

I Remember Aztlan.

posed wounds,
concealed weapons

TAKAWA Olympia

...women from across
will meet at The Ever-
ette College in Olympia
of 20 at a conference
men of Color Unite."
an 400 minority women
s, as well as minority
nonminority women, are
to attend the conference,
to Jacqueline Delahant,
ce planner and faculty
the college.
ahunt, of the Lakota
was a state delegate
onal Women's Confer-
ation last fall.
men probably will be
ern Washington.
gh some free transport-
Spokane and the Yaki
will be provided
grant from the Ms.
New York.

Jacqueline Del
Evergreen fac

EVERETT STATE COLLEGE

The 1998 Students of Color Anthol
Evergreen State Coll

ACTIVISM and
ACTIVISTS BUILT

MURAL PROJECT ARCHIVE ZINE

SPRING
2022

Needs
are
Unmet

The Lesbian & Gay Film Fest
Midwest. It started in 1977.

Sally Mix izo

Battle of Pre
Cinco de Mayo

It will be great to see everybody from all o
there!

Maybe you say
I'm rooted in the past
and need to get "over" it.

We have always been here

EVERETT STATE COLLEGE

Students like Jacey Dripika.

uses the women's bar room.

is a usual exemplification of this

THIRD WORLD COALITION transgender way.

POWER

student activities
and activism

Introduction:

Social Change and Student Voice in the Evergreen Archives

This zine is a culmination of research in the Evergreen State College archives, put together by students of The Mural Project: Exploring our Roots through Public Arts, a program taught by Catalina Ocampo and Anne Fischel in the spring of 2022. The program explored examples of public arts in the context of struggles for social justice. Students learned about relevant social arts movements in Latin America and the United States, with special attention to notable muralists such as Judy Baca in Los Angeles. The college's archivist, Liza Harrell-Edge, guided students through research in the archives, which students explored both digitally and physically. The results of this research served as the foundation for a mural completed in collaboration with artist Patricia Vázquez Gómez. The mural explores the history of struggles for equity at Evergreen and its design was inspired by the research compiled in this zine.

The topics represented in these pages are issues at Evergreen that students felt personally drawn to address and research in depth. These topics ranged from the place of students of color on campus, the history of policing, women's issues, LGBTQ+ histories, and student voice and student art. Working in research groups, we investigated how these issues surfaced throughout the years of the college's history, and how they have been either brought to light or hidden. The goal was to give voice to these issues and memorialize them in the pages of this zine. The central theme we explored in this program was the connection between past, present, and future, questioning the relationship between moments in time and how they are connected to each other.

Each group worked with a research question that guided our search for answers. As we went through the archives, we tried to piece together little bits of information into a cohesive whole, often guessing or wondering about the timeline of events. We were invited to search the archives digitally, and accessed the college's history via publications such as The Cooper Point Journal and the Disorientation Manuals. This allowed us to see the progression of these issues throughout the college's history.

Researching the physical archives in the basement of the college's library yielded information on the topics at hand; we found physical mementos such as fliers, brochures, and letters, which helped us glean information and piece together the clues. It was like searching for a crystal in the dark. Student Blake Stephens said that the archives felt "inherently spooky": having information that is there but not visible yet feels haunting. Student Sam Margerum added that going through the archives left them "with more questions than answers, and a curiosity came from that." Students did even further research by interviewing people in the college connected to our

research topics, deepening the search.

To create this zine we took found pieces from the archives and put them together into an artistic expression. It was a way of reclaiming our own stories and articulating what we think about these issues and what kind of hope or sentiment we would like to express. It was an enriching experience in that it helped us delve deeply into issues that we cared about, while also gaining tools into research fields for possible future endeavors. Working with this seemingly hidden history allowed us to gain knowledge of issues/topics that speak to us personally and collectively.

- Katrina Ellison (she/her), '25

The Evergreen State College, 2022

The Disorientation Manuals were a student publication, produced by the Evergreen Political Information Center, EPIC. These were around from the mid 1990s into the early 2010s. These manuals were created in order to "disorient" students from what they were taught by the college administration about the school during orientation. They were a piece of counter culture.

Each manual was an excellent example of student voice, as they were produced by and for students. Each manual also contained valuable information about student protest and organizing. The manuals gave information about previous protests, their causes, how they were organized, what was accomplished because of them, and other relevant information. Some manuals contained more info than others, the 2003 edition had around 10 pages about various Evergreen protests.

Most manuals also had information on how to get involved in protesting and social justice work around the Olympia area, making the causes bigger than just what was happening at the school.

These manuals were a great resource for students at the time, as it introduced them into the Evergreen culture, a culture separate from the identity and narrative created by the administration.

Who was epic? where did they go?

THE DISORIENTATION MANUAL HAS BEEN COMPILED BY

Epic

evergreen political information center
epic@evergreen.edu 360-867-6144



Welcome to the 11th Annual Disorientation Manual

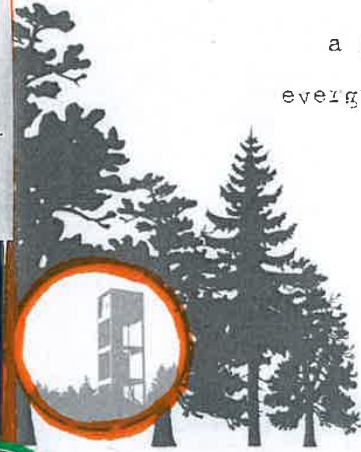
Undoubtedly, as a new student, you have received countless mailings and glossy handouts from The Evergreen College admissions office and administration. They are attempting to "orient" you. We are attempting to "disorient" you. We want to give you some idea of what's been happening at Evergreen and in Olympia, and some ideas about how to get involved and make the most of your time here. Every year, we work all summer to publish the "DisMan" so that you don't have to start your Olympia experience from scratch. Hopefully you can use this manual to inspire your own projects and feel more comfortable with Olympia as your new home! Enjoy!

YOU have no right to COMPLAIN about any of the content. We recognize some of the articles may have holes, be out-dated, or offensive but if you disagree with any of it get off your ass and change it. You can publish an entirely new manual next summer, or send better/corrected material, or suggestions our way. Only a handful of people are publishing this with limited time to make this a work of literary genius.

We don't support ridiculous copyright laws. copy and distribute at will!!!

the seventh annual
disorientation
MANUAL

a student-created
guide to the
evergreen experience



2003



Works Cited

Student Vision
Student Voice

We are the students
of the past, present
& the future. Our
voices must be heard!

Natasha Giblin
Rebecca Wishon

(WAC 194-121-010)

3RD ANNUAL DISORIENTATION MANUAL

(1) GENERAL: Evergreen is an organization that continues to organize itself so that it can clear away obstacles... it can be focused on education, and so can best reflect the goals and consensus with these goals and

(2) PURPOSE: Evergreen can thrive only if the rights of others while... ing their own rights. Students, faculty, admin... members may differ wh... specific interests, in the degree and kind... owing to Evergreen... which they have agreed to... take in pricing... very, in responsible obtaining... and accurate... differences through doing will to coll... unity should support o... new and better ways to achieve (b) ... of the campus community to play im... as the sense of community and require reciprocal, and reinforcing roles in both the learning/learning process and in the governance process.

(3) FREEDOM AND CIVILITY: The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Civility is not just a word; it must be present in all our interactions. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must sacrifice the rights accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence, and abuse.

(4) INDIVIDUAL AND INSTITUTIONAL RIGE Each member of the community must protect: (a) The fundamental rights of others in the community

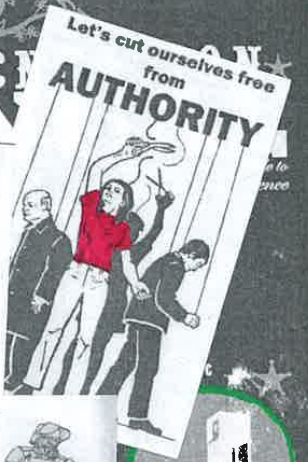
1999-2000

The EPIC student group no longer exists on campus, and the Disorientation Manuals are no longer being produced. Even though these older manuals are no longer up to date, the information and ideas presented in them are still relevant to the current student culture.

NO MORE ADVOCACY: TOWARDS A MORE INCLUSIVE PROCESS OF LIBERATION 2007-2008

this is what mattered to them

DISORIENTED MAN



Transgender, Genderqueer & Intersex Activism at Evergreen: a short history



Evergreen has a history of activism around gender identity, there have been transgender, intersex and genderqueer people at evergreen since the school began. Because of transphobia, genderqueerphobia, and intersex oppression many people who identify as gender variant in any way cannot be out on campus. Like in the queer community, there is also a history of violence and repression against those who deviate from "traditional" gender, sex and genitalia standards. Evergreen is no utopia free from this bigotry. If you need basic education around these issues, as they are often not included in the activist oppression run-down, see the internet link resources in the back of the manual.

activism and RESISTANCE



THE QUEER PEOPLE OF COLOR PROJECT

Both Evergreen and the greater Olympia area are considered, by the majority population, to be places that are made up almost entirely of fairly liberal minded and at least queer tolerant white people. There is a lot going on in this construction of Olympia's population and its regard for underprivileged populations, the overarching issues have to do with exceptionalism - that through some virtues, our little corner of the world is exempt from the sway of racism and homophobia. Firstly, people of color communities are invisibilized by the white



Natasha Gibilisco
or Rebecca White

SO WHAT CAN CARING MIDDLE-CLASS ACTIVISTS DO?

