

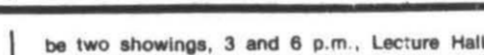


**THURSDAY, MARCH 1**  
**COMIC VIEWS** two one-act plays performed by the Alternative Theaters Contract Players at 7:30 p.m. in the Experimental Theater. Tickets \$3 general, \$1.50 students and seniors.  
**TEARS OF JOY PUPPET THEATER** presents a play based on the story of the Beauty and the Beast. Sponsored by the Center for Literature in Performance. At 8:30 p.m., 2nd floor Library Lobby, \$2 tickets.  
 An exhibit of works demonstrating some of the various methods of presenting ideas through sequential imagery by the **IMAGES IN SEQUENCE** group study program, in the Second Floor Library Gallery through March 9.  
**Photographs by Robert Cummings and Jo Ann Callis** are being shown in the Evergreen Gallery, from 12-5 weekdays, 10-5 Wednesday. The show will run until March 9.  
 A unique showing of fabrics from various cultures in ancient Peru collected by Kay Uhl, at Childhood's End Gallery, through the March 4. Through the March 3 **HUSSY** at Captain Coyote. Through March 4, works by **Arlene Lev and Susan Kidd** at the Artists Gallery, 919 E Pike.  
 An exhibit of mixed media art by **Catherine Calkin Shapiro** and **Judith Atkins** is Chrysalis Gallery's contribution to International Women's Day (March 8). The gallery is located in Dorm 2 of Fairhaven College of Western Washington University. The exhibit runs through March 11.  
 Works by **John Divola** through March 14 at the Blue Sky Gallery, 117 NW 5th, Portland.  
**FRIDAY, MARCH 2**  
**SENIOR SEMINAR: How to be Effective in an Employment Interview** 3-4:30 Lib 1213.  
**CAREERS IN EDUCATION** 2-4:30 CAB 110.  
**CRIS WILLIAMSON and JACKIE ROBBINS** in concert for two shows, 7:30 and 10:00, in the Library Lobby. Tickets \$3.50 at Yenny's Budget Tapes. Rainy Day, and the Women's Center.  
**COMIC VIEWS**, see March 1.  
**TRILLIUM**, exploratory jazz trio, at the Gnu Deli, 9 p.m. \$1.  
**HAWKS and EAGLES**, old-time Irish and American fiddle tunes, ragtime, mountain banjo, blues, and South American folk music, at Applejam, 9 p.m., \$1.50. Open mike at 8:30.  
**PROTEST MARCH** to oppose the killing of baby Harp Seals. Federal Building, 2nd & Marion, Seattle, 11 a.m. For information call 943-9916 or 632-4326.  
**REI'S 1979 MOUNTAIN FILM FESTIVAL** at Seattle University's Pigott Auditorium, tickets \$2 for the night. For more information call Janet Casal, 323-8333 (Seattle).  
**SATURDAY, MARCH 3**  
**NEW MUSIC** for performers and tape, a concert presented by TESC student and faculty composers of live, recorded and combined pieces. Orchestra Rehearsal Room, Com. 110 at 8 p.m. \$1 at the door.  
**COMIC VIEWS**, see March 1.  
**PAUL FOSTER and STEVE KESLO** at Applejam, 9 p.m., \$1.50. Open mike at 8:30.  
**TRILLIUM**, see March 2.  
**A Square Dance** fund-raising benefit for the **NISQUALQUI DELTA ASSOCIATION** will be held at the Chamber's Prairie Grange Hall (south of Turnwater on the corner of Yelm Highway and Henderson Blvd.) with a band and caller. Beginners welcome. \$2 donation. For more info call 866-1192.  
**MOUNTAIN FILM FESTIVAL**, see March 2.  
**SUNDAY, MARCH 4**  
**Community Garden Meeting** to talk about the Organic Farm garden for those who would like to start a garden. For more information call 866-6161.  
**COMIC VIEWS**, see March 1.  
 Folkdancing is still happening every Sunday at 8 p.m. in the CAB 2nd floor lobby. Beginners are welcome.  
**PRISONS: WAREHOUSES FOR THE POOR**, eight classes on the history, function and conditions of prisons. Sundays through April 8, 3:30-5:30 p.m. Rainbow Restaurant, 4th & Columbia. For more information call 352-3814.  
**The 1979 Governor's Invitational Art Exhibition** of Washington artists, including Evergreen faculty Jean Mandenberg and David Gallagher, opens with a reception for the artists from 1-4 p.m. The exhibition is at the State Capitol Museum and lasts until April 4.  
 Through March 30, original paintings and prints by R.C. Gorman, "Picasso of the Southwest," at Collectors' Gallery in Olympia.  
**MONDAY, MARCH 5**  
**NATIVE AMERICAN AWARENESS WEEK** starts today with a discussion on "Indian Treaty Rights" by Billy Frank, director of the Northwest Indian Fisheries Commission, and Sue Halseo, Puyallup Indian tribal attorney, at 1:30 in Lec. Hall 4. Sponsored by NASA.  
**SCOTT COSSU TRIO**, original jazz, at the Gnu Deli, 8 p.m., \$2.  
 Continuing discussion on China with the U.S.-China Peoples Friendship Association, 527 O'Farrell St., Seattle. For more information call Alan Chickering, 352-9004.  
**TUESDAY, MARCH 6**  
**NATIVE AMERICAN AWARENESS WEEK** continues with **GLORIA BAY**, former member of the Puyallup Tribal Council, discussing "Treaty Rights of the Puyallup Indian Nation" at 1:30, and a slide/film show on "Fishing and Treaty Rights in the Pacific Northwest" presented by Gary Peterson of the Point No Point Council, at 4 p.m., both in Lec. Hall 4.  
**PROTEST RALLY** to defend Abortion Rights and the ERA. Capitol Rotunda, Olympia, 7 p.m. For more information call: 323-3869, 832-7449, 522-9703 (all Seattle numbers). Olympia car caravan leaving at 6:15 p.m. Drivers needed. Sign up at EPIC or CAB information booth, or call 866-4939.  
**WHY WE WORK SERIES** continues in Seattle. An examination of American attitudes toward working, 7:30 p.m., Shoreline Community College Student Lounge. For more information, call Dennis Peters at 546-4101.

**WEDNESDAY, MARCH 7**  
 Richard LaCourse, former director of the American Indian Press Association, discusses "Indian Press" at 1:30 in Lec. Hall 4, and at 4 p.m. a discussion "The Responsibility of Native Americans in the Field of Entertainment" by Sandra Johnson Osawa, a Seattle Native American woman who works with the media. Part of Native American Awareness Week.  
**PIECE OF MY MIND SERIES** presents Darlene Jensen, English instructor at OTCC, at 12:15, First Methodist Church, Olympia.  
**FUTURE OF OUR HERITAGE SERIES** presents Jacqueline Delahunt, a Lakota Indian who grew up on South Dakota's Rosebud Sioux Reservation, talking on "Native American Perspective on Cultural Change and Survival" at 7:30 at the New Olympia Public Library. Free.  
**GABRIEL** through March 10 at Captain Coyotes.  
**THURSDAY, MARCH 8**  
**INTERNATIONAL WOMEN'S DAY, Take Back the Night March**, leaves the Olympia Community Center at 10:00, ends at Sylvester Park. Bring torches, instruments, lanterns. Celebration afterwards at Rainbow Restaurant.  
 Evergreen faculty members stage a "welcome back" program for TESC graduates and former students beginning at 1:30 in CAB 110 as part of Native American Awareness Week?  
**Workshops on weaving and other Native American skills and topics** by Jacqueline Delahunt and Indian elders at the Senior Center in downtown Olympia. For more information call 352-7104.  
**LAND TRUST WORKSHOP**—7:00, 3rd Floor Lounge CAB. Slide Show on land trusts, seminar with people who have formed land trusts.  
**COMIC VIEWS**, see March 1.  
**THE SOUND BEFORE THE FURY**, a play about prisons performed by the Theater for the Unemployed, Olympia Community Center, 1314 E. 4th Ave., at 7:30 p.m. Tickets \$2 general, \$1.25 seniors. Explicit language is used in the play.  
**RADICAL WOMEN MEETING** featuring a discussion of the plans for the upcoming meeting of the Radical Women National Executive Committee, and an update on national organizing. The meeting begins at 7:30 p.m., at Freeway Hall in Seattle, 3815 5th Ave. NE. Dinner at 6:30. For information on childcare and transportation call 632-1815, 632-7449 or 352-0350.  
 A showing of constructions, drawings, color xerox, and Polaroid Photos by former Evergreen student, **Kevin L. Wildermuth**, at the Taver Gallery 2219 Fourth Ave., Seattle, through March 31.  
 Through March 24, paintings, drawings, and assemblages by **Lois Graham**, at the Artists Center, 2219 Fourth Ave., Seattle, through March 31.  
**FRIDAY, MARCH 9**  
 The final events of Native American Awareness Week are a performance by children from the Wahluke School in Thurston County at 11 a.m. in the CAB main; **Celine Mills**, an Evergreen alum, discussing the international Youth Festival held last summer in Cuba at 1:30 in Lec. Hall 4; and **Joe Washington**, a Lummi medicine man, discussing "Unity Among Native Peoples" at 3 p.m. in Lec. Hall 4.  
**Seattle Women's Living Arts Festival** to celebrate **International Women's Day** at YWCA, 5th and Seneca, 7 p.m. Food & performances from different cultures. Suggested donation \$3-5.  
**Rally at the Capitol Rotunda** at noon to celebrate **International Women's Day**. Karen Silkwood Memorial Choir, African music, Feminist Karate Union demonstration, poetry and songs.  
**COMIC VIEWS**, see March 1.  
**MYRA MELFORD**, jazz pianist, at the Gnu Deli, 9 p.m., \$1.  
**SHERWOOD**, stomp and hokum string band, at Applejam, 9 p.m., \$1.50. Open mike at 8:30.  
**SATURDAY, MARCH 10**  
**IRON HORSE** plays a benefit dance for the Evergreen Alumni Association at 9 p.m., Fourth Floor Library. Admission \$2.  
**GYPSSY GYPPPOS** at Applejam, 9 p.m., \$2. Open mike at 8:30.  
**JEFF MORGAN**, new sounds, at the Gnu Deli, 9 p.m., \$1.  
**SUNDAY, MARCH 11**  
 Benefit concert for **Olympia Rape Relief**, TESC Library lobby, 7-10 p.m. \$2.50. Five local performers: the **Karen Silkwood Choir**, **Rebecca Horn** on guitar, **Betsy Wellings** and **Betsy Koenig**, **Daniel Johnson** (mime) and the **Feminist Karate Union**. Men are encouraged to attend.  
**PRISONS**, see March 4.  
**THE SOUND BEFORE THE FURY**, 2 p.m., at the Youth Center 7th & Eastside, see March 8 for other information.  
**MONDAY, MARCH 12**  
**CONCH**, Olympia's off-spoke-of-but seldom heard music experience will be performing original music drawing from diverse sources in a KAOS benefit concert. Also appearing will be **CORPORATE FOOD**, and **RECORDING HAIRLINE** along with a solo synthesizer performance by **STEVE FISK**. 8 p.m., Orchestra Rehearsal Room, Com. Bldg. 110. Tickets \$2.  
**CONCH**, see March 12.  
**TUESDAY, MARCH 13**  
**CONCH**, see March 12.  
**TUESDAYS AT EIGHT** presents Dr. Will Unsoeld, Evergreen faculty philosopher and mountain climber, talking on "Nepal: Scant of Jasmine and Urine." at 8 in Lec. Hall 1, \$1.  
**WHY WE WORK SERIES**, see March 6.  
**WEDNESDAY, MARCH 14**  
**FREWAY JAM** through March 17 at Captain Coyotes.  
**HEALTH CARE: What Cost? What Care? For Whom?**, a forum at Pacific Lutheran University Tacoma. For more info contact Carolyn Schutz, 531-6900 x291.

