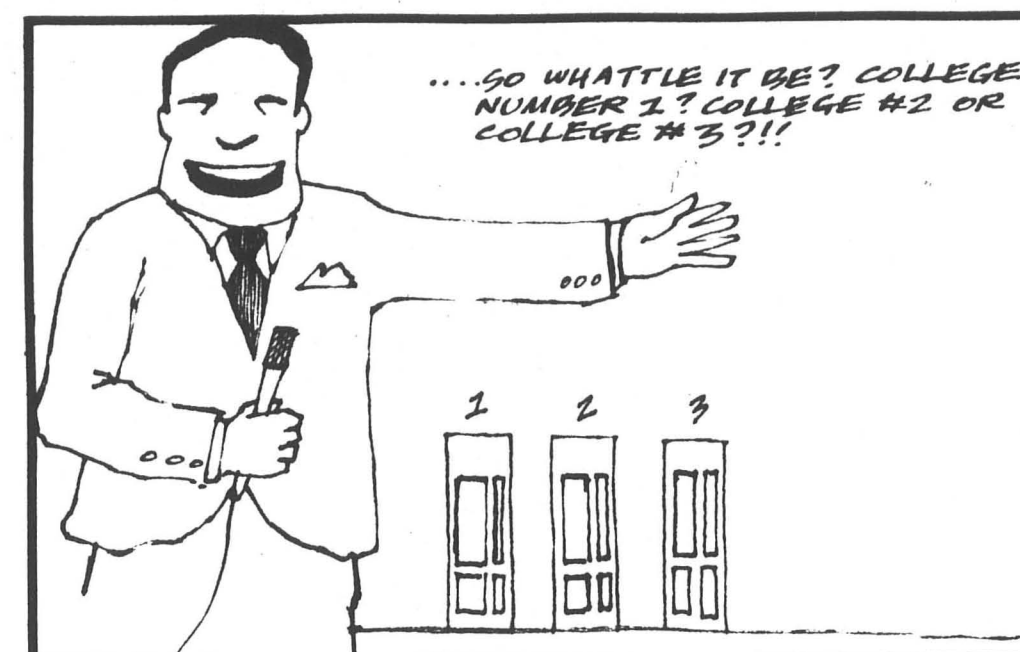
In considering how to respond... we recognize a major dilemma... This is the question of what kind of balance is to be struck between three versions of Evergreen that faded in and out of our discussions. One is what TESC is today (or at least what many like to think it is), with fundamental and nearly exclusive commitment to intensive and coordinated study programs and individualized learning for those who seek something distinct from traditional higher education. The second is a college more devoted to professional versions of the liberal arts and sciences, with applied and 'working world' emphasis requiring more courses, more accommodations to the currently felt needs of local businesses, and more market oriented curricular planning. The third is the image raised by the CPE (Council on Postsecondary Education) of a more traditional liberal arts and sciences college with 'standards' for admission and perhaps performance.

Then, on page six, the 20 specific recommendations start out, and it is clear from reading them which of the three versions of the college won out: the second, by a knockout.

In fact, the DTF's major recommendation is our acceptance of, and change-over to, College Two.

I don't much like College Two, let it be said, either as an ideal or as a practical response. I do like One and Three, both as ideals and as practical responses, and I see them as compatible with each other. They are not, however, very compatible with Two. Talk of educational ideals is probably idle in such contexts as this one (and maybe in all contexts), so I'll just talk about practicality. The old Evergreen (One) is winning belated recognition from many quarters now, nationally as well as statewide. For many of us, this positive response has been too slow in coming, and our enrollment problems have meanwhile made us feel inferior and sometimes desperate. (What was wrong? Very little probably. We've just had too controversial a profile locally, and too low a one nationally.) The current recognition of our existence can only grow, and with it ought to come more students, people who will be coming to One, not to Two, remember. It seems a good bet.

Meanwhile, Three isn't bad at all (if we still believe in One); in fact, it is the essence of the CPE's mandated form for One to evolve into, with the implied ones that we make One better through fine tuning. The CPE's mandate (Three) is the only such mandate I know of to have fallen upon a state college, anywhere, in



modern memory—a mandate to be, first and foremost, academically excellent in the liberal arts and sciences, as a first class resource for college students lacking private college tuition-dollars. (I do agree with Byron that we should take exception to some of the CPE's recommendations, particularly the ones on hiked tuition and on our taking only the top 25% of high schoolers.)

