

REFERENCE ONLY

the COOPER POINT JOURNAL

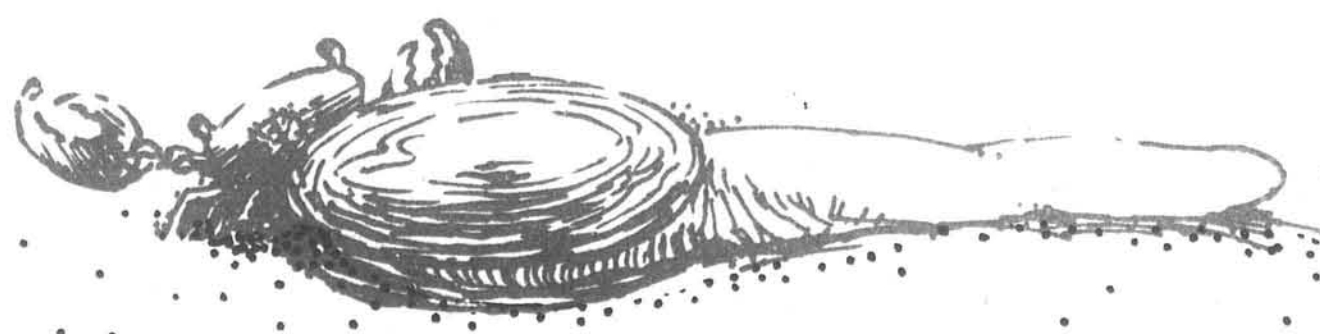
AUG. 26 1976

ORIENTATION ISSUE!!

VOL. IV NO. 36



IN THIS ISSUE: YEAR IN NEPAL, PLANTS, GEODUCK FEATURE, "HOW TO" AT T.E.S.C., BOOTLEG ALBUMS, HERBS, COMIX?, AND MUCH, MUCH, MORE.....



OMNIA EXTARES!

AT LAST!! GUIDE TO FACULTY = pg. 14-15

We Thank Us

You will probably notice *Cooper Point Journal* staffers wandering about the campus, seemingly catatonic, for the next several weeks — testimony to the fact that this *Cooper Point Journal* barely made it off the lay-out tables this year.

Seventy-five-hour work weeks, broken equipment, missing stories (and writers), and late-night slap-happy sessions have all taken their toll on this brave little staff. All we can say is "Whew!"

The *Journal* is Evergreen's campus newspaper, entirely managed and written by students. Exactly one year ago the long-time faculty advisor moved on and left the *Journal* without a guiding light. But we have improved despite that.

Our core of fearless writers and contributors varies in size, from three people at one point this summer, to fifty-plus for the Orientation Issue before you. We depend largely on people who just show up to offer their services — writing, photography, graphics, diet pop. Often these hard-working souls stick around and become part of a loosely formed group known as our "contributors."

This issue is unlike anything we put out during the rest of the year — mainly in size. We are so used to eight pages that nightmares about seeing pages 25 through 32 swirling down a giant toilet have been common.

Most importantly, this issue contains information we often do not have the time or fore-

sight to print during the school year.

Especially intriguing is the "Guide to the Faculty" on pages 14 and 15. Here we have attempted to profile Evergreen's individual faculty members — their strengths and weaknesses, their personalities and non-personalities. New students will find it especially helpful.

You will not want to miss "How to Open Evergreen's Doors" on page 11. Everything you have been asking about getting into programs and individual contracts is probably there.

Remember: the *Journal* is completely run by students. We will need writers, photographers and cartoonists throughout the year. So come on up and visit.

Dig a Duck

by Stephen G. Rabow

Evergreen's mascot is the Geoduck (pronounced Goody-Duck). Its anti-mascot appearances made it very attractive to those who made that decision in 1970. The symbol soon became the subject of numerous songs, stories, and jokes that kept the Evergreen spirit alive through the first struggling years of the school. The most popular of these might well have been Evergreen playwright Malcolm Stilson's song which was regularly featured in his plays:

"Go, Geoducks go,
through the mud and the sand let's go.
Siphon high,
squirt it out,
swivel all about,
let it all hang out.
Go, Geoducks go,
stretch your necks when the tide is low."

Much of the reason the geoduck is now an accepted norm here is due to the slick commercialization of the symbol by the Evergreen bookstore. Yet, no matter how cute the geoduck may appear on window decals, sweat shirts, or ash-trays, an encounter with the live version is nothing short of impressive.

The Geoduck (*Panopea generosa*) is the Northwest's largest clam. The siphon and body bulge way beyond the perimeter of the shell, the shell being unable to keep up with the bivalve's growth. Geoducks grow about one inch per year in shell length for the first four years of life. The growth rate is reduced after this period. The average size is reached in five to six years — an amazing average of 2.2 pounds. The average shell length is 5.6 inches. It is estimated that the life span of the geoduck is 20 years or more and that there are some 114,700,000 resident geoducks in the Puget Sound area.

Geoduck is the rough spelling of the Indian word "gweduc." To the Nisqually "gweduc" meant "dig deep." For thousands of years Northwest Indians ate the giant clam, but when white settlers moved in, they were overcome with nausea and embarrassment by the obscene-looking bivalve. Geoducks were actually banned from public sale in Tacoma in the early 1880's, but the law was soon wisely repealed.

What does one do with a geoduck? Well, there are no vibrating models being marketed at this time but there is talk of a sci-fi film to be shot in Olympia called "King Clam." The film is supposedly about an atomic experiment on the Trident submarine base that goes haywire and affects a geoduck which, as a re-

sult of radioactive exposure, starts growing at a phenomenal rate. The last scene is scheduled to take place on Capitol Way, the geoduck eventually working its way up to the Capitol building where . . . awww forget it, that would spoil the ending.

Clam hunters know that there is no easy way to catch a geoduck. A lazy man's guide to obtaining one of these lovable critters is to buy one. They are available locally fresh or frozen, whole or chopped, for around fifty cents per pound. A geoduck is one of the most unique gifts you can send to an out-of-state friend. Although geoducks have been found as far north as southeastern Alaska and as far south as Baja California, they are not commonplace outside the northwestern coast.

Geoduck burgers are served in some local restaurants for those with a taste for adventure. The taste, by the way, is similar to abalone. On rainy Olympia days, "let's have geoduck" is one answer that will provide an interesting afternoon of cooking and unique feasting. Here are a few recipes:

Geoduck Omelet

Add one-half cup chopped

onions and one-half cup ground, minced, or finely chopped geoduck to hot, well-greased pan (bacon fat for those who dare) and cook at medium high heat for two minutes. Stir in two tablespoons fine dry bread crumbs (and cooked bacon). Use this geoduck filling in your omelet.

Geoduck Chowder

Cook two cups diced potatoes, one cup chopped onions, and one cup chopped celery until tender. Add four cups milk and one chopped, ground, or minced geoduck; heat and simmer (do not boil). Add salt and pepper to taste. A lazy person's version of this is relying on one can cream-of-potato soup and one-half can of clam juice added to the geoduck.

Geoduck Fritters

Using fresh geoduck, cut one-eighth-inch-thick slices of mantle (skinned) into about one by two-inch pieces. In a bowl stir together one and one-third cup prepared biscuit mix, one egg, and one cup milk until blended. Heat salad oil or fat in a wide frying pan (a depth of about one-third inch). Cook until crisp and brown, about 45 seconds on each side.



A Geoduck dwarfs a six-inch ruler.

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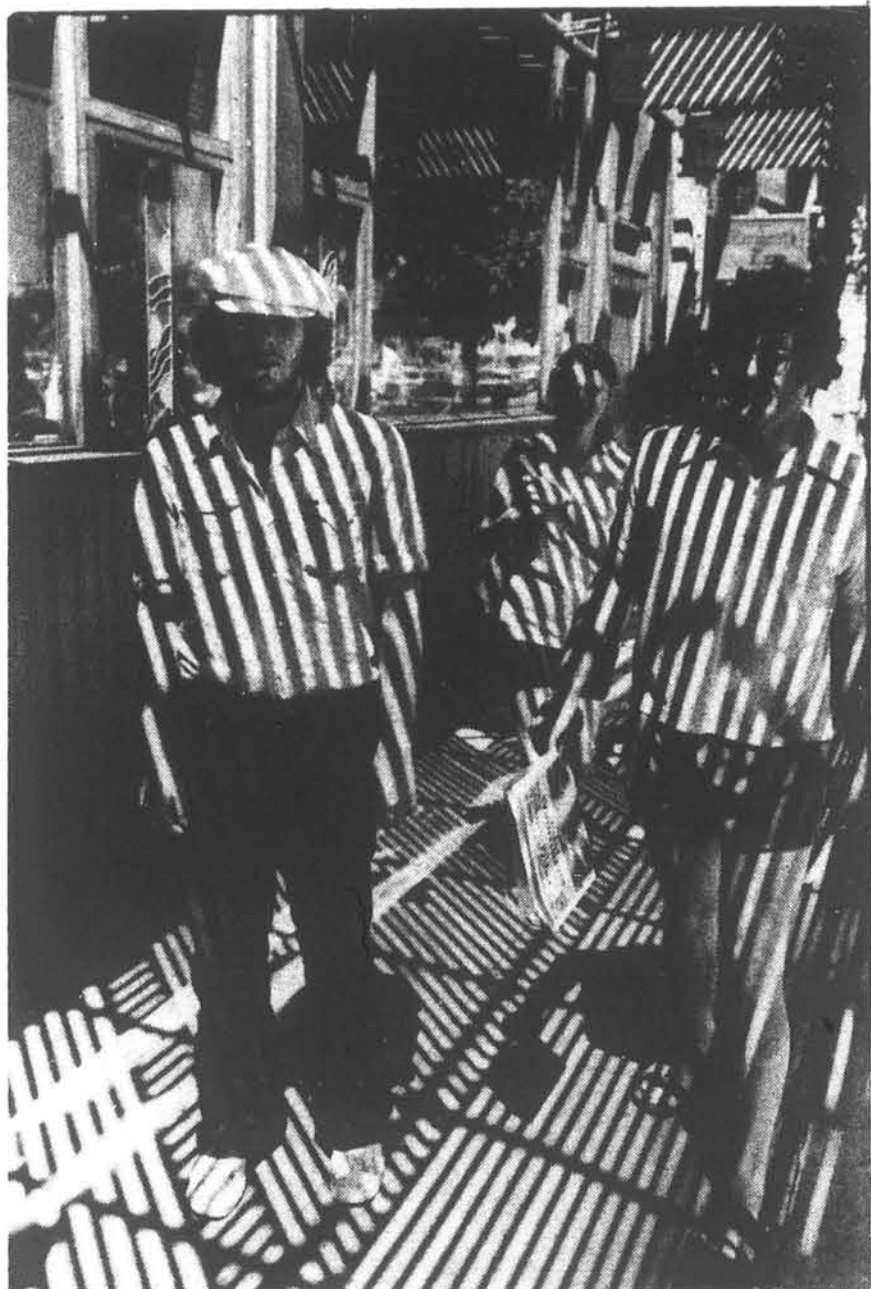
Special thanks to the Lacey Leader, which allowed us use of their Compuwriter machine when ours broke down.



NO YOU WON'T HAVE ANY COOL CATZ MAKING YOU FEEL LIKE A BIG RAT AT THE COOPER POINT JOURNAL! THE C P J NEEDZ WRITERS! INVESTIGATIVE REPORTERS! GRAPHIC ARTISTS! PHOTOGRAPHERS! THE WORKS! WE ALSO NEED A SECRETARY AND A NEWS EDITOR (WHO WE WILL PAY!)

THE COOPER POINT JOURNAL
CAMPUS BUILDING 336 866-6213

LETTERS



Eric Krieger

DELINQUENT FACULTY SHOULD NOT BE HERE

(In response to Cooper Point Journal article "Faculty Salaries to be Withheld," Aug. 12 page 8.)

To the Editor:

I was extremely pleased to read that the deans are finally taking some positive action regarding delinquent faculty evaluations. I myself have had to struggle to get an evaluation more than seven months overdue, and I know others who have been hampered in getting jobs or applying to graduate school because of tardy evaluations. Faculty who aren't organized enough to turn in evaluations on time shouldn't be teaching at Evergreen.

What really disturbed me about the article, though, was that some faculty seem to be passing the blame for their late evaluations on to the deans, claiming that the "enforcement" of this new policy should have occurred earlier. It appears that these delinquent faculty are trying to cover up their guilt by crying unfair, when the blame for late evaluations really lies with them.

I would like to extend my sincere thanks to Ed Kormondy and others who are taking a hard line on faculty evaluations. Keep up the good work!

Jacques Mowrer

CPJ REVIEW COMPLETELY MISTAKEN

To the Editor:

I should like to comment about your Mr. Shore's review of "Robin and Marian" which appeared in a recent issue of the CPJ. His review, I am grieved to say, was completely mistaken. It may even have caused, perish the thought, Miss Hepburn some pain. But from the little that he did say in this unfortunate review, I suspect that your Mr. Shore is a man of few years and as yet undeveloped heart, and hence, that he must be forgiven rather than punished. You might

ASH is talking about this "new approach" and its "new ideas." This certainly is a new idea and a new approach to rent collecting. When will the students here find housing that is not so slimy and underhanded?

L. Barry

NEW STUDENT APPALLED AT LACK OF SCHOOL SPIRIT

To the Editor:

I am a graduate from Arco High School in my home town of Arco, Idaho. I wrote this letter to Evergreen to say a few words about team sports. While visiting Evergreen this July to determine if this was indeed the college of my choice, I visited the Campus Recreation Building. As I walked through the halls a quick review of the display cases and bulletin boards revealed to me an interest in some rather obscure and different kinds of sports, most being non-competitive.

I felt this was good, Evergreen being a small school and all, and I communicated this to some people I assume were Evergreeners, nearby. A discussion followed and the subject of team sports came up. I was appalled at the negative comments I heard, "... competitive sports are for jocks..." and "... typical straight college crap..." "... violent..." and other similar statements.

I was a cheerleader at Arco for two years and enjoyed the playful and harmless competition between our school and the other high schools we played against. I enjoyed the role I played as a supporter and a friend for the different teams and coaches throughout the seasons.

I guess a lot of cool Evergreeners will think I'm crazy or something, but I really enjoy watching and cheering for my peers, friends, and relatives at baseball games or a swim meet. And these kinds of activities can be used to help generate school monies for scholarships or other worthwhile activities.

I think all these "liberal" Evergreeners should get liberated from all this weird stuff they're always pushing on other people and get hip to the rest of the real world. I read of lot of Evergreen material and am confused at times by all the closed-minded things all these open-minded people can say. I would like to see some kind of response to this letter, maybe I'm being too hard on Evergreen. But I think a liberal alternative college

encourage him to reread the "Transcendental Aesthetic" section of Kant's *Critique of Pure Reason*, read, for obviously the first time, Kant's quite romantically inspired *Critique of Judgment*, and to wait patiently for his better middle years.

Sincerely yours,
Mark Levensky

ASH WANTS TO SHARE IDEAS

To the Editor:

To the faculty, staff and students of Evergreen State College, Earl and I would like to, introduce ourselves as the new managers for Ash Tree apartments. We have been transferred from the Ash complex at Springfield, Oregon. It is our privilege to be here at Evergreen.

We hope to serve your needs, also to answer any questions you may have.

We would also appreciate any suggestions you may have. We would like to share ideas, so with your help we can make Ash Tree a better place for you.

We would like to introduce to you our Assistant Managers, Joe and Dory Chavez, and Bob and Betty Keith.

So stop over and see us.

Earl and Carole Swartz
Managers

ASH SLIMY AND UNDERHANDED

To the Editor:

I would like to tell about an incident which occurred a few weeks ago at the infamous Ash apartments. Yes, (name withheld) was doing his dishes at about 11:00 p.m. when there was a very rough and loud knock on his door. "I've come for the rent." An Ash representative stood with another rather large male on (name withheld)'s front step. Well (name withheld) had already paid his rent in full. When he later told me about the incident, he punctuated his story with "I couldn't believe it. It was really like the movies. Eleven at night."

should allow for everyone's feelings.

Candy Peterson,
Arco, Idaho

BIG SALARY MEANS BIG APPRECIATION?

To the Editor:

I for one am tired of reading about what a great job a recent employee did for Evergreen. Many employees have done a great job for Evergreen but never received such publicity upon leaving the college. Must one earn nearly \$19,000 annually to be really appreciated here?

Ann Brown
Staff

EVERGREENERS STEAL TOO

To the Editor:

Early Monday morning two young men were tearing at a car in parking lot F. Security came upon them and they bolted for the woods, but the descriptions were very clear; they were Evergreen students. The sheriff comes and shrugs his shoulders at the smudged fingerprints, for the young men had escaped once more, but not before creating several hundred dollars worth of damage. There have been a hundred or more such cases of damage and stealing since the first of the year. And nothing has been done about it?

Richard M. Edson

BUDGET APPROVAL DISGUSTING

To the Editor:

The newsletter dated August 20, 1976 contained some information which I feel very strongly about — the budget. I want some questions answered. What the hell is going on? In

the last paragraph about Biennial Budget Request there is a statement which reads, "Trustees also approved a \$18,879 bid from Hopkins Co. for parkway median landscaping, and an additional \$18,850 bid from the same company for Seminar Building landscaping." Do you realize that this is THIRTY-TWO THOUSAND SEVEN HUNDRED AND TWENTY-NINE DOLLARS?

Now, I can understand spending money to build structures and to maintain those structures. I cannot, however, understand spending the above amount to plant trees, grass, shrubs and generally push dirt from one spot to another. I mean, it seems to me the campus core area is already receiving more than enough "landscaping" attention and funding.

The earth does fine all by itself. God does a great job of landscaping. Why do we need to spend \$32,729 on redoing what He/She's already mastered? Do we get gold-plated trees? Fountains of running water and colored lights? Besides, I thought the environmentalists were striving to maintain Evergreen's acreage in its natural, beautiful form. I for one am very satisfied with the way the parkway looks right now! I for one don't give a good goddamn about the pile of gravel at the back of the Seminar Building. It can stay there. The money could be used much better in other ways on this campus. I wish I were a parkway, I would be delighted to receive all this attention, but I'm a student, and I'm also having financial difficulties remaining a student. I am more important than a parkway.

Dear Board of Trustees members, I know you have more sense than this, at least I thought you did. Where is your sense of priority? Where is your understanding of the human condition on this campus? I wish to god someone would landscape my wardrobe for me. . . . I wish someone would understand, namely the people who dole out money around this place. This is disgusting.

Fran (Red) Allen

Captain Cakes
2410 W. Harrison



You can drink milk . . .

. . . but we sell BEER.



Tuesdays: Pitchers . . . \$1.50 all night
Wednesdays: Pitchers . . \$1.00 8-11 p.m.

(we do sell milk, also)



"There is no fireside,
howsoever defended,
but has one vacant chair!"
— Longfellow

ASH ADULT STUDENT HOUSING

3138 OVERHULSE RD. 866-8181

Reaction to NOW Convention Varied

The National Organization of Women (NOW) held their state-wide convention at Evergreen August 13, 14 and 15. Many Evergreen community members attended the convention, including Marita Haberland, Toni Holm and Laura May Abraham. Their thoughts on the convention and the workshops they attended follows.

by Toni Holm

The workshop I attended was called "Women in Media." It was held in the Multi-Media Viewing Room in Media Services. The room was filled with equipment, a film projector, and two video tape decks.

The two women leading the workshop were involved in an access TV program on their local cable station. But, it was a strong statement about the state of "Women in Media" that neither of them could make any of the equipment work. They finally wound up calling in someone from media services, a man. The women, who have had their public access show for six months, explained this proved "any dummy can get involved." Well, there certainly was a lot of um-ing and er-ing in their conversation.

The main thrust of the discussion was Cable TV, although other mediums were touched on briefly. The preoccupation with cable was explained by one of the discussion leaders this way: "The possibilities for cable are unlimited." She went on to explain that Cable TV had a great deal of room to grow; "They can just make the thingy under the ground fatter," she said.

In all fairness to the women leading the workshop it must be admitted neither of them pretended to have any technical expertise, and I must confess, that is what bothered me. Their ideas for programming were intelligent and original. Their comments on the how-to of community access showed experience with the problems involved — problems they have managed to overcome.

Although not familiar with the

actual FCC regulations they seemed to understand that non-commercial (and certain commercial) stations do have a legal obligation to give access to community groups. But, even through the showing of some fine videotapes of their program, I was still bothered. In all the talk about women's programming and gaining (or forcing) access, the women seemed perfectly content to leave the real control of the media where it already lies — mainly in the hands of men.

Among the entire group of women assembled for the discussion, not one knew how to properly run a video porta-pak, a projector, or even, it seemed, a tape recorder. What's more, no one seemed interested in learning.

If women's groups, or any other groups for that matter, really want a genuine control of public media, they must first embrace the technology.

by Laura May Abraham

The National Organization of Women, designed to foster the advancement of women in all segments of society, to the overall betterment of everyone's lives, is comprised of people who work hard turning ideals into reality.

The most common flight I hear against the organization is a categorization of them as "the rich bitches from NOW."

But high level power changes demand money and influence. We can only wish that major, behind-the-front-lines policy-making affecting us all was distributed more evenly among the ranks of America's sensitive, intelligent women.

I am encouraged by NOW's involvement in the political scenario: candidate screening, pushing for enforcement of the ERA, and feminists such as Nancy Rising, a city councilwoman from Bellevue now running for Insurance Commissioner.

It will be possible to change the winds of deceit by developing our abilities to live on earth in this mangled society, but that demands a lot of mutual support.

Private efforts are also to be commended. The Washington State Feminist Federal Credit Union is something I can really get behind. It involves putting your money where your mind is; lending to people who care about each other and themselves — rather than giving your small bit to the banks, who then lend it to corporate interests concerned only with profit-making on a large scale.

Bernadeane Maxie, the woman who conceived and set up the Credit Union a year ago, is still working off of her dining table in order to completely minimize costs. Commitment counts a lot these days, and to be able to turn living situations into learning experiences is necessary.

I was proud and privileged to be a small part of the Co-Respondent's performance (more power to them), when Carla Traylor responded to my offer to help with, "Yeah, want to run a camera?" Since I had never operated a camera before, it was only because they (Janet Bays and Eileen Lemke-Meconi) believed I could do it, that I did. I did OK with their guidance, loving every minute of it.

So, I learned a lot at the few workshops I attended, and once again, our favorite institution, the good old Evergreen State College, served us well.

by Marita Haberland

Workshops began Saturday morning following an address by Legislator Pat Cochran entitled "The Future of Women in Washington State." Some of the workshops offered during the convention included Women, Spirituality and Power; E.R.A.; Legislation; Lesbianism; Women and Credit; Women and Media; Older Women; Self-Health and Abortion; Assertiveness Training; Massage; and Rape.

A very interesting situation developed during the afternoon. Since the Liberal Religious Youth (LRY) held their Continental Conference here at the same time

as the NOW Convention, some of the LRY people filtered over to the camp of feminists. During the course of the Women, Spirituality and Power workshop, five women from LRY joined the group. These women were obviously tied in a strong bond of solidarity, as they joined hands in a small circle of solemn receptivity.

The workshop was led by Seattleite Marie von Bronkhurst, who works with the Presbyterian Church, and it soon became evident that the emphasis would be focused on working within the traditional church.

Among the 30 women present, perhaps 12 to 15 were either totally disillusioned or in the process of becoming alienated from the traditional Christian and Jewish religions. Those who represented alternative modes of spirituality were quite vocal. One area discussed by the participants was mysticism and earth religion. This philosophy adheres to an ecological orientation, combining humanism with feminism and earth mysticism.

The differences between the two groups of participants were reconciled at the end of the hour when all the women desiring to unify through physical contact did so — in a circle initiated for the most part by the LRY women and a few others. Each member of the circle chanted her own word in harmony with the others, and one of the LRY women led a group song of solidarity.

Following the chanting, the majority of workshop members left — after exchanging addresses — leaving only a small circle of eight. They joined in a more intimate bond of sisterhood. The ad hoc workshop began at this time.

The group was mostly composed of LRY women who had been studying *The Dialectic of Sex*, by Shulamith Firestone, for the past week. "Future Utopias" is the last chapter of that book, and served as a good departure for the women still present. This idea was discussed in the context

of working for a revolutionary spirit of ecological and humanistic world-view. Loving energy was evident in the room as the group departed.

The next workshop I attended was the Lesbianism session, led by two women representing the Lesbian Resource Center in Tacoma. Although there were approximately 70 women present, the energy was not comparable to the previous workshop in the quality of loving harmony present. This, however, was to be expected, due to the alienating experiences most women present had undoubtedly gone through in defining their own sexuality. One of the facilitators described her experience with her own mother, who accused her of being a lesbian — an experience common to women who are self-determined. The participants were very vocal in the two-hour period, and opinions were aired in many diverse forms.

Following the Lesbianism workshop, a meeting was called by the LRY women in order to further explore utopian ideas regarding radical feminism and the future of a strong feminist revolution. Together, 10 women met for a period of four and one-half hours. During this time many topics were discussed, including the concept of the nuclear family, and its future in society.

This group was led by Amy Curray, an 18 year-old radical children's liberationist from San Francisco whose mother teaches "The Dialectic of Sex" at Berkeley. The quality of this discussion, which extended far past the evening meal of both LRY and NOW, was engrossing, and once again, a spirit of love prevailed. On two separate occasions, a couple of LRY men stopped into the room to listen in and were welcomed.

Included in this alternative workshop were even a few members of NOW, who appeared to be disillusioned with the overall content of the NOW workshops. Many valid points were brought up that day from both sides — ones which NOW will have to deal with shortly.

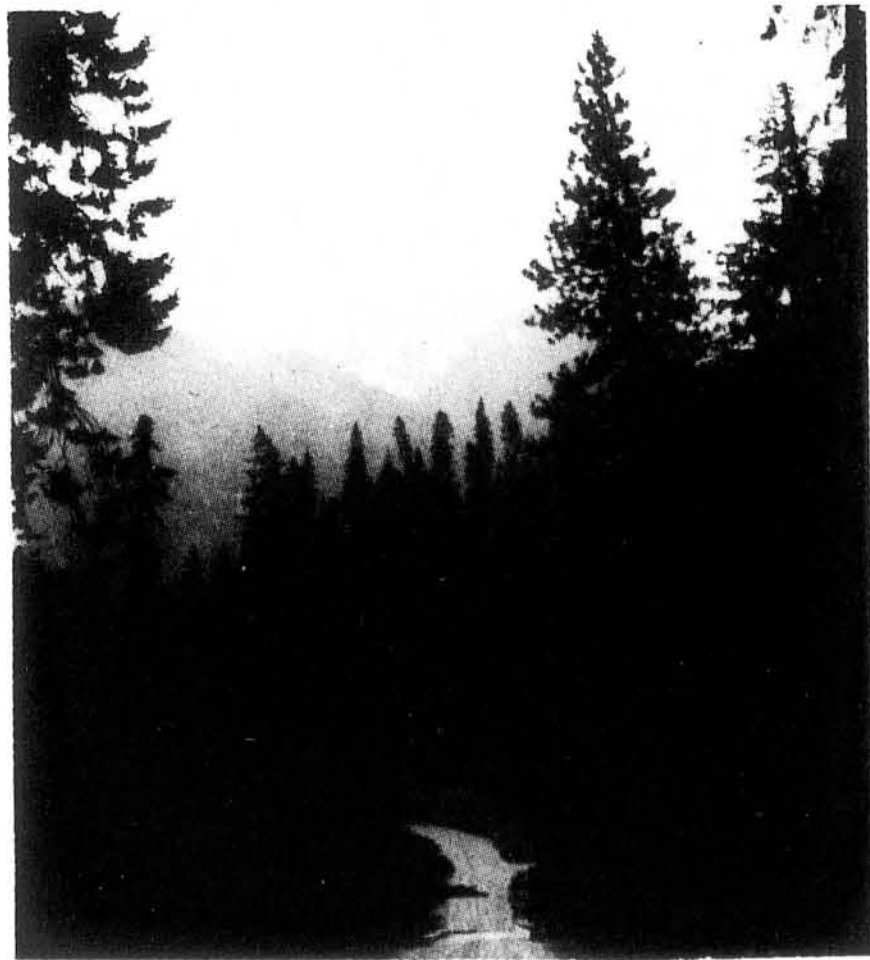
Fit to Climb a Wall?

by Nancy Jones and Pete Steilberg

Depending on your skill level, you may be interested in climbing the "Dance Hall Wall," the name given by the first ascent party to the southeastern face of the Campus Recreation Center. There are currently three established routes to the summit of the CRC. This practice facility was established by the TESC Mountain Club in 1975 and has been under development for over a year. There will be a brief dedication ceremony and climbing exhibition on that facility on Wednesday, September 29 at 4 p.m.

If technical rock climbing is not your forte there are hikes and climbs within a two hour drive of this campus, which can be truly mindboggling in terms of scenery and exhilaration. Perhaps the most popular one in close proximity to campus is a hike up Mt. Eleanor in the Olympic Range. The trailhead is approximately a one hour drive from Evergreen. Mt. Eleanor offers some fine hiking with views of the Hood Canal area and Mt. Rainier. The adjacent peak, Mt. Washington, offers an excellent beginning climb for experienced mountaineers.

A popular hike with Evergreeners has been to the Flapjack



Lakes area west of Hoodport. These lakes are surrounded by the rugged Sawtooth Range of the Southern Olympics. Originally a four mile hike, the trip

to the lakes has been extended to eight miles by the closure of the old road, and is a pleasant overnighter. There is a quota system at the Lakes; contact the Stair-

case Ranger Station for reservations.

Perhaps the most beautiful area within an hour and a half of driving is the Hamma Hamma area, just north of Hoodport. Lena Lake is about one mile from that road and is often crowded on weekends. However, Upper Lena Lake is an excellent overnight trip and if one continues further on the Hamma Hamma River Road and takes the Putvin trail, the Lake of the Angels is absolutely beautiful. It is preferably an overnight trip because of the trail incline. **Avalanche hazard in winter**.

During the spring and summer most of the well-known lakes, passes and climbs in the Cascade Range can be reached within a two or three hour drive. For safety reasons this necessitates leaving Olympia no later than five or six a.m. to conserve daylight. Mt. Rainier and Mt. St. Helens are within a four hour drive from campus, and there are many fine day hikes on both of the mountains. Summit attempts are most comfortable when done in two or three days.

