

CALENDAR OF EVENTS

TONIGHT

"Rules Of The Game"
7 and 9:30 p.m., Lecture Hall 1, \$1.50.

"A wonderful and clear-eyed Valentine by Jean Renoir." Sponsored by Thursday Night Films.

"Pieces From The Heart"
6:30 and 8 p.m., Ben Moore's, 112 W. Fourth, Olympia. No cover charge, but reservations are requested. Pianist John Alkins performs a special Valentine's Day show.

Cutting Edge Colloquium
7:30 p.m., Council Room, Governor House. Free. Dr. Brian Smith of Xerox of Palo Alto, California, will speak on "The New Stanford Center for the Study of Language and Intelligence."

Bible Discussion Group
6:00 p.m., every Thursday. ASH Apartments, number 136. Free to everyone, "searchers welcomed."

For more information, call Pat, 943-7359, or Cliff, 866-1400.

Friday

Singalong at Bread and Roses
8 p.m., Bread and Roses House of Hospitality, 1320 E. 8th Avenue. Free.

Bring an instrument, or your voice, or even both! For details, call 754-4085.

Piano Man
Friday evenings, Ben Moore's Cafe, 112 W. 4th, Olympia. No cover charge. Phil Bunker will perform every Friday in February at Ben Moore's newly remodeled dining room. For reservations, call 357-7527.

Multinational Unit E
7 p.m., Kane Hall 130, University of Washington, Seattle. \$5.00

general admission, at all Ticket master outlets. Multinational Unit E is a San Francisco area jazz band that incorporates Chinese cultural heritage into popular and traditional jazz. Seattle musician Deems Tsutakawa will open the show. For more information, call ASUW Productions, 543-7663.

George Thorogood in Concert
8 p.m., Paramount Theater, Seattle. Tickets on sale at all Ticketmaster outlets.

Saturday

Beaux Arts Ball
8:30 p.m., CAB lobby. \$3.75, students with I.D.; \$5.00, general admission. Refreshments provided.

This annual celebration features Ready Made Family, a rhythm and blues/funk group from Seattle, and Olympia's own Factory Girls. For more information, call 866-6000, ext. 6220.

Monday

Books Take a Break
Timberland libraries in five counties (Grays Harbor, Lewis, Mason, Pacific, and Thurston) will be closed today for the President's Day holiday. Hours will be back to normal tomorrow.

"Mon Oncle"
7:30 p.m., Lecture Hall 1. Free, childcare provided at the Parent Center, Lib 3221.

This 1956 "gentle, pantomimed lunacy", directed by Jacques Tati, is sponsored by E.P.I.C. and The Human Condition program. The film will be repeated tomorrow in CAB 110 at noon.

Wallyball
7-9 p.m., CRC Racquetball Courts 1 and 2. Everyone's invited to come and play.

"Coup de Torchon"
6:30 and 9 p.m., State Theatre, 204 E. Fourth. \$1.50 Olympia Film Society members, \$4.00 non-members. A "diabolical and suspenseful satire (that) appeals to the mystery lover in all of us." This 1981 film stars Philippe Noiret and Isabelle Huppert. Presented by the Olympia Film Society.

Women In Science
12:00-1:00 p.m., Lib 3216. Women from any academic area are welcome to share thoughts and ideas about sexism in education.

Tuesday

Wallyball Again
7-9 p.m., CRC Racquetball Court 1.

Men's Support Group
Evening; Check at the Men's Center, Lib 3227, for the specific time and place. This group meets weekly in members' homes.

"Independent Investigation of Truth"
7 p.m., ASH 141.

An informal discussion sponsored by the Evergreen Baha'i Association. For more information, call Stephan Dimitroff, 866-9069.

Lesbian Support/Rap Group
7:00-9:00 p.m., Lib 3223. Sponsored by the TESC Lesbian/Gay Resource Center. For information, call 866-6000, ext. 6544.

Meditation and Discussion
12 noon, Lib 3225. A time to quietly center yourself, then explore with others your spiritual questions. Sponsored by Innerpeace.

Education Committee Meeting
9:30 a.m.-noon, Room 1D2, Transportation Building, Jefferson

son and Maple Park, Olympia. The Washington State Committee on Educational Policies, Structure, and Management will meet to report and discuss Committee recommendations and activities.

Pickleball
12 noon-1 p.m., first floor Library lobby. Learn a created-in Washington sport!

Animal Liberation Presentation
7:30 p.m., HUB Auditorium, University of Washington, Seattle. Ingrid Newkirk of the Animal Liberation Front will speak and show a videotape compiled from a confiscated University of Pennsylvania tape of animal experimentation.

Wednesday

Overeaters Anonymous
7:00 p.m., CAB 108 or 110. The only requirement for membership is a desire to stop eating compulsively. For information, call Ivy, 866-0225.

Master Conservator Course
The Energy Extension Service will be offering its fourth annual Master Conservator Course beginning tonight. The program will provide training in energy conservation and uses of renewable energy in the home. To participate, call 943-4595.

Carl Stone in Concert
8 p.m., TESC Recital Hall. \$2.50 students, \$3.00 general admission. "Electro-Acoustic" music, sponsored by the Olympia Media Exchange.

Sherlock Holmes Double Feature
7 p.m., Lecture Hall 1. \$2.50.

Computer Field Trip
8:30 a.m.-6:30 p.m. Free, meet in the library loop. The trip will include a visit with Bill Ritchie, Fine Arts professor and one of the leading computer artists in the Northwest, and a trip to Artronix, an ad agency with some of the most advanced equipment in the region. To register, sign up in Lib 3224.

Art Galleries

Artists' Co-Op Gallery
524 So. Washington, Olympia. Oil by Bob Farrington and pen and ink by Cathy Healy, through Saturday. Watercolor and pottery by John Cash, and oils by Claudia Marsh, February 16-23. Mon.-Sat., 10 a.m.-5 p.m.

Women's Cultural Center Gallery
University YWCA, 701 N.E. Northlake Way, Seattle. 632-4747.

Pastel drawings on black paper by former Evergreen student Louise Williams.

Mandarin Glass Gallery
8821 Bridgeport Way S.W., Tacoma. 582-3355. "Dimensions In Glass" features 19 artists recognized for their accomplishments in a variety of glass media. Show continues through March 3.

Evergreen Gallery Two
Evans Library, 2nd floor. Watercolors by Mariko Marrs and Haruko Moniz, January 27 through March 10.

Evergreen Gallery Four
TESC, Evans Library Building. "Point of Departure", a group exhibition of prints by MFA graduates from the University of Wisconsin, runs from Jan. 19 to Feb. 17.

CPJ

THE EVERGREEN STATE COLLEGE

February 21, 1985

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Schwartz responds to gun question

by Roger Dickey

"I have drafted and have had sitting on my desk for several weeks a charge to a DTF [Disappearing Task Force] to study whether this college should have a police department or security department," said Richard Schwartz, Evergreen's Vice President for Business.

He will also ask the DTF to consider the "related question of whether firearms are needed by officers at Evergreen."

Schwartz said he will not form the DTF until the Higher Education Personnel Board (HEP) rules on a job classification appeal by several Evergreen Security officers.

In September, 1984, the officers asked the campus personnel office to change their job classification from security to police officers. The officers said they were performing the duties listed under police officer, not security officer. The personnel office ruled that police officers must operate within parameters set by a police department. Evergreen's officers, therefore, could not be police officers regardless of their duties.

The officers appealed that decision to the HEP Board which assigned the case to a staff member to investigate. The staff members will recommend an action to the HEP Board, which normally follows such recommendations. The losing party at that point can request that the entire HEP Board review the case. The entire process is usually resolved in a few months but can take years.

A police officer receives approximately \$150 more per month than a security officer of equal rank.

The above process is the standard reclassification process for all classified staff at Evergreen.

Schwartz said he will not charge the DTF to study the departmental classification until after the classification of individual officers is settled.

"The question is a different one," Schwartz said, "if we have police officers anyway."