Remember, before we always scurried about whenever the CPE spoke, trying to acquiesce; now, strangely, we are balking. Why? It seems damned impractical to balk now.

Perhaps I say this because I have no faith at all in College Two. (And I do detest it as an ideal, because it seems just the latest boring fad: "hands-on," "real world," "competence-based" (ho-hum), "access oriented," "curricular regionalism," "career oriented," "needs relevant," and so on and so forth.)

Such a college as Two could possibly be practical, but in order for it to have any guarantee at all of turning out to be so, it would need to be built in an order the reverse of that now suggested by the report. You would decide, after much research, what was needed in the job market, whether or not you could mount curricula to meet that need (largely a function of how much money from the state you could get in order to do so), and then, if you could, you would put it in place. In other words, the "it," the content, would have to come first. So it does seem to me that the leaving behind of what we have spent 12 years on (and which is now being recognized as excellent), instead of developing it, through fine tuning, into the CPE's new model which is in fact a ratification of the "old" Evergreen, choosing instead to go with an extremely boring model offering no promise of practicality whatsoever (though God knows, as everybody says, it will be easier to administer, as are its analogs the country over) is not practical, not at all smart. It succeeds merely in being anti-intellectual, I am afraid.

At the root of most politicking is a conflict about dreams. My central difficulty with the 14-page text of the DTF Report is my belief that the implied thesis (from which the 20 explicit sub-theses spring) is a product either of (1) a very powerful animating dream, or (2) confusion on the part of the "voiceless speaker" of the text of the Report as to what he or she is in fact saying. If the creation of College Two is a function of the former, I simply disagree (because my own dream of a great public-sector college of the liberal arts and sciences, offering mainly interdisciplinary study in a one-thing-at-a-time format via team-taught programs and individual tutorials, centering its curriculum in major questions/topics/issues/themes rather than on some dumb school-mastership notion about disciplinary "coverage," which has trivialized the liberal curriculum terribly in our century) and would seek to have it voted down. It would be hard for me to understand how anyone could harbor a powerful animating dream such as the one "made flesh" in the Report's implied central thesis, such a dreamer would be a mystery to me. If, on

the other hand, the creation of College Two is a function of confusion on the part of a bunch of confused and beleaguered DTF members, then I think they should all read it again, and in consequence have the manifest good sense to stop saying to the text's critics, "Well, the point that you raise isn't really important, because that line, of that paragraph, in the text REALLY ISN'T THERE, or REALLY DOESN'T MATTER, or REALLY WASN'T PART OF OUR INTENT, and why don't you look at the BIG BOOK, in which, according to my remembrance, there is a record of our, or at least of my intent." I think it important to point out that when implementation time comes rolling around, all 20 specific recommendations are going to be remembered, and likewise will be. College Two will be the inevitable result.

Accordingly, I believe that we should at this time accept the DTF's recommendations (19 and 20) regarding the portfolio graduation requirement that we should reject its restructuring of the college until the curriculum is decided upon, or form ought logically to follow. I believe that the faculty vote to accept from Zuckerman's proposal, which that half of the faculty attending last week's meeting voted in favor of having placed on the floor for an all faculty vote at the first opportunity now at the meeting December 13, I believe that the faculty should come up with a curriculum by one year from now. So do I. I argued last spring in a faculty meeting that we would need an extension of a year to do this well. Now, I believe even more strongly. It is certainly foolish politically, to be in our current position of adopting a text which is in marked conflict both with our developing reputation and with the CPE's hopes for us — unless we really believe in College Two!

I am hoping that College Two is not, really, our dream for Evergreen.

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Shoalwater J.O.B.S.: Grassroots Politics

By Cheryl Wilkie

Daily life for most of us is full of small pleasures and lacking in great meaning. Few of us feel that what we do during a normal day has any effect on the great political issues of our time. It so happens that perhaps the greatest political debate of our time centers on this very issue: participation.

As the supply-side theorists demonstrate that the only recovery they tracts are likely to produce is a boom for paper-shredder manufacturers, new ground for debate over solutions to this country's economic crisis is opening up. The central theme is increased government intervention in the economy. On this both the Right and the Left agree. The political issue is: intervention on whose behalf, under whose control?