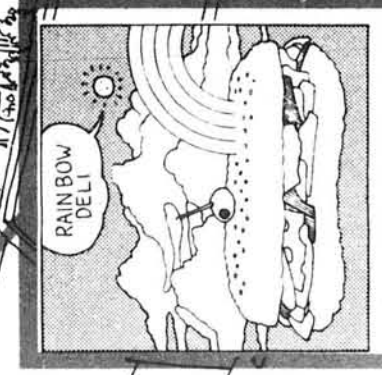
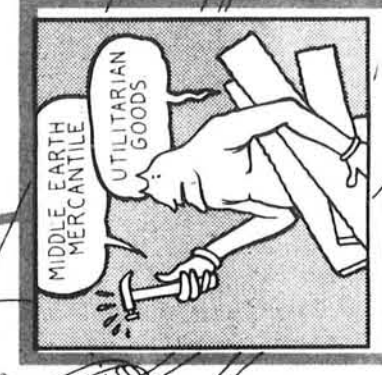
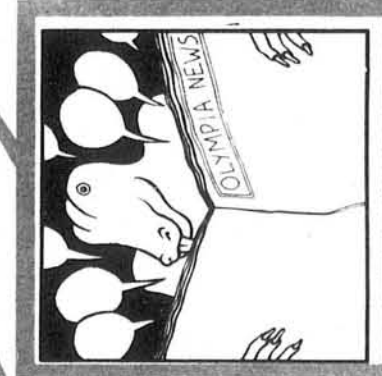
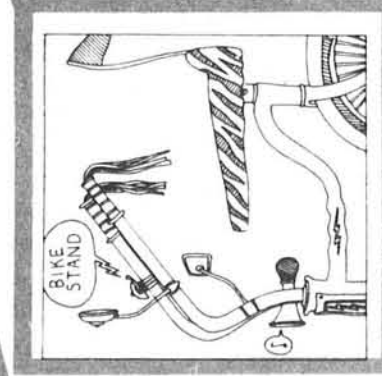
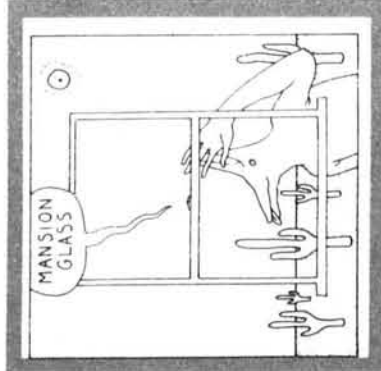
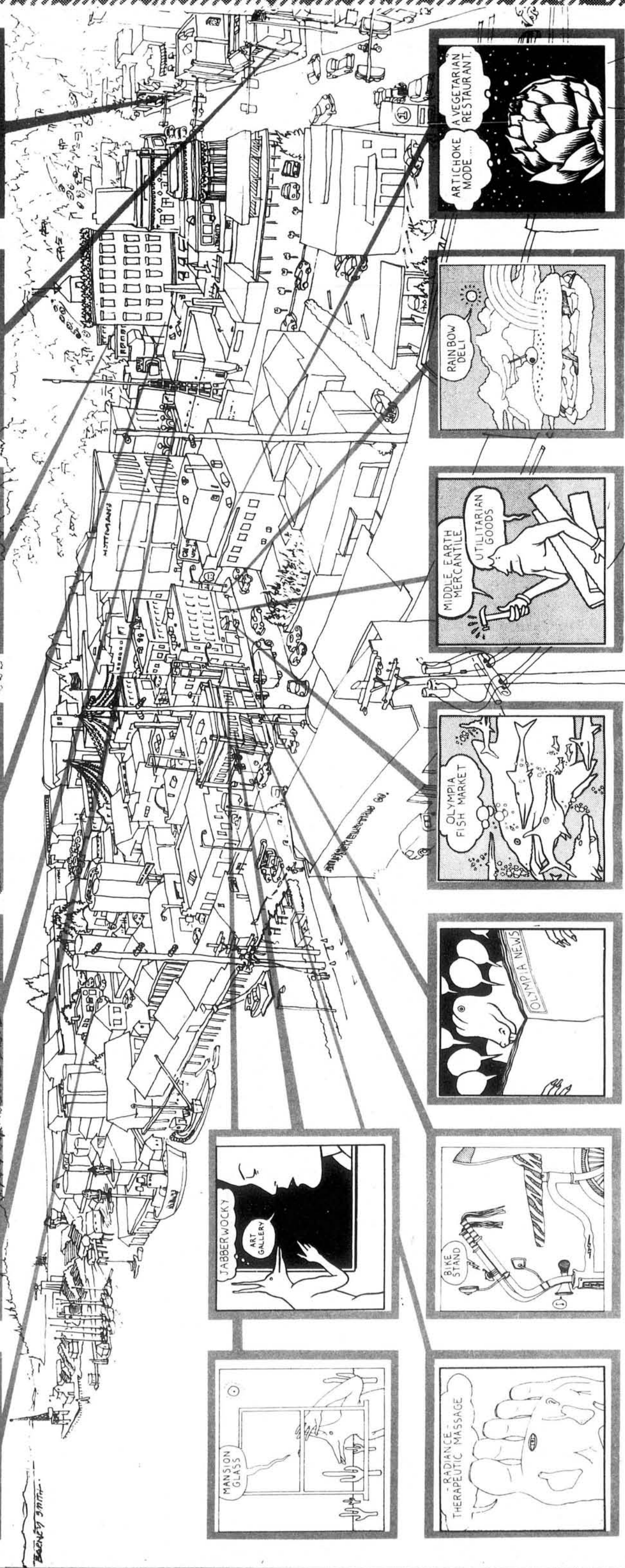
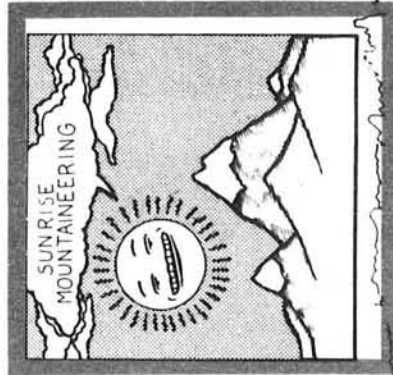
Equipment is available at the Equipment Center in the CRC, either free or for a nominal charge. Tents, stoves, ice axes, snowshoes, X-country skis and other paraphernalia are available

to TESC students, faculty and staff. Inexpensive lessons are available through the Leisure Education Program in outdoor skills, such as X-country skiing, winter mountaineering and sailing.

There are occasional free workshops, such as rappelling sessions and kayaking pool sessions, so keep your eyes open! Contact specific sports organizations through CRC 302, or the Outdoor Kiosk (CAB 2nd floor), for information and access to technical equipment.

An Outdoor Resource Center is available at the Outdoor Kiosk with more information about these areas and others. It includes: 1) A do-it-yourself card file of people, local outfitters and useful phone numbers (i.e. Staircase Ranger Station). Its main purpose is to help you contact other folks with similar interests. 2) A vertical file containing equipment catalogs, maps, outdoor program brochures, equipment lists, and information about river, hikes, and climbs around the Northwest and beyond. It also contains information about sports such as ski touring and climbing. Additions to both of these files are more than welcome.

For more information go by the Outdoor Kiosk, or call 866-6530.



OLYMPIA SHOPKEEPERS GUILD

Adventures in Nepal

by Judy Annis,
Evergreen News Director

When 18 college students leave their homeland — the most industrially developed nation in the world — to spend ten months in Nepal — one of the least industrially developed countries on the globe — chances are they won't come home exactly as they left.

And, according to three students from Evergreen who just returned from several months in Nepal, they, indeed, aren't the same people they were last summer.

They all faced a degree of poverty and disease never imagined in the U.S. They saw death, quite literally, lying in city streets. They learned to live without electricity, running water, telephones, and without roads and motor vehicles. The experience forced each of them to reexamine their roles as Americans and, to a person, they all had to learn new definitions for "health" and "patience."

As Kristin Adams, a California pre-med student who served as a Nepali village doctor for three months, says, "we all had to re-define what 'health' was. You're not sick in Nepal if you just have diarrhea but are feeling all right in general." Like the rest of her Evergreen companions, Kristin lost weight in Nepal and had her troubles with intestinal parasites. "But," she adds with a grin, "I also came back with more muscle than I had when I left."

The muscles came from having to walk everywhere, for Nepal has roads only in Katmandu and a few towns, and every place there is measured by "how many days' walk it is" to somewhere else.

Laurie Woodall, a Virginia graduating senior, covered much of the country by herself on foot. She spent nearly two months on the now famous "Everest Cleanup Hike," which took her and four other Evergreeners to the base camp of Mt. Everest. There they spent three weeks picking up refuse left by trekkers and climbers — and earning themselves front page headlines on newspapers across the world. Her travels across what she calls "that beautiful country — unlike anything I've ever seen," helped her gain a new perspective on her own culture while she gathered information and collected plant specimens for her individual research study on ayurvedic (herbal) medicine.

"The one thing I really had to learn was an incredible amount of patience from the Nepali people," she says. "You have to learn to be patient there or you'd go out of your mind."

For all the students — and their Evergreen faculty sponsors, Dr. David Peterson and his wife Kathleen — patience was essential. They agree "nothing gets done quickly in Nepal. You must learn to slow down."

Learning to slow down — and to adapt to the many changes the ancient, but tiny (500 miles long by 100 miles wide) monarchical country had in store for them — took time.

Dr. Peterson, a physician and educator who first visited Nepal in 1971 to attempt a climb of Mt. Everest, says his students began preparing for their trip last year, with one quarter of



Foothills in Nepal tower like mountains before two Nepali children.

academic work on campus on the history and culture of Nepal and on the beginnings of language instruction.

But their real learning began last August when the group first assembled at Nepal's Experiment in International Living Quarters in the heart of Katmandu. Housed in an old rustic palace, students immediately plunged into two months of intensive language training, taught by four Nepali instructors who spoke only in their native tongue throughout the five-hour-a-day classes. After each session, students spent their afternoons practicing their lessons on the streets and in the shops of Katmandu.

They were learning more than language those first two months. They were finding out what it's like to live in a country where the average life expectancy for city dwellers is 38 years; for "hill people" only 28; where infant mortality is so high women have an average of nine pregnancies in order to bring two children to young adulthood; where preventative medicine is unavailable and sanitary facilities don't exist.

As Dr. Peterson explains, "There are no sewage or water delivery systems, even in the cities. In fact, there are no sanitary systems of any kind. It is," he adds, "a very difficult environment to live in."

Malnutrition is the number one health problem, followed by worms; amoebic, giardia and bacillary dysentery; tuberculosis and leprosy. Malaria is "close to eradication," but many other diseases Westerners regard as extinct still threaten human life.

Poor health conditions are directly tied to the Nepali diet which consists of rice or potatoes with little meat, some fruits and vegetables in certain limited areas, and, very seldomly, a taste of milk, cheese, eggs or chicken; but the latter are luxuries to the average Nepali family. Vitamins are unknown, as is

the whole concept of nutrition.

All the Evergreen students ate what was available — and all lost weight. "No one got malaria," Dr. Peterson reports, "but everyone had some form of dysentery."

During their entire stay, Evergreeners operated on one basic dietary assumption, he says, "Everything we ate or drank was contaminated. We boiled all our water, but we still expected to be sick about 25 percent of the time." But, he hastens to add, "the health hazards quickly became insignificant."

As Evergreen senior Sallie Hancock says, "We became proud of the hardships we endured."

Sallie, who became the first white woman kayaker in Nepal during her stay, came home to Ohio in early spring. But her shortened stay didn't diminish her enthusiasm for Nepal and, more especially, for its people.

"They are incredibly close to God," she says. "When you're with them, you feel in touch with the Biblical prediction that the meek and humble shall inherit the earth." The people are "spiritual" and "generous," she says, and "somehow very elegant. They can be living in mud shacks, eating off the floor with goats and chickens wandering in and out, but they're beautiful."

Sallie says she was constantly struck "with the smiles the people directed at us." And, she was impressed with the women. "They're often dressed in rags and dirty, their hair slicked down with mustard oil. But they're lovely."

Being around them forced the Evergreen women to change their views, Sallie says. "We all got more into dressing up, wearing ribbons in our hair and saris. I became more feminine and really developed a strong awareness of womanhood," she says.

Dr. Peterson, Laurie and Kristin echo Sallie's conclusions.

"Women in shorts or pants are considered of the lowest cast in Nepali's social hierarchy," Dr. Peterson explains. "They are immediate outcasts and viewed as women of questionable moral character. To become accepted, our women had to change their appearances. And, within two months, they were all wearing long skirts and saris."

While the coeds were learning a new code of dress, they also had to comprehend a very different view of women held by Nepali men. "In Nepal, men are like Gods and women are their pawns in the game of life," he says. "Theirs is a very religiously dictated way of life and everyone has a dictated role."

Students began to understand those roles after their first two weeks when each of them moved out of the communal palace into the home of a Nepali family for six weeks. Most of the families spoke no English, so the students really had to survive on their own.

Laurie, who lived with a family of six, had her own room, but still found it very difficult to "get over my need for privacy." "They liked to come and look at me," she remembers, "and I just couldn't be by myself." She found her vocabulary limited, so it "was difficult to find something to talk to them about." She missed being able to cook and "craved chocolate and ice cream." Unlike the rest of her Evergreen friends, she was glad when her six-week family experience was over, and she was free to trek across Nepal to begin her academic project.

Gathering plant samples and interviewing Nepalis filled most of her days, as Laurie set about studying ayurvedic medicine, which relies on herbal rather than chemical remedies. She had no background to assist her studies, but found people more than willing to talk with her, including an ayurvedic doctor from whom she took classes for six weeks.

Laurie learned how to collect the right specimens from him,

but the most worthwhile things she gathered were impressions, not plants.

"Getting to live in a totally different culture helped me gain a perspective of my own culture," she says. "I found I had a lot stronger sense of being an American — and that I felt less critical of America than I had before."

Laurie also discovered Nepali life "is really simple. The people don't have a broad perspective. Many live all their lives in one small village and they're concerned only with their immediate area, and with keeping themselves alive and raising their children."

"The women have to keep having kids," she adds, "because so often their babies die in infancy. It's very difficult to tell Nepali women to stop having children because they have to have sons to carry on the family line."

As a pre-med student Kristin was particularly interested in medical care in Nepal. She studied science and physiology at Evergreen and worked part-time in the college health clinic. Once in Nepal, she worked at a Katmandu clinic for awhile, then got a chance to practice clinical medicine in a tiny place "two days' walk" from Katmandu.

There she worked as the village doctor with two Nepali men, each equipped with only six to eight weeks of medical training and no understanding of English. Kristin spent three months treating villagers, applying her basic background in first aid and "my upbringing in the traditions of Western medicine" to everything from intestinal parasites to broken arms, respiratory congestion to obstetrics.

"It was really an intense experience," she understates. "I was considered the village doctor though I've had no formal training."

Kristin had to establish her own guidelines for what she could treat. "They expected me to treat everything, but I couldn't. I wasn't doing a lot of

continued next page



Women in Nepal do not wear pants and adorn themselves with jewelry and ribbons. Evergreen women soon adapted to those ways.

Co-operative Education—It Works!

by Keith Goehner

*Will I really enjoy being a lawyer?
Is that all there is to being a Marine Biologist?
Are there careers for Poets?
What does it all mean?
Where will four years of academia get me?*

Evergreen is a school where students can develop and follow their own curriculum, thus allowing themselves the full opportunity to choose their own future.

The Office of Cooperative Education is designed as an academic support program to aid students in their educational careers by placing them in on-the-job work positions commensurate with their educational interests and backgrounds. Co-op Internships give students first hand opportunities to see what they may be lacking in preparation for a career. Internships also give students practical situations in which to apply the theories learned in the classroom. Through participation in the Co-op Career Learning and Internship Programs, students can gain invaluable experience and knowledge in fields related to their studies. All Internships are handled through the Co-op office and are credit generating "jobs."

The Internship "job" experience should not be viewed as an alternative to the academic program but should be a logical extension of it, enhancing it, helping to translate classroom theory into real, productive, tangible results.

In order for anyone to participate in the program, they must be enrolled in one of the three modes of study at Evergreen: Coordinated Studies; Group Contracts; or Individual Contracts. They then come to the



Linda Hillman prepares the machine for a run in Evergreen's Print Shop.

Co-op office, make an appointment with a coordinator, and fill out an Internship Request Questionnaire. At any time students may look through the Internship Catalog for possible positions. When coming to talk with a coordinator, it's helpful if students bring their traveling portfolio. The coordinator will, after assessing the student's background and interests, assist in placing them with an employing organization. Following placement an **Internship Agreement (I.A.)** is filled out and filed with the Co-op office. The I.A. is a contract between Student, Faculty Sponsor, Field Supervisor (employer), and the Co-op office. It must be agreed upon and signed by all parties involved.

For information, answers to questions or problems, stop in and talk to a coordinator or pick up some free literature.

Co-op is located on the first floor of the Arts and Sciences Building (Lab. 1000), and the phone is 866-6391.

Here are a few of the Internships presently available, for a complete listing stop by the Co-op office and look through the catalog.

STEAMSHIP DECKHAND:

There is one remaining large steam vessel in operation on Puget Sound, the **VIRGINIA V.** There are two positions available with the "V". The Intern would be expected to serve an active apprenticeship which would include both study and practice of: seamanship; steam machinery (basic); operations; repair, maintenance and restoration; history; management; and funding.

This position calls for someone with a background in Maritime history and skills such as drafting, carpentry, metal trades, engines, etc. This is an exceptional position and only serious students should consider it.

L.E.A.A. RESEARCHERS:

There are many Internship opportunities for students with backgrounds in research, public administration, statistics, planning, computer retrieval, or social services. These are specific positions sponsored by a grant from the *Law Enforcement Assistance Administration*. Evergreen is the only school in the Northwest to receive this grant, so students planning to apply for Fall quarter Internships, and who are interested in the Law & Justice or Juvenile Justice field are encouraged to contact the Co-op office immediately for more information.

NATIVE AMERICAN ADMINISTRATIVE INTERN:

A Native American is needed in this position as an aid in administering loans to Native



Lab. Assistant Russel Colon conducts tests at a Medical Center.

American Businesses. The Intern's duties might include: servicing loans; conducting financial and loan analyses; assisting in management and procurement of loans; and setting up various workshops for Native American businesses.

BROADCAST JOURNALISTS:

Several Western Washington Radio Stations have positions where one could: conduct field interviews; write news or advertisements; edit tapes and news releases; produce public affairs or special interest programs; or engineer "on-the-air" programs. The applicant's experience and interests will determine placement.

ASTRONOMY EDUCATOR:

This student would maintain and operate a 24½ inch reflecting telescope. The Intern would also help set up and run an Astronomy Education program for students of all ages and lay adults.

This is a position for a hard-working Science major with a background in Physics, Astronomy and Education. This is a very fine position and one of a kind, so apply soon.

Plus many other positions in:

Administration & Management
Counseling & Mental Health
Finance & Grantwriting
Graphics
Law
Media & Journalism
Planning
The Arts
Education
Government
Humanities
Law Enforcement & Corrections
Minorities
Public Relations
Recreation
Science
Social Work
Research
Medical Science
and Other (such as Religion, Farm Work, etc.).

Evergreeners in Nepal

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risky things like surgery though I did 'deliver' one baby. I really just watched it — it was an easy delivery, and the women knew what they were doing."

She set one broken arm with only Xylocaine for anesthetic. "The people are incredibly tolerant of pain," she observes. Most often, though, she found herself treating worms and other gastrointestinal parasites, and striving to educate Nepalis on food cleanliness.

"There's nothing you can do now about their water sources, and no way you can get everyone to boil their water, so education doesn't help much and patients' worms reoccur even if you do manage to eradicate them for awhile," she says.

Her experience offered "a good insight into the role of western medicine," she notes. "I really came to believe that a lot of medicine — western or eastern — depends on faith. If people have faith in the doctor or system that's treating them, they are often healed."

Though Kristin was able to work as a doctor, she was also very conscious that she was a woman. "For one thing," the blonde 20-year-old comments, "the men were infatuated with us. They saw us as really free and loose and they often wanted to marry us."

"We'd be a real status symbol," she adds, "plus we were a source of curiosity." Kristin said she was a "much happier woman now" because of her Nepali adventure.



Walking is the only way to get anywhere in Nepal, and bridges like this one, being crossed by Dr. Dave Peterson, are common.

"American women have a hard time with their role as women — being only recently convinced that there is no difference between men and women, but having impulses that are different. Women in Nepal accept those differences. They don't wear pants. They don't look at men or touch water during the first four days of their menstrual periods ('if you do, you're punished in your next life and so are the men you look at'), and they accept and respond to a variety of rituals," Kristin said.

The major ritual for women — in which all the Evergreen coeds participated during their first six weeks in Nepal — is "Tij," a three-day cleansing festival when all women must go down to the river ("which is just filthy") and

wash themselves 360 times for each day of the year, keeping their petticoats on, but getting themselves "clean" of any guilt for any transgressions made during the past year.

The Tij and other rituals which dominate Nepali life are not always understood by the 13 million people who inhabit the subtropical monarchy. They accept the rituals and follow them closely without examining their purpose. Instead they recognize the ceremonies as part of their country's history.

Dr. Peterson says the original dynasty which united Nepal more than two centuries ago loosely combined 70 different tribes, each speaking mutually unintelligible languages. In the early 1950's, the country was re-

united under the present Shah rule with what he describes as "an honest-to-God monarchy." "The king is believed to be the reincarnation of a Hindu God, Vishnu, and is the head of both church and state," he adds.

Kathleen Peterson got a chance to really absorb some of the history of the country while working as a researcher with the United Nations restoration project at Hanuman Dhoka, the old royal palace. She carried with her an academic background in Buddhist iconography and applied it to her task of interpreting the symbols which adorn 188 struts of the Basatapur tower of the palace.

"The palace is decorated with powerful imagery, very significant for the present dynasty,"

Dr. Peterson says. "When Kathy left, she was offered a job as senior researcher for the whole restoration project. She hated to turn it down."

Not all the Evergreen students have left. Some continue their academic research in a variety of subject areas. One student is continuing her work on a linguistic project, studying the relationship between two tribal languages; another is working on family planning; still another is on a retreat in traditional Buddhist fashion, studying 12-14 hours a day, seven days a week; and two others are staying in Nepal to study the traditions of Tibetan Buddhists.

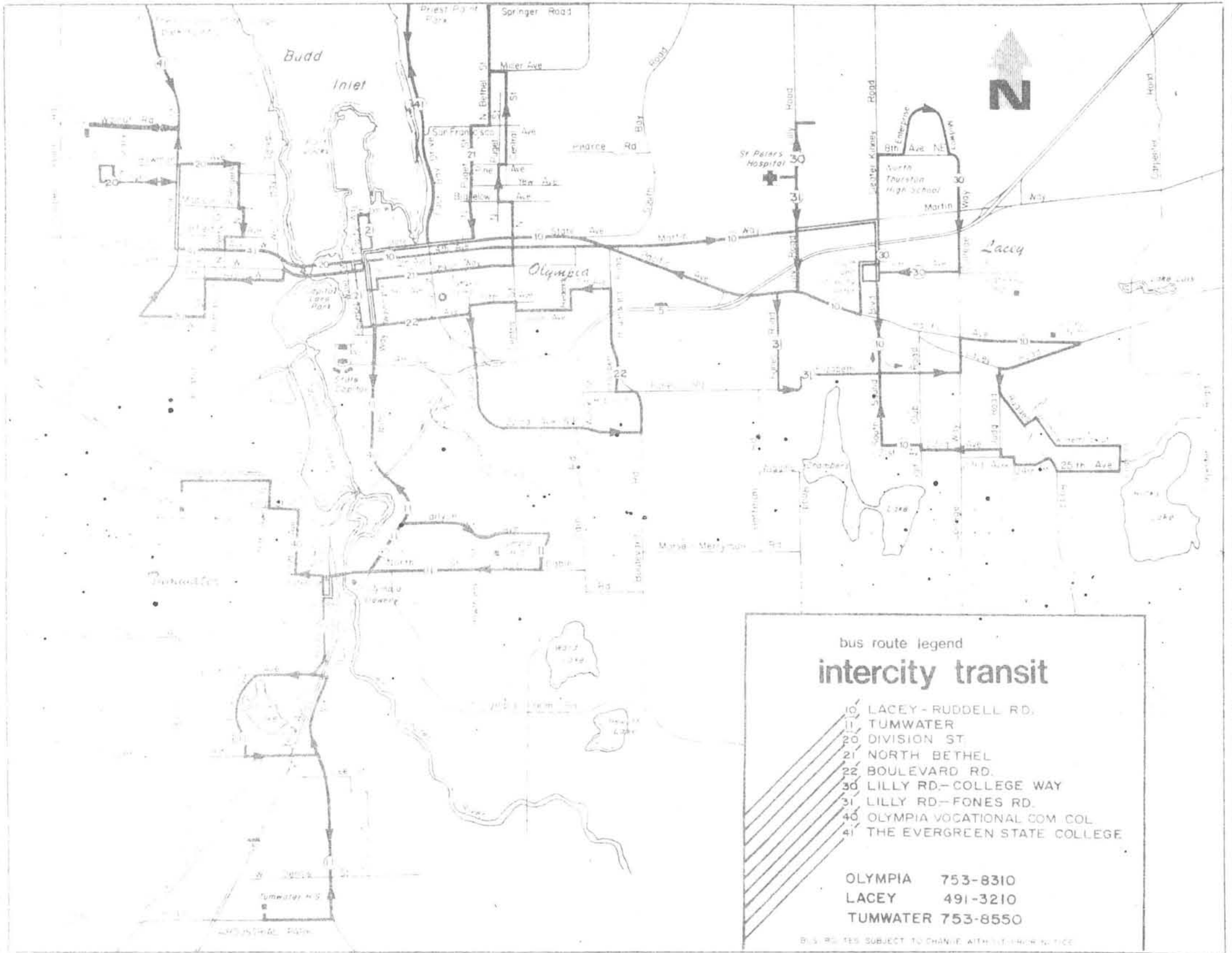
All of their work — as well as that done by the Evergreeners who have returned home — was done with the assistance of Tribhuvan University, Nepal's only university. Dr. Peterson said the university's research division, which functions to assist graduate students in programs from all over the world, "handled Evergreen like a regular graduate program." Students got their visas through the university and in turn have delivered or will deliver copies of their reports to the institution for future use by other scholars.

Those who have returned to campus are completing their final reports, developing reels of film, and seeking the company of their companions to relive the varied, exotic and genuinely moving experience they all shared — an adventure in Nepal.



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#41 THE EVERGREEN STATE COLLEGE — OLYMPIA

WEEKDAYS ONLY

LEAVE SOUTH SOUND	DUE PRIEST POINT PARK	DUE 4TH & CAPITOL	DUE HARRISON & DIVISION	DUE MORN-INGSIDE INDUSTRIES	LEAVE TESC	DUE MORN-INGSIDE INDUSTRIES	DUE HARRISON & DIVISION	DUE 4TH & CAPITOL	DUE PRIEST POINT PARK
7:00 a.m.	7:25	7:35	7:40	7:45	7:55		8:10	8:15	8:25
	8:25	8:35	8:40	8:45	8:55		9:10	9:15	9:25
	9:25	9:35	9:40	9:45	9:55		10:10	10:15	
		12:05 p.m.	12:10		12:25		12:40	12:45	
		3:05	3:10		3:25	3:35	3:40	3:45	3:55
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	4:55	5:05	5:10		5:25	5:35	5:40	5:45	5:55

SATURDAYS ONLY

12:05 p.m.	12:10	12:25	12:40	12:45
2:05	2:10	2:25	2:40	2:45
3:05	3:10	3:25	3:40	3:45
5:05	5:10	5:25	5:40	5:45

Bus runs to The Evergreen State College only during the Academic School days. During breaks, bus will go only as far as Morningside Industries. Call 866-6300 for information and any schedule change.

FARES:

With TESC	
Campus Service Card	15 cents
Adults	25 cents
6 - 18 years	15 cents
Under 6 years	FREE

Drivers cannot make change
Phone: 753-8480



**intercity
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Schedules of all routes are available at the Information Center in the CAB.

S&A Money - Whose Is It?

by Connie Palaia
S&A Board
Executive Secretary

S&A (Services and Activities) Fees are made up of money from each student's tuition (\$48.50 from full-time non-residents and \$52.50 from full-time residents). By state law this money is to be used explicitly for student activities. The mode set down by the legislature of allocation of this money is vague and variously interpreted. The law states that there must be "adequate student input on budgeting and expenditures of services and activities fees . . ." (House Floor Resolution Number 76 - 66).

Students appear to see the funds as "student money" while the administration and the Board of Trustees seem to consider it "state money." In an S&A Board meeting on March 3, 1976 Administrative Vice President Dean Clabaugh spoke to this distinction . . . One of the basic inconsistencies is that board members have called these funds student money. The only thing the college is obligated to do is to consult a couple of students and it becomes state money . . . if the college wanted it to be spent on balloons it would be spent on balloons."

The S&A Board is the closest thing to a student government institution that Evergreen has. It does not function as a representative of student views, it has no popular mandate. The nature and function of the S&A Board at this time leave it no mechanism for dealing with fundamental issues and ideas.

It is becoming more and more apparent to me that the S&A Board is a divisive force among students. The fact that money is

the focal point and that the relationships between board members and students with proposals are power relationships leaves students fighting students — not working together to deal with issues.

I find myself frustrated and often without the ability to relate my job to my ideals. I do not believe that democracy can or should be instituted by me or any other person or small group. I hope that students will think a lot about S&A, themselves and their needs in relation to this campus and to the world — propose alternatives — Please come and talk with me if you have ideas, concerns or questions or want to be an S&A Board member. My office is in CAB 305A, my phone is 6220.

The following is a list of those activities and operations funded by Services and Activities Fees for the 1976-77 fiscal year. The list is broken down into five program areas: OPERATIONS; SERVICES; RECREATION; STUDENT GROUPS; and COMMUNICATIONS AND CULTURAL EVENTS. (Some locations are not listed because many offices are in the process of moving.)

OPERATIONS

Activities Building (CAB) — Houses bookstore, food service, radio station, bank, newspaper and Activities Office.

Recreation Center (CRC) — Handball/racquetball courts, swimming pool, weight training, saunas, multi-purpose room, mat room, tennis courts, covered pavilion, hot showers and restrooms.

SERVICES

Bicycle Repair Shop — Self help bicycle repair — tools and expert advice provided. Located in basement of CAB.

Bus System — Daily runs provided by Intercity Transit and evening service provided by Evergreen Activities Van to scheduled stops in and around the Olym-

pia area. Can be contacted through CAB 305.

Day Care — Driftwood House — Facilities on campus for the care of pre-school children of campus members. Can be contacted through CAB 305. Located on Driftwood Road.

Duck House — Arts, crafts and quality used goods consignment shop. Located in CAB 103.

Leisure Education Workshops — Workshops in art, recreation and other leisure time activities for students, staff and the Olympia community. Office located in CRC 302.

Self Help Legal Assistance Program (SHLAP) — Counseling/advisory/referral service that assists students with their legal problems. Located in Library 3223.