EVERGREEN STUDENT GROUPS

THE EVERGREEN FARMWORKER SOLIDARITY COLLECTIVE



"Rosálinda has emphasized to Evergreen folks in partnership with C2C that we bear responsibility to educate our fellow students and community of farmworker justice as we all eat food and thus owe our very live to workers who are currently being exploited" (Parvankin, 2021)

GET INVOLVED!

student activities and activism

For 2022



"Vigils became like community centers where people would gather and collaborate on the problems they faced, in the absence of a physical space for impacted communities" (Parvankin, 2021)



THIRD WORLD COALITION
the beginning

THE EVERGREEN STATE COLLEGE
27 May 1975

MEMORANDUM
TO: Rubeeta Jonas
FROM: Elena Perez
RE: Hiring process for Director of The Third World Coalition



The following procedure for recruitment and selection of the director of the Third World Coalition is submitted for your approval. I realize the timeliness for submission of applications is tight, but we would like to have the position filled by the end of June.

- I. Recruitment (December, 1974-June 13, 1975)
 - A. Job Description-see attachment
 - B. Sources and Means of Identifying Candidates
 1. [REDACTED]
 2. [REDACTED]
 3. [REDACTED]
 4. [REDACTED] UJAMAAT SOCIETY L-3207
 5. [REDACTED] THIRD WORLD WOMEN L-3211
 6. [REDACTED]
 7. [REDACTED] INDIGENOUS DINNER SET
 8. [REDACTED] NASA L-3217
 9. [REDACTED] ASIAN/PACIFIC ISLE COALITION L-3209

The Evergreen State College

HAPPENINGS FROM THE THIRD WORLD COALITION - NOVEMBER

MECHA L-3206

Third World Events 1980-81



THIRD WORLD COALITION

Born as Third World Coalition it housed and supported many of the student of color groups on campus. As Third World Coalition supported these groups, OR in other words, groups reached out to be supported, they thrived and had many successes.



April West
Asian Alliance

enWOCCE

**women
of color
coalition**
8 NOV 16
11:30AM-2PM

K 4 The Seattle Times Sunday, May 7, 1978

Women of color to meet, explore issues at Olympia

by MAYUMI TSUTAKAWA

Minority women from across the state will meet at The Evergreen State College in Olympia May 18 and 20 at a conference entitled "Women of Color Unite."

More than 400 minority women of all ages, as well as minority men and nonminority women, are expected to attend the conference, according to Jacqueline Delahunt, a conference planner and faculty member at the college.

Ms. Delahunt, of the Lakota Sioux tribe, was a state delegate to the National Women's Conference in Houston last fall.

Most women probably will be from Western Washington, she said, although some free transportation from Spokane and the Yakima Valley will be provided through a grant from the Ms. Foundation of New York.



Jacqueline Delahunt
Evergreen faculty

COME EAT YOUR LUNCH WITH
US! DISCUSS FUTURE
CONFERENCES, FIELD TRIPS,
WORKSHOPS & MEET OTHER
MEMBERS. STOP BY ANYTIME
BETWEEN 11:30AM-2PM
LOCATION: Student Activities
Room

**SURVIVAL
MANUAL**

"Our first goal is to get together to know each other better," Ms. Delahunt said. "Unfortunately, we hold myths and stereotypes of each other."

"We also want to organize a vehicle for political action so we can call on each other for support when needed."

Ms. Delahunt said there is no goal of forming a single minority-women organization from the many which will be represented, "but if one group emerges, that's OK."



WOMEN OF COLOR UNITE

The Evergreen State College
May 19th and 20th

Student organizing

M.E.Ch.A.

one that is [redacted] new club has appeared on the horizon, [redacted] dedicated to the heart and soul of a people.

This organization is **M.E.Ch.A.** (Movimiento Estudiantil Chicano de Aztlán). Its purpose is to perpetuate the language, culture and the social movement of the Chicano people. MECHA endeavors to do this by inviting speakers to campus, having educational material readily available to students, and working in the Chicano community, to help our people help themselves.



Battle of Puebla
Cinco de Mayo

It will be great to see everybody from all over los Estados Unidos. Hope to see you there!

LUCHAMOS,
MECHA

WHY IS THIS STILL A PROBLEM IN 2022?

THE EVERGREEN STATE COLLEGE

May 15, 1975

NON-WHITE DTF

DISAPPEARING TASK FORCE!

Establish the G.E.D. granting function within the academic program. We have taken no steps to establish a General Educational Equivalency granting function as part of the curricular offerings. Perhaps we need to assign a dean the desk responsibility of checking this one out and going to work on it if it seems to be the kind of thing that will fit into the academic offerings for 1975-76.

Give highest funding priority to those academic programs with components serving off-campus nonwhite communities.

Step up the hiring of qualified nonwhite faculty to reach the 25% Affirmative Action goals as soon as possible, regardless of student enrollments.

1986 - EXPIDITION FROM TESC TO NICACUA

1971-1972

1979

FORMATION

1982: CREATION OF

FIRST CLASS TAUGHT BY A CONTEMPORARY AMERICAN MIND

LATINX ART GALLERY AT EVERGREEN

MAIKOL + LUC 2022

1971-1972
FIRST CLASS
TAUGHT BY A
CONTEMPORARY
AMERICAN MIND

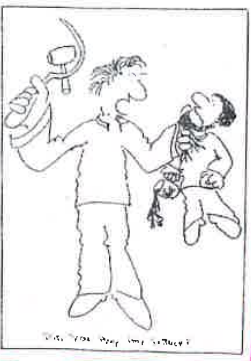
1979
FORMATION
1982: CREATION OF
LATINX ART GALLERY
AT EVERGREEN

I refer of course to the excorciated, blasphemized, (is it too early to say) evergreenized stairwell. All that effort, all the humor, profundity, inanity, simplicity, insanity, the questions, the answers, the quips, quotes, blurbs, belches, bitches, niches, stuff of hell and heaven, 1st 'a tenth. Shit. History.



You either have to defend yourself or you have to educate or end up just being an exotic piece of furniture.
- Veronica Barrera

Gee, it'll be so nice around here with no ugly green ivy on the walls, no pot smoke in the dorms, the signs all reading **straight**, that drug inspired mural out of the lib. stairs, whited out, the buildings all locked up, and those smelly students out-a-here.



...YOU KNOW, ITS A REAL MELLOW, TOGETHER NON-COMPETITIVE ATMOSPHERE...

We are here to educate, whether it fires us out or not. When we are tired, we must regroup, recharge... and then educate some more.

I do not feel ashamed. of my brown skin, ashamed that I am de la raza,

granddaughter of Tonantzin.



My ancestors dance in the light of my eyes, and breath fire through my soul, set my being a blaze.

Untamed rage comes as a fire breathing Quetzalcoatl in the night.

Jackson

Fast **AGREEMENT** **347 23 1979**

This agreement is entered into this 23rd day of September 1979, by and between the following parties: The College of William & Mary (hereinafter referred to as the "College"), James L. Harrison (hereinafter referred to as an "Evergreen member"), and William Harrison (hereinafter referred to as "CCB").

WHEREAS, CCB requests the rescission of Title VI of the CIVIL RIGHTS ACT of 1964, and legislation passed by the U. S. Department of Education which would require the College to investigate all of the Evergreen members who have filed an investigation at the College;

WHEREAS, all parties agree that further investigation is not necessary to resolve CCB's complaint; and

WHEREAS, CCB through mediation and negotiation, having ascertained that this Agreement by the College under the terms and conditions set forth herein is in the best interests of the College and the Evergreen members, and that the College also continues with the requirements of Title VI of the CIVIL RIGHTS ACT of 1964, and the College agrees as follows:

1. It is understood by all participating parties that the College will not investigate any Evergreen member who has filed an investigation at the College.
2. The College agrees that CCB, on request of the complainant or under his own initiative, may provide compliance with this Agreement, and that such compliance shall include, but not be limited to, all facilities, any written and copy documents, and any written statements.
3. The college understands that any violation of this Agreement, in the future, will be a violation of the legislation pursuant to Title VI of the CIVIL RIGHTS ACT of 1964.
4. The complainant agrees to waive the complainant's rights of discrimination and to refrain from contacting all Evergreen members who have filed an investigation at the College.

The College agrees that there shall be no discrimination or retaliation against any Evergreen member who has filed an investigation at the College, or because the person has made a complaint, testified, assisted, or participated in any manner in an investigation, proceeding or hearing conducted by the College.

4. CCB will not file any lawsuit or any other legal action or be held liable in any way without the written consent of the complainant or the complainant's attorney.

In the event of the voluntary withdrawal, on the part of all parties mentioned, consent is hereby given, and it is agreed, that no

An agreement from 1979 that the Evergreen state steps toward fighting racism.

NO CREPEMATION WITH ICE UNDOCUMENTED COMMUNITY MEMBERS DESERVE AS MUCH RESPECT AS THE REST OF US.