While Republicans and many liberals continue to spar on the worn-out turf of "laissez-faire vs. welfare," conservative Democrats, under the leadership of New York investment banker Felix Rohatyn, are drafting a new program of copartism. Their scenario depicts economic planning by a coalition of big business, govern-

ment, and labor, with a higher level of business-government partnership. Public funds and political power would be used increasingly to aid private investment and ensure corporate profits. This would provide an incentive for corporate participation in central planning to rescue American capitalism from the most blatant irrationalities of private decision-making.

Opponents voice concern that this top-down approach would not only mean more austerity for working people, but also would fundamentally endanger what democracy Americans still enjoy. John Buell, in *The Progressive* (July 1982, p. 24) points out that "the common thrust in these efforts is to 'insulate' the emerging planning mechanisms from political—that is, popular democratic—pressures." In other words, Rohatyn's group would strongly prefer it if you and I would immerse ourselves in those small pleasures of daily life and let them take care of business.

Until recently, it was likely that the people of Raymond would have done just that. In this mill town on Washington's southwest coast, the phrase "let George

do it" means more than just an aphorism for personal non-involvement. For most of this century, George Weyerhaeuser's company has been the largest landowner in Pacific County, the almost exclusive provider of jobs, and the omnipresent backdrop for local politics. Generations of woodworkers have learned how to fish and hunt to tide them over those seasons when the mill would shut down. But they always knew they'd have a job when the mill reopened.

This belief is now severely shaken. In the past two years, Weyerhaeuser has closed and dismantled its cedar shake mill and shut down its main sawmill. As it built its new computerized small log sawmill over a period of 18 months, the 220 mill workers and their families reached desperation as their unemployment benefits ran out. Automation permanently displaced 75 of them. Since the mill started back up, market conditions have caused repeated temporary curtailments. Unemployment, alcoholism, and domestic problems are epidemic.

For the people of Raymond, it is becoming harder to go on with "daily life as usual" and ignore their lack of control over the forces that shape their lives. Even though few are aware of the economic planning debate occurring nationally, the local situation has created the conditions for an experiment in economic democracy that could seriously challenge Rohatyn's corporatist strategy if undertaken in towns throughout the country. In Raymond, a small group of people have responded to their economic crisis by joining together to develop economic alternatives from the bottom-up—alternatives created and controlled by the people who have the needs.

Calling their community organization "Shoalwater J.O.B.S.," these grassroots people, many of whom are unemployed, have progressed through several stages, from identifying possible job-creating and self-help projects to evaluating these and selecting priority ideas for research and implementation. As a result, after just a few months, two committees are research-

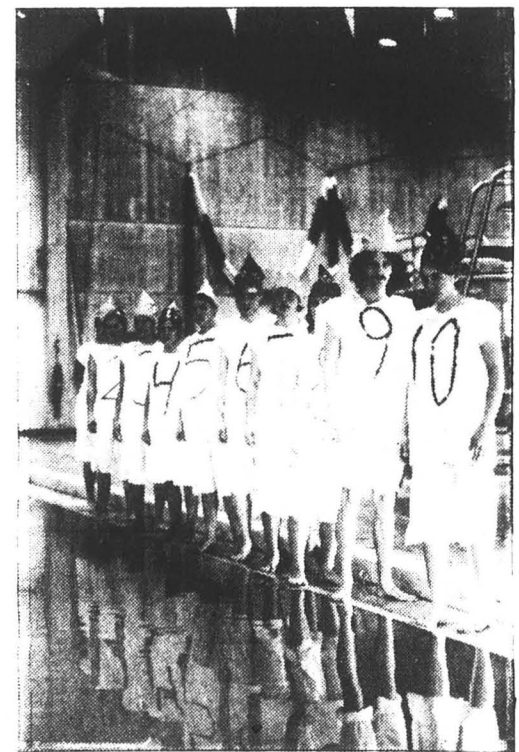
ing the feasibility of starting a furniture factory and a firewood cooperative, both of which would make use of local skills and resources. Another committee is organizing a community skills exchange, to meet needs and put local talents to work without the requirement of cash.

