

Editorial #3: Education and Action

by CxPJ Editorial Collective

When a word is deprived of its dimension of action, reflection automatically suffers as well; and the word is changed into idle chatter, into verbalism, into an alienated and alienating 'blah.' It becomes an empty word, one which cannot denounce the world, for denunciation is impossible without commitment to transform, and there is no transformation without action.

—Paulo Freire,
Pedagogy of the Oppressed

As we think through how the year has developed, we're forced to ask, "What is education for?" For many, education means being able to get a better job and having some measure of security during increasingly uncertain times. In a lot of ways we've come to accept this and even expect that if we go to college a spot will be reserved for us someplace where the grass is a little greener and we have to worry a little less.

But something seems to get lost along the way, and education as a process critical for democracy gets mutated into training. In the name of this better life, we're told to submit to "higher expectations" (see the articles on Free Speech and Student Conduct Code in this issue), to act in ways that reproduce Brand Evergreen™, and to allow the administration to make decisions that will affect students in the present and for generations to come.

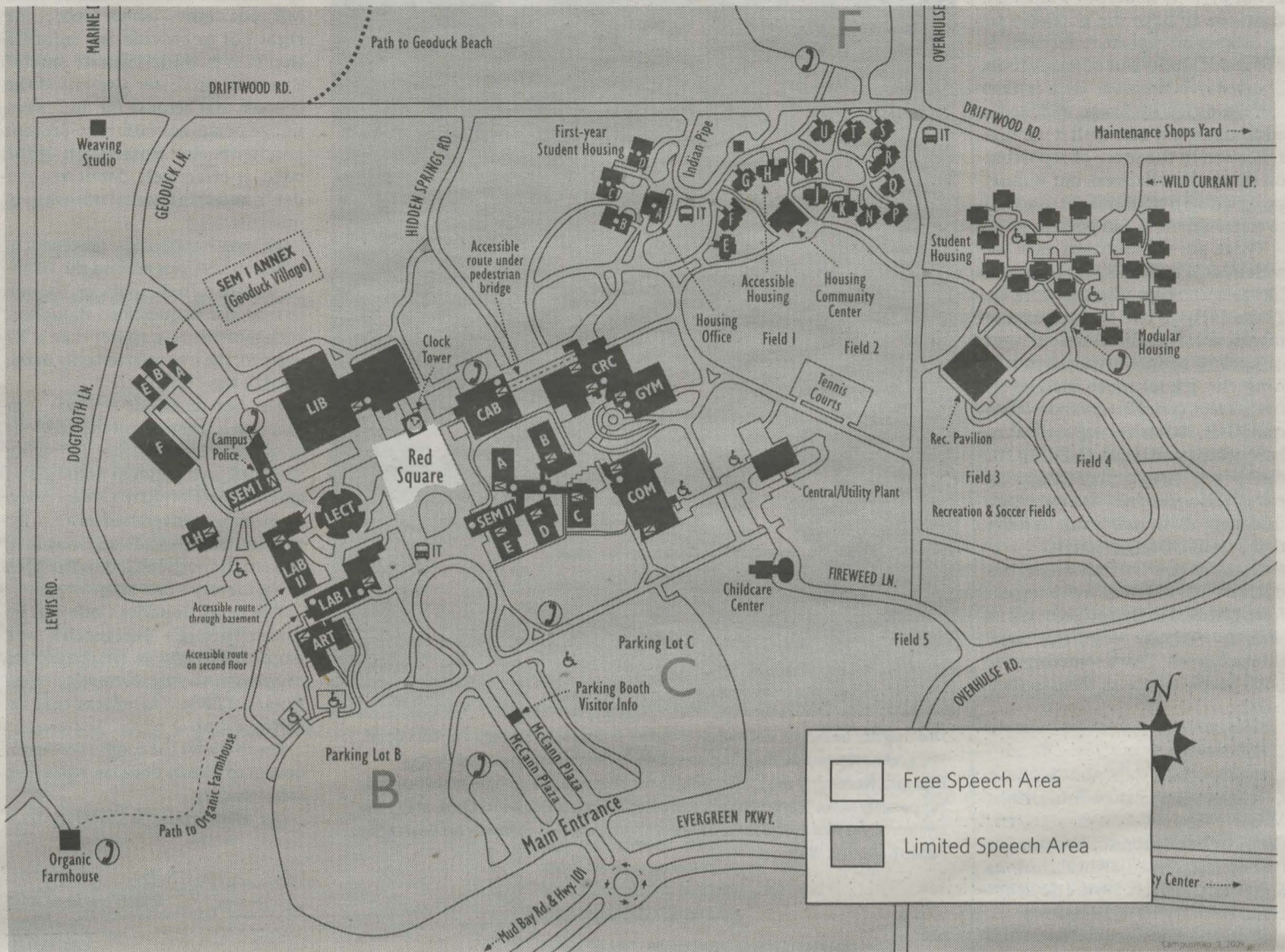
Let's look at some specific cases. A common speech Evergreen President Les Purce likes to give to new students sells them on how employers love Evergreen because they know that Greeners are good workers who can collaborate on projects. Indeed, many teachers we've had confirm this, citing Boeing hiring scouts who look for workers that know how to coordinate technical data for optimal efficiency. There's also the rise of the "Green Industry," and Evergreen's signature commitment to sustainability becomes less and less about maintaining a healthy environment but more about our prowess in profitable engineering. Evergreen's success becomes synonymous with its ability to train workers fit for whatever is fashionable.

But for Evergreen as an institution to sell itself on these qualities, it needs to speak with one voice, uninterrupted, and to do that it needs to secure its monopoly on decisions and representation. Queue the increased role of police, the suppression of free speech activity (like the checkpoint street theater and yours truly), and the intentional shift in demographic from oppressed and local populations to rich students across the country (No joke - this was a recommendation listed in the budget policy. See page 4).

Of course, there are many contradictions with this model, not the least of which being budget cuts that threaten the already strained resources of the college and increased police funding despite a fairly constant rate of crime. As far as the myth of economic security goes, the Center for Economic and Policy Research states in a recent report that "[u]nemployment among workers with college degrees continues to rise, jumping 0.4 percentage points in May. At 4.8 percent, the unemployment rate is now twice that of a year ago, when it stood at only 2.3 percent." (Kind of a downer for graduates.)

So as we look back on this, we remember that education isn't about security; it's about empowerment. Education is about developing skills

Special map of free speech zones at Evergreen



Extending the boundaries of control over student conduct

by Andrew Sernatinger

The Student Conduct Code Disappearing Task Force (DTF) presented its draft of the new Code on Wednesday, May 27th (week 9 of spring quarter) as part of their revision process.

This summer the DTF will consult with student affairs professionals from other universities for feedback and with a lawyer to confirm language that is legal and feasible. Following a final draft, the DTF will present its recommendations for the new Conduct Code to Vice President of Student Affairs Art Costantino, who will then have the option to endorse the recommendations and present them to the higher-ups. Multiple members of the DTF have stated that it is highly unlikely for the DTF to institute the new Code before the fall.

As it stands, the document proposes an expansion of power for administering the Conduct Code, which includes extending the college's jurisdiction outside of Evergreen, a revised grievance system that explicitly forbids the counsel of attorneys, further concentration of power in the hands of the Vice President of Student Affairs, and prescription of harsher penalties for students, including the revocation of an awarded diploma.

Some highlights of the draft include:

SECTION III. JURISDICTION OF THE CODE

2: The Code applies to **conduct that occurs off campus** and which adversely affects the College Community and/or the pursuit of its objectives. The Vice President for Student Affairs shall determine whether the Code shall be applied to conduct occurring off campus,

on a case by case basis.

3: ...conduct may occur before programs/courses begin or after they end, as well as during the academic year and during periods between terms of actual enrollment (and even if their conduct is discovered after a degree is awarded).

SECTION IV. STANDARDS FOR STUDENT CONDUCT

1. Obstruction or disruption of learning, teaching, research, administration, freedom of speech and movement, the adjudicative process, public services functions or College-sponsored activities on or off campus.

3. Failure to be truthful and forthcoming to the College or a College official.

5. Failure to comply with directions of College officials or emergency response personnel acting in performance of their duties which includes **failure to identify oneself to persons when requested to do so.**

17. **Refusal to desist from prohibited conduct.**

These highlights touch on larger issues within the proposed Conduct Code. The extension of the Conduct Code's jurisdiction beyond the academic institution puts uncomfortable pressure on both students and the college to delineate between students as private individuals and enrolled students, exemplified by the code's stipulations that continue to adjudicate students even after legal action has been pursued. Along with the code's penalization of a "refusal

to desist," which effectively punishes a student twice for the same issue, it also creates an internal system to process students for behavior that is already illegal.

This also raises the question of the code's broad language. Many sections were left intentionally broad, said the student representative to the DTF, in order to handle problems that they could not account for, specifically regarding sexual "misconduct." Students and faculty alike have expressed concern that this broad language can be used to suppress political action at the college, despite objections from members of the DTF that this will not happen.

The proposed Student Conduct Code extends the college's jurisdiction beyond Evergreen, revises the grievance system to explicitly forbid the counsel of attorneys, further concentrates power in the hands of the Vice President of Student Affairs, and prescribes harsher penalties for students, including revoking an awarded diploma.

One case of concern involves a student at the University of Minnesota (UM) who was recently punished under UM's conduct code, which carries nearly identical language to Section III clause 2 of the proposed document (above). The student in question was detained at a political march and released without charge. The university's clause to protect the school's public image resulted in the student being charged with violating the code without any connection to academic behavior. UM's code reads:

The Student Conduct Code (Code) shall apply to student conduct that occurs on University premises or at University-sponsored activities. At the discretion of the president or delegate, the Code also shall apply to off-campus student conduct when the conduct, as alleged, adversely affects a substantial University interest and either

a) constitutes a criminal offense as defined by state or federal law, regardless of the existence or outcome of any criminal proceeding or

b) indicates that the student may present a danger or threat to the health or safety of the student or others.

Evergreen's draft Conduct Code extends the "Corrective Action" section to include new clauses for the "Revocation of Admission or Degree," which the DTF suggested applies only to extreme situations. However, no language exists to connect the harsher punishments to specific violations. The draft contains little to no language that recognizes students'

rights or the administration's responsibilities in this process.

