

# COOPER POINT JOURNAL

Vol. 3 No. 30

The Evergreen State College Olympia, Washington

July 17, 1975

Sid White

June 24

I have read your proposal and I cannot see how it related to the recent discussion held at Jovana's house. Your proposal sidesteps the central issue which is the need for better access and service in the library media service area. My only suggestion is that you go back to your drawing board with these questions in mind: Exactly how can the existing library media resources (staff, facilities and equipment) be used more effectively to support user needs? What changes in priorities, procedures and organizational structure would help the situation?

Kirk Thompson

June 30

I appreciate all of the effort that went into your Media Workshop proposal, but I can't help replying that it misses the point of much of our discussion at Jovana Brown's house. *The starting point there was that Evergreen's media instruction ought to serve the overall objectives of a liberal arts college and should avoid, as far as possible, the technological orientation appropriate to schools like OVTL.*

As an alternative to your proposal's perspective, I wish to urge this one, as emphatically as possible, because it seems to have so much more to do with Evergreen: Evergreen must not function as a "hardware store" or as an institute of technology at any level, basic, intermediate, or advanced. *Media instruction must focus on having something to say and on saying it well, even at the beginning level. Our curriculum cannot be served well by any approach at any level that emphasizes tool use and production technique as being prior to matters of substance and content, or prior to "problems, projects, or themes."* This was the approach adopted by the planning faculty for the humanities, arts, sciences, and social sciences, and it is equally relevant to the media. Our agreement on this approach is one of the main reasons why we do not find ourselves somewhere else, but find ourselves here. In this respect, the Quinault II group merely reiterated an Evergreen "given" — but with the implication, since they did feel a need to repeat it, that we have perhaps already strayed some distance from the path which has heart.

Randy Harrison

Come on, Kirk, who do you think your kidding with the memo dated June 30th? For once, finally, media services has taken some initiative in offering some workshops on the use and care of media equipment, something which has been needed as long as I have been at Evergreen. If you worked at Media Loan or Repair and saw the condition some equipment comes back in, the need would be clear.

Ed Kormondy

Dear Chas,

First prize goes to you this month for the proposed workshop for next year! Tis a very well thought-out scheme and one which I sincerely hope will make one of the much-needed breakthroughs in what admittedly has been a labyrinth of ambiguity and confusion. You have my wholehearted endorsement (for whatever kiss of death that may bring) and certainly my commendation for a forthright approach to a difficult matter.

(Italics ours)

## EVERGREEN AND THE ART OF SEMANTIC PARADOX

This potpourri of memos and messages was written in response to a media workshop proposal designed by student Frankie Foster and staff member Chas Davies. The proposal, submitted June 19, suggests the Library Group assume a larger role in media equipment instruction, and outlines five workshops to aid in that end. As expressed in several of the memos above, the proposal has met head-on opposition.

The program suggested by Foster and Davies ("with the blessings of the Media Services and Media Loan staff") establishes "Basic" workshops in five areas: photography, video, audio, film-making (Super-8) and graphics/production planning. All the workshops, except the latter, would run twice per week for four weeks, one and a half to two hours per session and cover a cross-section of beginning media information.

The proposal authors summarized their philosophy in the introduction to their idea:

*The Library Group is seriously considering taking on a larger responsibility in the instruction of basic media tool use and technique. Since Evergreen began, a need has existed to provide instruction to: a) Media Loan tool users; b) various academic programs with a media emphasis/component; c) to an endless number of individuals with media skill needs (in or outside their academic studies) and; d) more recently to users of the Mini-Media Production Center. The Library DTF Report of two years ago and the Quinault II Report also mention or allude to the campus-wide need for basic media tool and technique instruction.*

*To begin to meet these needs, we would like to suggest a comprehensive, coordinated and continuous series of workshops on the use of basic media tools and production techniques. The idea is to meet a maximum number of presently specified needs and the unknown needs of the near future in an organized repeating workshop series.*

The proposal soon elicited opposition from faculty member Kirk Thompson, starting with a memo dated June 30 (see above). The memo asserted that the Foster/Davies proposal contradicted Evergreen philosophy (particularly in regard to media) as established at the conferences Quinault II and Jovana Brown (I?). In that memo Thompson says: "... it seemed clear from the text that the Quinault group was urging us away from technological preoccupations, towards an aesthetic and substantive approach to the media. Leo Daugherty, who had been co-chairperson of Quinault II, said that this was exactly the point, and nobody who had been at Quinault — actually, nobody at all — disagreed with him. When Lynn Patterson later proposed basic media workshops by staff and faculty as one of three parts of an overall plan, I am sure that she and nearly everyone else assumed that such workshops would embody the approach we had discussed shortly before."

