

ART
Saturday, May 3
 Childhood's End Gallery is featuring the pottery of Paul Lewing and prints by Cath Carina, Adam Grosowsky and Marcia Lee Corrigan-Duty. There will be a preview Friday, May 2, 7-9 p.m. The Gallery is located at 222 W. 4th, Olympia, and is open daily 10:30-6 except Sunday.

MUSIC
Friday, May 2
 The Gnu Deli presents the blues and folk singing of B. J. Bishop. The show starts at 9 p.m. and admission is \$2.

Saturday, May 3
 Steve & Maureen, a country and bluegrass band is featured at the Gnu Deli starting at 8 p.m. Admission is \$2.

Sunday, May 4
 Internationally-known folk singer and guitarist Jim Page will stage a one-man benefit concert beginning at 8 p.m. in the Recital Hall. His three-hour concert is sponsored by KAOS and admission is \$5. Advance tickets are available at Rainy Day Records, Budget Tapes and Records and the Evergreen bookstore. Tickets for KAOS subscribers are \$3.

Monday, May 5
 Canadian folksinger/songwriter Ferron will be at the Gnu Deli with her repertoire of 65 original songs to play on acoustic guitar. Proceeds go to Matrix. There will be a \$3 donation requested at the door. It starts at 8 p.m. and is priced at \$3.

Tuesday, May 6
 Musical traditions of North and South India will be illustrated and explored by Dr. Robert Gottlieb, beginning at 8 p.m. in the Recital Hall. Tickets are \$1.

EVENTS
Thursday, May 1 through Sunday, May 4
 A team of 30 student poets, dancers, and musicians will blend movement and poetry into a one-act production called *Images in Motion: Too Long Elves and Haunted Maidens*, opening Thursday at TESC. The show starts at 8 p.m. Thursday, Friday, Saturday and Sunday evening in the Experimental Theater. Tickets may be purchased at the Bookstore or reserved by calling 866-6070. Tickets sold at the door are \$3 general or \$1.50 for students and senior citizens.

Friday, May 2 through Sunday, May 4
 SHARE (Sincere Harborites Allied for Responsible Energy) is sponsoring an Alternative Energy Fair at the Grays Harbor Fairground in Elma. Speakers, exhibits, slide shows, good food and entertainment will be featured. For more information call 249-5806.

Saturday, May 3 and Sunday, May 4
 A woman's retreat at the Organic Farmhouse with workshops and wonderful food will be sponsored by Access for Re-entry Women. Costs are \$15 in advance and registration is in Lib 3510.

arts and events



The Dance of Metaphor program presents "Too Long Elves and Haunted Maidens," a one-act production blending dance, music, and poetry. May 1-4, at 8 p.m.

FILMS ON CAMPUS
Friday, May 2
 Friday Nite Films presents Ingmar Bergman's *Hour of the Wolf* (Sweden, 1968, 89 min.) starring Liv Ullmann, Max von Sydow,

Ingrid Thulin, and Erland Josephson. In a castle on an island off Sweden, an artist's inner dreams begin to possess him and his wife's consciousness responds sympathetically to his nightmare visions. A highly complex and intense tale of mysticism, madness, and demonism. Bergman explained the film's theme this way: "According to the ancient Romans, the Hour of the Wolf means the time between night and dawn, just before the light comes, and people believed it to be the time

when demons had a heightened power and vitality, the hour when most people died and most children were born and when nightmares came to one." In "Dictionary of Films," Peter Morris writes "Undoubtedly the most visually impressive and engaging of Bergman's recent films, almost hallucinatory and Bosch-like in its impact." Although there is no graphic sex or violence in the film, it would definitely be a bad idea to bring children to it. Plus! Harold Lloyd in *The Chef* (1919). L.H.I. 3, 7, and 9:30. Still only a dollar.

Saturday, May 3
 The Arts Resource Center presents Federico Fellini's *Julliet of the Spirits* (Italy, 1965, 145 min.) starring Giulietta Masina, Sandra Milo, and Mario Pisu. Giulietta Masina, who was so overwhelming in Fellini's classics *La Strada* and *Nights of Cabiria*, is wasted here in the role of a mousy housewife whose world and mind start to crumble when she suspects her husband of infidelity. The "dream" sequences and hallucinations seem too pre-tentious, false, and stacy for a genius like Fellini. It's not one of his best films, although it's one of his most popular probably because of its stylish superficiality. Still, it's well worth seeing, especially for the brilliant use of color. (Hopefully, we'll be treated to a good print.) L.H.I. 7 and 9:45. Only a dollar.

Monday, May 5
 The Muckraking Module presents I. F. Stone's *Weekly* (U.S.A., 1973, approx. 90 min.) Directed by Jerry Bruckman. Narrated by Tom Wicker. A fascinating documentary record of I. F. Stone, perhaps the finest investigative radical journalist of the century. Director Bruckman followed Stone around during the last three years of the "Weekly's" existence, filming him at work, making speeches, and other aspects of his daily life. Stone's wit and intelligence shine through. L.H.I. 4 p.m. only. Free.

Monday, May 5 and Tuesday, May 6
 EPIC presents *Day Without Sunshine*, an expose on Florida agribusiness and the power it holds over the local farmworkers. Co-sponsored by the Third World Coalition. L.H.I. Monday at 7:30. Tuesday at 12 noon. Free.

Wednesday, May 7
 The Academic Film Series presents Max Ophüls' *Madame De...* (France, 1953, 105 min.) starring Danielle Darrieux, Charles Boyer, and Vittorio de Sica. A highly-acclaimed classic by the director of *Lola Montes*. (See Eric Roe's review elsewhere in this issue.) L.H.I. 1:30 and 7:30. Free.

In Memoriam
 Rebecca, Marnie, and I got Vertigo climbing the 39 Steps, then looked through your Rear Window and went Psycho with Frenzy. The Birds had flown North by Northwest, some Spellbound, some Notorious. Until the Lady Vanishes, the Young and Innocent will find a home for their nightmares in *Manderley*, the Scottish Moors, on Mount Rushmore, the Statue of Liberty, and even in the back of a potato truck. Good evening and good night, Alfred. You'll be missed.
 -T. J. S.

DANCE/MOVEMENT THERAPY DEMONSTRATION
 Presented by The Institute for Movement Therapy
 Peter Geiler, Dir.
 FRIDAY EVE., MAY 9, 8 PM
 REC. BLDG., ROOM 307
 FREE ADMISSION

EARN MONEY FAST...
 Will you still have work/study money to earn when your job is long gone? Have you been awarded work/study bucks but you can't find a job? Do you want to earn a pile then have all summer to spend it?
 Have We Got a Job for You? Yes!
 Housing needs work/study qualified people to work during our annual June clean-up. Yes, you can earn the remainder of your work/study funds beginning in early June until the clean-up project is complete (approximately 2-3 weeks). These are full-time positions. We work 7 days a week for the duration of the job. At \$3.24 per hour plus overtime, you can earn money fast.
 Each year we have experienced no less than 4-5 applicants for each position. With 40-50 positions to fill, the only fair policy we can employ is "first come, first serve."
 We are taking applications now in Room 214, "A" Dorm. Our extension number is 6114. Although work/study people are favored, don't let that stop you from coming in and applying for a position. All applicants will be given fair consideration. All applications must be submitted no later than May 16, 1980.
 So Take the Time Now...
 Call or come in and see Bob, Rick or Tom in Housing Maintenance. The office is open from 1 p.m. until 5:30 p.m.

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Film students and faculty—who's in charge?

By T. J. Simpson

Next year, for the first time in nearly three years, advanced film students at Evergreen will finally have a program to meet their needs. But the feeling among many film students is one of dire uncertainty rather than enthusiasm. These students fear a potential centralization of power into the wrong hands and are skeptical about the seemingly democratic form of film faculty hiring.

As one film student put it, "They're not hiring on what the students need, have been and will be. Is the school for the faculty or for the students?" The frustration film students have felt toward the school and faculty goes back to the early days of the school itself. Evergreen has for years now been equipped with the best 16 mm film equipment available but, until 1978, never really had a full-time faculty specializing in film. The equipment, which includes a C.P. 16 and an Airiflex (two very expensive and complex cameras), a Steenbeck sound-synch editing machine, and an animation stand, has also been readily available to qualified students—something very few other colleges offer.