If the security department became a police department, officers would have police powers directly rather than receiving them as deputies to the Thurston County Sheriff as at present.

Another major difference would be improved training available free to the department at the State Police see Schwartz page 3

WashPIRG watches Hanford

by Irene Mark Buitenkant

In March, the U.S. Department of Energy will publicly review the Environment Assessment, a document being used to justify the selection of Hanford, Washington, as one of the three sites for a nuclear waste repository.

WashPIRG (Washington Public Interest Research Group) will challenge this report at the hearings. It is the last time that the State of Washington will be allowed to have a say in site selection.

Wendy Wendlandt, campus coordinator for WashPIRG, says that it appears that the choice of Hanford is a political decision and not one based upon scientific research.

The Hanford site has a basalt base (solidified lava). WashPIRG and some geologists consider granite a preferable host rock.

The environmental assessment report says water from the Columbia River, ten kilometers away, won't be contaminated for 20,000 years. But the U.S. Geological Survey contends that groundwater from the waste site might travel to the Columbia River in less than 20 years.

The environmental assessment report dismisses the possibility of transportation accidents with the reply that they can be "mitigated."

WashPIRG is also concerned with the PUREX, (Plutonium Uranium Extraction Plant), near Hanford.

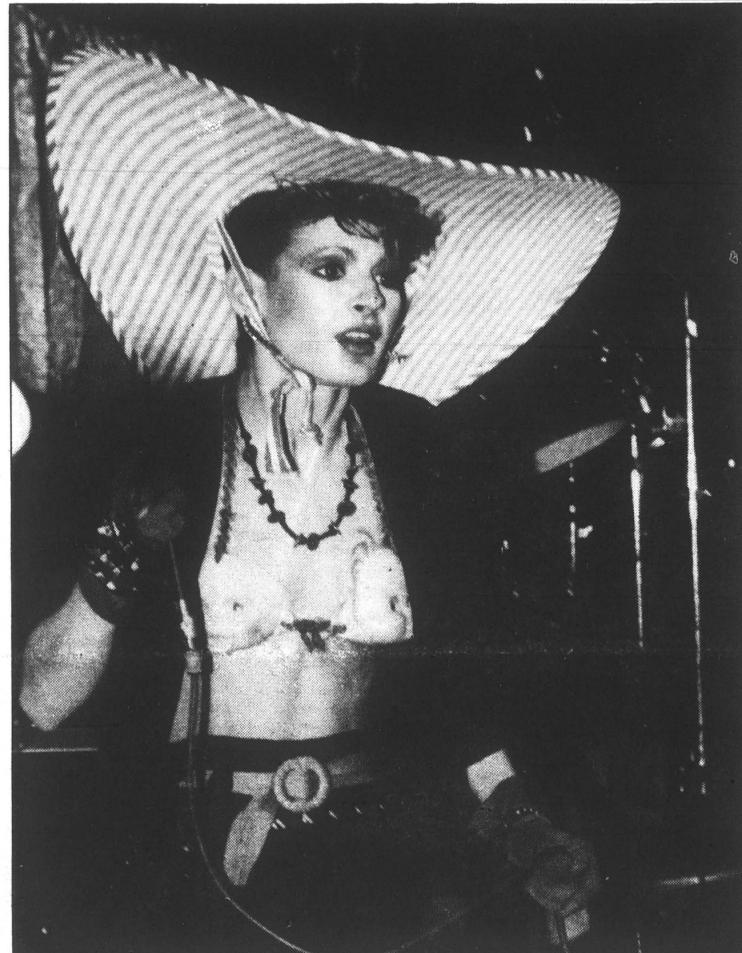
The plant was re-started in 1983 by the Reagan Administration to process nuclear waste into defense material. It was shut down two months later because of a plutonium leak. At the time of the accident, nearly half of the monitors were inoperable.

The State of Washington was not informed of the mishap.

WashPIRG is lobbying for the passage of an independent state monitoring bill so that the state that is affected by the fallout does not have to rely on the federal government to tell it when standards are violated.

The third issue is the strengthening of the C&C (Cooperating and Consultation) agreement, between Washington and the federal government. The agreement sets up guidelines for the possible siting of the first high-level nuclear waste dump at Hanford.

This agreement, being the first of its kind, will probably be the prototype for similar agreements in other sites which have initially been selected as the nuclear waste repositories.



Factory Girl Christine Bengston, and hat, kept things hopping at Evergreen's annual Beaux Arts Ball last Saturday. Ready Made Family gave Evergreen a rare dose of funk. The CAB Lobby brimmed with people in colorful costumes. An enthusiastic group slamed-danced near the stage throughout most of the Factory Girls' performance, and the band was called back for two dances. UJAMAA and S & A sponsored the fun-filled and high-spirited event in cooperation with the 1984-85 Evergreen Album Project.

Unsoeld, TESC clash on adding trustees

by Charlie Campbell

A bill that would increase the membership of Evergreen's Board of Trustees from five to seven has pitted board members against one of the school's oldest friends, the prime sponsor of the bill, Rep. Jolene Unsoeld.

The increase looks likely. Unsoeld's bill easily passed the state House on Monday, 94-4. An almost identical bill passed the state Senate last Thursday, 37-11.

Each new trustee would only cost the state traveling expenses and per diem, estimated at \$1,800 per year. The bill would make the increase at Washington's three regional

universities and Evergreen. But Stan Marshburn, Evergreen's legislative liaison, is lobbying to have Evergreen exempted from adding the two new trustees.

Unsoeld said, "I can see why the board would be [opposed to the bill], because it would be a decrease in each individual's power."

Evergreen Trustee Bill Robinson objected to the change, saying, "Communication is a major thing to deal with. Adding two more [trustees] to the loop without some identifiable benefit just doesn't make sense."

Unsoeld said the benefit is that a larger board is more likely to reflect the racial, sexual, and political diversity of the region the school serves.

However, the bill does not stipulate this diversity.

The only way to insure diversity is "to elect good governors that make good appointments," Unsoeld said. "But with five [trustees] instead of just seven there is a little more opportunity for broader representation."

The bill is also designed to spread the workload on more backs.

The National Commission on College and University Trustee Selection recommended in 1980 that governing boards should consist of at least nine members.

Evergreen Trustee George Mante said a larger board might divide into factions.

Unsoeld agreed that the board

should not be too large.

She said, "The question came up of nine members, but seven is a better balance in order to make each individual feel a sense of commitment to the school they'll be serving."

A problem in the past, said Unsoeld, has been uncommitted governing board members.

A joint legislative advisory committee last year recommended trustee selection should be based upon "interest, expertise, and experience in higher education."

Unsoeld said, "It's unfortunate that these positions are sometimes made political gifts, and that people filling the position have little or no interest in the position or in the agency they are appointed to serve."

ALLIED HEALTH CAREERS WORKSHOP

The Career Planning and Placement office will sponsor a workshop in the allied health careers in CAB 108, February 27th, from 1:30 to 3:30 p.m.

Panelists will represent various health career areas such as nutrition, health education, nursing and emergency health care. All are welcome to attend and ask questions of the panelists.

For more information about the workshop, call Career Planning and Placement at 866-6000, ext. 6193.

FOLK DANCE FEBRUARY 22nd

The Evergreen State College Folk Dance Club is sponsoring a folk dance party at the college Recreation Center on Friday, February 22nd, from 8 p.m. to midnight. Dances from eastern Europe, Scandinavia, and the Middle East are among our favorites.

The evening will feature the live music of Dobar Dan Tamburitza Orchestra, one of Seattle's finest Balkan bands. Beginners are welcome, and many dances will be taught. Admission is \$1.

MAKING DECISIONS ABOUT LIFE AND DEATH

St. Peter's Hospital will sponsor a free forum on the issues facing families whose members may need extended life support during severe illness. *Making Decisions About Life and Death* will be held on Thursday, February 21, from 7 to 9 p.m. at St. Peter's.