On the other end of the spectrum, faculty member Bob Barnard says Davies has "interpreted the terms 'basic' and 'need' far more broadly than the Quinault II people or the faculty ever intended." He accepted the five proposed workshop areas suggested by Foster and Davies but proposed workshop curricula much more simplistic (i.e., beginner's level) than their proposal.

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## Cooper Point Journal

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July 17, 1975

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*Shelton/Mason County Journal*

**LAAAST WORDS**

"I've never seen a bird in overalls."

"Can you acetate the duck?"

**EDITORIAL****Zen and Media Instruction**

by Brian Murphy

In the last few years, Evergreen has anticipated future shock with Alvin Toffler; let it flow with Ken Kesey; encountered a separate reality with Carlos Castaneda and now appears destined to study cycle maintenance with Robert Pirsig. Perhaps, I will feel more in place if Erica Jong should rise to Geoduck stardom. Either way, we are left with media proposals seeking a place here through the Pirsig philosophy.

What is semantic paradox? Semantic paradox is what you get when Evergreeners get together and try to define an "Evergreen philosophy." How does one structure a guideline for an unstructured atmosphere? Once a guideline is adopted, boundaries are drawn. But, if to avoid this, ambiguous language is applied, you've simply created an airy document that doesn't say a thing.

For a prime example of this, the Quinault II document, created in the best of intent, has been used by two faculty members (Thompson and Barnard) to support juxtaposed opinions. Thompson quotes the Quinault recommendations to support his philosophy that "Media instruction must focus on having something to say and saying it well, even at the beginning level." On the same plane, Barnard feels Davies (and Foster) interpreted the Quinault document too broadly. He says his interpretation of the Quinault members' intention was "they were supporting more basic instruction on how-to-get-to and operate library-held cameras, recorders and video gear. 'Basic' implied short, to the point, flexible, units of instruction."

It is said by some that anything in the world can be proven by quoting the Bible, Yale research reports or Thomas Jefferson's writings. Are Evergreen documents to be added to this infamous list?

The Quinault document proposes to clarify "matters that have gotten bound up in too much vague rhetoric." Yet, it goes on to emphasize statements such as "the age of receiving academic credit for experiencing experience is over. Facility in reading, writing, and analysis must be developed in all academic work, in both programs and contracts." Does that mean there will be no credit awarded for the developing of skills, but rather for clerical classification and theory of skills? Or what does it mean?

So three main problems have been delineated in this editorial and lead story. 1)How can we set forth some form of guideline and philosophy, without stultifying an open atmosphere or creating meaningless dogma? 2)How can we attempt to halt a widening gap between faculty, staff and students and 3)What kind of education should a student expect find available at Evergreen?

1) Despite the relaxed atmosphere of a retreat, the composition of major school documents should take place on campus or near enough to campus that all persons may have the opportunity to participate, rather than be presented with recommendations and given the job of having to refute questionable proposals. And, to end an Evergreen myth, the pseudo-consensus, as admirable as the concept may be, should give way to a more practical method of decision-making. The attempt to word documents to suit all parties has left us with the ambiguities now binding our efforts.

2) Probably, the only plank of Evergreen philosophy that I have never heard challenged (until recently) is an effort for all persons on campus to ignore title and caste and attempt to work together. Unfortunately, an elitism by all factions has pushed them farther apart. Friction has been growing, but to go so far as to tell a student his place "isn't in curriculum planning, it's a faculty job" blatantly violates an Evergreen trust. Certainly, students should not be unquestionable authors of curricula, but, equally, should not be excluded from its planning.

3) Finally, it would be helpful to decide whether Evergreen is a college for alternative modes of and self-paced learning or simply another liberal arts college. Many students, have run into situations where we were told if we wanted to learn what I call "pragmatics" in a specific field to go somewhere else. It seems a number of faculty are more concerned with theory rather than skill or technique, sometimes to the point of leading seminars in a direction to further their doctoral philosophies. As for a media proposal that "must focus on having something to say and saying it well" and cannot "be served well by any approach at any level that emphasizes tool use and production technique as being prior to matters of substance and content, or prior to 'problems, projects, or themes'" I find myself nearly at a loss. To propose teaching self-expression through the media, but not necessarily teach use of the equipment is completely ludicrous. Why should students have to be planning to be great movie-makers just to take a workshop in media equipment? Do science students, and others who might use media in their studies, have to go elsewhere to learn to operate media equipment? Will we begin courses in media instruction with prerequisites where a student must express a desire to be Federico Fellini and own at least one autographed picture of Stanley Kubrick?

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Ford Gilbreath

Taken at the Olympia Lakefair, held last weekend.

## DEMISE OF FAIR NEWS REPORTING?

To the Editor:

I believe it was the current editor of the *Journal* who was recently quoted as saying, "Freedom of the press exists only in the minds of people who are not journalists."