In the spring of 1977, the majority of film students protested, by petition, against their film program faculty, Bob Bernard. The students felt that Bernard (whose main field was science, not film) was arbitrarily mishandling the equipment he was in control of and was generally incompetent to teach film in the first place.

Bernard then left the film studies area and during the 1977-78 academic year, Gordon Beck coordinated a film production group contract with advanced film students. This group contract was budgeted to produce two major 16 mm shorts in the course of the year, but never went into the red after the budget was drastically slashed because of cuts made by the legislature.

Although work on the projects con-



continued throughout the year, it took almost two years to complete the films. They were finished only because the individual directors of each film kept working on them after the group contract was over and almost everybody else involved in it had left the school.

Beck, who had little expertise in film production (although he did have an extensive background in theater, film history and theory), grew weary of the hardships the contract provoked and settled back into teaching art history.

In 1978, Sally Cloninger was hired to teach film, but her 1978-79 group contract purposely excluded advanced film students. Such students either had to get an individual contract (which was usually difficult to finance and find faculty for) or go into other areas of study.

This year, Thomas Ott and Jan Krawitz were hired on a special visiting basis, to teach "Recording and Structuring Light and Sound," another basic program that mainly focused on documentary filmmaking. This program

lasted only two quarters (fall and winter), so there is no program of any kind in film production this quarter.

Last quarter, a group of film students (mostly from "R.S.L.S.") petitioned to Academic Dean Will Humphreys for an advanced program in film for next year. Humphreys agreed to the need for such a program, and the proposed "Take 2" for next year was born. The next problem was finding an appropriate faculty to teach it.

Advertisements were sent out in various journals on both the East and West coasts. Three candidates were finally chosen—Bill Jungels, from Buffalo, N.Y., Mike Covell, from Southern Illinois University, and Thomas Ott, who was never hired on a permanent basis.

Jungels and Covell were flown out here (at Evergreen's expense) to present their work and be interviewed by faculty and students with key interests in film. Jungels was here on April 21, Covell on April 28. Dean Will Humphreys figured that Ott didn't need a special interview or presentation since most interested

students and faculty here are familiar with him and his work. Students were encouraged to write their recommendations in the candidate's files.

A faculty-hiring DTF will meet this Friday, May 9, to review the files and recommendations of the candidates. A decision should be announced by Monday. Dean Humphreys and Provost Byron Youtz have the final say over the decision, although Humphreys stated that it would be unusual for the Provost to override his decision. Humphreys also acknowledged that Sally Cloninger, as the only film faculty on campus, will have quite an influence on the final decision since she has been asked to evaluate the candidates.

Members of the hiring DTF, which consists of ten faculty, five students, and five staff, were, for the most part, absent from the candidates' presentations of their films. Humphreys explained that candidates for faculty positions don't necessarily meet with the entire DTF, but do meet with a subcommittee. Two DTF members that I talked with were either totally unaware or confused about DTF procedures and meeting schedules and didn't appear to show much interest in them anyway.

All the students interviewed, and who attended the candidates' presentations, were overwhelmingly enthusiastic about Covell. They felt that he was by far the most talented and open.

"Just the breath of fresh air we need around here," one student said, adding that Covell just might be the best thing to ever happen to film at Evergreen. Although these students have nothing against Ott, and most have previously worked with him in R.S.L.S., they fear that his hiring would increase what they call Cloninger's "stronghold" on the film department (or rather, what there exists of a "film department"). Many are afraid that Ott, known as an old friend and ex-student of Cloninger's will not be suf-

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Evans Plans to Be A 1-term College Head
Evans: No plans to leave Evergreen
Evans makes headlines once again
 By Ella Blackwood
 The Seattle Post-Intelligencer, 4/24/80: "Evans Plans To Be A 1-Term College Head"
 The Seattle Times, 4/25/80: "Evans No Plans To Leave Evergreen"
 The Seattle Post-Intelligencer: "I doubt very much that I will go beyond one term."
 The Seattle Times: "Hell, I haven't even talked to my wife about it."
 The Cooper Point Journal: "I don't want to give three years notice that I'm leaving. But looking ahead personally... I've never been able to look ahead three years. Three years before I ran for governor that was the last thing in the world I thought I might do."
 President Dan Evans's office was flooded with phone calls two weeks ago after the Seattle Post-Intelligencer quoted Evans as saying he would leave Evergreen at the end of his term as president in 1983. The comment, which Evans says came out of "three minutes of a two-hour conversation," prompted queries from reporters and members of the Evergreen community. In addition to remarks on his personal plans for the future, the P-I article quoted Evans on topics as diverse as Evergreen's future and the national presidential race. The next day, The Seattle Times ran an article that said Evans has no plans to leave Evergreen. The Cooper Point Journal contacted President Evans last week to clarify these conflicting reports.
EVANS ON EVANS
 Recounting his careers as a structural engineer, a three-term Republican governor, and now as a college administrator, Evans said, "I'm still young enough so I look forward to the possibility of a fourth challenge of some kind," but he emphatically stated that he has made no definite plans for 1983 when his current term as president is over. Evergreen's Board of Trustees appointed Evans in 1977. His six-year term is renewable once.
 Although Evans said, "I've been a political figure—still am interested in politics and I'm not just going to remove myself from the political scene," he said he has no plans to enter the political arena as a candidate.
 Evans said that at the end of his six-year term, he may have done all that he can for Evergreen. He said he originally decided to accept the presidency at Evergreen because "it would be a challenge, it would be interesting and fun, but mostly because I felt that Evergreen's needs then were not academic in nature... but the needs were much more in terms of community acceptance and legislative support."
 Evans thinks that someone with a stronger academic background might make a better leader in the future but admits that he doesn't have "the foggiest notion" what will happen in three years.
EVANS ON EVERGREEN
 In the Post-Intelligencer article, Evans said that Evergreen's non-traditional cur-

LETTERS

SEE YOUR BARREL ALIVE.

CPJ Editor:

An Open Letter to Security:

We have your barrel in our trunk! We are sick and tired of this perpetual barrelling of defenseless cars by overblown, underpaid, self-important security officers who, once an hour, leave their air-conditioned office to drive slowly around campus in huge gas-guzzling Detroit roadhogs, driving down pedestrian pathways while innocent students jump aside, polluting the air with noxious exhaust fumes (not to mention all the engine noise), and gawking at passers-by (whom they imagine to be incredibly impressed)—all in the name of "campus security" which is "for your own good" (which is actually the same reason the government uses to withhold politically damaging documents)—when all that is really happening is that students become more and more alienated, Security becomes more and more pompous, and lots of gas gets wasted. However, we will have our revenge! If you ever want to see your barrel alive again, expect to bargain with your vehicles.

We demand that:

1. The use of Security vehicles on campus cease completely, with the exception of life and death emergencies. (Anyone who cannot make it from Lab II to the dorms on foot is physically unfit for duty.)
2. That the unwarranted, unfounded, illegal and extremely annoying practice of barrelling cars be halted immediately. In every city in the country, parking tickets are sufficient notice that a parking regulation has been violated. Only in the liberal halls of this "alternative" institution, are such ridiculously disproportionate measures taken.
3. That Security officers patrol the campus on foot, where they can mingle with the community members, thus revealing themselves to be real people, rather than moronic robots. How can Security even hope to make us feel more secure, when we do not know who Security is? We ask the Evergreen community: Does the sight of big silver cars driving around on sidewalks really make you feel secure? We are prepared to bargain. Please leave any responses with the CPJ Office. Destroy what destroys you!

People for Free Barrels

ART AND GARBAGE

To the Editor:

While walking through the Library lobby Monday afternoon I noticed quite a bit of garbage someone had left there. There were plastic bags hanging from the ceiling, plaster scattered randomly about, and some chairs thrown in for good measure.

Continuing my stroll, I saw a man bending over, pulling a brown paper bag around the floor. I asked what was happening; what was the point? He told me it was some kind of art project involving

sound and objects. "Must be art," I replied.

Returning to the lobby five minutes later, the same man was walking around the floor, with the look of someone who had mistakenly taken thorazine for popcorn. In his mouth were two whistles of different pitch, and he was walking along blowing them, stepping in a slow cadence. Must be art, I thought.

There have been many such "art" exhibits at Evergreen in the past, and I can only think of how crazy it is that people get credit for hanging dry cleaner bags, throwing chairs around, and walking the floor with a whistle.

