

Treed Tree Freak Freed

by Christina Cowger

Truth is even stranger than fiction, or at least so it seems when a person can be arrested for climbing a tree.

The strange saga of Evergreen student David Woodcock ("Woody," as he prefers to be called) transpired from beginning to end in the town of Montesano, seat of Grays Harbor County, Washington. In some respects, Montesano seems an unlikely setting for an entangled legal ordeal. A tidy, prosperous-looking village of 2,500, it sits 37 miles west of Olympia on Highway 410. As one resident explained, the community is composed largely of loggers and county administrators, a mixture which occasionally produces peculiar results. Very rarely, however, does an incident occur that is as curious as the one which began for Woody at 1 a.m. on the morning of Saturday, January 31.

Woody's ARTS program was in Montesano that weekend for a retreat.

Now, trees and arriving at the top of them have a special fascination for Woody. He and a friend once scaled a particularly tall specimen at the state Capitol in Olympia without unfortunate consequences. What makes a person want to climb a tree? "The birds chirping around you, swaying with the wind, the view, and the exercise," Woody explains.

So it comes as little surprise that while strolling along 4th St. Thursday afternoon, January 29, with two other members of his program, Woody spotted a cedar tree of especially fine climbing caliber, growing in the right of way between sidewalk and street. Early Saturday morning, he returned to perform his ascent.

Apparently, however, the residents of Montesano are unaccustomed to seeing people in the tops of trees at one in the morning. A man in the house nearest to Woody's tree summoned the police; when they arrived, Woody was ordered to descend, was searched and arrested for vagrancy.

For some reason, no serious or prolonged attempt was made by the members of Woody's program to determine his whereabouts when he failed to reappear that day.

Woody, meanwhile, was cooling his heels in the Grays Harbor County jail. The Washington State Supreme Court requires arraignment, or formal charging for a crime, within one business day of arrest; since Woody was apprehended on a Saturday, he remained in jail until Monday, or a total of 64 hours.

Jail life was rather tedious, Woody says, with no windows and a "drab" diet. He read a National Geographic magazine from cover to cover during his stay there.

Monday morning, Woody pled "not guilty" at his arraignment and was released on personal recognizance. He was required to return Thursday, but due to car trouble, could not come back until a couple of weeks later. At that meeting, the judge appointed a Montesano lawyer for Woody and set the trial date for April 1 (it was later postponed until April 8).

Woody arrived for his trial in Montesano municipal court armed with two witnesses: his friend of state Capitol tree-climbing days, and a girl who had heard his expression of intent to climb the 4th St. cedar on that fateful Thursday. Both would testify that tree-climbing was indeed one of Woody's avocations and not a sudden inspiration on that Saturday morning to case a house for burglary.

The trial never took place. The city prosecuting attorney settled the case out of court with Woody's appointed lawyer. Witnesses did not testify, and Johansen's letter was never read.

Terms of the settlement, which at first included a \$5 fine that Woody refused to pay on moral grounds, dwindled to his signature on a promise not to sue the city for his incarceration. After more than two months of suspense, Woody was once again a free man.

What reaction did the whole process provoke in Woody? "I used to think of the courts as being above business," he says. "This has given me a real insight into the judicial process."

What does he object to most about his treatment? He cites the fact that he believes his fingerprints are now on file with the FBI, and he is unable to retrieve them.



Hypnotist Tonight

"The Man with the Hypnotic Eyes," Gregory Cady, veteran stage and nightclub performer, will give a performance of "Hypnotism in Action" in Lecture Hall One at 8 p.m. tonight. Cady is a member of the Northwest Society of Professional Hypnotists and holds a Class II Clinical Hypnosis Rating from the Washington Hypnosis Association. Students under 18 who agree to hypnosis on stage will be required to present valid written parental approval. Admission to the Gig Commission-sponsored event is \$1.50.

The Evergreen State College · Olympia, Washington 98505

THE COOPER POINT JOURNAL

Volume IV Number 25

APRIL 15, 1976

Long Range Curriculum Proposal Out

The efforts of the long-range curriculum disappearing task force (DTF), organized by Ed Kormondy at the beginning of winter quarter have borne fruit. The DTF, which consisted of roughly 10 faculty, 4 staff and 7 students, has produced a six-page proposal which contains a generalized plan for Evergreen's future curricular structure.

Student members of the DTF emphasized that the proposal is "in no form yet to be ratified," but merely a rough outline. The report was presented April 7 at a faculty meeting.

Following are a shortened version of the proposal and some analyses by student members of the curriculum DTF. A full draft of the proposal is available in the Student Information room across from the Information Center.

The students on the Curriculum DTF and the COG III DTF will conduct a forum to discuss the issues and questions raised by the proposal, and any proposals from the COG DTF, on Wednesday, April 21 in the Library Lobby, 9 a.m. - noon.



by Leslie Owen

The Long Range Curriculum DTF has been focusing its efforts on three concerns: 1) teaching modes, 2) curriculum continuity and 3) better definitions of institutional goals. A progress report has been produced from the group working on continuity issues which presents a proposal for structures "which will enable us

to realize continuity while also achieving our other goals."

The proposal was developed with "dissatisfaction among faculty and students" and "our one-shot, unpredictable curriculum" in mind.

Four basic principles are stated in the proposals, though a more comprehensive goal statement is being prepared. These principles are: 1) a commitment to good teaching and close student-faculty relationships, 2) a commitment to Interdisciplinary Study as a guide to curricular design, 3) a commitment to innovative modes of instruction for a substantial part of the curriculum, 4) a commitment to help students to develop leadership qualities, to learn how to learn, and to take charge of their own educational decisions.

The proposal identifies a scheme for the structure of curriculum at the college. It is comprised of four parts:

- Part A. Basic Coordinated Studies
5 or 6 programs;
400 to 500 students
- Part B. Innovative, Individualized and Rotating Options
30 to 50 faculty;
600 to 1,000 students
- Part C. Advanced Curricular Pathways
 - 1) Interdisciplinary Specializations
5 to 9 areas to be developed
25 to 60 faculty;
 - 2) Divisional Specialties
15 to 20 faculty;
300 to 400 students

Descriptions

Part A. Basic Coordinated Studies

"Each year we should offer five or six Basic Coordinated Studies designed specifically for first and second year college students but open to anyone . . . They should involve students in reading, seminar, writing, investigating moral dilemmas and social values, and exploring intellectual and personal options for the future. First and second year students new to Evergreen would be strongly advised to

enter one of the programs as a way of developing the above skills and of learning the cooperative group mode of learning that distinguishes Evergreen."

Part B. Innovative, Individualized and Rotating Options

"This is the least defined and most open-ended option within the curriculum . . . Neither mode nor content are predefined; students and faculty determine both on a need and interest basis. Programs can be either student or faculty initiated and designed jointly . . . here would be staffing for individualized options, self-paced learning, internships not covered elsewhere, external credit, off-campus studies, etc."

Part C. Advanced Curricular Pathways

"Advanced Curricular Pathways should be of two kinds: 1) a carefully selected group of Interdisciplinary specializations involving a two or three year sequence of offerings; 2) an opportunity for specialization within a division such as Foundation of Natural Science. These should be carefully designed in advance and considered as overlapping or intersecting pathways."

Part C-1. Interdisciplinary Specializations

"We suggest establishment of between disciplinary study which are carefully planned out in advance, advertised as special offerings of Evergreen . . . These are considered as two or three year planned sequences of Coordinated Studies, Group Contracts, Internships, Courses, Self-paced Learning . . . or whatever mode will best do the teaching/learning job for that particular specialty."

"Proposed specialties include Environmental Studies, Marine Studies, Life and Health for the Individual and Community, Human Development and its Social Context, Expressive Arts, Cultural and Area Studies, European and American Studies, Political Economy, Management in the Public Interest, Humane Technology, Good Earth Agriculture, Outdoor Education, and Intelligence and Knowing. The

types of disciplines included in each specialty are further described in the proposal. However, no plans have been developed for the specifics of these specialties."

Part C-2. Divisional Specializations

"This option will provide faculty for advising and teaching those who wish to specialize in some of the traditional divisions. In general these should not be conceived as departmental but divisional: Humanities, not just Literature . . . Additional offerings would be provided as required through quarter-long group contracts, individual contracts, internships, self-paced learning, perhaps an occasional Coordinated Study in high-demand areas."

The entire proposal concludes with a set of organizational questions which are critical to the outcome of the new structure.

Of specific importance to students is the meaning of "natural groupings" for design and implementation of a particular specialization and the All-Campus Review Board as a means of evaluating the specialty areas. How will it function? How will students be selected for the board?

This proposal raises many issues concerning the nature of education at Evergreen. As a tentative proposal it must be reviewed and criticized by the entire community, especially in light of the problems it attempts to remedy and the implications it holds for the kind of education received at this school.

The proposal is now a preliminary draft. We encourage discussion, suggestions, alternatives either in writing or in oral testimony to the DTF.