**THURSDAY, MARCH 15**  
 A follow-up to the Lesbian Meeting at the Cafe Intermzzo at 7:30 p.m.  
**WILLIAM DOPPMANN**, classical pianist, at 8 p.m. in Seattle's Meany Hall. Tickets \$5 adults, \$2.50 students and seniors at the Bon.  
**FRIDAY, MARCH 16**  
**CRAIG CAROTHERS**, singer/guitarist, satirical contemporary, at the Gnu Deli, 9 p.m., \$1.  
**KATE WOLF**, contemporary country singer from California, at Applejam, 9 p.m., \$2. Open mike at 8:30.  
 Denis Barritt, chairp. son of Ireland's Fellowship of Reconciliation, speaks at 6:30 p.m. in the basement of United Churches, 11th and S. Washington, Olympia.  
**ANDREW YOUNG**, Permanent Representative to the United Nations and Member of the Presidents Cabinet, speaks at a luncheon at noon in the Grand Ballroom of the Olympic Hotel, Seattle. The possible subjects of the talk are north-south global relations, the situation in South Africa, and key domestic issues. For more information or to make reservations call YMCA Metrocenter (Seattle), 447-4561.  
**SATURDAY, MARCH 17**  
**OPEN MIKE** at Applejam, free, 9 p.m.  
**CRAIG CAROTHERS**, see March 16.  
**SUNDAY, MARCH 18**  
**PRISONS**, see March 4.  
**TUESDAY, MARCH 20**  
**VERY SPECIAL ARTS FESTIVAL**, a showing of works and accomplishments by children and adults with handicapped conditions, on campus from 10 a.m. to 2 p.m. if you want to volunteer call Dinah Roarty, 753-7369.  
**WEDNESDAY, MARCH 21**  
**Information Day** at Peninsula College, in Port Angeles, to offer details on a program being offered by Evergreen at Peninsula College for those seeking B.A.'s who are unable to leave the peninsula. From noon to 7:30 p.m. For information call Evergreen's toll-free number 1-800-562-6106.  
**RAIN**, through March 24 at Captain Coyotes.  
**HEALTH CARE**, see March 14.

**FRIDAY, MARCH 23**  
**MICA MIME TROUPE** at the Gnu Deli, 9 p.m., \$1.  
**BETSY WELLINGS and BETSY KOEHL** at Applejam, 9 p.m., \$1.50. Open mike at 8:30.  
**SATURDAY, MARCH 24**  
**MORRIGAN**, traditional Irish music at Applejam, 9 p.m., \$1.50. Open mike at 8:30.  
**MICA MIME TROUPE**, see March 23.  
**SUNDAY, MARCH 25**  
**PRISONS**, see March 4.  
**MONDAY, MARCH 26**  
**OBRAADOR** at the Gnu Deli, 8 p.m., \$3.  
**WEDNESDAY, MARCH 28**  
**FUTURE OF OUR HERITAGE SERIES** presents Harry R. Moody discussing "Philosophies of Later Life as Reflected in the Late Style of Great Artists" at 7:30 at the New Olympia Public Library.  
**THURSDAY, MARCH 29**  
**NORTHWEST REGIONAL CONFERENCE ON THE EMERGING INTERNATIONAL ORDER** through March 31 at Seattle Center. For more information or to register call YMCA Metrocenter (Seattle), 447-3694.  
**FRIDAY, MARCH 30**  
**BEGGARS RANT**, Irish-English-Scottish music, at Applejam, 9 p.m., \$1.50. Open mike at 8:30.  
**MIKE GOLEZIEK**, fga-pickler par excellence from Tucson, at the Gnu Deli, 9 p.m., \$1.  
**SATURDAY, MARCH 31**  
**FLYING FISH** recording artists Norman Blake and **THE NEW GRASS REVIVAL** will be appearing in the Recital Hall at TESC in a benefit concert for KAOS-FM. There will be two shows, at 7:30 and 10. **ADVANCE** tickets are \$4.00 and are available at the TESC bookstore, Budget and Rainy Day Records in Olympia.  
**MIKE GOLEZIEK**, see March 30.  
**Workshop and jam session, "Care and Feeding of Your Musical Instrument,"** at Applejam, 9 p.m., \$1.  
**SUNDAY, APRIL 1**  
**PRISONS**, see March 4.



Films

**On Campus**  
**March 3**  
 Friday Nite Films is proud to present one of Federico Fellini's finest films, **Nights of Cabiria** starring Giulietta Masina (of "La Strada" and "Juliet of the Spirits" fame). Masina, in one of the most beautiful and moving performances ever recorded, portrays a lonely prostitute who goes from one disastrous situation to the next, yet eventually spiritually triumphs over her obstacles. This tribute to the human spirit, which is also at times a savagely funny attack on Catholicism, is a gem. Directed by Federico Fellini. (1957) With a gaudy, the original 1970 version of **Ben Hur**. Lec. Hall One, 3, 7, and 9:30 — only a dollar.  
**March 5**  
 Environmental Design presents Susumu Han's **Bwana Toshi** (which is the third time this film has shown on this campus in the last 2 1/2 years). This 1965 Japanese film (shot on location in Africa) is about a Japanese professor, Toshi, who has to build a pre-fabricated house with the help of the uninhabited natives who can't understand Toshi's upliftiness. Basically a comment on civilization, Han's film seems curiously underplayed (see Montand) unemotional, despite attempts at humor and pathos. This viewer finds it ultimately sterile, but it has always been well-received at Evergreen. Lec. Hall 3, 7 p.m.  
**March 5, 6**  
 E.P.I.C. isn't too ashamed at all to present **Costa-Gavras' Z**, one of the best political thrillers ever made. A Greek pacifist leader (see Montand) is assassinated by the right-wing military who are covered-up. A journalist (Jean-Louis Trintignant) starts to uncover the scandal only to find more dirt (and danger) under the rug than he expected. Based on real events, the film's ending is at once both tragic yet inspiring—a call to arms for the oppressed Greek people in the late 60's. Irene Pappas co-stars. Music by Mikis (Zorba the Greek). Theodorakis, (who like Pappas, was exiled from his native Greece when the film was made) and photography by Godard's cinematographer, Raoul Coutard. Another winner of the Academy Award for Best Foreign Picture (1969). Free. Mon. 7:30 p.m., Tues. 12 noon.  
**March 7**  
 The Academic Film Series presents one of the greatest Japanese films, **Ugetsu** (1953) by Kenji Mizoguchi which has also shown here before within the last 2 years. Eric Roe's review states, "Ugetsu will baffle some and enthrall others. Unsurpassed in beauty and mystery, it is at once intensely, enduringly evocative and highly inaccessible... (a world) both self-contained and open ended... It'd like to add that I find it also to be a highly enjoyable film, certainly much more enjoyable than Proust. The film is based on two 1776 stories by Akikari Ueda, one derived from the Chi-noo legend, "The Lewdness of the Female Viper." Plus a short. Lec. Hall One. Free. 1:30 and 7:30 p.m.  
**March 8**  
 Evergreen graduate David Worman is presenting a **Student Film Festival**. Featured tonight will be films made by David and other Evergreen film students. Plus a special presentation showing of **Laughing Scaphopods**, an animated cartoon just completed by David with soundtrack performed by the jazz group Obrador. There will

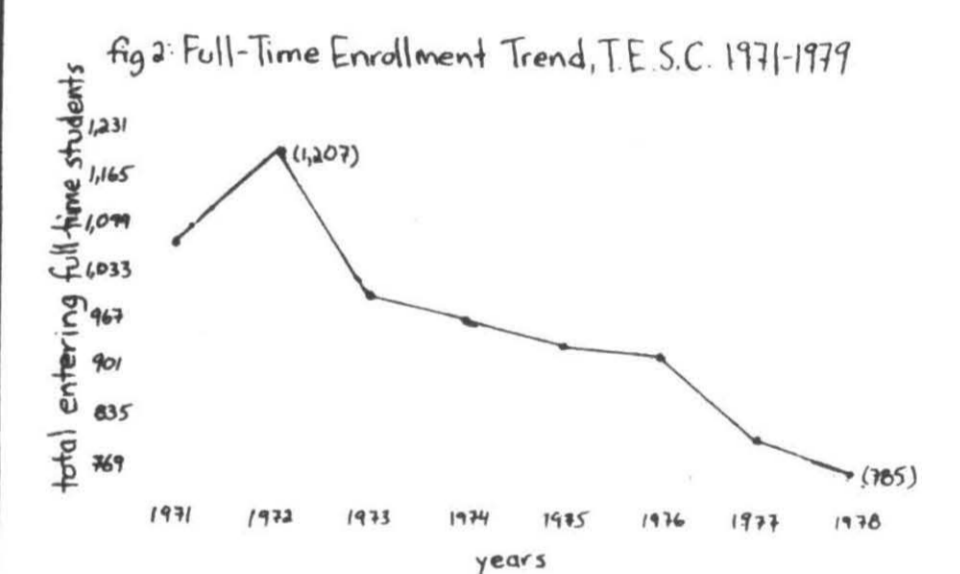
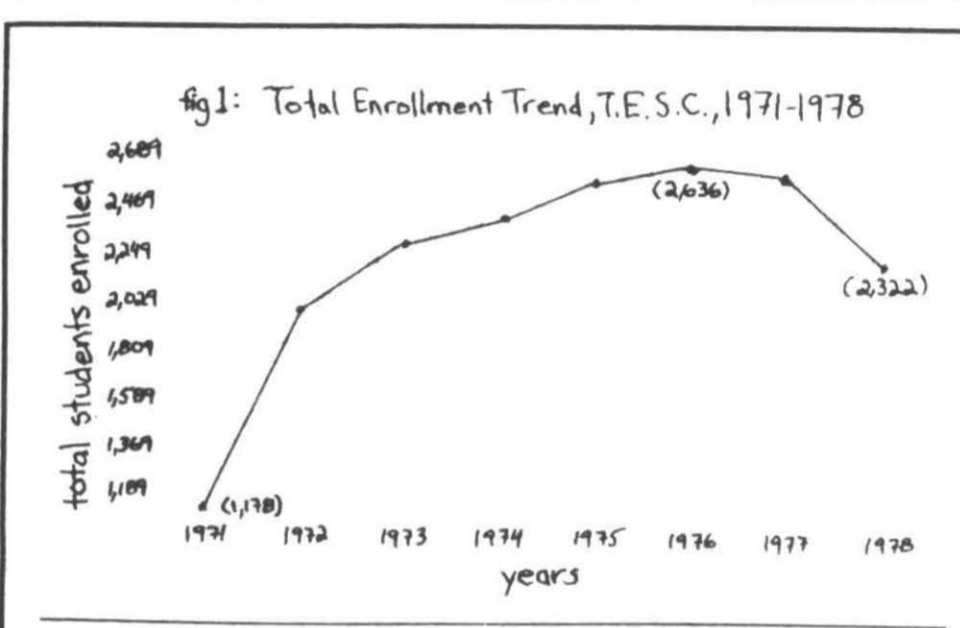
be two showings, 3 and 8 p.m., Lecture Hall One. A \$5.00 donation will be appreciated, but if you can't pay come anyway.  
**March 9**  
 Friday Nite Films presents Peter Sellers in **A Shot in the Dark**, directed by Blake Edwards ("The Pink Panther," etc., 1964 in color & CinemaScope).  
 The second and the best of the Pink Panther/Inspector Clouseau series. This is the one where Sellers, as the bumbling inspector, utters the memorable line, "Then, in a fit of fealious jags, you killed him..." (or something like that).  
 Plus: Gunvor Nelson's and Dorothy Wiley's **Schneegeburst** (1966) a wildly hilarious story of the then-budding feminist movement. Designed to offend, it's a belch in the face of contemporary American culture. "Best short I've ever seen." —Flem Meckelhenry. Lec. Hall One, 3, 7, and 9:30. Only a dollar.  
 An evening of public screenings of works in progress of the recording, structuring, light, and sound group contract will be presented in the Communications Bldg. Recital Hall at 7 p.m. A champagne reception will follow.  
**March 12**  
 E.P.I.C. presents **Children of Labor** which focuses on the struggle of the Finnish immigrants to survive in capitalistic America (as opposed to capitalistic Finland) and their involvement in such wonderfully diverse groups as the I.W.W. and the Communist Party. Lec. Hall One. Free. Mon. at 7:30, Tues. at 12 noon.  
**March 16**  
 Friday Nite Films presents its last show of the quarter with Carol Reed's **The Tired Man** (1949) starring Orson Welles, Joseph Cotten, Alida Valli, and Trevor Howard. (Original story and screenplay by Graham Greene.) One of the all-time great suspense classics. Cotten plays an American writer in post WW I Vienna trying to find his old friend, Harry Lime (Welles) who is supposedly dead, but actually is alive and running a blackmarket operation. The editing and pace is incredibly fast, plus there's a lot of fantastic shots that were obviously inspired by Welles. This original length version is also an allegory of human alienation and helplessness, besides having it's share of humor and thrills.  
 Plus: **Ragen** (Rain), a beautiful 1929 short by Joris Ivens. Lec. Hall One, 3, 7, and 9:30. Only 3 dollar.  
**IN OLYMPIA**  
 The Cinema has Claudia Weill's **Girl Friends** for at least a week, then Phillip Kaufman's remake of Don Siegel's **invasion of the Body Snatchers** (those who saw the showing of Siegel's original recently on campus might want to compare the two versions) is supposed to start. After that, Werner Herzog's **Kaspar Hauser** is reportedly coming our way. Call 943-5914 for more information and show times.  
 The Olympia has **Glenda Jackson in The Class of Miss McMillan**. **Animal House** is supposed to return soon. The State still has **Superman**, **Clint Eastwood's Every Which Way But Loose**, and **The Brink's Job** (they have three screens now).  
 Capital still has **Halloween** (which I hear and read is actually good) and the Capital Mall complex has 4 screens and 5 movies, which are **The North Avenue Regulars**, **The Great Train Robbery** (no, not the 1930 version), **Los Castles**, and a double bill consisting of **An Unmarried Woman** (which is a remake of Volker Schlöndorff's 1972 German film, "A Free Woman") and **Heaven Can Wait** (which is a remake of the 1941 classic "Here Comes Mr. Jordan"). You might want to call up these cinematheques to make sure what's playing and for show times. I hear that they're going to set up six more movie theaters in this area. —T.J.S.