VP for Student Affairs Art Costantino stated at the presentation meeting that the Conduct Code does not require specific definitive language because the stakes are much lower than in courts of law, so it is not necessary to construct a formal due process system (that is, innocent until proven guilty). Education is recognized, for better or for worse, as a significant gateway to economic

► CONDUCT CODE continues on page 2

▶ EDITORIAL continued from page 1

to help us gain control of our lives. For some, this may sound troublesome because, as Paolo Freire explains, there's a commitment to transformative action involved in such a realization.

It's for this reason that the *Counter Point* continues to exist. We've already discussed other local media in our premier issue, but while they continue to have the potential to be competent reporters, the issue is not about ability but of motivation. Every day it becomes clearer that something has to change, and media education must take with it not just reflection in the sense of reporting on things that happen, but it must bring with it a commitment to action, to transformation and praxis.

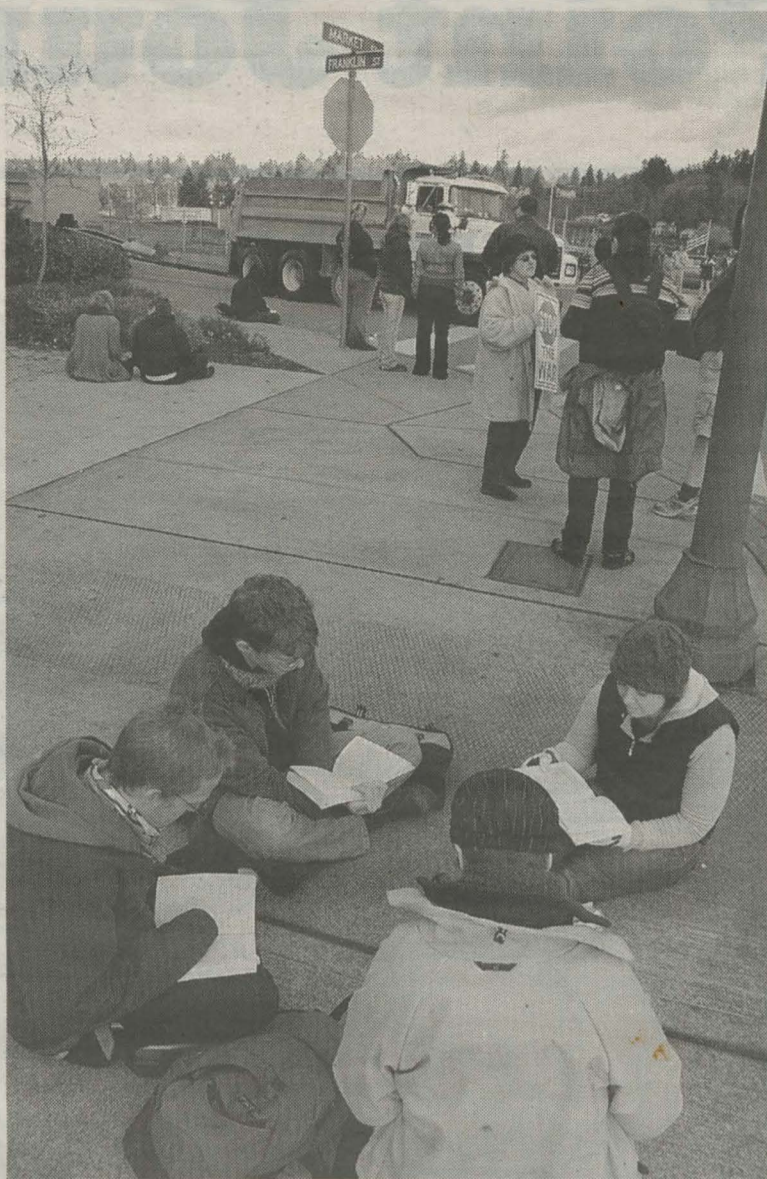
There are some things that we weren't able to do this year that we'd like to encourage others to work on. These include the budget, investments, access to information, ways of getting people involved in running the school more inclusively, DTFs, Tacoma and Reservation-based campuses, reconsidering student relationships with staff, building student power organizations (or making our government one), and creating a discourse about police that is more than just alienating reaction.

Granted this is a tall order, but don't be intimidated. We're regular folks involved in this project, and its ordinary everyday people that make things happen. That's something we hope people take with them in their lives.

See you in the fall?

Solidarity,

Counter Point Editorial Collective:
 Carl Davis, Nicholas Dehning, Anna Marie Murano, "Phan Nguyen," Christopher Rotondo, Andrew Sernatinger, Lamise Al-Shawahin, Anna Simonton, Rebecca Wyllie de Echeverria, Tessa Wyllie de Echeverria
 (Congratulations graduates and best in all your endeavors.)



This may not be illegal, but it could violate the proposed Student Conduct Code. Evergreen students do their homework while demonstrating at the Port of Olympia, November 2007. According to the proposal, off-campus activities that supposedly make Evergreen look bad could violate the Conduct Code, at the discretion of the Vice President of Student Affairs, which is currently Art Costantino. Photo by Robert Whitlock.

and social access. Any process that can limit a person's access should include due process standards, considering the major quality of life issues.

A public email from one political science professor notes that the existing language of the Conduct Code requires Evergreen students to surrender their constitutional rights—specifically their Fifth Amendment/Miranda rights, which protect the right not to provide any information that may incriminate oneself. The same professor also raised the concern that because the draft's language penalizes failure to prevent another person from violating the code, it effectively deputizes students and creates a relationship of mistrust.

The DTF has cited the precedent of other universities around the US implementing similar policies, though in response to questions about how such measures are appropriate at Evergreen, the DTF referred only to the need to stay "up to date."

The Conduct Code DTF was commissioned at the end of the previous school year (2007–2008), following the dead prez incident and the SDS sit-in. The Conduct Code review meeting was advertised as an informal feedback session and was held in a small room tucked in the back of the Library's first floor.

The draft Conduct Code can be found through Evergreen's DTF page, or directly at: www.evergreen.edu/committee/studentconduct/docs/ProposedTESCCodeofStudentConduct050109.pdf

Feedback for the conduct code can be sent to Wendy Endress, endressw@evergreen.edu

(See related article on following page.)

CxPJ

The CxPJ is a collective of Evergreen community members who decided to form a monthly alternative press for marginalized voices.

We are always accepting submissions of articles with an emphasis on timely, relevant, and local issues. We specifically seek submissions that are well researched or include interviews or comments from those who are involved or affected by the issue being discussed. We also accept photography, poetry, art, and other creative works.

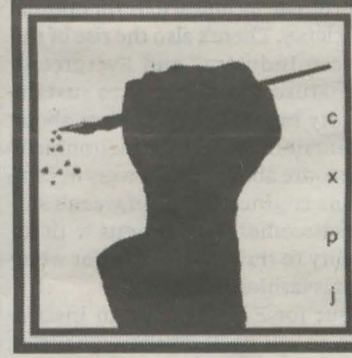
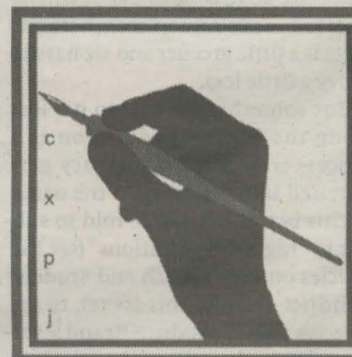
To submit original work, send it to tesc.counter.point@gmail.com. Our next issue will come out in the fall of 2009.

The deadline for submissions for the first issue of the 2009-10 school year is September 8.

The editorial collective reserves the right to question, edit, or not publish any content it receives. The collective will make every attempt to consult the author(s) in regards to any changes proposed.

The *Counter Point Journal* is also available online at cxpj.wordpress.com

This issue was sponsored by the Mideast Solidarity Project.



CxPJ logos by Lamise Al-Shawahin

SPECIAL HUMBLE CxPJ SPORTS SECTION

On June 6, the Gateways for Incarcerated Youth program held a kickball tournament and fundraiser at the field in front of the Housing Community Center.



The clean-cut crew of the *Counter Point Journal* lost its first and only match...

...to these unkempt ruffians from RAD Services.



Photos by Kyle Ludowitz

Support *Counter Point* as we go guerilla: Buy an ad!

Ad Space	Amount
1/8 page	\$30
1/4	\$50
1/2	\$70
full page	\$130

CORRECTIONS

On page 3 in the previous issue, we incorrectly stated that Kris Craig had run for GSU representative on a campaign against the SDS sit-in. Actually, he campaigned against the Glasses Party, which comprised many members of SDS at the time.

For more details, see Kris Craig's opinion article, "That's It! I'm Switching to Contacts: The Clash Between Bureaucracy and Students," printed in the *Cooper Point Journal* in May 2008.

Saoud

by Scott Silverstein

I'm sorry Saoud Salafin
I was 20 years old when I took my first breath
It had taken me that long to see what was being done to you
For so long you remained nameless
A faceless mass of human suffering that I could not care for or cry over
Your family mourned their losses and I shook my head over the morning paper.
A bus full of your fellow classmates was stopped at a checkpoint, and some of your friends were killed
I didn't get into my first choice of colleges
I didn't feel that the educational environment best facilitated my ability to learn

I'm sorry Saoud Salafin
I marched against the occupation
I kept up on the latest devastation and privately brainstormed my own solutions to sectarian violence and threats of soft partitions
I took the time to learn the difference between Sunni and Shia Muslims
And studied the history of the region
I broke ranks with liberal family members and exchanged voting ballots with anti-imperialist slogans
I stood in the rain in the early morning hours to hold up peace signs to soldiers driving by and let them know that I was just as scared as they were

I'm sorry Saoud Salafin
The first missile strikes came without any media coverage
There was no way to tell how long it was going to last
I had finals that entire week and my mind was pre-occupied with studying
I was so eager to finish school and start planning for the summer
It wouldn't be long before the rest of the world saw what was happening and put an end to the madness
It would be a horrible invasion but we would come to our senses eventually
You would have the chance to vote when you were old enough
And your sisters could play safely in your front yard again

I'm sorry Saoud Salafin
There was even more undeveloped oil than we had originally thought
China and Russia have been waiting to pounce and we couldn't pass up the chance to make the first move
Your country would be a perfect launching pad for our political and military ambitions and besides Saudi Arabia is losing its charm
Don't worry Saoud, this will all be paid for in full
In the end you'll see it was worth it

I'm sorry Saoud Salafin
There's no end in sight
You had to leave with your family in the middle of the night
No goodbyes to friends or relatives
No time to pack your artwork or favorite literature
Cairo would be home now
A small apartment in a run down neighborhood
You should be able to return soon after all of this blows over

I'm sorry Saoud Salafin
Your mother and sisters must return to Iraq
They cannot prove that their lives were threatened
And they don't take kindly to squatters in this country
Besides, it's much safer in Baghdad now
The papers say the surge was a success
And people are flocking back to the capital
You and your father can stay here
But only if you keep your heads down
And take what they give you.