Women's Clinic — Serves the Evergreen community by providing physical exams, GYN distress treatment and referral, cancer screening, DES screening, VD screening and treatment, birth control supplies, pregnancy screening and referral and counseling services for women and men. Located in Seminar 2129.

RECREATION

Equipment Issue — Responsible for rental and maintenance of a wide variety of recreational equipment for campus members. Located in CRC.

Folkdance — Formed to provide recreational and learning experiences in the folk dances of the world.

Men's Basketball — Organized to encourage team play within the Olympia Area League.

Men's Soccer — Team organized to teach and play in the Thurston County Soccer League.

Mountain Club — To provide limited mountain climbing equipment and lectures and to share skills and experiences.

Recreational Sports — Coordinating clinics, workshops, lessons, league play and special events.

Women's Basketball — Team organized to participate in the City of Olympia Women's Basketball League.

Women's Soccer — Team organized to participate in the Washington State Women's Soccer Association.

Women's Softball — Team organized to participate in the City of Olympia Women's Baseball program.

Geoduck Yacht Club — Provides a marine recreation program and the equipment for interested students.

River Rats — Loose knit organization for rafting and kayaking.

STUDENT GROUPS

Asian Coalition — A coming together

of all the different Asian ethnic groups for the purpose of teaching Asians and all non-Asians about Asian history, culture, religions, struggles in the U.S. and in Asia. Also work with and support the struggles of other Third World people. Located in Library 3209.

Faith Center — Offering a wide spectrum of information and literature in an open spiritual environment. Located in Library 3033.

Gay Center — Voluntary organization established to provide social and educational resources for sexual minorities. Located in Library 3219.

EPIC — An association of people on the left providing alternative political information through a film speaker series and study groups. Located in Library 3220.

MECHA — Open organization formed to enlist Chicano students and faculty and to provide knowledge of Mexican culture.

Men's Center — Organization to coordinate activities and to stimulate dialogue on sexism in society and men's lives.

NASA — For any student concerned with the plight of Native Americans and willing to be actively involved with local and nationwide issues. Located in Library 3208.

Ujamma — Society consisting of local and campus blacks and formed to reinforce black awareness and develop self determination. Located in Library 3204.

Women's Center — A resource and gathering place for all women on campus. It offers supportive services, information and referral. Located in Library 3214.

COMMUNICATIONS AND CULTURAL EVENTS

Center for Poetry in Performance — Presents poetry readings and workshops.

Chamber Singers/Jazz Ensemble — Give concerts at Evergreen and elsewhere in Olympia.

Cooper Point Journal (CPJ) — Campus newspaper completely run by students, featuring up-to-date campus news and features, and regular reviews and entertainment listing. Located in CAB 306.

Friday Night Films — Shows feature films every Friday night. Office in CAB 305A.

KAOS — Alternative FM non-commercial, educational radio on campus providing news service, consumer information, classical and contemporary music and public service programming. Located in CAB 304.

Musical Theater and Dance — Presents musical theater and dance productions to TESC and utilizes community members as performers.

• The Evergreen State College Bus System will discontinue its present service on September 3. Service will resume on September 27. Routing and scheduling information will be available in front of the Information Center by September 17.

• HELP! The news department at KAOS-FM needs reporters. We are interested in doing in-depth stories that the other Olympia media won't touch. No experience needed, call 866-6397 and ask for Steve or Marita.

• When entering the World Famous Art Gallery from September 27th to October 13th, the average student will find

"In the Dark": an exhibit of neon and vacation slides. Do come by. We're located in the college library and the hours are quite similar, exactly the same, in fact. For any information, comments on the show, or invitations to lunch, phone Plex Barry (your exhibits coordinator), 866-6056, or come to Lib. 3229.

• Library materials due August 28. Come in and renew your books now.

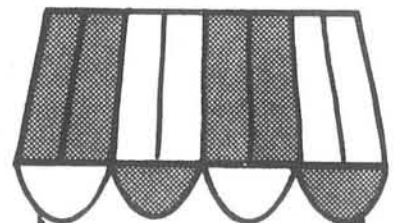
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Need Info? College Relations Can Help

Students who want to find out what's happening — or to tell others what they're involved in — can do it all in two stops, maybe even one, depending on the type of information they wish to gather or disseminate.

The Office of College Relations, housed on the third floor of the Library Building, and the Information Center, headquartered on the main mall of the College Activities Building, are both aimed at helping Evergreeners keep in touch with each other and at helping the "outside world" find out what's going on.

The primary task of College Relations is to provide information to off-campus folks. To do so, OCR operates a News Bureau, headed by Judy Annis, who writes and publishes news releases to off-campus media, including feature stories on what students, staff or faculty are doing, plus "hard news" about special events, such as Board of Trustee meetings, and informational items about campus activities to which the public is invited.

In addition, the News Bureau publishes two weekly Newsletters — a two-page off-campus publication mailed to some 900 area subscribers and 20 local restaurants for free distribution to their customers — and a four-to-six page on-campus publication aimed at Evergreeners.

The Happenings, which lists all upcoming events for each seven-day period, is also edited by the News Bureau for on-campus distribution. Information is received at the Information Center by noon each Wednesday and delivered to the News Bureau for publication the following Friday. Both Newsletters also share information gathered at the Center and have the same Wed-

nesday noon deadline, with a Friday publication date. Students sponsoring events and seeking publicity may want to note those two Wednesday noon deadlines.

More than a source of Happenings events, the Information Center is the place to find out what's going on. Staffed by three students and run by Student Coordinator Larry Mausch, who reports to the Office of College Relations, the Information Center posts an up-to-date master calendar of events, which covers the upcoming six weeks; it maintains the whole raft of bulletin boards around its perimeter, helping folks find out what's happening "Today," or "Tomorrow," what news releases are being sent out, what cultural events are scheduled in the area, which

Disappearing Task Forces (DTF) have been created and so forth.

Information Center staffers also answer a steady barrage of questions both over the counter and over the telephone. They maintain files on important college meetings and on DTFs, and have at hand — or can get — just about any information a student may seek.

Both offices are open from 8 a.m. to 5 p.m. weekdays, and both are determined to serve your informational needs. If you have any questions about what's going on, or any items you want to share — either with on- or off-campus folks — keep the Information Center and the Office of College Relations in mind. They're both on campus to serve you.

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West Olympia

Student Survival How to Open Evergreen's Doors

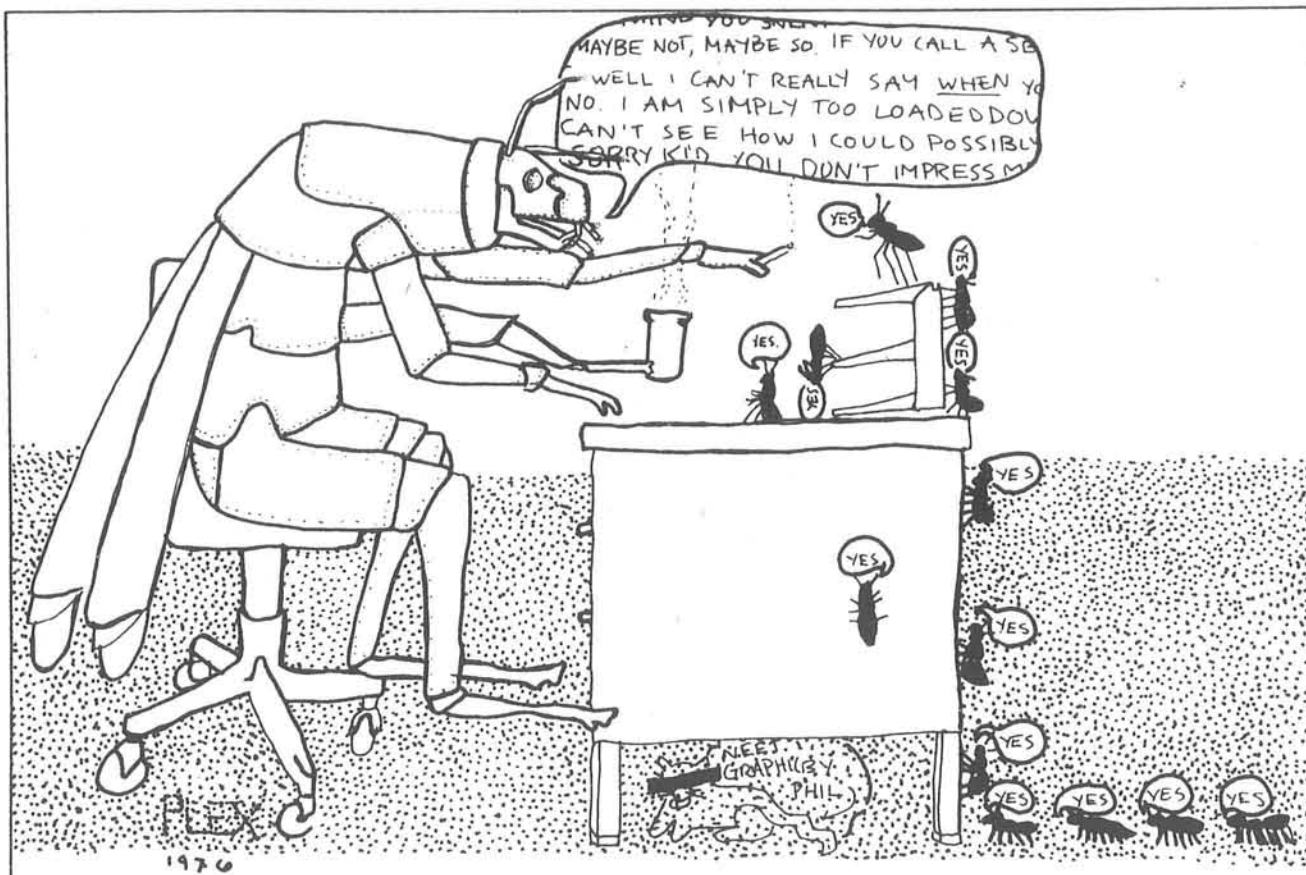
by Sam Solomon

Close your catalog supplement and open your Cooper Point Journal. The information you'll find here is 2,300 times more important than what you'll divine out of there. That information is true enough, but ours is from the best teacher.

For instance, it is a fact that the faculty member you end up working with is far more important than all the program descriptions, booklists, and curriculums combined. It is the faculty in any given program who determine its structure, readings, and substance. It is your faculty seminar leader who conducts your seminar, which is the closest thing to a class you'll ever find here (excepting modular studies, of course). It is your faculty member who confers with you individually, guides you, works with you, and who finally writes your evaluation. Thus, you can be in a program which has little in common with your interests, or be in a program which is a total flop for all involved, yet still have a fantastic educational experience if you got the faculty member who was right for you.

Evergreen is above all designed to provide an education tailored to the individual. That is the major difference between this school and most others. The only difference between first and fourth year students are the persons themselves. That means you'll have to take much more responsibility for your own education than you would at another school, and it means you should know everything you need to about the ins and outs of this system to enable you to do that.

There are several ways to approach the decisions you must make before enrolling in a course of academic study at Evergreen. You can choose a faculty member and then enroll in whatever he or she is doing that quarter. (Says one veteran member of the



faculty: "Find a top notch faculty member and learn whatever it is they are teaching.") You can find a program or group contract through reading and advice and enroll in that. Or you can decide that you're ready for an internship or an individual contract and start looking for the job and/or a sponsor. Here are some suggestions that might make the whole enrollment process much easier.

The first thing most people need, whether they do it for themselves or approach someone else, is advice. Anyone who has read the catalog supplement is familiar with the vague and ambiguous language used in almost every program description. There is good reason for the vagueness: Most of these descriptions were written last winter before most program faculty had even met each other, let alone spent much time thinking about the structure and substance of a program to be taught nine or ten months

hence.

The real development period for academics at Evergreen is toward the end of the summer. And since it is the faculty who determine what any given program is about, it is with them you want to discuss a program which looks appealing. According to the registrar, you will have two opportunities to do this — Monday, September 20 from 8:30 to 11:30 a.m. and 1 to 3:30 p.m. during the Academic Fair, and the following Tuesday and Wednesday when all faculty are supposed to be available in their offices. The coordinators of the programs are listed in the supplement. They are always good to talk to about a program. You can find out the other faculty members in a program either from the coordinator or from the dean responsible (Will Humphreys).

Don't forget that no matter what any description says, the quality of the program can be

determined by the quality of the faculty in the program. A short talk can tell you a lot. The Journal's Guide to the Faculty, on pages 14 and 15 of this issue, can help also. There is a person called the Academic Adviser (Mary Moorehead in LAB 1008, phone no. 6312) who works for the college and whose services will be described to you in detail everywhere you turn during Orientation Week. She will prove helpful in steering you over to some faculty members teaching in the field you are interested in, and also in having lots of printed information at her fingertips. But don't forget that the only first-hand information you'll ever get will come from the mouth of a faculty member.

So you're all set to ask some questions, but all you can see is hallways and hallways of closed doors? Evergreen is not the place for those who discourage easily. Since there are no common re-

quirements at Evergreen, probably the one common thing everyone learns here is that persistence pays off and never take no for an answer. And that is one of the most valuable things anyone can learn anywhere. It is easy to be intimidated by people who seem important because they possess a skullful of "knowledge" or a file-ful of degrees and titles. But they are all here to serve you, as is the school itself. Evergreen is funded mostly by the tax money of you and your parents, and you pay for everything you get here. You are a consumer buying a product, and as such there is no reason why you should not be able to shop around, ask questions, and make sure you're going to be satisfied before you've spent your money and received possibly the short end of the bargain.

After talking to people about their respective programs, it is quite possible you will find nothing that is exactly what you wanted. Should you return your green card and go back home to Issaquah? Not necessarily. Everyone is always touting Evergreen's "flexibility," and here is your chance to put it into practice. Just because the faculty have written some sort of syllabus for a program does not mean it is the final word. One lonely student speaking up can effect wondrous changes. If you want to do something that varies from the program plan, discuss it with your seminar leader or program coordinator. Depending on the program faculty, you may be able to do a completely independent project that has little to do with program activities, or you may have to read every book, attend every meeting, and carry it all out to the letter. If you've got an idea, ask about it. If you've got a point, don't hesitate to press it.

Another way to get what you want out of Evergreen is to do it

please turn to page 18, column 1

From the Academic Dean

This Year's Curriculum Responsive



by Will Humphreys
Academic Dean

Curriculum and academic direction were "Big Issues" at Evergreen last year. In all probability they'll continue to occupy the attention of the community in 1976-77 as well. Out of last year's ferment, however, a number of firm directions have emerged and students will find it a great deal easier to plan their year-to-year selection of programs as a result.

Two major Disappearing Task Forces — the Short-Range and Long-Range Curriculum DTF's — tackled the knotty problems of defining what the college stands for academically and what kinds of offerings Evergreen should have on a continuing basis. The Short-Range DTF laid

out this year's curriculum in considerable detail and, with only a few exceptions, the programs offered this fall are the ones the Short-Range DTF laid out last winter quarter. A couple of programs had to be postponed or scaled down because we couldn't hire new faculty to staff them. A few were added or dropped because of student interest — or lack of it. The important thing to note is that more than 90 per cent of what the DTF planned is being offered this year. This, in spite of our widely publicized "enrollment problem." My point is that the curriculum of the college is in very good shape and students will have available this year an excellent range of offerings.

The Short-Range DTF also concerned itself with the outline of what is to be offered in 1977-78. A majority of programs for next year are already identified as to area and subject matter and the planning task this fall will be to work out the details and fill in the gaps. Essentially, we have moved into a two-year planning cycle. The implications of this for students is that it is now possible to anticipate what will be offered a year ahead of time, and this is a welcome change from the year-to-year uncertainties of the past. It does mean, however, that students and faculty will not be free to re-work the whole curriculum every year as has been possible in the past.

Returning students will find

that the curriculum for this year is very responsive to the interests and desires they expressed last year. The planning process was far less responsive than it should have been, however, to the needs of new students. Information on what was going to be offered did not reach prospective new students until very late in the year. By that time, a great many had given up on ever hearing from Evergreen and had chosen to go elsewhere. One of the highest priorities set by the new Academic Deans for this year is to avoid a repeat of that mistake. Curriculum for 1977-78 is going to be planned with a much tighter schedule and organization, and faculty will be expected to assume a more aggressive role in getting the planning done. Endless discussions of educational philosophy — which, by definition, must go on at all times here — will not be permitted to interfere with the necessity to make decisions and get on with the process of teaching and learning. Students, staff or faculty who find that prospect stifling should take heart from the news that the Deans have scheduled for spring quarter a two-day All-Campus Colloquium on Directions and Goals of the Institution, during which we will all be involved in attempting to assess what the college is doing and where it is going.

The curriculum planning process this year should be aided greatly by the work done last

spring by the students, faculty and staff who participated in the Long-Range Curriculum DTF. The full report of the DTF is not yet complete, but one segment has already been accepted by the Academic Deans and the process of implementation has begun. What this segment calls for is the establishment of a definite set of interdisciplinary specialty areas in which students should regularly expect to find advanced work available at Evergreen. Nine general areas are involved: Environmental Studies, Expressive Arts, Life and Health, Management and the Public Interest, Marine Sciences and Crafts, Northwest Native American Cultural Studies, Political Economy, American and European Studies, and Human Development.

Additional areas covered by the DTF's plan include Basic Programs, and Experimental Specialties. The latter are areas to be tried for a year or two as candidates for ultimate addition to the list of nine specialties above. Beginning this fall, faculty will be working in planning groups under these headings to develop the details of 1977-78 programs and programs for later years. Students and staff will be welcome to join these planning groups and announcements of meetings will be made regularly.

There are other important new developments regarding curriculum, not related to the Short- and Long-Range DTF actions. Late afternoon and evening

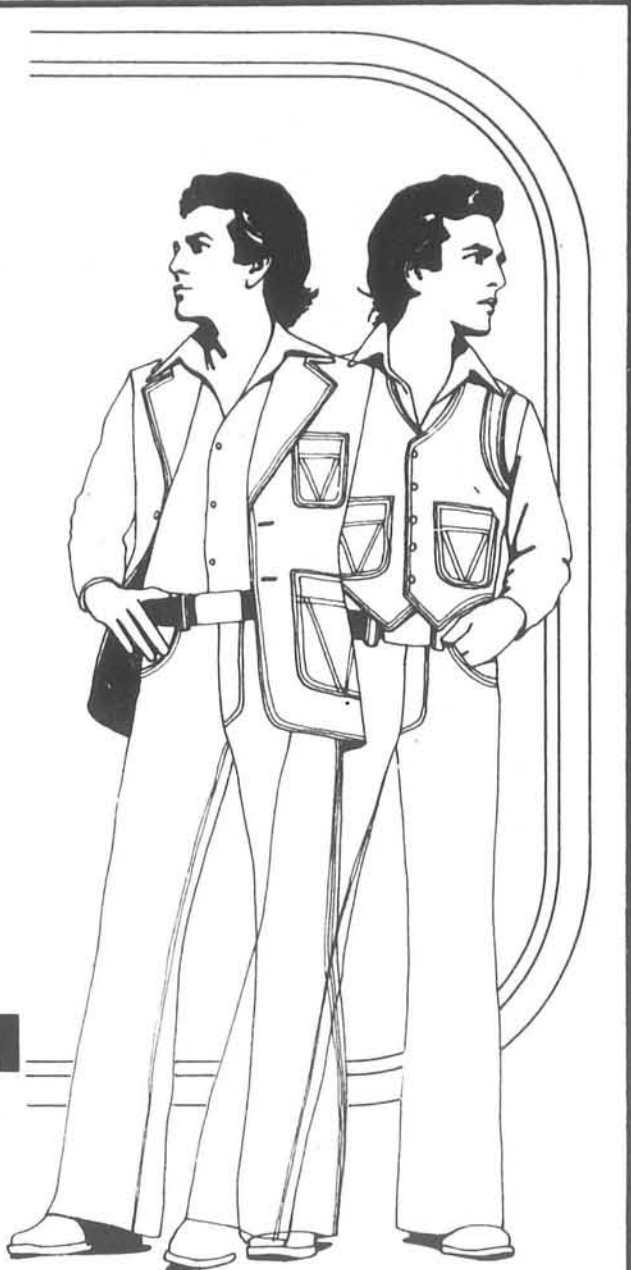
modular course offerings have been substantially expanded as part of the college's long-term effort to improve service to the Southwest Washington area, as well as to provide full-time on-campus students opportunities not readily available in Coordinated Studies, Group Contracts and Individual Contracts. In addition, there has been — and will continue to be — expansion of the college's outreach offerings for students who cannot come to the campus. Finally, it should be mentioned that plans are going forward to seek Legislative authorization to offer graduate work leading to the M.A. degree beginning in 1977.

Two things about Evergreen have not changed in the course of last year's discussion and reorganization: Evergreen remains committed to providing exciting, liberal-arts based, interdisciplinary programs. And the chief vehicle for this is — and will be — Coordinated Studies. We'll be doing more such programs next year than this year. And as we learn from our experience they are going to be better and better.

To new students: Welcome. You're going to find Evergreen an exciting place to be. Frustrating at times, but ultimately a tremendously satisfying experience. Set goals for yourself and make sure they aren't overly narrow. Then enjoy everything you can while you're here.

To old Geoducks: Rumors be damned. Evergreen lives!

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Cooperation Key to Security Don't be a Sitting Geoduck

by Fran Allen

Amidst a peaceful setting of natural and landscaped vegetation, a few miles from the town of Olympia, The Evergreen State College sits. Just driving through the campus area, one would not suspect that danger sometimes lurks.

Visitors to the area soon realize the lack of a security guard at the entrances and that the layout of the college's buildings is not prohibitive to sneaking around without being caught. Caught at what? — on this campus, during the month of February there were a total of 325 reports filed in the Security office including 3 cases of grand larceny, 23 cases of petty larceny, 2 cases of burglary, 5 cases of vandalism, 6 reports of suspicious persons seen on campus (persons not recognizable as staff, students, or faculty, and usually seen at odd hours), 6 cases of disorderly conduct, 77 cases of lost/found property, 24 violations of the pet policy (mostly by students living off campus), and 5 building alarms (some malfunctions but also some attempts to enter without permission or keys).

In addition, the Security office handled 21 requests for personal assistance — unlocks, jumps for dead batteries, etc., along with other miscellaneous duties. They also monitor the local police radio bands and work closely with police departments to be aware of what's happening in nearby communities.

All of this activity keeps the Security force quite busy; they handle these cases in different ways. Attempts are made to keep suspicious vehicles off campus, and reports of suspicious persons are followed up by the Security staff, who make contact when possible to determine why the person is on campus and to request identification. A case report is filed on each incident and sometimes, the same person or group of people will return to campus more than once (raiding the parking lots for gasoline and/or breaking and entering vehicles, etc.) and students will report seeing suspicious vehicles

or people — a pattern may develop which enables the Security staff to apprehend the culprit(s).

It is unfortunately very rare that a person(s) will be caught in the act, it is just not possible to watch every building and parking lot all the time. Also, the proximity of the parking lots to the buildings and the trees between the two make it difficult to effectively keep people from vandalizing parked cars and/or siphoning gasoline.

The Security staff patrols the lots and grounds regularly and the students who work evenings and weekends (work-study positions) also patrol both on foot and in a vehicle. Because of these students who work part-time for Security, Mack Smith says the effectiveness of the Security office is greatly enhanced. He feels these students are able to communicate with a larger sector of the TESC community and have a good understanding of the people who attend, and how to deal with problems that come up. Smith says they have done a consistently excellent job in the past and have been a valuable asset. (Students interested in working for Security can contact the Financial Aid office during Job Placement Week which begins September 16 — LIB 1st floor.)

All of this is to say — Evergreen is a sitting geoduck. Security does the best job under the circumstances, but it is vital that members of the Evergreen Community make the effort to cooperate with Security and also take some initiative to insure that instances described above are kept at a minimum.

Here are some suggestions:

1. If at all possible, don't leave your car in a lot overnight unless you live on campus (F Lot).
2. Lock your car, don't leave valuable items inside, get a lock for your gas cap (especially vans and trucks).
3. Staff and faculty should not leave an office unlocked and unattended at the same time. If you have to leave, lock your door (just don't leave your keys inside).
4. Students, staff and faculty

shouldn't leave purses, backpacks, cameras, briefcases, etc. lying around unattended at any time. Keep them out of sight or on your person.

5. Report immediately (866-6140) suspicious persons, noises, or occurrences. Vehicles cruising the lots without parking, unknown persons walking around, groups of obviously under-age people roaming around without supervision (high school or younger) etc. Let Security know when these things happen.
6. WOMEN — don't walk around alone at night on or near campus. Rapes and attempted rapes are too common. Security will provide escort when possible from and to the campus core area from the dorms and the mods. Just give them a call.
7. WOMEN — If you have to hitchhike — try not to hitchhike with men you don't know. Carpooling for grocery and beer runs for campus residents helps avoid the need for hitching. Women with cars should be alert to women hitchhikers and help each other out.
8. When using the recreational facilities, don't leave lockers unlocked when you use them. Be sure to keep valuables well concealed if you can't lock them up or ask the attendant to watch something. (There was a racket going spring quarter '76 and many men lost their wallets because of leaving their lockers unlocked.)

The Security office is open 24 hours a day. The phone number is 866-6140 (if no answer call 866-6348, Fire Station business phone and they can contact the person on duty). For emergency assistance (ambulance — medics) the number is 866-3333.

Mack Smith, Ann Brown, Sue Shaw, Gary Russell, Carl Renshaw, Ron McNeill, Clayton Sturgis and Keith Palo and students unnamed as yet, are all there to help you. Hopefully, with your cooperation, Security will be able to keep up the good work.

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Daily

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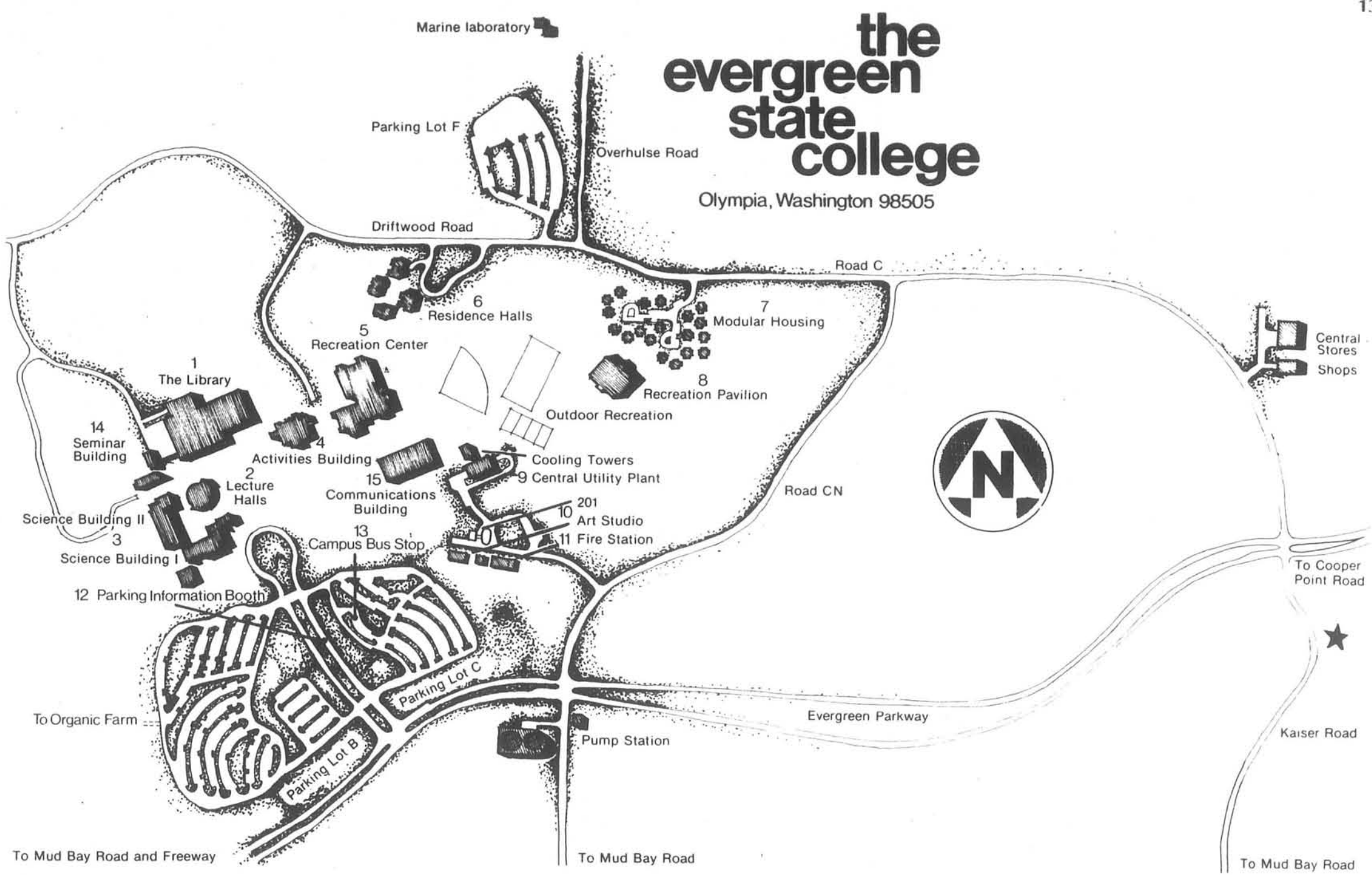
352-0720

10-6

Mon.-Sat.

the evergreen state college

Olympia, Washington 98505



To find Evergreen on the first try takes an experienced navigator. As one student from the Midwest put it, "All these stupid trees look alike."