Marketing TESC

By Ellen Kissman  
 The enrollment problems Evergreen faces right now can generally be fit into two categories: the clarification of Evergreen's image, and the selling of that image. In addressing the latter aspect of this two-fold problem, the Enrollment DTF charged President Evans, (and the rest of the Evergreen community) to mobilize all available human and financial resources to get out there and sell, Sell, Sell. However, the DTF also recognized that developing and directing such a marketing campaign would be a formidable job. They created the Public Relations Advisory Group, PRAG, to "hear the primary responsibility for coordinating the (College's) entire public relations campaign." (EDTF, p. 7).  
 President Evans was responsible, under the conditions of the DTF report, for appointing a Facilitator to chair the group, for seeing that a professional marketing consultant was hired, and, with the Vice-Presidents, for finding ways "to devote as large a budget as possible to this public relations and recruitment effort." (EDTF p.7). Duke Kuehn, Special Assistant to the President, was appointed Facilitator, and a budget of \$12,000 was speedily allocated to PRAG. The responsibility for hiring the marketing consultant has now been designated to PRAG itself.  
 PRAG members are: Burt Guttman, faculty (Lib 3014); Rick Hess, graphics (sem 2150); Judy Annis, Director of Information Services (Lib 3114); Susan Smith, Library Media Coordinator (Lib 1301); Janet Oliver, community member; Arnaldo Rodriguez, Director of Admissions (Lib 1224); and Judy Hyslop, student (KAOS, CAB 305).  
 An impromptu interview with Judy Hyslop, the student appointee to the Group, provided an interesting perspective on Evergreen's attempts to solve its enrollment and public relations problems. Judy (and Arnaldo Rodriguez) joined PRAG just before its second meeting. The DTF originally did not call for a student member of the Advisory Group at all. Kuehn, as chairperson, quickly recognized the need for an official channel for student input. He called for nominees at the March 8 Forum. Three students were nominated; Judy was chosen. She has no idea why they decided upon her. She "feels it is an honor to be chosen," and is taking her commitment as representative extremely seriously. In fact, one of her major concerns is that on a committee of eight charged to address student enrollment she is the only one.  
 The first issue PRAG decided to address was the hiring of the Marketing Consultant. So far they have seen one firm, Kraft-Smith of Seattle. According to Judy, their presentation consisted of an extended account of their Ronald McDonald House public relations campaign. ("We'll let that speak for itself," she declared.) and an outline of a campaign designed for Evergreen. Part of the campaign was a \$13,000 one-month long radio "blitz." Remember that PRAG's total budget amounts to \$12,000. When questioned about this discrepancy in scale, the Kraft-Smith representative said the firm had not considered PRAG's budget constraints.  
 Kraft-Smith is big. Their presentation left Judy and others slightly overwhelmed about the appropriateness of Kraft-Smith's ideas, as well as the fact that they "were being highly considered." Since that time, two more interviews have been scheduled, one with Richard Harvey of Sound Marketing (a considerably smaller operation) and another with an as-yet-unnamed public relations firm.  
 Perhaps more important, the presentation brought home to PRAG members that a marketing consultant needs to

know what s/he is marketing. PRAG will have to synthesize some kind of statement that "is" Evergreen's image, before a consultant can design an appropriate campaign.  
 But the time constraints imposed by both the Enrollment DTF and the CPE report are real and pressing. PRAG has to move quickly, choose a marketing consultant, and begin the actual public relations work, if enrollment figures are to improve by this fall. Yet Judy questions whether they can effectively deal with the problems they face, if they are moving too quickly to carefully examine their own decision-making process. Evergreen, and its image—whatever that may be, she is also worried that these time constraints could be used as an excuse to limit input from non-PRAG community members. Although all PRAG meetings are now open to anyone, an example of this conflict between efficiency and openness is Kuehn's caution, quoted in the most recent Newsletter: "we've got a lot of work to do and we may have to ask visitors to hold their comments... and share them individually with group members..."  
 Judy's response to this statement was an adamant, "...you can't close the door on these people..." She explained that the decision-making process PRAG will use has not yet been determined. By limiting immediate responses from others at meetings, PRAG is inherently confining that input to after-the-fact responses to decisions made exclusively by PRAG members. Judy is painfully aware of the difficult juggling act PRAG must perform to both incorporate community ideas and get something done within their time constraints. Her solution: people should "pass me notes at meetings if they have something urgent to say. I'll see that their points are brought up. After all, they can't stop me from talking."  
 Since PRAG is addressing the essential and all-encompassing task of clarifying Evergreen's image, Judy feels strongly that "PRAG can not make any decision that we don't feel comfortable with opening to the student body," for responses, if not more substantial input. She also feels that PRAG should not implement any decision that students don't feel comfortable with. Any image changes have to originate within the community as a whole. (Witness the confusion generated by switching "modules" to "courses.") The public relations package has to be honest, a reflection of the real feelings of students, faculty, and staff. As student representative, she is anxious to hear people's ideas, and to solicit student participation. She can be reached by leaving messages in KAOS's mail box in CAB 305.  
 The next meeting of PRAG will be on April 4, at noon in Lib 1508. They will be hearing Sound Marketing's presentation.

The Evergreen State College is in a very critical period in its history. The Legislature and the Council for Postsecondary Education [CPE] have mandated that Evergreen raise its enrollment to 3050-3500 students by the 1982-83 biennium, and that a substantial portion of these students come from Southwest Washington. This is a big demand. In order to help meet it, the CPE has made twenty recommendations to the college, and a disappearing task force, the Design for Enrollment DTF, has designed a campaign to attract more students. The time is short; faculty, staff and administration are working hard to implement the many recommendations.  
 But many people on this campus, particularly students, are not aware of the magnitude of the problem or of the changes happening and being proposed. Several articles in this Supplementary Issue of the Cooper Point Journal provide relevant history and information about the issues. We feel it is important that the Evergreen community be aware of the serious situation.



Evergreen Alive and Growing?

by Pam Dusenberry  
 Most people realize that Evergreen's enrollment figures are not as high as they should be. According to original projections made before TESC was built, the college should have over 12,000 students by now. Current enrollment (fall 1979) is 2322. What happened?  
 Needless to say, the original projections went wrong when the baby boom leveled off. In addition, there was no way the people making the projections could take into account young people's changing attitudes toward higher education as the Seventies wore on. How could they guess that high school seniors would be more interested in career-oriented curricula than in general liberal arts education?  
 Two years after Evergreen opened, in 1973, enrollment began to level off. The Legislature began to threaten Evergreen with closure.  
 The leveling trend continued until 1976, when the college reached its all-time high enrollment of 2636 students. Then in 1977, total enrollment actually declined for the first time. And last fall it dropped much more—to 2322 students. Enrollment has not been—so low since fall of 1973. (See figure 1.)  
 The alarming fact about the enrollment trend, Duke Kuehn, father of these statistics points out is that every breakdown of the figures (by region, age, sex, prior education, etc.) shows decline, with the exception of some out-of-state figures. Most significant is that the number of entering students from every Washington county has dropped since 1976. (See figure 2.)  
 No one realized that the situation was this bad. Had these figures been available sooner, Kuehn reasoned, we would be in even more serious trouble than we are now. Perhaps the Council for Postsecondary Education would not have recommended that the Legislature give us "breathing space," perhaps we would not have the opportunity to make the changes we see fit.

Meeting Notice

The Symposium Planning Group will meet at noon on Thursday, April 5 in CAB 306. They need your involvement. There is work yet to be done. Especially, they will need people to facilitate workshops during the Symposium. No experience necessary, just enthusiasm and concern. Please help.

## Teach-In '75/ Symposium '79

by Doug Riddels  
November 19, 1975:

145 students and faculty march to Vice-President and Provost Ed Kormondy's office and present a petition demanding a two-day moratorium, "calling off classes and school business, so that students, faculty and staff can hold teach-ins for the purpose of discussing the processes of restructuring, governance and planning at Evergreen." The petition also demanded that any restructuring of the "Evergreen program" only happen after maximum student involvement in discussion and decision-making, and threatened a student strike if the demands were not met.

Students were responding to a lack of involvement in governance and curriculum planning. The administration and some faculty, spurred by enrollment figures beneath expectations, and a critical CPE report, were discussing far-reaching changes in Evergreen's structure, possibly resulting in greater structure and hierarchy. No student input had been sought.

November 24 and 25, 1975:

The Evergreen community gathers for two days of education and discussion of problems facing Evergreen, and its future direction. Meeting in small groups for intensive discussion and as a whole for receiving background information and trying to decide on courses of action, the community proclaims its right to decide its structure and purpose.

Results:

Besides the difficult-to-measure sense of community and solidarity, and the feeling of empowerment felt by students that they could initiate such an event, there were other, more concrete, results.

The most important results were the formation of the Long-Range Curriculum DTF and the COG III DTF. The Long-Range Curriculum DTF report has given us our present curricular structure of Basic Programs, Annual Programs, and Specialty Areas. Whatever the flaws of the report or of the present curriculum, it was the first attempt to provide a balance of continuity and spontaneity, of structure and flexibility; and it was the result of a Disappearing Task Force, made up of students, faculty and staff—all of Evergreen's constituencies. (Naturally, the only portion of the report not implemented was the recommendation regarding student involvement in curriculum planning.)

The COG III DTF rewrote the Covenant on Governance and the Social Contract, the two chief governance documents at Evergreen. The old Sounding Board became the Evergreen Council, with all of the Sounding Board's functions (a forum for campus issues, and the first step in the formal grievance procedure), as well as the power to review the charge, composition and results of DTFs, and to take votes of confidence, no confidence or censure against members of the Evergreen community. The COG III document also included the statement that "Decisions must be made only after consultation and coordination with students, faculty and staff who are both affected by and interested in the issues..." The violation of this article, as well as other parts of the COG document and the Social Contract, by the administration was one impetus for the current Symposium.

March 8, 1979:

Several hundred students, and some faculty, gather on Red Square to hear about, and discuss, the progress of faculty study groups, formed by Provost Byron Youtz. These groups, spurred by critically declining enrollment and another CPE report, are discussing far-reaching changes in Evergreen's structure and curriculum, possibly resulting in greater structure and hierarchy, graduation requirements, freshman requirements, requirements for internships and individual contracts, "simplified" transcripts, and much, much more. No student input has been sought.

The students on Red Square unani-

mously supported the calling of a two- or three-day "moratorium" or "festival" (later renamed a "Symposium"), and a Symposium Planning Group spent the next month planning the Symposium, scheduled for April 10 and 11.