FUTURE

AGREEMENT

1. **Definition: Purpose:** The purpose of this Agreement is to provide a framework for the resolution of disputes between the College and Evergreen members.

2. **Scope:** This Agreement applies to all Evergreen members who are currently enrolled at the College.

3. **Dispute Resolution:** Any dispute arising from this Agreement shall be resolved through mediation and negotiation.

4. **Waiver of Rights:** By signing this Agreement, the complainant waives their right to file a lawsuit or any other legal action.

5. **Consent:** All parties have read and understood the terms of this Agreement and have voluntarily agreed to its terms.

Needs are unmet

CONVERSATION WITH ICE ON CCB

This document is a transcript of a conversation between the complainant and the College. It is intended to provide a record of the discussion and to serve as a basis for further action.

The complainant stated that they were not satisfied with the current process and that they were seeking a more equitable resolution. The College representative responded that they were committed to fairness and that they would do their best to address the complainant's concerns.

The complainant expressed their frustration with the lack of communication and the slow pace of the process. The College representative apologized for the inconvenience and promised to improve the process in the future.

The conversation ended with the complainant expressing their hope that the College would take the necessary steps to resolve the issue and with the College representative promising to do so.

A petition addressed to President Bridges to make Evergreen a safer space for undocumented students.

! TAKE IT TO THE ICE !

Big questions:

How do undocumented students at Evergreen impact our community? A large portion of our students are undocumented and are important community members.

Is our community a student group even if its unofficial? I think our community is very like-minded and supportive.

CONVERSATIONS BETWEEN PAST PRESENT AND FUTURE.

THE AGREEMENT STATED EVERGREEN'S ANTI-RACISM AND THE ADDENDUM CALLED IT BACK INTO QUESTION IN 2016. THE UPDATED NEEDS GET AGAIN GOING BACK TO EVERGREEN AGREEMENTS AGAINST DISCRIMINATION.

WHY ARE WE OUR OWN OUTRAGE

I am an Asian Woman, my skin is yellow and is as vibrant and alive as the sun.

-Anonymous March 8, 1973

Design by Raige + Natalie

Maybe you say I'm rooted in the past and need to get "over" it. And maybe I am rooted, that is) but don't these "chinatowns" have roots? and just when exactly were they planted...? and wouldn't you say that the oldest root and the youngest blossom are presently one tree?

And maybe these places in Asia that you've seen are also rooted in the past thousands of years

And now that you're in on the joke maybe it isn't so funny from your side of the tracks The same tracks which we built because you told us to.

in the past So how can I get over a tree this tall this beautiful this proud?

Chinatowns
Richard Courson

In this land, the struggle for the future generations has been fought against the invaders for nearly 505 years. In that time, those who have resisted have taken various paths, but the struggle has never ceased. Each individual has chosen the path that s/he feels is the most effective in making their voices heard.

We have always been here
Raige Akemi Nakayawara

Spitting flames that cleanse away *Gabacho!* lies White woman I stand unashamed, and that is what you are afraid of isn't it?

Land of Aztlan
Land of Burning Sun
Land of Indigenistas.

White Woman
I do not own the shame you forced upon me in your attempt to break, and tame me.

A visit to Utah, I Remember Aztlan.
Lisana RedBear

The 1998 Students of Color Anthology
The Evergreen State College

Exposed wounds, Concealed weapons

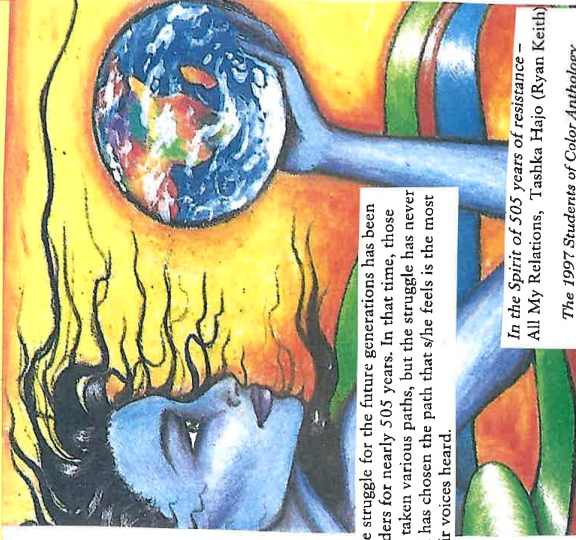
We know from the First Peoples 2000-2001 catalog that the demographics of students of color were very low over-all. 4% Latinx, 2% African American, 4% Native American, 4% Asian/Pacific Islander and 14% POC total. This is a very small amount of the student body. Looking at the demographics now, it's stated on the Evergreen site that the percentage of students of color at the Olympia campus in Fall 2021 was only 29% POC. Despite the demographic being 2x bigger than 20 years ago, the representation and community that upheld the BIPOC community has whittled down to nothing.

Natalie "Lee" Arneson

Sally Fixizo



Member of the Asian American Alliance

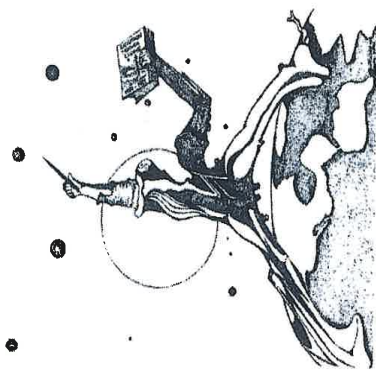


In the Spirit of 505 years of resistance -
All My Relations, Tashka Hajo (Ryan Keith)
The 1997 Students of Color Anthology

NO EXPLANATIONS, NO APOLOGIES

The 1995 Collective Anthology
by Students of Color

Students of Color Anthologies + API Student Groups



Edited by an Editorial Collective
The Evergreen State College
First Peoples' Press
Olympia, WA

TACOMA ESC

CAMPUS



'BLACK LIVES are under-represented and Equity isn't being shown. We need to encourage change and Be on Equal footing with the Tacoma Evergreen College.

MAKE US WHOLE

Maxine Mimms: "evergreen wasn't built on theory, it was built on action and it was built with the experience of people who came".....

"You cannot be in a higher education and have a successful vision unless many of the white people have some sort of social experiment... They should have experienced something that caused them to be uncomfortable. (Maxine Mimms oral history project interview. July 27th, 2017)."

Sankofa



We keep moving Forward While Honoring Our past and where we Come From. Culture

Community involves Equity. We do not change others, we work to inspire and change ourselves. "People don't understand why people of color get upset. When you feel unsafe, you're going to fight for some sort of corner to be safe in, and that's what caused Evergreen to be successful... But you were all able to be white, which allowed us to be BLACK



We thrive for change EQUITY
Social justice
Starts with US

IT'S STILL BIGGER THAN

HIP-HOP.

CONTEXTUALIZING THE VALENTINES DAY UPRISING (AKA DEAD PREZ RIOT)

BEFORE:

Consider this: I attended an... protest in Olympia last month when the speaker asked everyone in the crowd who was not a "Greener" (Evergreen student) to... The whole crowd did so... defend our image," the... We need to let people know... just a bunch of Greeners."



DISSENTATION
MAY 19 2008

Riot engenders discussions on police, race, and power dynamics

by SETH VINCENT

Last Thursday night, the hip-hop group Dead Prez performed a show put on by the Hip-Hop Congress at the College Recreation Center. What followed has been referred to by many as the Valentine's Day Riot.

Riot, uprising, anarchy, violence, protest, revolution, embarrassment: everyone that speaks about their experiences after the Dead Prez show.

How do we remember an uprising? How do we historicize an uprising with mixed consciousness without being reactionary or adventurists? We contextualize the uprising, showing it doesn't come from nothing, and we celebrate the moment of joy with the expectation that more is needed to be done.

December 11, 2008

immediately following Dead

Prez police start pushing for rifles and protective gear,

pushing for

(HOW THE COPS GOT THEIR GUNS ZINE)

propose \$10,000 dollar purchase to GSU

AFTER:

August 15, 2017

in contrast to the process that shut down the rifles purchase in 2008, 5 AR-15's are

purchased silently over the summer

without student or wider community input.

The V-Day Uprising is not remembered. I remember bringing

it up once, in a classroom of older students, and I was misinterpreted as bringing up 2017.

I had started a fight among my classmates about the events.

After it was done I said "I meant 2008"

and I had to explain what I was talking about.

Anti-Racism 2017
But it is probably fair to say that hostility towards police actions and presence on campus played a bigger role than generally is given credit. It is perhaps a great misfortune that that energy, which reached a critical mass unlike anything since the Dead Prez riot or possibly ever, was not more successfully pinpointed against the militarization of the Evergreen police.

(BLAKE)



EVERGREEN STUDENTS CELEBRATE VALENTINES DAY, 2008

(DOCUMENTARY ON FEB 14 2008 UPRISING)

Dead Prez member lectures at Evergreen

"It was amazing. I just couldn't believe what I saw with my own eyes" he said, but asked, "Did

we get justice?...I'm not Che Guevara; if we ain't victorious what are we?"

He further elaborated on the difference between an uprising (which is reactionary), and a rebellion, which he said takes planning. He emphasized the need to constantly be working toward a planned end goal. Accountability equals the key to liberation, he said.