How sad. But must we now also add "fair news reporting" to this epitaph for freedom of the press? Judging from the content of Eva Usadi's story about the Board of Trustees' deliberations on the Student Services and Activities (S&A) Board's Third World Reserve Fund, I'd have to conclude that fairness got buried along with the old oversized "Guest Commentary" banner.

I get a little tired of reading opinions thinly disguised as news reporting, written by obviously biased writers, and displayed prominently on page 3.

Thank you, Eva Usadi, for at least mentioning (albeit in the fifteenth paragraph and then only in passing) the fact that you are a member of the same S&A Board of which you write. This information should have been displayed in an editor's note, along with a label marking the story as commentary, and the whole thing should have been accompanied by a *news* story telling us what really happened at that Board of Trustees meeting on June 26, 1975 (yes, I know this means the writer might be required to do a little research or ask a few questions).

Instead, however, the only thing accompanying the story is an extended quote with photo by Lynn Garner decrying the Trustees' action. This kind of treatment only serves to reaffirm the story's one-sidedness.

I'll admit that at first it looked like the Reserve Fund issue was going to be given a fair presentation, what with the lead po-

sition given to Jim Feyk's quote opposing the Fund. Accompanied by more detail and quotes from involved sources, it might have served as a good introduction to or summary of Feyk's side of the story.

However, it soon becomes apparent that Feyk's quote has been used only as an orator might use a rhetorical question to precede and excuse a long tirade, as the author goes on to reprint the entire written explanation of the Fund as told by the S&A Board (a whopping 11½ inches, including a reprint of Evergreen's Affirmative Action policy).

Apparently speaking now for the S&A Board, the author then gives a detailed answer in print to some points which the Board of Trustees "did not seem to understand" (again, apparently no effort was made to find out the reality of what the Trustees did or did not "understand," or for that matter, what the Trustees thought about the whole situation at all).

The numerous supporters of the S&A Board's Fund action are then listed and quoted, while opposition, if any, seems to have magically dissolved.

Finally, the author does what must be a first in any kind of journalism, objective or other — she draws eight inches worth of implications from an action by the Trustees of which she admits she is ignorant! (This amendment is, unfortunately, unavailable at the time of publication . . .) It is in this editorial, by the way, that we finally learn the truth about the author's conflict of interest.

I'm not asking for "objective journalism" a la Daily O or Seattle P-I. Their objectivity is only shallow bias dressed up in objective "news" style writing. All I ask is that this, the major source for news on the Evergreen campus, attempt to satisfy the needs of more than just those individuals whose biases happen to coincide with the clouded vision of any particular writer — whether that writer be staff reporter, S&A Board member, or both.

Sam Solomon

## FOURTH WORLD SPEAKS

To the Editor: Or Point: Or Whatever:

I can't understand why Eva Usadi's story (in the July 3rd issue) on the Third World Reserve issue which was aired at the last Board of Trustees meeting wasn't labeled "Commentary." Inasmuch as she argued in behalf of one point of view and her bias was not declared, I don't think her article should be called a "news feature," as I had understood it would be.

At any rate, I would like to clarify my arguments, which were so briefly mentioned in the article.

My objections to the Third World Reserve Fund concept are as follows:

1) This misnamed "fund" would give the S&A Board a form of editorial control over the Cooper Point Journal to which, according to my interpretation of the principle of free speech, they have no right. This control would be accomplished when the S&A Board, upon completion of the allocation process, says in effect that "the Journal must do certain things in order to receive its entire budget" and when those "certain things" relate in any way to the printed matter.

I think the S&A Board can and should evaluate student funded activities and recommend allocations according to need and worthiness, based on past experience, but I think they're overstepping the bounds of their authority when they attempt to govern either subject matter or operations, in advance of publication of the campus newspaper. This is the proper matter for the Journal staff, editor, Board of Publications and student body as a whole. In any case, the editor should always answer to the student body as a whole and never to any special interest group in particular. I've heard people compare the Third World Reserve Fund with the Federal Government's option to freeze federal funds being given to businesses and institutions when they're judged to be negligent in their compliance with civil rights laws. But the comparison is invalid here because we're talking about the press and not a construction company or a weapons firm or the Post Office. The press isn't considered free when it works for or is supported by the government.

Now what are those "musts" that the Journal would have to do in order to get its full budget? 1) Establish an open dialogue with the Third World Coalition with regard to meeting the needs of the Third World People. 2) Reach agreement (about meeting those needs) with the Coalition and present it to the Board.

This is an honest and praiseworthy attempt on the part of the S&A Board to carry out Evergreen's Affirmative Action Policy, but there are several problems with it. For one thing, it appears as though it would be an entirely subjective judgment on the part of the S&A Board

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# Neurophysiology - Beyond Thinking

by Fisayo Gesinde

Dr. Wilder Penfold of McGill University in Montreal, Canada, once performed a brain operation during which he touched different parts of the patient's brain with a small electrical probe. Depending on what particular part of the brain-surface Dr. Penfold touched, the patient turned his head, raised his arm, drew up his leg and even began to sing.