The most significant fact about Shoalwater J.O.B.S. is that people in Raymond who have never sat on a corporate board or held political office are taking the problem of jobs into their own hands. What gives life and momentum to the group's efforts is the participatory, collective way in which decisions are made. Project Coordinators Don Comstock and Cheryl Wilkie, together with TESC interns Suzanne Egan and Heather Henter, carefully design each weekly meeting so that participants can create their own knowledge and use it in their own interest. There are no demagogues or propagandists in this organization. People are encouraged to think for themselves and make their own opinion heard. For some, this is the first time any organization has sought out their opinion. For many, unused talents are now being exercised.

Members' hopes for a new self-respect within a supportive community are as strong as their desires for a job, because, besides material security, this is the root of the jobs issue: the human yearning to be valued by one's fellow human beings for one's contribution to society. One sign of growing solidarity is the potluck being planned to hammer out the organization's statement of purpose.

But this is only the beginning. Assuming that participants in Raymond's new economic development experiment do manage to start their skills exchange and a business or two, their challenge will not end there. They will have learned and grown enough to then go on and help others initiate the same effort. And the obstacles and challenges they encounter from the "top-downers" will push them to a consciousness of the larger political issue in their experiment: who should participate in economic planning?

It may turn out that grassroots control over economic decisions is the only solution to this country's crisis. Even so, we will have to struggle to prove it.



Students count down to end of quarter. photo by Nielsen.

Mexico

My shoes darkened as I walked the dusty streets. The sidewalks clustered with cans and bottles and paper, blowing freely. I came upon a young woman. She sat in an Indian style on the curb. Her child, laying asleep, dirty beside her. Her eyes pleaded to me as her sweaty hands reached out. I turned away. I kept my pace, until I came across a boy, crouched along a brick wall. He held a piece of paper and in an ape like fashion examined it. Before long he had eaten it and with his eyes focused on me he laughed, hysterically. I turned away. I kept my pace but only for a while.

Because my shoes were so worn that my feet were sore and I had to sit. I came to a park. I sat on its broken bench. Next to me an elderly woman toothless and barefoot stood, sorting garbage. She smiled at me and I wanted to smile back but instead I turned away. I sat still. The woman gathered her collection of peels, crusts, and half consumed bottles and walked off. Then I noticed my shoes and it disturbed me to see that they were so dirty and I silently swore when I saw that they were also scuffed.

Lynne (Sethyn) Bryan



Does this car have a valid parking permit? photo by Nielsen.

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Veteran Comic Ajaye Struts His Stuff

by Eric Brinker

After seeing the Franklyn Ajaye show Tuesday night, I believe it's going to be a while before my sides stop aching. The good-sized crowd was treated to an evening of laughter by two radically different comedians, Evergreen grad Geoff Young, and veteran performer Franklyn Ajaye. Though their styles were very different, both succeeded in winning over the audience.

Geoff Young combines off-the-wall absurdity with a more traditional style of comedy like that of Johnny Carson. Being a Greener helped him win over the audience. Evergreen was the source of some of his most inspired humor, recalling programs like "From Mao to Mushrooms," and being on a strict vegetarian diet: "I got tired of cleaning my teeth with a weedeater." Young's drinking and driving routine was hilarious: "I have this problem with police you know, they don't know who I am." No doubt the people involved with MADD will be crying for his head in the near future. At any rate, this guy is very funny, be watching for him at the Imperial Palace restaurant.

After a brief intermission, Franklyn Ajaye came out and did his thing. The contrast between the two comedians was startling. While Geoff Young's style is wild and energetic, Ajaye is relaxed and in control. He started out with a few jokes about his height and getting older: "You feel young, you think young, but your knees hurt." The highlights of his act consisted of schoolday memories, regionally oriented humor, and the striking similarity between the TV shows "Big Valley" and "Bonanza." He was amazed at how Lorne Greene hasn't aged: "He must be eating that Alpo, you know, got a shiny coat."

Ajaye did a few jokes about Olympia: "It's the capitol, I just found that out today. The governor must have wanted to be close to the beer." My favorite routine was the about the Supersonics: "Cus moves so fast he ran out from under his hair." It was great and very well received. He had a few people yelling things at him, but he took it in his casual stride. There was no mistake about who was in control. He seemed very pleased when we talked with him after the show.

The CPJ would like to thank the show's producer, Jim Guilfoil, and Mr. Ajaye himself for allowing us to talk with him.

CPJ: How did you become a comedian? Was it just something fun to do?