The program is free, but St. Peter Hospital requests that you try to register by Monday, February 18th, by calling the Public Relations Department at 456-7248.

NORTHWEST POETRY CONFERENCE

A three-day poetry conference at Saint Martin's College will feature Hether McHugh, Nelson Bentley, Emily Warn and Jim Mitsui.

Olympia area poets will be emphasized Thursday, February 28th. McHugh and Bentley, from the University of Washington, will critique submitted poems and read their own work Friday March 1. Mitsui and Warn will preside March 2.

"DON'T BOTHER ME, I CAN'T COPE" FEB. 21

The Paul Robeson Community Theatre Group presents the musical "Don't Bother Me, I Can't Cope" on Thursday, February 21 at 8 p.m. in the Library lobby at Evergreen.

The Micki Grant musical is a lively and moving portrayal of the Black experience in America, which played to enthusiastic Seattle crowds last summer during the city's Black Musical History Month.

"Don't Bother Me, I Can't Cope" is sponsored by Evergreen's Ujamaa Society in celebration of



Jean Renoir's RULES OF THE GAME

TONIGHT—Thursday Night Films presents Rules of the Game. 7 and 9:30 p.m., Lecture Hall 1. \$1.50.

Black History Month. Ujamaa's Student Director Hoover Chambliss says "We are presenting this production free of charge to the communi-

ty as a gift from our organization." The 8 p.m. showing is free and open to the public. For more details, call Ujamaa at 866-6000, ext. 6781.

WALTER AND REGINALD



STORY BY GEORGE MCKOU



DRAWINGS BY BARBARA HOWELL



EVERYONE WAS DEZERTED TO THE POINT OF SANDHAWG THE ROSEBAG



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Rainey and Hanfman create a lot of Bolshevik

Students knee-deep in homework, but satisfied

by Susan Arnold

Tom Rainey, coordinator of the Russia/USSR program, calls it a "long and arduous three quarters." He reiterates throughout the year that, "if we wanted you to have a social life, we would have issued you one. You've signed on for a very demanding program."

This is what the students in the Russia/USSR program have chosen for the year. About 46 students presently remain under the Tom Rainey/Andrew Hanfman regime, reading up to 750 pages per week, attending three lectures, two seminars, and either four hours of Russian language or a workshop on Dostoevsky or Lenin every week, and three 5-10 page papers per quarter. Spring quarter students will research and write and 15-25 page paper.

Rainey and Hanfman are co-teaching the Russia/USSR program for the third time. "I can't imagine a better pair, a better teaching staff," said student Jennifer Priddy. Other students agree. Phillip Goldman came to Evergreen from the University of Washington specifically for this program. He said he is "continually amazed by Andrew [Hanfman]." Hanfman has a rich store of historical knowledge, is very well-read, and is an accomplished linguist and etymologist, Goldman added.

"Athletic," is how student Joel Martell described Rainey's method of teaching. He is dynamic and realistic, Martell said. Student Lara Norkus added that Rainey "tries to get to the root of things. [He] makes history come alive. He is passionate about his work, and that really comes across."

Rainey agrees with that. One thing that makes the program successful, he said, is that he and Hanfman "dearly love this material. It is precious to us." Another reason for the program's success is the "enormous amount of trust" between Rainey and Hanfman. And the two teachers agree on how to teach the material.

Precisely, they believe that the teachers should set the curriculum for the program. Rainey believes in the "master-apprentice type of teaching," and has never liked the idea of "co-learning," as Evergreen attempted in its beginning. Rainey has worked hard to make the school more structured, and is satisfied with how it is now.

The goals of the program, are first, to learn the "historic and economic conditions which have led to the formation of the Soviet State. From then on, [the goal is] to acquaint them with the way the Soviet State is run," began Hanfman.

"It is a program that teaches people that cliches don't apply to real politics, whether they come from the



Hanfman leads a Russia/USSR seminar.

photo by Chris Corrie

left, well-meant as they may be, or from the right, stupid as they may be. We are not interested in giving a pro- or anti-Soviet point of view."

Hanfman said, "We are primarily training the people to realize the complexities and therefore develop a critical historical and political sense, so eventually with sufficient information they might form their own personal judgement...by serious analytical reflection."

Rainey puts the goal another way. It is an "exercise in understanding another culture that is very different than the culture of the students. We encourage people to try to empathetically project themselves into that culture," and to understand Russia on its own terms.

Last summer about 24 students took beginning Russian language for four hours per day, four days per week. Fall quarter, students began studying early Russian history. During this quarter two weeks each were allotted for Tolstoy's *War and Peace* and Dostoevsky's *The Brothers Karamazov*. During winter quarter

they have been reading works by Chekhov, Gorky, and Lenin. About halfway through winter quarter the Russian Revolution occurred; thereafter, the Soviet state is the focus. Spring quarter they will go into greater detail of the Soviet state. Included will be a workshop/course on the Cold War, 1945-present.

Student Helen Lazara pointed out that the study of the Cold War is more pertinent than the history, culture, and literature that they've been learning, that it "affects our immediate lives more deeply." But as Jennifer Priddy said, "One of the first things I learned was you have to know a country's past to know where they're coming from." The course will probably attract hundreds.

About fourteen Evergreen students will be going to the Soviet Union with Rainey this summer. They plan to leave about June 14 and they will first be in Moscow for three days, being tourists. Three weeks will be spent in Leningrad where they will attend school from

9 a.m. to 1 p.m., learning language, history, and culture from Soviet instructors. The remainder of the day will be spent touring, reading, etc. Then will spend three weeks in Krosnodar, a city near the Black Sea. The trip will end about August 4. Students are required to keep a journal and write a lengthy paper as part of the credit they will receive for her studies is conveyed by her comment, "we're learning so little as compared with what there is to know." Priddy developed an interest in the Soviet Union in high school, and began reading about it, especially current events.

Lara Norkus plans a future of high school teaching and peace work. She has discovered that people are more alike than they think. She said, "Maybe I can teach my students that and keep ourselves out of hot water." She has also learned that "governments are universally stupid." Norkus thinks that there is renewed interest in the Soviet Union, and thinks that is a good sign.

Hanfman shares his history and ideas

by Susan Arnold

Andrew Hanfman is the Senior member of the faculty here at Evergreen. He is so special that the Board of Trustees passed a resolution, though phrased in general terms, specifically allows Hanfman to teach beyond retirement age.

To this he said, "You have to preserve the relics of the past, you see."

What is your area of specialization and your background, Mr. Hanfman?

"I am a native of Russia. I was brought up in Germany and Italy, where I took my doctoral degree in Comparative Literature and Modern Languages.

"I came to the United States immediately after World War II. I taught in Kenyon College, Ohio from approximately '47 to '51...Kenyon College used to be a small, non-coeducational college, only for men, or boys as we called them then. [This college] had an extremely high academic level, patterned after the English and British sort of school.

"Kenyon College was an interesting institution because it was

there that the Kenyon Review was published...it was one of the little leading literary magazines [of the 40's and 50's]. [It was] edited by the Southern agrarian poet, John Crowe Ransom, who is dead, unfortunately...

"[Kenyon] produced a series of rather prominent writers and poets, among them, James Wright, a very close friend of mine, who died, unfortunately, and writers like Doctorow, the author of *Ragtime*, then also a couple of other celebrities like Paul Newman, who was a student in the Department of Speech and Drama then.

"After four years approximately at that college I entered the government service, and was in the government for twenty years...in the Central Intelligence Agency. Eventually in '72 I came to Evergreen, and have been teaching at Evergreen ever after."

What kind of work did you do in the C.I.A.?

"I was engaged in analysis of Soviet policies and collection of information on Soviet affairs. I was not killing people, as some romantic and uninformed people [might think]...Normally they don't kill

people, nor do they have a great interest [in killing people] as people think they have.

"[The work] involved clandestine as well as overt work. Overt work, in intelligence, if you might want to know, is similar, in fact, identical, with academic research. You have to read books, you have to read newspapers.