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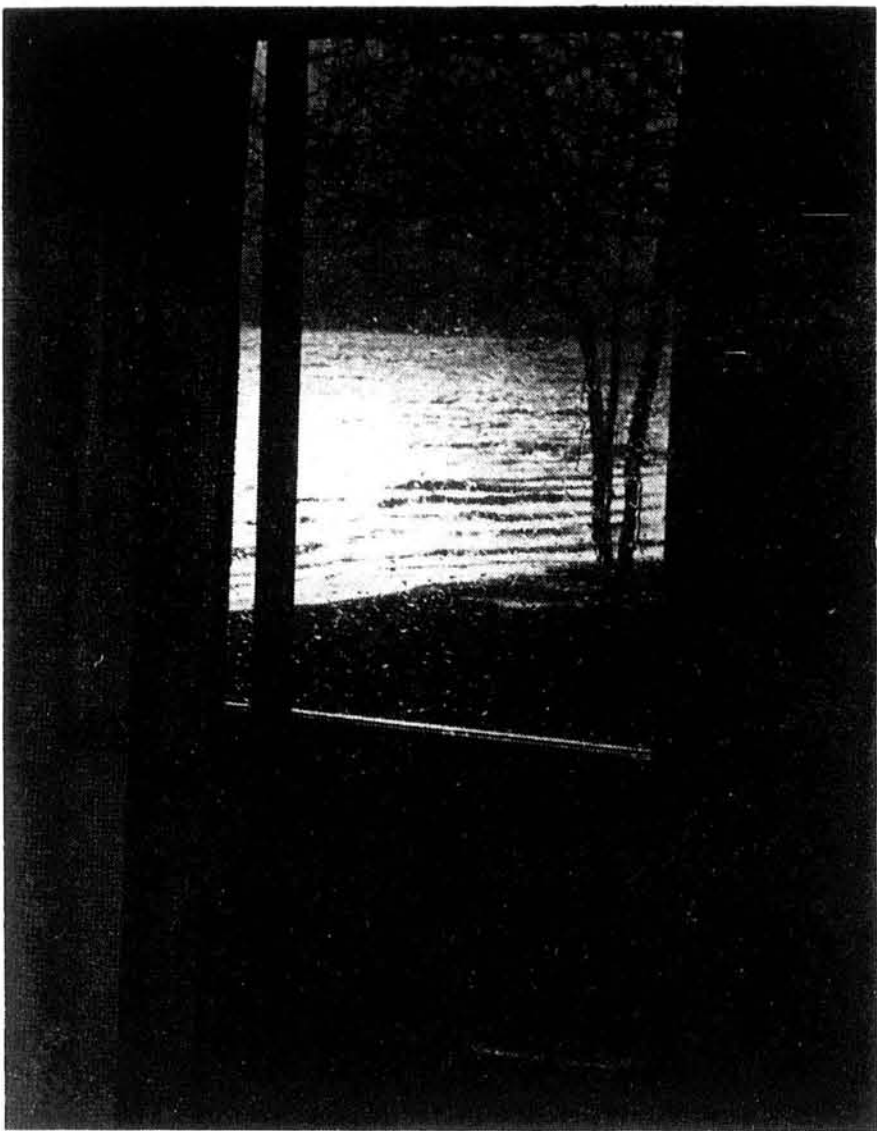
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- KITES

LETTERS



Rick Dowd

EVERGREEN OPEN TO ALL

To the Editor:

Re: The page two editorial in the April 8th issue of the CPJ.

I would object to any plan for identification of potential Evergreen students through the use of a more intensive selection process to be carried out by Admissions. I believe that such a process would lead to an even greater lack of a diversified student body than the college presently has.

This institution exists for the education of as many people who seek it out. I urge the college to recognize its responsibility to its own educational philosophy by offering all people the chance to become Evergreen learners. How can we possibly expect recent high school graduates to have developed into self-motivated, self-disciplined students, or expect them to express these qualities so crucial to academic success at Evergreen in their written essays on the application forms? Our educational philosophy states in part, that Evergreen students should become self-directed learners through their academic experience here.

If we are proud of our teaching and learning at Evergreen then we have a responsibility to share our successes with others. The college's present open admissions policy makes this sharing of our experiences possible.

The crucial question for the college, and one of those to which the Long-Range Curriculum DTF is addressing itself, is why so many students continue to leave Evergreen before completion of their undergraduate studies.

The Long-Range Curriculum DTF has proposed a new curricular plan, but will this effectively deal with the transition problems

that students experience when confronted with a different educational system than that which they are familiar with?

Upon entrance to Evergreen new students undergo an all too short and sweet orientation session, which many don't attend. Although they are not aware of it at the time, these new students proceed to go through a self-selection process by experiencing a sometimes frustrating period of adaptation, which can last from a few days up to a year or more. In many cases, the college not only wastes the student's time and money, but its own as well, by not addressing (could it be ignorance?) the frustrating period of transition.

I am presently developing a program that would expand significantly upon the present idea of orientation, to deal primarily with the student recently graduated from high school. I invite anyone interested in such a program to work with me. I especially want to urge those students who have been experiencing transition problems to contact me.

I want this program to be a student generated one, based upon experience. If it becomes an institutional plan, I am afraid that it will not address the real problems and may lack the necessary humanistic approach that such a program requires.

Cathi Hoover (866-5001)

REGISTRARS PRAISED

To the Editor:

As a frequent critic of bureaucratic procedures here at Evergreen, I recently had an experience which is very much of a positive nature. It seems only fair that I mention it here.

Last Tuesday I registered three off-campus students. First of all,

I expected it to be impossible for a fourth party to register three students. And if it were possible, I expected it would take an impossibly long time. It not only was possible, but it took only 40 minutes for the entire process.

The efficiency of Terry in Admissions, Jean in the Registrar's office, and the people in Student Accounts was a solid testimonial to some hard work and some radical polishing of procedures. I know of no other college where this registration could have been accomplished so smoothly and quickly. Somebody deserves praise.

Bill Aldridge

TEACHERS SUPPORT WASHPIRG

To the Editor:

You might be interested to know that the Washington Federation of Teachers passed the following resolution relative to the Public Interest Research Groups being formed by students around the state:

"Resolved that the WFT supports the efforts of student citizens throughout this state to form a Washington Public Interest Research Group (WASHPIRG). The WFT encourages action on the part of government officials to cooperate in the establishment of this organization as an enterprise clearly serving the development of both education and democracy."

Clean air and clean government — it's almost too much to hope for.

Tom Rainey

(Local #3421, AFT, AFL-CIO)

NOTHING TO LOSE BUT YOUR DEATH

To the Editor:

I've been stalking around the house enraged . . . perhaps this writing will help me express some of my anger. It mainly deals with the way we are "educated" in general, and the continuance of that "education" at Evergreen in particular.

The major effect, or I should say consequence, of this "education" is the suppression of that essence that makes us what we are — that spirit that creates and initiates ideas and action — that soul that keeps our bodies and minds in harmony — the life in us.

We are trained to be dead on our feet. This training is taught by teachers pretty successfully trained to be dead on their feet. This brings us to curriculum planning.

In reality, all experiences are learning experiences. We plan curriculum all the time. When we were small we explored, were curious, created things, etc. Our bodies were loose, our emotions free. We were alive. Then somebody started planning our curriculum for us. Not only did they plan for us, but they punished us for planning our own (talking in class, running in the hall, choosing not to participate in their curriculum, i.e. everything we got sent to the principal for).

Mainly, their curriculum was, "follow orders." One of the orders was to ostracize any deviants. Another was to fear and ignore that part of us that was saying, "Hey, f--- all this nonsense. Let's go play." — to fear being creative — to fear ourselves.

We became the living dead. We are the genocidal racists, the polluters, the silent majority, the rapists, the exploiters. We are out of touch with ourselves and out of harmony with our environment.

After 12 years of fear, TV, and dead people all around us, we came to Evergreen. Evergreen has pretty much the same type of pre-planned dead administration-faculty-student relationships as other dead colleges, but there is an airhole in the coffin. Students can plan their own curriculum, if they find a faculty sponsor and if the deans O.K. it.

STUDENTS!! Declare your aliveness! Plan your own curriculum. You can do it. They can't have crushed you completely. Create! Experiment! Initiate!

FACULTY!! Declare your aliveness! Break the monotonous production of living dead by supporting the natural creativity of students and yourselves.

Face your fear. Take your life into your own hands. You only go around once (as far as I know). Have fun! Live! Love! Make whoopee! Get out of the lecture morgues and into yourself. You have nothing to lose but your death.

YIPPEE!!!

Greg Moo

JOURNAL READER MAKES RESPONSE

To the Editor:

I sometimes take my children to the Evergreen pool for a swim and usually try to pick up a *Journal* to read. Thought I would respond to your invitation to evaluate the *Cooper Point Journal*.