NO COPS ON CAMPUS 13/2

61 people arrested in the Olympia Port

Militarization Resistance over a quarter were Evergreen Students

and many more reported experiencing police brutality during that time

It's within these circumstances and historical context

that the Valentine's Day Uprising took place.



- It's Bigger Than Hip Hop
"Caring what happens to people and not just moments in history..." - Dead Prez

Use that moment for change." - Dead Prez
"I don't want to glorify or romanticize those types of moments unless there is orgs to take care of the youth

SAKO! CHAPMAN
Blake & Stephens

make those sacrifices" - Dead Prez

In an Evergreen with its most powerful police force to date and lack of any community events we believe it's important to convey that resistance and community happened in the past and that it could happen again.



TRANSPHOBIA AT EVERGREEN

Students like Jacey Stupika.

He uses the women's bathroom.

He is a visual exemplification of this

because he dresses himself in a transgender way.

The PROS Evergreen's

and CONS of LGBT History

Queer studies

by **Burnie Gipson**
"We agree with the students that lesbian, gay and bisexual issues should be integrated into the curriculum," stated the Academic Deans and Provost in a memorandum sent out to all faculty May 28.

The memo pointed out that Evergreen has "been slower at addressing sexual orientation than some of the other differences" that the college has been committed to addressing. Priss Bowerman and José Gomez, who drafted the letter for the Deans, also encouraged faculty of programs for the 1992-93 school year to integrate gay and lesbian issues and encouraged them to make "proposals for 93-94 (and beyond) for coordinated studies, group contracts, and part-time courses."

encouraged

The memo also supported a letter from The Lesbian/Gay/Bisexual Peoples Resource Center (LGBPRC) informing faculty of a petition collected during Fall quarter which was signed by over 830 students, staff, alumni, and concerned individuals, stating the need for more inclusion of "Queer studies." In the letter, Camilla Eckersley and Burnie Gipson extended an open invitation to faculty to exchange information and offered a list of organizations currently working on queer studies, booklists, and syllabi from other schools. The petition and letter from the LGBPRC also asked for a separate program to address the cross-cultural issues of gay, lesbian, and bisexual people.

Burnie Gipson is a member of the LGBPRC and is an editor for Sound Out.

GAY RIGHTS

The Gay center proved to be one of the most active political movers in the school last year. Spurred by the rejection of faculty member candidate Chuck Harbaugh (see section on People) the Gay Center commenced to initiate a movement to expand Gay rights to be protected under the Equal Opportunity/Affirmative Action program. The goal was to have Political ideology and sexual orientation included in the Human Rights document as liberties to be unchallenged. Their attempts met an untimely fate at the hands of the Board of Trustees.

Cooper Point Journal

Vol 3 NO. 33

August 23, 1978

Faculty member Ron Woodbury appeared at the board meeting to try and offer his feelings of the "sexual orientation" situation. He told the board "discrimination against homosexuals is a real and present danger on the campus." Education, he added, is needed to halt accusations that homosexuals are mentally ill or unstable people.

Representatives of the Gay Center have been working for months to include the expanded language of the Human Rights document. So far they have been unsuccessful. Even this most recent effort (that is to avoid saying the last) reaped only a verbal mandate by the board to McCann "to not discriminate against homosexuals." Despite requests by the Gay Center, the board would not put the mandate in writing.

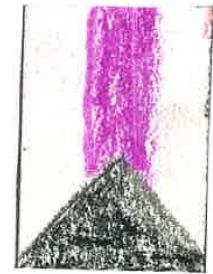
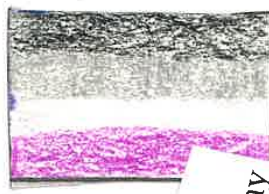
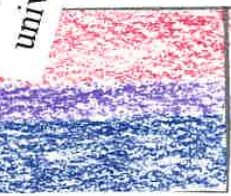
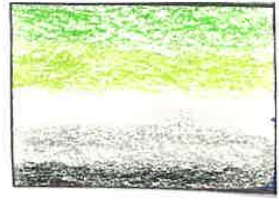
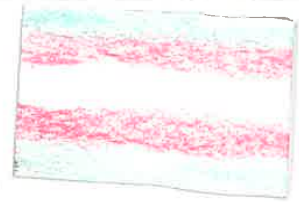
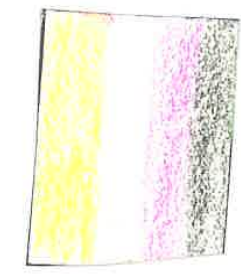
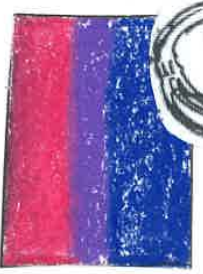
And that was the best the Gay Center managed to extract from the schools administrative processes. The struggle lasted months before this defeat, and, it continues.

(May 16, 1974)
(October 23, 1986)
(June 4, 1992)

The Cooper Point Journal Vol. 2, No. 25
The Cooper Point Journal 15, Issue 5
The Cooper Point Journal Volume 22, Issue 28

The Lesbian & Gay Film Fest was very popular on the Evergreen campus and the Midwest. It started in 1974 and disappeared in the 1980's, this was quite disappointed due to the queer film makers it brought and the representation that it brought out to the college.

Turn sideways!



- The Queer People of Color Project was an organization created by students that existed during 2007 and 2008, and was advertised within Evergreen's Disorientation Manuals. Not only did they desire to educate others about intersectionality and provide a safe space for queer students of color, but they also provided trans and intersex accepting medical clinics, suicide hotlines, and other supportive facilities.

- In 1974, Chuck Harbaugh, a faculty candidate for Evergreen, was ultimately rejected on the basis of him being "too politically gay," which was apparently too much at the time. This caused an outrage among existing faculty, making it one of the earliest recorded instances of LGBT protests in Evergreen's history.

So while Evergreen can sometimes not be as transgender and genderqueer friendly, it is still a supportive environment that offers many things that many universities across the country lack.

But what does the Women's Center do?

The Women's Center is a place for women to hang out, obtain resources, seek advice and support, and more. We also organize workshops that work to challenge contemporary gender roles. These workshops include auto mechanics, **Feminists In Self Defense Training (F.I.S.T.)**, **rock climbing**, **bike maintenance and repair**, **carpentry**, **metal working**, and others. We also organize events such as the Eating Disorders/Body Image Panel, **Visionary Voices Art Show**, **AIDS/HIV Awareness Month**, and **work with other groups on campus** (Women of Color Coalition, First Peoples, SHAPE, Peer Health Advocacy Team, Native Student Alliance, Union of Student Workers, etc...)

For more info call 866-600

POWER

Immediacy

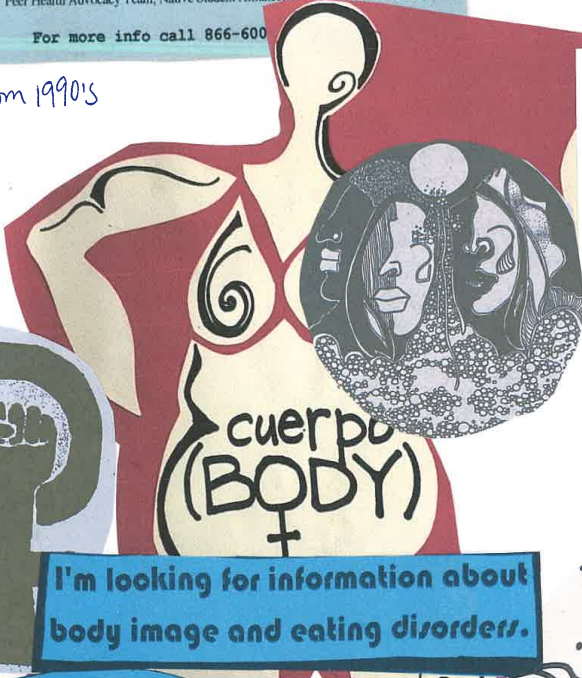
Empathy

Respect

The U.S. has the highest reported rape rate of any industrialized country that keeps track. It's 13 times higher than Great Britain's and 20 times higher than Japan's. Proud to be an American?
2003



Flyer from 1990's

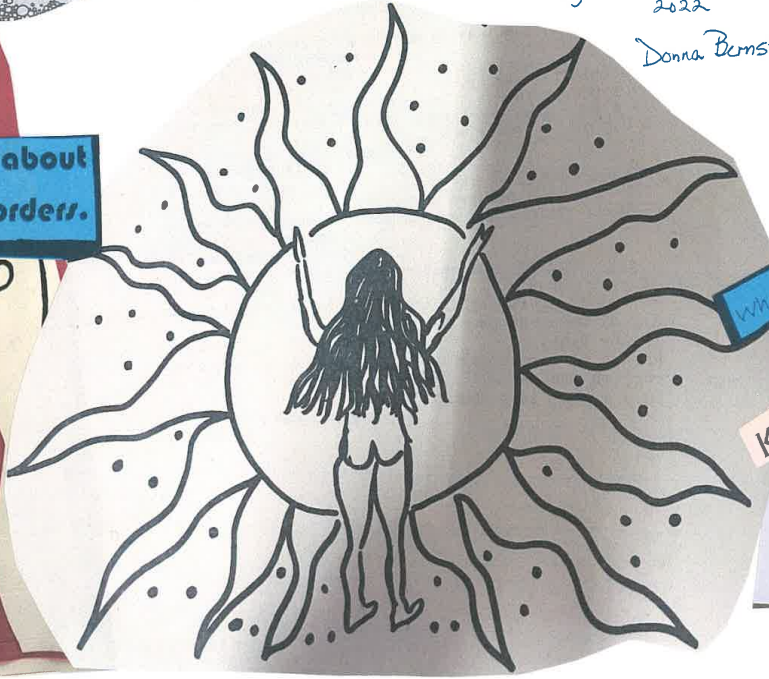


Womyn across time and space - we're still here, but where are we? The fruitful past has faded away, yet the agony still remains. Why haven't we fought to stay together, to unveil our unspoken voice and scream our truths across the ethers? The harsh edge of the world hasn't softened, the battle is still fertile, yet we have silenced ourselves.