"You have to evaluate their reliability...as compared with other information derived from other sources. So it's a very complex process which a sophomore mind cannot yet understand."

What kind of life do you hope your students will lead?

"I hope they will live as intelligent and rational people, primarily. What I do hope and what we try in our modest way to do in our program (Russia/USSR) is to look at some—even emotional—issues rationally, as objectively as possible. [Then students should] develop their own personal judgement: not succumb to propaganda, agitation, emotionalism, so forth.

"So roughly speaking, what I expect a good undergraduate education to do is prepare people if they want to go on to graduate studies...to have a good educational background...so they can succeed.

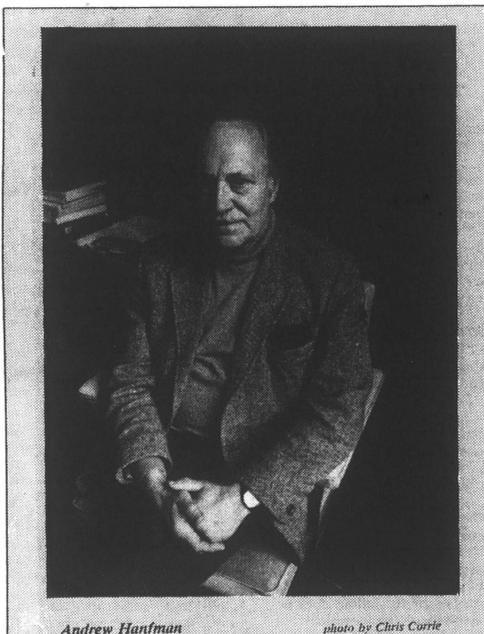
"What I expect for people who do not continue...They should be independent, responsible, rational people, so that whenever they apply for some kind of work, they will fit in the social structure which they find around them.

"By which I don't mean that they should conform, but I think they should, if they do not agree, let's say, join the governmental structure and so forth, in order to change them from within...

"I do not know of any society which has been changed in a revolutionary fashion in the last century which has produced a satisfactory society."

What do you think about America?

"That is an entirely different matter...because the Revolution at the end of the 18th century, was, first



Andrew Hanfman photo by Chris Corrie

of all, not so much aimed at social change, but at the political independence from the mother country. There was no intent to change the socio-economic structure...

"I think it was one of the best constitutions devised, essentially...One of the most revolutionary societies, in the sense of rapid change, is the U.S....

"In my seminar I pointed out the question of racism. In about 20 or 30 years the problem has essentially already been solved...[We must] cope with the remnants of bias and prejudice. But if you think that in other countries, say in the Soviet Union, nationalities and minorities still are second- and third-rate citizens. Yet it claims to be a revolutionary society. Then you have a basis of comparison which indicates how rapid and radical the changes are in the U.S."

What do you think about the nuclear war issue?

"In any program, American Culture or Native dancing, I fail to see how the nuclear issue could not be involved. The nuclear issue is not put in a drawer next to How to Make Jam. It's universal; [it] affects everything...[You] cannot eliminate [it].

"On the other hand, I am a born European. I am not American, and hence with some arrogance I can say that we don't quite take the hysterical view that very often appears in the U.S.

"After all, we have lived with atomic disasters in energy since 1945 and somehow survived. So I feel that there are rational ways of dealing with the problem. Emotional ways are probably the worst...way of [dealing with] moral and technical problems of this nature.

Old editor unfair

Dear Editor,

The letters from Francisco A. Chateaubriand and Marcia Savage in your most recent issue cry out for response. I would like to reply to them individually.

First, I was amazed at the tone of Mr. Chateaubriand's drill-sergeant chew-out of Janine Thome. From the second sentence, accusing her of "hysteria," its intensity betrays something itself far beyond the pale of cool discussion. In fact, castigation this harsh is entirely unbecoming in a superior writer such as he.

Perhaps Mr. Chateaubriand has already forgotten that the CPJ is the understaffed student paper of small institution, whose personnel are presumably still learning. Snide "welcome to journalism" comments and verbal sneers do not help them, and especially do not benefit alumni, who, having completed their allotted time here, should bow out gracefully and let those remaining do what they are, after all, here for.

Second, Ms. Savage's argument is unfair and misleading in bringing up the still-painful memory of the Tisnot shooting as an argument for reclassification of the campus security department as an armed police department. That instance involved a killer who kept his weapon concealed until its moment of use.

Alarming as it may be, the presence of police officers armed with similar weapons would have made no difference at all. The difference the presence of a police department would make on campus is reflected in the change of terminology. An effective campus security department is part of the community and protects it from threats to the students' security: acts of violence, thefts,

vandalism. A police department is set above the community (witness citizens as *civilians*) and is charged with going beyond protection to policing (overseeing) of the community.

Sincerely,
John Dylan Cooper

Reader questions sexist language

Dear Editor:

Susan Allen asks those of us who object to the pseudo-generic "he" to convince her of the worthiness of something else. People cannot be convinced of something they really don't want to be convinced of. Susan claims she does not "condone using 'sexist language'" (the use of quotes suggests she doesn't believe it really exists), but continuing to use "he" shows us that this is not the case. She is not ready to change, nor does she take feminist objections to this false generic seriously. Using "he" for everyone who has not definitely been proven female establishes male as the norm, what is "proper," and shows that we consider female to be abnormal, the exception to the rule. Everyone is considered male until proven female.

Personally, I use either "she" for everyone, "s/he", or "they", depending on the circumstances. But, rather than becoming obsessed with what word to use, I think we can learn more by examining our discomfort when we challenge certain language usage.

Does our concern with using language "properly" really reflect a desire to communicate more effectively, or is it a desire to learn and

Letters

perpetuate the language code of a particular social class in order to gain access to the privilege and money enjoyed by that class and exclude others who use language differently? White, male, upper and middle class language is the norm. Third world people have long been ridiculed and denied rights on the basis of the language they use. Including women in the language challenges this division also.

In Sisterhood,
Theresa L. Crater

Guns demand clear dialogue

To the Editor:

No, please, no guns on campus. I appreciate Security's desire for higher pay, more training and a stronger sense of safety. But guns are not the solution.

People are using the Elisa Tisnot shooting to promote the use of handguns on campus. What they may not remember is that there was no way for Security, with or without guns to react in time to save Elisa. Michael Pimentel walked right in and pulled out the gun and killed her. Security was nowhere nearby; there was no reason they should have been. If Security had shown up with guns there's no telling what that might have provoked Michael to do, and there's no telling what a scared security officer might have done in the situation. If an officer had killed Michael we would have been doubly shattered.

Aside from this incident, guns still don't have a place on campus. We are a relatively peaceful place. The best defense against violence is a strong sense of community, and a sense of trust and working together.

Having police on campus would only polarize the officers and the students.

This really scares me. I shudder to think of weapons being used against the officers and students, the way the robbery suspect in Seattle recently grabbed the gun away from an officer and shot him to death, over some trivial prize the suspect had allegedly stolen. That's what guns can do to people who are frightened and high-strung. That's what the image of a police officer can do.

This letter comes from gut response as well as rational thought. I think that's an appropriate response to something as violent as a handgun. Let's have a very clear dialogue about this subject before a decision is made.

Allison C. Green

No use for guns

Dear Editor,

This letter is in two parts.

1. There are events that make us ask, "could I have done something?" and then say, "If I were a better person, I could/would have done something."

These events are, generally unprovoked, unpredictable and relentless. No one can point them out beforehand, no one can point to the future. No one can guarantee anyone complete protection. These events are not our tragedies, tragedy implies fate or forewarning.

The April murder of Elisa Tisnot typifies this sort of event, and hindsight is not reassuring, it is a delu-

sion. No one, in no way, could have read Michael Pimentel's mind. The security department of Evergreen should not feel guilty for not being able to do what no one can do.