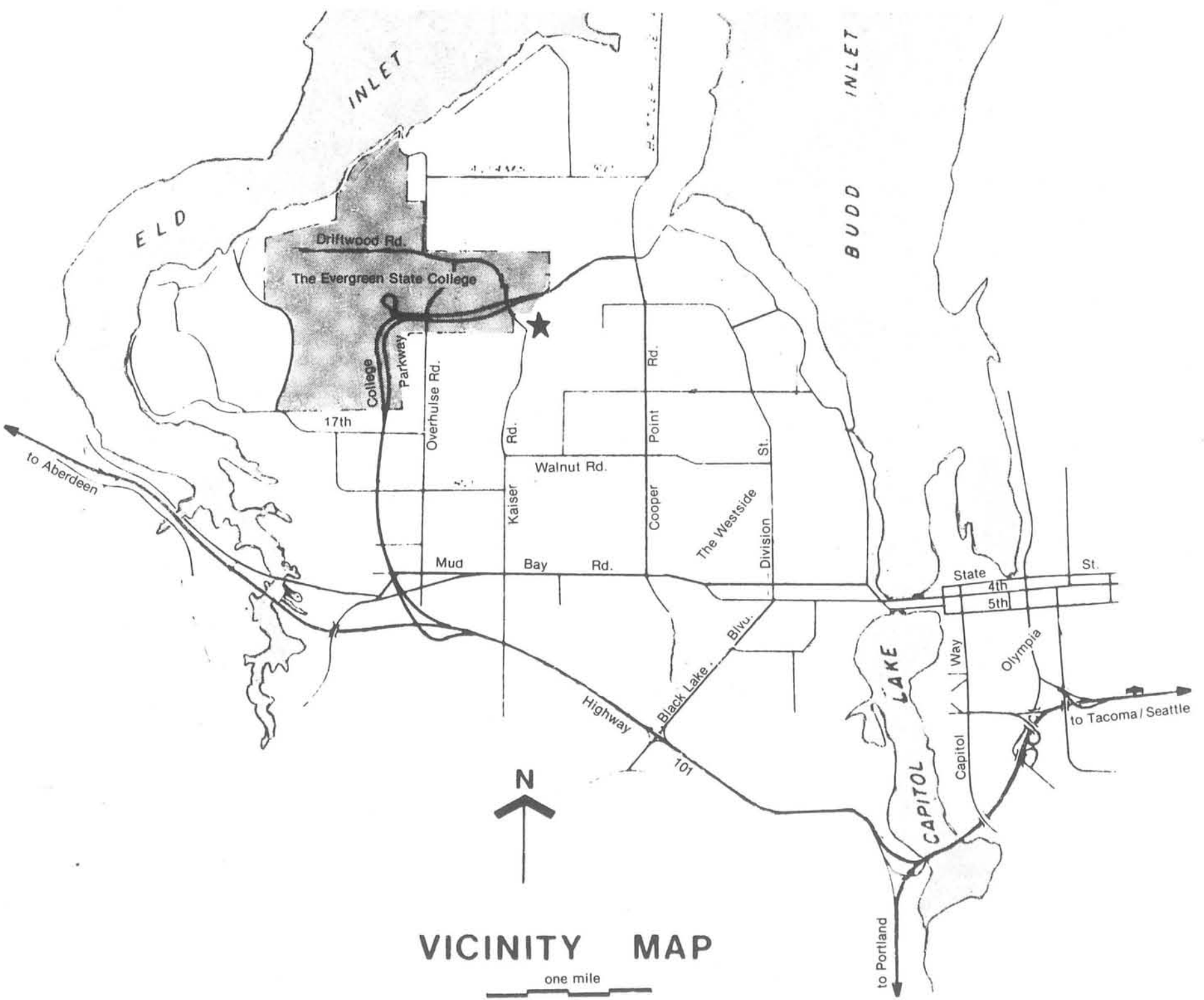
There are several ways to get to the campus, but it is best if we stick with just two — a North approach and a South approach.

If you are coming from the North (Seattle) to Olympia on I-5, take exit #104 - Aberdeen, Port Angeles — which puts you on Highway 101. If you are coming from the South (Portland) to Olympia on I-5, take exit #104 - Aberdeen, Port Angeles.

Drive along 101 for two or three miles until you see an exit sign, "The Evergreen State College." Take this exit.

You're getting there now. You are on the lovely college parkway. To get to your dorm or mod, continue for a couple of miles until you see a sign "Student Residences." Turn left here. This puts you on a nice, winding little road among the trees. When you come to a stop sign, turn left and proceed slowly. Mod dwellers — You will see a sign, "Modular Housing." Turn left here. Dorm dwellers — continue through a second stop and turn left at "Residence Halls."

(See star for corresponding point on maps)



VICINITY MAP

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Bulletins and registration forms for graduate school admission testing are now available at Career Planning and Placement. Lib. 1214. Seniors take note of the following dates:

GRE:	Test Date:	October 16
	Registration Deadline:	September 20
LSAT:	Test Date:	October 9
	Registration Deadline:	September 9
MCAT:*	Test Date:	October 2
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The Cooper Point Journal is proud to present the first installment of the *GUIDE TO THE FACULTY* as a service to Evergreen students.

Because of the close contact with teachers and unusual curriculum design here, the faculty member you end up with is your experience at Evergreen. As one person put it, "Students are consumers, and faculty are the products. Students have a right to know what the product is like."

The quality of teaching here varies, as anywhere, from complete incompetence to the best that can be found. Some teachers are so good that any subject they teach is worth learning. Others have been known to consult the *Ching* for final student evaluations.

No evaluation on this page is absolute. We have tried to represent general student opinion about individual faculty members, but we recognize that reactions to teachers differ widely. Because these profiles are based on individual student opinions, there will be some disagreement.

This guide covers not quite half the faculty at Evergreen. It is the first installment in a series of faculty profiles written by students.

Responses to the *GUIDE TO THE FACULTY* are welcome and will be printed in upcoming issues of *The Cooper Point Journal*.



The Cooper Point Journal would like to thank the following student and graduate contributors who made this guide possible:

Carla Knoper, Sue Tomlinson, Dana Holm Howard, William Hucks, Mark Taylor, Arthur Moore, Sam Solomon, Linda Barry, Don Dapp, Jananne Gaver, Laurel White, Nathaniel Koch, Ti Locke, Russell Colon, Larry Shlim, Rick Speer, Barbara Ramsey, Jacques Mowrer, Matt Groening, Jill Stewart, Jerry Larkins, Kitty Imfeld, Michael Corrigan, and those who requested their names withheld.

LEE ANDERSON (Ph.D. Physical Science)

Lee Anderson professes to teach electronics and physics, and to some extent he does. In working with Lee you will encounter occasional flashes of brilliance and coherence. But the majority of time, even when trying to lecture, Anderson seems to be lost in the far reaches of his own mind. A reply to a simple question may take several minutes as he searches God-knows-how-many alternatives and qualifications.

Anderson was a Merry Prankster with Ken Kesey's group for a long time. During one memory lapse in a lecture, somebody shouted, "Too much acid, Lee."

SUSAN AURAND (M.A. Ceramics)

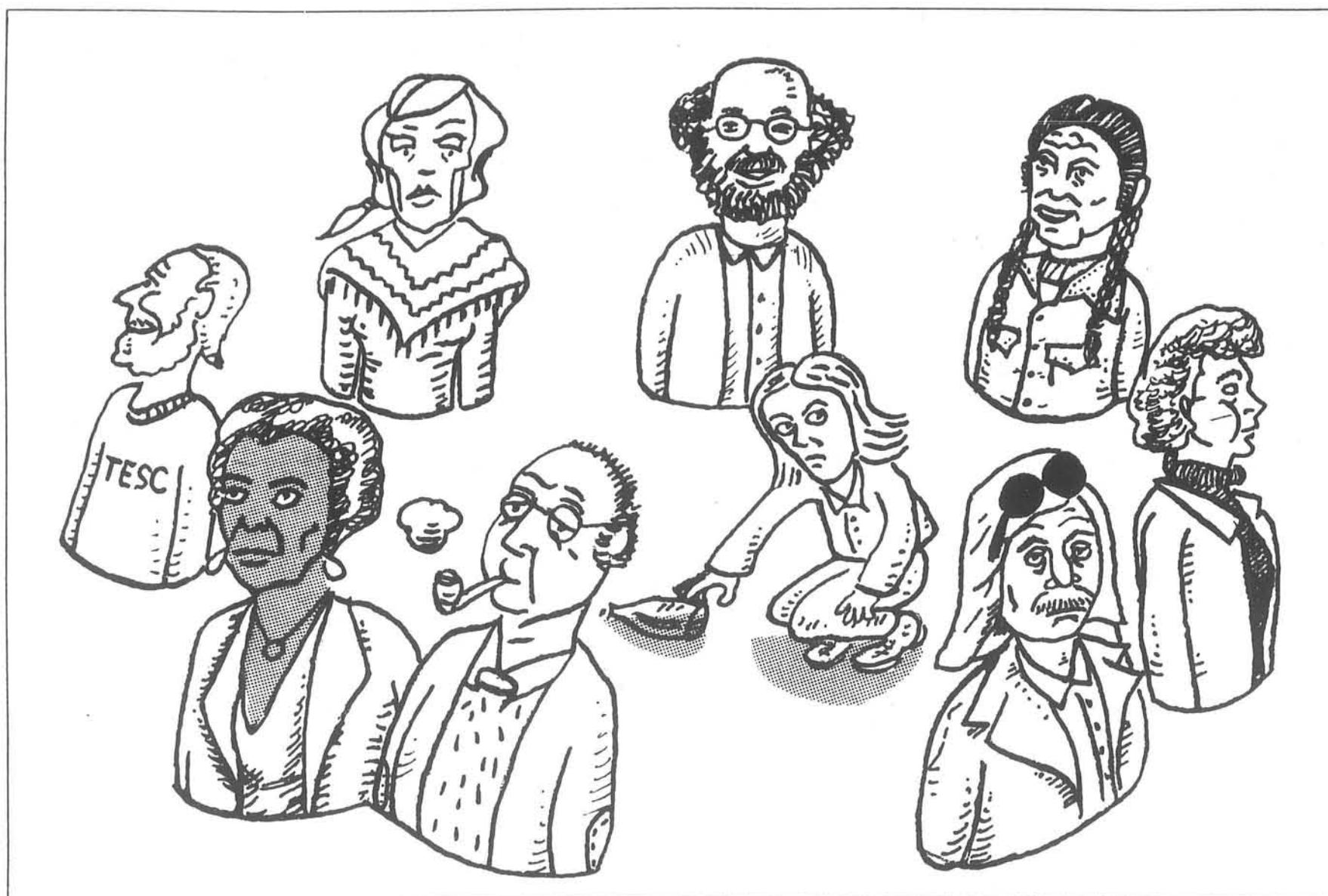
Susan Aurand is an exceptional teacher in art and French. She is an eloquent speaker, which makes her book seminars well-guided, consistently interesting, and insightful. She has a limitless amount of patience, and since she can explain things well, students are very comfortable coming to her with difficult or unusual problems. Her art critique sessions have a lot of substance when she is active in them. She prefers to let students guide them, though, and with the wrong group of students this can be frustrating. She has an abundance of physical and mental energy, which causes her to over-commit herself, and at the same time be indispensable. She is a very sensitive French instructor, and is especially good with beginners, because she can clarify grammar and vocabulary with ease and simplicity.

BOB BARNARD (Ph.D. Audio Visual Communications)

Working in a film program with Bob Barnard can be exceedingly frustrating. His knowledge seems very limited in most areas of film, with the possible exception of documentaries. He is spread so thin (he also manages the SPLU Lab) that he often cannot be found. He is late for some appointments and misses others altogether. Bob Barnard seems to show little or no interest in student-generated projects and ideas. Many film-makers will find these conditions difficult to work under. You may want to go elsewhere. Bob Barnard currently controls most of the 16mm film on campus. If you want to do a 16mm film, sooner or later you will have to deal with him.

Gordon Beck (Ph.D. Theatre)

For the past few years Gordon Beck has been organizing various groups of students to study in Europe. This



ables him to fly back and forth, and probably have a great time. As for his students, that is another matter. Reports vary, but reactions have ranged from "excellent" to "a total waste of time." This is probably due to the nature of the programs, and not to Beck's teaching, but the two are linked somewhat.

An opinion expressed more than once is that the Europe trips are great if your name is Gordon Beck. But if you're a student there are other ways to see the world.

Beck also teaches film and European culture at Evergreen. He does not provoke strong reactions one way or another among his students. His evaluations of students are not very carefully written and are sometimes written during the final evaluation conference.

MICHAEL W. BEUG (Ph.D. Chemistry)

Mike Beug lectures mainly in the sciences. He is good — if you are interested in the subject. His courses are usually challenging and demanding. He asks a lot of his students, which can lead to difficulties for those slow to "catch on." He often assumes a condescending attitude towards those who don't show an immediate understanding of the course material.

Beug is well-read and keeps current in world affairs, which makes him an interesting seminar leader. He makes himself readily available for conferences with students, and is usually easy to get hold of. He is generally willing to help those who are having difficulty with the course.

Once Beug gets to know and trust you, he is easy to get along with and will go out of his way to help you. He is demanding but fair, and is recommended to advanced students with an interest in chemistry.

BILL BROWN (Social Science — educational information not available)

Bill Brown, coordinator of The Northwest Coast Program, is one of the least known faculty members at Evergreen. His seminar style is rather low-key. Brown is an attentive listener who evidently cares about his students, whether you are talking to him in conference or in casual conversation. He is knowledgeable, and can always recommend further reading material to guide you in your research. If you are interested in geography, urban planning, regional planning, community development, environmental planning and design, natural science, social science, or related fields, you would be missing something if you never had a program or contract with Bill Brown.

CRAIG CARLSON (Ph.D. English)

Craig Carlson does not fulfill his responsibilities as a teacher, which is understandable since he doesn't realize he has any responsibilities as a teacher. His first mistake is to teach in areas in

which he has no expertise, such as photography and media. He pretends to offer criticism and advice to students who mistakenly believe that what they are doing is high art. He has no standards. "Everything is everything," he says, in addition to other mystic catchphrases that he keeps on file to throw out when the going gets tough in seminars (most of the time).

Carlson tends to attract students whose standards are no different than his own. He does not require his students to make decisions, and he does not like to be challenged. Some students think his poetry contracts are good, but the quality of his students' work does not reflect this.

RICHARD CELLARIUS (Ph.D. Life Sciences)

No laid back Evergreen faculty member here! Richard Cellarius is your hardcore science guy: tough, dedicated, no messing around. Free with criticism and stingy with praise, he is not for people who need a lot of positive reinforcement. However, for students who are serious about science, Cellarius can be enormously helpful. A friendly fellow beneath an occasionally gruff exterior.

Thad Curtz (M.A. Literature)

Thad Curtz's most striking quality is his dedication. He takes his job and his students seriously. He is always available to talk, and sincerely encourages progress.

He conducts a low-key seminar, spurring discussion through the use of questions. He is always well-prepared, and does not dominate the seminar. His primary interest is criticism, and he is not recommended for students in literature or history programs who don't want to concentrate analytically.

As a writing teacher Thad Curtz is good at offering solid criticism, and has a special ability in helping students work through blocks. He is very open to criticism himself and is willing to change his manner if the desire is expressed. His comments are intelligent and specific, and he is good at spotting shoddy logic.

Thad Curtz is recommended first as a teacher of literature, then writing, philosophy, psychology, and history. His lectures are always to the point. Both basic and advanced students could benefit from him.

LEO DAUGHERTY (Ph.D. English)

Leo Daugherty has been a dean at Evergreen for quite a while, so it is hard to evaluate him as a teacher. He does, however, maintain an excellent reputation because of his past teaching, and students who have worked with him while he has been a dean have enjoyed him immensely.

Leo Daugherty goes out of his way to help students. He is so well-liked

that calling him an administrator seems like calling him a dirty name.

Leo Daugherty's ideas are unusual and perceptive. He knows a lot about language and would be an excellent advisor for writers and poets at any level.

PEGGY DICKINSON (M.A. Education, Art/Ceramics)

The best word to describe Peggy Dickinson is energetic. If you are not one of her students, she is also very elusive, as she spends a lot of her time dodging the people trying to get one more commitment out of her. The pot shop in the Lab Annex revolves around her dynamic personality and runs very smoothly as a result. She is a gold mine of information in the areas of ceramics, art history, and anthropology, in addition to being an extremely proficient potter. Her attitude towards art is quite open, and her interest in each student's life goes beyond the usual role of the teacher. As a result, she works best in small group contracts where she can have close contact with each student. She will teach you the rudiments of "how to do it" and then stand back to give you room to move, preferring to let students find their own direction and technique. Both criticism and praise from Peggy Dickinson are always constructive, and working with someone so vital eliminates the possibility of stagnation.

GEORGE DIMITROFF (Ph.D. Mathematics)

George Dimitroff strikes most people as an incredibly honest, straightforward person. He is competent in teaching mathematics and has successfully taught in both group contracts and modules. Dimitroff is a thorough and patient teacher, and always seems to have time for students. He is as comfortable teaching algebra as he is with more advanced material. Dimitroff has also programmed a number of computer games on the computer system at Evergreen.

Betty Estes (Ph.D. History of Science)

Betty Estes is highly organized and motivated. She is responsible and quite good in seminars. She expects her students to be the same. She is especially valuable for first and second-year students who need skills in seminar-ing, critical reading, and research paper writing. She is particularly supportive of women in the sciences.

Coordinated studies suit Estes' strengths very well. The only drawback is that her lectures are usually weak. Because she is committed to alternative education, and is demanding in a traditional sort of way, she sets a good pace for the students she works with. Having a faculty member of this sort early in the game is without a doubt an asset.

SUSAN FIKSDAL (M.A. French)

Susan Fiksdal is the language coordinator at Evergreen and teaches Spanish and French. She is extremely hard-working and is competent in everything she does. As a language instructor, she works better with advanced students because she is very demanding and expects perfection from the start. Her evaluations are honest and fair, and as a consequence, uncompleted as well as completed work will be mentioned. She selects language books carefully and has very creative teaching methods.

BOB FILMER (Ph.D. Fluid Mechanics)

Bob Filmer has a high degree of competence in engineering but often goes outside his field to be involved in other disciplines. He is an informative resource for those with a knowledge of calculus, but does not spend time teaching basic skills. As it is somewhat difficult to pick up math at Evergreen, this can be a bit discouraging.

When Filmer goes outside his field he can be warm and congenial, if at times confusing. He runs a pleasant seminar. Avoid his cynical side. It can be contagious.

MARILYN FRASCA (M.A. Art)

Marilyn Frasca is qualified to teach the visual arts. Students who work with her in areas other than painting will probably not receive a good technical grounding, but she understands art and is a competent writer.

Her seminars, lectures, and conferences are conducted intuitively. She knows what she talks about, even though this may not be readily apparent to most listeners.

She is an excellent artist and is recommended only to those seriously interested in their art, not because they would benefit most from her, but because her talents are wasted on the uncaring.

Her main weakness is a consistent impression that she dislikes you. Her actual likes and dislikes have nothing to do with this impression.

MARGARET GRIBSKOV (Ph.D. Education)

Margaret Gribskov is one of the few faculty left who continues to take individual contracts in journalism. Many students feel she is weak in this area. Education is her area of true expertise. She can be valuable for beginning journalism students because she is willing to spend a lot of time with them. But for advanced students she is better as a resource person for books and other people on campus.

In book seminars Gribskov tends to pick one thought and stay with it to the end of the session, no matter what other people are talking about. This can be frustrating. However, she has been studying faculty teaching methods at Evergreen under a grant and because of this may have changed her seminar style for the better.

the Faculty

Linda Kahan (Ph.D. Biology)

Linda Kahan is competent as an instructor and as a program coordinator. Her lectures are well-prepared, and she delivers them with the kind of enthusiasm that any interested student would find infectious. Seminars conducted by Kahan are for the most part quite interesting.

Students working with Linda Kahan should be prepared to work hard. Honest and well-written evaluations from her can be expected.

JEFF KELLY (Ph.D. Biophysical Chemistry)

Very good teacher. Knows his science and knows how to teach it. Jeff Kelly is a hard worker and he expects you to be the same, but he can also be friendly and helpful in times of need. Kelly is especially good for science students interested in graduate work. He knows a lot about requirements, recommendations, and the general how-to of getting into a good grad school. But he is also good with the beginner who wants patience and cheer. An all-around good egg.

ROB KNAPP (Ph.D. Theoretical Physics)

Rob knows his subject well and his lectures are coherent and interesting. His seminars can be far-ranging yet seem to remain sensible and fruitful. He does not dominate a seminar, but you know he is there. He has taught both basic and advanced students and on the whole he can work well with either.

BETTY KUTTER (Ph.D. Biophysics)

The most enthusiastic science person around — the captain of the Lab Building cheerleaders. Always in a mad rush, Kutter can give a great impression of total confusion. Not recommended for students who like logically-constructed lectures or a sense of organization. She *does* know a great deal of interesting information, however, so for those who can wade through the clutter, best of luck.

ANDREW HANFMAN (Ph.D. Modern Languages/Comparative Literature)

Andrew Hanfman knows his subjects (world literature and languages) so well that he is never at a loss for words. He has so much to say that he can't get it to you fast enough. It is sometimes hard to take notes at his lectures because he makes each fact seem of utmost importance. What continues to amaze one is, given his encyclopedic knowledge of whatever he chooses to talk about, how can he put up with the comparatively moronic students he gets stuck with?

Andrew Hanfman's classroom comments are helpful and sensible. He guides seminars well, but some students feel he dominates discussions too much. Many of his lectures seem to be summations of facts available elsewhere, but he often makes unexpected connections with seemingly unrelated information. On the whole Andrew Hanfman is an intelligent teacher who is sometimes too good for his audience.

PHIL HARDING (M.A. Architecture)

Phil Harding is a good teacher for those who wish to obtain background and skills in design and architecture. Seeing himself basically as a critic, he lets his students do their own work and gives general feedback of finished projects. He also has pet projects that he is more likely to get directly involved in, much to the benefit of the students involved. He functions most productively in group contracts, being partially responsible for the existence of a small park and Phase I of the Experimental Structures Project building.

DON HUMPHREY (Ph.D. Microbiology)

A real nice guy. A really real nice guy — if you like nice guys. For those who like their science hard, Humphrey is something of a washout, but for those who prefer smilin' doggies, Humphrey is the one. A good organizer. Great with freshmen. Easily frightened. He can be so anxious to please that it is hard to get a straight answer out of him. However, a lot of people love him. Take a chance.

VIRGINIA INGERSOLL (Business, Psychology, Journalism — educational data not available)

Students who wish to acquire fundamental management skills (not limited just to business), and who want to critically examine relationships between business and other social institutions, can benefit from Virginia Ingersoll. She is competent and knowledgeable. She leads seminars well, and her interaction with students is smooth, interesting, and informative. Some students feel she is too serious, but most find her broad-minded and constructive.

Eric Larsen (Ph.D. Anthropology)

Eric Larsen is basically a teacher of cultural anthropology. He has spent time studying on remote islands and his experiences are relevant to someone studying cultural and social structures. His stories are amusing and fascinating. Seminars are informal (sometimes conducted at Larsen's home) and the books are always interesting.

Eric Larsen is a good resource for hard-working students who want to pretty much study on their own.

Al Leisenring (Ph.D. Mathematics)

Al Leisenring knows his mathematics. He can teach both basic and advanced students with success. His lectures are well thought out and proceed logically and forthrightly with little confusion. Most students find Leisenring a friendly person who works well in both contracts and coordinated studies programs.

MARK LEVENSKY (Ph.D. Philosophy)

Mark Levensky stares into space for long periods of time. The class waits. They start to wonder if he will ever pull out of it. And suddenly he is furiously scribbling a philosophical formula across the blackboard, and the class sighs. Another Levensky gem is about to be issued.

Mark Levensky is an excellent teacher. His seminars are difficult and exciting, and his lectures are even better. Philosophy is his area of expertise, but his critical thinking in other subjects is also very good. His student evaluations are quite formal by Evergreen standards, and seem to many students overly harsh. But his lectures and seminars are among the best at Evergreen, and his students learn a lot.

PAUL MARSH (M.A. Asian Studies)

Paul Marsh has a reputation with students as a faculty member who has trouble with the coordinated studies mode. Most students dissatisfied with him say he tells great stories, but doesn't teach you anything. Other students have personality conflicts with him. Those who do not have these conflicts consider him to be fairly competent in his field. Marsh can be valuable in individual contracts because he offers students a good deal of thought and concern, and is willing to spend time with them.

EARLE MCNEIL (M.A. Sociology)

Earle McNeil sees himself as a facilitator rather than an instructor. He won't force you into doing anything, and as a result it is very easy to coast through a program with him without accomplishing very much. He is not a babysitter and the student must provide his/her own initiative in deciding what to learn. Once you have a direction, though, McNeil will do everything in his power to help out.

For some reason, seminars with him run the risk of curing insomnia. He does not feel the need of talking all the time, and the silence can get to you after a while. He functions best in one-to-one relationships, and before large groups. McNeil is a great lecturer. He deals well with abstract subjects, and sometimes you even forget that he's a psychologist.

MAXINE MIMMS (M.A. Sociology)

Maxine Mimms is one of the most flamboyant faculty members here. She is an often unpredictable person whose most valuable asset is her ability to make people be strong. A seminar or program with her is one of constant challenges, both academically and emotionally. She can yell at the top of her lungs until a student cries, or she can

prompt an entire program to laughter. Most students who make it past three months with her will call her one of the truly brilliant faculty members. In fact, she will call herself that. Students who don't stick it out leave, often disgusted with her. Mimms has the ability to integrate subject areas; an approach that Evergreen boasts but often ignores.

Her areas of expertise include administration and management, counseling, group dynamics, education and area studies.

ALAN NASSER (Economics, Political Science — educational information not available)

Alan Nasser is a superior lecturer. He can explain the most tedious passage with clarity and ease. He is primarily a theoretician concerned with dynamic rather than static analysis. His lectures reflect this.

One would expect a person of his intelligence to have a broad mind, at least to the point of tolerating alternatives to his own Marxist ideology. Nasser fails in this regard. In seminars he fluctuates between utter silence and 15-20 minute lectures. He has a hard time helping students through the difficult material which he likes to teach. Because he generally has little regard for the intelligence of his students and tends to be impatient, one must work independently of him and be willing to accept his weaknesses.

Chuck Nisbet (Ph.D. Economics)

Chuck Nisbet is a competent economics instructor. He can explain what is initially incomprehensible with great economy and without trivializing the material. He is less successful in areas other than economics and business administration. His help with writing occasionally shows an economist's disregard for concepts which are not easily quantifiable. This can make seminars difficult.

Nisbet is a very demanding instructor and has little patience for casual students. But for those who meet his criteria, he is willing to devote much time and effort. It is best to have a clear idea of what you want to do to benefit from Nisbet. He is not good at giving guidance advice.

Mark Papworth (Ph.D. Anthropology)

Mark Papworth has an abundance of knowledge in everything from anthropology and sociology to hunting and beer-drinking while fishing for salmon. He is a dynamic actor and his lectures are not to be missed. Outside of class Papworth is genuinely interested in his student/friends' endeavors. He has a tremendous amount of energy, which sometimes makes him seem nervous and high-strung.

JOYE PESKIN (Theatre Arts — educational information not available)

Although Joye Peskin works mainly in theater, she would be good as a resource for any of the arts. She is a keen and observant person and is able to give good criticism and instruction. Her workshops and classes are creative and spontaneous. Peskin has said that the real meaning of teaching means allowing people to discover things for themselves. She has a good reputation and is recommended.

David Powell (Ph.D. Literature)

David Powell's teaching of literature and poetry is something you either love or you hate. Powell can make students soar to the heights; he can also ruin students' enjoyment of life. He doesn't do things halfway. His seminars, lectures, opinions, and jokes are all very intense. He seems truly excited by what he is teaching, and it is important to share his excitement. If you aren't as swept away as he is, seminars can be deadly.

But it is very easy to find out if David Powell is your kind of teacher. Just ask him. He'll tell you, and you'll know. He is an excellent, critical teacher for poets. His evaluations are carefully considered and well-written, and he works well with students on a one-to-one basis.

TOM RAINEY (Ph.D. History)

Feel like getting your teeth into a good political discussion? Go talk to Tom Rainey. His strong political views are no secret, but he will talk to you even if you are a Republican. He is very accepting of people and extremely friendly. Rainey has high expectations of students and is enthusiastic when you have a positive direction and are thinking concretely. He will not tolerate ambiguous, touchy-feely thinking, and his seminars are always very stimulating. He is not afraid to admit it when he is wrong, and his honesty is refreshing. He is easy to work with.

PETE SINCLAIR (Ph.D. Literature)

Pete Sinclair is smart, witty, sarcastic, and sometimes obscure. First impressions of him are often bad and usually wrong. He is definitely not a flashy guy, so his talents are better appreciated over a longer period. His particular teaching style requires that he be challenged by his students to be truly effective, so if you are boring, he probably will be too. Nevertheless he is very dedicated, unselfish, and responsible.

Sinclair's knowledge of literature, psychology, and writing, combined with such diverse interests as mountain rescue and sailing, add up to a very well-rounded person. This diversity fits well with Evergreen's concept of interdisciplinary education. One weakness is his lectures, which are awful. But in seminars he is quiet and controlled and does not dominate. Sinclair's work in dream reflection is probably his single most powerful learning tool and has profoundly influenced him and many of his students in releasing unknown creativity.

BOB SLUSS (Ph.D. Entomology)

Bob Sluss is a fair person, happy to work with anyone. He is willing to be a friend to students and gives a lot of himself. He is a valuable resource person and can move you in the right direction to a person or book. His specialty is entomology, and he knows an incredible amount of obscure facts about insect behavior. However, he readily admits it if he doesn't know something.

PAUL SPARKS (M.A. Art/Photography)

Paul Sparks is an excellent teacher for those who want to become stronger and more confident in their art work. He is an uncompromising advocate of defining individual style and purpose in making art. His knowledge of contemporary art, and West Coast art in particular, is indisputable. Your only complaint might be that his aggressive and sometimes condescending style makes his knowledge inaccessible to many. Sparks' criticism should not be taken personally. His evaluations are not always tactful, and he will justify his actions at all costs. The best thing to keep in mind is that he will not change his mannerisms or attitudes regardless of what you say or do. You will waste your time fighting him, and in the process lose everything he has to offer.

LYNN STRUVE (M.A. Chinese Area Studies)

Lynn Struve is a little-known and hard-working Evergreen faculty member. She is an Asia scholar, and first came to Evergreen in 1974 as a member of the ill-fated Chinese Civilization program. After the demise of that program, she organized a number of Chinese studies programs, all of which required a great deal of reading, thought, and hard work. Some of her students continued their studies in Taiwan.

Although she expects her students to work hard, she is readily accessible and is always willing to help students find reference material (often from her own extensive collection). She often will spend an hour or more helping students grasp differences between Eastern and Western thought.

In seminar she has, over the past two years, developed a style in which she encourages discussion without stating absolutes herself. She can sometimes be seen out in the fields around Evergreen, collecting yarrow stalks with her students to implement a more graphic study of the *I Ching*.

FRED TABBUTT (Ph.D. Physical Science)

Fred Tabbutt is possibly the best science teacher at Evergreen. He is extraordinarily hard-working, even for Evergreen, where overworked faculty members are a dime a dozen. Tabbutt has a genuine commitment to undergraduate education. He is patient, a good explainer, gives clear lectures, and is generally accessible to his students (though one sometimes has to run pretty fast to catch up with him — he was once nicknamed "The Man on Roller Skates"). Tabbutt is a curious mixture — half the brilliant, muttering-to-himself researcher, and half the kindly chemistry prof, slowly explaining and re-explaining the simplest of formulas to the dullest of students. Highly recommended.