In 1932, a Swiss neurophysiologist, Dr. Walter R. Hess, discovered that nearly all the normal functions of man could be stimulated electrically when he planted electrodes in the brain of a human being. The technique has since been developed through research in several laboratories around the world, most of the scientists involved using monkeys and apes as their patients.

And in his book, *The Ape People*, the director of the Yerkes Primate Center at Emory University in Atlanta, Georgia, Dr. Geoffrey H. Bourne wrote:

This technique of implanting electrodes in the brain is now so well developed that it is possible, by selection of the right part of the brain, to stimulate sexual desires and activities, to stimulate a feeling of goodwill and happiness, to stimulate memory, to stimulate sleep . . . In fact if enough electrodes are placed into the brain, practically all the main functions of the brain can be controlled by an outside person.

The ability to control the activities and thinking of other human beings has been the great dream of many power-maddened rulers, even if few of them ever said so. Obviously, if a nation comprised solely of robots, the ruler (the only non-robot) would never have to worry about uprisings or revolutions no matter what laws he introduced or abolished or how much of the nation's economic resources he siphoned into his own private keeping. This would be the supreme form of dictatorship.

Brain control through the technique of electrode implantation is moving closer to

perfection; as it does, the supreme form of dictatorship which so far has been a dream, is moving closer to reality.

In an article published in the December, 1969 issue of *Esquire*, David M. Rorvik envisioned a society known as an 'Electroligarchy.' In such a society, the ruling class would comprise a small group of individuals whose brains would remain untouched. The other classes would have varying numbers of electrodes implanted in their brains, according to the rulers of the ruling class. The robotized masses would not be aware of the fact that electrodes had been implanted in their brains, they would simply carry out orders with pleasure.

As David Rorvik wrote:

The Electrons, the second rank in such a society, might comprise ten percent of the population and would each have 50 electrodes implanted. These would be remotely controlled and programmed by the Electroligarchy and they would be designed to ensure the Electrons' unquestioning allegiance. The Electrons would be the society's most creative components . . . They would be the scientists, economists, scholars, cyberneticists, philosophers, poets and other thinkers of society . . .

Positrons might be the name of the next caste within the system . . . each possessing 200 embedded electrodes. These would be the white-collar support contingent . . .

At the lowest level might come the Neutrons, 60 percent of the population with 500 electrodes each. These would be the blue-collar people, the factory workers, the soldiers, secretaries, bus drivers,

all those engaged in repetitive, often menial tasks . . .

\* \* \* \* \*

In my opinion, societies approaching David Rorvik's 'Electroligarchy' in form are already in existence. The rulers of such societies use harsh laws and severe punishment (instead of electrodes) to control their subjects.

Examine the order of some so-called liberal societies today. One finds that the group which might be named 'Neutrons' in an 'Electroligarchy' are the most restricted, trampled-upon set of people in the society. The 'white-collar' workers are the intermediaries between the policy-makers and the 'blue-collar' workers; they are mere tools in the hands of the rulers, but bosses to the manual laborers. The intellectuals are the only 'free-thinking' group after the ruling class, but then, many of them are not really 'free-thinkers;' they are afraid of persecution.

\* \* \* \* \*

The farther man advances in the fields of science and technology, the harder it will become to distinguish between useful and potentially-catastrophic achievements. Although scientists are already exploring the possibility of using the brain-controlling technique of electrode-implantation to cure mental disorders and such afflictions as epilepsy, impotence and blindness, who knows what future (or present) tyrant might use the same technique to turn a nation of proud, freedom-loving men into a nation of robots?



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## People Helping People

# Unemployed Resources

by Mary Hester

Perhaps a sequel to Studs Terkel's book *WORKING* is in order: *NOT WORKING*. Needing a job is only one aspect of unemployment. Connected to the millions of unemployed is a related problem — underemployment. "I think most of us are looking for a calling, not a job. Most of us, like the assembly line worker, have jobs that are too small for our spirit. Jobs are not big enough for people," according to Nora Watson quoted in Terkel's book.

Throughout the nation, groups are organizing without waiting for state or federal agencies to respond to the problems associated with rising unemployment. For example, in Flint, Michigan, the Metropolitan Transportation Authority is providing free bus service for the jobless. Special Presidential Assistant for Consumer Affairs Virginia Knauer believes these programs typify the "Bicentennial Spirit" — people helping people.

### UNEMPLOYMENT and UNDEREMPLOYMENT

The related problems of unemployment and underemployment are the backbone of the newly created group, Unemployed Resources. The nonprofit organization originated a few months ago as a way to help the community explore sources of employment and underemployment while combatting the psychological effects of each.