The Tisnot murder shocked the whole community, no one was left unharmed. By implicit occupational guidelines, a security person in such an event must remain, in order to do their job, unharmed. To use psychology terminology for a moment, this paid repression of an awful thing (the shooting itself) has resurfaced as a fantasy necessity for handguns.

2. We, the undersigned, for the reasons stated above and our own which total a list too long for this venue, do not want guns to be allowed on The Evergreen State College campus. Guns, in anyone's hand, make us feel insecure, not secure. Evergreen is, in many senses, an utopia which we, the members of it, build. Necessarily part of our cloistered society are security people, whose job it is to make us secure. What is security? Security is what makes US feel secure; we are the consumers and we have no use for what we do not want or need.

We do not believe that Evergreen needs handguns in any way, shape or form. We believe that the Social Contract of Evergreen should continue as it is.

J.W. Renaud, Heather Lewis, Dwight Moody, Deb M. Roraback, Jennifer Rose, Gena Gloor, Laurian Weissner, Rob Dietrich, Mark Lewin, Gala Miller, Michael Gates, Rick McKinnon, Tom Spray, Susan M. Johnson, Jim W. Hartley, Dorr Dearborn

CORRECTION: The opinion letter in last week's issue entitled *Strongly Opposed*, regarding Campus Security, was written by Kristina Knauss. The CPJ regrets the error.

Schwartz

continued from page 1

Academy. "Under the present scenario," Schwartz said, "that training is not available."

Schwartz said that the reclassification issue has been confused with the issue of firearms on campus. "People have jumped to the conclusion," he said, "that if we have police officers, they will be armed."

"That is not necessarily true, according to Schwartz. "Western Washington University in Bellingham has had a police department without firearms for six year," Schwartz said, "so there is a model."

Gary Russell, chief of Security, said that a separate decision would

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Managing Editor: Charlie Campbell
Assistant Managing Editor: Kurt Batdorf
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Poetry Editor: Margot Boyer
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Photographers: Eileen McClatchy, Irene Bultenkant
Writers: Tarja Bennett, Beth Fletcher, Nancy Boulton, Kurt Batdorf, Charlie Campbell, Janine Thome, Susan Arnold, Rob Dieterich, Traci Viklund, Wendt Kerr, Tom Spray, Carla Casper, Heidi RoocksHunt, Mike McKenzie, Susan Allen
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reclassification request brought them to the front burner. Some of the officers do want guns, do feel unsafe when they're alone out there at night. I think the issue for some of them is fifty percent guns and fifty percent money."

Schwartz is waiting for the HEP Board ruling. "When I get that response," he said, "I'll charge the DTF."

The DTF will accept testimony and evidence on campus needs and opinions on the police department classification and on firearms on campus. It will then make a recommendation to Schwartz.

Any action would eventually have to come from the Board of Trustees. Personally Schwartz is adamantly opposed to firearms on campus. "We have lived on this campus for fourteen years without firearms," he said. "I don't know of anything that's changed to warrant firearms."

Student shows nuke world

by Liz Green

In the words of Cliff Missen, who compiled images donated last spring by 35 campus community members, *Images From Under the Cloud* "speaks to what is like living in a world with nuclear weapons."

This multi-media presentation, created by Missen and the staff of the Peace and Conflict Resolution Center, will be shown on February 23rd at 7 pm in Lecture Hall 5. The presentation is sponsored by Innerplace, and admission is free.

According to Missen, *Images*, which combines video tapes of interviews with members of the



A still from *Images Under the Cloud*

Evergreen community with slides and music, "addresses the issue from a gut-level stance...not to scare people, but to inspire hope for progress."

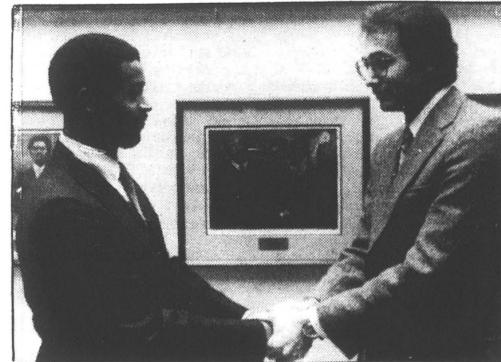
The image that inspired Missen to design the project was that of the missiles lifting off from the silos in *The Day After*, but the presentation does not consist only of images of bombs and destruction. Interspersed with pictures of Hiroshima and mushroom clouds are pictures of children playing, of churches, of an African village.

The possibility of nuclear war is so real, so pervasive, yet so unimaginable that few of us consistently acknowledge its existence in our daily lives. The major value of the presentation seems to be in keeping that possibility in our minds until the point at which, in the words of Dwight Eisenhower, people "are going to do more to promote peace than our governments," to the point at which "people want peace so much that one of these days governments had better get out of their way and let them have it."

Responses on the video to the question, "What's it like living in a world with nuclear weapons?" range from "paranoid and angry" to "numb and helpless." Many reflect the frustration of living in a world where the future seems to be in the hands of "a small group of people playing games with dangerous toys."

Some of the most powerful images emphasize the incongruity of mechanized instruments of destruction in a natural world, or contrast the range of man's achievements, in the mind is an image of military helicopters hovering above the Egyptian pyramids. The helicopters are dwarfed by the pyramids, yet their presence is powerful, undeniable, like malaria-bearing mosquitos, or locusts ready to devour a forest.

When asked what they envisioned as the most realistic solution to the problem, most people spoke about disarmament, unilateral or bilateral, and its somewhat dubious effectiveness. One person answered "We can't not have them. Once you have the knowledge you can't pretend it doesn't exist." But the most interesting and perhaps telling solution to the problem of nuclear arms proposed was a "mass transcendence of consciousness."



Joseph Olander, Evergreen's president, expresses his thanks to Hoover Chambliss, UJAMAA's coordinator, for UJAMAA's support of the exhibit honoring important black historical figures. The exhibit will be on display through the end of this month.

Evergreen gets big budget, but no gym

by Charlie Campbell

Gov. Booth Gardner's capital spending plan ups former Gov. John Spellman's plan by \$51 million, but Evergreen will get \$700 less — and no gymnasium.

Gardner's 1985-87 budget cuts Spellman's proposed allocation to Evergreen from \$4,374,700 to \$4,374,000. The gymnasium turned down by Spellman was again turned down by Gardner.

The \$700 is cut from a roofing project. Although the Legislature can amend Gardner's budget, it seems unlikely that they will add \$8,519,400 for the gymnasium — it would nearly double Evergreen's allocation.

Darrel Six, Evergreen's head of engineering, said, "We need to re-emphasize to the Legislature that we need the gym to compliment existing academic programs and to aid in recruitment and retention of students."

An article in the last issue of the *Evergreen Review* called the gymnasium "the last major structure needed to make the Evergreen State College a complete educational entity."

Evergreen's original designs included a gym.

Jan Lambertz, director of athletics and recreation, is one of the gymnasium's strongest proponents. She has urged Evergreen faculty, staff and students to write their representatives to show their support.

Lambertz said, "The kind of things that will go on in the gym, leisure education, musical concerts, basketball, are revenue producing."

But another Evergreen administrator, who asked not to be named, said the cost of maintenance of the building, and the cost of intercollegiate athletics, which would soon follow, would "supercede the initial cost tenfold."

The source said state government is deterred from funding a gym if they know they will soon be asked to fund "a badminton team."

"I think this person's statement is just wrong," said Lambertz. She said that asking state government for a gymnasium to play intercollegiate sports increases the chances of the project being fund-

ed, because most legislators recognize the benefit of organized competitive sports.

Lambertz also stressed how sorely Evergreen needs a large meeting place. Evergreen's largest meeting space can accommodate 550 persons. The gymnasium could seat 2,500 persons.

Evergreen student Jason Renaud said, "Evergreen needs a large meeting place. A gym might have a dual purpose."

Other highlights of Evergreen's allocation are the approval of the sale of over 2 million in bonds for the longhouse project, and \$994,000 to renovate the fire protection system.