The exhibit (which will run, presumably, until someone picks up their laundry) is in the same genre as the wonderful masterpiece presented in the Library last fall: a plywood structure covered with plastic flagging tape.

One must wonder how or where such "artists" will find employment after graduating from Evergreen. A fantasy, not too far out of the picture, comes to mind.

The time: five years in the future. An Evergreen graduate is sitting down to a job interview.

"Well," asks the interviewer in a cheerful tone, "tell me something about your life, your background."

"Uh," began the former student. "I've always liked colors. A good car wreck excites me." (mild laughter)

"I see," says the interviewer, looking more worried than when he began. "What did you do in college?"

"Smiling at a joke only he knew, the young graduate replied. "My first year I was in the Chautauqua program; learned to juggle, walk a tight rope, and dabbled in fire eating. The following year I was in a music program, and performed saxophone solos in the recital hall. I wrote an original piece entitled "Truck-horn Jazz." I brought my saxophone with me, and can play it if you like?"

"That won't be necessary," said the interviewer, his face taking on the look of a convicted kidnapper who's just been advised of a life sentence. "What else did you do in college?"

"Well, I got turned off to research papers and seminars early on. After my sophomore year I attended a multi-media conference at Evergreen; a combination of film, video, and chemistry. After that I KNEW filmmaking was my life's calling."

"In my junior year I enrolled in a program called "Words, Sounds, and Images"; a filmmaking program that explored different planes of consciousness and stageraft. We also did light hauling. It's difficult to pin down and label just what I gained from that program, but it was definitely a tremendous learning experience. My work there provided the inspiration for my senior year."

"And what was that?" asked the counselor, by now anxious to leave.

"The first two quarters I spent developing my technical abilities further. I did documentaries where I threw the Bolex into the pool, and filmed the reaction of the other students in my program. For my final project I drove around in a car, with a movie camera going all the time. I wanted to capture the action, feeling, and guts of Olympia. It was a short piece, and it won an award."

"What was the award?" queried the employer.

"A one-way ticket to Erie, Pennsylvania," said the graduate, smiling.

"Thank you so much for stopping by. If Seven-Eleven ever has an opening for a multi-media technician, we'll call you."

I suppose it's a stage everyone goes through, and I understand it myself, having done a contract called "Exploring Limits to Personal Growth" and getting full credit for it. I'd read a little after I woke up (at noon), put the book down and make lunch. I was in love then, and didn't feel like being in school, but still wanted credit.

I can live with that on my transcript because it was a one-time occurrence. But what about some of those Evergreen artists, especially the ones you know will be here for the next ten years? What will they do when faced with the prospect of living in what has been called "the real world"?

Well, like I said, one can only wonder. But if I ever have an opening for a multi-media artist, I'll certainly give them a call.

Kenneth Sternberg

SO INCREDIBLY STUPID.

Editor and Cohorts:

A full page ad for the ARMY? Come on now—that's a tough one to accept, people. The only way I can stand to think about such a decision is hoping that no one at TESC would be so incredibly STUPID to believe their con. Is my faith misguided?

R. Newman

CONCERNING STUDENT INVOLVEMENT IN CURRICULUM

To the Editor:

In response to the curriculum questionnaire:

The Evergreen curriculum has become an incestuous collection of training seminars for the next generation of Neo-Guardians. So be it. If the administrators/faculty are now openly ignoring student responsibility for directing the course of their own education, the least they could do is to cease passing out these phoney feedback forms and stick to some honest market surveys.

The problem with giving students the opportunity to provide "input" and "feedback" is that it raises unreasonable expectations on the part of students who think they can have a significant influence on curriculum design. I have been here too long to think this will be otherwise.

Unfortunately, unless students have the opportunity to make important mistakes, they will never become the intellectual carriers of noblesse oblige so desperately needed to save us from ourselves. Students are protected from this fate from first through twelfth grade in public schools, they are becoming more so at Evergreen. What reason do you, the Deans, have to believe that they will acquire it as food stamp interviewers, Dow chemists, or high school teachers? Magic? Revelation? Reason? Sudden independent wealth?

Unless students are given the skill, the opportunity, and the responsibility to make non-trivial decisions about aspects of their institutional environment which affect them directly—things like curriculum planning—they will continue to become betrayed and confused fodder for industrial & social service bureaucracies.

The skill comes from practice. The responsibility comes from mistakes. The opportunity can only come from an administration which is willing to live up to its promises. Including ones which hurt bureaucratic efficiency. If Evergreen is now too large and beleaguered to accept substantive meddling in its affairs by students (such as the Mother Jones want-ad) with grace, then it has no right to claim it provides a cure for alienating institutions. If Evergreen excuses itself for neither accepting nor supporting the development and articulation of student influence because of legislative censure, perhaps Evergreen should really change its name, and in fact become a State Patrol training academy. Because, shure as shit, a society which perpetrates mass impotence, also perpetrates mass violence.

Marvin Young

ASSHOLYNES

Dear CPJ:

I am SICK and I am TIRED of hearing about Mac Smith of Campus PLOICE continuing to threaten students with suspension for items which do not concern him at all! The incident in the dorms with threatening to kick out the two students who were trying to keep a full fight from breaking out was the second time I had heard about his absolute authoritarian assholyness, the first time was during the middle of last month when some students explained to me a comely false and slanderous report that Mac Smith has made concerning some hyperthetical drug deals going on on campus.

The point that I would like to make is that the absolute power that Mac has been able to wield in the last year and a half has gone to his head, yet he's also in the position that there is noone that is able to stop him.

Now as I read your issue of May 1, 1980 I see that HE (capitalized as in GOD) is again on the rampage of striking fear into the innocent and unsuspecting students on wheels. Which includes those who attempt to bring their bicycles into the buildings either ridden or carried.

p.s. remember who it was who ordered the state police to come and bust the dorms sometime last year without going through the proper procedures? eg Getting the okay from the head of housing and that of the president first.

I wish that I could sign my name to this document, but I won't for fear of also being suspended.

signed: A Holy-Roller

AIN'T NO JOE McCARTHY

Dear Editors,

I would like to submit a friendly protest against the headline given my letter in the May 1st edition. "Doesn't Like Commie Actors?" What I said was that I consider Brando a totally offensive hack. His political "views" are merely a sidelight issue. Sure, I am a noncommunist, almost to the point of being anti-communist; but this does not inform my personal opinions. For instance, Jack London... a communist from the word Go... is one of my all-time heroes. And Arthur Miller, no communist out definitely an extreme Leftist, is my favorite living writer. John Garfield was a "Commie actor," as you so quaintly phrase it, and I certainly have nothing

DANCE/MOVEMENT THERAPY DEMONSTRATION

Presented by The Institute for Movement Therapy

Peter Geiler, Dir.

FRIDAY EVE., MAY 9, 8 PM
REC. BLDG., ROOM 307
FREE ADMISSION

THE CPJ

EDITOR Larry Stillwell MANAGING EDITOR Ben Alexander
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MOTHER'S LITTLE HELPERS: Nadine Johnson, Ella Blackwood, Jefferson Allen, Neill Kramer, Eric Kessler, Mike Taylor, Charlene D. Typist, Daniel Strum, and the Seattle P-I for its Sunday morning entertainment.

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against him!

I disagree with Brando's ideology, and his way of expressing it in the guise of artistic spouting irritates me. But what makes me despise that Clift/Dean rip-off is his total lack of anything remotely resembling creative or interpretive skill. I ain't no Joe McCarthy!

P.S. I saw *Sansho the Bailiff* last night. Now that was definitely a film I would be willing to pay ten bucks to see; it is the best movie that this campus has ever shown. But *One-Eyed Jacks*???? GOOD GRIEF!!!

Mark Christopherson

NO ACCESS, NO RE-ENTRY

To the Evergreen Community,

We thought the students, staff and faculty of Evergreen should know that the school administration has told ACCESS for Re-entry Women that there are not enough funds to continue the center. Without a miracle this service for mature women on campus and in the community will cease at the end of June.

Diane Winslow and
Jaxie Farrell

PREDICTABILITY DOESN'T MEAN REPETITION

To the Editor:

Fact: There is a demand for greater predictability in Evergreen's curriculum, both from present and potential students.

Fact: Nearly every offering for the 1981-82 has been seen before.