I'm sorry Saoud Salafin,
I wish we could have spent more time together
You're only sixteen and experiencing so much
I didn't ask how you were able to manage it all
Or why you paint in shades of red
You are the name and the face of what this occupation has created
Of what we have taken away
I'm sorry Saoud Salafin,
I hope you continue to paint

Student Election results

	Yea	Nay	Abstained	Votes Cast	Certified?
Marijuana	953	276	23	1229	yes
New Union	801	304	147	1105	no
WashPIRG	696	483	73	1179	yes
Bank of America	836	348	68	1184	yes
Transportation Board	1006	180	66	1186	yes

by Tessa Wyllie de Echeverria

After all the turmoil of this last year on the Geoduck Union and around campus, we have the results of the 2009 elections, with many new amendments and possibly a new union.

There were 1,252 ballots cast out of a possible 4,503.

All of the questions on the ballot received a majority of yes votes; the only question is what percent of the student body voted. There were several amendments to the current Geoduck Union constitution, which are as follows:

Article V. Elections: was changed to state "Two representative seats will be reserved for freshman students who wish to join in winter quarter."

Article VI. Procedures for Removal: was changed from consensus to three-fourths majority vote of total Geoduck Union Representatives to remove a representative and added language "Student representatives must also be recallable by non-representative students. A formal recall/impeachment is instituted by a petition carrying the amount of signatures equal to the minimum amount of votes needed to elect a representative in the Spring election plus one hundred signatures."

Article VII. Meetings and Quorum: was voted on twice, to change the meetings place to easy access to all students, and that GU meetings should be facilitated by students not representatives and relocate time in meetings to allow voice to all parties with student only voices for the first hour of every meeting.

Article VIII. Decision-Making: The GU was changed from consensus to two-thirds majority vote and will reverse money for online all-student referendums.

Article IX. Amendments: In order get amendments on the ballot students must "present a petition signed by 10% of the student body. Proposed amendments come before the student body for a vote. To pass, amendments must be approved by two-thirds of those voting, with a minimum of 10% of students voting."

Article X. Communication and Continuity was added to the Constitution:

"Geoduck Union Representatives will elect a historian amongst themselves once per quarter. No elected historian may serve for two consecutive quarters. The role of the historian is to chronicle the important discussions, issues, and problems that the Geoduck Student Union faces in the quarter, and to create a narrative document at the end of the quarter.

"It shall be the duty of the Geoduck Student Union to compile and advertise an independent end-of-the-year report for students. This report shall contain pertinent information and evaluations to address at least the following subjects: Tuition/Budget, Student social access to education, Sexual violence, campus safety and emergency preparedness, Administrative issues, Sustainability & Food, Labor (with an emphasis on student labor) and Anti-oppression."

The "New Union" proposal

A "ratification of a new union constitution establishing the creation of union stewards, regional stewards' council, popular assembly, action committee, student group council, and empowered students panel" obtained 801 yes votes and 304 no votes, but did not pass due to only 24% of student votes. Everything else on the ballot passed.

The new representatives to the GU are:

Colin Bartlett
Sky Cohen
Carl Davis
Nicholas Dehning
Randal Hunt
Jonah Jacobson
Josephine Jarvis
Amanda Kane
Melissa Miller
Andrew Nepstad
Julian Perry-Ramirez
Amelie Ray
Olga Rocheeva
Shannon Thompson
Trevor Van Dyke
Patrick Walsh
Tessa Wyllie de Echeverria

Good luck to all the new representatives and we will see you next year.

We say "Freedom of Speech?" They say "Rape"

THE ADMINISTRATION'S SEXIST JUSTIFICATION FOR THE PROPOSED CHANGES TO THE STUDENT CODE OF CONDUCT

by Anna Simonton

At the May 27 public forum on the proposed changes to the Student Code of Conduct, students repeatedly expressed their concern with the consistently vague language used to prohibit a range of unspecified actions, such as "obstruction or disruption of learning, teaching, research, administration, freedom of speech and movement, the adjudicative process, public service functions or College-sponsored activities on or off campus."

Each time this concern was voiced, the DTF members defended the document's language by using hypothetical scenarios of sexual assault or domestic violence as examples. Their reasoning was that the current Code

of Conduct does not allow for grievances to be filed in response to things that happen off campus, even if they affect the Evergreen community.

So if an act of sexual violence were committed by one Evergreen student against another 100 feet from campus, the administration would not be able to do anything about it. Under the new Conduct Code, they ostensibly could, not because the code prohibits sexual violence on or off campus, but because it prohibits "obstruction or disruption of learning, teaching, research, administration, freedom of speech and movement, the adjudicative process, public service functions or College-sponsored activities on or off campus," which could be interpreted to mean sexual violence.

But what else could that be interpreted to mean? A lot of things, too

many things — most likely things that are political in nature, essential to progressive change, but which make it harder for the administration to run a clean, quiet, orderly, neutralized school.

Yet every time the students said, "This is too vague, it could too easily be abused," the DTF said, "Well, what if someone were sexually assaulted..." This was their only example of what "obstruction or disruption of learning, teaching, research, administration, freedom of speech and movement, the adjudicative process, public service functions or College-sponsored activities on or off campus," would apply to.

So why, then, doesn't the document just prohibit sexual miscon-

duct off campus? *Art Costantino's response:* "We can't define five different kinds of rape." *Meaning:* We have to keep this thing broad because we can't try to predict every kind of problematic action someone might take.

But the students weren't asking the DTF to define five different kinds of rape. They were asking that if the document were intended to prohibit rape, that it say "rape is prohibited" instead of "obstruction or disruption of learning, teaching, research, administration, freedom of speech and movement, the adjudicative process, public service functions or College-sponsored activities on or off campus."

Of course, prohibiting rape is not what the document was intended to

do.

The new Student Conduct Code clearly targets political action and makes it possible for the administration to take measures against a much wider range of actions (on or off campus) that they deem (on a "case by case basis") potentially damaging to The Image of the college. The fact that the administration is hiding their real intention behind a pretense of concern about sexual violence is disgusting, especially given their poor track record of dealing with *real rape on campus* when they *did* have the power to respond.

Now rape is not only a potential threat to every woman at Evergreen, but also a tool for the administration to silence politically active students.

Balancing the school budget at the expense of the students

by Anna Simonton

Most students know by now that, as a result of the global economic recession and Washington's \$8 billion deficit, Evergreen is facing the likelihood of a significant tuition hike, faculty, staff, and student employee layoffs, and other drastic measures to reduce expenses.

However, until May, it wasn't clear where cuts would be felt the most. Even now, a lot of students are unaware of the impact budget cuts are going to have on their education, how the decisions are being made, and what alternatives we might envision as we begin to deal with the failure of a systemically flawed economy.

A brief chronology of events

Shortly after the college submitted its budget proposal for the 2009–2011 biennium to the legislature last September, the stock market plunged and the global market found itself in a state of crisis. The state and the college had to shift gears and spend the next seven months scrambling to assess the damage and plan accordingly.

In April, the legislature finalized its budget, announcing that over \$14 million dollars (13.2%) would be cut from Evergreen's state funding. To make up for the cut, our government officials allotted \$2,366,000 in federal stimulus funding. They also raised the 7% cap on tuition increases to 14%, authorizing the school to increase undergraduate resident tuition by this amount each year for the next two years (28% total) in order to fill the gaping hole in the Evergreen budget.

On May 6, the administration presented the budget draft in a public forum, and on June 3, President Les Purce finalized his budget recommendations, which the Board of Trustees will approve on June 11.

The new budget for the 2009–2011 biennium is as follows: undergraduate resident tuition will increase by 14% per year. Undergraduate non-resident tuition and graduate resident tuition will increase by 5% per year. The Student Activities fee will increase by 3%, Housing rates will go up 5%, Dining plans will go up 7%, and the Health and Counseling fee will go up 25%. This will narrow the budget shortfall down to just \$4.2 million.

The remaining margin will be closed by operating cuts across the board. Thirty-two jobs will be impacted, either by reduced hours or elimination, program budgets will be reduced by \$51,531 (15%), study abroad funding will lose \$25,000 (50%), and the Masters in Teaching/Masters in Education graduate program will lose \$28,684 (10%). The centers, however, will take the hardest cuts, with the Labor Center facing a \$153,009 (49%) budget reduction, and the Longhouse losing \$109,519 (49%). (See the sidebar on the following page for a breakdown of some of the more drastic reductions.)

What 14% and 5% mean to your bank account

If you are a full-time resident undergrad, you paid \$4,297 tuition to attend Evergreen this year. Next year you will pay \$602 more, or \$4,899. For the 2010–2011 school year, you will pay \$686 more on top of the initial increase, or \$5,585.

If you are a non-resident undergrad, you paid \$15,157 to attend Evergreen full-time this year. Next year you will pay \$758 more, or \$15,915. For the 2010–2011 school year, you

will pay \$796 more on top of the initial increase, or \$16,711.

If you are a resident graduate student, you paid \$6,069 to attend Evergreen this year. Next year you will pay \$303 more, or \$6,372. For the 2010–2011 school year, you will pay \$319 more on top of the initial increase, or \$6,691.

If you are a non-resident graduate student, you already pay too much for your education and you will not be expected to pay even more, at least not for this biennium.