1. I would like to read more about: a) Specific projects that freshmen and sophomore students get involved in. b) Articles about students who have left Evergreen and are now employed in the community. c) More articles related to gardening — tips on preparing the garden; what plants do well in this area; tree forming; etc. d) Pictures and written sketches of all of the Evergreen faculty — not just the deans. e) Advance knowledge about activities going on at Evergreen or activities in the community where Evergreen students are involved. f) More student letters to the editor and student articles even if they are not polished. g) Controversial subjects discussed pro and con. h) I miss reading the classified ads even if some were kooky. i) critique or evaluation of some of the movies or entertainment appearing in the Olympia area. j) You might include some descriptions of funky restaurants in the area (if there are any)

which have something unusual about them. k) Articles which are satirical, funny or just plain amusing without any theme of trying to change the environment, political climate, school structure or the world. l) You might feature one student or several students in an article even though their project is not earth shattering. m) Articles that invite feed-back or participation from the readers such as the response to evaluate the *Journal* — plus published responses. n) Published schedule of Evergreen's athletic facilities and swimming pool.

2. I really like the paper's coverage of: a) Wide coverage of Evergreen news and events. b) Letters to the Editor. c) Student activities.

3. I am tired of reading about: a) Filler articles extracted from the local publications. If it's not about Evergreen or related somehow to Evergreen activities, forget it! b) A paper filled with nothing but ads from the local community.

4. Other comments: School paper is good. Don't let it get out of the hands of the students. Let the kids run it, write it and live with the mistakes.

Ronald Jaspersen

• SUMMER: EUROPE. A group contract studying art history in Europe this summer will spend a "bare-bones" budget of \$1,000 by camping and using rental cars for their travel. The itinerary includes Holland, Belgium, England, France, and Italy plus enough free time to visit other places. The group will fly CP Air Charter from Vancouver on June 13 and return from Amsterdam on September 7. The group needs quick response to the charter booking of April 24. See Gordon Beck in 1401 Library for details. 866-6073.

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The Journal is located in the College Activities Building (CAB) 306. News phones 866-6214, -6213. Advertising and business 866-6080. **Letters Policy:** All letters to the editor and photographs for letters page must be received by noon Tuesday for that week's publication. Letters must be signed, typed, double-spaced and 400 words or less.

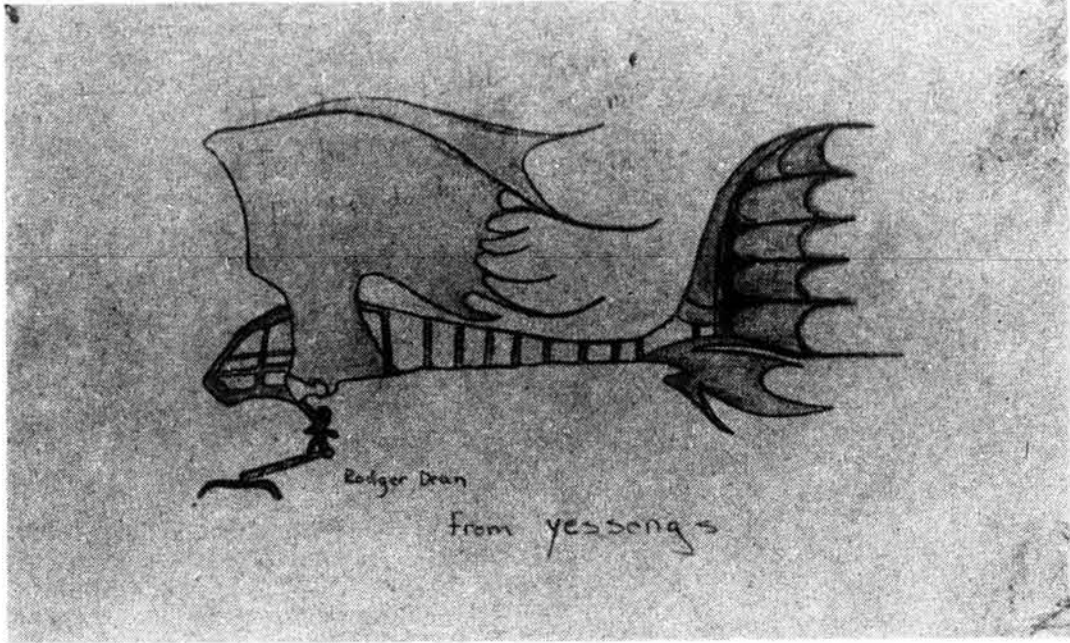
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Graffiti-Hieroglyphs of the Future



by Curtis Milton

Nixon wasn't the only President to have a dirty, dishonest jerk for a vice-president. Remember Ike . . .

I was surprised the first time I found graffiti at Evergreen. There isn't very much of it and it appears in so few places around campus that it's more the exception than the rule. As an art form, it doesn't appear to be very popular here yet.

Much has been written about graffiti in recent years. Many lengthy studies and reports have been filed, analyzing its social significance from various angles. Everyone from college Ph.D's to Norman Mailer has commented on it in one form or another, heralding it as the newest art form to be born out of our highly technological

society.

There is one thing that even an untrained observer can quickly deduce after checking out some fresh graffiti: people write things on walls that they would never say out loud. Whether it be a bathroom stall or unprotected stairway, people bare their innermost thoughts wherever wall and pen meet.

Nowhere is this more true than at Evergreen where a layer of liberalism sometimes hides more conservative feelings.

Despite the efforts of feminists around the country, many Evergreen men still hold a negative opinion of campus women. "Evergreen — where men are men and so are the women," said one writer. Another wrote, "I don't know about you guys but these women are getting me down."

According to cleaning person Claren Kerns, and others who should know, women's restrooms have almost no graffiti in them. Claren said that there's "quite a lot" of graffiti in men's restrooms and that she's tired of having to scrub it off. Although most graffiti comes off easily, many inks are too permanent to be removed.

By far the best and oldest collection of graffiti art to be found on campus is located in the A Dorm stairway. Here, for the past five years, students have been pouring out their deepest secrets in the form of written wall notations. Complex drawings and paintings also adorn the formerly drab concrete.

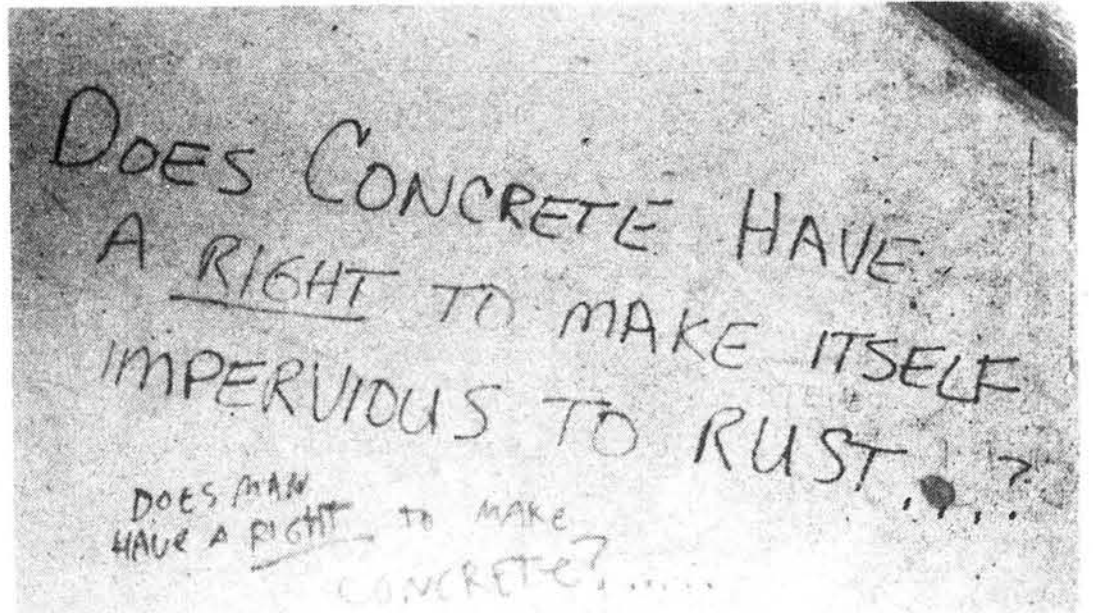
Many of the scribbles stand on their own: "Reality is for people who can't handle drugs," "I stink therefore I am," "Will Rogers never met Nixon," "Liberate the Polish corridor," "We are the peo-

ple our parents warned us about," and "Does Jesus love tuna?"

Other notations aren't really memorable until added to by another person: "There is no gravity, the earth sucks!" one student wrote indignantly. The next writer circled the last word of the sentence and added, "Please change your rhetoric — this is anti-gay and anti-women." Yet a third writer responded with "Touchy, touchy, How about 'Implodes?' Would that please his/her/its royal highness?"

More? "God is the answer. Now what was the question?" "Tanya come home or you'll get a lickin' from Pa," "The brains of tomorrow rot in the study halls of today," "Reality is a crutch."

One contributor summed up his/her feelings about graffiti by scrawling this message across some previous writings: "Still more evidence of our decay."