Evergreen does not receive proceeds from a federal land grant as the other state four-year schools do. For capital projects, Evergreen depends completely on funding from the state government.

When Washington became a state, the federal government gave the University of Washington and Washington State University each a tract of land from which they could draw proceeds for capital projects.

The federal government gave the three regional universities, Eastern Washington University, Central Washington University and Western Washington University a tract of land from which to share the proceeds.

These schools can sell bonds to pay for a new project and pay off the bonds by selling timber from the land grant.

In the past the Legislature turned down Evergreen's push for proceeds from a shoreline area.

Current law prohibits any additions to the list of land grant schools until all bonds are paid off, and takes 25 years to pay off a project, and the legislature has never approached a 25 year span without granting a new bond sale. It is unlikely that all the universities will ever be completely paid for.

Therefore, it is unlikely that Evergreen will ever be able to join the list of land grant schools.

Until it does Evergreen is dependent on the Legislature. Ken Winkler, Evergreen's director of facilities, said, "We're a little disappointed that we didn't get the gym. I think it's good that we still got something."



The porch at Off-Campus

School gives kids a better chance

by Margot Boyer

The Thurston County Off-Campus School is an alternative high school that provides interdisciplinary education to young adults in a small group run by democratic process.

Several Evergreen students have attended Off-Campus, and Evergreen students and graduates are working there.

The school is housed in an old white house on Olympia's Eastside. Students and teacher look up briefly when a visitor enters, and return to their discussion. A collage of human faces with the motto, "TAKE CARE OF YOURSELF-TAKE CARE OF EACH OTHER," hangs on the wall. A puppy plays on the floor.

The school has many goals in addition to helping students receive diplomas or prepare for GED tests.

Staff and students work to help students learn the basic skills that will allow them to learn throughout their lives, to provide a close community where people have worthwhile relationships, and to develop the group skills that enable them to work and make decisions together.

Everyone in the school signs a community agreement that outlines the responsibilities of students and staff. Decisions are made by majority vote during all-school weekly meetings.

There are about 40 students currently attending the school, and a few who work independently but are enrolled. There are four full time teachers, two part time, and three Evergreen interns.

Some students have come to Off-Campus out of dissatisfaction with the rigidity of public schools, or out of desire to plan their own education. Some feel that standard high schools are a waste of their time. Some have been asked to leave other schools, and some prefer Off-Campus for the warm atmosphere and close teacher-student collaboration.

Student Julie Balch said she likes the school because "There aren't any cliques here—you're respected for yourself... I'm learning quite a bit."

Both students and staff are excited about their work at the school.

Students are enthusiastic about both the community and the academic work.

Asked if she liked the school, student Lisa Anderson said, "Oh God, yes. I'm actually learning—it feels good."

Evergreen student Tom Bowen is teaching a class called Modern Times. The class is concerned with post World War I history.

During the first week of the semester they studied Yeats' poem *The Second Coming* as a point of departure to talk about anarchy, disillusion, revolution, war, and the rise of fascism. Students memorized the poem and connected Yeats' work with their own political concerns.

Student Paul Thomson said that this kind of learning is, "not mechanical. You have to stop and think about causes and effects."

Other classes are Psychology, which is covering Freud and Reich; Altered States, which includes math and natural and social sciences; Drawing; Drama; Getting Your Stuff Together, a basic skills class; Women's Self Defense; and subject labs.

Events provide opportunities to learn. Recently a police officer came to the school looking for a student. Some students were upset that the officer walked in without knocking or asking permission to enter.

One student said, "Cops scare me period, even if I'm not doing anything."

This event, and the student's response to it, started a discussion of when confrontation with authority is appropriate and when it is not, and an investigation via the American Civil Liberties Union, of the legalities of police officers entering private schools.

The people at Off-Campus emphasize the process of working with other people and making decisions for oneself. Teacher Nora Walsh thinks that even students who attend only briefly benefit from the experience.

She said, "Students learn to make good decisions about their education and lives—it makes a big difference."

REVIEWS...

Prince: purple, passionate, predictable

by Wendi D. Kerr

The crowd was on its feet at 8 p.m., 15 minutes before the lights even went out. Every time a roddie set foot on stage, a chorus of screams would begin, spreading through the entire Tacoma Dome before the screamers realized that nothing was going on.

The audience, as instructed by the print on their tickets, wore purple: purple shirts, lacy purple lingerie, even purple hair. They lined up to souvenir stands to buy \$10 programs, \$7 posters, \$13 t-shirts, and official *Purple Rain* sunglasses.

The object of this devotion was a five-foot two-inch musician from Minnesota, Prince Rogers Nelson, known on stage and record as Prince. His much ballyhooed *Purple Rain* tour arrived at the Tacoma Dome last Thursday night for the first of two sold-out shows, to be opened by his protegee (and rumored girlfriend) Sheila E.

The show seemed to be intended to please Prince's newest fans, those who were introduced to him through the success of his film, *Purple Rain*. Though he did every song from *Purple Rain*, he left out such old favorites as "When You Were Mine" and "I Wanna Be Your Lover."



he played the same unusual white guitar used in the film. In "When Doves Cry," he again wore a costume similar to the one worn in the video.

As for the celebrated sexual content of Prince concerts, none of it was new to fans who had seen *Purple Rain*. He repeated the same stage-humping routine in "Darling Nikki," the phallic guitar routine in "Baby I'm A Star," and the simulated fellatio routine in "Computer Blue." (Yawn.) Instead of being shocking, Prince may now run the risk of becoming a parody of himself.

After "When Doves Cry," he left the stage. The audience already knew what the encores would be: "I Would Die 4 U," "Baby I'm A Star," and "Purple Rain."

Even the special guests, Apollonia 6, Sheila E., and Time valet Jerome Benton, who were all onstage during "Baby I'm A Star," were no big surprise to the audience, because Prince had brought them out on stage in nearly every show on this tour.

During "Purple Rain," many people in the audience began to file out—after all, they knew there would be no surprises. Sadly, they were right.

Prince has energy, ability, and a great light show, but all of this is neutralized by the tour's overwhelming air of calculation. For all his talent and musical innovation, he risks little in concert.

True, like the Beatles twenty years ago, he doesn't have to risk anything; the money will just keep rolling in no matter what he does on stage. It's sad, though, to see a performer of his caliber be so complacent.

Black History Month deserves better show

by Rob Dieterich

Beer companies don't have particularly good taste in art. In fact, they surround us with a lot of bad art.

Look around the Fourth Ave. Tavern some time: notice the stamped plastic, the colored lights, the moving parts. The point is to get your inebriated attention. That's what corporate public relations do.

Miller Beer paid for the art now in our student gallery. Commissioned by Miller, a retired Air Force Lieutenant Colonel, Clarence Shivers, created these prints in editions of 500.

The prints are in the Student Gallery because they were brought here by a student organization, UJAMAA. They are here for February, Black History Month. These are the posters that we

never had on the walls of our high school history class. These are the pictures that we didn't find in our history texts. Or rather, as people point out in the gallery's comment book, these are some of the pictures that we didn't find in our history classes.

Miller Beer left some out: where's Charlie Parker, where are Alice Walker, Harriet Tubman, and Malcolm X?

At any rate, these are pictures that belong in history texts. These don't belong in the student art gallery.

Evidently, a statement that the gallery outside the cafeteria is strictly for student work, does not exist. But the coordinator of the gallery and others say that the proposal the Students and Activities Board approved last spring was for a gallery devoted to student work. And that's the only sensible use of that gallery.

PCRC proposes big projects

by Tarja Bennett

The Peace and Conflict Resolution Center sparked an interest among members of the Evergreen community when the Center publicly expressed its desire to students and faculty to share their opinions on issues they think the Center should address.

The results from the Center's survey and the videotape recorded interviews will more than likely influence the way it spends its funds. The Center has approximately \$3000 left in its budget for the rest of the academic year.