NANCY TAYLOR (M.A. Education)

Nancy Taylor is a conscientious, intelligent, hard-working and patient teacher. She guides her seminars well and writes excellent evaluations. She is especially good with shy students in her seminars, and goes to great length to make them feel comfortable.

This is one of her drawbacks. She doesn't use her authority as a teacher the way some students think she should. Some feel she isn't aggressive enough, and this may be reflected in the fact that she rarely lectures. However, her gentle style of teaching is what many students want, and for them she is excellent.

KIRK THOMPSON (Ph.D. Political Science)

Kirk Thompson is an enigmatic figure. Depending on who you talk to, he is portrayed as being everything from an egotistical asshole to a sensitive, talented artist. This disparity in image is further complicated because Kirk Thompson is a brilliant teacher. Although he has a formal background in political science, Thompson is probably best known at Evergreen as a photography teacher and as a growing resource on the teachings of Carl G. Jung.

Those who consider working with Thompson should be aware that he requires a serious no-nonsense commitment to hard work. Personality conflicts may arise and make a collaboration difficult. But in large, if carefully considered, a contract with Kirk Thompson can be immensely productive.

JACK WEBB (Ph.D. English)

Jack Webb is very demanding and emphasizes much reading and writing, as well as experiential learning. He is especially knowledgeable in learning literature, speech, and learning disabilities. Webb works best with students who have a great deal of self-initiative and are fairly advanced in their studies.

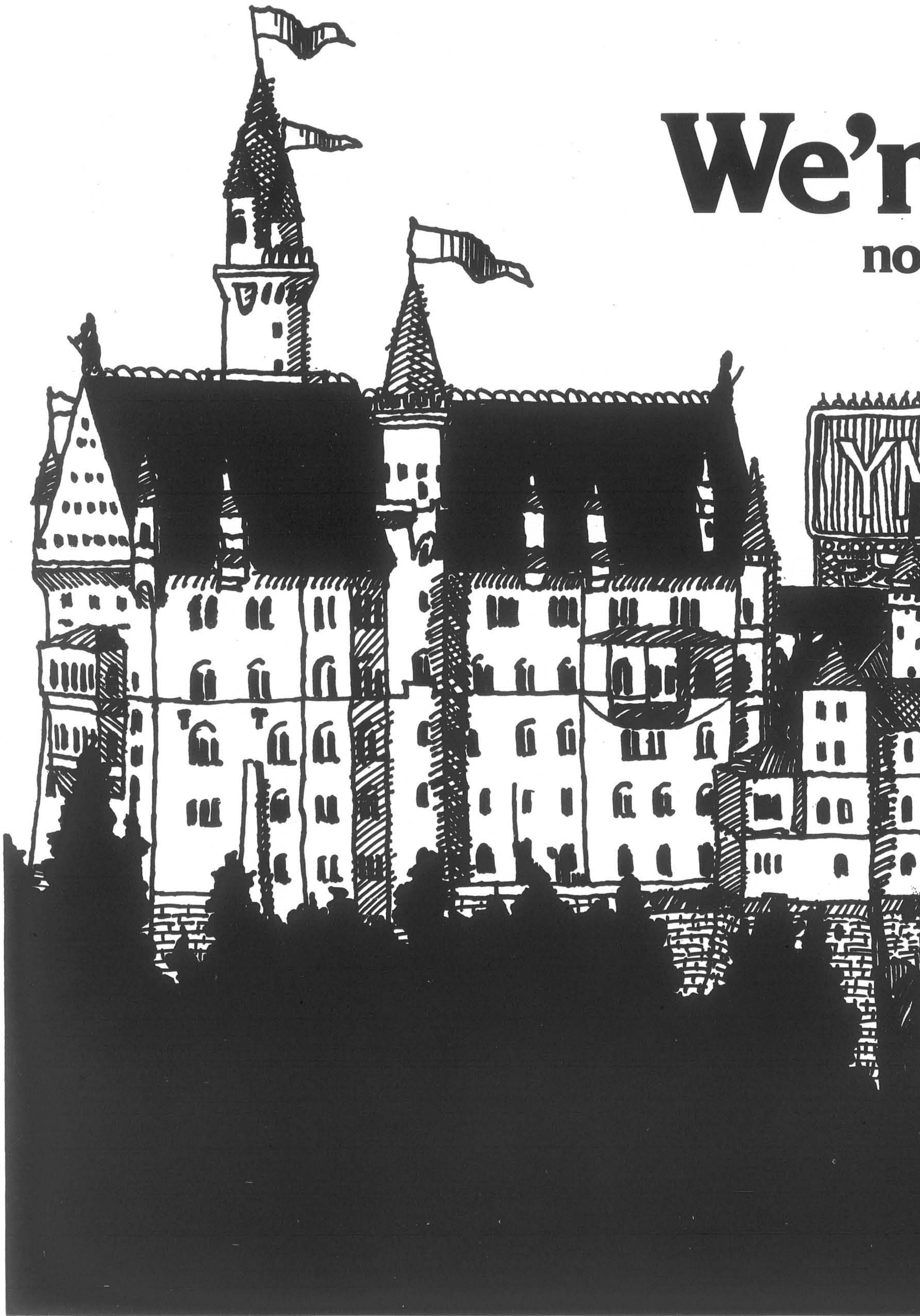
AINARA WILDER (M.A. Theatre Arts)

Ainara Wilder is a controversial teacher. Some consider her heavy theatrical experience and background sufficient proof of her expertise in drama, but if you're the type who requires *proof*, forget it. Ainara can manage an entire theatrical production from behind a cup of coffee, and the students usually end up doing most of the directing, producing, blocking, staging, etc., themselves, which is fine if you like *always* doing group theatre. Her evaluations are sketchy and non-personal unless you happen to be one of her proteges. Her teaching methods are at best unorthodox, but she does possess some redeeming qualities. She has an interesting personality, can be extremely fun to work with at times, has a good background in the theatre, and is a good resource person for theatre-arts information.

Ainara demands quite a bit from her students, but it is not impossible to slide by with half-assed work. She is not a good faculty member if you are *seriously* interested in pursuing theatre as she does not deal a lot with actual dramatic technique.

Some students feel Wilder is excellent for advanced students who use their own initiative to accomplish their goals. She is not, however, recommended for first-year students.

We're
no



re not a castle

or the YMCA for that matter.



We're first to admit living on campus isn't like having an apartment in Tumwater or a house on the Eastside, but we try to make our variety of apartments as comfortable as possible in the least expensive ways. From one and two person studios to duplexes with a total of five variations, we provide many conveniences usually billed as extras at other places. All of our units have wall-to-wall carpeting, free utilities, free parking, fully furnished, free TV-FM cable, and nearby laundry facilities. What this means is the convenience of living right on campus and savings of money that could be spent on other things.

Rental rates begin as low as \$47 per month for a two bedroom apartment to \$325 per month for a 5 person apartment. The average monthly rate paid by an Evergreener is \$75 per month as residents prefer to pay the higher rate to have a private bedroom. We have 2, 3, 4, 5 person apartments, two bedroom duplexes, and 1 and 2 person studios each having a variety of floor plans. There are seven different types and lengths of rental and lease contracts. Generally speaking, the rental contracts are for shorter periods, cost more, and can be broken with less financial burden. Under the rental contract, you rent one bed in a unit and Housing selects your roommate(s) according to your application information. Lease contracts are 10% to 37% less costly than rental agreements and are for longer periods of time. Under a lease agreement, you lease an entire unit and then you decide who (if anyone) lives with you in the other beds. Lease contracts can only be transferred or sub-leased to someone else; you cannot break a lease without paying the full rent for the full period you agreed to.

If you'd like more information about living on campus or are having trouble finding a place to live, stop by the Housing Office or give us a call at 866-6132. We'd like you to live with us.

Student Survival at Evergreen

continued from page 11

piece by piece; that is, enroll in more than one program. Sure, they say the whole idea of the school is to study one theme intensively, full time. But you should be learning by now that anything is possible at Evergreen if you want it to be. If you can convince all involved faculty that it would be good for you and them, you could enroll for, say, one unit of credit in Roots of Botany and two units in Fast and Loose Psychology.

One word of warning if you're thinking about doing this, though: students who multiply their programs and divide their credit usually end up doing most of the work for all the programs they enroll in. Unless you think you can handle two or more full-time course loads, be careful. Make sure you know what is expected of you before you sign.

So you fill out your little green card, get it signed if necessary and you're in a program. What next? The core of every program is the seminar, a group of about 20 students who meet once, twice, or three times weekly with a faculty member. It is here that most of the action in a program occurs, and it is here that the faculty member you get for a seminar leader can make or break your experience. Most programs divide the students randomly between the two to four faculty members in the program. This may be all well and good if you have no particular preference as far as the faculty in your program go, or if there is no particular field you wish expert guidance in.

But suppose you're mostly interested in psychology and your seminar leader is a botanist? From the top on down, Evergreen's numerous administrators will tell you that this is all consistent with the idea of coordinated studies. Several faculty with varying expertise pool their resources and provide all the students with a broad and integrated educational experience. Maybe, in the spirit of Evergreen coordinated studies, you don't even want to specialize in psychology (yet, anyway) and would just as soon have a botanic bias that quarter or year. Know what you're doing and everything will be cool. As it happens, most programs at Evergreen fall into some general category (e.g., literature, psychology, natural science, physical science, etc.). The faculty assigned to a program, however, very often do cross broad boundaries. Therefore it is crucial that you be aware of your seminar leader and avoid taking a program because it emphasizes film-making only to find yourself studying with a sociologist.

By the same token, you might be taking a program because of one specific faculty member you want to work with. Obviously in this case you won't want to leave your fate up to random

chance. If you want to get in somebody specific's seminar, usually all you have to do is ask. Often you'll need a good reason. The truth will usually suffice. If the answer is no, ask again. It is bad form to stop asking and start demanding, however, until you've been refused at least a couple of times.

Once you're in the program and seminar you want, you may suddenly find after a week or two and registration is over that it wasn't what you wanted after all. Your fellow students and perhaps even faculty may tell you that registration ended long ago and the deadline for switching is past. Actually, it is perfectly legal and acceptable to switch at any time during the year. All you do is get a "re-registration" form from your program secretary or registrar, fill it out, have it signed by your "departing" and "arriving" faculty, and you're in.

The hardest part of switching is finding a program that will allow you to enter after it has already begun. Here again persistence and perseverance pay off.

Finally, no article of this nature would be complete without devoting some space to those ever more popular, ever harder to find individual contracts. For some strange reason, there seems to be a lot of administrative bias against individual contracts, no doubt stemming from the belief that they are misused. It is true that too many students start searching for a contract before exhausting all possibilities for doing what they had in mind through a program or group contract. When administrators talk about how special individual contracts are and how first and second-year students rarely can find one, all they're trying to say in their roundabout way is you should consider very carefully before deciding to embark on one.

Most individual contract students meet for one hour per week with their faculty sponsor. Some faculty run book or work seminars with all their contract students, but most don't. Your time is your own, and you are expected to carry out a full-time college program independently, taking what you need from your faculty member. You should not only know exactly what you want to do, but also what you expect your faculty member (sponsor) to give you before you start talking to prospective sponsors. You can expect your sponsor to make suggestions on readings and changes in the contract.

When you've got a pretty good idea what you want to do and what you want your faculty member to give you, it is time to start looking for a sponsor.

Start with a couple of faculty members you know you could work with, and if they can't help you they'll probably be able to suggest somebody who can. The

Academic Adviser might be able to help here also. Don't be discouraged by the fact that the person you want is going to be in a program. Program faculty can and do take contracts if they want to. Persistence and perseverance pay off.

Finding a contract is largely a matter of selling yourself to the prospective faculty member. Think of it as a job interview and make as good an impression as you can. Have well-thought-out ideas and show your seriousness by bringing your portfolio or samples of past work.

If you are not satisfied with

your contract, you can change it or scrap it in the same way you can switch out of a program. A contract can be rewritten if you and your faculty sponsor agree. You can switch out of a contract and into another contract or program with the approval of all faculty involved. And the only reason the "departing" faculty must approve is so you'll get credit for the time you spent with them.

The truest thing you'll find in all the propaganda published by Evergreen's PR department is what they say about Evergreen not being a place for everybody.

It is not. Evergreen is a place to find the education you want. If you want to do some looking, you can find a better experience than would be possible elsewhere. You just have to know how to look, and then start moving. Hopefully after reading this you know something more about how. In faculty member Richard Alexander's immortal words about founding father Merv Cadwallader and Evergreen, "I did not mean to build a maze; I planned a palace, shaped to the matrix of the human mind." That is what Evergreen can be.

Career Planning Teaches Vital Skills



Director of Career Planning and Placement Gail Martin discussed how to plan and conduct a job search with a group of seniors.

by Molly Wright

The purpose of Career Planning and Placement is to provide career and employment information and services to Evergreen students and graduates. Our approach to career development and job search is educational, encouraging self-assessment, planning, and research. Located in the Enrollment Services area, Library 1214, our facilities include much that might interest you.

The Career Resource Center is a library of occupational resources, graduate school catalogs, grant and fellowship information, and a computer terminal programmed with occupational information. A sampling of occupationally related books available in the Career Resource Center includes: *Go Hire Yourself an Employer*, *Alternatives to College*, *Careers in Consumer Protection*, *the Art Career Guide*, *Everything a Woman Needs to Know to Get Paid what She is Worth*, and *Occupational Outlook for College Graduates*.

The computer terminal is connected to the Washington Occupational Information Service, and is programmed with a questionnaire that can help you clar-

ify the nature and type of work environments you are most interested in. It also provides updated information on specific occupations, including job market forecasts, educational requirements, and average annual wages.

Also located in the Career Resource Center are Employer Files and the Job Description File. The Job Description File is compiled from all the outdated but relevant job descriptions that are received for the Senior and Graduate Job Information Board. When the closing date for a position has passed, the actual description is added to the file according to the occupation area. The Job Description File provides a good resource for reviewing the job market in your area, and for gathering information about salaries, locations, and employer expectations. The file can also help indicate the range and type of positions that are currently available to college graduates holding a Bachelor of Arts Degree.

The purpose of the Employer Files is to provide sketches of specific employers in the Northwest, ranging from the Small Tribes Organization of Western

Washington, to Weyerhaeuser and the State Department of Commerce and Economic Development. Profiles are constructed from public information published by the individual institutions. Before applying for a job — and especially before an employment interview — it can be very advantageous to research that agency or employer. Interviewers often judge a candidate's interest, sophistication, and motivation by how much the person already knows about the potential employer and vacant position. Both the Employer Files and the Job Description File are easily accessible in the Career Resource Center, Library 1213.

Many activities sponsored by Career Planning and Placement take place in group situations. Career Search Groups are workshops especially appropriate for persons who are in the process of making important decisions about their own values, qualities, and life experiences as they relate to developing a career pattern. Workshop discussions include clarifying the background and life-styles that point toward a certain career area and research to learn more about our career interests.

Senior Employment Seminars are held quarterly for graduating seniors and other interested folks who want to learn about resumes, interviewing skills, credential files, letters of application, and the basics of a good job search. For Fall Quarter they are scheduled on Thursdays, from 3:30 - 5 p.m., beginning on October 21.

Career Planning and Placement offers many more services and resources, including individual career and employment counseling, Career Film Series, Graduate School Practice Testing, Job and Graduate School Information Days, Special Workshops on Teacher Certification, Women and Employment, and careers in Computer Science. I encourage you to utilize Career Planning and Placement throughout your Evergreen experience.

Job Fair: Make it Easier on Yourself

by Teresa Imfeld

For any college student the matter of finances is a major concern. Both tuition and living costs are so high that many students end up choosing between the two. Although aids such as grants, loans and scholarships help a percentage of students, the majority receive little or no help at all. Those who fall within this last group are then forced to work throughout the academic year, with the most ideal jobs being those on campus.

To lessen the burden of job hunting, especially for those new to the college, Evergreen has plans for a Job Fair starting on

September 20 and running through Fall Orientation.

During the fair a list of all the available jobs on campus will be posted in the financial aid office. Any student may stop in to check the list, and staff personnel will be on hand to refer them to an interview with the desired employer.

Jobs posted will be broken down into two main categories: work/study and institutional. Work/study, which is part of a federal program, sets aside a certain number of jobs for students who applied for financial aid in the spring, but were instead awarded the opportunity for a job on campus. Only work/study

students can apply for these specific positions. Institutional work, however, is open to anyone on campus.

Since work/study positions are already set aside, explains Kay Atwood of financial aid, then these students will be notified by mail of the various job offerings before the actual fair begins. Consequently many work/study openings will be filled before September 20, leaving the bulk of jobs under the institutional category. (This is the group which most Evergreeners will be concerned with anyway.) Any job which has been filled by the time of the fair will not appear on the list.

The types of jobs which will be offered, and the wages, vary greatly. Positions may be anything from library helper or shower room attendant to secretary or laboratory technician.

Starting pay, which runs from \$2.20 to \$3.20 per hour, is based upon the students' experience and skill, as well as the job's responsibility level. Raises are given to students for every 300 hours that they work.

Certain jobs, such as those on the Cooper Point Journal and the KAOS radio station, can even be turned into internships. However, to do this it must be cleared through the Cooperative Education office.

Once hired, a student can work a maximum of 19 hours per week during the academic period, the average work schedule being 15 hours. If someone wishes to work over the maximum then a waiver must be presented to the business manager, Ken Winkley, for approval. However, actual cases of this are rarely permitted.

Roughly one-quarter of Evergreen's student body is employed by the college and most of the positions are filled by those who take advantage of the fall Job Fair. It honestly may be your only chance to get a job on campus, if you wait until fall quarter it may be too late.

Beat the Rush— Start Early on Housing

by Fran Allen

According to the Constitution, everyone is entitled to "Life, Liberty and the pursuit of Happiness." In order to pursue these things, one must also have food, shelter, and clothing. Well, this particular feature is about shelter.

Olympia is a nice place to live because of the relatively undeveloped area around it. There is a small downtown area, but most of the land around it is farmland and semi-developed. If you are traveling to Olympia for the first time, you will find housing can be a hassle. If you are the type of person who is particular, you will find it difficult. As a student at The Evergreen State College there are lots of pointers I can give you about shelter.

1. If you can, plan to be in Olympia prior to the beginning of school by at least two weeks, and more if you can. This will give you time to investigate all the possibilities and make a decision which will suit you.

2. On-campus housing is helpful if you have no social contacts in Olympia. This is handled by the Housing Office which is located in Dorm A — 3rd Floor. Ken Jacob is the director. They have all the applications necessary to register for a room, and an Off-Campus Directory which lists housing available in the area. Campus housing rates go from a low of \$75 (one student studio) to a high of \$325 (five person apartment with kitchen). The studio apartments are situated around a central kitchen for each floor. If you are accustomed to living in apartments, and accustomed to being around a bunch of students, dorm living



isn't bad. It can be quite hectic and sometimes a real problem may develop with noise (last year a couple of students had speakers for their stereos which could have supplied the sound for Woodstock and more). The good side of dorm living is reflected in the opportunity which many students take to form food co-ops, car pools and generally learn to live with a group in a peaceful way (water fights, water balloons, and practical jokes aside). I spent two years in the dorms and must say that sometimes I wanted out, but overall I have good memories and made several close friends who lived nearby. Dorms are also helpful if you have no transportation. Downtown Olympia is about five miles away from the campus. Housing provides parking, for a fee, which is collected by the Security office who will give you a little sticker for your windshield.

If you arrive in Olympia to

check out a place to stay, the Housing Office can also rent you a room on a day-to-day basis, for a fee of \$3.50 or so. (Linen can be included.)

3. In the surrounding areas, here is a sample listing of what's available in the way of apartments:

ASH TREE APARTMENTS:
3138 Overhulse N.W. (located about a block from school), Managers — Earl and Carole Swartz. Phone 866-8181.

\$100 Deposit \$25 non-refundable
1 bed — \$120 unf \$135 fur
2 bed — \$155 unf \$175 fur
3 bed — \$190 unf \$215 fur
Laundry Mail Service

ALIMAR APARTMENTS:
210 Bethel (on the Eastside of Olympia near the Daily Olympian), Manager — Anita Helm, Phone 943-4827

\$75 Deposit 3-month lease
1 bed — unf \$140, 1 bed — fur \$150.

APPLE TREE VILLAGE:
1615 Judd S.E. (off Ruddell Road

in Lacey). Manager — Capital Development, South Sound — Phone 456-3636. \$75 Deposit refundable. 1 bed — unf \$154, 2 bed unf \$174. Pool — Laundry.

LAKEWOOD ESTATES: 1919 Mayes Rd. S.E. (off Union-Mills Rd. in Lacey). Manager — Jean Chaplin. Phone 491-8228. \$100 Deposit \$20 non-refundable, \$50 pet deposit. 1 bed — \$180, 2 bed — \$205, 3 bed — \$280, Cond. — \$325. Boat Launch on lake, woody setting. Utilities included, Dishwasher, gbg disposal, Carpeting w/w, cable TV.

VILLA CAPRI APARTMENTS — 600 Black Lake Blvd. (on the Westside, about 3 1/2 miles from campus). Manager — Grant Edenstrom. Phone 352-0483, \$75 Deposit. 1 bed — \$159, 2 bed — \$179. Cable, water, lights, sewer.

EVERGREEN VILLAGES: 505 Division N.W. (on the Westside, about 3 miles from campus). Manager — Joy Wagner, phone 943-5505. \$75 Deposit on 1 and 2 bed, \$100 Deposit on 3 and 4 bed. 1 bed unf — \$129, 2 bed unf — \$154, 3 bed unf — \$178, 4 bed unf — \$188.

As you will notice, the rates on the above apartments vary greatly, and since students are not always in-the-money, it is a good idea to check around town for less expensive places to stay. There are a lot of semi-developed areas nearby, and this is where you will find farmhouses, older buildings which are suitable for commune-style living, and small one and two-person-size houses. It helps to have a car to tour around, or even plan to use a whole day on the buses to various parts of town to see for yourself. You can also check with local realty offices for listings.

4. There is a booklet available at the Housing Office which briefly outlines the major aspects of the Landlord/Tenant Act, and if you run into problems with anyone because of discrimination or unfair monetary practices, check with the Legal Aid Office on this campus or in town.

5. Be kind to yourself. If you know you don't get along with certain kinds of people and situations, be open and honest about it. Be firm about your living environment requirements. You'll be happier in the long run.

6. There are several places on campus to leave notes about yourself and your needs. Make use of them. Also, there are places in town (Rainbow Deli, Artichoke Mode, etc.) where you can leave notes and also make contact with local people who might need roommates or are looking for a place to shack up.

In conclusion, Olympia's housing situation is not as critical as larger cities, but when school starts, approximately 1,500 other people will be here looking for places along with you. Communication is the key to finding a place here. If you have questions, need help, or want more information, contact some of the places mentioned above.

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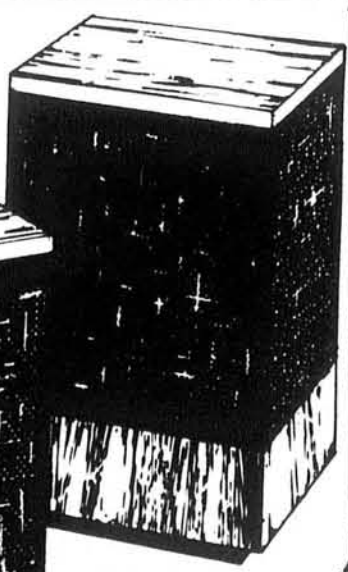
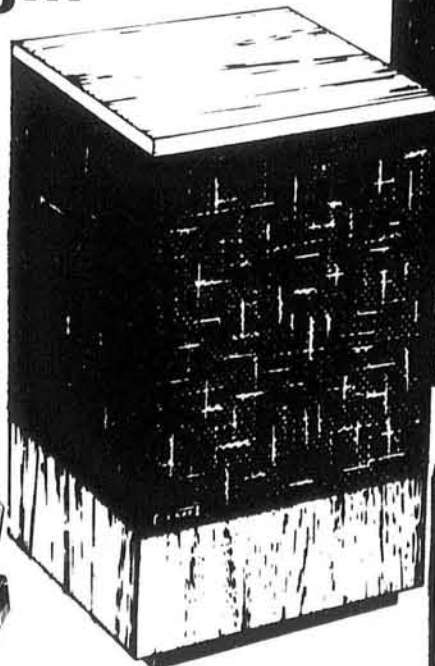
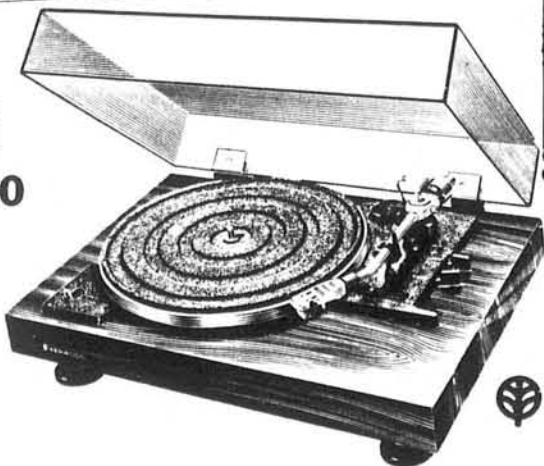
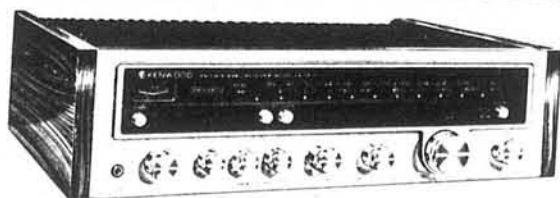
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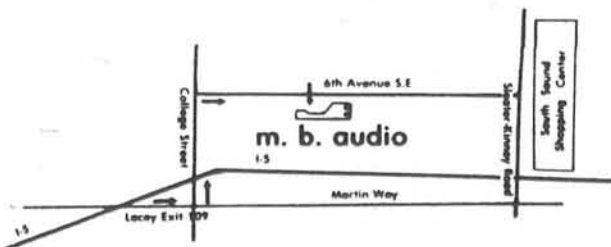
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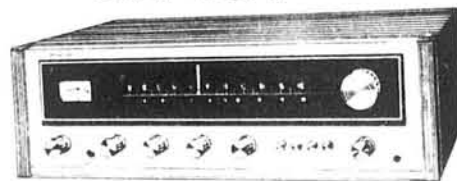


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Healing with Herbs



Susan Woodward prepared dried herbs for storage in a dark jar.

by Susan Woodward

My interest in herbs began about two years ago when I bought a book called *Back to Eden*, by Jethro Kloss. I didn't really know what I was doing and I didn't realize the true power of herbs.

My first contact with learning their properties was when I decided I should do a research paper on three herbs — Lobelia, Comfrey and Mullein. This paper took me far and I found resources and connections that are still with me today. I was in Bellingham at the time and the people I was around already knew much about the healing herbs, so the strength to learn and use the herbs was there.

I started accumulating herbs in dried form and storing them. I also was giving herbs to people and drinking them myself. I learned the hard way that giving herbs to people is a very unhealthy practice. There are three reasons for this: 1) the people who are sick have to really want or need the herbs, 2) they should come to me for advice instead of me going to them and pushing the issue, and 3) and the most important, is that I must be there giving the herbs myself and making the tea or poultice for the specific person and the ailment they have.

I once gave someone some herbs to be made up for another person and the reaction from the sick person was the opposite of what was supposed to happen. She felt worse instead of better.

The best way to get around that problem is to try the herbs on oneself and see what happens. The first consideration is to know the herbs and their properties so you don't overdose on them.

I also enjoy talking to other people that are interested in using herbs. I had the great fortune to go to the Spring Gathering of the Healers last year and this year. Both of those experiences were full of lessons and I got together with other people intrigued by the same force.

The first gathering was a good incentive to dip into herbs further. I also was open to other forms of healing (i.e. Reflexology, Massage, Iridiology, Naturopathy, Homeopathy, etc.). These mind-expanding ideas were what made me change towards the beliefs I had really had all my life.

By talking with people and going to lectures on Herbology and Iridiology I reformed, and also realized what my direction and goals were. My long term goal is to become a Naturopathic physician and practice that form of healing for my income. I'm using herbs and starting to learn the botany aspects (identifying, picking, drying, storing and using) of plants and plant collecting.

I feel my eating habits and my emotional state are just as important as drinking herb teas to cure myself. Fasting, mucousless diet, vegetarianism, organic (no pesticides) foods, and growing one's own food are all elements and degrees of living differently than the flow of society. These different ideas have been around for centuries of course, but so few people are innovating them again.

I have given some background and some of my beliefs and philosophies of living, now on to the herbs. The following is a list of the properties, what to watch out for (if anything) and hopefully where to find the herb growing in this area.

Comfrey — *Symphytum officinale*, L.

A perennial with a brownish-black and wrinkled stout spreading root. The stem is about three feet high or more and the plant has large, coarsely hairy egg- or lance-shaped leaves with wavy edges.

The blue-purple, yellow, white and red tubular flowers, less than one inch long, are borne in coiled clusters. The flowers have five stamens and the fruit consists of four shiny brown or black nutlets that come out in August. The plant flowers in May and June.

Comfrey grows by river sides and in moist places. The road to Lake Louise-Kaiser Pond is abundant with Comfrey. The plants are four feet high and about four feet around.

Properties — soothing, relieves inflammation. Causes contractions of tissue and arrests discharges, good for coughs and congestion. Source of Vitamin C and Calcium. Treats mucous membranes of the respiratory organs and can be used as an expectorate (causes phlegm to be expelled). Use the leaves, roots and flowers.

Externally Comfrey is good as a poultice made from fresh or dried leaves for recent wounds, sprains, swellings, bruises or burns.

Dose — one teaspoonful to one cup of boiling water, steep for 10 - 20 minutes (don't boil herbs, ever). Take three to four cups a day.

Mullein — *Verbascum blattaria*, V. *thapsus*.

Mullein varies greatly in size and form, is a biennial and grows by roadsides, in hot open areas (fields) usually near water, and in rocky, sandy soil.

Mullein grows a rosette of leaves its first year and produces a columnar effect with yellow flowers at the top of the spike the second year. The leaves are hairy or woolly and alternate up the stem.

The yellow flowers bloom in July and August. A plenitude of Mullein grows in Eastern Washington (Yakima, Wenatchee). In the Olympia area they are smaller. Don't get them confused with Foxglove, which has totally different flowers but grows in similar surroundings.

Properties — use the leaves and flowers for coughs, colds, lung and pulmonary complaints, sore throat, cramp, diarrhea, relaxing.

Mullein oil, which is hard to get, is used externally for earaches and infections.

Dose — one teaspoonful to one cup of boiling water, steep for 20 minutes.

Red Clover — *Trifolium pratense*, L.