April 10 and 11, 1979:

The Symposium Planning Group proposes the following:

Two days of presentations, workshops and celebration, where the entire community can learn about and discuss the issues we face. Out of the Symposium will come student study groups; some will parallel the faculty study groups, others will deal with non-curricular issues of special concern to students.

The workshops will not only give students a chance to intensively discuss the issues; they will also let the study groups (and the administration) know where the students (and other community members) stand on issues such as graduation requirements, restrictions on individual contracts, or curricular predictability. Participants in workshops will fill out a questionnaire which will be used by the study groups, as well as giving a focus to the workshop.

The proposed schedule starts at 9:00 (or 9:30), Tuesday, April 10, with an all-campus meeting devoted to giving necessary background information and reviewing the Symposium's schedule.

Lunch, from 11:00 to 12:30, will be filled with music and fun. Information tables and short presentations will be available for those who are interested.

Tuesday afternoon will be devoted to workshops. There will be two sessions of workshops, each an hour and a half long. Workshop topics will be:

- 1) definition of degrees (B.S., B.A.); graduation requirements
- 2) curricular predictability; career pathways
- 3) individual contracts; internships
- 4) advising; understandable curriculum; freshman requirements; problems of entry
- 5) Evergreen's image; marketing; outreach
- 6) social space and activities; athletics
- 7) part-time and evening studies
- 8) student involvement in decision-making
- 9) student involvement in curriculum planning.

There will also be workshop/seminars on the history and current status of issues, such as the results of the 1975 teach-in, a critical analysis of the COG document, and the rise and fall of the Evergreen Council.

The second day will start with another (or perhaps two) session(s) of workshops, including the nine issues-oriented ones above, as well as "empowerment" workshops, to enable community members to more effectively take part in decision-making; these could include group process and proposal-writing workshops, for instance.

After these workshops, we will gather for the last all-campus meeting. Workshop facilitators will summarize (briefly) the results of workshops, a schedule of future events will be reviewed, and study groups, corresponding to the workshops, will be formed. Short inspirational speeches may be tastefully inserted into the schedule, as time permits. Proposals for study groups other than those already formed can be made by anyone at this final meeting and will be formed if there is sufficient interest.

The Planning Group hopes to offer Part-time and Evening Studies workshops in the evenings these two days, as well.

Wednesday will end with a dance/party/celebration. A fitting end to an important and necessary event.

Results:

The Symposium is only a first step. It is up to all of us to see that the energy, enthusiasm and ideas generated at the Symposium are channeled into constructive and empowering ends.

## The Jackal and the Whip-poor-will

by Bob Dash

In an effort to introduce each other during Outdoor Education's first seminar meeting this winter, someone suggested that each person identify herself with an animal whose first letter matched that of her first name. One student said, "Janie Jackal." The seminar leader, sitting a few spaces down, offered, "Willi Whip-poor-will." The Jackal and the Whip-poor-will, Janie Diepenbrock and Willi Unsoeld. Two special friends who are now dead.

The first I learned of Willi Unsoeld was in a film called "The American Wilderness" made by NBC. Energetic and friendly, he described how "when a muscologist rapels down a 150 foot sheer rock he has a new perspective on life." Next I read about him in "Americans on Everest," by James Ullman. Certain descriptions were especially vivid: "That Unsoeld was a man of action, no one would deny. Not only would this philosopher of the mountains add strength of lung and limb to our group, he'd bring the spirit as well...Few in the world looked to the mountains with eyes as full as his."

I read these words with excitement, for I had recently decided to take his program. Though I'd only seen words and pictures, and he was still three thousand miles away, I knew he was a special teacher, one who might well justify my transfer to Evergreen.

Since he had climbed in the Himalayas several times, earned degrees in physics, theology and philosophy, worked as a Peace Corps Administrator in Nepal for five years, been an assistant minister of a Methodist church, and helped organize the Northwest Outward Bound School, I expected a dignified, hard-to-approach, wise man. I was stunned at the September Academic Fair when I found a jovial, entertaining clown, full of overblown exaggerations, stories and chuckles. Instantly I was relaxed; instead of exploiting the awe that I felt for him, this 52 year old "child" did his best to be at my level.

I didn't know Janie very well, although last November I spent a weekend with her and others in the Olympics surveying a RARE II land proposal. She remained "quiet, not shy," and impressed me with her physical strength and commitment to fast in the mountains. The second night before we fell asleep I asked her about forty different questions, "What's your favorite book? Is there a God?..." So distant and elusive (yet obvious) was her strength; I was determined to understand it. Finally Janie's tone changed and she began to enjoy answering the questions. Though we didn't talk much after that, there remained a mutual respect and amusement between us. A week before the trip to Rainier she told me of her plans to spend several weeks hiking through deserts in Utah this spring. "This school business can get so removed and intellectual. Sometimes I need to struggle, using my whole self."

When our mountain habitat group met continued from page 2

same radio that Willi had told rangers of our "excellent chances for the summit," we heard a three-day weather report calling for deteriorating conditions. We were forced into our tents for a long day and night, constantly pounded by high winds and nearly buried by drifting snow.

The next day, we broke camp and headed back towards Camp Muir. The storm had continued straight through the night; in a near-continuous we crawled down through the Emmons Glacier Icefall towards Cathedral Gap. After two hours of walking we were finally assembled beneath the spires of Cathedral Rocks, where we found minor protection from the winds that swept up the adjacent Cadaver Gap. I learned that our route plans had changed. Rather than attempt the longer, unfamiliar, crevasse-ridden traverse around Cathedral Rocks, we would try the more direct route through the Gap. "What about avalanches, Willi," I asked. "The wind has been strong enough to blow away some snow and compact the rest. It should be safe," he replied. I felt a certain trust and comfort in the long-time mountaineer's judgment...

We were to descend one rope team at a time, staying one hundred feet apart. One by one the teams left our spot, entering a viciously wind-beaten bowl. Eventually only Rowland, Paul, and I (roped between them) were left beneath spires. I paused for a few moments to say goodbye to an invisible summit. "We were so close," I thought. Now this high country was again still and lifeless, except for some ravens, and a few last climbers with a certain fear and thrill in the lonely

storm.

Gradually we moved onto soft, open snow. Our pace quickened, a welcome relief in the cold. Far below I spotted a dark object, and in a few steps, a line of people just beyond. Suddenly Rhea shouted, "Hurry up off that slope! Get down here, quick!" My heart raced. With a sense of urgency, I yelled to Paul and Rowland, and we stumbled down the slope. Past the dark object, which I saw was a red backpack with crampons tied to the back. On towards the line of people...

I was startled by two lumps of blue sleeping bags surrounded by thin, flagged bamboo poles. Suddenly I was confused. My first thought was, "Someone must be hypothermic or have a broken leg. We're going back to Muir to get help."

I shouted to the person in the back of the line, asking for an explanation. He looked at me, then turned and started to walk. I ran to his side. "Jan, what's going on here?" Briefly he stared at me with a stone-like expression. "There was an

for the first time in January, I didn't remember that Mt. Rainier would be treacherous in the winter. One, who had warned, "We have so little time to prepare for so big a trip. That mountain will be scary. There's a fifty-fifty chance that someone could get hurt, and an equally high chance that someone could be killed." From that moment I feared the mountain, and was therefore unable to avoid it. Were I to do so I'd miss a chance to face a strange power I could hardly comprehend.

So along with the crevasse rescue, equipment, rope and geology workshops, internally I confronted the possibility that I might die on the winter mountain. I felt it was important that I do this, for I would soon enter a world where anything might happen. I imagined myself hovering beyond the Milky Way, surveying the entire Universe as I might do on a mountaintop. Then I considered my life and death next to each of those stars, black holes, and nameless planets. The concept of "I," despite personal selfish desires for friends, challenges, and life was in this perspective actually quite ludicrous. Back on earth, I loved who I was and how I had gotten there. With no regrets for a life well spent, I figured an ultimate selflessness would be to gently surrender myself to fate. These attitudes offered a sudden release from a blind, strained urgency to ignore what must one day happen. When I was capable of feeling these attitudes deep within, my life became lighter and more spontaneous.

More often however, the understanding was in my head, an intellectual appreciation not likely to hold when truly stressed.

The first days of our long-awaited time on Rainier went so well that I forgot about those thoughts and feelings. Sure we had spent the first three days in a blizzard (two full ones in snow caves), but our spirits remained high, our food and clothing plentiful. Next day we had advanced higher up the mountain and found plenty of time to relax in three straight days of sun.

The night before our planned move to establish High Camp, I awoke to a dark cabin whose quiet was occasionally interrupted by melodious snoring. I thought of how smoothly the climb had progressed; if we got just one or two more days of this remarkable weather we would surely make the summit. Then I realized how far away any thoughts about dying were. With mild success I searched for and recovered my earlier acceptance. Then I felt spoiled that we had been so lucky; apparently nobody else had reached the summit yet this year. But here we were, close to an "easy" (nearly one vertical mile remaining) jaunt up and back. "This is too easy," I thought. "It's like a mountain in summer. Where is the challenge of winter mountaineering?"

A day later our summit attempt from High Camp at 11,800 feet was halted by high winds and poor visibility. From the continued on page 3



Willi, Janie, and other Outdoor Ed students at the base of Cathedral Rocks, minutes before the fateful avalanche.

## Next Time I Climb the Mountain

By Steve Simpson

I went up to Camp Muir last weekend. I was going to climb Mt. Rainier, but I just wasn't in good enough shape. I had to stay at Muir while my friends went on up through the Gib Chute. It was a beautiful night, clear and cold, St. Helens visible in the light of a half-moon. I had intended to climb the mountain and pay my respects to Willi. Instead of passing by on the descent after a successful climb, here I was, out of shape, with a painful knee, just able to stare up at the beautiful rocky ridge in the moonlight and let a few tears fall.

I had to smile a little as I went back to bed. Willi would have appreciated the situation. "You can't fool the mountain, pilgrim," was a favorite line of his from a movie. As I lay in the cold stone hut trying to find sleep, I remembered the piece-by-piece unfolding of the Unsoeld legend, and the final realization that Willi was a great man; he worked harder and longer than almost anyone I have ever known. Sure, he was born with a natural strength and a certain sparkle—but then, so are we all. The talent he was born with didn't create the legend. What he did with what he had made him something special.

My first real glimpse of his talent and strength came after I had spent almost a year at Evergreen. I thought I was pretty tough. Ten years in L.A. and time in Alaska and Viet Nam had made me sure of myself and of my judgment. At Evergreen, I started playing handball and after while I got pretty good. I heard that Willi was hot, but I had seen him and figured he was a little old.

Once I was scheduled to play him I became concerned. After all, I figured he was past his prime and beating him like that would be a cheap shot. When I told Eric Leroy about my misgivings he just smiled. He knew Willi. With beautiful restraint, he simply suggested I play as hard as I could, because that was what Willi would do.

The day came and Willi showed up late, of course. He quickly pulled off his jeans and shirt, and took some old gloves out of his pocket. Standing there in his underwear, he announced loudly that he was ready to go. I looked at his tennis shoes, floppy because Willi had no toes, and then at his white skin and the tiredness around his eyes. Again I thought this was a mistake. I didn't want to beat someone who was out of shape, tired and still breathing rapidly from his hasty arrival. I wanted to play Willi when he was at his best.

He beat me the first game, 21-9. I thought he had just psyched me out with his bluff and laughter. I decided to bear down the second game, and intended to end this match as quickly as possible. But

the second game was worse. The "tired old man" only allowed me four measly points. Shaking my head, I crawled back to the locker room as Willi rushed off for his next "appointment" looking very much refreshed.

I played handball a lot with Willi during the following years. He taught me to use my mind and not depend so much on my body. In three years of handball, I was able to beat him only a few times. Each of those times was just before he had to go to the hospital for an operation. I found out why Eric had smiled.