According to Beth Harris, one of the organizers, the activities are centered around issues. "The idea is to develop new possibilities and new situations, not to get a whole lot of people committed to Unemployed Resources. We'd like people to connect with each other . . . and get some support to do what they want to do. We don't want to necessarily develop a program and try to encourage everyone to follow it."

The idea of Unemployed Resources originated with about five people who, says Harris, "wanted to start an idea of an exchange of resources for people who were unemployed." She continued, "We really didn't want roles as leaders, so we decided to establish workshops for unemployment counselors where we could learn about the unemployment situation and what the community was doing so that everyone would be at the same level." Projects, alternatives and workshops are explored and planned by those most directly involved.

### WORKSHOPS AND THEATRE

Five workshops are currently being developed. One explores the problems of the marginally employed or seasonal workers. Another is concerned with developing a drop-in center for children whose mothers are entering or re-entering the job market.

A third focuses on organizing welfare rights for mothers and a fourth shows how to appeal denial of unemployment compensation, welfare and food stamp benefits with the shortage or nonexistence of attorneys for unemployed workers.

A further dimension of Unemployed Resources is the use of theatre. Recently, the group developed a play entitled "Women and Work" which was presented at Lakefair. The drama centered around actual working conditions women face daily on the job and seeking employment. The improvised piece will be expanded and performed at the County Fair later this month.

Another play named "Bureaucratic Theatre," utilizing 60 plus people, will "develop a dynamic, model bureaucracy from previously researched material." It will be performed on the Capitol steps.

When asked how they were funded Harris responded, "We have no money.

Everyone is volunteer . . . We volunteer not with the attitude that we're serving someone else but that by working here you can also get something for yourself by obtaining a better understanding of the employment situation." St. John's Episcopal Church donated the duplex which is their office space.

### "ALL THE MONEY'S GONE/ NOWHERE TO GO"

"Unemployed Resources has been good for everyone involved," says Harris, "in that they changed the information flow in terms of the availability of employment. Just the people who are in bureaucratic positions know what's going on. We've gained access to that information . . ."

Unemployed Resources holds meetings every Monday night at 7 p.m. at 1902 S. Capitol. Unemployment counselors are available each Monday, Wednesday and Thursday from noon to 8 p.m. Phone is 357-8322.

## Students Study Lake Pollution

Discouraging ducks and other waterfowl from occupying Horseshoe Lake may make the lake more suitable for swimming and other recreational uses by humans, according to a team of Evergreen researchers.

The research report, released last month, said waterfowl may be one of the major sources of pollution in the swimming area of the lake, which borders the town of Woodland in Lewis County.

The water quality study of the lake was conducted by Evergreen students Douglas J. Canning and Christopher E. Dlugokenski and faculty member S.F. Jerry Cook under a contract with the State Department of Ecology. Since 1970, the lake has been deemed too polluted for swimming. The Evergreen study, which lasted from September 1974, through June of this year, did not find bacterial levels in the lake which exceeded median standards set by state water quality codes for swimming.

The lake was formed in 1940 when construction of Highway 99 cut off an oxbow meander of the Lewis River. The surface area of the lake varies from about 90 to about 60 acres, depending on water level. In 1957 a pump with a 2,850 gpm (gallons per minute) capacity was installed by the State Highway Department to pump water from the Lewis River into the lake. A lakeside park provides picnic facilities, a swimming area and a boat launching ramp.

Monitoring of coliform bacteria in the lake by the Cowlitz-Wahkiakum Health District led that agency to post the lake as "polluted waters" in August of 1970. The health department's testing indicated median coliform bacteria ranging from 2,850 per 100 milliliters of water in August to 100 per 100 ml in December of 1970. In 1971 the health department's tests indicated coliform bacteria ranging from a high of 2,100 in June to a low of 9 in one sample in August.

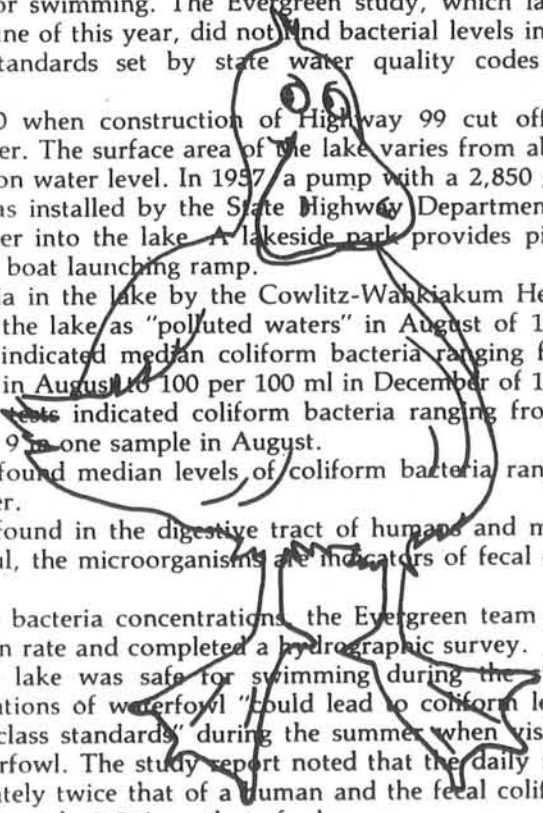
The Evergreen research team found median levels of coliform bacteria ranging from 410 to 1 per 100 ml of water.