Why raising tuition is a bad idea

This is the first time in the history of Evergreen that students have been expected to pay more than 50% of the cost of their education. Right now the unemployment rate for workers with a college degree is 4.4%, twice as high as it was at this time last year. The prospect of more debt and less chance of finding a job is enough to make students consider alternatives to attending Evergreen. With this scenario everyone loses: students lose opportunities, schools lose students, and regardless of whether students choose to be degreeless or in debt, the state loses out on revenue when drop-outs/indebted graduates are unable to become the excessive consumers higher education would otherwise enable them to be.

According to the Washington Student Lobby (WSL), the median family income increase in Washington is only 2.93% per year, when adjusted for inflation. So when a public institution of higher learning jacks its tuition up 14% per year, placing a public education out of reach, it is more than anything an affront to the right of every individual to an education.

This is the first time in the history of Evergreen that students have been expected to pay more than 50% of the cost of their education.

To save face, the administration has included in the budget a stipulation that 20% of the revenue from tuition increases be put toward increasing financial aid. That sounds good, but the additional financial aid only covers 80% of the neediest students. So not even the neediest students will be fully buffered from the effects of the higher tuition, much less the lower-middle class students whose families make too much money to qualify for serious aid, but cannot by any means fulfill their "expected family contribution."

WSL also cites a document put forth by the Independent Colleges of Washington (ICW) that claims implementing a high-tuition/high-financial aid model in Washington's universities would actually increase low-income enrollment. Their claim is based on a study of schools that have this model in ten other states.

What WSL points out that ICW fails to mention is that while low-income college enrollment is higher in each of the ten states than in Washington, state average enrollment is also higher in each state

If the Washingtonians making \$1 million or more were required to pay a 7% income tax, the state would make at least \$9.1 billion dollars—more than enough to solve the \$8 billion deficit.

than in Washington. Proportionally, low-income enrollment is the same in Washington where there are fewer high-tuition/high-aid schools, as in the states where high-tuition/high-aid is prevalent, indicating that this

model does not in fact encourage low-income enrollment.

If high-tuition/high-aid won't help, what will?

Let's bring it back to the state's budget deficit that put Evergreen in this fix. In 2008, the *Seattle Post-Intelligencer* reported that there are more than 130,000 households with an income of over \$1 million in the state



Self-explanatory. Photo by Tessa Wyllie de Echeverria

of Washington. These households do not pay income tax, nor do the companies they work for pay corporate tax. If the Washingtonians making \$1 million or more were required to pay a 7% income tax, the state would make at least \$9.1 billion dollars—more than enough to solve the \$8 billion deficit. Instead, the state relies on the sales tax for revenue—a regressive tax that charges everyone the same, regardless of whether you make

ten thousand or ten million dollars a year. While this sounds egalitarian, it of course disadvantages the working and middle class who feel the effect of that extra \$16 on top of the \$200 grocery bill, whereas \$16 is nothing to a Microsoft or Boeing millionaire.

The argument against implementing an income or corporate tax always centers on these two behemoths, fretting that if the state were to do such a thing, the companies would leave and take with them the entire Washington economy. It's possible. But if they wanted to escape progressive taxation, Microsoft and Boeing would only have Texas, Wyoming, South Dakota, and Nevada to choose from, as those are the only other states that have neither an income nor a corporate tax.

Some belts are tighter than others

Unfortunately, in a document titled *Proposed 2009–2011 Budget and Policy Highlights: Protecting Our Values During Tough Times*, Governor Gregoire states, "In writing the budget for 2009–11, we began with one basic premise: Now is not the time to raise taxes on

our residents and businesses. These are hard times for us all. Our families are tightening their belts, and that's what government must do." The governor doesn't acknowledge the possibility of raising taxes on the 130,000

families who aren't tightening their belts. Since economic justice isn't one of the values Gregoire refers to in the title, let's look at what "our" values supposedly are.

Gregoire's proposed spending for Public Safety is \$2.7 billion, with \$1.3 billion funding the incarceration of the 18,000 people who currently reside in Washington's fifteen prisons, 39% of whom are imprisoned on property and drug charges. Part

to lobby for a change in state tax law or for prison reform—that's all of our jobs as residents of Washington—but it is the job of the administration and the Board of Trustees to lobby on behalf of the interests of the students, faculty, and staff at Evergreen.

Some members of the faculty union, who have been negotiating with the administration throughout the process of planning the budget, feel that this has not happened. In the words of one faculty member, "There is a sense that the lobbying wing is not pushing hard enough for federal funding...or pushing against legislation that is cutting education drastically."

Stephanie Hurlburt, one of the two members of the Student Budgetary Planning Committee, which met regularly with Steve Trotter and Wendy Endress, the administrators directly responsible for writing the budget, expressed ambiguity on the subject of administrative-legislative relations. "We would ask about the legislature and they would say, 'We're trying,' but I didn't know how to measure that."

Hurlburt did, however, express satisfaction with the administration's helpfulness and transparency during the planning. In other words, once the administrators made a decision, they were happy to tell people about it. This is exactly what frustrated the faculty union. According to one member, "The union should be in negotiation with the administration. Instead, information is trickling down to us."

Some Evergreen students were also frustrated with the way information was disseminated. "The information has been out there, but I've had to go looking for it," says Kate Savkovich, a student organizer at Evergreen. Savkovich was particularly angered by the May 6 "public forum," which Les Purce planned in order to present the budget proposal, and which he publicized with an e-mail announcement sent only to faculty and staff. Savkovich found out about the forum at the last minute because Ben Anderson, the other member of the Student Budgetary Planning Committee, e-mailed some students and the message was forwarded to

her. Even then, the announcement did not reach all students.

Solutions

One thing the administration has done to make the Evergreen community feel included in the budget planning has been to collect "Budget Ideas"

in the form of online submissions, and create a spreadsheet of campus suggestions and responses from the administration. From "responsibly log our forests for timber sales" (not feasible—the forests are part of the college's learning labs—*phew!*) to "rent out the president's residence" (it's currently for sale), the endeavor generated some interesting ideas and some equally interesting responses.

One suggestion involves decommissioning the police "back to Security." The administration's response is as follows: "Police officers bring the tools, training, and experience that best suit the needs of the college. Past incidents on campus have highlighted the need to be able to respond with commissioned officers."

Last year, Police Services cost the school \$1,190,664. That's equal to more than one-fourth of the \$4.2 million gap in Evergreen's budget. While it may be true that there have been incidents on campus in which police officers were needed, there have also been a significant number of incidents in which police officers proved to be a problem—arresting a

What we face is a push from the government to step up our business practices and become more profitable. What we have to decide is what our priorities are as a community and how we can directly take over the project of meeting our needs.

This contrasts with the proposed spending for higher education, which totals \$3.6 billion—\$1.5 billion funding universities that serve over 100,000 students. Reduced spending for higher education is to total \$300 million, which is of course to be offset by students' paying their own way in lieu of state support.

Maybe instead of placing the state's financial burden on the backs of workers and students, instead of deporting immigrants, Gregoire should consider dealing with the smaller offenses committed by 7,200 of the people in Washington's prisons in a manner other than simply locking them away for a few years during which time over \$70,000 will be spent per inmate, per year. She could start by not cutting the very programs that might prevent these types of offenses from even occurring.

Evergreen's role

Stepping back from the larger context of the budget problem, it should be said that it is not the school's job

Evergreen's 2009-11 Operating Budget

What's Going up:

	2009-10	2010-11
Tuition:		
Undergrad Resident	+14%	+14%
Undergrad Non-Resident	+5%	+5%
Graduate Resident	+5%	+5%
Graduate Non-Resident	0%	0%
Student Activities Fee		
Student Activities Fee	+3%	+2%
Housing Rates	+5%	+5%
Dining Plans	+7%	+7%
Community Health & Counseling Fee	+25%	+14%

What's Going Down:

For Students		
Beginning the Journey (freshman advisement)	-65%	-\$5,340
Student Wages	-7.5%	-\$31,976
MIT/MED Program	-10%	-\$28,684
MPA Program	-12%	-\$12,890
Tacoma Program	-10%	-\$25,711
Program Budgets	-15%	-\$51,531
Library	-9%	-\$325,796
Study Abroad	-50%	-\$25,000
Day of Absence/Day of Presence:	-30%	-\$3,000
For Faculty		
Sponsored Research	-25%	-\$18,707
Professional Travel	-25%	-\$23,733
For Administrators		
President's Compensation Package	0%	-\$13,000
Centers		
Labor Center	-49%	-\$153,009
WA Center	-34%	-\$104,390
Center for Education Improvement	-81%	-\$174,254
NW Indian Research Center	-50%	-\$68,453
Longhouse:	-49%	-\$109,519

For Students, Staff, Faculty, and Administration:

32 jobs will be impacted, either by reduction or elimination.

And there's more! To view the full budget proposal, go to:

www.evergreen.edu/budget

Be forewarned: Just because it's there, doesn't mean it's easily comprehensible!

community member for not identifying himself (which is not an offense in Washington state) and throwing a student on the ground for mouthing off when told to not smoke in an undesignated area are just a couple of examples.

Perhaps it would be imprudent to do away with Police Services in one fell swoop, but the fact that they cost us so much money but do not function in a way that supports the community indicates the need for some longer-term planning by the Evergreen community geared towards creating sustainable solutions to a failing economy.

The short-lived (but certainly revivable) group Students Accompanying Students sought to organize volunteers to accompany individual students around campus at night to ensure their safety. This is just one example of how community members can fill the role of the police without paying over \$1 million to deal with the nasty side effect of power-tripping that comes with a uniform and gun.

Another idea that was not included on the "Budget Ideas" spreadsheet, but that has been discussed by political economy students and faculty is the possibility of creating an Evergreen Credit Union. If the school banked with the credit union, thus investing in only local projects, Evergreen would not be nearly as vulnerable to the global market. Returns would not be as high, but they would be more stable. Again, it's a matter of the community deciding what its priorities are.

Wanted: students with money

One of the ideas on the spreadsheet is interesting not so much in and of itself, but because of the response it received. Row 29: "Recruit more students with wealth." Scroll over to the response column, and—nothing. No answer. This is a loud silence considering that this year the school spent \$58,372 on recruiting out-of-state students, over \$31,000 more than was spent on recruiting Washington high-schoolers (\$16,513) and First Peoples (\$10,492) combined. This brings to light how much Evergreen already quietly operates like a business—focused on increasing the profit margin—instead of a public institution of higher learning created to serve the people.