Long Range Proposal (cont.)



by Krag Unsoeld

I would like to try to elaborate on a few of the more important consequences I see that *could* stem from implementation of the long-range curriculum plan. I would like to stress the *could* so as not to assume the role of prophet, and because some of the tendencies coming out of the plan can be dealt with by incorporating a solution into a revised working plan.

No requirements was one of the original mandates of Evergreen. Its intent was to encourage (force?) students into planning their own course of study. There would be no easy out of kicking back and being carried along by the current of required studies.

In the proposal the "advanced specialty areas" move us away from this policy and intent. Since these areas would have a two to three year cycle, second and third year programs in the cycle would have certain prerequisites before the student could enter them. These prerequisites could be similar to requirements between levels of study at a more traditional college. They assure similar backgrounds for students in the program but they could detract from students planning their own education and place some of the planning in the hands of the institution.

It would be far easier to come to Evergreen and take a one-year basic coordinated studies program, and then lock into a three year advanced specialty with no responsibility for thinking how one should plan one's education if given the chance. Students would be told what to do to a certain extent. Perhaps this is what students want.

At the faculty meeting where the proposal was introduced, a question was raised if many of the specialty areas were not *intradisciplinary* rather than *interdisciplinary*, in that many of the foci would incorporate only disciplines from within the same division.

This may appear as an exercise in semantics but it is a valid consideration. It would mean that if a student wanted a degree of interdisciplinarity (sounds fatal!) in the specialty, that would combine some of the prospective areas such as Political Economy, Environmental Studies and Management in the Public Interest, they would have to pick and choose programs from among the three areas.

Although this would be possible, the student must be able to fulfill all the prerequisites for each of the areas they transfer into, which could be quite a feat if the specialty areas are truly advanced. If fulfilling these prerequisites proved impossible and the student is coming from Political Economy into Environmental Studies they will have to remain with the social science side of Environmental Studies (if it is offered) or come in at the beginning level of the specialty area. So the result would be staying at the beginning level or being content to "specialize" within a division.

Another consequence would be that even if the student managed the switches from one area to the other at the advanced level, it would still leave the interrelating of the learning up to the individual, which is comparable to an interdisciplinary education one could receive at the University of Washington by taking a broad spectrum of courses. So there is the possibility of specialty areas becoming Evergreen-brand departments encompassing programs that could become Evergreen-brand courses if the planning of them is not approached cautiously.

The above are a few of the concerns which must be dealt with in public discussion before the acceptance of any proposal.



by Cathi Hoover

The student discontent with the present curriculum is due in part to the fact that

the college has never effectively instituted a guidance program for assisting new Evergreeners to identify their roles as students in this unique academic environment.

If Evergreen is to continue to support the qualities of self-motivation, self-discipline, and self-determination, then it must realize that these qualities are not necessarily developed by the individual in other educational institutions or working situations. Therefore, Evergreen must recognize that the people who come here need advice about developing the aforementioned qualities.

This is where I think the college has failed its students, as well as itself, and this is why the DTF has been called upon to present a proposal for a more structured curriculum.

Our proposed curriculum will take advantage of Evergreen's past and present successes, enabling the college to advertise its strength in these study areas, which is why I support the ideas behind its formation. However, my concern remains with the fact that this proposed restructuring of the curriculum, considering that it necessitates a greater amount of long range planning than in the past, *could* cause a de-emphasis of the recognized quality of self-direction.

This de-emphasis *could* happen because the student's role in curricular planning has not yet been defined in the outline of our curriculum proposal. However, I do not doubt that an identification of the student's role will be written into the final plan.

I propose that the final plan be published in the form of an agreed upon contract between all faculty, all students, and the administration. This would provide a method for the evaluation and check of each party's involvement in the process.

The new curriculum whatever its shape will be a good one, if it is planned by both faculty and students. The faculty already have a sense for what they want to teach, so that the burden of the student's involvement in their planning roles is magnified. The faculty and the administration must recognize this burden and remain concerned with the development of their students as self-directed learners. They must continue to affirm their commitment to the educational philosophy that Evergreen sponsors, and prove it by urging their students to involve themselves in the design of their academic careers.



by Joe Dear

Evergreen has been changing since the day it was established. For Evergreen to remain the same, then, it must continually change.

The presentation of the proposed long range curriculum plan by the Long Range Curriculum Planning DTF opens for discussion an issue of great importance and bearing on Evergreen's future. I will attempt to set in focus the impact the plan is likely to have on student involvement in curriculum planning.

First, it is necessary to define the levels at which planning occurs at Evergreen. I think there are three levels at which decisions affecting the curriculum are made: individual, program and institutional. For individual students, a distinguishing feature of Evergreen is that there are no requirements as to what an individual student must do while at Evergreen. Ideally, it is up to each individual to choose his or her own way through the college.

The second level, program planning, needs to be divided further into two phases because of qualitative differences in the kind of planning which takes place at this level. The first is program initiation, when faculty or faculty and students or students alone sit down and dream up a catchy program title and a theme.

The next phase of planning at the program level is planning in ongoing programs. For example, you're in a program and you want to have a say in the books chosen for the next quarter. In this situation the roles of students need to be spelled out at the beginning of a program to avoid the anguish that results from false expectations and misunderstandings.

The third level, institutional planning, is by and large the province of administrators. Institutional planning involves budgeting, space allocation, hiring and firing and other functions where students

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IN BRIEF

NEW TRUSTEE NAMED

Governor Daniel J. Evans Wednesday announced the appointment of Raymond Meredith of Olympia to Evergreen's Board of Trustees. The appointment, effective immediately, expires March 15, 1982.

Meredith owns and manages variety stores in Raymond and Seattle, and Hallmark Shops in Olympia and Chehalis. The new trustee is on the board of directors of the Bank of Olympia Harbor Community Bank, Raymond Federal Savings and Loan, and The Raymond Foundation. He is also past president of Raymond Chamber of Commerce and Raymond Library Board.

A graduate of the University of Washington with a degree in business administration, Raymond and his wife, Jeanne, live on Cooper Point Road Northwest. They have four children. He replaces Trueman L. Schmidt, who retired last week after nine years on Evergreen's Board of Trustees.



WANROW SPEAKS HERE APRIL 23

Yvonne Wanrow, the Colville Indian woman whose fight against a murder conviction has attracted national attention, will be speaking at Evergreen April 23.

Wanrow and one of her attorneys, Carol Shapira, will speak at 1 p.m. in LH 1. The speech is being sponsored by the Speaker's Bureau, EPIC and the Women's Center, and is free. Frank Westerman, a native American performer who previously appeared here with Buffy St. Marie, will also be present to sing.

Wanrow was convicted by an all-white jury in May of 1975 for the murder of William Wesler. Wesler was a known child-molester and when he tried to attack Wanrow and a three year-old child on the morning of August 12, Wanrow shot and killed him.

The conviction was appealed and a new trial was granted in August, 1975. The prosecution appealed that ruling to the Washington State Supreme Court. The Supreme Court will be ruling in a few months on whether or not to grant Wanrow a new trial.

FACULTY HIRING NEARS END

The lengthy process of finding and hiring new faculty for the 1976-77 school year is nearing its completion, reports Dean Rudy Martin.

The Faculty Selection DTF has been interviewing candidates and reviewing their files for several weeks. They hope to be able to start making offers to prospective faculty "in the next couple of weeks," Martin says.

The DTF has been bringing faculty candidates to campus for the purpose of interviews as well as to have them meet Evergreen students, faculty and staff. Candidates have been encouraged to demonstrate their abilities to students, as some dance and art history candidates did recently.

Students may interview potential faculty and make written recommendations on whether or not they should be hired. A schedule of interview times and places for candidates is posted outside Martin's office, L2208, and in student services. Recommendations may be turned into Martin's office and will go into the candidate's file.

The DTF established a list of hiring priorities to serve as a guideline. Faculty with experience in the following areas have the highest hiring priority: economics, business economics, dance, audio production, design-craft, mathematics, geology, art history, cultural history and nutrition.