Do these facts necessarily follow from one another? Is offering programs that have been offered before the only way to achieve predictability, to know what will be offered positively two years from now? Or is this simply the only means the faculty and administration have thought of to meet that need?

I would hate to think of Evergreen's administrators and faculty as unimaginative—but that seems the conclusion I'm forced to draw. Predictability does not mean lack of innovation, it does not mean repetition. It simply means knowing what will be offered. Repetition has nothing to do with it.

Or is the need for predictability simply a smokescreen for the need for Evergreen to rid itself of innovation? After all, Evergreen's reputation for looseness was the cause of its bad image in the community. By instituting these replays of past successful programs, the college has less chance of being termed innovative (which literally connotes evil in many people's minds), of being considered loose and a place to waste time.

I'm not knocking the idea of repeated programs—I would love to see others have the chance to go through Modernization and the Individual (though, hopefully with a more appropriate title). Decentralization, and Writing Populist Political Economics. But that's not all I'd like to see them experience.

Pamela Dusenberry

In 1964, there was Freedom Summer.
In 1967, there was Vietnam Summer...
In 1980, there is

SURVIVAL SUMMER

This summer join thousands of students across the country to shape political history once again in a massive grassroots public education campaign designed to:

- Make everyone aware of the dangers of nuclear technology
- Generate an informed public debate during the election period
- Build a constituency for the most basic issue of all: HUMAN SURVIVAL.

Yes, I'm interested in being a volunteer.

I'd be interested in working in my home community.

Being assigned where most needed.

Elsewhere.

I can't think seriously about joining yet, but would like some more information.

I'm interested in the possibility of receiving college credit for Survival Summer.

Enclosed is a contribution of \$ _____ (make checks payable to: Mobilization for Survival—Survival Summer)

Name _____
Address _____
City _____
State _____ Zip _____
Phone _____

Survival Summer
Mobilization for Survival
3601 Trecor Wall
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(215) 386-4873

FORUM

The official word

By Byron Youtz, Provost

I would like to answer your letter of April 29 by this public means in order to share my thoughts on curriculum planning with the wider Evergreen community.

First, I think it a healthy sign that students are interested in and concerned for curricular planning. It continues to be the intent of the Academic Deans and myself to provide opportunity for broad participation by students in that activity.

In our view, there is an important consultative and advisory role which current students can and should play in the shaping of curriculum. The faculty wish to be in touch, as far as possible, with the educational needs of their current and future students and want to encourage a flow of suggestions and new ideas for academic programs. But the curricular planning we have just been doing is for the Fall of 1981, some 16 months hence. Current students will constitute about half of the participants in the programs being planned, unrepresented new students will constitute the other half. The academic deans and the faculty have the responsibility for providing a broadly based and balanced curriculum for the future. Hence, they must have the final authority for deciding what will be offered and what the distribution of programs will be. But this still leaves plenty of room for student advice and consultation.

In an attempt to accelerate publication of the catalog, we moved the faculty planning retreat forward from mid-June to mid-April. We saw this as an opportunity to get students more involved in the curriculum design process than has been possible in the recent past. We therefore asked the Convenors of the Specialty Areas to schedule several meetings in advance of the retreat and to announce these so that interested students could attend and make their needs and wishes and ideas known. The two Deans in charge of curriculum planning, Barbara Smith and Jeanne Hahn, met with the S.I.N. to publicize and explain this process. Specialty Area meeting announcements were advertised in the CPJ. In some of these meetings there was good student attendance, in others there was very little or none at all. In addition, some of the Specialty Areas and Basic Programs took surveys to determine student needs and suggestions as a further means of guiding the planning process.

At the faculty retreat the intention is to devote full time attention to the generation of a draft curriculum to be implemented a year and a half later. In the atmosphere of that retreat, with possible on campus, new interdisciplinary ideas are generated and new combinations for faculty teams are struck. The faculty have an opportunity to talk about what we are doing and how well, and to discuss common academic concerns. It is more a creative time than a decision-making time. There are always more proposals generated than we can actually use.

The results of the retreat planning are then posted on the large bulletin board in the 2200 section of the Library. It is now posted as the 1981-82 Draft Curriculum. (This is analogous to the old Trial Balloon.) We solicit and urge student comment on that Draft Curriculum via the questionnaire that has been provided. As a final opportunity to advise on the 1981-82 curriculum, we have asked the Specialty Areas to convene one more meeting—on Wednesday morning, May 14 from 9 a.m. to noon—to look over the Specialty Area, Basic and Annual Offerings. Students are invited to attend. Based on this collected advice, the Deans and Specialty Area Convenors then select the 1981-82 curriculum.

Finally, you also have an opportunity to be involved in some of the final shaping of the 1980-81 (next year's) curriculum before the academic fair. On Wednesday afternoon, May 14, coordinators of next year's programs have been asked to set up meetings (time and place to be posted on coordinator's doors) so that students interested in those programs can discuss shape and content. Again, the final decisions lie with the faculty, but this is an opportunity to advise and counsel.

I hope that this reveals a clear intent and a systematic method for student involvement with curriculum planning. In this, its first-year operation, we have not been as successful as we had hoped to be. But there is still time to participate, and there is opportunity to learn from our experience. We hope that you will join in the process.

Administration yields to student pressure

To the Faculty
From Byron Youtz, Provost

As you know, the president, the Deans and I have hoped and expected that our new curriculum planning schedule would provide an authentic opportunity for students to play a productive role in the process. Prior to the Fort Worden Retreat, the Specialty Areas were urged to meet with students interested in working in that area in order to understand student needs and wishes, solicit suggestions and criticisms, and hence go to Fort Worden with an improved sense of meeting the legitimate needs of students. Some Specialty Areas did this well, others very little or not at all. There is considerable student anger and frustration about feeling left out of the process, which I feel is unfortunate and unnecessary.

I want to request two actions which we can take to correct this situation and get profitable discussion and critique from students.

1. After the posting of the Draft Curriculum, each Specialty Area should convene a special Wednesday meeting to which students interested in that Area would be invited. The agenda would be to get discussion and suggestions on the adequacy of the offerings, holes, duplications, etc., from students and to answer questions and explain the choices offered, on the part of the faculty. These could be scheduled on May 14 in the morning.

2. Students can also play a role in helping shape details of the 1980-81 curriculum if they have an opportunity to meet with Program Coordinators or Faculty Teams of the 1980-81 offerings. This would be a chance for us to identify special interests, special needs or problems associated with our planning in advance of the Academic Fair and the preparation of materials for that Fair. I suggest that these Program planning meetings be held in the afternoon of May 14.

Both sets of May 14 meetings should be scheduled and advertised on a campus-wide basis well in advance. I hope that you will all concur and give this method of student involvement an opportunity to become effective. By this memo I am asking the Academic Deans to arrange a room schedule for such meetings. Thank you in advance

Byron L. Youtz
Vice President and Provost

Curriculum meetings set for student input

To Faculty
From Jeanne, for the deans & provost
Re: Byron's 2 May memo concerning student interest in curriculum planning

On 14 May, Wed, a.m. each specialty area will meet with students to discuss 81-82 plans.

9-10:30	Annuals	L 1509
	Environmental Studies	1503
	Expressive Arts	1504
	NWNAS	1505
	Political Economy	1507
	SKI	1508
	10:30-12	
	Basics	1503
	European & American Studies	1504
	Health & Human Development	1505
	MPI	1507
	Marine Sciences & Crafts	1508
	Afternoon, 1-3: 80-81 program faculty available to talk with students. Fall coordinators please post meeting place on your office door & notify your team.	

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Short life for TESC T.V. station?

By Jefferson Allen

Fifty-five students signed a program proposal involving an on-campus television station, early in March. Spring quarter is now half over and there are two students striving to get Cable Evergreen State College channel six (C.E.S.C.T.V.) off the ground.

Jim Murch and Station Manager Mike Zwerin did not find a lack of equipment to be their problem. Evergreen has a studio ready to go, (Library 1323) and the campus is wired for cable television. Zwerin told the CPJ: "The major problem we are encountering is student apathy, followed by a lack of support by the faculty and administration. Unofficially, we have been offered support from all the faculty and staff involved. Officially, other than Dick Fuller, of Master Control, there hasn't been faculty or staff who have done a damn thing about it."

Dean Barbara Smith rejected the proposed cable TV group contract for various reasons, according to Zwerin. "We were told there was no faculty or funding available, and that an Evergreen cable TV station had been tried in the past and had failed," he said.