A perennial, 18 - 36 inches high. It grows in fields and by roadsides. The plant has a typical clover (3 leaves) shape

to it, but the flowers are purplish-pink, sweet-scented, tubular corollas crowded together.

The flowers are one-half to one inch broad and turn purplish-brown when they die. If you see purplish-pink spots near the road, that will most likely be Red Clover. The white clover that grows around is not good — the properties are not the same — so don't use it.

Properties — use the flowers and leaves for the heart, nerves, bronchial problems and kidney conditions. For sore throat make strong tea and gargle four to five times a day, swallowing a mouthful after each gargle.

Dose — one teaspoonful (two to three flower heads) to one cup of boiling water, steep for 20 - 30 minutes.

Plantain — *Plantago major*, L.

Plantain usually grows among the weeds and has long, narrow, ribbed leaves that radiate from the base. The flower stem is stiff and smooth with a triangular-looking flower head. The stem is 6 - 18 inches high. The head is short and studded with tiny, dull-white flowers that have long slender stamens.

Properties — use the whole plant both internally and externally for a diuretic (increases the secretion and flow of urine), and for healing fresh or chronic wounds or sores. It can be used for excessive menstrual flow, inflammation of the intestine, kidney and bladder trouble, to induce appetite and to help stop bleeding.

Plantain is abundant in this area, and ironically enough, it grows near houses — for home problems like burns and cuts.

Dose — one teaspoonful to one cup of boiling water, steep for 10 - 15 minutes.

Red Raspberry — *Rubus idaeus*, L.

The stems of this perennial are generally erect, freely branched, three to four feet high and covered with small, straight slender prickles. The leaves are pale green on top, gray-white below, doubly serrated with a rounded base, and about three inches long. The small, white, pendulous flowers bloom in May or June and the raspberries come out in June and July.

Properties — The leaves should be picked after the fruit is going out, and while they are still green, because sundried leaves don't have much medicinal value (this is true for all herbs).

Red Raspberry leaves help fever and colds because they cause the body to perspire, which opens the pores. This allows the body to let off steam and will rid it of fever. The leaves are also good for sore throats and mucous membrane.

Dose — If fresh, four to six leaves to two cups of boiling water, steep for 15 minutes. Take a cup two to three times a day.

Queen Anne's Lace — *Daucus carota*, L. *Umbellifera*

Queen Anne's Lace is recognized as a wild carrot and the root smells like garden carrot. It grows by roadsides and in fields. The fleshy root tapers, is yellowish-white and sweet smelling and tasting. The plant can grow from one to five feet in height. The stem is erect, branching, and has a bristly feel to it. The leaves are basal or alternate (leaflets on two opposite sides of the leaf). The flowers are usually white and arranged in a flat-topped compound umbels (the flowers all arising from one point, the younger in the center). There is a central flower, usually dark red or deep purple, blooming in June or August. The seeds are a dull brown color, flat on one side and convex on the other.

Properties — The entire plant can be used as a stimulant, to break up obstructions and to increase the flow of urine (diuretic). The root and stems are often ground and used for kidney and bladder problems, painful urination, and to increase menstrual flow. For external wounds, ulcers and abscesses, use the grated root made into a poultice.

Dose — One teaspoonful to one pint boiling water, steep for 30 minutes. Take three to four cups daily.

Chickweed — *Stellaria media*, Cyrill, L. Chickweed is a very common plant in this area and grows everywhere, but particularly in gardens. The stem is weak and straggly, and branches freely. There is a line of white hairs along one side only,

changing direction at each pair of leaves. The very small flowers bloom from spring to autumn.

Properties — One can use the whole herb for softening and soothing inflamed parts. It is also good for chest colds and for cooling off. When thirsty, drink a tea made from Chickweed or eat the plant itself, perhaps in a salad. Excellent for liver ailments, inflammation and weakness of bowels and stomach. Used externally as a poultice for sore eyes (apply on cotton pads over closed eyes); for burns, boils, swellings and redness of face. It is also a diuretic (increases the flow of urine) and so is helpful in losing weight.

Dose — Use one heaping teaspoonful to a cup of boiling water, steep for 20 - 30 minutes. Take three to four cups a day between meals, drink one swallow at a time.

Yarrow — *Achillea millefolium*, L.

Yarrow is a perennial and grows in pastures, meadows and along roadsides. Don't confuse it with Queen Anne's Lace or Pearly Everlasting. I've seen it growing near Scotch Broom. It flowers from May to October. The plant can grow to a height of three feet. The stem is rough and angular. The leaves are one to six inches long, clasp the stem at the base, and are slightly woolly (which distinguishes it from Queen Anne's Lace). The flowers are white clusters with a flat-top daisy-like appearance. They have a faint, pleasant but peculiar fragrance.

Properties — The whole plant can be used for medicinal purposes although the flowers are the most valuable. One of the main uses is for breaking up colds and fever in a short period (overnight). Drink Yarrow tea with either honey and hot sauce or Elder flowers and Peppermint (*Mentha piperita*) to open pores and permit free perspiration. This will cause fever to burn off. Yarrow is also good for mucous membrane and urinary tract problems. Chew the leaves for toothaches. For respiratory infections, drink the tea cool.

Dose — One teaspoonful of Yarrow to one cup boiling water, steep for 15 minutes. Take three to four cups daily.



When picking herbs, make sure you truly need them, or at least feel you will use them through the winter. The next consideration is drying the herbs. I usually lay them out or hang them upside-down from the ceiling with string. The important factor is to avoid putting the herbs in direct sunlight, and around here that is easy to accomplish. Plants get too hot in the sunlight and lose quite a bit of their medicinal value. However, it is not necessary to dry them in the dark.

When picking the plants, take only what you need (i.e., if you need only leaves, don't also take the root). Also, be kind to the plants and they will heal.

Herbs should be stored in dark bottles or jars once they have dried, because light hinders the medicinal qualities. Most herbs will last up to a year, and some for many years, depending on their exposure to light.

Bibliography

Dr. Christopher's *Textbook of Natural Healing*, Banyon Books, Vancouver B.C. *Indian Herbology of North America*, Alma Hutchens. The Garden City Press Limited, London 1973. *Back to Eden*, Jethro Kloss, Beneficial Books, New York, 1971. *The Rodale Herb Book*, William H. Hyllton, Rodale Press Book Division, Pennsylvania, 1974.

Organic Farm at Crucial Point in Development

by David Yates

In the five years since a group of students in the Environmental Design program discovered that the Lewis Road Farm was Evergreen property, and was available for use by students, this farm has generated considerable interest — among both students and the community at large.

This being a rather crucial period in the development of the Organic Farm as a community resource, I feel it is important to familiarize people with what is going on here, and to investigate the most desirable course for the farm's future.

Current program use of the farm's facilities can be divided into three areas. One is the on-going group contract involved in construction of the new farmhouse. This project was started two years ago by interested students on the recommendation of the Disappearing Task Force (DTF). The DTF recommended that a new facility be built to accommodate the growing needs of the farm. The building, which is now under construction, will have a meeting room and kitchen capable of handling groups of up to 75 people, and will provide a new caretaker's facility (the current farmhouse is fighting a losing battle with termites).

Perhaps even more important, the building provides on-site experience for those interested in learning basic carpentry skills, architectural design, drafting, and structural, electrical and mechanical engineering.

Ralph Allen, who began work on the project as a student and is currently on-site construction supervisor, will be leaving this fall. Unless the top administration is willing to fund a position for a project supervisor, construction will come to a standstill. Considering the \$20,000 cash investment, approximately 2,500 hours of student energy, and the building's value as an on-going learning tool, I feel this would be most unfortunate. If you feel



Members of the Organic Farm brewed up blueberry jam at a recent gathering.

the same way, write to Charles McCann expressing your support for the project. You may also want to come and see the building if you haven't already done so.

A second group contract utilizing the farm's facilities is called Squash Blossom, coordinated by Bob Filmer and Cruz Esquivel. The group is cultivating the land planted in the spring by the Organic Homesteading group, and distributing the produce to people in need. In addition to this, the group has had workshops on everything from sandal-making to small engine repair. Paul Klosner, a local organic farmer who has been involved with the farm from the start, has spoken on such

topics as soil-building, composting, and plant care.

Thirdly, land has been set aside for the community garden program. This land may be utilized by anyone interested in growing a garden who may not have space at home. Planning meetings for next year will start in the fall.

From the beginning the farm was designed to be accessible to any individual, whether affiliated with a program or not. I stand firmly behind this policy and will do whatever I can to aid anyone who wants to use available facilities. These facilities include: a reasonably extensive library covering all aspects of farming, a

greenhouse, a dairy barn and chicken coop, all the necessary equipment for keeping bees (I plan to start new hives in the spring), and all the tools needed for most gardening projects.

While interest in the farm seems to be higher than ever (one need only witness the number of people here daily at a time, when the campus is relatively deserted), the budget this year is roughly one quarter of what it was last year. Although nearly all of the facilities needed for a working, diversified small farm are already here, it is hardly a model of a real functioning farm. This seems to me to be a tremendous waste of potential.

There is certainly a need to develop alternatives to the type of agriculture taught at Pullman (Washington State University). There are many students at Evergreen who have expressed interest in exploring these alternatives. Beyond the college itself, we could fill an important community need as an example of what is possible on a small scale organic farm.

One of the problems throughout the farm's history has been a lack of continuity and long term planning. There has been no on-going group involved in the day to day functioning of the farm to make policy decisions and set long range goals.

I intend to do an individual contract in the fall dealing with the future of the organic farm. My first step will be to find out how the farm can best meet the needs of the community. What would you like to see happening here?

Ideally I would like to write up a five year plan, but it is essential that this involve all people concerned about the farm. I feel the biggest need is for a group of committed faculty and students who can be involved in the daily workings of the farm and make not only immediate decisions, but evolve an overall direction for the farm. Otherwise, the budget will continue to be cut, the facilities will continue to deteriorate, and the opportunity to become directly involved in alternative farming and homesteading will no longer be a part of Evergreen.

The farm is a pleasant ten minute walk from campus (the trail starts at the access road that runs between the science building and parking lot B). Please come visit and see what's happening. It's your farm too.

Buying Plants - Pick the Place

by David Judd

Looking for a house plant to start off with or replace that one that didn't quite make it through the shock of moving? Consider a good quality house plant that can adjust to your new surroundings.

Start off with a small plant, they are least expensive, easier to adapt to the new environment, and more enjoyable to watch grow up. By determining your heat and light conditions you should be able to find many unusual varieties of house plants to grow in your new domain.

In the Olympia area there are only a handful of stores that sell plants. You can buy directly from a local greenhouse or at department and grocery stores.

On Olympia's 4th street across from Rainier Bank is a small plant store, "Look-



ing Glass Gardens." This miniature jungle is filled with rare exotic house plants and a good selection of common ones too.

The owners have hand-picked all the plants from greenhouses around the Northwest and California. The prices are a little higher, but the quality is well worth the investment.

"Olympia Greenhouse," located on the Westside along Division Street, is the oldest seller of house plants and other nursery items in the Olympia area. Here you can buy plants directly out of a greenhouse. This could be to your best advantage if the plant has been properly grown to adjust to a home environment. By buying directly from a greenhouse you get a plant that has been spared the sometimes harsh treatment given by store owners.

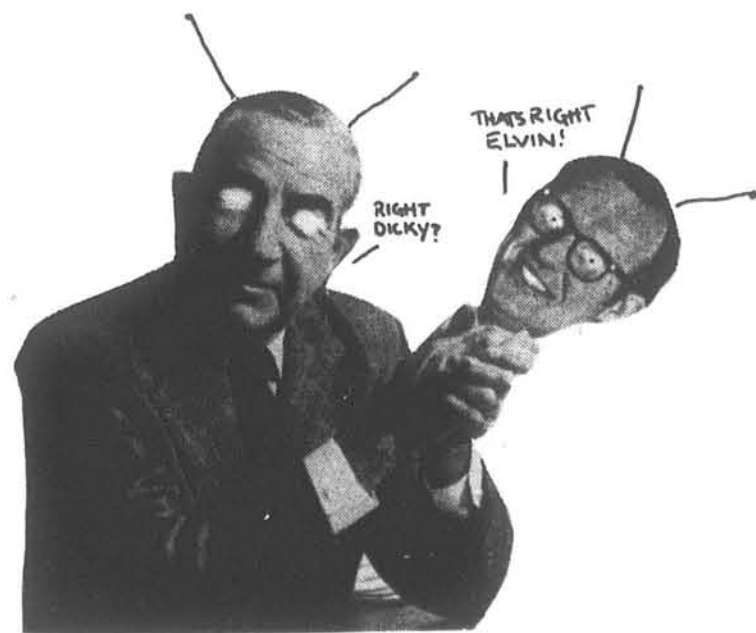
Like most large department stores, "Peoples" in the South Sound Shopping Center has opened up a new plant department. They offer a wide selection of lush

green plants at modest prices. The store contracts with a wholesale greenhouse who replace those plants that don't sell every week, leaving you with a wide selection of healthy-looking plants.

House plants sold through grocery stores and discount department stores often look half dead even before buying them. One exception to that is the plants sold through Safeway. The plants appear to be of good quality, though a careful eye for bugs and the general quality of a plant is essential when purchasing a plant from any store.

The purchase of a house plant should be made on the condition that you know the plant's name and its requirements to survive. Avoid sales on house plants because they are usually not worth the discount in price.

'On our planet, things are different'

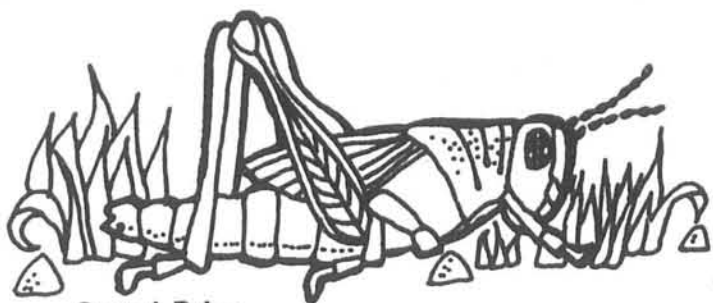


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the library group's cleverly-constructed crossword puzzle



Instructions

Complete puzzle with #2 pencil with slightly dulled point, spent eraser and chew marks. Complete puzzle within the confines of the TESC Library, using the *Hands-on Book*, reference section and the collection as sources for answers. Not more than 400 people may contribute to the answers on any one entry. Completed entries must be submitted by midnight, October 6, 1976. The Grand Prize Winner will be announced as soon as we figure out who she or he is. Present, past and future Library employees, their immediate and distant families, boy and/or girlfriends, lovers, servants, creditors and household pets are not eligible for the Grand Prize.

DOWN

1 - abbr. for Standard Operating Procedure. 2 - some of your best friends probably are. 3 - first name of one of our graphic designers. 4 - fem. of rajan king of India. 5 - card catalog is the _____ to the Library's collection. 6 - wine region of France. 7 - abbr. for local government document and group. 8 - what's left after the "saur." 9 - abbr. for many media center. 10 - Ms., Miss, Mrs. & _____. 11 - DeForest invented the vacuum tube to make this possible. 12 - the new rage in cha-cha parlors. 13 - requires two or more to play and the Library has some. 14 - abbr. for electronic music box. 15 - slang affirmative answer.

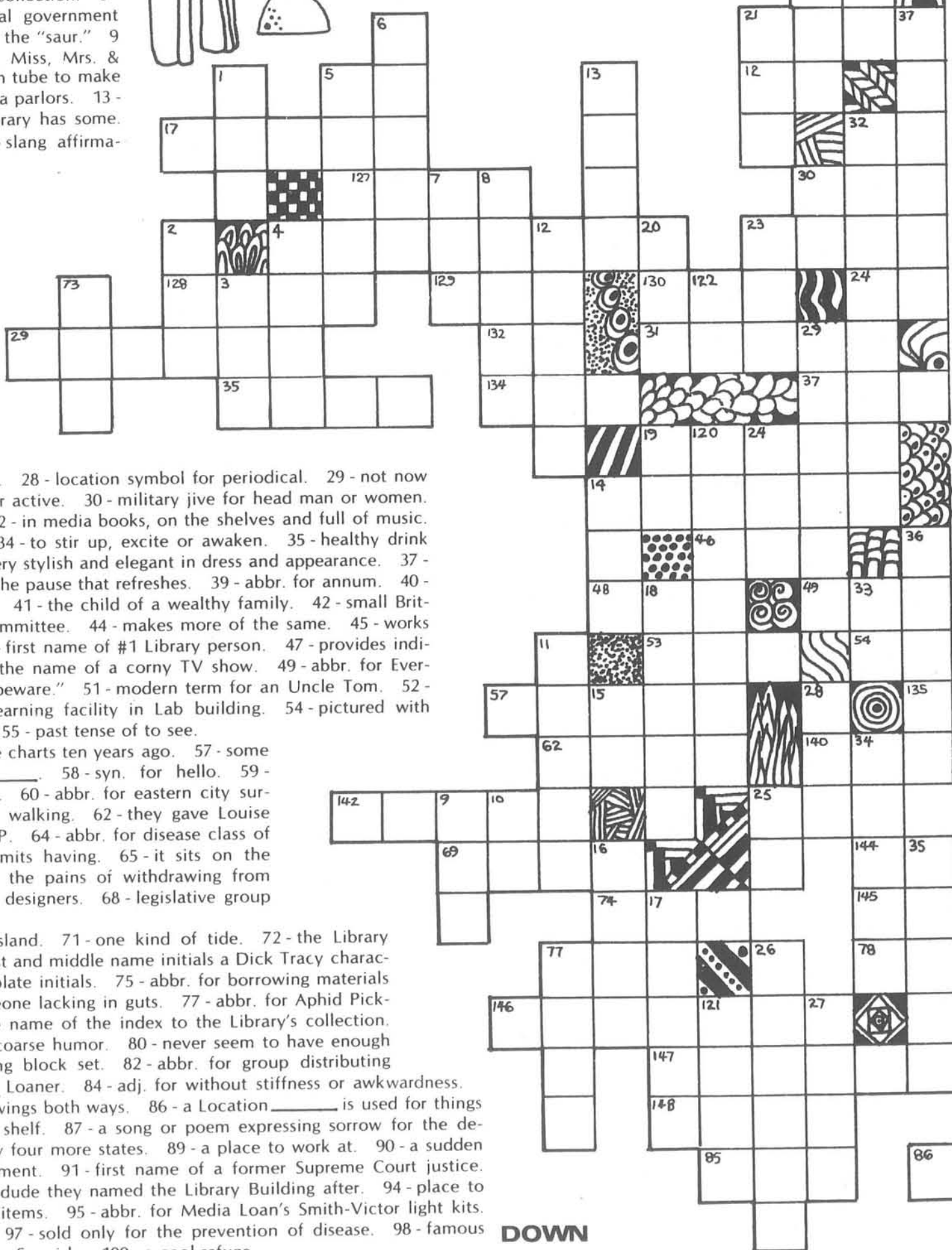
16 - you can drive one or a government can issue one. 17 - misspelling the name of the makers of Velveeta cheese. 18 - a sailor changes tack by coming _____. 19 - abbr. of weight. 20 - Indian term for the British reign in that country. 21 - deceased South American revolutionary. 22 - a sheet of microfilm strips. 23 - syn. for good friend. 24 - he says he's the greatest. 25 - an advertisement is more simply called a _____. 26 - first word of a battery-operated VTR.

27 - lump of something larger than a blob. 28 - location symbol for periodical. 29 - not now visible but capable of becoming visible or active. 30 - military jive for head man or women. 31 - prefix for happening twice or two. 32 - in media books, on the shelves and full of music. 33 - "hey man, this is where its _____!" 34 - to stir up, excite or awaken. 35 - healthy drink the Deli provides in half-pints. 36 - so very stylish and elegant in dress and appearance. 37 - a little study booth. 38 - second half of the pause that refreshes. 39 - abbr. for annum. 40 - one of the three divisions of the psyche. 41 - the child of a wealthy family. 42 - small British currency. 43 - abbr. for Evergreen committee. 44 - makes more of the same. 45 - works in the Library's Master Control area. 46 - first name of #1 Library person. 47 - provides individualized instruction. 48 - first part of the name of a corny TV show. 49 - abbr. for Evergreen pool hall. 50 - Latin for "let him beware." 51 - modern term for an Uncle Tom. 52 - "Honest _____" 53 - abbr. for unique learning facility in Lab building. 54 - pictured with child in centuries of religious paintings. 55 - past tense of to see.

56 - "_____ and the Blue Notes" hit the charts ten years ago. 57 - some described Lenny Bruce's humor as _____. 58 - syn. for hello. 59 - abbr. for popular pH-balanced shampoo. 60 - abbr. for eastern city surrounded by The Belt. 61 - a manner of walking. 62 - they gave Louise Fletcher one last spring. 63 - arch. for LP. 64 - abbr. for disease class of epidemic proportions which nobody admits having. 65 - it sits on the lawn on misty mornings. 66 - abbr. for the pains of withdrawing from drink. 67 - the Library has two of these designers. 68 - legislative group in czarist Russia.

69 - syn. for construct. 70 - Hawaiian island. 71 - one kind of tide. 72 - the Library has a collection of _____ books. 73 - first and middle name initials a Dick Tracy character went by. 74 - highway fuzz license plate initials. 75 - abbr. for borrowing materials from other libraries. 76 - abbr. for someone lacking in guts. 77 - abbr. for Aphid Pickers International. 77a - first word of the name of the index to the Library's collection. 78 - student radio station. 79 - adj. for coarse humor. 80 - never seem to have enough of. 81 - brand name for plastic building block set. 82 - abbr. for group distributing student funds. 83 - first name of Media Loaner. 84 - adj. for without stiffness or awkwardness. 85 - prefix of word describing one who swings both ways. 86 - a Location _____ is used for things which cannot be placed on the Library shelf. 87 - a song or poem expressing sorrow for the departed. 88 - needs to be ratified by only four more states. 89 - a place to work at. 90 - a sudden feeling of shock, surprize or disappointment. 91 - first name of a former Supreme Court justice. 92 - a long time. 93 - first name of the dude they named the Library Building after. 94 - place to store valuable but uncirculating Library items. 95 - abbr. for Media Loan's Smith-Victor light kits. 96 - abbr. for something not available. 97 - sold only for the prevention of disease. 98 - famous American canal. 99 - plural for friends in Spanish. 100 - a cool refuge.

101 - to make a copy of a sheet of paper. 102 - smog city. 103 - Hebrew for peace. 104 - Webster describes the word as "wondering reverence tinged with fear inspired by the sublime." 105 - called to the witness box, a person is taking the _____. 106 - a position, a flower, an automobile. 107 - when your chances are not too good, they are _____. 108 - abbr. for Re-evaluation Counseling. 109 - ant. to jaunty. 110 - "ah, that's the _____!" 111 - a grant given to Evergreen. 112 - first name of one of Tolstoy's novels. 113 - the first female, as the Bible would have it. 114 - something you can do with audio and video tapes and manuscripts. 115 - first name of the Library's top electronic engineer. 116 - English teacher turned college president. 117 - we always seem to be at the beginning or end of one of these. 118 - abbr. for referring to. 119 - "_____ spells relief." 120 - a rare earth metal. 121 - a kind of cloth, often the sole article of apparel in warm climates.



DOWN

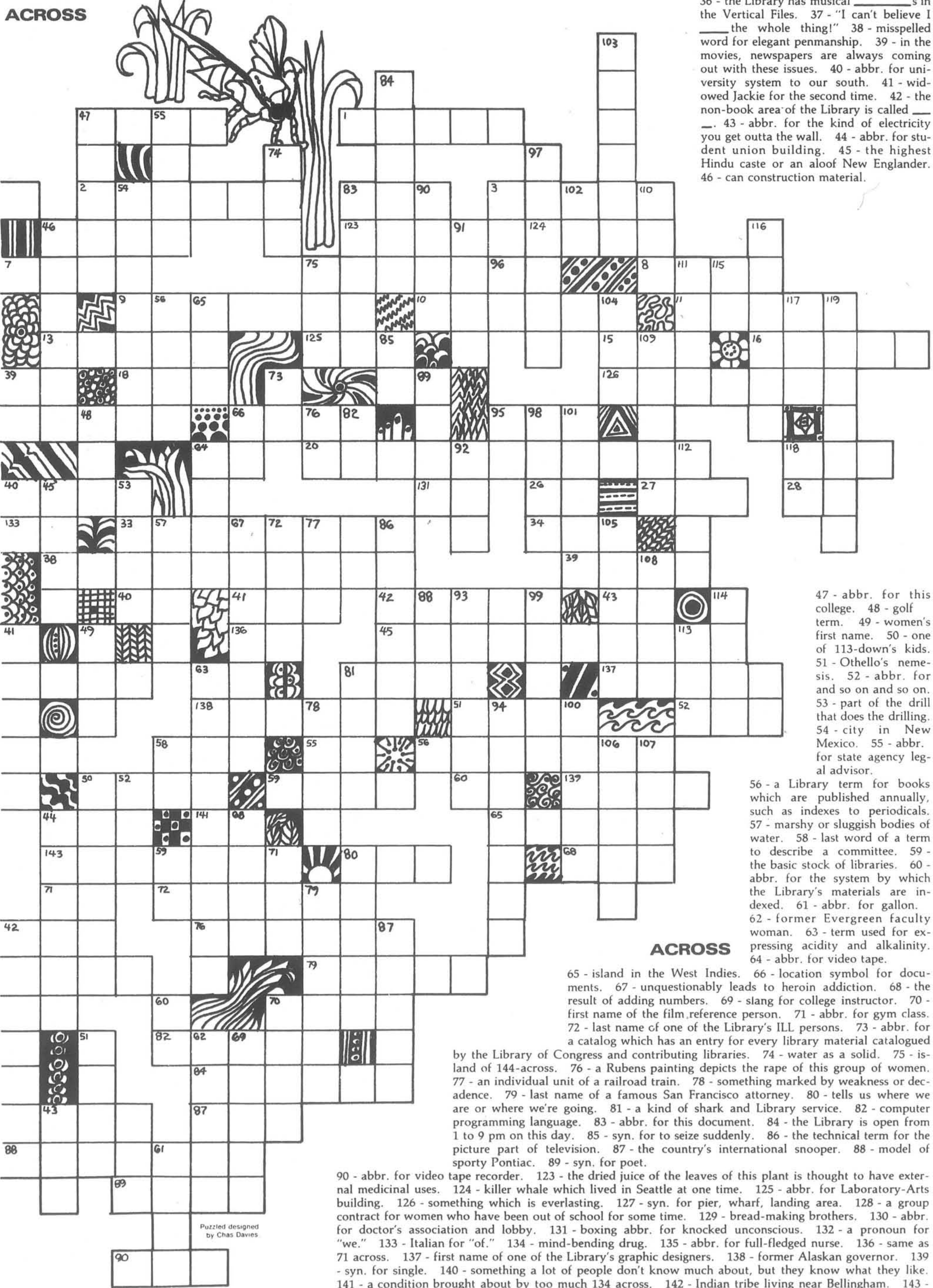
Hours of Operation
Circulation, Reference and the stacks: 8am - 11pm, Monday - Thursday; 8am - 7pm, Friday; 1 - 5pm, Saturday; 1 - 9pm, Sunday
Mini-Media Center and Media Services: 9am - 5pm, Monday - Friday
Media Loan: 8:30am - 4pm, Monday - Friday

1 - first name of Coordinator of User Services. 2 - grammatical term for compounding compound words. 3 - describes the Library's unique television studio. 4 - Media Loan has lots of these for listening. 5 - abbr. for that is. 6 - current craze in communications. 7 - the Library's photographer, an auto or a politician. 8 - last word of a term for ornamental stuff around the house. 9 - slang for someone who stands apart from the crowd. 10 - a behavioral state first-year Evergreeners may go through. 11 - one of the costs of working long, hard, stressful hours. 12 - the male pronoun. 13 - she was told to get her gun in a Broadway musical. 14 - succeeded Winston Churchill. 15 - another big library in town. 16 - a pleasant odor. 17 - the Library has several areas for recording this. 18 - abbr. for women's organization. 19 - first name of MPC person. 20

- genus name for Your Mother-in-Law's Tongue. 21 - smart elegance in dress or manner. 22 - see Kaye Utsunomiya for help in selecting one. 23 - to present a question or assume a particular posture. 24 - Melanie Crawford is the expert on this resource. 25 - a time earlier than the present. 26 - abbr. for form of transportation. 27 - the molecular basis of heredity in many organisms. 28 - first name of our VP & Provost. 29 - last name of a Northwest legend. 30 - last name of the Library's associate dean. 31 - Jean _____ is one of many Library technical processing persons. 32 - if the word "cranberries" could be abbreviated this is what it might be. 33 - abbr. for something you put at the bottom of a letter. 34 - the Greek goddess of dawn. 35 - being near in time, place or relationship.

36 - the Library has musical _____s in the Vertical Files. 37 - "I can't believe I _____ the whole thing!" 38 - misspelled word for elegant penmanship. 39 - in the movies, newspapers are always coming out with these issues. 40 - abbr. for university system to our south. 41 - widowed Jackie for the second time. 42 - the non-book area of the Library is called _____. 43 - abbr. for the kind of electricity you get outta the wall. 44 - abbr. for student union building. 45 - the highest Hindu caste or an aloof New Englander. 46 - can construction material.

ACROSS

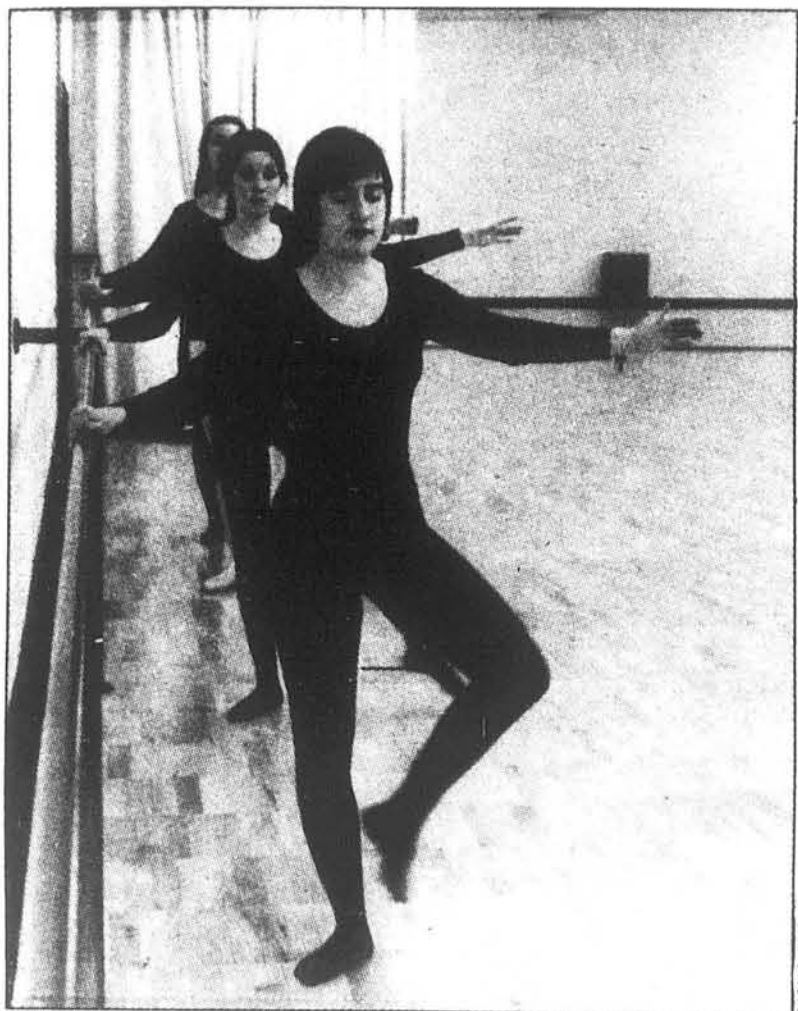


Puzzled designed by Chas Davies.