We reach out to you, dear past, and bask in the aliveness of your connections, the vitality of your visions. Let us now re-ignite the flame, don't let the embers burn away. The time to act is now.

Womyn across time and space, where are you now? *By Kodina Ellison 2022*

Donna Bernstein

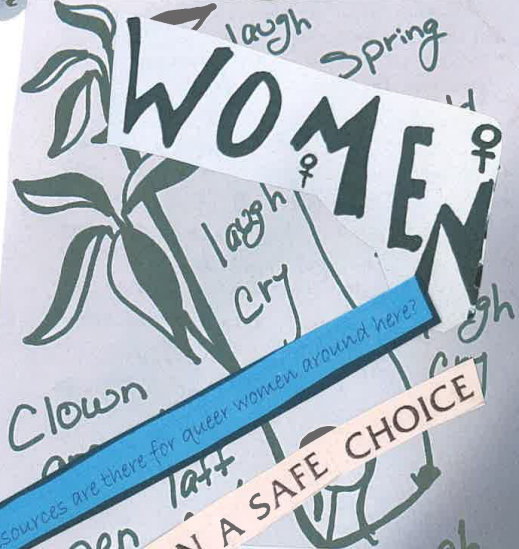
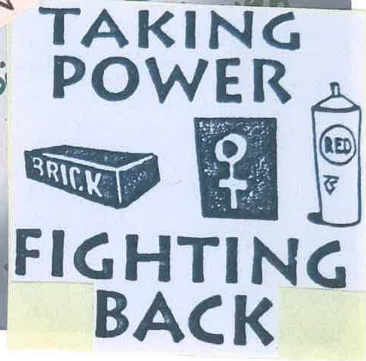


I'm looking for information about body image and eating disorders.

Barbie Don't Need No Mechanic

What resources are there for queer women around here?

KEEP ABORTION A SAFE CHOICE



Where Is

Student

Art?

THE MASSACRE AT WOUNDED KNEE

Twelve Woodcuts by B...

State Capit
24 September

The Ever
Col
1-15 Nov
Olympia,

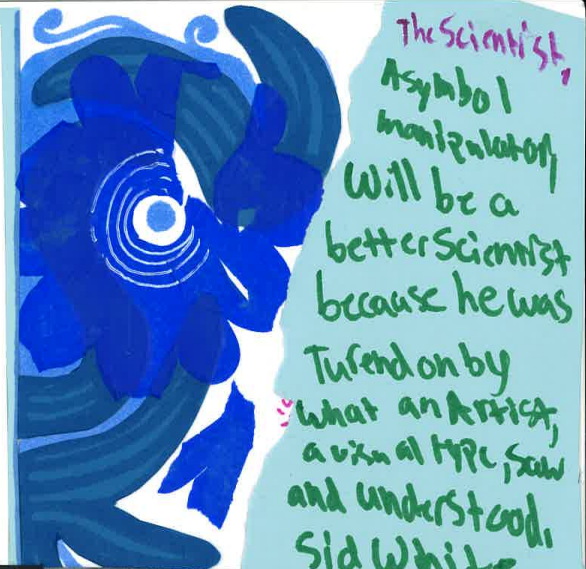


IS Student Art
Well represented In
the Archives?

Where does it
belong?

• Sid White Paper, "A Vision Paper on the Arts" N.Y. 1970 - Sid White
• McClure Alice Anderson Letter about "Reproductive Art" Archives Art Gallery, The Cooper Point, June 15, 2020
• Gordon Brown "The Massacre at Wounded Knee Pamphlet" 2011, work p.c., #72-72, Box File 1, Drawer 2
• Equity and Inclusion at the University of State College, 1992

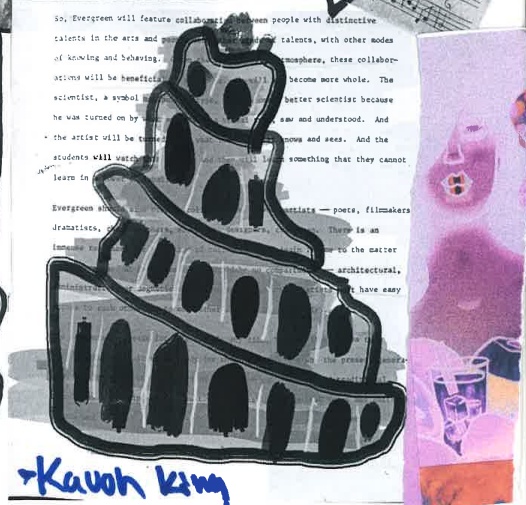
With every hole, rip, and tear,
we are still missing.
But do you see us?
Every speck of dust.
Beneath the media and dark basements.
Through every archive,
both past and present.
For every change,
and an uncertain future.
Within the ways of seeing and to be seen,
we ask,



The Scientist,
A symbol
manipulator,
Will be a
better Scientist
because he was
Tutored by
what an Artist,
a visual type, saw
and understood,
Sid White
- 1970

ARE WE REPRESENTED?

- Ines R.



So, Evergreen will feature collaboration between people with distinctive talents in the arts and sciences, with other modes of knowing and behaving. In this atmosphere, these collaborations will be beneficial to all and become more whole. The scientist, a symbol of the better scientist because he was tutored by what an artist, a visual type, saw and understood. And the students will be tutored by what an artist, a visual type, saw and understood. And the students will be tutored by what an artist, a visual type, saw and understood. And the students will be tutored by what an artist, a visual type, saw and understood.

Evergreen also features poets, filmmakers, dramatists, and architects. There is an emphasis on the career to the career architectural, and the present.