What we face is a push from the government to step up our business practices and become more profitable. What we have to decide is what our priorities are as a community and how we can directly take over the project of meeting our needs. We have to organize across the lines of students, faculty, staff, and administration to create sustainable, acceptable solutions that are not a mere re-shuffling of the same cards, but the creation of a new game where there are no winners and losers. Otherwise, we are going to have to live with the administration's well-intentioned attempts to meet requirements mandated by the state at the expense of our right to an education.

TWENTY YEARS LATER: SLIGHTLY BETTER RIGHTS

by Rebecca Wyllie de Echeverria

QUESTION: Then what's the real issue concerning Gay teachers?

ANSWER: The real issue here is discrimination. Will Gay teachers be judged as individuals, or by stereotypes? And what about Gay people as bus drivers, candystore clerks, and so forth? In the final analysis, a person who does a good job should not be denied his or her job or vocation because of some irrelevant criteria in his or her private life.

—Gay Rights National Lobby, 1981

THIS JUST IN: We have won. Okay, everyone sit back down and take off your bandanas, the powers that be have almost made Civil Unions legal in Washington (so long as we don't use the "M" word). We can now collect unpaid wages if our partner dies and live happily same sex driven lives, unless Referendum 71 kicks in and the rock goes tumbling back down the hill.

However, in light of this recent victory I thought it would be a good time to check into one of the hottest subjects of LGBTQI rights (and gay rights, as my boss pointed out, are basically civil rights) debates: the homosexual educator.

I apologize for the excessive quotations that are to follow: nothing can say it quite as well as legal documents. To begin our journey into the Revised Code of Washington (RCW), we'll dive into 1972 just after the upheaval of immorality and all that jazz.

While there might have been some free lovin' going on around San Francisco, in Tacoma sexual freedom could barely be sighted among the whitecaps of repeals and gusty sodomy laws. In November of 1972, James M. Gaylord was dismissed from his teaching position at Wilson High School. Apparently the school administration "became aware of his sexual status" due to information gathered from a student, and the vice principal took it upon themselves to go to Gaylord's house and discuss his immorality. His was fired a month later because the Tacoma School Board "had found probable cause for his discharge due to his status as a publicly known homosexual." His dismissal was based on immorality (RCW 28A.58.100), which was a direct result of his alleged homosexual activity, which was deemed illegal under both RCW 9.79.100 (sodomy) and RCW 9.79.120 (lewdness).

RCW 9.79.100 provides:

Every person who shall carnally know in any manner any animal or bird; or who shall carnally know any male or female person by the anus or with the mouth or tongue; or who shall voluntarily submit to such carnal knowledge; or who shall attempt sexual intercourse with a dead body, shall be guilty of sodomy...

(This law provided some hiccups during the infamous Enumclaw bestiality case of 2005, when a man died from trying to have sex with a horse, and his partner in crime (not the horse — another person) could not be charged, because the sodomy law had been repealed in its entirety, and bestiality was no longer illegal. So, in short, nonconsensual sex between humans and animals = consenting sex between any type of same-bodied people. But don't worry, this oversight was corrected and bird-fucking is back to being punishable.)

RCW 9.79.120 provides:

Every person who shall lewdly and viciously cohabit with another not the husband or wife of such person, and every person who shall be guilty of open or gross lewdness, or make any open and indecent or obscene exposure of his person, or of the person of another, shall be guilty of a gross misdemeanor.

The spokespeople for the school argued that public awareness of a teacher's homosexuality nullifies their effectiveness as an educator because "[a] teacher's efficiency is determined by his relationship with his students, their parents, the school administration, and fellow teachers. If Gaylord had not been discharged after he became known as a homosexual, the result would be fear, con-

It is no longer simply okay to fire people for acting on being gay, but we can still face consequences if it is determined that we are invading our place of employment with waves of rampant homosexuality.

fusion, suspicion, parental concern, and pressure on the administration by students, parents, and other teachers."

Through this statement it becomes apparent that the effects of homosexuality have nothing to do with the the educator and everything to do with how the community perceives them after gaining insight into their personal life. The court found that Gaylord was respected as a teacher for over twelve years before he was ousted. Yet it was determined that the administration's knowledge of his sexual orientation would completely fracture his ability to teach any and all of their high school's students.

Similar cases were being adjudicated all over the country, and in the process of one of these trials, it was stated that "[a]n homosexual is after all a human being, and a citizen of the United States despite the fact that he finds his sex gratification in what most consider to be an unconventional manner. He is as much entitled to the protection and benefits of the laws and due process fair treatment as are others, at least as to public employment in the absence of

proof and not mere surmise that he has committed or will commit criminal acts or that his employment efficiency is impaired by his homosexuality." (McConnell v. Anderson, 1984)

This is when it starts to be a bit more complicated. It is no longer simply okay to fire people for acting on being gay, but we can still face consequences if it is determined that we are invading our place of employment with waves of rampant homosexuality.

As mentioned, when Gaylord was being charged, men and women who chose to have sex with men and women were indeed breaking several Washington State Laws: "These acts — sodomy and lewdness — were crimes during the period of Gaylord's employment and at the time of his discharge."

The law that cited sodomy a crime (RCW 9.79.100) was undergoing review while Gaylord was being charged. After the Supreme Court reviewed the case, the

ruling of discharge was confirmed, because at the time of Gaylord's discharge, in the eyes of the law his homosexuality would affect the school at which he taught.

Due to the efforts of many activists, the sodomy laws were amended. Although it is no longer illegal to act upon homosexual urges — the sodomy law was repealed by 1975 and effective in 1976 — the jurisdiction of the Washington State Human Rights Commission was not expanded to include sexual orientation and gender identity until 1996 (HB 2661 — 2005-06). This is the law and task force which currently protects LGBTQI teachers from discrimination in our state.

"I quite frankly find it rather galling to have sat through the school board hearing and once again through this trial and hear administrators say that I'm a good teacher, I've been a very good teacher, and yet to be without a job, particularly when I see other people who still hold their jobs who haven't read a book or turned out a new lesson plan or come up with anything creative in years."

—James M. Gaylord

A LOOK AT GAY TEACHERS



Should gay people be allowed to teach?

Speaking of rights, power, and access: Freedom of speech at Evergreen

by C.V. Rotondo

"The University has not gone far enough in allowing us to promote the kind of society we're interested in. We're allowed to say why we think something is good or bad, but we're not allowed to distribute information as to what to do about it. Inaction is the rule, rather than the exception, in our society and on this campus. And, education is and should be more than academics."

—Jackie Goldberg, Free Speech Movement student organizer UC Berkeley, 1964

The editorial collective of the *Counter Point Journal* initially came together in response to prevailing conceptions of and restrictions on the right to speech extolled and enforced by the *Cooper Point Journal*, administrators, police, and certain students, faculty, and staff. Our editorial statements and the content of our paper address these issues using a very different framework — one we believe necessary for the actualization of direct democracy. This framework derives from our intimate involvement in recent struggles over the right to speech, from removing fliers to political theater on Red Square. Similarly, our coverage of these issues is drawn from this personal connection, this embeddedness, which is markedly absent from other media outlets on campus and in Olympia. In the context of the history and passion imbued in these issues and the disconcerting absence of dynamic journalism, we take on the issue of free speech.

Current contests over free speech on campus orbit around major events of the past two years: the uprising following the dead prez concert on February 14, 2008; the subsequent "concert ban" and its application in suspending Students for a Democratic Society (SDS); the sit-in organized by SDS in response; the ongoing debate surrounding the Israeli occupation of Palestine, including the taking down of fliers and the *Cooper Point Journal's* spring quarter ban on opinion articles around the issue; and most recently, a political theater demonstration put on by the Mideast Solidarity Project (MSP), depicting a mock Israeli checkpoint on Red Square.

These incidents have aroused administrative and police reprisal, as well as fervent debate amongst students, faculty, and staff. They have raised issues of safety, "civil discourse," freedom, the college's ethical position, and most prominently, the definition and function of democracy both on campus and beyond. Such questions must be considered within the rich history of struggle over rights to speech in this country — on college campuses, in cities and in the streets. This history offers insight into the use of notions such as "the free marketplace of ideas," and "civility," so oft heard from students, faculty, and staff (especially administrators) when struggles over free speech arise.

The epigraph to this piece is from organizer Jackie Goldberg, with the University of California Berkeley Free Speech Movement in 1964. Along with fellow organizers Mario Savio and Sandor Fuchs, Goldberg led a campaign against the college administration's prohibition against "advocative" (as opposed to "informative") literature, recruitment, and fundraising on Telegraph Avenue, a highly trafficked and historic site of political organizing on campus. Goldberg's quote is instructive for

political demonstrators at Evergreen because demonstrations such as the checkpoint are deemed "advocative," rather than "informative." That is, political organizers are allowed to be polite, "civil," and non-threatening in their speech, but not to advocate, agitate, or ultimately, to convince. Like Goldberg states, "Inaction is the rule," and the distinction between what is "informative," non-threatening speech and what is "advocative" and threatening, is often made by those in powerful positions on dubious grounds.

Administration weighs in

According to Art Costantino, Evergreen's Vice President for Student Affairs, "The social contract is an example of statements of value," and "just because speech is protected, it does not necessarily show good judgment; people should be able to speak out against that." He went on to use the recent checkpoint demonstration as an example, saying the demonstrators "were engaging in protected, but not smart or appropriate, speech." Costantino also expressed concerns that the demonstration may have violated the rights of "veterans, women, and non-whites." (Two of the participants are veterans, the student artist is a woman, and students of color participated directly in the performance). Elaborating on what "good judgment" is and who decides what speech, protected or not, is "smart," or "appropriate," the Vice President explained, "It's not always a matter of authority. What should happen is people should use their own free speech rights to speak out against it, say why you think it's wrong.... You protect even unpopular and uncomfortable speech and encourage people who are uncomfortable to say something."

Evergreen president, Les Purce, had a similar response to the situation. "When people started report-

"Using the trauma or fear of racism and police violence to silence students is wrong. The conversation regarding the real trauma of these events is what we are looking for."

ing [on the checkpoint demonstration], there were veterans who had an emotional reaction to what they saw because of their history as veterans. Student Affairs tries to make sure that this doesn't happen; you try to accommodate this part of the expression. But then again there are people who reported different kinds of things, people being confrontative, people stopping people from entering [buildings]. Then, when you're impeding on someone else's progress or their freedom, it starts falling into the legal realm. It all depends on what the action is in that particular demonstration." Both Costantino and Purce emphasized attempts, during conflicts over the demonstration, to ensure dialog and understanding.