ACROSS

47 - abbr. for this college. 48 - golf term. 49 - women's first name. 50 - one of 113-down's kids. 51 - Othello's nemesis. 52 - abbr. for and so on and so on. 53 - part of the drill that does the drilling. 54 - city in New Mexico. 55 - abbr. for state agency legal advisor. 56 - a Library term for books which are published annually, such as indexes to periodicals. 57 - marshy or sluggish bodies of water. 58 - last word of a term to describe a committee. 59 - the basic stock of libraries. 60 - abbr. for the system by which the Library's materials are indexed. 61 - abbr. for gallon. 62 - former Evergreen faculty woman. 63 - term used for expressing acidity and alkalinity. 64 - abbr. for video tape. 65 - island in the West Indies. 66 - location symbol for documents. 67 - unquestionably leads to heroin addiction. 68 - the result of adding numbers. 69 - slang for college instructor. 70 - first name of the film reference person. 71 - abbr. for gym class. 72 - last name of one of the Library's ILL persons. 73 - abbr. for a catalog which has an entry for every library material catalogued by the Library of Congress and contributing libraries. 74 - water as a solid. 75 - island of 144-across. 76 - a Rubens painting depicts the rape of this group of women. 77 - an individual unit of a railroad train. 78 - something marked by weakness or decadence. 79 - last name of a famous San Francisco attorney. 80 - tells us where we are or where we're going. 81 - a kind of shark and Library service. 82 - computer programming language. 83 - abbr. for this document. 84 - the Library is open from 1 to 9 pm on this day. 85 - syn. for to seize suddenly. 86 - the technical term for the picture part of television. 87 - the country's international snooper. 88 - model of sporty Pontiac. 89 - syn. for poet. 90 - abbr. for video tape recorder. 123 - the dried juice of the leaves of this plant is thought to have external medicinal uses. 124 - killer whale which lived in Seattle at one time. 125 - abbr. for Laboratory-Arts building. 126 - something which is everlasting. 127 - syn. for pier, wharf, landing area. 128 - a group contract for women who have been out of school for some time. 129 - bread-making brothers. 130 - abbr. for doctor's association and lobby. 131 - boxing abbr. for knocked unconscious. 132 - a pronoun for "we." 133 - Italian for "of." 134 - mind-bending drug. 135 - abbr. for full-fledged nurse. 136 - same as 71 across. 137 - first name of one of the Library's graphic designers. 138 - former Alaskan governor. 139 - syn. for single. 140 - something a lot of people don't know much about, but they know what they like. 141 - a condition brought about by too much 134 across. 142 - Indian tribe living near Bellingham. 143 - something not returned on time is _____. 144 - abbr. for Britain. 145 - a color of brown. 146 - the card _____ is the Library's index to its collection. 147 - sad and lonely because of isolation or desertion. 148 - Eastern European ruler.

Evergreen's Playground



Stan Shore

Beginning ballet — Evergreen students practice poses.

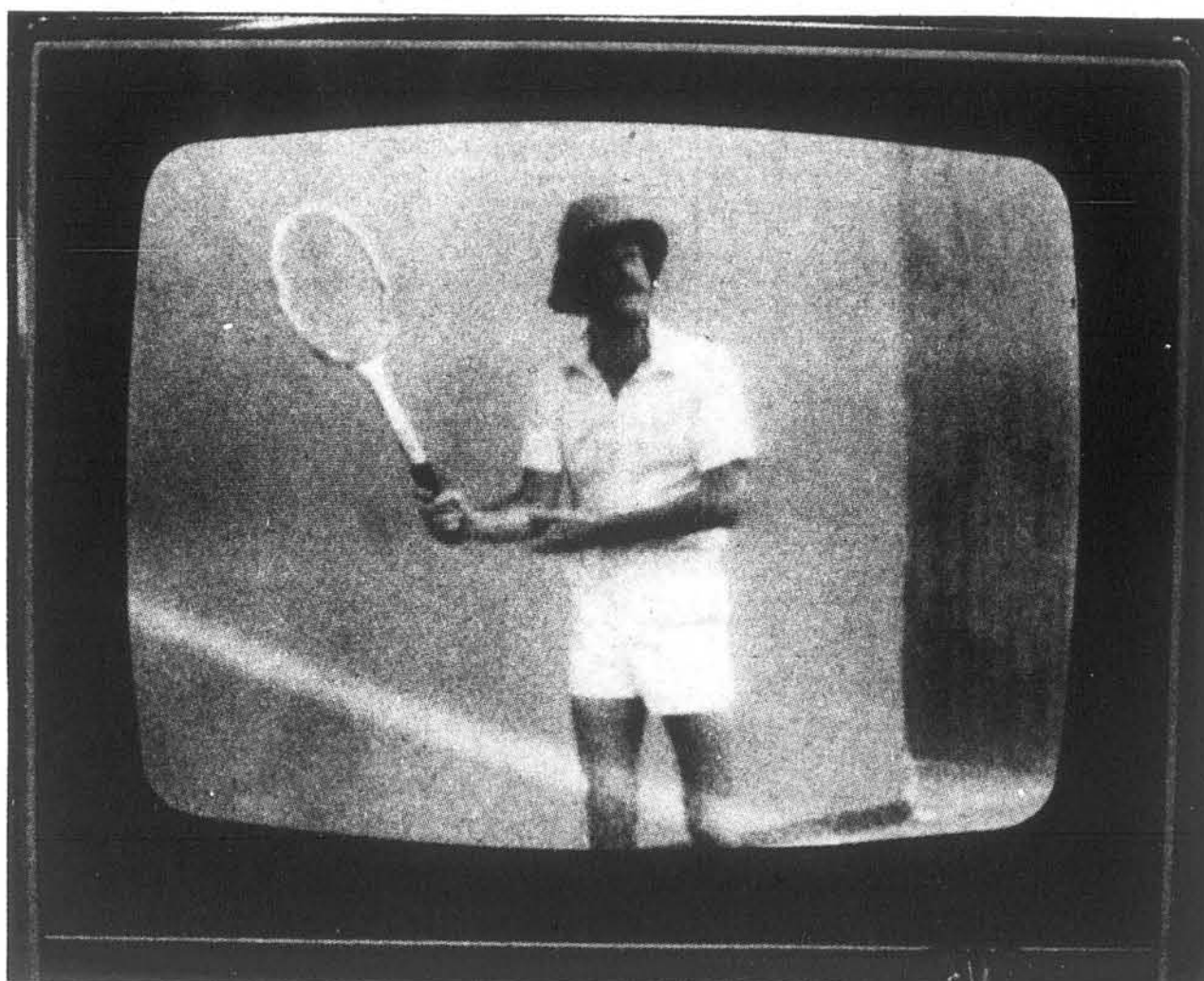
— A blonde coed concentrates intensely as she centers a mound of Stoneware clay on the potter's wheel in front of her. Under the watchful eye of her instructor she wets the clay, digs her thumbs into the center of it, and presses firmly against its sides. Slowly, the clay begins to rise into the shape of a bowl.

— Sitting in the posture of ancient holy men, the classroom full of secretaries, students, and housewives take a deep breath. Although the positions are the same, the motives for these practitioners of yoga are less ethereal than those of the Hindus. Weight loss and relaxation are higher on the list of priorities than enlight-

enment. They are all eyes as their skilled and limber instructor demonstrates a new position.

— After getting used to the orange-yellow light and the vinegary smell of chemicals, the long-haired student found it was pretty exciting after all. With his instructor standing next to him, explaining how to rock the paper back and forth in the developing tray, he could hardly conceal his glee as an image began to appear. It was the first photograph he had developed himself.

Each of these diverse activities illustrate a segment of Evergreen's Leisure Education workshop program. Offering over 25 workshops each quarter, the pro-



"This is a tennis racket" — Van Der Meer certified tennis instructor Kevin Phillips shown on a video replay as he explains the fundamentals of tennis.

gram attracts students, staff members, and Olympia residents to its non-credit evening and afternoon meetings. More than 300 persons participate each quarter in the workshops, which are offered for a small fee.

The purpose of the workshops, according to the Leisure Education brochure, is to provide "hobby" or "leisure time" activities for students and community members.

"If someone wants to learn darkroom skills," Evergreen student Stan Shore, who is coordinating the workshops fall quarter commented, "but he or she doesn't want the credit in photography when their main interest might be something like business management, then the workshops are just the thing."

FLEXIBILITY

The exact "curriculum" of the Leisure Education program varies from quarter to quarter, depending upon the season and availability of teachers. Fall quarter has had the highest enrollment of students in the past, but the most community members attend workshops in winter, according to Shore.

"If a student wants a certain type of workshop," Shore stated, "or an instructor has a certain skill he wants to pass on, the chances are the Leisure Education program will offer that workshop. We can be very flexible."

Proof of that flexibility is shown in the wide variety of workshops the Leisure Education program has offered in the past. Workshops included creative writing, tennis, Kung Fu, Aikido, lithography, photography, filmmaking, beekeeping, fencing, mushroom identification, bird-watching, sailing and calligraphy — to name just a few.

The Leisure Education program also supports three "open studio" labs at Evergreen: a jewelry lab, a six-person photography darkroom, and a pottery studio with 16 potter's wheels. Each of these facilities are open over 40 hours a week during the academic year for beginners, skilled craftsmen or workshop students to use.

COST

The fee for the workshops ranges from \$5 for fencing to \$40 for horseback riding. The average fee is about \$25.

The workshop instructors are paid a percentage of the fees col-

lected and a much smaller percentage goes to pay for the paperwork involved, and for printing a brochure.

"The instructors don't make a fortune off the workshops," Shore explained, "Ask one of the instructors. Ask *any* of the instructors. Leisure Education is supported by student fees so we're not making any money either."

REGISTRATION

Registration for the Leisure Education workshops takes place during the first week of instruction fall quarter and may either be mailed in to the Recreation

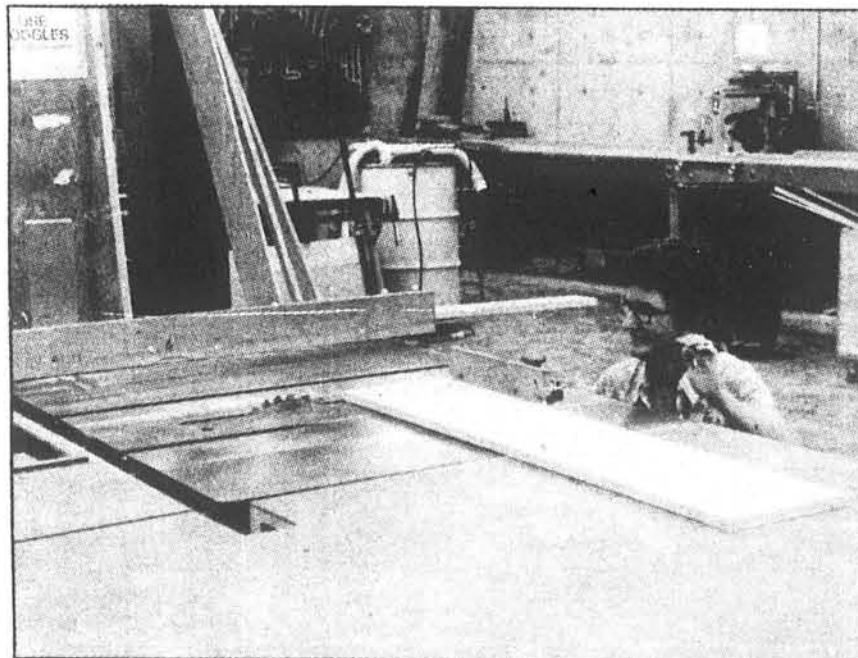
Center or brought in personally. Shore warned against two common mistakes students make when signing up for workshops. The first, he said, is students wait too long to register and the workshop they wanted has been filled up or the registration deadline is passed. The second mistake is thinking that if they don't pay when they register no one will notice.

"In fact," Shore said, "we notice very quickly and the student loses their place in the workshop if they don't pay."

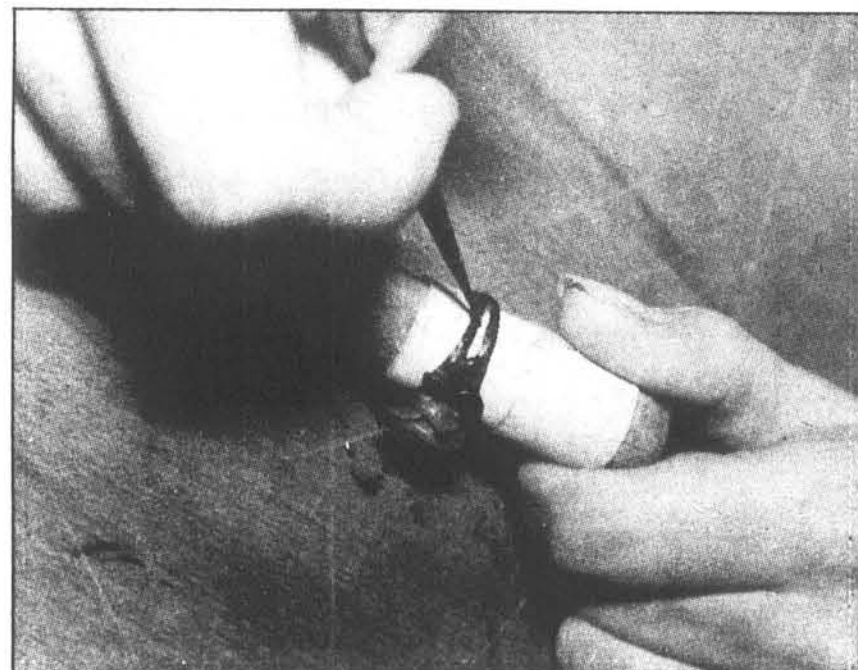
For more information drop by the Recreation Center office rm. 305 or call 866-6530.



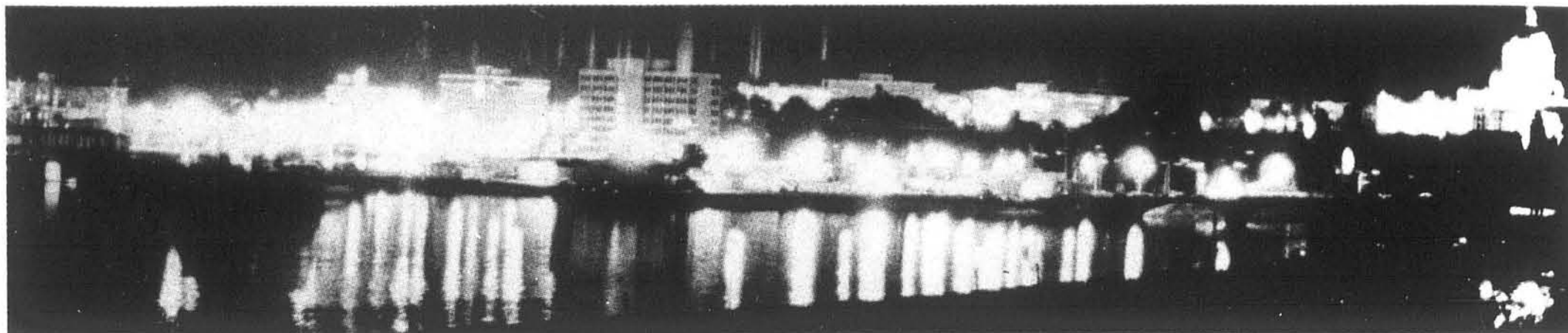
Carefully raising the clay into shape, this potter is taking advantage of "open studio" time at the Messy Arts/201 building.



A community member takes careful aim before ramrodding a piece of wood into the razor-sharp power saw, at a Woodworking with Stationary Tools workshop.



Less than wholesale — That's what it costs for quality jewelry when a person makes it themselves, at a Jewelry workshop.



J. Steven Smalley

Guide to Olympia Dining—In Brief

The Cooper Point Journal would like to thank the managers of The Melting Pot and Pierre's Greenhouse, who supplied complimentary dinners to the reviewers.

PIERRE'S GREENHOUSE

Pierre's Greenhouse is the newest restaurant in town, and a welcome addition to the too few choices for finer dining in Olympia. The Greenhouse is not brimming with atmosphere, but has a relaxed quality. Large windows give the restaurant a wide-open, almost bright effect, and plants abound — hence the name Greenhouse.

Prices are among the most expensive in town, with house specialties starting at \$6.95 (Cornish Game Hens, Weiner Schnitzel, Filet strips "Orleans"), and steaks from \$6.95 (Brochette of Beef Tenderloin) to \$11.95 (12 oz. Beef Tenderloin).

In an effort to be something other than a steak and seafood place, the Greenhouse has emphasized a diverse group of house specialties. Unfortunately, they in turn do not offer such traditional dishes as Filet Mignon, Lobster, or Prime Rib.

The New York cut Pepper Steak (\$8.95) was prepared to order, medium rare, with a tangy pepper seasoning. The portion was a large one, accompanied by surprisingly fresh cooked broccoli and a huge baked potato. The steak was smothered in a very thick brown gravy, billed as a "hot, spicy wine sauce." The gravy was somewhat heavy in taste and texture, but managed to offset the sharpness of the pepper well.

Filet of Beef Dumas (\$8.95) was ordered rare and served medium rare. However, it was of excellent flavor. The accompanying noodles had a nice, chewy texture and the vegetable was properly steamed.

An intriguing section of appetizers includes oysters (\$2.85), Shrimp stuffed Avocado (\$3.25), and "Belly Buttons," mushroom caps stuffed with snail (\$3.45). The Belly Buttons were flavorful, with a slightly sweet wine sauce, and tender in texture — although the snails themselves were a little overdone.

Probably the strangest item on the menu is the Greenhorn Pot soup (\$1.75). "A split-pea soup with Baby Clams, Sherry and whipped cream." The soup was thick, creamy, and very good, although the browned whipped cream on top was simply an added frill and did not add to the flavor. The price is steep for the rather small serving, which comes in a pot that looks like a miniature German helmet.

Several fish and seafood offerings (\$5.95 - 6.95) round out the menu — Filet of Sole, Filet of Salmon, Curried Shrimp, Oysters, and Crabmeat Crepes.

For dessert, there is cheesecake with fresh strawberry sauce (\$1.50) and Apple Cobbler (\$1.50).

— Jill Stewart

THE MELTING POT

The Melting Pot is still one of the nicest places in town to go for a leisurely dinner. The menu is unique in that most of the entrees change each month, offering a wide variety for regular diners.

Dinners are preceded by a large and delicious tossed salad — crisp lettuce complemented by generous portions of mushrooms, tender rings of onion, tomatoes, cucumber, and an optional garnish of blue cheese chunks and fresh ground pepper. The blue cheese is genuine and too good to be passed up.

Entrees range from \$5.25 for Canneloni (large noodles stuffed with chicken and beef) to \$10.95 for the house specialty, Steak au Mango (mango sauce and brandy seasonings). The "dinnerettes" look promising, all priced at \$3.50 and ranging from Tostadas to Fettucini, Vegetable Crepes and Frittatas.

Steak and Lobster Fondue (\$9.25) is one of the more expensive dinners, but is well worth it. Chunks of tender raw beef and lobster, served on a bed of lettuce with raw broccoli and tomatoes, are cooked by you, the customer. Drawn butter, ketchup and tartar sauce are the not-so-elegant accompanying condiments.

The only drawback to this very filling meal is the work involved. This is not a meal for someone who wants to simply sit and enjoy the view, but for diners who enjoy the fun and conversation that accompanies fondue.

The tender New York steak (\$7.95) was an adequate portion, although not filling. It was prepared to order, medium rare.

For dessert, try the Chocolate Mousse, a light, pudding-like treat. Or order the very rich Spanish Coffee — a glass is coated inside with fresh lemon juice and edged around the rim with sugar, which is then melted. An amount of brandy is lit in the glass, a scoop of ice cream added, and the whole thing is drizzled with Tia Maria, a chocolate liqueur.

— Jill Stewart

THE SPAR

The Spar is somewhat of an institution in downtown Olympia, and looks the part: the long lunch counter with its wooden seats (each with their own little metal clips of unknown purpose), the 50's vintage booths that look like a new addition, the middle-aged waitresses rushing about, grabbing things without even having to look (you know she must have been working there for at least 15 years); tell you that this is no ordinary restaurant, but one with character. It is this character, as well as the fact that the Spar serves good food at reasonable prices, that has made it a favorite of Evergreeners who frequent downtown Olympia.

As for the food, the Spar has the best breakfasts in town. Your best bet here is the #4 breakfast: two eggs, ham, bacon or sausage,

hash browns, toast and coffee for \$2.25. Or, if you are a pancake fan, try the #2: griddle cakes, ham, bacon or sausage and one egg for \$2.15. If you are one of those people who can't stand eggs, the #1 has ham, bacon or sausage, hash browns and toast for \$1.95. For those of you with large early morning appetites, try the breakfast steak, with two eggs and hash browns for \$4.05. Omelettes from \$1.35 (plain) to \$2.25 (ham). Juice is 40 cents. Breakfast is served all day.

At lunchtime, try one of the Spar's daily specials, with a cup of the soup of the day, veg. of the day, roll and entree. These range in price from \$1.75 to \$3.75, with a choice of about a dozen entrees, usually including such entrees as liver and onions, pork chops, veal cutlet, sirloin tips in gravy, and salmon steak. The soup of the day is very good, and might be clam chowder (Fridays and Saturdays), bean, turkey vegetable, vegetable, or others. A bowl is 70 cents, a cup is 55 cents.

The Spar also has a good oyster stew in a huge (and I mean huge) bowl for \$2.25. The chef salad (\$2.55) is similarly huge, and you should really get a half chef salad (\$2.15) unless you are really hungry.

If you are a burger freak, the Trailblazer is for you. This is a two-patty cheeseburger with everything on it, and comes with fries for \$1.90. Hot sandwiches range in price from \$1.00 - 2.10; cold sandwiches from \$1.00 - \$1.50.

Steak and chops at the Spar are excellent. There have been times when I could cut my steak or pork chops with my fork. They aren't always this tender, but are always good. Rib steak is \$6.60; New York, \$5.95; sirloin, \$5.75; sirloin steak sandwich, \$4.10.

In three years of eating at the Spar, the only thing that I have ever had that wasn't good was fried chicken, which was overcooked. The Spar is at 114 E. 4th, and is open from 6 a.m. to 9 p.m. And they take BankAmericard.

— Dana Holm Howard

SKIPPER'S FISH AND CHIPS

When I first set foot in the new Skipper's I was prepared for a typical franchise treat — inept service and enough grease to satisfy my daily requirement of carbohydrates. However, I found neither. Two dollars and sixty-nine cents brought me a Combo (jumbo fried shrimps, scallops, fish and chips, and cole slaw). It looked like a meager serving until I found that it filled me up. For those who are broke there is the American Fish and Chips (two pieces of fish, \$1.39). The shrimp salad, while not the world's finest, is still a bargain at 99 cents.

The best day to go is on Tuesdays. For \$1.99 you can get all the fish and chips, chowder, and cole slaw you can eat.

Some suggestions: lay off the chowder, it just doesn't seem as fresh as it should. Another good bet to stay away from is the chocolate sundi pudding which has enough ingredients to make only a chemist happy.

I do recommend Skipper's as an occasional treat. The food is generally good, the place is exceptionally clean and it won't cost a mint to get a decent meal.

Skipper's is located on the Westside.

— Steve Charak

THE BROWN DERBY

The Brown Derby doesn't need a review, just a plug. The Brown Derby is the finest place to eat in all of Olympia. They specialize in homemade soups, cake, bread, and ice cream. The homemade specials (clam chowder, beef stew, soups) are all superb. The service is great, the atmosphere is crowded but congenial, and the food is super.

I can sum it up like this. Don't go to the Brown Derby if you like canned soup. Don't go if you like Wonder bread. Don't go if you like to spend a lot of money on a meal. If you like good home cooking and wouldn't mind getting stuffed for less than \$4 go to the Brown Derby. By the way, it's located at 1001 S. Capitol.

— Steve Charak

Social Drinker's Guide

Another Round Please, Bartender

by Kim McCartney

There isn't generally much happening in Olympia, so what is there to do? Going out to the bars is one of the few alternatives available. Now, keep in mind, if you visit any of the bars mentioned, that you are in culturally deprived Olympia, so don't expect a whole lot.

It's my opinion that no bars in Olympia provide an atmosphere worth paying extra for. So deal the best way possible with the material you have to work with.

Now, I'm not a lush, and on the other hand, I'm not rich

either. So when I do go out I want to get the most for my money. Being a native of Olympia means I've been to most of the area's bars and have found Which Ones Are The Best Deal. You may find any or all of these bars totally disgusting, or at best, fair.

This town tends to be more conservative and law-abiding than other communities, and that means having proper I.D. is essential for almost any bar in town. If you are from out-of-state and plan on being here

awhile, I strongly suggest you go to the Washington State Driver's License Bureau and get a Washington State Driver's License or (if you are not a driver), a Washington State Identification Card. A driver's license costs \$10 and an I.D. card is \$3. Give the folks down there a call at 753-7293 and ask about requirements. They are open Tuesday through Saturday and are located downtown at 715 E. 8th.

I'm not kidding about how tough the bars are about I.D. You must be 21 and be able to

prove it with picture I.D. Some bars will accept an out-of-state driver's license but only if it has a picture. Other bars have a policy of Washington State I.D. only. If anything else is accepted it's posted on the wall, but it varies from bar to bar. What it breaks down to is that the Liquor Control Board has a man that unexpectedly drops in and checks I.D.'s at bars. If anyone under 21 is found, it can mean jail for the offender and a stiff fine and/or closure for the bar. I called the Liquor Control Board

to inquire about how folks from out-of-state without pictures on their driver's license can drink around here. The reply was "they're out of luck."

For the purposes of these reviews, keep in mind that "bar drinks" mean, for example, whiskey and water, gin and tonic, water back, sodas, straight, screwdrivers, etc. "Call drinks" mean Sunrises, Margueritas, Dirty Mothers, Fizzes, Sours and other fancy schmancy concoctions. Most happy hours are for please turn to page 26, column 1

Even Cowgirls get the Cutes

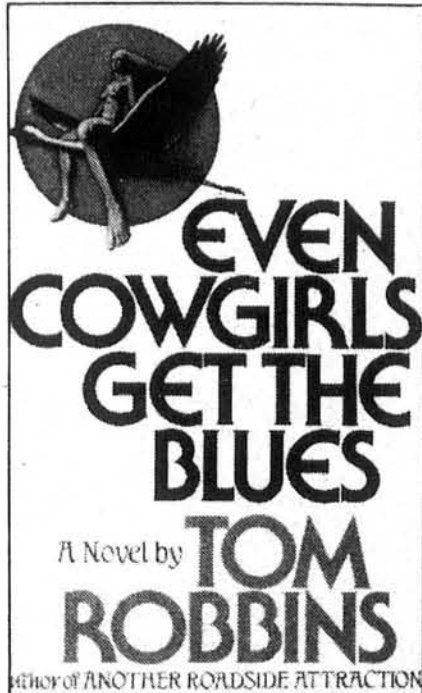
by Matt Groening

EVEN COWGIRLS GET THE BLUES by Tom Robbins. Houghton Mifflin. 365 pages. \$4.95.

Opening Paragraph #1: The original headline for this review was, "Can a Man Be Funny About Lesbians?" But I scrapped that when I decided that Lenny Bruce probably *was* funny about lesbians at one time or another, so theoretically it could be done, even though Tom Robbins' new novel, *Even Cowgirls Get the Blues*, is as unfunny about lesbians as it is about everything else.

Alternative Opening: Combine 1,000 micrograms of LSD with two cups of Kurt Vonnegut, Jr., blend with powdered Richard Brautigan, stir in a bowl of crushed Firesign Theatre, Erich Segal, and Robert Heinlein, and bake on a cookie sheet until you have a cloyingly sweet fudge: the result is *Even Cowgirls Get the Blues*.

Alternative Opening #2: Calling all men! Want to get laid? Write a cult book detailing the characteristics of your favorite fantasy woman, make it hip and



cool, throw in some soft-core porn, and write yourself into the book as an especially attractive character. Then wait for the new breed of sex/drug/fantasy-writer groupies to come flocking to your door. To see what I mean skim *Even Cowgirls Get the Blues* and Robbins' first book, *Another Roadside Attraction*.

Alternative Opening #3: A

few summers ago I worked as a junior sherpa on the side of Mt. Baker for a now-bankrupt mountain-climbing organization, and during rest periods I curled up on a rock and read *Another Roadside Attraction*. Part of the action in the novel took place on Mt. Baker, and it was fun to imagine the fictional Amanda and John Paul Ziller hunting for psychedelic mushrooms in the forest below. I had picked up the book on a whim, but when I came off the mountain I was surprised to find Tom Robbins a household name among hippies everywhere. "Another Roadside Attraction," they chanted nightly, "is like our Bible, man."

Another Roadside Attraction isn't that bad. It's a nice local fantasy by a nice local writer, and it makes even the most humorless young folks laugh at least once. Although its philosophical stance seems entrenched in Haight Ashbury circa 1967, it does have some nice moments, and it makes excellent reading for weary junior sherpas.

But *Even Cowgirls Get the Blues* is like a lousy imitation of the first book, with all the original defects magnified to gro-

tesque proportions. The plot has something to do with a young woman endowed with abnormally large thumbs and her adventures — kind of like *Alice in Wonderland* merged with a Cheech and Chong album. The book is extremely self-indulgent, full of half-baked pseudo-profundities and cute little sniggers like, "The normal rectal temperature of a hummingbird is 104.6." Every chapter is full of Robbins' tedious and pointless asides. It's as if "Here-I-Am-Writing-A-Nutty-Novel" were inserted into every paragraph. An example:

"Well, here we are at Chapter 100. This calls for a little celebration. I am an author and therefore in the same business God is in: if I say this page is a bottle of champagne, it is a bottle of champagne. Reader, will you share a cup of bubbly with me? You prefer French to domestic? Okay, I'll make it French. Cheers!"