Show us
A Year
1/2



PMS 540



THE PRINTER

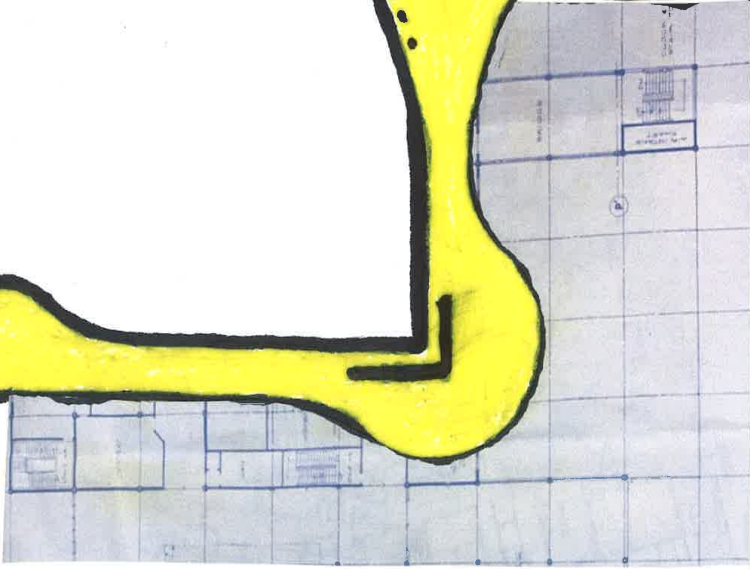
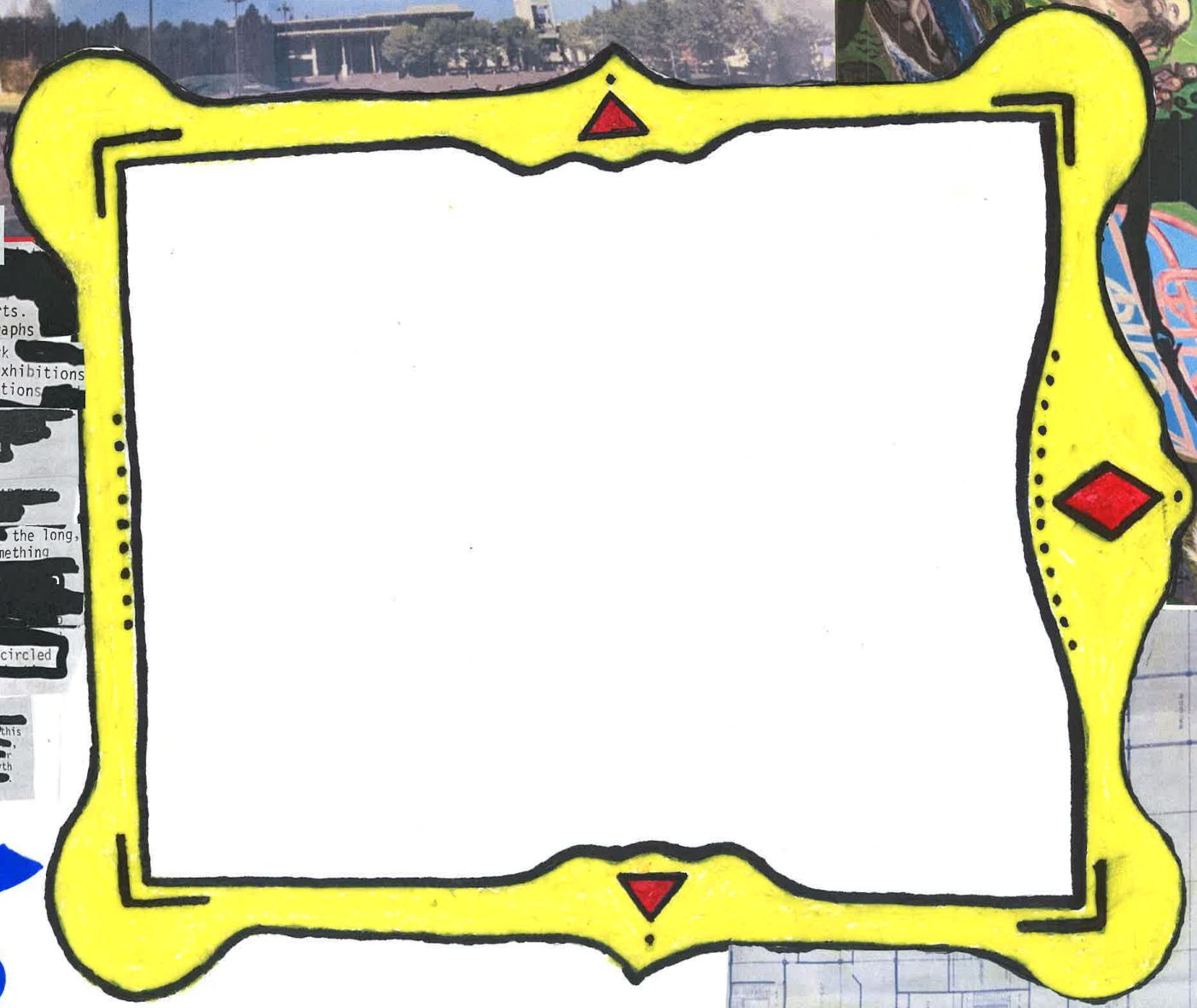
experience the arts.
printmaker woodcuts and lithographs
exhibited work
juried print exhibitions
twenty one one man exhibitions
exhibitions
work is a series
dealing with

TRAGEDY

the long,
continuous ... Something
taking place over
At this remote spot
the cold winter
the "tearing of the blanket"

close-quarter
erupted
encircled

wrote an echo
series, years ago, the myth
the "mages!"



Artist/Author Statements

Student Vision/Student Voice: Becca Wishon (she/her) '23 and Natasha Giblin (she/her) '24. Becca's research question was, "How do student voices change the landscape of Evergreen?" Natasha's research question was, "How has centering student vision/voice through student protest helped students to navigate ignored issues?" These questions led us to researching specific student groups, especially ones relating to protests and associated ideas. This led us to the Disorientation Manuals, a very concrete and established example of student voice. While working together on our zine page, we thought it was important to highlight some of the topics that EPIC covered in the manuals. From our experiences as students, we believe that it is important that the student voice is raised higher because we are the ones paying the money to go to this institution, we deserve to have a voice. We think that it is important as a collective voice that we are the ones most heard and listened to regarding things that happen on campus, especially with some of the unfair policies and histories that Evergreen has. Our opinions should be better represented in the community.

The Evergreen Farmworker Solidarity Collective: I'm Jocelyn Moreno, I use she/they pronouns & I'll be graduating in 2024. My research question was "what student groups were/are on campus and how has the pandemic affected their student vision/voice?" Through looking in the archives I found various student groups but came across a specific student collective on campus called the Farmworker Justice Solidarity Collective. In my zine, I used archival material from a previous Evergreen student's zine that had text and images of their collective protesting outside of Costco & Bay-view Thriftway in solidarity with farmworker strikes happening in WA at the time. I also used personal archival images of my dad when he was about 17, a fresh immigrant here in the U.S. picking manzanas (picking apples). In my zine I wanted to highlight my father as one of the farmworkers this student group has been helping to advocate for. I'm the daughter of farmworkers and the exploitation of those workers has always weighed heavily on me. It meant a lot to see a formerly active student collective here on campus that was advocating and connecting with community groups/unions to help farmworkers like my mom & dad. My hope is to bring the collective back in 2022.

Third World Coalition: the Beginning: Hola! My name is Anahí Alexia García. I use she/they pronouns and I'm expected to graduate in 2024. My research topic was the Third World Coalition - guiding me into that topic was thinking about student groups on campus and how they were supported by the institution. This was important to me because of the transition of Third World Coalition to what we now know as First Peoples Multicultural Queer and Trans Support Services. As someone who currently works for that office, that lens as a worker made it very interesting to look at how TWC was

born and how they were supporting student groups. Especially as the office looks different and offers different services than what was initially offered. My zine page shows the document requesting a director for Third World Coalition and requirements for the position, layered with different student group names that they supported pasted over the blacked out/ redacted text of the requirements. The student group information was collected from different newsletters that were printed from Third World Coalition. Also included in this page was Third World Coalition symbol used on the cover of the survival manual that they had created.

Women of Color Coalition: My name is Yarely Torres, and I use she/they pronouns; I plan to graduate in 2024. My research question was, "What types of POC/SOC groups were created here at Evergreen, and what has become of them today?" This topic is important to me because I spent the majority of my first year here at Evergreen longing for a space that felt like myself, a room in which I could express myself as a minority with cultural experiences. It is essential that everyone gets the opportunity to create and feel like they can take ownership of a part of themselves in a space away from their home. To build community is to create a connection and relationship to learning. My zine focuses on the Women of Color Coalition group that existed during the 1970s and then slowly came to an end near 2016-18. In the archive research we've done, I came across the Women of Color Coalition handbook. Along with newspaper clippings that mention work/events done that helped Olympia minority communities as well. These were the materials I chose to highlight in my zine because of how collaboratively the Women of Color Coalition joined its work with others, not just on the shoulders of one leader. The coalition strived to help anyone and everyone within the community by providing resources that made it possible for others to allow themselves to be well informed. The group provided family, educational, and employment resources, not to mention professional women and political action for all. My own experiences as a brown person of color have shaped and influenced me to choose my topic as I live through the motions of always needing to find the communities I belong to wherever I may go.

Student Organizing: M.E.Ch.A: My name is Nadia Rendon-Acosta (she/her pronouns). I am a Junior whose main focus this academic year has been Latinx studies. I plan to graduate in 2023/2024. My research focused on answering this question: "who were the first POC student groups on Evergreen's campus?" The research I did for this zine page was especially important to me because it tells a story of a community that has always been here; a community like my own, the Latinx community. Their histories have been hidden away from the public eye, but I want everyone to know (or rather, to remember) the great things these BIPOC student leaders did during their time here at Evergreen! In my zine, I wanted to include images from the archives that

would highlight the work that students did to build a community for themselves, through the organizing of M.E.Ch.A. I hope that this zine will empower future students to embrace and reclaim their Latinx/Chicanx identity and histories, as well as to create an inclusive community where all BIPOC folks are welcomed.

"Why Is This Still a Problem in 2022?": Our names are Maikol Alvarado García and Luz Marina Guerra! Our graduating years are 2022 and 2024, respectively. Maikol's pronouns are He/Him, and Luz's pronouns are She/Her. Our research question was based on the history and inclusion of Hispanic/Latinx students at the college; we wanted to know how, despite the fact that these issues of equity and inclusion for our community have been raised since the formative years of Evergreen, they seem yet to be dealt with. As our Zine page states: how come this is still a problem in 2022? This issue is present as the Latinx community at Evergreen is still vastly underserved- El Camino as a path of study only came to fruition in 2017. We wanted our zine page to highlight the extremely long timeline of Latinx students' and faculty's struggle for equity really has been. Using documents found in the archives from as far back as the 70's that detail the issues of inequality for Latinx folk at the school, surrounded by colorful papel picado reminiscent of El Barrio (a hub and community space for El Camino students and faculty) and as a means of representing Latinx culture, we wanted our zine to showcase both why this is important, not only to us as two Latinx students, but to wider Evergreen community as well.

Latinx Student Voices at Evergreen: María Atristain (She/ Her) '26. My research for the Zine was specifically about Latinx student voices at Evergreen. I was wondering what happened to all their voices, what had they been doing in the past that could be used for inspiration today? While looking through the archives I focused mainly on the group MEChA, Movimiento Estudiantil Chicanx de Aztlán, and their activities throughout the years. It was fascinating to me to see how it was one of the earliest forming groups at Evergreen and how their activity within the community fluctuated a lot over time. I included voices from MEChA along with a poem from the student of color anthologies, and a few voices from the CPJ on my zine page. Another piece I put in was about public art and that history at Evergreen. I included that piece because I found their vocabulary very inspirational while dreaming about our own mural. I added some Chicano art I found down in the archives of La Virgen and the background for my zine page was a sheet of papel picado to represent my own Mexican identity.