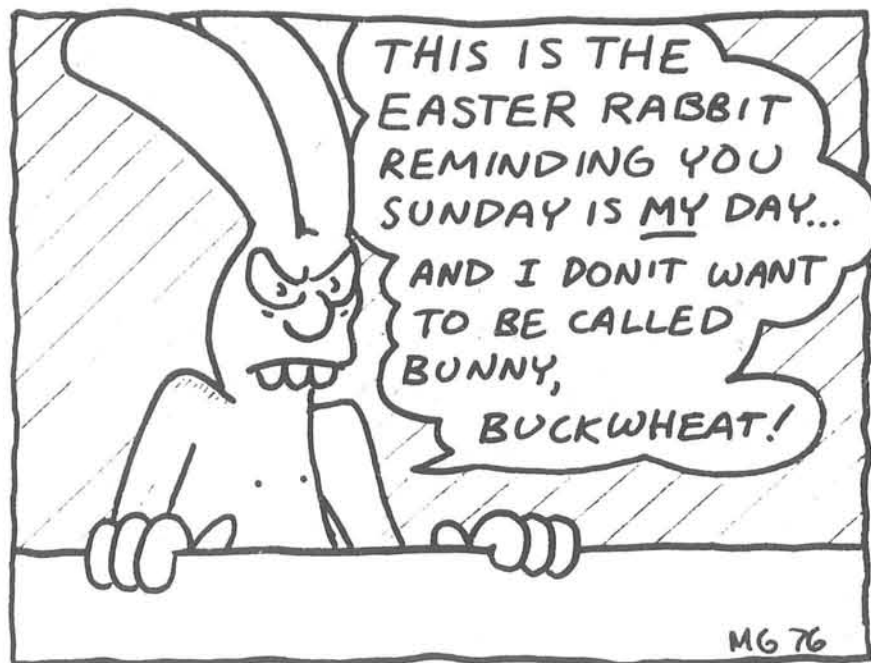
In a March 17 memorandum, Martin said that "We want the best people available to help us upgrade the quality of our faculty." The group is looking for people with "one very strong area of expertise" who are willing to teach in that area or out of it if necessary. "They should not be people who are so into other things that they never want to think about their areas of primary training again," Martin's memo cautioned.

RAPE ATTEMPT

The Women's Center has reported that an Evergreen woman escaped an attempted rape Tuesday after she accepted a ride to Evergreen at 9:30 a.m. from a black man in his early twenties.

The woman entered the car, a late model white Ford Mustang, at Eagan's Drive-In on the Westside.

Women who hitchhike are urged to spread the word.



SUMMER BUS RUN — YOU DECIDE

It has been proposed that TESC Bus System provide all public transportation to and from Evergreen throughout the summer months because the intercity transit system will not be running. In our efforts to appraise the Bus System, we hope that this survey will help to improve the efficiency and the utilization of the summer bus by the Evergreen Community.

If you plan to use the bus this summer, please circle your responses and return them to CAB 305.

1.] You are a: [A] student, [B] staff, [C] faculty, [D] other

2.] At present there are two different routes: one provided by intercity transit, and the other by TESC Evening Bus System.

Question: Would you prefer . . .
[A] the present intercity transit route.

[B] the present TESC Evening Bus route.

[C] I want to propose an alternative route.

3.] If necessary, we will provide more than one route.

Question: If you circled A in question number 2, what hourly departures from TESC suit you best:

7am 8am 9am 10 am 11am
12nn 1pm 2pm 3pm 4pm 5pm
6pm 7pm 8pm 9pm 10pm

If you circled B in question 2:
7am 8am 9am 10am 11am
12nn 1pm 2pm 3pm 4pm 5pm
6pm 7pm 8pm 9pm 10pm

4.] Additional comments about TESC Summer Bus are welcome.

Results from this survey will be used. If you want your needs to be fulfilled, please let us know about them now.

Thank you,
Kate Steele
TESC Bus System Coordinator

basis how those monies are spent.

The S&A Board, in announcing the decision to require the reports, said that "(our) intent in requesting these reports is to assure (ourselves) that the funds . . . allocated are spent as promised and are sufficient."

The new quarterly reports will include the expenditures of each S&A group (such as wages, goods and services, travel and employee benefits), the total allocated amount and the amount remaining to be spent.

WOMEN'S SOCCER DEFEATED

The Evergreen Women's Soccer Team took a 2-1 loss Saturday during a game against the Federal Way Feohtons at Federal Way.

Although the Evergreen club played one person short due to injuries, they still managed to keep the score close. Jani Stonington scored the lone goal for Evergreen.

The team is still recruiting players and welcomes any woman 18 or over. You can contact Barb Wootton at 866-9486 for more information.

The next game takes place Saturday the 17th on the Evergreen playfield against Mercer Island. Team members urge everyone to come out and cheer.

• A conference on Radical Social Science in the Northwest will be held on campus April 16, 17 and 18. The conference is sponsored by the Union of Radical Political Economics and the Insurgent Sociologist. The keynote address will be delivered at 7:30 p.m. April 16 on the fourth floor of the Library by Alan Wolfe, author of *The Seamy Side of Democracy*.

Papers will be read, and discussions moderated by Evergreen faculty members Peta Henderson, Susan Strasser, Alan Nasser, Tom Rainey, and Nancy Allen, and students Spider Burbank and Bill Knowles.

Other persons from all over the Northwest will also speak. Topics will include women and sterilization in Puerto Rico, Pacific Northwest labor history, economic crisis, feminist theory and power structure research.

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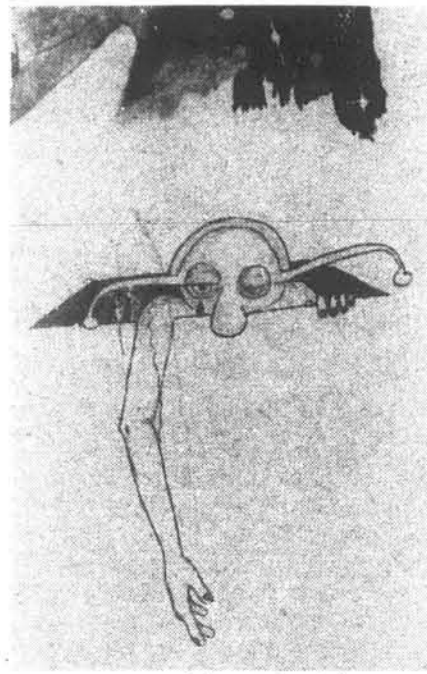
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ANNOUNCEMENTS



Informal art from an Evergreen stairwell.

• Clear-cutting and other forest policy will be discussed at a Forest Practices Hearing on state regulations, Monday, April 19 at 7 p.m. at Capitol High School. For information, call Dave Howard at 352-0044.

• There are more student memberships open on the Sounding Board. Interested people should sign up at the Info Center and attend an open, all-student meeting to choose student members to the Board. That meeting will begin at noon, April 20 in CAB 110.

• On April 29th and 30th at 7:30 - 9:30 (Thursday and Friday evenings) there will be a special introductory conference on the Transcendental Meditation Program with regard to education and learning process. The conference is being sponsored by the Human Growth Center and will be held in LH 5. All students, faculty, administration and staff are invited to attend and investigate the possibilities for self-development as well as fulfilling the goals and solving the timely problems of modern education.

There will be two color videotapes of Maharishi Mahesh Yogi, founder of the TM Program and the Science of Creative Intelligence, speaking on 'higher education for higher consciousness.' Each night will include prepared lectures by several Olympia educators and teachers of TM.

The conference will be a major event of the "Week of Education," part of an 8-week program to structure an ideal society in the Northwest. For more information, contact the Olympia World Plan Center at 943-2554.

• Chris Cervinski will lead a discussion and presentation on the effects of the menstrual cycle on behavior and the historical taboos concerning menstruation. This discussion will meet Wednesday, April 21 in Library 1223.

nesday, April 21 in Library 1223.

• Graduation day for 1976 Evergreen graduates will occur Sunday, June 6. The graduation DTF is meeting every Tuesday and Friday at 10.

• A meeting for all persons interested in enrolling for the group contract *Helping Relationship Skills* will be held next Monday, April 19 at 4 p.m. in Library 2600 Lounge. Designers will present plans and ask prospective students to give input on their experience and needs.

• The Olympia Recovery group meets every Monday evening at 7:30 in the library of United Churches, 11th and Capitol Way. Recovery is a nationwide self-help organization for those who seek to achieve and maintain good mental health. The Recovery phone is 491-1164, evenings and weekends.

• "The Story of Erick," a film on prepared (Lamaze) childbirth, will be shown at The Evergreen State College April 19 at 10 a.m. and April 22 at 7 p.m. Discussion will be held after the film by Kathy Kuehn, instructor of Childbirth Without Pain Education League. Information concerning prepared childbirth classes offered in Olympia will be given at this time. The showings are open to the general public and take place in Lecture Hall one.

• The Organic Farming group is looking for 20 students interested in learning how to build log cabin structures. Skip Ellsworth of Redmond will teach us at a discount of \$15.00 each if we go as a group. If interested please contact Jeff Barnards at 866-5185.

• Thursday April 15 at 10:30 (immediately following the performance of the New Blue Devils) there will be an organizational meeting at the ASH Coffeehaus of the Greater Westside Community Marching Band. Please bring instruments, especially if the weather is nice.

• A special membership meeting for nominations for executive committee members of the Gay Resource Center will take place April 22 at 7:30 p.m. The actual vote will be made in the following meeting, April 29, also at 7:30 p.m. Call -6544 for more information.

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• A meeting for students interested in the Outdoor Education Program Hoboken to Humptulips, will be held in the board room Friday, April 16, at 12:15.

• Two astrology workshops will be held free of charge next week by Larry Ely, an astrologer from the East Coast. On Wednesday, April 21st, from 1 - 4 he will speak on the United States' chart and how it relates to American politics, history, and foreign relations. Thursday from 7 - 10 p.m. he will help do peoples' charts and assist individuals in understanding them. Birth time and place should be brought, if known. Lib. 2129.