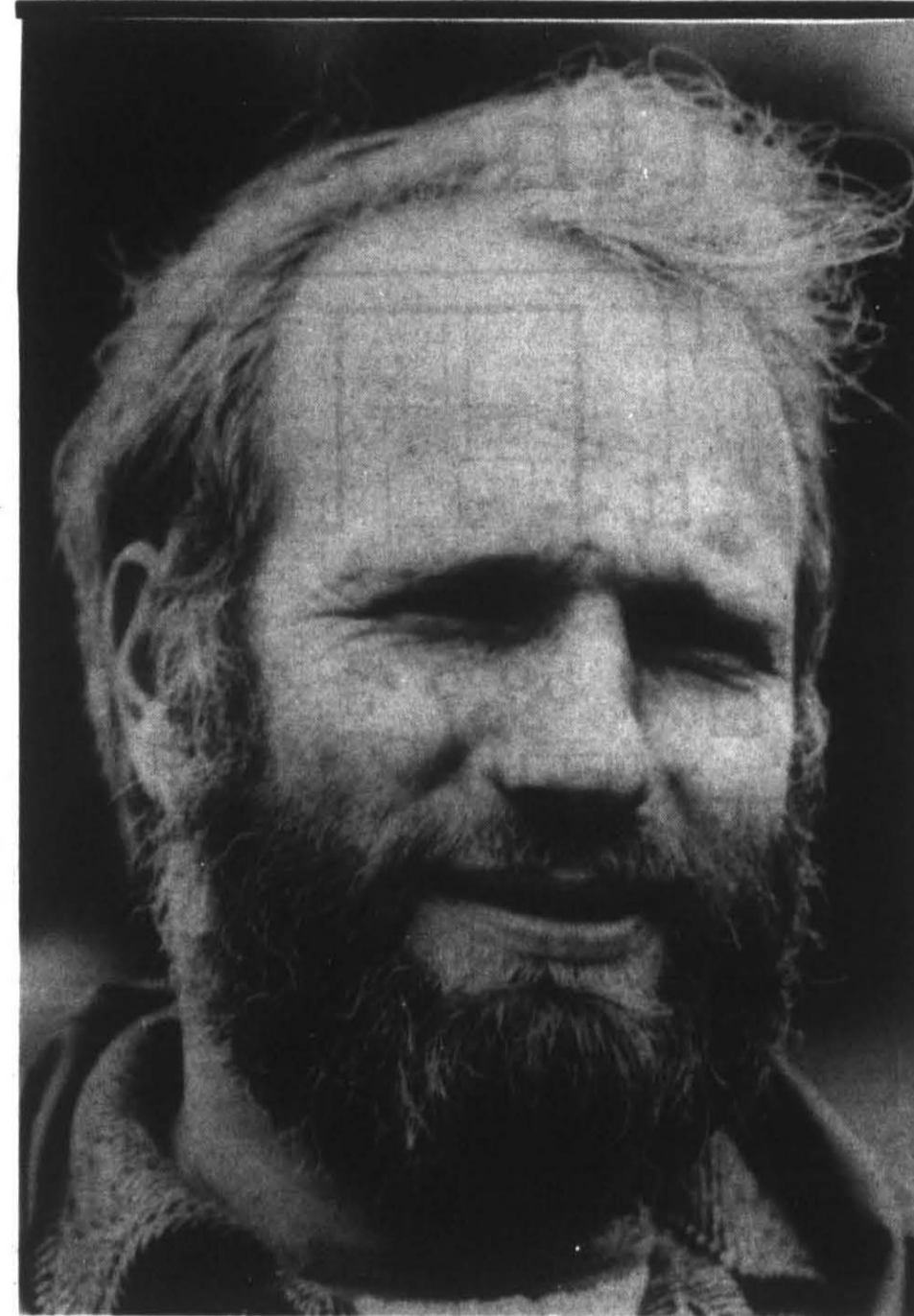
Willi was a master at concealing the hard work he did to stay in shape and to keep his mind keen. I found out later that he did exercises every day in private. He rode his bicycle several miles every day. He hiked and climbed regularly. To keep his mind functioning, he would study logic, calculus, economics, etc. He had a gift for pulling off superb lectures, seemingly without preparation. But as the years passed, I saw him alone, working, studying and writing quick outlines to organize his thoughts.

Willi was able to function spontaneously, without a lot of obvious work preparing for whatever it was he did. But the truth was that under his theatrics lay years of preparation—fifteen years of college, thirty years of climbing, at the same time raising a family with his wife, Jolene.

Willi, perhaps more than any other Evergreen faculty member, wanted students to have freedom, and to take the responsibility that goes with it. He argued this philosophy, while simultaneously allowing himself little freedom. He was patient with students who wanted "instant gratification." Yet he lived and believed that positive change is most often achieved through simple hard work, and only after years of effort.

As I began to drift off in my warm sleeping bag, listening to the wind picking up, I thought about Willi. I thought that he was a better-than-average man who drove himself to his full potential through iron discipline, faith and love. He achieved greatness in his climbing, in his ability as an educator, and as a father and husband.

Unsoeld will laugh as he watches his family and his students in the years to come. All of us will be dragged, kicking and screaming, into the fray which he can now enjoy from the sidelines. All of us now have the responsibility for studying, working, and bettering the human condition. Because we knew Willi and his example we have no choice. My last thought before falling asleep was that the next time I came up to climb the mountain, I would be in shape.



Willi Unsoeld—educator, mountain-climber, environmentalist, philosopher, and theologian.

If you have hoped and your expectation was not fulfilled,

Then go on hoping.

There is so much more good than evil in human nature,

That he who trusts everybody will in the longer run make fewer mistakes

Than he who suspects everybody.

Janie Diepenbrock

continued from page 2

same radio that Willi had told rangers of our "excellent chances for the summit," we heard a three-day weather report calling for deteriorating conditions. We were forced into our tents for a long day and night, constantly pounded by high winds and nearly buried by drifting snow.

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storm.

We had nowhere to go but down. My entry into the Gap was met by a surge of wind that stung my face and eyes. I sheltered myself, looked back and saw Paul standing still. We had taken a long time to get started; beyond Rowland I noticed the other team was out of sight. Small wonder, for I could barely see Rowland either (or for that matter hear him, the wind was so loud). Again I tried to yell ahead, and again I was hit by stinging sleet. My eyes watered as I screamed in frustration. I had little control in a storm that had lost all manners.

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avalanche. Two people were killed." A rush of commotion filled my head; the storm raged on. Perhaps I didn't hear him right. "What?" "Willi and Janie. They're dead, Bob."

Instantly I was shocked into a dream, where the distinction between mountain and climbers, wind and emotions was no longer clear. Suddenly we were the storm, and our emotions, if allowed to surface, might well lead to our own deaths as well. Muir was still a long way off. I whispered to myself, "My life has just changed. Yet I have no idea in what way."

I write this in Nevada over two weeks later, still uncertain just how those deaths have changed me. There's a tear in my eye, the same one that has been there for an hour. It has been awhile since I've felt the weight of the accident, so hectic and confused has been my return to this other world. While on the mountain I felt a power and elation never known before, the combined result of ten days spent in

the second game was worse. The "tired old man" only allowed me four measly points. Shaking my head, I crawled back to the locker room as Willi rushed off for his next "appointment" looking very much refreshed.