No More ICE: Jackson Hearn (They/Them) Projected graduation 2024. My topic of research was treatment of undocumented students at The Evergreen State College and plans for inclusiveness/ equity. The reason this is important because as a liberal college and home of education we need to be accepting and act as a sanctuary

especially after the radicalization of the 2016 election. The meaning behind my design was inspired by the Great Wall of LA and graffiti in my area growing up, which was used to give a voice to the community that didn't have one, especially for those who did not speak English. I chose documents pertaining to Evergreen being a sanctuary, undocumented student needs, and an agreement from the 70's about Evergreens place in stopping racism etc. As a Chicano person, my family includes people who are undocumented and the struggles they have to face are very real. Some of my family members barely became legal a couple years ago and the amount of turmoil to get that is incredible. Not having a place to belong is very powerful and something that drove my research in the first place. Graffiti lets me know that I am home and that I'm hearing the voices of people not corporations.

Students of Color Anthologies and API Student Groups: Our names are Paige Akemi Nakagawara (She/They), graduating year 2024 and Natalie "Lee" Arneson (She/ Her), graduating year 2023. Our research was focused on students of color and more specifically the Student of Color Anthologies and SOC organizations. We wanted to highlight successful examples of SOC organization and expression at Evergreen to push for equity in the present. We included the powerful words from past students' art in the Student of Color Anthologies to memorialize their beauty and as well as for their potential to lend visuals. We included a photo of Sally Fixio, a member from the Asian Pacific Islander Coalition, as well as a couple covers from the Student of Color Anthologies. In the top left we designed a symbol to signify ancestry, with an eye towards people of Asian Heritage. The lotus represents China, India, and Vietnam, the cherry blossom is for Japan, and the blue circle for South Korea. It is being held in the branches and glows bright and yellow to emulate the sun. We are both mixed API women of color and wanted to push for representation and safe space for communities of color on campus.

Tacoma Evergreen State College Campus: My name is Ajahlaa Parham. My pronouns are she/her. My year of graduation is 2025. My research topic question was: "how can equity be practiced and established in the real world"? This issue is important to me because African Americans and anyone with brown skin has always been targeted by white and equity was never shown. The inequality has been raging on for hundreds of years and it is time for it to stop. I believe my design incorporates the past while hoping for the future. My design embodies equity and power for Black people. I chose to highlight the Tacoma campus visit as a deciding factor on the theme and area where I felt that the changes being made inspired me more than anything. My own experiences being Black shape how I look at things and make it a firsthand experience in having to deal with racism and the inequality in life because of my skin.

"It's Still Bigger than Hip Hop": Sako He/they 2024, Blake He/him 2023

🌱Ⓜ️★ Our topic of research was left-wing student radicalism and the struggle against the police on campus. As we found out more information we become focused on the V-Day Uprising (2008) as a rupturing moment for the school. The V-Day Uprising's collective amnesia as well as misreporting/maliciously recorded history became a kind of metaphor for why we felt this research was important. The conspiracy board design reflects this feeling of the overwhelming amount of history on student radicalism and the struggle against the cops that has not been contextualized and given a linear through-line that leaves us in the present feeling disconnected. The archival material we used to trace a through-line was centered in student voice and oral history. Student radicals shaped much of the campus culture and passed on a lot of the school's oral history. As these communities shrink and are repressed the historical and cultural gap is felt harder. Sako felt this disconnect on their first days of Evergreen where they attended a rally against the police and feeling that there was so much history being missed that contextualized the rally. This feeling and experience fueled their research as well as other projects. Blake's experiences as a student who came to Evergreen for the disappearing radical community and a Black student who has had unfavorable experiences with the cops fueled his research.

The Pros and Cons of LGBTQ+ History: Cole Laing (He/Him), Class of 2025. My research topic was discovering LGBTQ+ community-founded groups or institutions on campus. This issue impacts me because I am of the LGBTQ+ community and have been interested in uncovering different peoples who are part of this community. The Zine page design encompasses both the positive and negative aspects of LGBTQ+ activity on campus, whether it is the students and Gay Center fighting to hire a pro-gay professor in the 1970's or a painful reminder of homophobia during the Gay Film Festival. I chose to highlight the Gay Center in the 1970's campus because it played a large part in the very early developments of LGBTQ+ voice at Evergreen. The final remark of why I chose to address this topic is because it is important to understand the LGBTQ+ voices didn't emerge when Martha P. Johnson took action against the hurt of others—it has a much longer and much more complex history and I want to shine light on that myself.

Gavin They/Them, Class of 2024. We looked at some of the LGBTQ+ groups at Evergreen and events like what happened with Chuck Harbaugh in the 70's. As someone who has always been deep in the LGBTQ+ community, I feel that this kind of homophobia stains our history. We really wanted to point out some of what happened here, both positive and negative. We chose to highlight what happened with Chuck Harbaugh as well as some of the student groups that existed. We also took some articles and comments from student sources like the Disorientation Manuals and the

Cooper Point Journal.

Women's Resource Center: Katrina Ellison, she/her, graduation year 2025; Donna Bernsten, she/her, graduation year 2024. Our guiding research question was, "What kind of support services are there for women at Evergreen?" This issue is important to us because sexism has always been and continues to be an ongoing issue both on campus and in the world at large. For many years, The Women's Resource Center thrived at Evergreen, offering a plethora of resources and support for women on campus, but unfortunately closed in 2016 and hasn't been revived. We delved deeply into the research on what this resource center provided, and our zine page reflects elements from various posters we found, all around the central theme of empowerment. Empowerment is the ultimate goal that we want to encourage women to find within themselves and each other, and we hope this page reflects our heartfelt sentiment.

Where is Student Art?: Ines Rodriguez, she/her, graduating 2021-22; Kavon King, he/him, graduating 2023-24; Jace Denton, he/they, graduating 2023-24. Our research focused on where student voices echo in student art. Additionally, where do they belong in the archives, how have student voices and artwork changed throughout Evergreen's history, and do they reflect Evergreen as a community today? We felt compelled to explore student art because we saw it as an essential means of expression to us as students and artists. We wanted to know the history of art on campus. It is a way to connect with the past and leave notes for the future as a form of documentation. We felt it's crucial to maintain and document student voices within the Evergreen archives; we are vital to this community, especially POC and marginalized groups. We added an empty frame to one of our zine pages, allowing people to draw in it. It reflects student artwork and voices, asking: where do you see yourself in the archives? We surrounded this frame with examples of work in our program and images we found in the archives. We selected our archival materials to highlight the under-representation of marginalized groups and POC voices within the archives. Kavon added a drawing of the Tower of Babel, referencing Sid White's quote, "students learning more than they could in the tower of babel," which spoke to how the campus should include artists in academic conversations on campus. Additionally, we were each drawn to particular pieces of student artwork from the past and felt compelled to share them. As artists, we shared a feeling of wanting to break out of this cycle of liminality and loss. It is time for proper representation and reflection.

I'm Shade Hendry going by He/Him/They. Because I'm a transfer, I honestly don't know when my graduation is at this point. 2024-5 maybe? Our research question was: "How is student art/voices represented within the school?" I feel that our question brings awareness to how some of the students have been silenced over the years and

how they rise up using art. It also leaves people wondering how their voices could be visible to the school and exposes how the campus treats them. We were hoping to stop the silences and expose all of the problems we have as a community so it can lead to healing and growth. That is why we came up with the idea to add a picture frame: to let the reader make their own art and to possibly use it as a way to get their voices heard. We had almost an abstract design when it came to the first page, leaving the feelings and understandings of it up for interpretation. This could possibly show how we interpret the smallest things and empathize or relate with it, just due to the simplest things like design. We highlighted several things in the zine such as photos we took of other student art, and some writings, and a poem(s). This was from an idea that if student art/voices are hidden so much, we're going to expose some of it, and put our own on this zine. This topic was inspired by the fact that we are all from different backgrounds and we partake in art in some form or another. This created a combined viewpoint of one subject that, in my opinion, makes a very powerful statement and has a strong 'call to action.'

**The Mural Project: Exploring Our Roots Through Public Arts
The Evergreen State College
Spring 2022**

Program Faculty: Anne Fischel and Catalina Ocampo Londoño

Archives Research Facilitation: Liza Harrell-Edge, Evergreen Archivist

Archives Teaching Assistant: Sako Chapman

Student Contributors: Maikol Alvarado García, Natalie Arneson, María Atristain, Donna Bernsten, Achaia Brooks, Sako Chapman, Jace Denton, Katrina Ellison, Anahí García, Natasha Giblin, Luz Guerra, Jackson Hearn, Shade Hendry, Kavon King, Cole Laing, Samantha Margerum, Jocelyn Moreno, Paige Nakagawara, Ajahlaa Parham, Jack Perry, Nadia Rendon-Acosta, Ines Rodriguez, Mackenzy Starr, Blake Stephens, Yarely Torres, Gavin Watkins, Rebecca Wishon

Zine Front and Back Covers: Jackson Hearn

Zine Layout: Jace Denton

Thank you to Liza and Sako: Design and assemblage by Nadia Rendon-Acosta and Samantha Margerum, Portrait illustrations by Luz Guerra

thank you! ♡

thank you ♡

Liza

HARRELL EDGE

Sako

CHAPMAN

Liza!!
I am so grateful for the time you've spent with us. I'm so so glad that I've gotten to work so closely with you for the past two

quarters. You've introduced so much to me about the school, the archive, I look forward to bothering you in the archives as a field.