Coliform bacteria is the type found in the digestive tract of humans and many other animals. While not harmful, the microorganisms are indicators of fecal contamination.

In addition to determining the bacteria concentrations, the Evergreen team also conducted tests for eutrophication rate and completed a hydrographic survey.

The team concluded that the lake was safe for swimming during the study period, but noted that concentrations of waterfowl "could lead to coliform levels sufficiently high to exceed lake class standards" during the summer when visitors to the park are feeding the waterfowl. The study report noted that the daily fecal discharge of a duck is approximately twice that of a human and the fecal coliform contribution of a duck is approximately 5.5 times that of a human.

During one visit to the lake in August of last year, the researchers counted 57 ducks and 11 geese within the swimming area.



# Brown Goes Cross Africa

by Alan Mador

The first of next month faculty member Bill Brown flies to Africa for an intensive 24-day tour of six nations. Bill is taking the tour — called "Cross Africa Vistas" — in preparation for the "Africa and the United States" coordinated studies program he will take part in Fall quarter.

Bill has taught a course on Africa before, but this time he wants some first-hand experience. He explains "I feel a bit funny talking about Africa without even having seen the place, or stayed in one of its cities, or shopped in a store. All of us have been exposed to a great deal of mythology and nonsense concerning Africa. There's no way to get around it except by just being there."

The tour begins in Western Africa with visits to Senegal, Dahomey, and Nigeria and continues eastward to Ethiopia, Kenya, and Tanzania. Special events on the tour include meetings with educators, government officials, writers, and artists. In addition there will be visits to museums and universities, and extended field trips to the game parks of Kenya and Tanzania.

Looking forward to his trip, Bill says he is particularly interested in learning about African urbanization. He commented "As a geographer I am concerned with space and the way people occupy that space. The whole problem of urbanization — how cities are being planned in Africa, whether their growth is being limited, and what sort of impact industry is making on the cities — these are all things I want to find out." Bill points out that the indus-

trial nations would like to see the non-industrial part of the world, including Africa, remain suppliers of cheap raw materials. He says that "By and large the subservient position of these countries hasn't changed much, and it's possibly intensifying."

On the tour Bill wants to observe how the African nations are developing their own identity and self-sufficiency without offending the U.S. and other industrial nations.



Alan Mador

Bill summed up his thoughts on the upcoming tour: "As a black person I am prepared for the cultural shock I may feel in experiencing societies run entirely by blacks. Maybe the impact of going to a Black continent will have a profound effect on me." He concluded, "I guess I am ready for anything."

media

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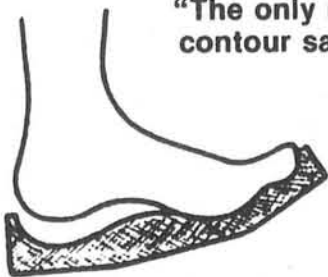
Frankie Foster, primary protagonist, says his efforts have begun to turn into frustrations. The frustration, he explains, comes from two fronts. First, he felt the meeting at Jovana Brown's had been intended more for faculty and staff than for students. Foster and a couple other students did attend the meeting, facing what Foster described as a hostile atmosphere.

Secondly, in conversations following the first memos, Foster was told by one person that it isn't the place of the student to propose curricula, that this is a faculty job. Another person stopped just short of this directness.

As yet, there has been no solution to the media mix-up. Thompson has issued another memo offering an alternative plan, as have White and Barnard. And, Foster has far from given up on his proposal. Although some of the people involved claim to be philosophically aligned, there are conflicts in all of the proposals. The only person who seems to have reached a middle ground is Washington State Film Library employee Jere Pennell who concludes "there is a need for and room for both concepts and it should not be that one is, at the existence of the other. We need both."

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# IN BRIEF

## Parking Fees Back?

Reinstatement of fees for on-campus parking has been approved by the Board of Trustees. The recommendation to reinstall the fee system was recommended by Evergreen President Charles McCann, who explained his options in the decision.

One possibility, McCann explains, would have been to cut down the campus security force by one and a half persons. McCann listed services performed by the security force this year, and pointed out Evergreen does not have local law enforcement agencies as the other state colleges do, to offer these services.