When asked about the email from April Meyers (sent to several administration members, including Purce) in which she outlined the laws she believed to have been violated by the demonstration, despite admittedly not being present when it occurred, Purce said he had not seen it. The president also explained that he had not seen the follow-up email from Chief of Evergreen Police Ser-

vices Ed Sorger (sent to all Evergreen staff and faculty), in which the Chief says "I wanted to forward applicable violations of state law regarding this demonstration," (the laws follow) and "if you believe you were a victim or have information to share concerning this event please contact..." Questions have been raised, particularly by faculty and panelists and attendees at the forum held by the Mideast Solidarity Project on

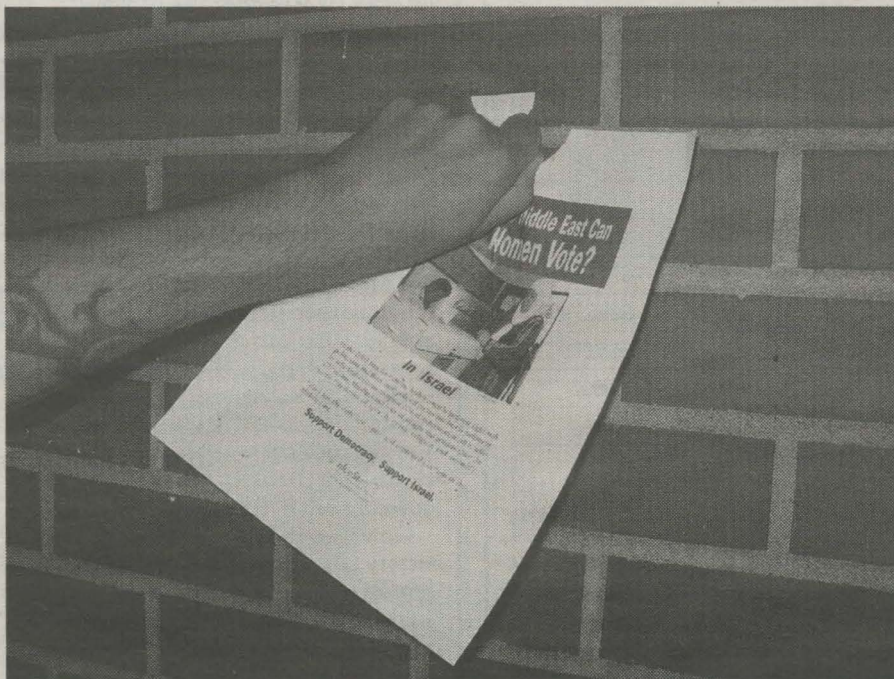


Photo by Andrew Sernatinger

Wednesday, June 3, regarding the punitive nature of these emails and its distinction to the college's mission statement and statements made by the president and vice president for student affairs.

The president's understanding of the emails from Police Services comes from a memo communicated to him, which explained Sorger's email as simply reading, "If you feel you have been affected by this in some way, you have the option to come to police services and we'll talk with you about it." Costantino stated that he supported the "principle" of the email. "Ed was saying you need to come forward and let us know. The principle of letting people know that they should come forward I agree with." Costantino was present at the forum held by the organizers of the demonstration where they presented different interpretations of Police Service's response.

Street theater panel

At the opening of the panel discussion, Tessa Wyllie de Echeverria, a student organizer who created and participated in the checkpoint as part of her academic studies, decried Police Service's actions as "using intimidation to limit people's free speech." She went on to explain that "it's important to have community dialogue after a demonstration such as this," but that "we couldn't because of the legal ramifications" threatened by faculty, staff, and especially Police Services.

Other members of the panel, including Anna-Marie Murano, coordinator for MSP, and Lamise Al-Shawahin, a student organizer with the group, explained that a statement of explanation was to immediately follow the demonstration, but had to be halted due to the potential legal situation of the organizers. Travis Roberts, a military veteran, actor in the theater, and student doing an internship with MSP, responded to the treatment of organizers following the demonstration. "After the checkpoint, I felt that my and our freedom of speech was being squashed. It's not just freedom of

speech to express our ideas, but the ability of everyone to hear what we have to say — [the response] is not just robbing us, but everyone on campus, of hearing what we have to say."

(NOTE: Roberts's military experiences in Egypt, Israel/Palestine, Kosovo and Afghanistan were profiled in the previous issue of the C&PJ.)

Roberts parallels the concerns of Goldberg and the Berkeley organizers that what is assaulted by college

er know that when things are seen people will get upset and will try to stop it," Al-Shawahin concluded.

In support of the organizers, faculty member David Wolach read a prepared statement (printed on page 8 of this issue). Wolach has been vocal over campus listservs regarding Sorger's email soliciting "victims" of the theater piece. His statement opened with the warning that "the term 'freedom' without basic pedagogical rights to risk and discomfort becomes hollow, indeed empty, such that its usage is easily weaponized." Wolach went on to explain that "struggle born of pessimism is not nice, it is not clean, it will not hug you," and we should not seek to "tame in one's mind the activists one is met by." He emphasized the importance of recognizing "the very real threats that student organizers have been handed by Ed Sorger." Wolach's premonitions recall similar debates that surrounded the "concert ban," SDS' suspension, and the subsequent sit-in last winter and spring.

SDS sit-in

Former Evergreen student and community organizer Brooke Stepp explained the political implications of last year's events.

"I think that the SDS event was targeted specifically because it was an SDS event. I think that we had the right to go ahead and put on that event. In the wake of the dead prez concert and the port protests it was really that SDS was very susceptible to political repression. That was what was happening there — it was bigger than just SDS, it was about students' free speech and the whole political climate on campus and in Olympia, trying to repress our resistance to the port and to racism."

Fellow organizer and former Evergreen student Brendan Dunn added, "It was really selective enforcement of rules and regulations on the part of the administration. I talked to students in other student groups and there are so many rules, so many ridiculous rules on campus, that people are bound to break them. Not just student groups but other people and it happens consistently. But to go off, all out, and suspend a student group from campus and cut their funds and all the other benefits that student groups have for one minor thing is really extreme and it's never happened before."

Vice President Costantino argued that the suspension of SDS was not about free speech at all. "SDS was not a free speech issue. Guidelines in event planning were violated. SDS is a group that did not want to follow the rules." In response, Dunn elaborated on reasons why SDS would be politically targeted. "SDS had been in the limelight all of last year because of the port [protests] and statements we made against police violence and racism in the fallout of the dead prez concert." He then described recent evidence of police surveillance.

"I just found out, from a public records request I did through the city of Olympia, that city Police, WAJAC (a Washington state and regional intelligence gathering network), Evergreen police, Thurston County sheriffs, Homeland Security, the FBI, and intelligence gathering units out of the Airforce and the Army have been doing surveillance on activists in Olympia, and one of the groups in particular is SDS. They had been doing this all last year. So it's not like it's just one of the many student

policy is not just the individual right to speak, but that speech's effectiveness, based upon where it can happen and who will hear what is being said. To Roberts and other participants, what is targeted by the administrative and police response is "advocative," or "threatening" speech, which may actually have a powerful effect, may convince people.

Phan Nguyen, an Evergreen staff member, student, and panelist at the event, spoke to the nature of political theater. "When you organize a teach-in, you get accused of preaching to the choir," as opposed to the nature of political theater on Red Square, which interacts with a broader audience. He went on to address criticisms of the demonstration: "Activists open themselves up to criticism simply by taking action. Those most critical of activists don't engage in any action themselves and are thus immune to criticisms due to their inaction." He concluded that condemning the checkpoint as political theater enforces distinctions about where politics can be practiced, "training students that there is a 'proper' place for everything. I hope that is not what Evergreen is about."

After describing various interactions with people who experienced trauma following the demonstration, Murano asserted that "Using the trauma or fear of racism and police violence to silence students is wrong. The conversation regarding the real trauma of these events is what we are looking for."

Al-Shawahin told the story of her friend, who when visiting Palestine as a girl was separated from her Irish-American mother at a checkpoint. The girl, whose father is Palestinian, was sent through the inspection room specifically for Palestinians, despite her American passport. She went on to describe the marked differences in the experiences of her Palestinian friend and the mother; the Palestinian checkpoint being intentionally designed to intimidate and discomfort. "For something like a checkpoint to be made real, even for one second, could assign some real experience to the stories people hear. The tactic of not letting people see reality is so prevalent. Those in pow-

groups at Evergreen, it was a student group that, because of our political stances and activity, had gotten the attention from federal agencies and the military. They [the police and military] had been working with the administration and [Evergreen] police prior to dead prez, prior to the port stuff."

Just an "agent of the state"

When asked about this surveillance program and the alleged cooperation of administrators, president Purce said he had not heard of it and that the administration does not participate in such a program. He then elaborated on the nature of his position in relation to adjudicating issues of free speech and alleged "criminality" on campus, especially the February uprising.

"I am an agent of the state. Every official of the college is an agent of the state. We have an obligation to enforce the laws of the state. It's not like I'm being selective. This is a public institution and that defines, in a very powerful way, what our obligations are, as people employed by the state, to uphold those laws. So it's not like I chose - I ultimately have a responsibility, as an agent of the state, to ensure the safety of people, to make decisions on that basis. Often there's tension around those issues, and we have some latitude in those areas. But clearly, I'm an officer of the state of Washington."

In enacting his "obligations" in the case of the uprising, Purce focused on the public forum held following the incidents and his statements there. "That [the forum and actions following the dead prez concert] was an attempt to address our responsibility as a community, the responsibility we have [because] we don't stand apart from what the law is - that was my statement at the time. It's an issue of the law, it's an issue of acts that occurred and my point was that it impacted other law enforcement agencies that came to our campus. So, what it meant in terms of how we were viewed as a public entity and how people thought of us, Evergreen as being a place that believed in peace and jus-

tice and acted in that way and how shocked I was, how disappointed I was." The president's emphasis upon the uprising's effect upon the college's image is representative of "a corporate mentality," which "attempts to reorder a place for fear that the deviant elements will bring us down," in the language of Wolach's statement.