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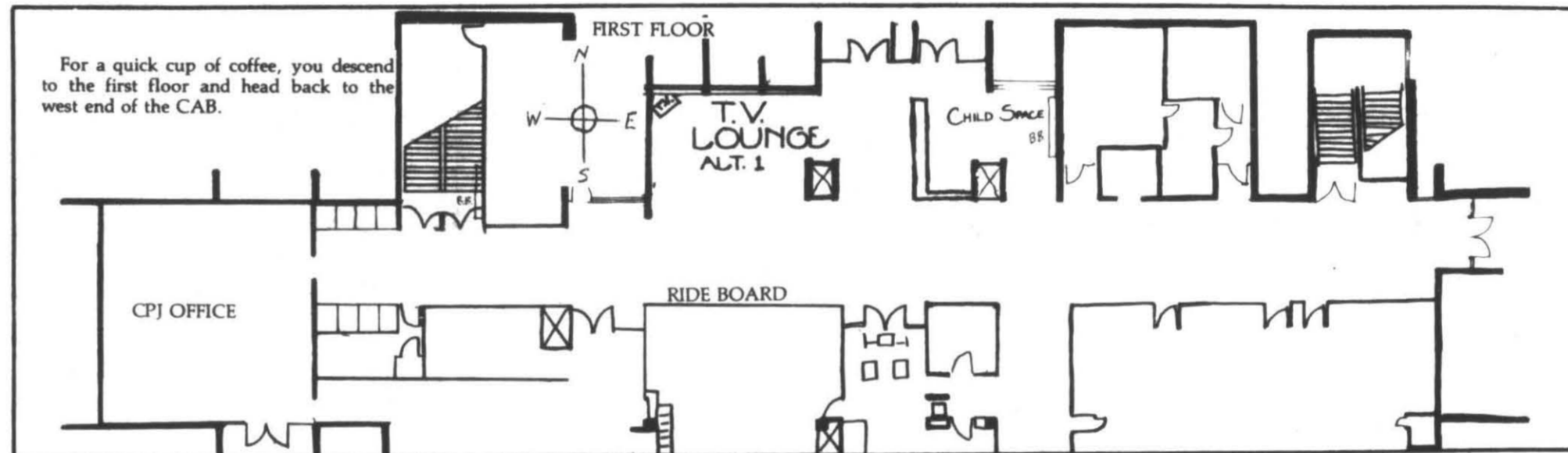
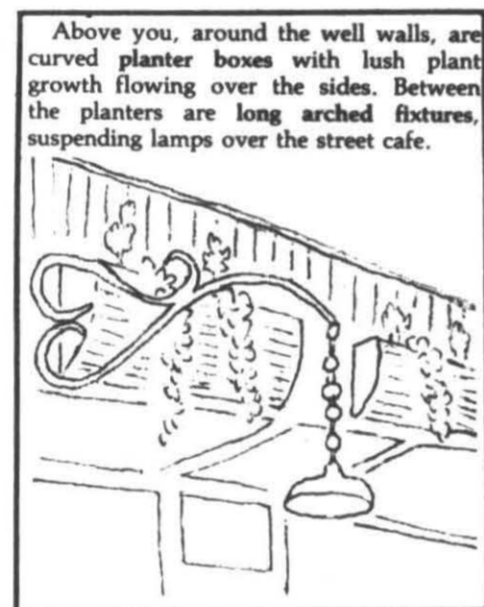
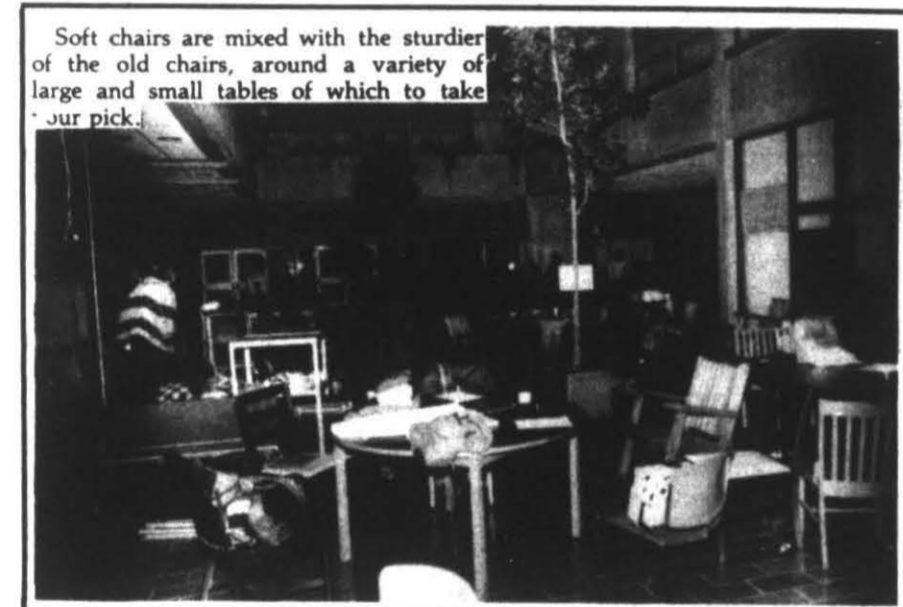
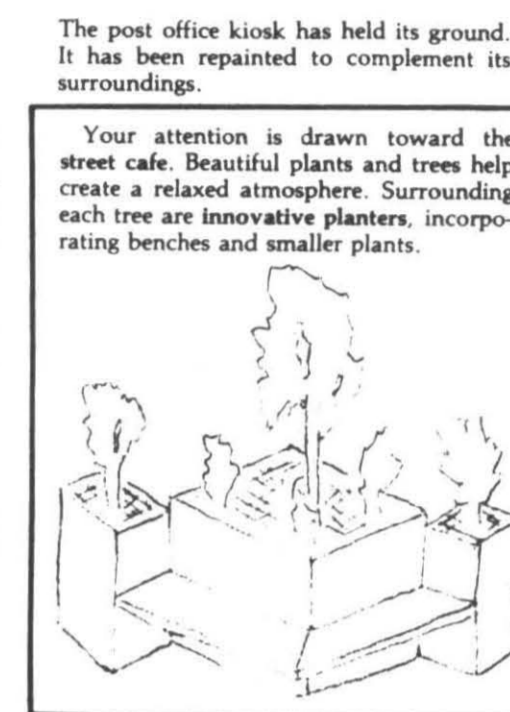
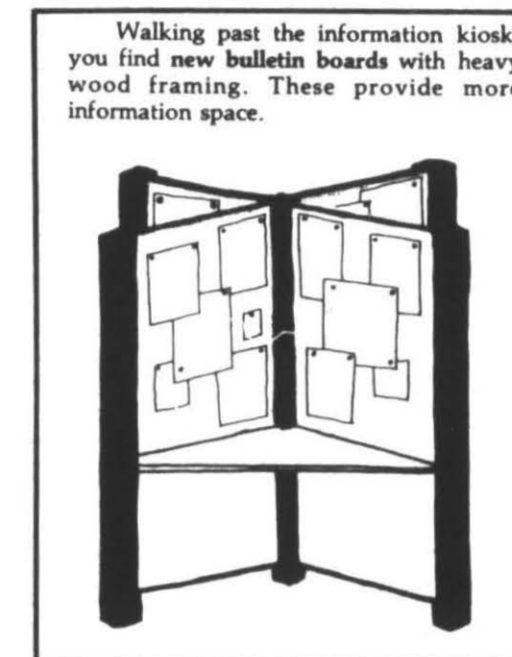
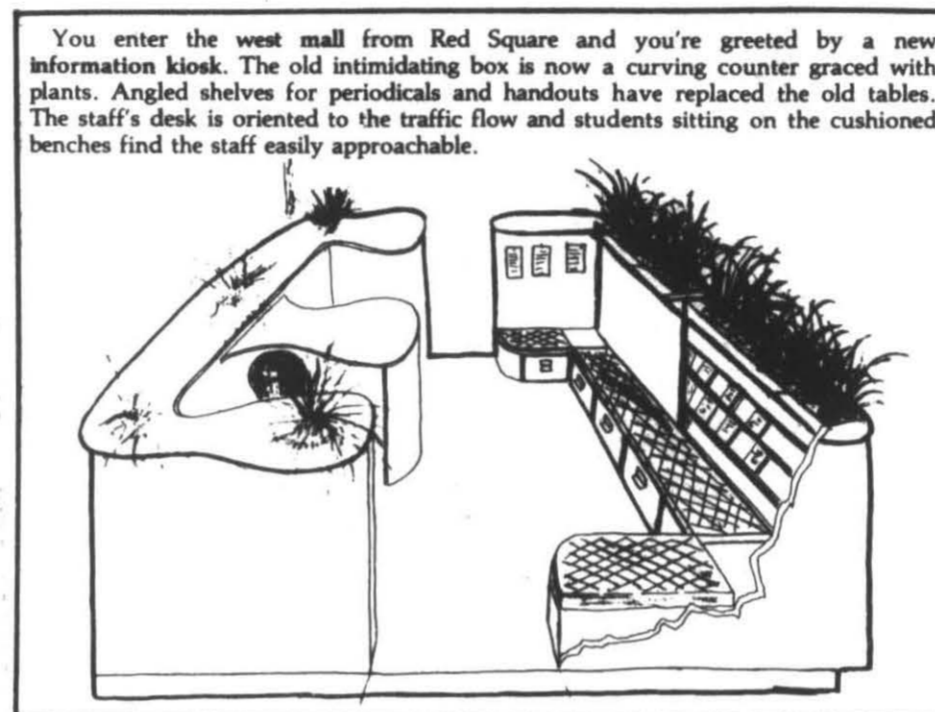
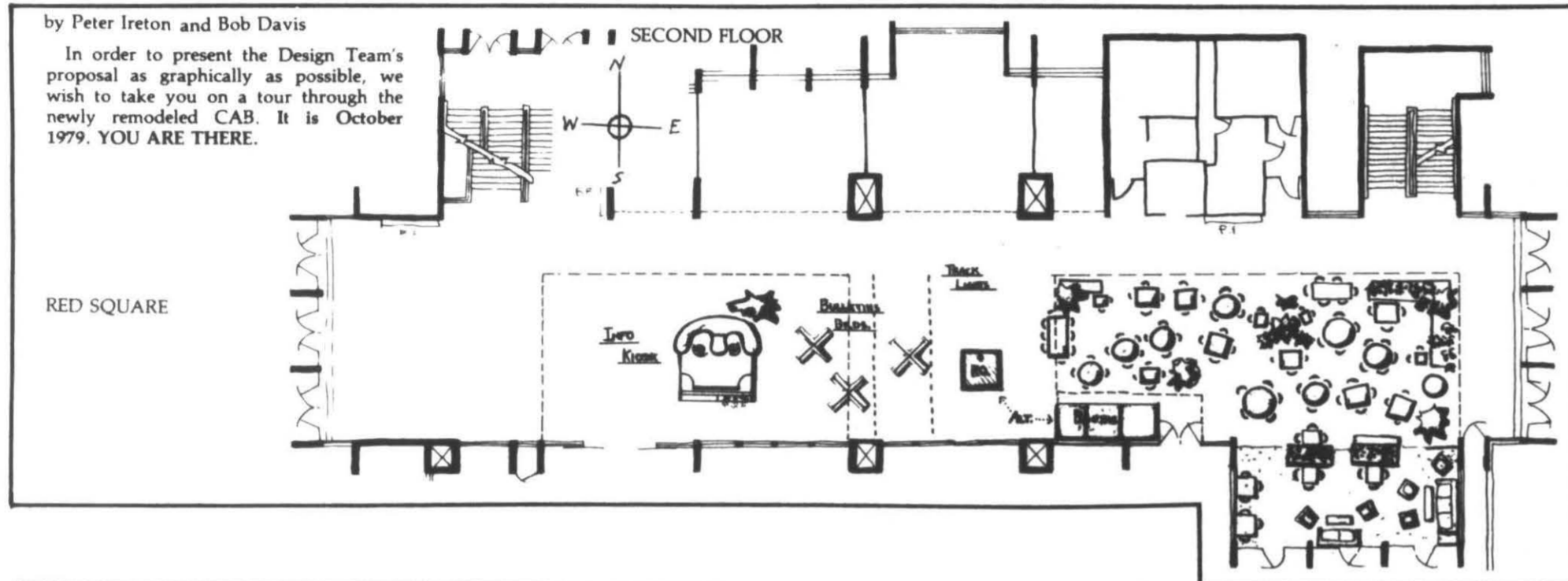
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the mountains, the precious sharing and solidarity our group had developed at Muir, and the inspiring examples that both these people, even in their deaths, made clear.

At the time I felt the complete trip had been perfect, that there was nowhere else in the entire universe I'd rather have been. I felt that for the first time I had truly lived; there on a mountain which, whether harsh or glistening, could not be controlled. Yet now, I hear frogs calling and watch spring advance, read newspaper articles and face endless questions. Although I am destined to shift and shuffle through responsibilities in these lowlands, groping along with you to lighten burdens of loss and illumine a hidden joy, it is up on Rainier that the final meaning lingers. I must return there some day to find it. And I will bring it back, to share with you.

Thank you, Jackal and Whip-poor-will, for these, the most cherished lessons of my life.