A second possibility to resolve the cost required reduction formula-funded budgets in other areas of college operations according to McCann. Due to the low budgets in the other areas, he says, he could not feasibly consider this alternative.

Consequently, a reinstatement of parking fees was recommended to relieve sagging costs. The parking permit charge will be \$25 per annum, \$10 per quarter and \$0.25 per day.

## Career Planning

### Seminars Slated

Career Planning Coordinator Gail Martin will offer four seminars for Evergreen students (and other interested folk) to discuss "Life After Evergreen." The seminars will be focusing on employment seeking in America.

The Senior Summer Seminar Schedule for summer quarter will be:

July 22 — How To Write A Resume

July 29 — How To Compile A Credential File

August 5 — How To Organize A Job Search

August 12 — Interview Skills

## Council Reviews

### College Goals

The Washington Council for Postsecondary Education has announced its intention to compile a report entitled "Planning and Policy Recommendations for Washington Postsecondary Education." Final adoption is scheduled for December.

The Council indicated that at least six public meetings on the report will be scheduled during July, August, and September in Seattle, Yakima, Spokane, the Tri-Cities, Vancouver, and Tacoma. These meetings will be followed by additional meetings at various institutions, to which the public will be invited. The times and places of the public meetings

will be widely publicized as the arrangements are made.

The draft report contains the Council's recommended goals for postsecondary education and specific recommendations pertaining to such matters as high school-college articulation, nontraditional studies, state admissions policies, tuition and fees, general policies for finance, procedures for program review, institutional roles and missions, regional planning, manpower analyses, and a range of related matters.

The draft report is directed to the six-year period commencing in 1976 and ending in 1982. This six-year period is viewed as a transitional stage. It is based on a general assumption that enrollments in much of Washington's postsecondary educational system will continue to increase during this period, but at a slighter rate than that experienced in recent years.

## "Computer Sharing"

### System Created

Ward C. Sangren, mathematician from the University of California at Berkeley, has been hired to direct a computer resource sharing system for the state's two public universities and four public colleges.

Sangren has been hired as coordinator for the newly-formed Higher Education Computing Consortium. The group will develop computer sharing services for Evergreen, the University of Washington, Washington State University, and Western, Central and Eastern Washington State Colleges.

The math specialist will begin his new duties July 15 under the direction of the six-member consortium board, composed of representatives of the six schools. Sangren was coordinator of computer services at UC-Berkeley and was responsible for coordinating decentralized campus academic computer centers for the University of California's nine campuses.

The goal of the new consortium, as outlined by Evergreen Vice President and Provost Kormondy, is to "make a substantially wider range of services available to each institution by providing access to off-campus resources in addition to their own local resources."

Evergreen, Eastern and Central have already begun or completed the conversion process and Western is scheduled to begin converting to the new system in the fall.

Sangren will oversee the conversion from his headquarters at Evergreen in the Office of State College and University Business Affairs, an inter-institutional state agency which already services each of the six state colleges and universities.

## Sixties Waiver

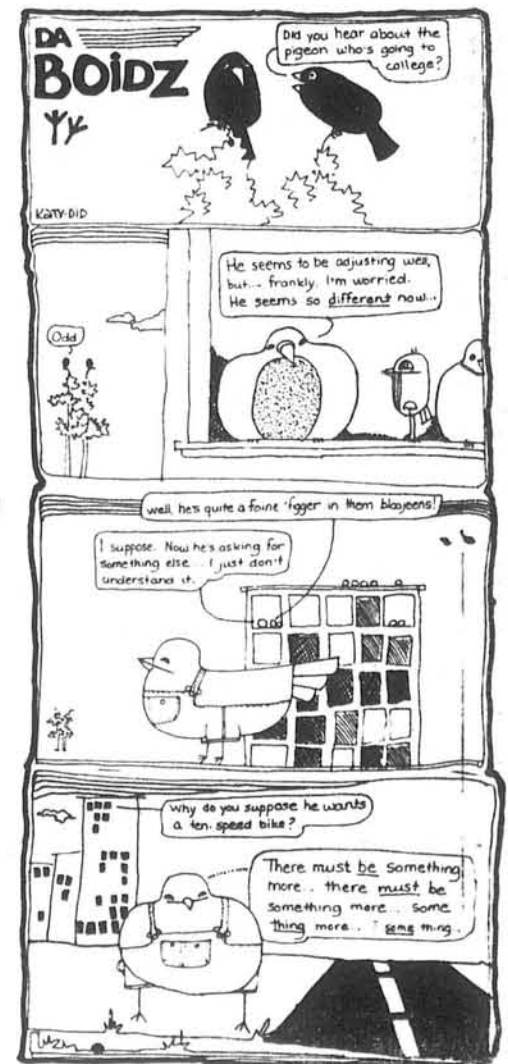
A measure allowing public colleges to waive tuition for students over 60 years of age has been signed into law by Gov. Dan Evans.