While Purce emphasized his obligation to uphold state law, Costantino took a different approach to dealing with issues of free speech. "One problem is that colleges can only imagine punitive measures, but you can reach out to support people who feel targeted, mobilizing the community. That's different from using punitive measures to quell speech you don't like." The Vice President then offered "the free marketplace of ideas," as a "better solution than the discipline system," because "all sorts of ideas we disagree with should be allowed to exist." This "sharpens students skills," according to Costantino, and "that's what it's all about."

Free speech and power

Dunn and Stepp take a different view, like student organizers at Berkeley before them, and articulated by critical geographer Don Mitchell, who

down of the fliers, people just say 'that's a free speech thing,' but they don't understand everything that's backing up, building upon and that's the foundation of groups like SIIA Shalom and these racist, conservative Zionist groups - it's racism, it's colonialism, and other kinds of oppression, and it's structural oppression, it's not just oppression. I like to quote Spanish anarchist Buenaventura Durruti when he said, 'Fascism isn't to be debated, it's to be destroyed.' That's the thing, he was living in a society where fascists were in power and they were taking more power and they were taking power to kill people and to oppress people and to silence people. So what we're fighting against, there's definitely an imbalance."

Stepp stressed the importance, especially in understanding power dynamics, of exploring experiences beyond one's own perspective. "The biggest thing in my experience is getting people to look beyond their experiences and to continue having dialogue with people. It's important to have conversations with people and keep our minds open too, with people who are not radical. If you have a certain experience, like one that is offensive, not thinking about power dynamics, or you come from a

complete safety. We've never had that. Again, when you look at the concept of safety you do have to look at power dynamics. Any concept of safety needs to have power dynamics as part of its analysis. When you look at safety, its safety from what and from whom."

Building upon their analysis of previous free speech issues on campus, such as SDS' suspension and the February uprising, Stepp and Dunn offered their experience and reflections for contemporary and future organizing at Evergreen. "People really have to pace themselves, to be long distance runners for revolutionary change or any kind of social justice work and not to be sprinters. There's a lot of sprinting activity that went on last year, but people really have to pace themselves. There are some expressions this year, such as the Committee for Full Funding that was active earlier in the year. The *Counter Point Journal* is another expression of building student power because on top of any kind of student self-government - not just student government, but a student union - a student voice through a newspaper is building student power. That's really important," explained Dunn.

Stepp emphasized the importance of collective work to confront a highly individualized society. "In general, getting people together, doing things collectively is important because we live in a society that's so individualistic. At every step of the way our society reinforces this individualistic way of looking at things and this really competitive mode - an animistic way of looking at things. If we can come together then it will be a really powerful way to change things. But it's hard for students to do that. Last year a lot of the rhetoric was around building community but it's really important to consider how you build community in populations that are transient, constantly fluctuating. Having things like a student union is powerful and important and I'm excited that people are working on that. I think we need lasting groups and institutions that are built by students that are going to serve those roles."

Conclusions

Campus policies and governing structures that organized students, from Berkeley in the 1960s to those who sat-in at Evergreen last year, oppose is articulated by president Purce. "It's a continuum, and it's a privilege, it's not a right that we have that historically colleges [can adjudicate issues] within certain realms, and at any time, they can say, no we're going to prosecute this."

Student organizers, according to Stepp, need to recognize that, "it's an issue that's bigger than free speech... It shows the divide between the students and the administration." In contrast to Purce's adherence to legal "obligations," "SDS' aim and what the whole sit-in became, and what this whole free speech fight became, was building the campus that we want to see. It was an exercise in prefigurative politics, in this small instance of exercising our free speech and our right and our ability to have this event and the sit-in in defense of our rights, it showed that when people get together they can effect the change that they want and that they need and I think that that's really powerful. A lot of group's have done that but we continued it, creating the situation we wanted to see of direct democracy."

Her words echo those of Goldberg and the Berkeley organizers in their hopes and demands for the scope and power of their education and their subsequent ability to transform their world. According to the history and the explanations of college officials given here, the "privilege" to free speech is easily revoked and repression justified by metaphors such as "the free marketplace of ideas." Both Costantino and Purce, along with their allies on campus and student, faculty and staff organizers see that these rights are constant sites of struggle. As Dunn concluded, "So obviously, the odds are stacked against us and that was the whole issue last year - helping to create student voice and student power, so that we would have a hand in this process and it wouldn't just be a handful of people who get paid to run the institution."

"For something like a checkpoint to be made real, even for one second, could assign some real experience to the stories people hear. The tactic of not letting people see reality is so prevalent. Those in power know that when things are seen people will get upset and will try to stop it."

asserts that the "free marketplace" metaphor, "still rests on the assumption that orderly speech is individualistic, tightly rational discourse. And it says nothing about the relations of power that may govern entrance into the market in the first place."

Analyzing power dynamics and bringing that analysis into the framework for critiquing and discussing our situation is an invaluable element of organizing according to Dunn. "About a really limiting framework that students and others have about power dynamics, it's not really discussed. With the tearing

place where you have more personal power than other people, it's hard to see that those power dynamics exist. It's important to use examples where people can see things that happen to other people and in the world at large, where they can see experiences of power dynamics that go beyond just their individual experiences."

Stepp also addressed safety, which was stressed by both Costantino and president Purce as foundational for their approach to issues of free speech. "Safety is a really interesting concept. It's like assuming that we have this preconceived state of

poem by amelie ray

Dedicated to Ernestine Kimbro

Erika

Optimistic patterned shawls reflecting role theorizing,
Laid, fêted, dyed with proud analytical comprehension.
The other amerikan dream noted, turned, redeemed
By the presence of conversing, wild drifts of support.
happenings of fiery licks of hair shedding everything but boldness

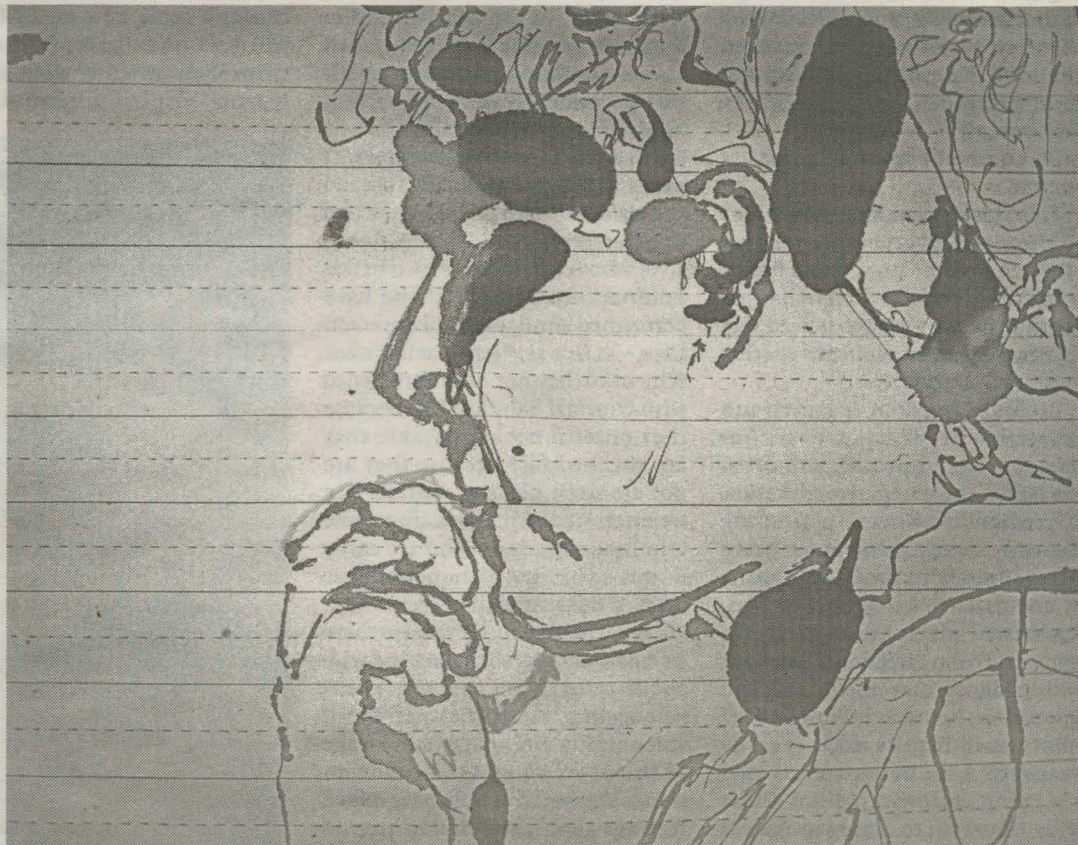
Equate my thoughts to my friend who waz robbed by the state
mint;

"At the age of twelve you are unfit to exist without supervision"
re-mix your life cause we violent
Locked doors replaced nightlights, checks instead of embrace,
Fighting on the account of bath supplies rather than sibling play.

image cloth of time, taking what is exhibited in the annals of generation

Spit Sistern ,
Fly

while i will walk on limp stings of truth from below
ripping metal in my mindful limbs until free or overcome by the war machine.



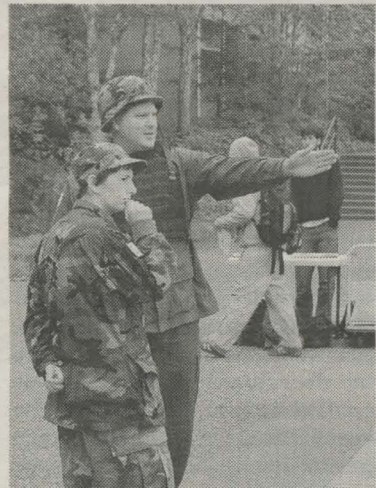
Artwork by amelie ray

A place for political theater in the academic environment

by David Wolach

On June 3, the Mideast Solidarity Project (MSP) held a panel discussion to explain the purpose of the May 13 checkpoint street theater and to answer questions, in light of the controversy that had stirred around it. One of the panelists was Evergreen faculty David Wolach, whose lecture is reproduced below, with minor edits.