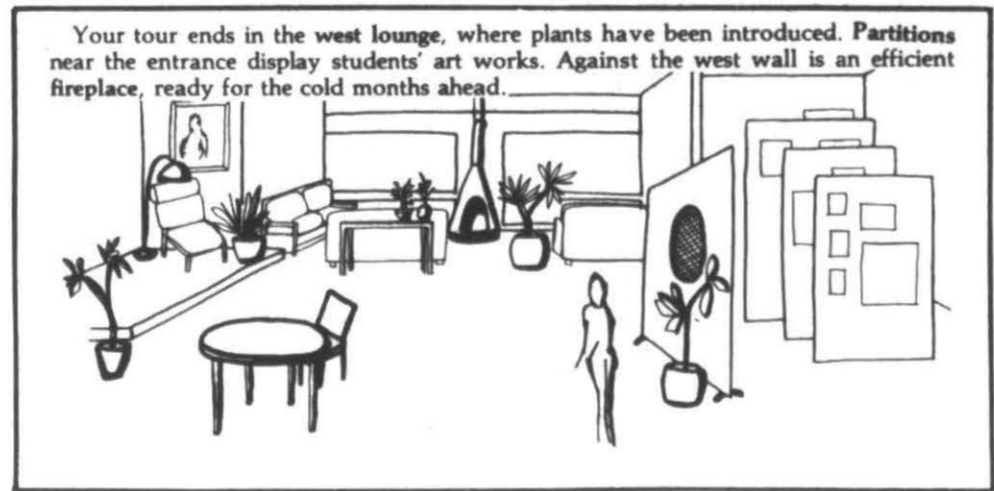
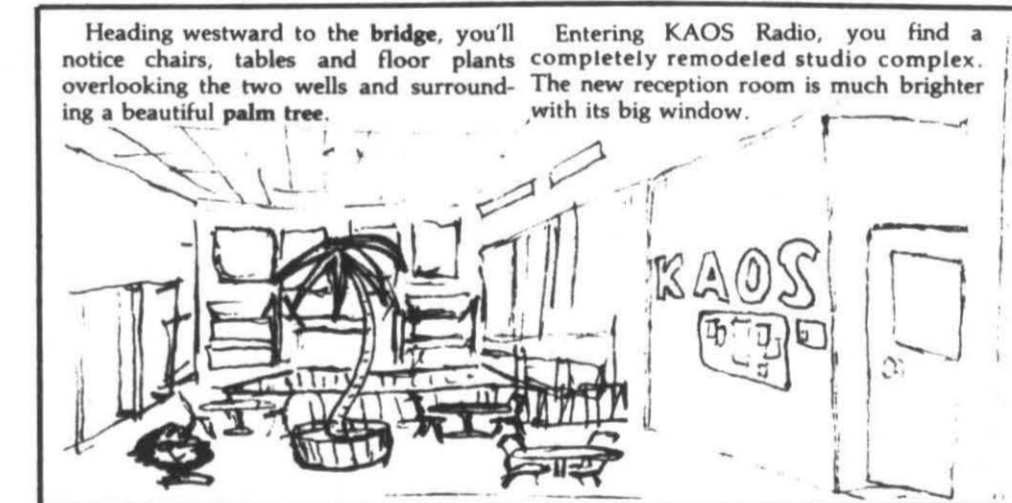
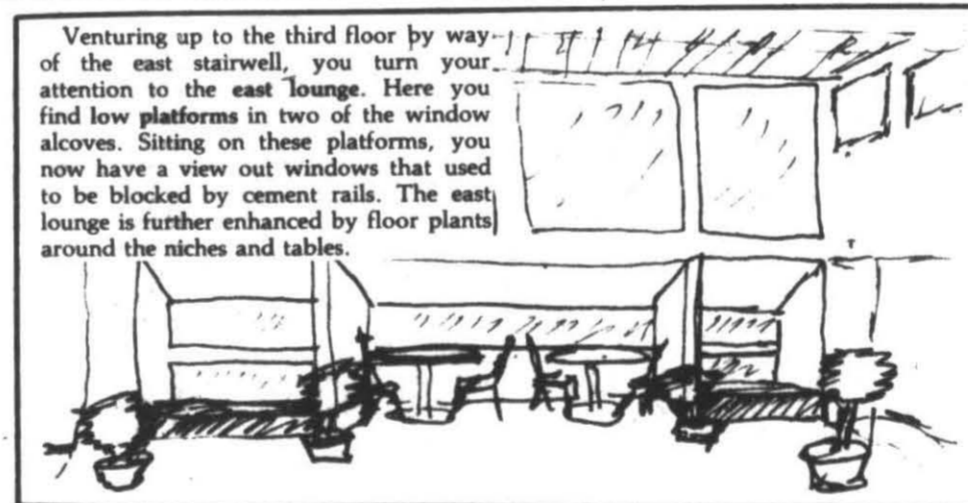
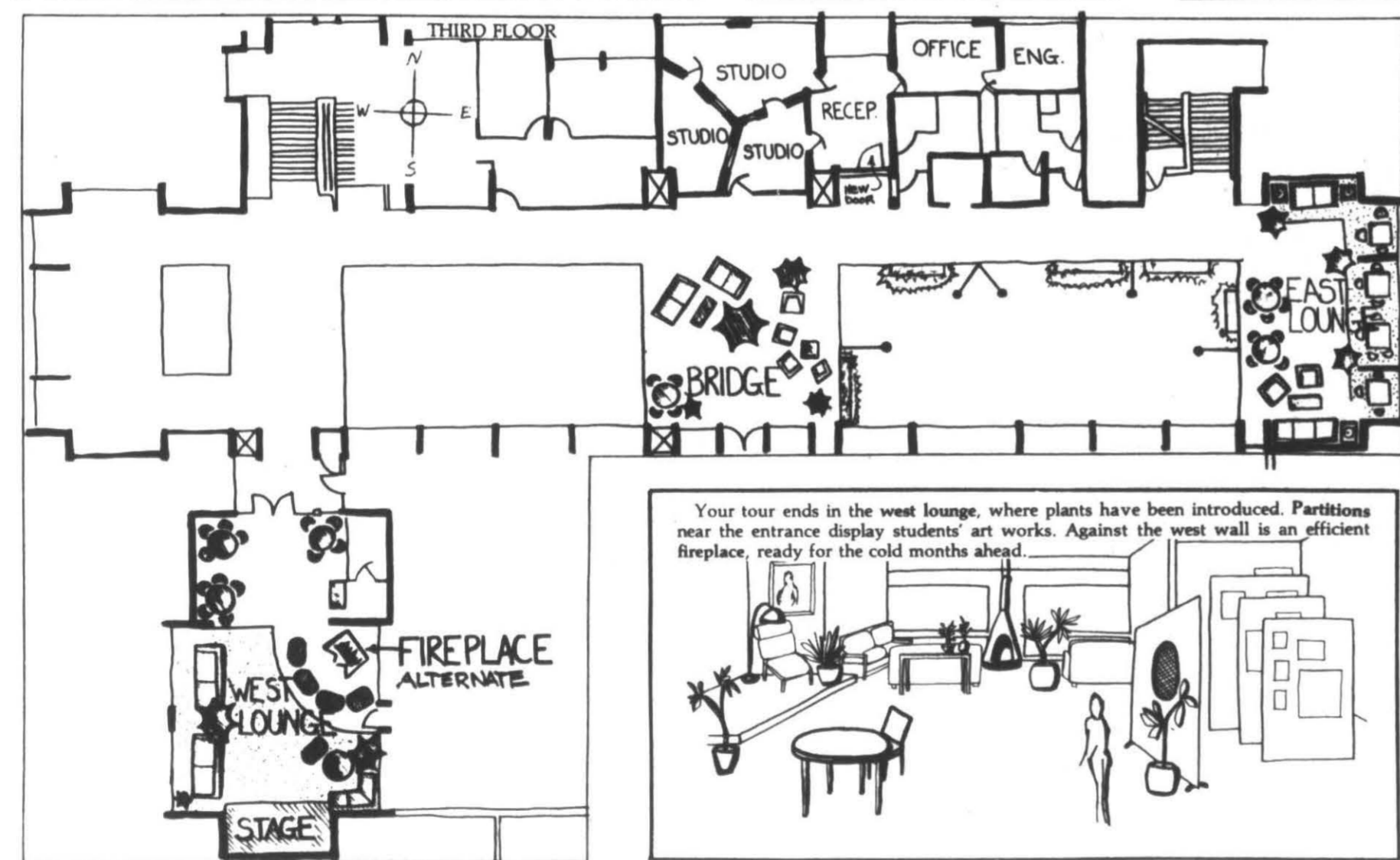
# A Walk Through the Future College Activities Building



On your way to SAGA, you'll notice the area next to the T.V. lounge has been converted to a child space. Counters and cabinets define the area.

Thinking about heading down to the upcoming Dead concert, you look over the ride board for a driver to San Francisco.

At the far end of the corridor, you find editor of the Cooper Point journal madly slaving away in their new location.



This tour has shown you the physical aspects of the Design Team philosophy: a strong emphasis on openness, intimacy, and choice—an environment people can enjoy.

## Design Objectives

by Lon Pierce and Pam Thornhill

The CAB is a building supported by and for students, one of the few social gathering places on campus. However, the original cold, concrete design was not conducive to social interaction. The current design team's task was to improve the quality of these social spaces. We inherited many more solutions to this problem than our \$40,000 budget could address. We studied the proposals of the previous CABPhase II design team and the recommendation made during the Winter Quarter Design Festival. The design team chose to revitalize those spaces that are currently under-used or non-functional and to avoid as much as possible those areas that are adequately fulfilling the needs of the community. The redesign of the interior was an attempt to soften and warm the sterility

of the concrete and glass building. Our goal was to provide a thread of continuity through a spectrum of colors, textures and styles. We defined areas by light, fabric, and plant materials to incorporate the idea of an intimacy gradient. Large active spaces that invite social interaction, some small intimate spaces which encourage quiet study or conversation, and some spaces versatile enough to allow for either large or small group interaction were all included in the design. Finally we chose to attack the cavernous quality of the sound by restricting the noise level with acoustic treatment. These design concepts were applied, in varying degrees to all those spaces identified for remodeling.

It is the wish of the design team that students continue to participate in the evolution of these spaces.

## Supplemental Issue

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## Early Model CABs, or A Look in the Rear-View Mirror

a brief history

By Joel Walker

The CAB redesign presently in progress is the product of three years of research and design work. The priorities for the redesign range from the need to provide student group space in anticipation of increased enrollment, to the need for a place where students can socialize. During this time, three design proposals, with progressively smaller budgets, have been submitted to the S&A Board. However, the design priorities have remained essentially the same.

The original CAB Phase II plans called for a budget of \$650,000 to be financed by floating a bond. This plan was developed last year by another student design team, directed by architect, Jon Collier. Included in this proposal were a student group office wing, cafeteria remodeling, lounge development for both study and socializing, and second floor mall improvement. The proposal was approved by the S&A Board, and the Board of Trustees; and a firm of architects and interior designers were hired to prepare final contract documents.

Due to Evergreen's slow enrollment growth, this year's S&A Board modified the budget to \$182,000. Further budget cuts forced the plan to be scrapped completely.

Up until the tenth week of Fall Quarter, little physical alteration had been done in the CAB. At this time the consortium of Alternative Energy Systems, the Student Housing Design Group, Decentralization, and Environmental Design were allocated \$5,000 to design and implement the changes you now see. In addition, various energy conservation studies were made



## Backseat Drivers & Retired CABbies

credits and thanks

by James Parker

In the process of developing our design proposal we received valuable suggestions from other concerned community members. We would like to acknowledge their time and effort here. Without the critical evaluation and thoughtful suggestions these people gave the Design Team, this project would have been much less comprehensive.

At the same time that we received our \$40,000 allocation from the S&A Board, a Design Review Board was established to provide consultation and preliminary approval of the plans. Design Review Board members are: Lynn Garner, Associate Director of Student Activities; Pete Steilberg, Director of Recreation and Campus Activities; Bill Hucks, S&A Board Coordinator; Dave Canning, a student S&A Board member; Liz Ulah, student; Kris Robinson, Space Analyst for the Office of Facilities; Dave West, former Acting Director of the Office of Facilities; Rainer Hasenstab, Environmental Design Faculty; and Max Knauss, Design Team Architect. In addition to their help we'd like to thank the following people for their assistance in the design

and a new on-campus day care center was proposed. Coincidentally, part of the way through that week, the Council on Post-Secondary Education report was released. The report recommended that a place for students to socialize would be an important ingredient for increasing the enrollment. Some time after the project was finished, the Enrollment DTF report recommended that a study should be made on the need for an on-campus day care center.

The consortium project was only a beginning. Soon after its completion, the coordinating faculty, Jon Collier, Rainer Hasenstab, Stan Klyn, and Russ Fox, made a supplementary proposal to the S&A Board for further funding. This proposal asked for \$60,000 needed to have designs drawn up and contracted out in order to complete the project. It was scrutinized and reduced to \$40,000 with the understanding that a student design team would be involved in further design development. Architect, Max Knauss, of Organic Farm Building fame, was hired to coordinate the team. A newly formed Design Review Board directed the team to base their design primarily on studies and proposals described above. The current status of this work is reported on these pages.

## Love's Labor Lost, or What to Do When Our Ship Comes in

recommendations for  
future funding

By Scot Medbury

During the course of our research, the Design Team found that there were many worthy proposals and suggestions for the CAB that could not be included in the current \$40,000 allocation. But as enrollment increases and the S&A Board puts more money in the CAB II budget, it is likely many of these projects could be implemented.

After considering many proposals, some of which were really "off the wall," these are the projects the Design Team recommends for future funding.

A Student Office Complex has been proposed by TESC Space Analyst, Kris Robinson, to be constructed where the pool tables are presently (third floor, west end). This plan would entail flooring off the small well just inside the building and putting up partitions. The proposed office plan would bring the student group offices now located in the Library into the CAB, and would allow KAOS to incorporate their newsroom (second floor, east) with the rest of the station.

process: Darrell Six, Office of Facilities; Dave Rauh, KAOS Station Manager; Jim Duncan, Shipping and Receiving; Doris McCarty, Bookstore Manager; the Information Center staff; and Mr. Hirian Akitas, for his information about plants.

Since much of our work was based on the work of previous groups, we'd like to acknowledge their time, creativity and energy: Jon Collier, Max Knauss's predecessor; the '77-'78 student Design Team (Rob Fellows, Michael Mehaffy, Brian Milbraith, Joanne Mason, Lisa Pfeffer, Nancy Smith, and Bill Weber); the Interior Design and Architectural firms involved with early planning and design; past and present S&A Boards; the consortium of programs that took part in the Fall Quarter project (Environmental Design, Alternative Energy Systems, Decentralization, and Housing Design Team); as well as the maintenance staff of the CAB.

There are probably many more people to thank. In addition to those named, we'd like to acknowledge the nameless hordes who contributed their comments on the large pieces of paper posted around the campus.



"Experts are of great value in all areas of human activity, but they need not dominate choice and technique. They can broaden the choices but should not choose. They can train but should not control."—Max Knauss

The Design Team strongly recommends the liberation of the Former Proposed Childspace (next to the bookstore) for student use. This is prime space, one of the best in the building. It affords access to both the Street Cafe and the roof deck, and could easily be converted to a multitude of uses. This plan would involve constructing partitions and some remodeling of the bookstore to relocate their shipping and receiving functions.

A plan to put most of the lights in the CAB on Locally Operated Switches has been proposed. This would reduce energy consumption by allowing people to turn lights off when they are not in use. Currently, all the lights in the CAB are computer controlled from the Steam Plant and stay on until 2 am.

A plan to install Vestibule Doors at the Red Square entrance to the CAB has also been suggested. Research done in the Alternative Energy Systems program at Evergreen last year has shown that addition of the doors would substantially increase the energy efficiency of the building. The project would pay for itself in eight years by lowering utility costs.

## Baby You Can Drive My CAB Get Involved!

by Bob Davis

The Design Team will be meeting with the S&A Board on April 11, to present our list of contract documents. These documents will then be presented to the Board of Trustees on April 17, for final discussion and approval. On April 20, the contract documents will be delivered to the Purchasing Office, where copies and bid applications will be available.

Many of the projects we've described can be executed with student labor, at great savings over commercial work. All projects will be drawn up in contract form, but many will be available for students' bids. If we can win many of these contracts, we could afford some of our alternate proposals.