There have been some student-run stations in the past, but they have not continued for more than about two quarters, according to Fuller.

One of the first attempts was a chemistry show dealing with marijuana extraction. This caused such an uproar on campus that a D.T.F. formed and decided that disclaimers must be aired before every program. Since then, news broadcasts and a music show have started, but Fuller says personality conflicts often disbanded these attempts.

It takes a lot of work and coordination to run a cable station. "There have been many individual showings on the cable system here," Fuller said, "but only a

few group efforts."

When asked about the present effort being made by Zwerin and Murch, Fuller responded, "I feel that it would be well worth the credit if they could get a program going."

After three unsuccessful attempts to get the program approved by Smith, Zwerin and others decided to start the campus cable station with volunteers. Apparently, the prospect of doing non-credit work was unappealing for most of the 55 students who signed the proposal. "After it (the group contract) got shot down, they just dwindled away," said Zwerin.

C.E.S.C.T.V. has gone out on the wires three times since winter quarter: once for a whole weekend. Videotapes and other artwork were shown, along with a few announcements. The last showing was partly an appeal for student support. Zwerin said that there was some positive feedback from the showings, "but it's...



Mike Zwerin, Station 6 station manager.

pointless to air material without promoting it," he commented. "We want to provide students with an outlet for their productions... a real alternative to commercial television."

Film faculty (cont.)

continued from page 1

ficiently independent from her and will simply serve as her "puppet." This fear is being expressed because of her acknowledged influence on the faculty hiring.

The fact that many film students are bitter, angry, and alienated because of their experiences with Cloninger is something that cannot be ignored. (This brings to mind the Bob Bernard controversy of three years ago.) At the same time, those who are able to get along with her, praise her teaching abilities.

Some, however, feel cheated because she has not been teaching filmmaking in the last year, but video and visual anthropology instead. One student (whom I'll refer to as "Joe") complained, "She's not very responsive to or supportive of any kind of student projects. She makes you make the kind of films she wants you to make, not the kind you want to make."

He then went on, saying that when he went to Cloninger to find out about an individual contract, she was hostile and discouraging, telling him that this was not a film school and that if he wanted to learn about film then he should go somewhere else. After being turned down by three other faculty, Joe finally found someone to sponsor his contract, even though his faculty knew hardly anything about the technical aspects of filmmaking.

Joe had the choice between going to a prestigious film school or Evergreen. He chose Evergreen because of the availability of the equipment and because he believed he would have the freedom to work and have the guidance to do the kind of films he'd like. But when he first got here, he found there was "nothing going on" and he couldn't find an individual contract.

Not all his blame is on Cloninger. "I don't like the idea that I got run around and discouraged so much. It's fine when you're in basic studies and you're really

spreading yourself thin. You become a jack of all trades and a master of none. Anytime you become a little bit specific here, and very specific, you're up shit's creek without a paddle because there's nothing."

Another student complained about the lack of dramatic film being taught. "Film is an art, but some think it's a science. Sally and Lynn (Cloninger and Patterson) want to establish a national reputation for visual anthropology. We need a permanent dramatic film teacher. Tom and Jan (Ott and Krawitz) are nice people, but we're just too tight. We need to experiment and play... The entire animation area is lying dormant. It has been all year."

Referring to the Communications Building and all the film faculty, both current and previous, he said, "It's like a hospital environment. Uninteresting things, white on the walls. [The faculty] are like interns walking down the hall. We need someone who's just a little crazy, who'll jump and run down the halls—somebody who'll get the students excited and slop around in the mud with us."

He talked about other problems. "There's been a certain amount of films that have left Evergreen that people see, all over the country, and they come here with the idea that they're going to be able to do that kind of work. It turns out that the majority of those films were made on an independent contract and now you can't have an independent contract."

Two former film students who were working on an independent 16 mm project last fall claim that they were in constant conflict with Cloninger, who was in charge of the equipment. One of these students had been in charge of the equipment the year before and says he "taught her everything she knows about it." Yet, they still had problems getting

access to the equipment, even when nobody else was using it.

They both say that Cloninger eventually told them they would be the last independent film project to be made at Evergreen as long as she was here.

I asked Will Humphreys if independent projects were being stifled and he replied that the needs for program purposes can rule out independent filmmaking or make it difficult. He continued to say that programs have the first priority, although independent filmmaking should be encouraged, but only as a second priority. About Cloninger, he stated approvingly, "Sally is the first person hired with the specific objective of developing programs in filmmaking."

Humphreys also says the school doesn't have enough money to hire different kinds of film faculty. "We've had a hard time in trying to develop the area because there's been so little permanent faculty hiring."

He admitted that filmmaking has always been a low priority at Evergreen, but hopes that in five or six years there will be four or five film faculty, thus giving some stability in the area.

But Humphreys acknowledged that, at present, Cloninger has the most control in the film area. And this is where some trouble might boil over, no matter who is chosen to teach "Take 2" next year. If the current hostility between Sally Cloninger and a significant number of film students continues, it could create an environment and situation worse than the Bob Bernard fiasco. The deans need to be aware of this.

Those responsible for choosing the next film program faculty now have a chance to prove that Evergreen does serve the interests of the students and not just of particular faculty members. Film students have made it clear what they want. The question is: Will they get it?

Suggestions outnumbered available faculty for Annals in 1981-82 and not all will be staffed. There was unanimous agreement on one program—Oscar Soule's Sports, which Ron Woodbury termed "sufficiently weird" to merit approval. The intermediate program would study biological, sociological, and economic aspects of sports and would possibly include professional sports teams as outreach students.

Other suggestions included Rainer Hasenstaab's Australia and America, Richard Jones' Writing and Rewriting, Charles Teske and Hiro Kawasaki's Two Revolutions (Romantic and Modern), and Josie Reid and Jean Mandelburg's Art and Science.

As the tired participants drifted away from the meeting, Richard Cellarius urged that a Trial Balloon method be used to gauge student interest in the program suggestions.

Expressive Arts Specialty Area

Expressive Arts needs more faculty. Especially as faculty plan a curriculum that is rapidly moving away from interdisciplinary studies to more specialized and advanced contracts. "It is going to be difficult and embarrassing to present this curriculum but we need to do it. There is no other specialty area that needs more faculty as bad as us," said convener Sally Cloninger.

Evergreen's Office of Veteran's Affairs, located near the campus Admissions Office, will be showing a videotape "Agent Orange: Vietnam's Fog," on May 14, 9-11:30 a.m., in CAB 110. Mike McWaters, of the Veteran's Center in Tacoma, will be talking about Agent Orange. All those interested are urged to attend.

defendant in the case.

Veterans have been coming to the VA hospitals with skin diseases, disfunction of nerves in extremities, cancers, and other diseases that may be related to Agent Orange exposure. Children of veterans have been born with multiple birth defects, the most common of which is cleft palate.

Little room for innovation at Fort Worden

Part II of a series

By Larry Stillwell

While most E.A. faculty seem to agree that new faculty are needed, they are fundamentally split between offering interdisciplinary programs and offering specialized "Major-type" programs. "Should liberal arts be in or out of FOVA or other arts programs?" Chuck Pailthorp asked.

Cloninger proposed a basic curriculum plan to the gathered faculty, that Charlie Teske said sounded like departmentalization, with faculty rotating in and out all year. Marilyn Frasca, a strong supporter of interdisciplinary studies, objected to the proposal. "Somebody in FOVA should be committed to it. Someone should stick with it for the duration. There should be no faculty rotation." When Jean Mandeberg said that Barbara Smith was vehemently opposed to Cloninger's plan, Cloninger replied, "It's not her place to decide—it's ours."

Tom Foote, another staunch supporter of interdisciplinary studies, said, "If we are going to train students in specific areas, they need to go to a different school. If we are truly committed to interdisciplinary studies then we should integrate our program. We are not graduating artists, we are graduating critical thinkers."

Added Frasca, "I think it's important to remember that skill development emerges. What the real need is, is reading and writing. We should advise students into the humanities to take care of these problems. It is unfair to students. They need to get out and read a novel and write about it, even though they say they want to go out and make a movie."

Despite major disagreements on the pedagogical questions in the E.A. area, faculty drew up a plan for 1981-82 that leaves huge holes for who they hope will be eight new faculty. "This is not what we hoped and dreamed of," said Frasca, "We had to come up with this because of enrollment crisis. We have to stick with this and do the best we can."