The eight active members are already working on some projects. The volunteers—Wayde Furguson, Bill Lott, Georgia Martin, Chris Hubbard, Kristin Thomson, Mandy Goldberg, and Debra Gronning—as well as the coordinator, Paul Gallegos, spent a good portion of last quarter brainstorming on projects and clarifying the Center's purpose.

Gallegos says they intend to create a Peace and Conflict Library at the Center. They have set aside \$500 for purchases and plan to order a "representative spectrum of books" in March.

Gallegos is also sending a notice to faculty requesting suggestions and asking for donations of written work done by faculty and students on peace and conflict related subjects.

"We'd like to provide the community with a place to research, where all the information is in one place and hopefully avoid having to search all over the school library for information," Gallegos said. Each book in the collection will have an annotated bibliography.

Ideas for a video project during Spring quarter are presently being defined. So far the project will have a two-fold purpose.

First, it will establish a forum in which the members of the community can express on issues, to the campus.

Second, it will expose students to other programs.

Members of the Center hope to visit programs and record parts of lectures and seminars. They want to present the members of the program with questions about their satisfaction with the program, and also how the program applies to current issues.

Each part of the project will be edited and will most likely be shown in the CAB.

Martin said she would like to "see a student meeting facilitated by alumni about curriculum and faculty problems, with the goal being to bring Evergreen closer to its roots and stated purposes."

The idea is for students and faculty to have an informal way to express their complaints in hopes that the problems can be solved more readily.

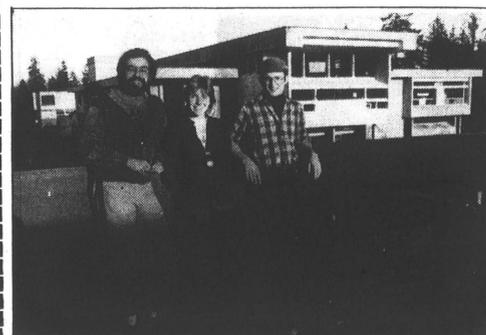
"It would be helpful for there to be people to talk to, who know what Evergreen is like at its best. Unless we work at it we'll become just another college," Martin said.

The Center is now in the middle of the Joy and Anger Workshops. The Center held the Joy Workshop a couple weeks ago and was a sellout.

The Anger Workshop occurs March 1. It is predicted to be a sellout as well. The Center can provide more information on the workshop content.

They are co-sponsoring a film, *Max Havlar*, with the program Political Economy and Social Change, in Lecture Hall 5 on February 27. There may be a second showing of the film.

The film's theme is parallel to the struggle in Central America. According to Gallegos, "It is about bureaucratic abuses and disregard for human beings."



Paul Gallegos, Kristin Thomson and Chris Hubbard

Robinson Ensemble inspires, disappoints

by Margot Boyer

The Cleo Parker Robinson Dance Ensemble appeared in the Evergreen Experimental Theater Wednesday night in a performance both inspiring and frustrating to watch. Inspiring, because of its tremendous energy and style, and frustrating because the performers attempted ballet that was beyond their ability to do well.

The long dance "Lush Life" opened the show with a series of dramatic scenarios, introduced with texts by Maya Angelou and Ntozake Shange which were spoken by the dancers. Clad in a range of red hues from nut-brown to pink and purple, the dancers gave us night maneuvers; following and leading, strutting, fighting, courting and showing off.

They danced in a modern style that was almost jazz, showing off their exuberance and expressiveness.

The second piece, "Serenidipity," was unfortunate. There was no apparent reason for the choreographer to have chosen the formal medium of ballet, and the performers haven't the technique to do it.

The male dancers, who radiated grace and strength in the opening, were put to contrived gestures.

Some of the women fared a little better, getting by on natural charisma and perhaps a bit of ballet training but the whole company seemed unequal to their task.

They kicked fast because they could not lower their legs slowly. They struggled to keep their balance while extending one leg, and had to take a moment to recover after leaps.

They had already won the hearts of their audience, but this piece strongly detracted from the total effect.

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CUT OUT AND SAVE THIS MAP

Greeners prefer small sticks, big rocks and Greek music

by Tom Spray

Due to a sudden build-up of academic work and to the assignment of *Don Quixote De La Mancha* to be read by the end of the week, I went mad. My madness was nothing like that of Don Quixote. I had no delusion with windmills or the like. I did not want to become a knight. My sudden and abnormal desire was to conduct a survey at Evergreen to reveal the students preferences.

I'll say right now that running my own survey was not a pleasure cruise. It was an unending source of hardship, agony, and unhappiness. Many hours I spent at my desk battling with the survey sheets and the general messiness that they contained.

Anyhow, what was popular on campus already seemed obvious to me: rocks, sticks, and cassette tapes. But to know that these items were the campus favorites was not enough. I wanted to find out what

kind of rocks, sticks, and cassette tapes were in vogue. Thus I chose the three types of sticks and the three types of rocks from the stick and rock kingdoms: small, medium, and large. And I chose three prominent types of music on cassette tape: jazz, Greek, and Carole King.

I then came up with a series of pertinent questions and composed them in a formal survey.

Once I arrived at school, I enthusiastically handed out the surveys. I watched the participants choose from the various rocks, sticks, and cassette tapes that I had placed on display and marvelled at the participants efficiency in completing their tasks. I collected the forms into my briefcase and rushed home to formulate the results.

Before revealing the results of my survey, I should like to condemn to heck those few insubordinates who failed to cooperate. Their smart-alecky responses to the survey questions caused me no undue amounts of frustration.

Here, then, are the results: 28 percent of those surveyed preferred the medium size stick, 33 percent preferred the large stick, and, lastly, a whopping 39 percent preferred the small stick.

The overall smallness and the smooth surface of the small stick was the cause of its popularity.

Fifty percent of all participants admitted that if they were to carry the preferred stick to the store, they would carry it in their hand. A measly 22 percent said they would carry it in a pack or briefcase. And 28 percent said they would carry it in a pocket of some sort on their person.

The popularity of carrying the preferred stick in-hand can easily be attributed to the pleasing texture of the ever-popular small stick.

Seventeen percent of those surveyed preferred the small rock, 39 percent preferred the medium-sized rock, 44 percent preferred the large rock.

An interesting contrast can be seen here: the stick that received the most

votes was small, and the rock that received the most votes was large. We can therefore assume that most Evergreen students enjoy either very little or very much and avoid the medium course.

When asked how far the preferred rock would go if thrown, 50 percent of the participants felt that the preferred rock would travel under ten feet. The popularity of this opinion is due, in fact, to the popularity of the large rock which in its largeness intimidated the people into imagining that they were weak.

Twenty-two percent believed that they could throw the preferred rock up to 50 feet, and 28 percent thought that they could send it over 51 feet.

Now, before I continue, I would like to say that because of the many misspelled words, incomplete sentences, improper punctuations, and messy handwriting that I encountered on the survey sheets, I acquired a migraine headache and could not continue with my work on the survey until the following even-

ing: so disturbed the errors made me.

But getting back to the survey, we find that an overwhelming 55 percent of the participants preferred the Greek cassette tape, 39 percent preferred the jazz cassette tape, and a mere six percent preferred Carole King.

When asked if they were to drop the preferred tape on the floor, 67 percent said that they would pick it up, nobody said that they would not pick it up, and 33 percent admitted that they would kick it with their foot.

What can we now conclude from the results of the survey?

- *1. Most Evergreen students pay little heed to the rules of grammar when participating in a survey.
- *2. Sometimes I get cranky.
- *3. The rest is up to the public to decide. For me, the author, a conclusion is too difficult to locate.

"What happened to nekked swim night?" asks Olde Ben

by Mike McKenzie

It isn't often anymore that Old Ben Freely comes out of the woods to visit Evergreen. But the eighty-seven-year-old, self-proclaimed "Mountaineerin' Man" was on campus last Friday. He came "just to see what the fart was goin' on," he said.

Q: So you were here when Evergreen began, right?
Old Ben: What the she-hootie is Evergreen?