The provision, passed by the 1975 legislative session, permits the waiver for persons over 60 on a space available basis. The major impact of the legislation is expected to be felt by community colleges more than the four-year schools.

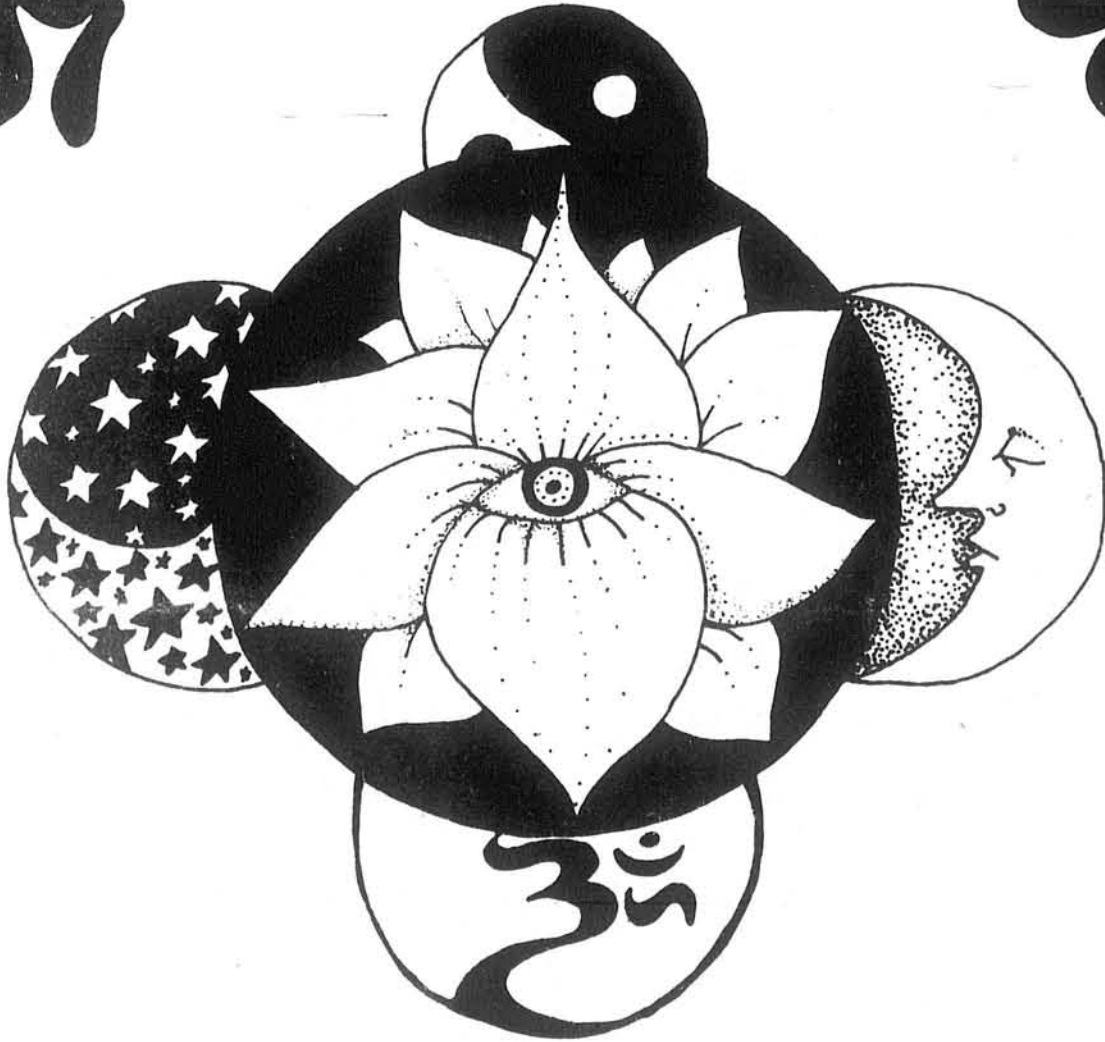
• Jim Rousseau at Media Engineering asks people to "please bear with us" while the campus cable TV system is being updated. The update work is part of an all-campus media systems overhaul and will cause periods of poor TV reception over the next two months.

*Editor's note: This week we have a first! This is the smallest edition of the Journal (in this format) ever published. Although we had enough copy for a 16-page issue, we were unable to solicit enough advertising to cover production costs.*

*Apologies are due to those writers who worked hard on stories for this issue that could not be run.*



# Housing Fests



## LOW SUMMER RATES

\$49.26 per month for two persons per bedroom  
\$57.00 per month for one in a bedroom

Rates for next fall quarter start at the same low price as last year — \$63.89 per month.

Applications for summer and fall now available in the Housing Office, phone 866-6132 Building A #220.