I want to make a couple provisos before I begin. First, I'd like to say that my observations about the street theater itself, the event of May 13, are my own. I was not in attendance for the whole event, and so can only base my thoughts of its impact on what I saw — which was a good chunk, from what I understand — of the event. Second, though I am a proud member of our faculty union, and though I will be speaking some of union struggles,



as this is very much part of my Detroit and Northeast backgrounds, I am in no way speaking on behalf of our United Faculty of Evergreen AFT/NEA local union. I am speaking as a concerned member of the Evergreen community.

I open with an example of how things go south when disorder suddenly rears its head. It's a memo unearthed by sources at Columbia University — now part of author and investigative journalist Jennifer Washburn's new and important book on the conservatizing cultures of "academe," *Corporate Universities, Inc.* — that gave us, organizers of a teacher's union at Columbia University, a window into the administration's plan for punishing us — as lawful strikers — up to and including blackballing us from job interviews as new faculty candidates. The memo was written by famed and, until that point, well-respected liberal historian (and Columbia Provost) Alan Brinkley. It is a lesson in how, as positions of power and pressure shift, even the seemingly least likely of us will compromise former systems of value, stated missions. (The memo can be found at www.thenation.com/special/pdf/brinkley_letter.pdf)

This is where I am coming from, to be clear.

The checkpoint detournement of May 13 called attention to larger — though in some ways, more basic — problems of social and economic justice than the very heated, indeed very complicated set of problems specific to Israel-Palestine.

Rights of freedom of speech and expression are at stake, as are our tenuous, less protected, and often less talked about negative educational freedoms. And here — amidst the distinctly current trend of our brave faculty unions, in the face of threats of dismissal, seeking to win back contractual guarantees to freely educate — the term "freedom," without basic pedagogical rights to risk and discomfort, becomes hollow, indeed empty, such that its usage is easily weaponized; the butter knife is used, a la David Horowitz, to stab those of us who wish to organize against prejudice, against hatred, against the silencing effect of a shattered, ill-educated ruling class.

Hence, the stakes are as high as whether we wish to work and live in an ecosystem that nourishes our mouths, our bodies, one-another's human-ness. If we do wish this world, then we must organize, and organizing is born of a necessary and deeply unsettling pessimism, that necessary pessimism-as-desperate means to better things. Struggle born of pessimism is not nice, it is not clean, it will not hug you, nor will it wash your dishes or lather your comforts with niceties and compromise.

On a cold picket line in New Haven, in three feet of snow, I had the warming experience of hearing Cornel West speak on these very issues. We'd asked him to speak at a noon rally when we were organizing a union at Yale, perhaps the greatest example of academic corporatization and colonization in America. They'd locked out the workers, fired several, mainly minorities because minorities were the most vulnerable of all the staff. I was struck by the first strokes of West's speech:

I hope that I say something this evening that unsettles you, unnerves you, maybe even for a moment, "unhouses" you. Very much like the experience that we want with each and every one of our students for them to recognize that, if only for a second, their worldview rests on pudding. That kind of existential vertigo, that tragic qualm that goes hand in hand with the best kind of education.

Socrates says that "the unexamined life is not worth living," and Malcolm X adds that "the examined life is painful." And it seems to me that any serious discussion about education, especially this rich tradition of Essential Education, begins in many ways with Socrates, though he's not the only starting point, but he's such an appropriate starting point. Because he enacts as well as embodies what the great California-born philosopher, Josiah Royce, called the "spirituality of genuine doubting". By spirituality he does not mean anything ephemeral. I know we associate California with "new age" spirituality, but that's not what Josiah had in mind. He had in mind self-involved and self-invested wrestling with, grappling with, visions, perspectives, arguments, wrestling with oneself, mustering the courage to learn.

We will not live in peace as an interdependent ecosystem without struggle, and on May 13 what I witnessed was not an unlawful act threatening our safety, but an unsettling disruption of our daily lives in the tradition of Brecht, who we read in our classrooms, of Dr. Martin Luther King, whose name is evoked at least once a month in community emails that conveniently leave out parts of his speeches at union rallies and sit-ins that call for such discomfort, of Laura Elrick and Rodrigo Toscano and Kaia Sand and Jules Boykoff and Kristin Prevallet and Rob Halpern, all of whom have been invited to this campus with open arms and have performed similar artistic interventions — in fact, as recently as last week. Why have they not been threatened with criminal liability? Is it because they publish books? Because they are vouched for? Because they are not children playing radical? Are we interested in infantilizing while criminalizing those who are easily dismissed because of the power structures of this institution? I hope not.

I hope not because I've been there. As have many, many faculty who spoke recently on this very event, who spoke of the worrisome trend of spit-shining our image in the wake of things we should not condemn, things we should at least have mixed feelings about, and dialog around — the very real and I think justifiable sense of fear members of this community feel towards the higher

administration and what is at least perceived to be their complicity, or at least their silence, after the anti-war port protest roundups two years ago.

I've seen this before, this insidious attempt to reorder a place for fear that the deviant elements will bring us down. It's a corporate mentality. And in the worst economic times, that corporate mentality, that fear of losing one's grip, escalates with exponential fervor. It's important we as a community critique ourselves — all of us, including those on the panel here today — as things get downright strange when you're poor, or suddenly claiming poor, or poorer than you were last year at this time. Things get strange and they get scary when a higher administration, instead of pushing back, rearranges its priorities in the face of real — and speaking with sincere empathy here — and constant legislative pressures.

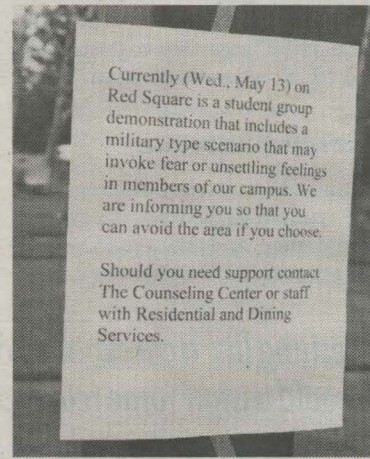
Let's just be clear about it: put away your mythical academic landscape with its staunch defense of the First Amendment. Get that out of your mind. I've helped organize unions at maybe twenty colleges and universities, and none are interested in thinking that their constant refrain when protests occur — "We must hold our community members to a higher standard" — is to breach our protected constitutional rights. Let's just be clear: what occurred on May 13 was and still is protected speech. Political theater. As a professor of text arts, one of my areas of study, of work, of output, is the study and production of experimental performative poetics — or, if you will, experimental guerilla theater. Things reverberate.

[Evergreen Chief of Police] Ed Sorger's email, and the administration's follow-up, was successful: "Will we be investigated?" some of my students asked in reference to working out their final projects, figuring out ways to work collaboratively to help answer the question of what "performing the text" can come to mean. I don't want to hear about higher standards. And I don't want to hear about how unconsidered this particular event was. In my classroom, as in most of my colleagues' classrooms, we're working together to ask not only is the experimental art working as art, aesthetically, but is it responsible to the larger social frame? What are its organizational politics? What are its poetics?

Don't sell us short to shove through some new measures that will make us, as faculty, have to think twice about whether what we teach is permissible by the lights of a board

of trustees, most of whom have no training in pedagogy or art. What, are we to assume they're all going to brush up on their Judith Butler, their N. Katherine Hayles, their Rosemarie Waldrop, their Charles Bernstein, their Derrida, and then, maybe by the time a new case is heard, there they can crack open some experimental cinema and put it on trial as a test run for the new student conduct code? Is Art Costantino — with all that first name signifies — going to seminar with us on Walter Benjamin next week?

I sit here today not with individuals who are born of white privilege, as some who have infantilized reactively — and out of what I take to be



understandable disturbance in the immediate aftermath — have suggested. Not with those for whom playing radical is shotgun politics on a Sunday afternoon. I am sitting with individuals from diverse backgrounds, ethnicities, socioeconomic

I am afraid that we mistake political art for reality due to our distances from everyday horrors, and I am afraid as well that we often mistake being unsettled, unnerved, unhoused, for being — in legal senses or otherwise — harassed, victimized.

realities to face like many, many of us. I am sitting today with some courageous students and organizers who care deeply about social and economic justice. Of some of the attacks thrown their way, setting aside the very real threats these organizers have been handed by Ed Sorger in consult with the higher administration — setting aside for a moment Art Costantino's rapid fire communique implying that further "disturbances" will not as likely occur in the future (I've said my peace on that), I am reminded of something else Cornell

West has said: "It's hip today not to be involved." It's hip on this campus to call organizers "hip," which is a way to frame and tame in one's mind the activists one is met by — and this has a marginalizing effect, itself a victimizing that I don't hear a lot about.

"It is part of morality not to be at home in one's home," Edward Said wrote in *Culture and Imperialism* — another text that is often cited, but only, it seems, within the inoculating confines of the square room with desks and chairs, blackboard that is easily erasable.

I spent a good amount of time watching, as an interested onlooker, the checkpoint theater. I, too, having grown up under ugly circumstances that led me through the horrifying maze of the penal system as a young child (family gone for months), I too was viscerally wounded by the theater. It affected me deeply, in both individual ways regarding personal trauma, and in ways that confrontational, difficult, but legally protected street theater should effect one.

I am afraid that we mistake political art for reality due to our distances from everyday horrors, and I am afraid as well that, to give us all the benefit of the doubt, we often mistake being unsettled, unnerved, unhoused, for being — in legal senses or otherwise — harassed, victimized.

I came to Evergreen, in part, because of its stated mission. The idea of a public school that values interdependence and freedom of expression, that values experiments and risks in pedagogy and art? What a fucking dream!

These values are still at work here. Don't get me wrong. We're doing really good things, and I have to say I've never taught at an institution where most of the deans are goddamn helpful, committed to teaching as much as anybody else — risk takers and forward thinkers. Nor have I ever felt such comradeship with students, staff, and faculty. But that doesn't mean we should let things slide. You do that and you're neck up in mud wondering what the hell happened. That I'm sitting here is because I find this place to be a gem in many ways. I like it here, a lot. So I have a stake. I have a stake in what our stated mission is — in the ways we are importantly different amidst such otherwise self-sameness.

Let's step back a bit and not fall into the corporate academic sinkhole. Hell, even from a business standpoint it's a bad idea. You get rid of what makes us unique, then why come to Evergreen?



Photos of the May 13 checkpoint street theater by Andrew Sernatinger