I really appreciate all the help navigating the archives this term! You do so much for the school, it was so nice to have you

in class with us for the first couple weeks. I also want to say thank you for the freedom to explore the archives and look

through all those posters, it was lots of fun!

Dear Liza, I want to start off by saying a million times thank you for the time you gave to look into what more you could find about my Auntie and the FYA drill

team. It touched me to have found those photographs, and even more when you offered the help to continue the search for the possibility of more. I thank you so

Liza, thank you for being a comrade and helping the program. The archives now one of my favorite parts of the college! I appreciate your work both in and out of the program! I will probably see you around as I use the archives out of the program. Thank you so much! -Blake

Liza, your cheery nature and passion for the archives made this class so special. I could tell that you really meant everything you said, and that your help with our work was so genuine. Also, thank you for helping me when I lost the box number for the First Peoples box. -Paige

much for the passion you gave to the class every single time you guided our archival journey. Thank you, once more for everything. -Yarely Torres

Liza!!! Thank you so much for deciding to be a part of our program and supporting the development of our mural! Having you help and guide us in archives was a significant part of all our research. Navigating the archives wouldn't have been possible without you. Again, thank you! -Jocelyn

Thank you for inviting us into the archives. Your advice and tutelage have been invaluable. You have taught us much about examining our pasts. -Iara

Thank you being our guide into the archives this quarter. I had no idea how much history Evergreen had, especially how much history there was and is surrounding our POC community on

campus. I am endlessly grateful to you for giving us this introduction to our pasts here at this institution. -Lee

Dear Sako "cool kid" Chapman. Your extensive creativity and army general nature kept me motivated this quarter. Thanks for making a very questionable video essay with me and teaching me how to use the hell that is Adobe Premiere. I love you Sako! Someday I will be your favorite Wasian :3 -Paige

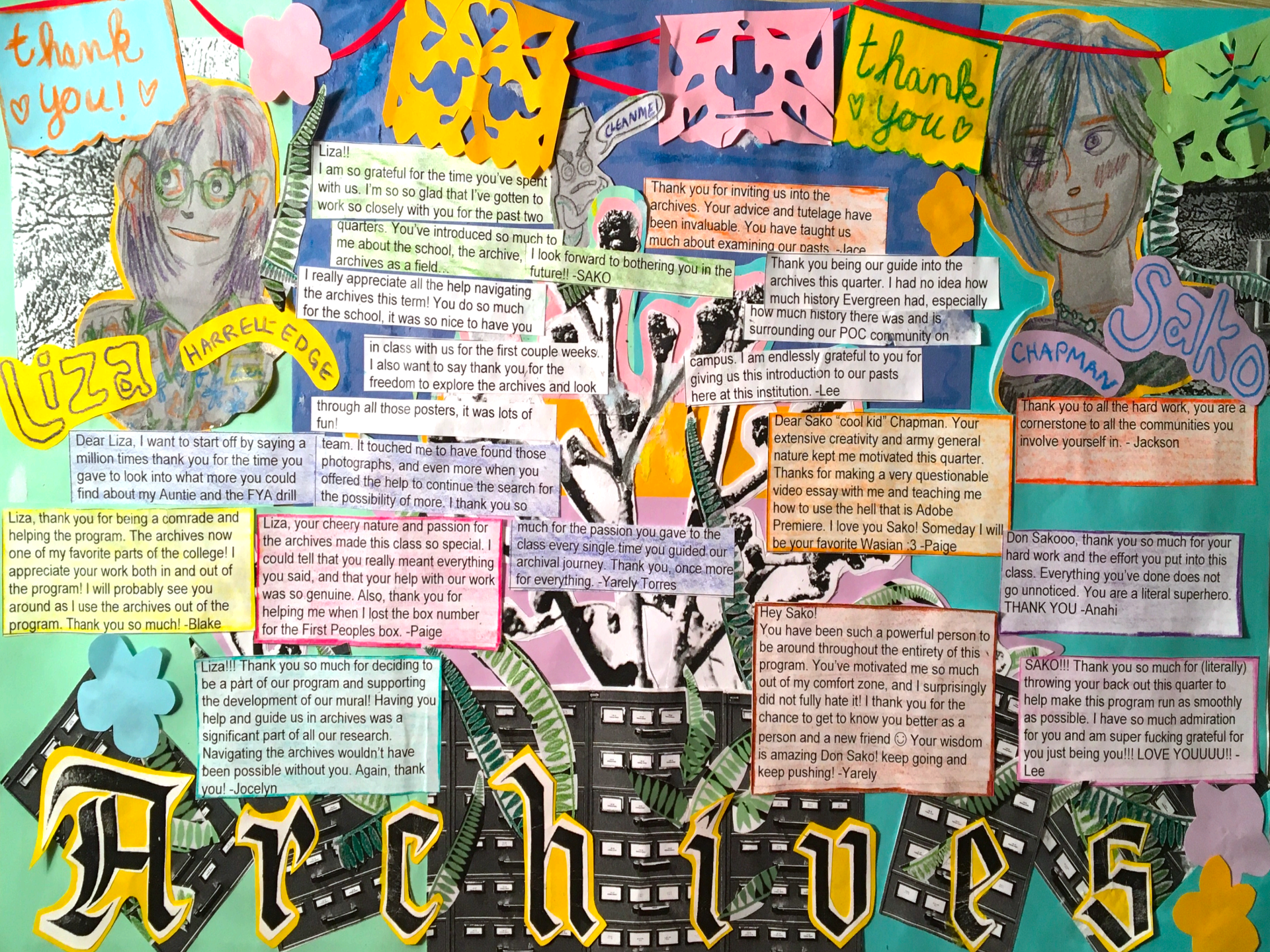
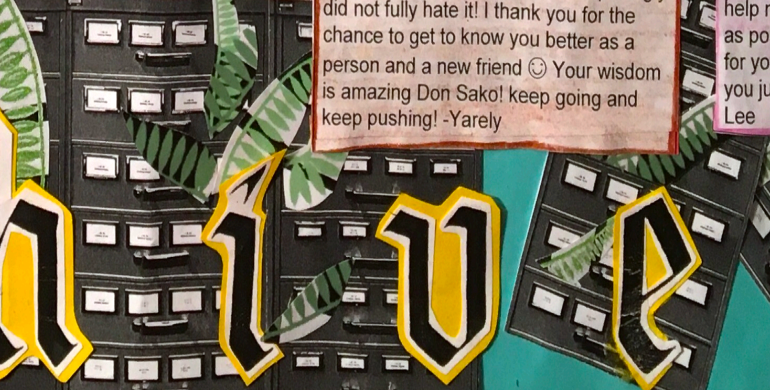
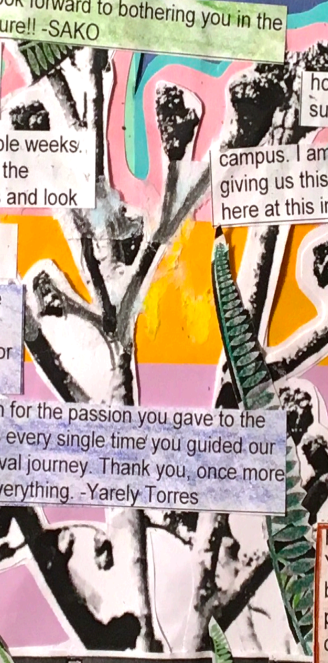
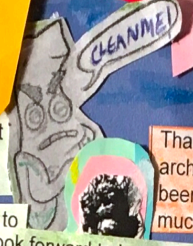
Thank you to all the hard work, you are a cornerstone to all the communities you involve yourself in. - Jackson

Don Sakooo, thank you so much for your hard work and the effort you put into this class. Everything you've done does not go unnoticed. You are a literal superhero. THANK YOU -Anahi

Hey Sako!
You have been such a powerful person to be around throughout the entirety of this program. You've motivated me so much out of my comfort zone, and I surprisingly did not fully hate it! I thank you for the chance to get to know you better as a person and a new friend ☺ Your wisdom is amazing Don Sako! keep going and keep pushing! -Yarely

SAKO!!! Thank you so much for (literally) throwing your back out this quarter to help make this program run as smoothly as possible. I have so much admiration for you and am super fucking grateful for you just being you!!! LOVE YOUUUU!! -Lee

Archives





Our history is still here, you just have to look.

CHECK OUT THE EVERGREEN ARCHIVES

HOPE YOU ENJOYED!

LOVE U

THANK

KEEP TALKING! It's important.

YOU

DON'T FORGET ABOUT US!!!