• The Women's Clinic is teaching a self-help workshop. This workshop will cover self breast exams and self speculum exams. Bring a mirror, a flashlight, and a speculum if you have one. Speculums will be on sale for 75 cents if you don't. This free workshop will take place Tuesday, April 20 at 6 p.m. in Library 3112.

WORD of MOUTH



We've Moved to Westside Center

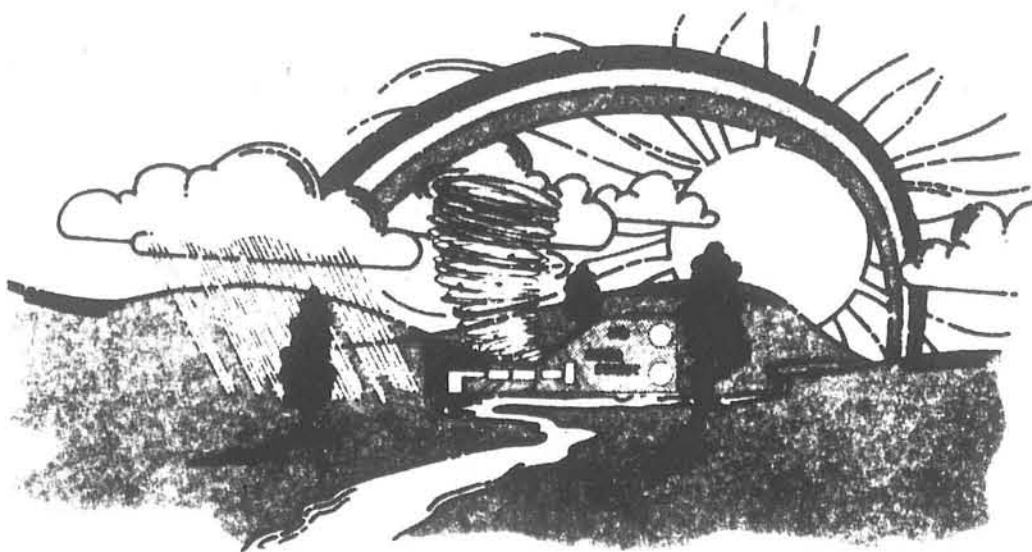
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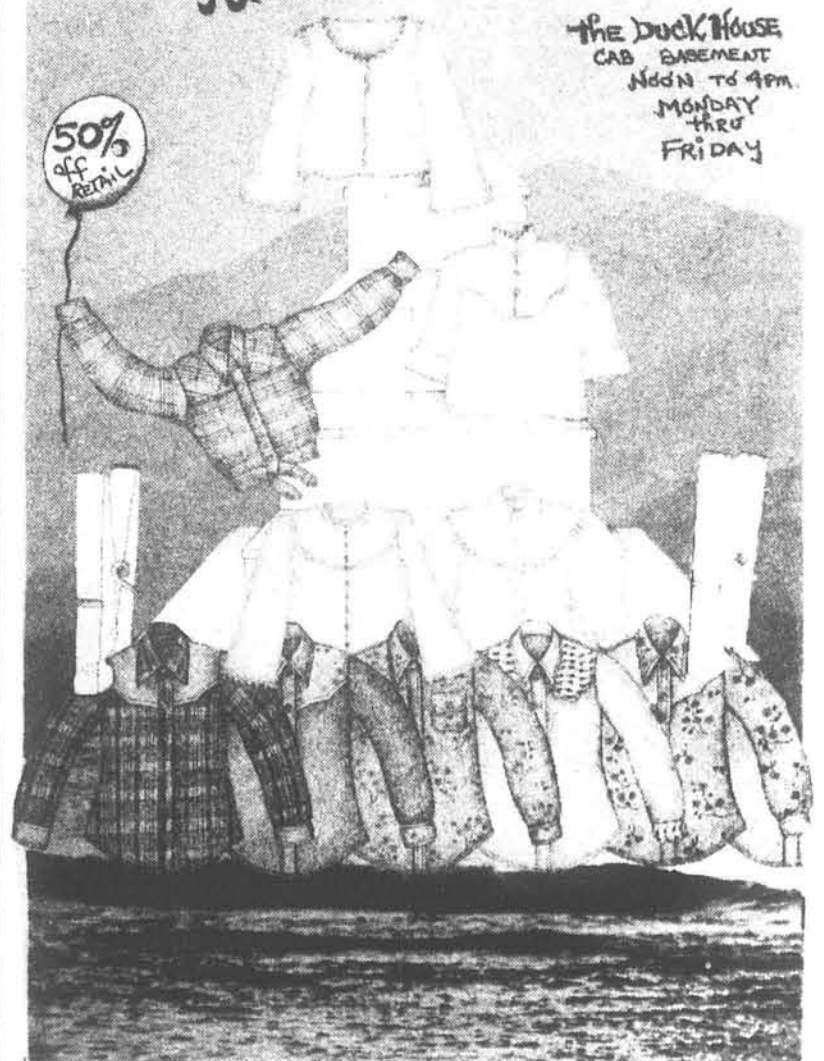


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1976-77 SUPPLEMENT

Reflects Evergreen's Transition

by Jim Wright

"The present dissatisfaction among faculty and students alike with our one-shot, unpredictable curriculum leads us to believe that there is a broadly-based desire for more continuity and predictability. However, we do not wish to lose our experimental capabilities either."

This statement from the April 7th Progress Report of the Long Range Curriculum Planning Disappearing Task Force (DTF) reflects the seeming paradox Evergreen faces in its attempt to meet the changing demands of incoming students while at the same time maintaining an innovative educational approach.

The 1976-77 Catalog Supplement is a symbol of the constant interplay of these two forces, and when compared to past supplements, it reveals some basic trends and changes in operational procedure and or educational philosophy. Most noticeable among these is a progressively stronger emphasis on clarity, specificity of prerequisites, and definitions of subject areas involved. The addition of an index of subject areas and a 1977-78 Curriculum is also new. Obviously there are different ideas as to what degree these changes influence, or perhaps reflect Evergreen's educational philosophy.

According to Dick Nichols, college relations official, Evergreen is philosophically committed to a number of premises, including emphasis on interdisciplinary studies and flexible, independent programs, integration of field experience with academic learning, and innovative evaluation methods. Referring to the new supplement, he cited "operational" changes that Evergreen is being forced to make in order to respond to the "changing student market."

"This index represents a very subtle consumer response to the changing needs of students. We have to do it. Students today do seem to have more definite goals than they did five years ago. We have to react to that." But he insisted that alterations have been strictly operational in nature, rather than philosophical.

By contrast, faculty member Bill Aldridge saw a definite trend towards conventionalism through the years since the college's beginning. "I've sort of regarded Evergreen as a golden opportunity to observe a bureaucracy in the making. This institution embodies what all institutions embody. It was based on beautiful ideals. We set about to actualize those ideals. At some point the thing starts running. At that point the people in

the institution become less important than the institution. Its primary function is its survival."

Said Aldridge, "Traditionalism is a disease. When the fear of not having enough students overcomes us, we turn back to what we've done before."

Vice-President & Provost Ed Kormondy, approached the problem still a different way. He cited "a very desperate need to do a better job with incoming students" as contributing to the need for more and better clarification of curriculum presented through the Catalog Supplement.

According to Kormondy, "The need for a set of institutional guidelines was a consensus of the Long-Range Curriculum Planning DTF in order to provide a structural framework for students to base choices upon." Better organization and definition of theme, subject area, and prerequisites are necessary to establish this framework, he said. He denied however that such changes altered Evergreen's educational philosophy.

From another point of view, Career Planning & Placement director Gail Martin claimed that "The college curriculum has not changed that much but the students have." She sees the students using the curriculum that is already here but in a more directed way, particularly with respect to career planning.

Overall, she noted that Evergreen has attempted to be more consistent in its curricular offerings and administrative procedures. "Evergreen is an institution. I think it should be clear as to what its goals are."



The editor of the 76-77 supplement, faculty member Will Humphreys, also noted the trend toward career orientation here but maintained that changes have been less traumatic at Evergreen than on the national level.

The new supplement, he said, is an attempt to offer students a little more stability and predictability than in the past. "We've been trying to maintain an illusion of making a whole new curriculum up from scratch every year. There was just too much uncertainty from one year to the next as to what was going to be offered."

Humphreys contended that there has been a tendency toward simplification and clarification of curriculum in order to give new students a better feel for choosing program. But Humphreys also stressed that from his point of view, Evergreen's basic educational philosophy remains unchanged.

He noted a gradual increase over the past several years in the number of offerings directed to a specific clientele, but he claimed that the potential for such offerings has been present all along. He referred to a new program emphasizing business administration, (*Management & the Public Interest*) which he contended was necessary to accommodate the greater student interest in business-related disciplines. And finally, he said these changes were a response to pressure from students and faculty, from the state of Washington, and from the community of Olympia to offer a more broadly-applicable curriculum than at present.