Other faculty were not easily mollified. "We are asking students to put it together," said Teske, "but the faculty aren't together... We've got to get our colleagues involved in our area especially when programs are offered (where) collaboration is a must." Ainar Wilder defended interdisciplinary studies, insisting that "We have to have a structure that humanities faculty can feed into" and that programs should emphasize "equal and separate skills."

But Cloninger, Susan Aurand and Paul Sparks advocated a drastic move away from interdisciplinary programs asserting that programs should center around a particular skill. Dave Englert, brand new to Evergreen and evidently to the school's basic philosophy, said, "We would be remiss... to be strictly interdisciplinary."

And what about student concerns in their curriculum? Teske was one of the few who expressed concern. "If the collaboration depends on what the students want, and they won't be here until over a year from now, how can we plan? How can we come up with a program design (for a collaborative arts program) when we don't know the students yet? What if the students don't come who can use or who want the faculty assigned?"

Human Health

As in the majority of the specialty area meetings at the faculty retreat two weeks ago, the Human Health and Behavior (HHB) gathering did not do much planning of the 1981-82 curriculum. The area's offerings were just written up on the chalkboard; all but one of them have been taught in the past three years.

The area's entry-level program is Human Health and Behavior: Life to Death. Discussion centered around who will teach it, but no firm decisions were made.

HHB will also offer three other full-year programs: Development: the Aim of Education to be taught by Don Finkel and Peter Elbow; Helping Relationships, offered by LeRoi Smith; and Social Interaction: the Problems of Youth, taught by Mary Nelson.

Two other programs will be offered in spring: Culture and Consciousness, a half-time program to be taught by Lynn Patterson and Marilyn Frasca, and Nutrition, taught by Jeff Kelly and Betty Cutler.

Near the end of the hour-long meeting, Peta Henderson observed that HHB is

"narrowly gauged for an interdisciplinary specialty area," that it emphasizes psychology over other social sciences. Her comment was countered by several faculty members there. Don Finkel said that Development: the Aim of Education has philosophy as an important component. Someone else added that many of the offerings have sociology as a component.

Environmental Sciences

Fred Stone, faculty sponsor for students at the Organic Farm, argued for complete integration of agricultural farm programs with the college's science curriculum and suggested that faculty rotate between a farm-oriented Food Systems program, Introduction to Environmental Studies, Earth Environments, and Environmental Design.

The Organic Farm program, "by being more rigorous and building a good reputation as a rigorous program" is beginning to attract "more serious students," Stone said.

Richard Cellarius endorsed the trend toward "cutting out those students who don't have the (scientific) background and just want to groove in the dirt." Cellarius also argued for involving students in planning Advanced Environmental Studies for 1981-82. He argued that the program not have the same content each year but rather an umbrella title for a variety of advanced ideas. The faculty present declared student involvement in the 1981-82 AES proposal to be their most immediate priority.

PE

Most of the PE meeting was spent discussing whether to provide more introductory courses or more intermediate and advanced programs. Every PE offering proposed for 81-82 requires students to have taken IPE. Linear Programming, an advanced two-quarter course to begin in the fall of '81, was dropped because the faculty felt that there would not be enough students who had the necessary prerequisites. Chuck Nesbit, economist and convener for MPI, stated: "We are not drawing students from the previous year (from IPE). We should be, but we aren't."

By dropping Linear Programming, faculty member Irwin Zuckerman pointed out, the quantitative/applied research element of PE would be lost. Several faculty suggested that modular courses could be offered with quantitative/statistical emphasis in coordination with MPI.

Matt Smith was skeptical about the module idea. He thinks it is dangerous for the curriculum to be organized in "smaller and smaller bits." Political Economy and MPI faculty, he said, would find themselves offering courses at "isolated levels" that would create "a vacuum." No resolution to offer quantitative/applied research course was agreed upon.

In discussing the problem that all offerings require IPE, Nesbit suggested that Hahn's and Rainey's Social and Political Theory be open to students without IPE or the equivalent. Ron Woodbury said that "if we don't give students advanced work in PE, then we are rescinding in our obligations, their expectations." Peta Henderson, currently teaching Cuba and Puerto Rico, which includes students from several levels, said the program was a "drag" for advanced students because there is such a wide discrepancy between the abilities of beginning and advanced students.

Scientific Knowledge and Inquiry

"What I see increasingly happening in SKI is that to support advanced offerings, our lower-level curriculum is becoming a collection of courses." "The rest of my time at Evergreen I can teach off the top of my head because there's nothing here I'd call advanced."

These arguments from two science professors illustrate the problem in SKI: how to create a curriculum which is interdisciplinary but still offers opportunity for advanced and specialized scientific study.

According to convener Burt Guttman, students also want an advanced science-humanities program. Michael Beug will offer On Knowing next spring and 1981-82 will see a program in science and government.

Integrating humanities into INS and Matter and Motion were also discussed. As Provost Byron Youtz recently said, SKI "does not really qualify as an interdisciplinary specialty area" because of its specialized, scientific focus.

Jake Romero had a radical proposal for SKI curriculum reorganization: acknowledge that certain advanced subjects are beyond Evergreen's ability to offer and make a "3-2 agreement" with the UW or Stanford. Under such an agreement, science students could spend three years at Evergreen, then two at some other institution doing advanced work.

"Why should we want to provide the most difficult part of the curriculum if we can get someone else to offer it?" Romero asked. "Can we afford to use our own resources that way?" Romero would have SKI faculty define "sub-specialty" areas of concentration in line with the findings of a student survey

he conducted. According to the proposal, 22% of SKI students are primarily interested in Medical and Health Sciences, 15% in Biological Sciences, 10% in Energy Systems, 10% in Nutrition, and 10% in math and physics. INS and M&M would continue to serve as background programs for these advanced sub-specialty areas.

Marine Sciences and Crafts

"When can we take the boat out and who gets to take it out first?" That was the big question among the 12 men who met to plan the MSC curriculum. Like grown-up, little boys with a big toy boat to play with, they shared a common excitement and enthusiasm which, with constant joking and amiability, characterized the whole meeting.

The boat, of course, is The Evergreen 38, a wooden sailing boat being built here at Evergreen which MSC students and faculty will be using for explorations of Puget Sound and, perhaps, beyond. Starting probably Spring quarter of 1983, two faculty members supervising 18 students will comprise two crews to alternate every two weeks. On-shore time will be spent studying marine biology, reading sea lore and literature, and learning sailing and marine crafts.

Only two weeks before the retreat, faculty and deans were meeting to question the very existence of MSC as a specialty area. No planning session was held with students because, convener Bob Sluss said, the area was "in confusion." The faculty, however, decided to reaffirm MSC's existence and to organize the entire area around the principle of "19th Century Exploration."

At the retreat, faculty spoke to how their individual interests—geology, urban anthropology, economics, outdoor education—could be integrated into the explorations. Regular sail transport between Olympia and Tacoma, the accumulation of a book on "modern exploration of Puget Sound," and annual in-port maintenance of the boat were also mentioned.

Besides acknowledging the problems of so many people spending so much time together on such a small boat, the men half-seriously joked about the drawbacks of spending so much time away from home and family. More important was the difficulty of training faculty to be expert enough at sailing to entrust them with the "38" and student's safety: David Milne: "I'm not sure I'm a good enough sailor."

Bob Sluss: "I'm not sure I am either." Milne: "That makes me feel even worse."

Scientific Knowledge and Inquiry

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HR70-14	215-14	77.99	3.29
HR70-15	205-14	74.99	3.05
HR70-15	215-15	77.99	3.27

Agent Orange: Vietnam's fog

By Jefferson Allen

Two weeks ago, four Washington State Vietnam veterans exposed to Agent Orange, an herbicide used in the Vietnam war, filed suit against five chemical companies. Agent Orange, a fifty-fifty mixture of 2,4-D, was used by the U.S. Military as a defoliant for "denying communist forces their hiding places." The Air Force sprayed more than 10 million gallons of Agent Orange in southeast Asia over a period of nine years, ending in 1971. A byproduct of Agent Orange is dioxin, one of the most deadly substances known.

Their suit will join the more than 600 suits filed by Vietnam veterans across the nation against Dow Chemical Co., Monsanto Co., Diamond Shamrock Corp., Hercules, Inc., and Thompson-Hayward Chemical Co. Agent Orange claims are being combined and will be handled jointly by the Eastern District Federal Court in Westbury, New York.