Ajaye: No, it was hard. I really disliked it for a long time, but I felt I had to do it. When I quit law school I didn't know what else I wanted to do. Not that I wanted to be a comedian, but I knew I had to do something and I knew I had a talent for it. I didn't really have a desire to get up in front of strangers though, so I always had to battle that. But I felt I had to make a living, start trying to do something. I don't want to go back to school ever, I kinda made that type of decision. I couldn't see myself in a nine to five job and I said well, maybe you can do this. My dream at the time was: if you get lucky, in five years you'll be rich and you can quit. That's what I thought at the time. I knew I was funny though, I had too many people tell me that.

CPJ: Aside from Richard Pryor, who else would you say has influenced your humor?

Ajaye: I like Bill Cosby a lot. I liked him when he first started, and then went through a time where I think I liked Pryor a lot more. I like the way Bill Cosby stays fresh, and I think now I'm more of a story teller than I used to be. I think he's one of the best at telling a long story, so I feel I'm evolving that way, at least in becoming a storyteller, and I've always admired the way he tells stories. Robert Klein had some influence on me for years. There were years when he and Richard Pryor were my favorites when I was just starting out, because he was bright. I think I liked him 'cause he had that college type of humor. I related to that, so I liked his approach. All three of them are very spontaneous comedians, so if you noticed, that's the influence I got, just that type of relaxed delivery.

CPJ: You seemed really spontaneous. That Sonic routine, was that something you just made up?

Ajaye: No, I've done that. I developed that one time when I was up here in Seattle and now it's become a regular

routine that I can only use here in Seattle. But I can use my Seattle-in-the-rain routine around the country. I can only use the Sonics one here, it fits in so nice and I do like the Sonics. Too bad they're in the Pacific Division. It's too tough a division, man!

CPJ: Do you feel more at home with a college crowd, or do you like working in clubs better?

Ajaye: Well, I enjoyed tonight's college crowd, and I had been beginning to wonder if I was getting too old to do colleges. Sometimes I've been to a couple of colleges and I felt that I was too old. Tonight I didn't, and I didn't know if it was me or the students, or whether I was just losing touch, so I liked it. It is a question. I don't know how long you can do colleges. I would like to do some more though, for awhile. I think it's easier than a club, because you know, I gotta work four nights now at this club, two shows a night. A college is just one show, one night. You can always do one good show. Sometimes when I'm feeling bad, I say, all you have to do is one show. You know, I can always get myself together for one show.

CPJ: What about movies, would you like to make a career out of that?

Ajaye: Oh yeah, I like movies! You know, I did *Carwash* and *The Jazz Singer*. I've liked every movie I've worked in, I enjoyed it. I like the camaraderie number one, of having people around. I like the fact that you can do it over and over.

No control. That kind of gets to you, my-ah-while. So all I want to do is control my life a little better.

If you missed Ajaye, you can still catch him in Seattle at Swannick in Pioneer Square.



Franklyn Ajaye without his Hawaiian shirt. photo by Heier

and that's no matter what kind of work you've done. So, a lot of it is out of your hands. You can go on and read for something and you do a good reading, but you don't look like the way they visualize you. You're too young, or you're too old sometimes. You know, you'll be all and it will be valid for what they're visualizing and you walk out and you say, "Hey boy, no control here over my life." No control. That kind of gets to you, my-ah-while. So all I want to do is control my life a little better.

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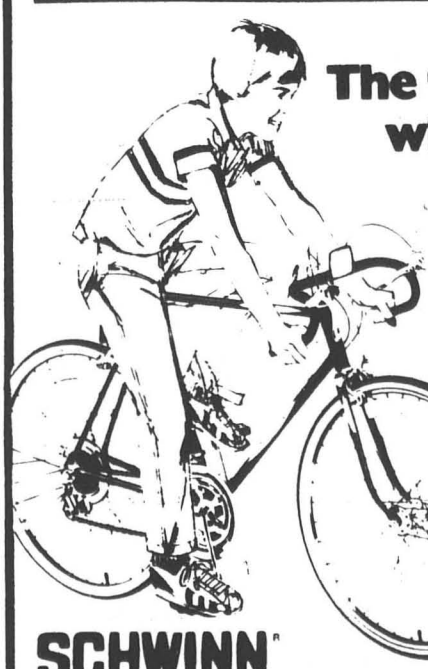


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