We recommend that the plan to Furnish the Roof Decks also be implemented. The existing planter boxes stockpiled by the Steam Plant could be utilized to make Roof Gardens; sturdy outdoor furniture could be purchased. An awning over the part of the roof could also be constructed.

The CAB Design Groups that preceded us suggested the Remodeling of SAGA. This plan would include installing picture windows on the south wall of the cafeteria, and constructing a roll-up door where the cashiers sit. The door, identical to those used by the concessions on the second floor, would free the cafeteria for evening use by securing the kitchen area.

A proposal to build an Amphitheater Outside the Cafeteria was made last year by Jon Collier's CAB Design Team. This would be a curved seating arrangement overlooking the cafeteria patio. The amphitheater would also provide stair access to the patio from Red Square.

Other proposals that still need to be researched further include a Coffeehouse in the CAB, a Pub that would serve beer and wine, expansion of the Duck House's Floorspace, and the Mythical Center's proposal to put Gigantic Geoduck Fountains outside the CAB.

These are the contract items for which there is a potential for students to bid on:

- Special light fixtures
- Plants/maintenance cart
- Planter boxes
- Bulletin boards
- Art display screens
- Window platforms
- Tables
- Lounge chairs
- Childspace cabinets

Other items such as KAOS remodeling, plant purchases, carpeting, information kiosk, and fireplace installation will have to be done by bonded contractors.

The April 12 issue of the Cooper Point Journal will have a more detailed account of the contracts available, and tips on how to submit a good contract bid.

## Working in the '79 Design Team

by Carolyn Dorey

One challenging aspect of the CAB remodeling project that the Design Team dealt with this quarter was the relationship between the design of our environments and the inhabitants of those environments. Design, in itself, with little or no regard for the people who will be users of the space or object, is not nearly as difficult as design that intimately involves the people who will live in that space. Effective designing must be done with its users in mind. Ideally those users should be active participants in the planning process. The CAB Design Team combined both of these approaches.

One of the purposes of the "Design Team" (as the name implies) was to work together in a cooperative manner. Full group brainstorm and design sessions, as well as smaller task groups that focused on particular areas of the CAB, helped us reach this goal. Individuals were held accountable for various projects, but the interrelationship of the individual and the team was vital.

Since the area being remodeled is primarily a student activities building, we found definite advantages in direct student involvement with the design process. This automatically encompasses the roles of both user and designer. As student/designers we conversed easily with other student/users and also approached various CAB employees with our ideas.

The Design Team made a sincere effort to contact all users of the CAB. A memo encouraging committed student participation in the project, posted names and

phone numbers of task group workers, and signs asking for written design ideas were all vehicles used to lessen barriers and develop exciting and practical design proposals.

Despite our efforts, there were deterrents to communication development. Some basic first steps of the design process, those that dealt with clear communication and identification of the underlying problems, were not given the attention they warranted. This was due partly to the pressure the Design Team felt when faced with a multi-faceted design project that had a time framework of two and a half months. This pressure hindered us from evaluating the symptoms of the design problems, and resulted in the premature focus on developing budgetary proposals rather than initially accumulating creative design alternatives.

The Design Team realized early along that we were not the ultimate decision-making authority concerning the remodeling plans. It was encouraging to have positive responses and final approval from these authorities—the Design Review Board and the Board of Trustees. The cross section of people and views represented in these two groups, combined with their affirmative comments, gave us the assurance that the remodeling proposals were an effective representation of the Evergreen community.

The Design Team, as well as other on-campus groups, found that identity with one's surroundings and a developing sense of community is intimately related to involvement with "real" projects. We are hoping that interaction of student-users and their design ideas will continue throughout the physical implementation of the remodeling.

by Pam Dusenberry

In a memorandum to the faculty, Provost Byron Youtz emphasized the importance of the task before them, "I want you to be critical and searching and creative as possible because our situation is so grave that we need the best possible thinking given to these problems. We truly have to save ourselves—no one else can do it for us."

The Evergreen study, completed last November by the Council for Postsecondary Education (CPE), made twenty recommendations to Evergreen's Board of Trustees, students, faculty, staff and administrators. These are twenty ways to fulfill CPE's mandate to increase enrollment (see article page forty).

The administration is taking the charge of the Evergreen study very seriously. In January, Youtz organized faculty groups to study the recommendations that refer specifically to academic policy. The charge of these groups is to examine the recommendations in depth and to prepare proposals for their implementation.

Many of the ideas outlined here are constructive; they all pose possible solutions to the problems that have plagued Evergreen for years. But none of these groups have had students involved in the brainstorming and discussions. When these proposals were presented at the March 8 Forum, there was much response from the students. The people who organized the Forum also proposed that a two-day symposium be held so that students and others could become informed about these issues (and others, such as the Enrollment DTF recommendations) and respond to them and to the faculty's ideas in a constructive way. There was unanimous support from students for this proposal, and it is in the process of being planned.

The nine recommendations having to do with academic policy have been distributed among seven study groups. They are charged and chaired as follows:

1. Definition of degrees: BA, BS, graduation requirements. (Rec. 6, of #9) Rudy Martin
2. Freshman requirements: (Rec. 11) Chuck Pailthorp
3. Curricular predictability and career pathways: (Rec. 8, Of #9) Kirk Thompson

4. Part-time and evening offerings: (Rec. 5, of #9) Carolyn Dobbs
5. Individual contracts and internships: (Rec. 12) Charles Teske
6. Teacher certification: (Rec. 7) Barbara Smith

Graduate program: (Rec. 3) Will Humphries

None of the groups have yet developed solid proposals. They have been working through winter quarter and have presented some of their ideas to faculty and students at the March 7 faculty meeting and at the March 8 Forum. What follows is a brief summary of their progress to date.

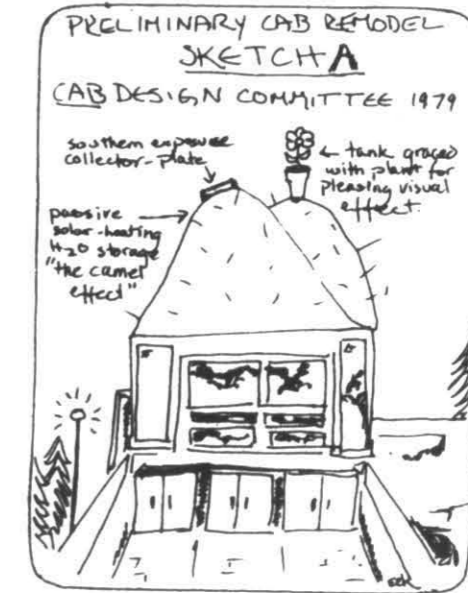
The first three study groups are working jointly because their charges overlap. In order to map their work, they isolated five main problem areas: 1) understanding the curriculum, 2) entering students, 3) curriculum predictability, 4) establishment of degree requirements and, 5) insufficient advising and career counseling.

Group members suggested that Evergreen's curriculum could be made more understandable by the repetition of several co-ordinated studies programs and strengthening them by making them two quarters long and three-fourth time. They also suggest a numbered course identification system similar to those used at other schools.

The group discussed the necessity of testing students upon entering the college. If they lack basic high-school-level skills, they could take modules designed to alleviate these deficiencies. This would complement basic co-ordinated studies programs which are three-quarter time. At the same time, all first and second year students entering Evergreen should take one year of coordinated studies.

To combat the problem of curricular unpredictability, the group suggests that the Specialty Areas be consolidated, and that they offer an entry level program, several advanced programs, and some faculty members to sponsor contracts, projects, and internships. Further, the curriculum should remain flexible. Career pathways through the curriculum (though not necessarily within one Specialty Area) should be documented.

The study group supports Byron



## CAB or Camel?

By Max Knauss

Who has heard the comment that a camel is a horse designed by committee? The implication is that all the parts are there and functioning but the whole lacks a certain refinement or grace. I'd be the last to deny that group design has its difficulties in terms of unifying individual viewpoints and contributions, but when the issue is environmental design and the contributors are users of the environment in question, then the struggle for unity is itself the force that pushes human relevance through the crust of preconception and expediency.

The seventeen Evergreen students working on the CAB remodel design know the struggle. As design groups go, seventeen is

big. It is three times the optimum if we accept conventional wisdom. Yet in no more time than is normal for professional consultants, these students managed their task. They researched the work of their predecessors, interviewed individuals and agencies concerning need and function, and gathered opinions from the community at large. They kept up with current developments such as the Enrollment DTF and the CPE report. They brainstormed the design possibilities with open minds, first without regard to cost, then with serious commitment to economy. They encountered disputes and limitations from within and without, but never shut of discussion and good humor. In remarkably little time they established sound and relevant design objectives and developed a cohesive plan that achieves those objectives within the budget. The student designers presented their plans for review by others on four occasions, at first uncertainly but always learning from the feedback. Their final presentation was confident and succinct, and received unanimous acceptance from the Design Review Board.

For me, the advising expert, there were moments of insecurity and lack of trust—evidence of my own training and "father knows best" attitude stemming from my expert-oriented convention. My doubts proved unfounded. Experts are of great value in all areas of human activity, but they need not dominate choice and technique. They can broaden the choices but should not choose. They can train but should not control.

As a result of the student design of the CAB remodel, the \$40,000 to be spent will celebrate the participatory ideal and student achievement rather than simply document the expertise of consultants.

Maybe after all, a horse is a camel with a few essential parts overlooked to satisfy some esoteric preconception of form.

## A Compendium of Ideas

Youtz's proposal to require seniors to do a culminating project. They also suggest that specialized degrees be offered within the Specialty Areas, and that each area define requirements for the degree they offer. Students would also have the option of plotting an individual course through the curriculum.

## Design for Enrollment

by Ellen Kisman

In response to the administration's desperate cry for help in the enrollment crunch, a Design for Enrollment Disappearing Task Force was convened. Their report to the February 13 Board of Trustees meeting is a comprehensive list of suggestions addressing Evergreen's enrollment difficulties. At the March 8 Board meeting, President Evans responded to the DTF report, indicating which changes he feels should be implemented.

The enrollment problem concerns the marketing of Evergreen (see article this issue), and the clarification of Evergreen's confusing structure. The latter necessitates a close examination of our bureaucratic system. Many of the DTF's suggestions speak to the fuzzy details of admissions, registration, and evaluation policies. Others examine the inadequacies of various facilities around campus, such as

the information center, the lack of an athletics program, housing. The majority of these charges could be implemented without too much difficulty, since they address specific processes.

Theoretically, these changes would make Evergreen comprehensible to incoming students without changing Evergreen's educational philosophy. In this respect, a lot of the DTF's recommendations are perceptive and potentially very effective. However, the Legislature's ambitious enrollment projections mean that many of the recommendations are being implemented hurriedly. Essentially, President Evans is the only community member who has evaluated the DTF's charges. As the implementation process continues, the range of community voices heard might increase.

Evergreen seems to be engaged in a head-long rush to conformity, in terms of

The final recommendation of the faculty study group is that the faculty advising program should cover all entering students, and that the signatures of advisers, rather than of program faculty, be required for entrance to programs. Career counseling should begin continued on page eight

its bureaucratic vocabulary, if not in practice (e.g., we no longer have "modules;" we go to "courses"). However the line between vocabulary and practice is slim. Calling modules courses may provide a familiar handle for incoming students. But changing the name doesn't clue people into the fact that the content of "courses" is different.

Many of the DTF recommendations can be interpreted in a variety of ways. This vagueness is a problem, that we, as students, need to be aware of. Subtle changes in the Evergreen bureaucratic process have potentially far-reaching effects in terms of our educational philosophy. The people who will implement the enrollment DTF recommendations may not be considering seriously the effect of such changes on the current student body.

This neglect of student opinion is a consistent oversight on the part of the administration and faculty in general, and of the DTF in particular. Yet, one can understand the way student input is ignored from their point of view. After all, students are here for just four years; and then they're gone. Staff and faculty are here for considerably longer; so, the logic continues, they have a lot more personal investment in Evergreen.

Although the DTF recommendations are, for the most part, appropriate, the report is another example of the schism between administration and students. All the recommendations are directed to staff and faculty. Few acknowledge the energy, interest, or commitment of the student body. If we are to create the most effective solutions possible, and still maintain the character of the school, all segments of the population should be included in the creation.