The Veterans Administration has maintained an official position that there is no conclusive evidence linking Agent Orange with any disease. This is also the position of Dow Chemical Co., the lead



defendant in the case.

Veterans have been coming to the VA hospitals with skin diseases, disfunction of nerves in extremities, cancers, and other diseases that may be related to Agent Orange exposure. Children of veterans have been born with multiple birth defects, the most common of which is cleft palate.

Evergreen's Office of Veteran's Affairs, located near the campus Admissions Office, will be showing a videotape "Agent Orange: Vietnam's Fog," on May 14, 9-11:30 a.m., in CAB 110. Mike McWaters, of the Veteran's Center in Tacoma, will be talking about Agent Orange. All those interested are urged to attend.

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Daydreaming about eggcreaming

By Eric Kessler

I spent most of my formative years growing up in the quiet suburb of Leonia, New Jersey, only five miles from the "home of the eggcream": New York City. This geographical fact had an amazing influence on my palative preferences.

Within my circle of friends I had the honor of wearing the "official eggcream taster" button. This privileged position in Leonia culture sent me searching throughout the county for the perfect eggcream. I devised a quality evaluation form to objectify those foaming beauties. Creaminess, foam density, syrup flavor, and the order in which these ingredients were mixed, all added to the essential "eggcream extraordinaire."

I would bicycle or enlist the services of one of my chauffeurs (parents) to an eggcream establishment. A typical eggcream emporium had a long counter with Heinz's ketchup bottles and coffee creamers evenly spaced. Behind the counter were mirrors, greasy grills, and big glass jars filled with multi-colored jelly beans. The waitresses had been there since World War 2, the cook had a rounded beer belly from all the VFW picnics, and there was always a random "jerk" in white clothes and a little white cap.

"Hilgans" was the place most accessible to me and therefore most frequented. I'd walk in, swirl the swivel seats, and lope past all the lazy policemen sipping coffee. There were "good eggcreamers," and "bad eggcreamers," and if a "good eggcreamer" filled my order I was in for a real treat. If a "bad eggcreamer" filled my order all was not lost, the eggcream was still salvageable.



Ignoring the objections of the waitress, I'd collect the coffee creamers from the counter and pour their contents into my drink.

To supply my unquenchable thirst for eggcreams, and stretch my limited monetary supply, I began to make my own eggcreams at home. First I'd add a quarter cup of chocolate, vanilla, or coffee-flavored syrup to a third cup of cold foamy milk; then from canisters injected with "whippets" (nitrous oxide, the stuff the dentist used to dull the pain

when he pulled a tooth) came the last ingredient, good old seltzer water. Delicious.

Unfortunately my eggcream production came to a delirious end when I realized that I could inhale the "whippets" and get high, instead of producing the final, essential ingredient, seltzer water.

Thus in Leonia, across the George Washington Bridge from "the home of the eggcreams," I expanded my palative tastes to include various inhalants.

Although the world of academics and intellectualism is important to our daily wants and needs, how many of us are still craving Egg Creams? For the unenlightened, the Egg Cream has its home in N.Y.C. Its history goes back to the days of the old soda fountain; greasy spoon childhood memories, characters long forgotten.

The Art of Egg Cream making is as essential to the small restaurant as Shakespeare is to the student of literature. Many of the neighborhood kids had long discussions as to where the best Egg Cream was, and who made it.

When you enter an old-fashioned restaurant, stools squeaking, big belly sweating over the grill, silverware singing the familiar opera, faces slouched in the steam of awareness, your womb is upon you again and it's time for an Egg Cream.

The Jungian, archetypal being behind the counter addresses you, accent like the thrill of Coyote. A sacred decision must be made; chocolate or vanilla. As if your words were monumental, the floor behind the counter creaks and a glass is placed below one of the Silver Rams. While you watch the seltzer fizzle into the glass, a sound, the one you've been praying for, is now echoing towards your ear. The hand is concocting, the swirl in the glass has a chemistry, velocity, and texture like the essence of spinning jewels.

Soon it is approaching your lips, fresh foam, down on the beach, and although you have done this many times before, the horizon has never tasted like this. But, before you know it, oh, the sorrow, the tragedy; your glass is empty. One must be brave though and return to the random world; yet, sweet memory, you are close behind.

Every day is Mother's Day

By Nadine Johnson

Buzzzzzz... 6:00. Oh God—How come I'm always so tired in the morning? I turn off the alarm and rolled over. I'll just plan my day... Oh no. It's 7:30. I just missed my bus. No—I can't take the truck. Just get up, Nadine. Is that so hard? 7:40. I have to get up!

"Let's get up, Mom."

"Okay, Jackson." Thanks, Babe. I couldn't do it without you. "Let's get up."

"OK—You go potty. I'll get your clothes." I try to plan my strategy. I have only 35 minutes to get ready and leave the house in order to catch the next bus. I dress Jackson as quickly as possible for a two-and-a-half-year-old boy who'd rather play than get dressed.

"I want to wear Burt and Ernie."

"No. You can wear those shorts tomorrow." Good. No complaining! I finish putting on his jeans and we go downstairs. Boy, I've got to do something with this stairway. It echoes when you talk.

"Potatoes? OK, I'll make potatoes." I put them on to fry.

"No! I want strawberries!" He must have seen them when I opened the refrigerator to get the potatoes.

"Here. Eat the strawberries while the potatoes are cooking." Good idea, Nadine. "Yum!"

I hurriedly look through the refrigerator to see what I can put in his lunch-pail. Cantaloupe, a slice of apple, and some raisins. Boy, what a good lunch. He'll never eat it all. I wonder why he hasn't been eating much lately? I guess, because he's two. And milk.

"Here Jackson. Your potatoes are done!"

"Yeah!" he says as he claps his hands.

"Do you want some orange juice or milk?"

"Orange juice." I pour his juice.

"Nooo, Mom! Milk!"

"Nooo, Jackson! Orange Juice!"

OK. Twenty minutes left. I have to take a shower. Just get in and out. No luxury today. It's your own fault. Five minutes maximum. Ahhh! This feels so good! Maybe ten minutes—I'll dress fast. No. Just hurry up. Shampoo. This is so warm! Hurry up. Get out.

"Jackson, eat your potatoes," I call out as I get dressed. Seven minutes. "Hurry up, Jackson." I know he is playing without even looking.

Okay. What next? I don't want to catch cold—I wonder if I have time to blow dry my hair? Maybe. I'll put my boots on first. "Jackson, eat your potatoes." I run upstairs and start blow-drying my hair. You sure have come in handy these last five years. Wow... five years. Christmas. Fairbanks. Hurry up, Nadine. You don't need to get it dry.

I turn off the lights as I run downstairs. Three minutes. "Jackson, come here and let me put your boots on."

"I want to eat potatoes," he says as he looks up from the truck he's been playing with.

"Oh man. Just come here. It's too late now." I try putting on his boots but he wants to play "keep away" with his feet. "Jackson, we have to catch the bus."

"I want my potatoes!"

"I'll put them in a baggie for you." I finish putting on his boots, grab a baggie, and slide the potatoes in. It looks like he's eaten about half of them already. Good.

"OK, Babe. Let's get your coat on." One minute. This is the hardest part. His coat. I left his heavy one at his dad's

house nearly two months ago. Now we have to go through the battle of putting on his sweatshirt, which he hates, and a jacket which he only dislikes. Damn you, Steve. "OK, come on, Jackson." I'll buy him a new coat next week. Why haven't you mailed up his coat? I asked you to. Or bring it up and see Jackson. Is that such an awful chore—to visit your son? OK, shut up, Nadine, you don't have time to get mad now. "Thank you, Jackson. You're such a good boy! Let's go catch the bus!" I put on my coat, grab my lunch pail and my bag. I'd better get my notebook. Oh—I wonder if I have a pencil? Grab one, Nadine. Hurry up, though, and let's go. "Come on, Jackson." Yes, my keys are in my pocket. Lock the door.

Jackson holds my hand as we walk down the driveway. This is the longest driveway. "I don't want to run."

"We're not running, Jackson."

"Don't run!"

"We aren't! Notice—we are only walking."

Jackson points. "That man has a lunch-pail!"