Proposal cont.

continued from page 3

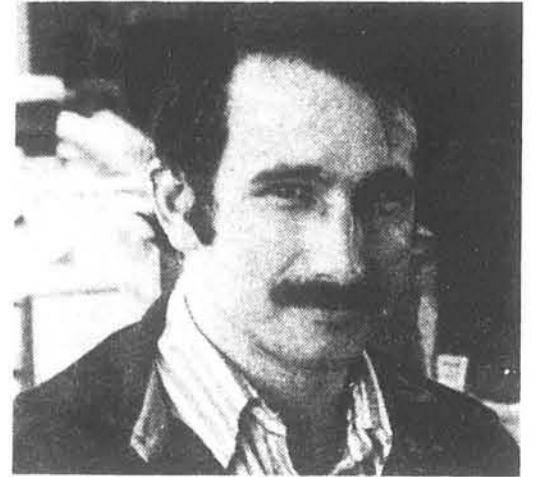
traditionally have had minimal impact.

The main impact of the long range curriculum plan is on the program planning level. The role of students in program initiation is most affected by the plan. In a college where the entire curriculum is re-planned every year, there is plenty of opportunity for students to initiate their own programs.

The plan reduces this flexibility by introducing specialty areas where two and three year sequences are planned in advance. *There is no question that reduced flexibility is a cost of this plan. The question for students to consider is whether the benefits of greater predictability and stability of curricular offerings is worth the reduced flexibility.*

The key to estimating the effect the long range curriculum plan will have on the role of students in curriculum planning lies in understanding and using the "natural groupings" that are called for in the plan. Natural groupings are those collections of individuals (faculty only?) that will be responsible for the implementation of the specialty areas. It is not my impression from working on the DTF and observing faculty meetings that all faculty would include students in their definition of natural groupings. If students do not participate in the work of the natural groupings, their ability to determine the curriculum will be significantly diminished.

By becoming more involved in this planning process, students can make absolutely sure that the basic strengths of Evergreen — interdisciplinary studies, individualized learning, absence of grades and requirements, close student/faculty contact, and more — will be preserved and enhanced.



by Dan Ahks

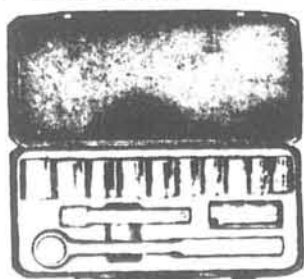
Development of advanced areas of specialization offers students advantages in curriculum continuity and ability to be involved in advanced work at Evergreen. This also, however, imposes the possibilities of severely limiting curriculum and

continued page 8

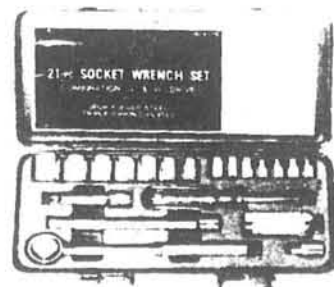
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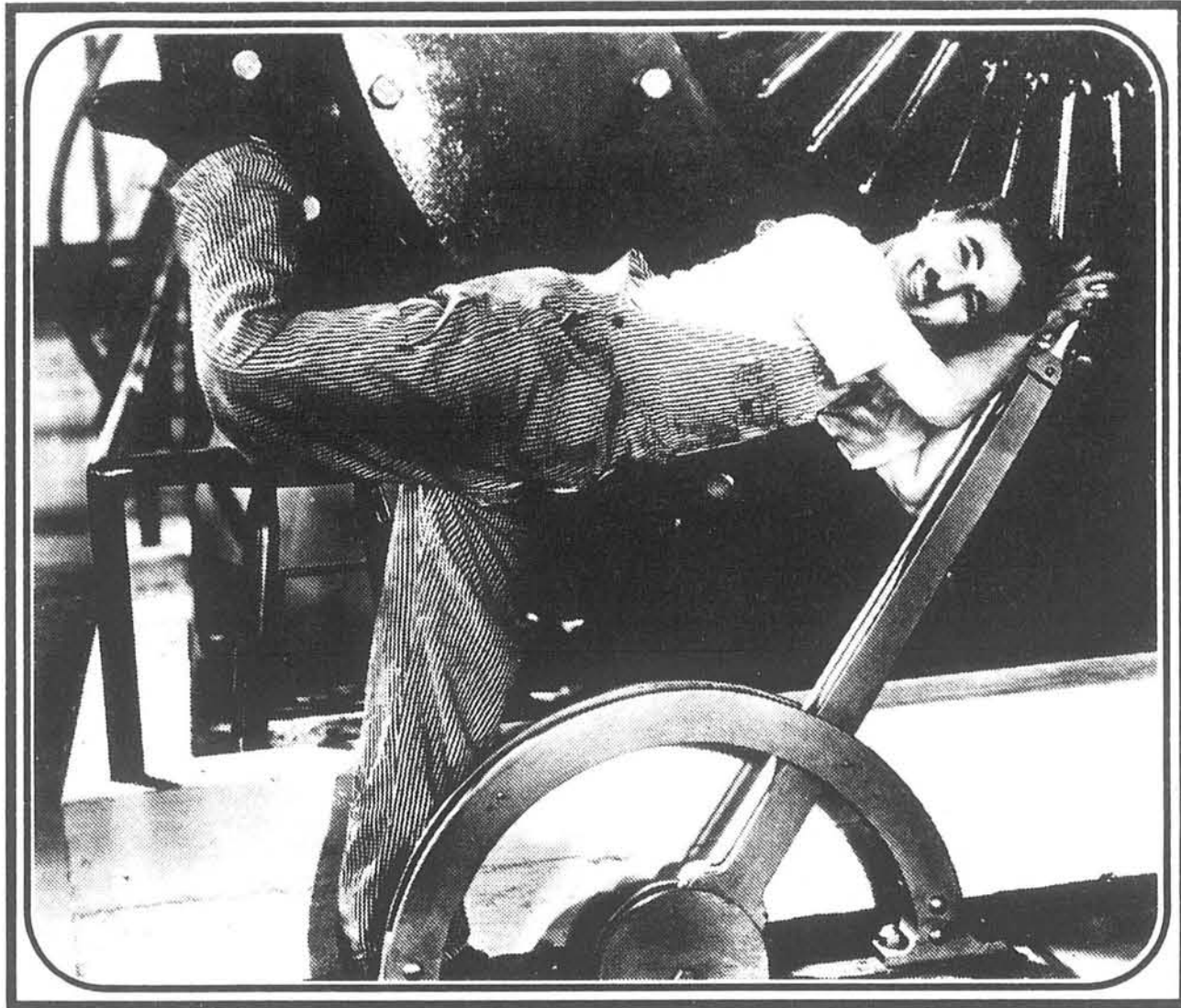
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ENTERTAINMENT

CHARLIE CHAPLIN'S



MODERN TIMES

by Matthew Groening

MODERN TIMES, written, directed, produced, and scored by Charlie Chaplin, is being presented Friday, April 16, in Lecture Hall One at 3, 7, and 9:30 p.m. Admission is 50 cents.

I saw Charlie Chaplin's *MODERN TIMES* for the first time a few years ago at Portland's Round-up Theatre. The Round-up runs movies around the clock, charging 75 cents admission, and the theatre serves as a shelter for winos and assorted vagrants on cold, rainy nights.

My friend and I showed up after midnight, just missing *MODERN TIMES*. Three other films were on the bill: a forgettable porno movie, a rotten spy picture starring Mia Farrow, and *A Man for All Seasons*. The only movement in the audience during these films came from a man in the front row who flicked cigarette butts at the screen every few minutes, and another man who periodically chose to ignore the "NO SPITTING" signs placed prominently throughout the theatre.

Then *MODERN TIMES* began, and the theatre came to life. A few bums remained passed out, but the majority howled at every joke. *MODERN TIMES* was their movie. Charlie Chaplin was Super Tramp, and they were proud. At the end they applauded and promptly fell asleep.

MODERN TIMES is one of Chaplin's best films. It opens with a hilarious satire on the regimentation in modern mass production, and ends up as a nostalgic repetition of Chaplin's greatest gags. Routines involving cops, roller skates, waiters' trays, and chases are plentiful, and all are choreographed to perfection.

It had been five years since Chaplin's previous film, *City Lights*, had been released, and silent movies were considered dead. Chaplin took a chance with *MODERN TIMES*. The only dialogue in the movie comes from television screens and loudspeakers — the rest is musical accompaniment (composed by Chaplin) and a few sound effects. Except for a song at the end of the movie (which is a combination of gibberish and foreign language), Chaplin never speaks.

When *MODERN TIMES* opened in 1936 it created a controversy. Its original title, *The Masses*, had been publicized in advance, and it was assumed that Chaplin's unpopular left-wing sympathies would fill the movie. It was banned in Germany and Italy for being Communist, while audiences in Russia were not at all amused by the factory scenes. Communist journals like *The New Masses* in the U.S. grumbled that the film did not further revolution, but at

least one reviewer was relieved that the film "gives no comfort to the enemy." The movie's social stance actually champions individualism over the mechanized life, rather than promoting governmental control and the abolition of capitalism.