Q: The school. You mean you didn't know this was a school?
Old Ben: So that's what this dern place is.

Q: Yeah. What did you think it was?
Old Ben: I guess I always figured it was some kinda resort for rich weirdos.

Q: You thought it was a resort?
Old Ben: Dern bet'cha. Like that room they got over in that place by the parkin' lot. The room with all them mirrors and lights and sinks—they even got a shower and a pisser in there. Used t'be me an my old friend—uh, what was his name?—I

guess it was Red. Yeah, Red somethin'. Well, me and Red used t'get all snookered up in that room. Some times there'd be all kinds folks 'round there: nothin' on but their underwear, runnin' 'round puttin' on make-up and stuff—

Q: You mean the make-up room in the Comm. Building?
Old Ben: Dang if you don't sound just like them highfalutin' folks that run me outta there last night. I told 'em I was lookin' fer Red, but they kept sayin' they'd never hearda no Red...boy-howdy but that boy could make one helluva gin and tonic....

Q: So you were here when the school first started?
Old Ben: First started? Heck! Long time ago I came walkin' through the woods one day and I seen all these folks campin' in tents and livin' in teepees. Right here. Actin' like they'd always been here. Like it weren't nobodies' business where they came from.

Q: So things sure have changed since then, haven't they?
Old Ben: She-shuckerin' sure as she-hootie have, buster! Back onto '81 or so, I sold the farm to them land



developers. Wasn't mucha nothin' left fer me to do 'round here, so I started walkin' 'round the woods buryin' all the money. Cain't remember zactly why I started doin' that...but if yer ever out in the woods and you see a peace sign made of rocks on the ground, start diggin'. If ya dig down deep enough, you'll be just as glad as gee-golly ya did.

Q: How much money have you buried?
Old Ben: Ya think I done counted it all?

Q: So the school sure has changed, hasn't it?
Old Ben: You kin bet yer bingo money on that, boy.

Q: So, what specifically has changed?

Q: What else has changed?
Old Ben: Now I don't like t'say it, but folks just ain't as friendly as they used t'be. Like I was down at the beach last summer, fixin' to go swimmin'. Then this boy come up to me and tells me I gotta put my pants on. What the?—you ever hearda anybody goin' swimmin' with their pants on?

Q: What happened?
Old Ben: Well, by bingo, that fellah was sure mad when I run out into the water and told him he was gonna have t'come get me if he wanted me t'put my pants on. He was callin' me all kinds names. That fellah musta been twenty dif'rent kinds mad as a hornet.

Q: What happened when you did come out of the water?
Old Ben: Ya see, boy, I just kept on swimmin' and that fellah just kept on yellin'. He told me he was gonna call out the Coast Guard, said they was gonna come in a submarine and shoot my tallywhacker off! But about daybreak I heard him snorin' on the beach, so I sneaked up and used his handcuffs to latch him round a tree. Then I stole his pants and threw 'em up in this big old tree. Then I danced 'round him nekked. He was one mad sonuva—

Q: So, what are your plans for the future?
Old Ben: Ah, I'm just gonna walk back to my cave. It's way back up in the woods. It ain't much but I can walk to one'a them Arctic Circle restaurants from there. You know, them places throw out one heckuva lotta french fries...I just came into town t'see some friends and t'put in an order with the Liquor Control Board. You know, them boys deliver....

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Just About A Year Ago

You know what I mean?
 Like, now everything is quiet.
 As if one part of the amusement park closed down
 --no, that's not right, the air--
 or the texture
 or, something like
 the ride is finished.
 We all did it. & IT was a awful thing.

Now versus then everything is settled whereas,
 Everyone can eat their lunch whereas

The Sunday afterward

I drove to Edmonds for the first time
 I got lost chasing the hearse (Giggling schoolchildren
 after the rollercoaster)

I am as guilty as you are.

It was a perfect Puget day to be buried.
 I arrived after everyone had left, held the ritual silence
 in the drizzle
 moved on

I wanted to drive like hell
 Drive Milt's car off those narrow tracks
 Never eat those damn doughnuts again

J.W. Renaud

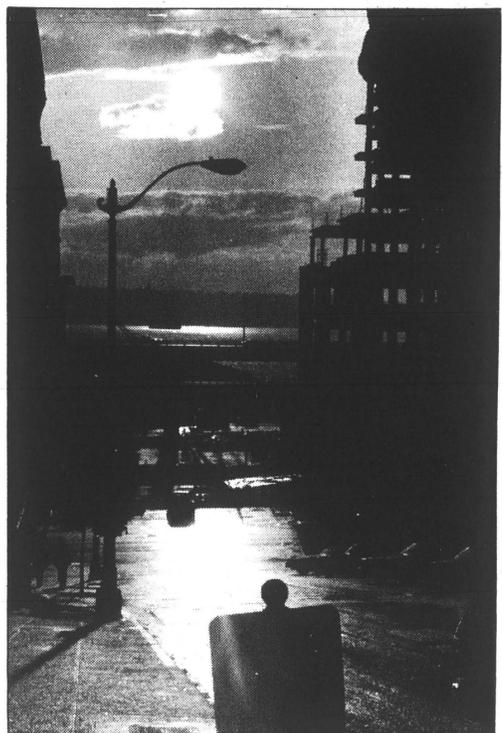


photo by Wendi Kerr

ATTILA THE HUN AND MY COLD

As plagues go it's not bubonic, though at least that struck but once. The cold is fitting for the modern world, a dull and faithful misery to accompany our viral jobs and bacterial marriages. Try to make it interesting, as you float on your lake of secretion: imagine hordes of germ Attilas, pillaging the dreary day and ravaging the restless night, pouring through the passes of the pathetic wheezing empire.

Craig Oare

Before her first blood,
 There was always a time each year
 when the tide was low and cold.
 She would walk out on frozen mudflats
 and push her naked fingers into the
 wet sea bottom,
 an offering.
 Now,
 she is known as Elder in the town
 and the shadows of so many winters
 have made a pained and constant home
 in her creaking raucous bones.
 She will tell you
 whether you want to know or not
 that tomorrow will be a cold one,
 the mudflats are howling
 in her knuckles and knees.

Christopher Bingham

Met a monster this morning,
 green and scaly.
 Horns with fresh blood on the tips.
 It dripped on my skin
 only there was no mark.

I lay awake
 at the end of my bed,
 curling tighter and tighter,
 muscles clenching,
 and tried not to breathe.
 And the monster,
 he started to breathe fire,
 burning the walls.
 I wanted to look,
 to crawl from underneath
 the blues and browns and
 the white covers,
 of my protection.

I lay awake at the end of my bed,
 curling tighter and tighter,
 muscles clenching,
 and tried not to breathe,
 and the monster
 he vanished.
 My muscles unclenched.
 the day
 began.

Clare Spitalny



photo by Steve Schaefer

Please bring your drawings, photographs, and good writing to the Poetry envelope outside of CAB 306. Please type your written work, and put your name and phone number on your submissions. The deadline is Monday afternoon. Thank you.

Douglas firs, Cedars, Salal, Vine maples,
 deep crooked grooves, red strips of bark;
 shiny oblong reptile fossils,
 yellow mittens bright as the full grown tree.

tangled roots
 plant the firm purpose;
 fill space.

A thousand year old skeletal cedar snag,
 once three hundred feet tall,
 once young and brash,
 once stately and grand,
 once solemn and wise;
 now (imposing like the dinosaurs)
 disappearing from the earth.

Earth shrinks around us,
 soon we'll grow too large,
 and like cedars and dinosaurs,
 we'll die off to make room for the bugs.

Mosses, Lichens, Swordtail ferns.
 Mud, Humus, The bones of rotten logs.
 Berry vines bury dead animals
 struck by the falling cedar snags
 during explosively dispassionate winter storms.

Listen:
 the story in Spring is of growing,
 in Summer of abundance,
 in Autumn of retreat,
 and all winter long
 the beauty of death.

Terry Miner