I smile as we walk by "That man." Why is everyone here so unfriendly? "That was a game. It looked like a lunch-pail, didn't it, Babe? It was red like yours."

"Don't run!"

"I'm not running, Jackson." At least he isn't crying. "Hey, look! There's a birdie with a stick in his mouth!"

"Birdie!" He stops to watch it fly behind the tree.

"Come on, let's catch the bus, OK, Jackson?" The last half of the driveway is the longest. Please, bus, don't go by yet. "Do you want to run, Jackson?"

"Come on, let's run." I start running and he starts crying. Oh, man! "OK, you stay there and cry. I'm going to catch the bus." But I only walk. He cries louder as he runs to catch up with me. Good. At least I don't have to go back after him. "Hi, Babe! Can I hold your hand?" He wipes the tears away as he puts his other hand in mine. Happy again. "I love you, Little Man."

"Yeah! We made it, Jackson!" I can see for two or three blocks down the road and the bus is nowhere in sight. Good. Jackson can play—his favorite part of waiting for the bus—the pulpit. (A less imaginative person may have called it a fire hydrant.)

"Thank you, Lord!" he yells out. I laugh. I wonder if he learned that from Grampa? "Thank you, Lord!" I hope no one hears him! Ha. Oh—I don't care. He's cute. I wonder if he'll be a preacher. He sure likes that kind of stuff. "You do it, Mom!"

Oh no. I look around. No one in sight. OK. I bend down to speak in the microphone. "Thank you, Lord!" (Preach it, Sister!)

"Sing B-L-E!"

"I'm glad no one's here today! I started singing **The B-L-E**."

"Do it again!"

"No. You do it."

Boy the bus is late. We didn't need to hurry so fast. Oh good, here it comes. "Here, Jackson, you can put the money in." He loves to do that. "Here's the bus!"

"I got the money!" Jackson beams. The bus driver laughs and hands Jackson his bus pass.

There goes Jackson, all the way to the back of the bus. Ahhh. Relax. Time to think.

Evans(cont.)

ting national recognition." Evans cited the University of California of Santa Cruz as an example of an innovative institution similar to Evergreen which, faced with legislative pressure to increase enrollment, was forced to take a step back to a more traditional approach to education. He said, "Many start but relatively few survive. We intend to be one of the survivors."

Santa Cruz fell by the legislative way-side after facing many of the same problems Evergreen has faced with the Washington State legislature. When asked why Evergreen has survived where Santa Cruz fell, Evans said, "I think the Washington legislature has always been supportive of higher education. Part of that is their own inclination and part of that is the work that Evergreen's done to convince the legislature."

Crediting assistant Les Eldridge's work with the legislature, Evans said, "We sat down at lunch with close to 100 different legislators, one or two at a time and talked with them personally about Evergreen. We try to be well-prepared for legislative hearings and talks with legislators. Of course, it didn't hurt to have the accreditation report last December, which came out just before this

copy to every member of the legislature." Evans doesn't feel that Evergreen's approach to the legislature is unique, but says that the convenience of the college's Olympia location is extremely helpful.

Evans regards the success of Evergreen graduates who are doing a "first-rate job" as the greatest publicity for the college.

EVANS ON POLITICS

A supporter of Republican George Bush, Evans told the CPJ that he feels Bush is not out of the presidential race yet. "This is really a volatile political year. Sure, I think there's no question that Governor Reagan has a long lead, but many things can happen. I don't like to bounce from one place to another so I'll stick with (Bush)." Evans has a wait-and-see attitude toward a possible Republican nomination of Ronald Reagan but commented that, "I've never failed to support a Republican candidate yet."

Evans has known and worked with all the candidates and calls liberal Republican John Anderson a "sentimental favorite." "It would be impractical to believe that he (Anderson) could (have) won the Republican nomination," he said but

pointed out that there is more of an opportunity this year than in many years for a successful third-party campaign. "In the past, third-party candidates have always come from one end or the other of the political spectrum. They've either been a Henry Wallace, or a Eugene McCarthy, or a Strom Thurmond, or a George Wallace. They're either from the right end of the spectrum or the left end of the spectrum. A John Anderson candidacy would be really one from the center. That would be an interesting change." Evans feels that if President Carter and Reagan win their parties' nominations, Anderson could "draw quite broadly," but because of financing problems, it would be a "very tough job."

On the local political scene, Evans refused to comment on the gubernatorial race, saying that the campaign directly affects Evergreen. When asked to comment on the indictments of state senator Gordon Walgren and former Speaker of the House John Bagnariol on racketeering charges, Evans said only that "people should remember that an indictment is not a conviction," and that he's "really saddened" because such incidents diminish the public's opinion of public officials.

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NOTES

ERC PRESENTS SHOWS

On Wednesday, May 14, the Environmental Resource Center will present two showings at the 1980 Health Fair. From 11:1 in Lecture Hall 4, Helen Engle, president of the Washington Environmental Council and a leading environmentalist will present a slide-tape show on the Southern Puget Sound, along with a talk on the importance of the Sound and the existing environmental dangers. At 3 p.m. in Lecture Hall 3, the Environmental Resource Center will present a 45-minute movie, **Paul Jacobs and the Nuclear Gang**, an award-winning documentary about people who have been affected by nuclear radiation. Afterwards, a leading figure on nuclear radiation research, Dr. Ruth Weiner of Western Washington University will talk about radiation as a health hazard.

Come join us as we acknowledge the importance of a healthy environment in maintaining a healthy body.

GLASS PLATE GAME

A non-competitive game, sponsored by the Arts Resource Center, which uses graphic symbols representing various concepts to stimulate exchange, will be exhibited all day, Thursday, May 15 on 2nd floor CAB. The idea of the game comes from Herman Hesse's "Magister Ludi." The game is adapted by Dunben Aitkens, who founded the Committee for the Game which is based in Corvallis, Ore.

INTERNS WANTED

Interns are wanted to assist coordinating committee in planning for Re/Discovery Weekend, a summer on-campus residence program. Students would aid in all phases of planning, organizing and implementing the program. Interns should possess strong skills in planning, developing and implementing programs, have the ability to work well with groups and have some knowledge of public relations. If interested, contact the Co-op Education Office at 866-6391.

VOLUNTEERS TRAINING SESSION

Volunteers are needed to staff the phone at the Olympia Women's Center for Health. A training session for new volunteers will be held on Wednesday May 21. For more information and to register for the training, call 943-6924 between 12-4 on Tuesday, Wednesday, or Thursday, or between 10-1 on Saturday.

VEGETABLE STARTS AT THE FARM

The Evergreen Organic Farm is offering assorted vegetable starts for sale along with free advice. Some fresh produce and herbs are available, too. All plants and food are organically grown. Stop by the farm any time Tuesday or Saturday or call 866-6161.

"Y" ON CAMPUS

Clallam County YMCA in Port Angeles will be on campus on May 14. The directors of Youth Programs and Physical Education will be in Seminar Building, Room 4151 and 4153 from 3:30-5 conducting interviews and talking with students interested in careers with the "Y." Interested students should set up an appointment in the Career Planning and Placement Office, Library 1214, phone 866-6193.

GRC BENEFIT SHOW

Chris Tanner, a San Francisco singer/songwriter, headlines a benefit concert Saturday, May 10 at 8 p.m. in the Recital Hall of Evergreen's Communications Building. The Lyle Cruse Trio, an Olympia women's band, will also perform. A former member of Portland's Family Circus Theater, Tanner writes and sings his own creations, accompanying himself on piano. His concert is sponsored by the Gay Resources Center as a benefit for the Sexual Minorities Prisoners' Caucus at the Washington State Reformatory in Monroe.

ARTS EXHIBITS NEEDED

The Evergreen Senior Exhibit is scheduled for May 24-June 13. Deadline for entering work is 9 a.m., Tuesday, May 20. Entry and selection procedures will be announced shortly. Marilyn Frasca, Jean Mandenberg and Ford Gilbreath will serve as jurors.

FOOD CO-OP PANCAKES

The Olympia Food Co-op is sponsoring a Mother's and Other's Day Pancake Feed and Raffle at the Olympia Community Center on May 11 from 10 a.m. to 2 p.m. A donation of \$3 for adults and \$1.50 for children is being asked for "all you can eat." Entertainment will be provided as well as the raffle. Prizes include books, plants, pottery, coffee and dinners. For more information, call the Olympia Food Co-op at 754-7666.

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