Chaplin was sued for plagiarism in 1937 by the French film company that made *A Nous la Liberté*. It was claimed that Chaplin stole ideas from the 1931 film (in particular, the conveyor-belt sequence), and it is true that certain scenes are suspiciously similar. But the director, René Clair, when informed of the suit, stated that he was flattered to have influenced Chaplin, having borrowed a lot himself from Chaplin's earlier films. The matter was dropped.

MODERN TIMES is a must-see. The slapstick is energetic, precisely controlled, and brilliantly executed. The sequence of Charlie being held victim by an automatic feeding machine is the funniest I have ever seen. The machine goes berserk, and spoons jab him in his mouth, he is fed steel nuts, soup pours down his shirt, and of course pies are flung in his face. In *MODERN TIMES* Chaplin — as director, writer, producer, composer, and performer — proves once again he is one of the true geniuses of the cinema.

Arts and Entertainment

FILMS

ON CAMPUS

Friday, April 16

MODERN TIMES (1935, 89 min.) Charlie Chaplin's film classic. See review this page. With: "Laughing Gravy," a 1931 short starring Laurel and Hardy and a dog named Laughing Gravy. LH one, 3, 7, and 9:30 p.m., 50 cents admission.

Monday, April 19

REDEVELOPMENT (U.S., 50 min.) An expose of the social effects of urban renewal in San Francisco. Gary Clark, who works with the city of Seattle in urban planning, will speak after the film. LH one, 7:30 p.m. FREE.

Tuesday, April 20

DOUBLE SUICIDE, directed by M. Sinoda, the maker of "Chinmoku." Presented by The Academic Film Series. LH one, 2 and 7:30 p.m. FREE.

Friday, April 23

TOUCH OF EVIL (1958, 108 min.) The uncut version of the nightmarish thriller directed by Orson Welles. With Marlene Dietrich, Charlton Heston, Janet Leigh, and Joseph Cotton. Also: "Begone Dull Care" by Norman McLaren, and "The Fifth One," a cartoon from Yugoslavia.

IN OLYMPIA

ALL THE PRESIDENT'S MEN, starring Robert Redford and Dustin Hoffman. Capitol Theatre, 357-7161.

ONE FLEW OVER THE CUCKOO'S NEST, which Ken Kesey claims not to have seen. Olympic Theatre, 357-3422.

JACK AND THE BEANSTALK, an animated feature, and **THE GOLDEN VOYAGE OF SINBAD**. State Theatre, 357-4010.

THE GREAT WALDO PEPPER, starring Robert Redford, and **THE EIGER SANCTION**, starring Clint Eastwood. Lacey Drive-in, 497-3161.

ART

ON CAMPUS

CAL SCHENKEL and DON VAN VLIET (Captain Beefheart) exhibition of over 70 drawings and paintings. Extended through April 23. Library Art Gallery.

PRE-COLUMBIAN ART from the personal collection of Don Rhymer. In Reference section of Library. Through April 15.

IN OLYMPIA

SANDRO GUILIANI PRINTS and **MICHAEL KEENAN POTTERY** Childhood's End Gallery, 507 S. Capitol Way. Mon. - Sat. 11-5:30 p.m.

FORD GILBREATH PHOTOGRAPHS, exhibition of hand-colored images by Evergreen staff member. Artemis Gallery, 218 4th St., open 11-7. Closed Mondays.

DANISH ORNAMENTAL COPROLITES. Joe Bemis Memorial Gallery. Open 24 hours.

IN SEATTLE

EDWARD S. CURTIS PHOTOGRAPHS, from the early 1900's. To April 30. Pacific Northwest Arts Council, 95 Yesler Way, Seattle. Tues. - Sat., 10-5 p.m.

TACOMA SECOND ANNUAL STATEWIDE PHOTOGRAPHY COMPETITION, including work by Evergreen student Larry Shlim. Tacoma Art Museum, 1123 Pacific Ave., Mon. - Sat., 10-4 p.m.; Sun. 12-5 p.m.

MUSIC AND DANCE

ON CAMPUS

Thursday, April 15

NEW BLUE DEVILS, local jazz group. Musicians interested in sitting in are welcome. ASH Coffeehaus, 8 p.m. FREE.

Monday, April 19

CALLOPE, a local musicians' household cooperative, play traditional and electric folk music. ASH Coffeehaus, 8 p.m. FREE.

Thursday, April 22

BALLET NORTHWEST performs four ballets: "Western," with contemporary choreography. Brahms "Liebeslieder," and the third act from "Sleeping Beauty." Eight p.m. Library Lobby. Students \$1, others \$3. Repeat performances April 23 and 24.

IN OLYMPIA

Friday, April 16

BETSY ROSE plays jazz, blues, and originals on piano and guitar. Also: two singer/guitarists Applejam Folk Center, 220 E. Union, Olympia. Doors open 8 p.m.; act starts 8:25. \$1 admission.

Saturday, April 17

PENNY ENGLAND, mime, pantomime, and silent drama artist. Also: Jerry Michelson playing classical and jazz piano. Applejam Folk Center. Doors open 8 p.m.; act starts 8:25. \$1 admission.

IN SEATTLE

Saturday, April 17

RETURN TO FOREVER, jazz/rock group featuring Chick Corea and Stanley Clarke. Paramount Northwest, 8 p.m. Tickets \$5, \$5.50, \$6.

Sunday, April 18

WISHBONE ASH, a hard rock group. Seattle Center Arena, 8 p.m., \$6.

POETRY

ON CAMPUS

Thursday, April 15

BOB MCCAULLEY and MICHAEL MAGEE, a reading sponsored by The Center for Poetry in Performance. Library Board Room (3112), 7 p.m. FREE.

RADIO AND TELEVISION

Thursday, April 15

DR. JOHN OBETZ organ recital, 4 p.m., KAOS-FM.

Friday, April 16

CRUSTY'S COOP, with host Carl Cook. This week: "White Zombie," starring Bela Lugosi, Fritz Lang's silent classic "Metropolis," and Chapter IV of "The Phantom Creeps." Channel 6, 11 p.m. to 3 a.m.

Saturday, April 17

THE KAOS SATURDAY MORNING CARTOON SHOW, with Steve Rabow, 10 a.m., KAOS-FM.

CARL COOK'S ALL-NITE JAMM, featuring live local talent, 10 p.m., KAOS-FM.

Sunday, April 18

NEW YORK PHILHARMONIC BROADCAST, Andre Previn, conductor and pianist. Walt Walton: Portsmouth Point Overture; Mozart: Piano Concerto, K. 491; Vaughan Williams: Symphony No. 2, "London." 7:30 p.m., KAOS-FM.

2:00 O'CLOCK COUNT with Robin Crook. Featuring a tape on prison reform made by Evergreen students at the Monroe Reformatory, 2 p.m., KAOS-FM.

Monday, April 19

AUDIO OINTMENT Lee Meister plays jazz of all varieties, 4-7 p.m. KAOS-FM.

OTHER

Thursday, April 15

HYPNOTIST GREGORY CADY "The Man with the Hypnotic Eyes," will give a two-hour audience-participation show. LH one, 8 p.m., \$1.50.

Contributions to the Arts and Entertainment column are welcome. Contact Features Editor, Cooper Point Journal, CAB 306, or call 866-6213.

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Larry Hanks and Malvina Reynolds on stage.

by Catherine Riddell
 "Hello, I'm Malvina Reynolds. I've been writing songs for about half my life." She turned to her bearded and bespectacled partner. "This is Larry Hanks."

Her voice isn't as wide ranging as it once was, but she has adapted it with seductive humor. She hits her low notes like an imitation Marlene Dietrich. Her voice is clear and she sings with simplicity, making her songs easy to sing with. Larry Hanks

does some singing too, starting off the second set with a line of talk very subdued compared to his partner, but his songs are fine and his understatement is gently good humored.

Malvina Reynolds is not subtle though. She starts her performance telling the young children in the audience, "Remember you children are here at great forbearance. Mothers, if they can't be quiet, take them home or out-

side."

But kids were among her admirers during intermission. "I really think you sing nice," said one. "How old are you?"

"I'm 77, how old are you?"

Just before the intermission Malvina had sung "We Don't Need the Men." Afterwards a little boy came up to her and asked, "Do you really not like boys?" She tells him, "No, that was just a joke."

Malvina introduces "Little Boxes" by saying she was asked to sing it on network TV. She says, "When I'm given two minutes on network TV, I'd be crazy to spend it singing 'Little Boxes!' My friends will see that and think 'What's Malvina been doing since 1961?' Criticism of the middle class is no longer the most important issue."

Towards the end of her concert she asks, "Is there anyone I

haven't offended?"

Of course there is a whole mystique to the folk singing crowd. The audience seems to be all old fans. Maybe so. This is the third time I've seen her since I've been at Evergreen. People are picking up on the refrains and whistling and humming Little Boxes during the intermission. The amazingly nice thing is she'll probably be back next year.

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