The above quote isn't that terrible in isolation, but it occurs on page 301, and after 300 pages of similar filler you want to drop the book and go smash Robbins' typewriter. All the characters speak in the same convoluted,

wisecracking style, and there is no variation in tone throughout the book. It opens with an epigraph by William Blake, to show that this is Deep Stuff, then follows with a Roy Rogers quote, to let us know it's Campy Giggle Time. Paradoxically, Robbins' novel is silly at the same time it takes itself too seriously.

Tom Robbins is one of those people who took LSD for the first time in the 1960's. As with Ken Kesey, LSD profoundly influenced him and his art. Unfortunately, all the artists who based their visions on last decade's chemical experiments have burned themselves out or talked themselves into artistic dead-ends, and Robbins is no exception.

However, a lot of other people also took LSD or similar drugs, and for them *Even Cowgirls Get the Blues* will alternately cause howls of laughter and slow, serious nods of the head. As Tom Robbins says repeated in the book: "I believe in everything; nothing is sacred/I believe in nothing; everything is sacred."

"Ha ha ho ho and hee hee."
Isn't that Zen, man? Something, anyway.

Another Round Please, Bartender

continued from page 25

bar drinks only, and that usually includes tequila. But don't hesitate to ask — it's their job to inform you.

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BARS
Bailey Motor Inn — Voodoo Room

It doesn't look good, but it tastes good. If you went in dressed like a monkey, nobody would bat an eyelash. No checks cashed over \$20. The clock over the bar looks like it came out of your Aunt Zelda's kitchen. It is a working-class bar where you don't have to put on airs. The decor is sort of N.C.O. Club red and gold foil wallpaper with weird paintings hung around. The drinks are consistently strong, but be forewarned that bar drinks are their specialty, so don't order anything fancy or you'll be *sorry*. Their happy hour is from 6-10 a.m. weekdays (if you're a hard-core) and drinks are 75 cents. The Voodoo Room has had a longstanding reputation for strong drinks, and a lot of folks have told me that they go there for drinks before going out to other bars that have music. What it lacks in being classy is made up for in its drinks and prices.

Pierre's Greenhouse — Sheraton Inn

No happy hour. As a matter of fact there is no happy anything at this joint. If you are having a good time or slightly loud you feel incredibly conspicuous. The Margueritas are anemic and the other drinks taste like they fell overboard. Be sure to

dress up or the management will remind you to next time. You can tell how hip it is by the prices, drinks from \$1.25 to \$3.40. The chairs are comfortable though, so if you want to dress up and go sit somewhere, hide the fact that you might be having a good time, and pay a good price for water, then the Greenhouse is definitely for you.

The Golden Carriage — Carriage Room

Happy hour 5-7 p.m. All drinks have double liquor for singles price. The Golden Carriage is a hot singles bar with a five-piece M.O.R. band. However, it's pretty tame between 5 and 7 p.m. The decor is "early creative kit" with the accent on red. They are pretty strict on I.D., as many bars in this town are. You're O.K. if you have Washington State I.D. Generally a lot of state workers hang out there in coordinated outfits, but they don't hassle you for your blue jeans.

The drinks are good and you can have a good time without being obvious. The prices vary with the drink, a gin and tonic double is \$1.25 during happy hour. This happy hour applies to both bar and call drinks.

Chaleo's — Grinder Room

It's the best deal in town. Between 4:30 and 6 p.m. Monday through Saturday you can get doubles for \$1 and the drinks are consistently good. Their happy hour applies to bar drinks only. Unless you drink straight shots I recommend you order your double in a chimney glass. That way you get more mix in what would otherwise be a *very strong* drink. The decor is kind of "early lobby" and if you sit at the bar you can watch people bowling. Nobody ever hassles you in this working-class bar, where you might hear comments like, "I may be a Pollack but I love Mexican food."

Food — Don't order the "Grinder Room Specials" advertised on the wall, for your own sake.

TAVERNS

The Eastside Club

This tavern has been a consistent favorite for years. It's run by a guy named Babe who has owned it since somewhere around the 40's. There are assorted sea-related objects on the walls, including a huge King crab mounted on black cloth (I doubt that it is stuffed). If you're into

poker there is a card room with a \$2 limit. Babe has the *best* six pool tables in town that rent for \$1.20 an hour. They're regulation size, two inch slate tables,

with fringed pockets — from which you can retrieve your balls instead of having them roll into the inner workings only to be had again by shoving in another quarter. If you are so inclined, there is a foos-ball table frequently in use. The clientele is mostly young (as opposed to old and red-neck) and a place to have a good time. Budweiser is on tap, however, it's a better deal to drink quarts.

Character's Corner

Character's Corner is at the head of Steamboat Island road right off Highway 101. During the winter they have live music at this roadhouse, and the clientele is a mixture of everyone. They serve chicken and jo-jos, oysters, and prawns. They have Blitz and Bavarian Dark on tap. It is a friendly place and a good neighborhood tavern. The name speaks for itself.

Two Mile House (Spud and Elma's)

This is the closest tavern to Evergreen. They are very tight about I.D., so be prepared. They have Olympia on tap and, as most taverns do, they sell beer by the gallon "to go" for about \$2. (The price is always changing due to inflation). It's not one of my favorites but it is conveniently located. Music consists of an organ, and when it is going the clientele is generally an older crowd. They have pool over in a corner and a long shuffleboard by the window.

Olympia Brewery, Tumwater

When they say "It's the water," around here I usually think of rain. When I travel and people ask where I'm from, and I answer "Olympia," the standard line is, "Oh, It's The Water, heh, heh, heh." Call me a doctor, I'm gonna get sick. Growing up in Olympia meant going to high school somewhat near the brewery and having your nostrils filled with the smell of hops cooking every day. But when friends come to town (and what else is there to do), it's time to go to the brewery. You should do this at least once; I've been several times. And, although if you've heard one brewery rap, you've heard them all, there is

the redeeming factor of the free beer in the tap room at the conclusion of the tour. I've known people who have had the scam down well enough to be able to sign in the guest book and go straight to the tap room, eliminating the half-hour tour. But it is not that easy anymore.

Now, about Olympia beer... anywhere else you can't get me to drink the stuff, but in the tap room, due to excellent temperature control — unlike at taverns — they have the best dark beer on tap. In this town you can't get any closer to perfect dark beer than what they have at the brewery. The light is O.K., but definitely have a few dark beers while you're there. The tours run frequently all day from 8 a.m. - 4:30 p.m., seven days a week.

The following is a list of other bars in the area. Please note that women have the edge on happy hour with "ladies night" at a couple of bars.

Chinese Gardens — Ladies night, two drinks for the price of one, Thursday, 6 p.m. - 2 a.m. General happy hour, Monday through Friday. Bar drinks 75 cents.

Greenwood Inn — Margueritas are the best in the area. Happy hour Monday through Friday, 11 a.m. - 2 p.m. and 5-7 p.m. Bar drinks \$1.

Jacaranda — Happy hour Monday through Friday, 4-6 p.m. Half price on bar drinks.

Tyee — No happy hour, hors d'oeuvres around 5 p.m. It's an uptight place.

Richard's Roundhouse — Happy hour seven days a week, 2:30-6:30 p.m. Schooners 25 cents, bar drinks 55 cents, and call drinks 75 cents.

The Spa⁹ — Highclimber Room — No happy hour, but if you are into sports they have a seven foot wide TV screen.

Chet's Family Kitchen — Ladies night, seven days a week, 7:30-9:30 p.m. Bar drinks 70 cents, draft beer 30 cents. General happy hour Monday through Saturday, 4-7 p.m. Bar drinks 70 cents, draft beer 30 cents.

Falls Terrace — Happy hour Monday through Saturday, 4-7 p.m. One and one-half shots instead of one and one-eighth shots for \$1.

Olympia Oyster House — Happy hour Monday through Friday, 1-4 p.m. Bar drinks 85 cents.

Desco Electronics

"The Service People"

West Olympia

Sales & Service

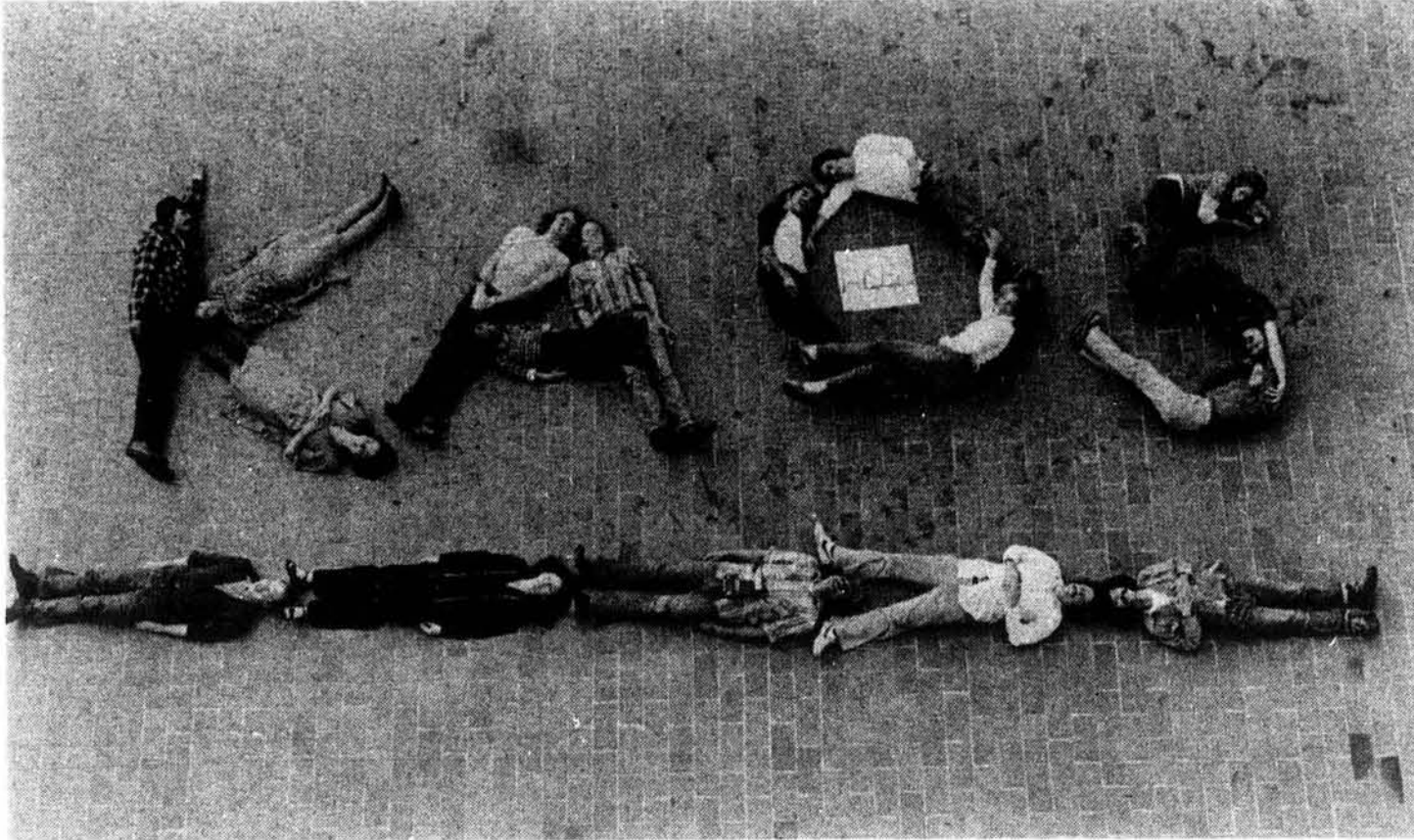
Television: Zenith
Sylvania
Sony

Stereo: Sansui
Sony

Ph. 943-1393

2419 W. Harrison

KAOS Program Guide



KAOS is your radio station. If you're just arriving on campus, or returning to Evergreen, please do come up to CAB 305 and drop in! For those interested in the audio media, KAOS is offering three workshops this year. Fall quarter will start with a BASIC WORKSHOP consisting of eight two-hour sessions. We will cover operation of the on-the-air and production studios, an introduction to the legalities and aesthetics of non-commercial radio, and preparation for the Third Class Radiotelephone License. The first meeting will be at 12:30 p.m., October 4 at KAOS to determine a regular meeting time. Other workshops offered will be a year-long "Broadcast and Electronics" module designed to take you from little or no experience through tubes and transistors. "Radio Vision" will also be offered; a production, newswork, and philosophy module directed to the care and feeding of non-commercial, educational radio.

SUNDAY

7:00 am *IT'S HARD TO GET UP IN THE MORNING* but not if you tune in to Aaron Clear.

10:00 am *THE STONELIGHT HOURS* Music by and for women with stories and news. Divine decadence with Annie Stone.

12:30 pm *WHAT IT IS* Music in and out of the 50's with Kidd Rhythm.

2:00 pm *TWO O'CLOCK COUNT* Robbin Crook invites you to visit the various phases of the criminal injustice system.

3:30 pm *ETHER CLASSICS* 20th century jazz and classical masters with Joe Murphy.

6:30 pm *JAMMA TIME* Bedtime stories for everyone read by Rhoda Fleischman. Alternating with:

AND NOW FOR SOMETHING COMPLETELY DIFFERENT Folk, rock, and comedy with Dana Holm Howard.

9:30 pm *ROOTS AND BEYOND* Smooth sounds to encourage sensual stimulation. The best of new releases, soft rock, and free music w/ Chris Holden

12:00 am *IN AMERICA THEY CALL US AMERICANS* John Foster gives us diverse cultural perspectives on America through music.

MONDAY

7:00 am *GET UP WITH IT* Jazz, vocals and etc. with Rob Macht

1:00 pm *MONTAGE* Educational tapes from community radio stations across the country. See entertainment column for details.

2:00 pm *TOUT VA BIEN* French music, talk and poetry with Jananne Gaver.

4:00 pm *PEG KEBEL'S SHOW* Mostly ethnic music

7:00 pm *PERSON TO PERSON* Community affairs and interviews co-hosted by Laura May and Walter.

12:00 am *RADAP RANGE* Audio frenzy with Tom Hood

Tuesday

7:00 am *CLASSICAL CONSOFT* The finest in classical music from the Renaissance to the 19th century with Kirk Russell.

1:00 pm *EARTH MUSIC SOUTH* Michael Coolen features ethnic music from Africa this month.

3:00 pm *IVAN ILLICH SPECIAL* A series of hour-long tapes about the controversial author.

4:00 pm *THE WORLD OF JAZZ* With special emphasis on female vocalists, plus a schedule of local musical happenings w/ Kim McFartney.

7:00 pm *NOTES OF INTEREST* Music that is seldom heard-but should be; words that are seldom spoken- but could be. Chris Altwegg hosts.

2:00 am *THE NIGHT OWL SOUL SHOW* Ah, yes! Soul until sunrise with Russell Gales.

WEDNESDAY

7:00 am *COFFEE, TOAST AND JAM* Pry your peepers open, light the fire, and go back to sleep. Carl Cook's radio breakfast.

10:00 am *MOOK VALLEY MORNING BRUNCH* Brought to you by Aaron Sonogo and all the members of Mook Valley.

1:00 pm *CARDINAL FIRE SHOW* Marita Haberland will be examining various planetary cultural activities through music and interviews.

4:00 pm *CLASSICAL SNOOTERY* An attempt to take classical music out of the realm of snobbery and back into our lives with Carla Knoper.

7:00 pm *THE SELDOM HEARD SHOW* Harlan Zinck with music from the big bands.

10:00 pm *AUTOGRAPHS legible & illegible with Button Gwinnett

12:00 am *ELEVATOR MUSIC* Whether you're going up or coming down, Jananne has the music for you.

Jill Stewart

THURSDAY

7:00 am *WELL FOR OPENERS* Jazz with Margo Westfall

10:00 am *POTPOURRI* Readings, jazz and rock with Steve Charak.

1:00 pm *THIS IS YOUR RADIO SHOW* Want to do a radio show? Just call Toni Holm at KAOS and she'll put you on the air.

4:00 pm *NATHAN DYSART & CO. LTD. with who else???

7:00 pm *MONTAGE 9/9 The Captain Crunch Tapes, 9/16 WGTB Closure 9/23 Computer Dating, 9/30 Birth without Violence.

8:00 pm *RADIO FREE RUSSIA* Russian music, poems, and stories (in Russian) with comrades Nina and Kira

11:00 pm *THE JAZZ PEOPLE* Rob Macht with jazz through the years.

FRIDAY

7:00 am *THE MAKE-BELIEVE BALLROOM* News, jazz, and Walter Davis

10:00 am *THEATER GHOST EATS LUNCH* On and off Broadway with Steve Smalley

1:00 pm *OLDTIME BLUEGRASS* Howard Burrows brings you back to the country.

4:00 pm *IN AMERICA THEY CALL US ABYSSYNIAN CIVETS John S. Foster

9:00 pm *AUDIO SOUP with Aaron Sonogo cooking

10:00 pm *BLUES IN THE NIGHT* With Toni Holm

12:00 am *OLY AFTER HOURS* Music and bedtime stories with Margo Westfall.

SATURDAY

7:00 am *YOU TURN ME ON I'M A RADIO* With Laura May Abraham

10:00 am *FRIDAY NIGHT DREAMS* Contemporary and 50's jazz with requests gladly honored by Joe Murphy. Entertainment spelled M-U-S-I-C

4:00 pm *PRIME TIME SHOW* Soul and jazz with Mike Griggs

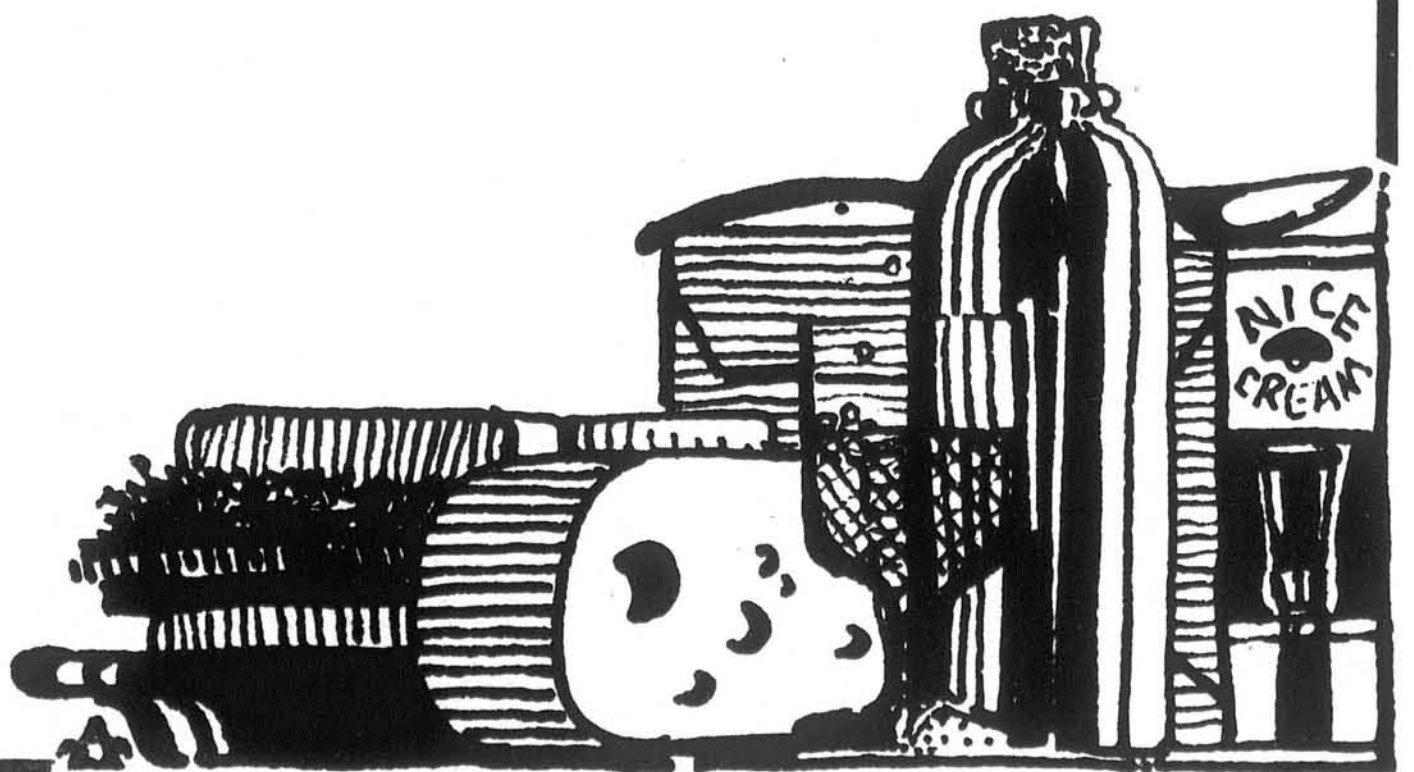
7:00 pm *THE CROSSROADS* between jazz, blues, and folk with Carla Knoper as your guide.

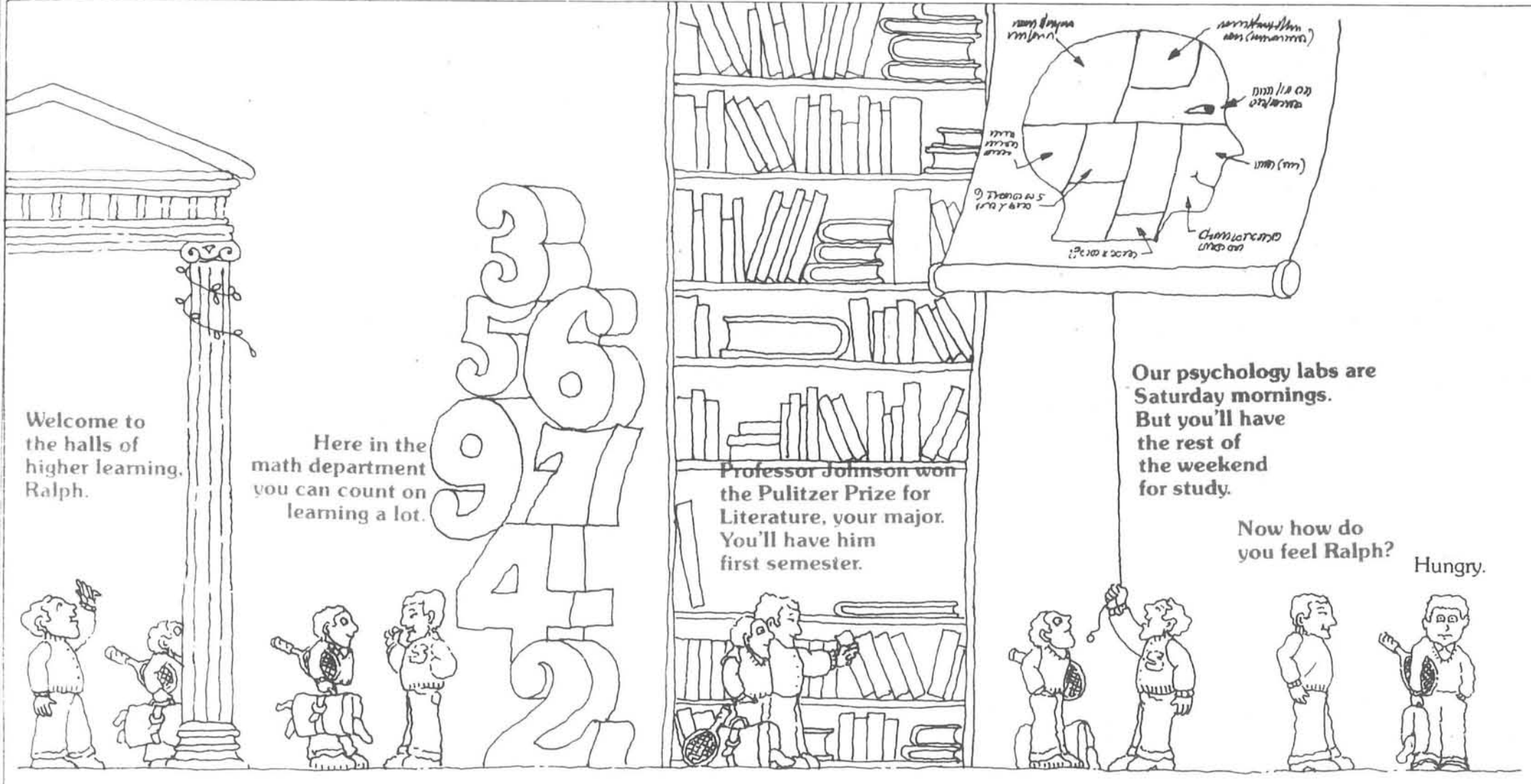
10:00 pm *THE ALL NIGHT JAM* The best in local talent, augmented by rare comedy, jazz, and folk. Plug in to Carl L. Cook

PETERSON'S FOODTOWN

WESTSIDE SHOPPING CENTER

9-9 Daily
10-7 Sunday





Eating can be expensive, time-consuming, and even lonely. Signing up for a meal plan is the simple way to cut costs, save time, and enjoy a good meal with your friends.

Save money: No matter how much food costs go up in the supermarket signing up for a meal plan is your guarantee that your costs won't go up. And if you've got a healthy appetite, your daily food costs for good square meals on a meal plan will be less than you'd pay if you cooked for yourself.

Save time: The student who cooks spends an average of 14 $\frac{2}{3}$ hours a week buying food, preparing it, cooking it, and cleaning up. The convenience of having your food cooked for you gives you extra time for yourself.

Spend a little time with your friends: Eating a good nutritious meal in the dining hall is not only a time to greet new friends, it's time to socialize and catch up on the news with old friends.

Sign up for a meal plan—eating that's inexpensive, easy, and enjoyable.

Dear Students,

As food prices continue to spiral upward, we are all looking for some relief. Saga Food Service at the Evergreen State College has come up with an inflation stopper for this next school year in order to make your dollar go farther than you had anticipated.

We are offering a boarding plan with more flexibility than ever before at the same low price of \$3.25 per day. The plan should fit your needs at Evergreen in that it offers complete choice of meals. Any ten meals Monday through Friday may be taken at your convenience. It doesn't matter which ten meals you eat; breakfast, lunch, and dinner are available each day for your selection. At breakfast and dinner, you will continue to have unlimited seconds on everything we serve (except steak night). The lunch meal will be limited to a cash value of \$2.00. If the items selected total more than \$2.00, the balance may be paid

to the cashier. This means that the boarding student will be able to obtain a well-balanced, nutritional meal if he so desires from any area of the cafeteria. This includes the snack bar, grill, soup and sandwich line, hot entree' line, salads, beverages, and desserts.

Benefits of the Board Plan

1. Saves you time (about 14 hours per week)
2. Offers a balanced, nutritional meal
3. Offers an opportunity to meet new friends.
4. No dishes for you to wash or menus to prepare
5. A wide variety of entrees
6. Choice of five salads each lunch and dinner
7. Choice of four desserts each lunch and dinner
8. Unlimited seconds (except steak night and lunch time)
9. Large selection of beverages

10. Convenience and ease of dining with friends

AND MORE

The financing is listed below, look it over, compare it with last year's price or the price of doing your own cooking and I think you'll find this offer quite a bargain.

Any 10 meal plan

Description	Cost/Day	Cost/ Qtr (Based on 55 days)
Any 10 meals a week out of a potential of 15 meals Mon-Fri	3.25	178.75

Get your return card in the mail now and avoid the rush. You may send a check now, payable to the Evergreen State College, or you may wait to pay as the charge may be put on your student account.

Please Return Your Card Early

Saga Food Service



Food Service Hours:
 Breakfast 7:45 - 9:00
 Lunch 11:30 - 1:00
 Dinner 5:00 - 6:00
 Snack Bar: 9:30 - 4:30

The Deli

Featuring:

- Pure natural fruit juices
- Golden honey ice cream
- Natural food goodies
- Whole Kosher pickles
- Cheese, bread, fruit
- Best milk prices in town
- Soda pop, and much more.



**2nd Floor CAB
Next to bank**

Open 10 a.m. to 6 p.m. Monday through Friday



Larry Shlim

THE MEN

A short story by Tom Keogh
This is an excerpt from a longer story.

1.
A room, or a set of four rooms, for the storage of boxes of food. They were converted, as it were, into an underground cell for these captives who referred to themselves as desperados and to the cell as the "bungalow." Four rooms and a causeway connecting them. They spent their time lounging in the causeway, but they did not live casually. They lived callously with ferocious tenderness.

Air was let in twice a day. The first one to it breathed it up; there was not enough to go around. This made things stuffy. They replaced air with compassion. They breathed easier. Together they grew weak and dizzy. Pale, they heaved in pans. The room spun around.

Light was seldom seen. Their eyes grew sensitive to other stimuli. It hurt to close them. They worshipped the water that came to them, and with the imagination lodged in their feet they envisioned their eyes as

fields of dew warmed by the sun.

2.
They were clothed, they were fed. Sometimes they played dominoes or a game with 37 playing cards. The queens were pinned on the walls over bunks of the winners.

Some began to feel that the bungalow was actually moving, as if part of some traveling carnival, and attempted to discern their position by the observation of unfamiliar clues, such as a child lying on a back seat during a Sunday drive through the country.

Casually, they would announce impromptu birthdays. Everything they ate was cake.

They begged beetles on the cement floors to teach them to fly. Ones that refused they would roll on their backs so that they would hysterically kick the air in six directions. The men laughed so hard that they often lost control of their limbs.

Some (about half) of the men considered it beneficial to sleep as much as they were able. Others felt it better to sleep little. In this way, they approached philosophy, and it remained the

central issue to which everything was connected.

One man had pimples. Although no one could pick out such details in the darkened cell, he still worried. Another man thought that he might meet someone.

Somehow, a bird got in. Everyone was elated. They chased it until it died of exhaustion.

A man named Peter had saved the crusts of bread slices. He had cut the bread out from them so that the crusts remained in unbroken rings. He thought afterward that he might have been able to use them with the bird somehow.

Edward made a mark on the wall every time he awoke from sleep.

One who had been a priest would talk to spirits on what he guessed were Sunday nights. He gripped his right hand loosely into a fist and held it about six inches away from his cheek, which he hollowed out by forming his mouth into a tight O. His left hand traced back and forth along a simple pencil line. He believed that the spirits could get him in touch with other priests on the out-

side, who were the true emissaries of Christ. He would ask them for guidance, because he found that he was beginning to miss, in a profound manner, the company of women.

One man delighted in making others yawn.

A man who persisted in wearing thick glasses would, from time to time, produce three sharp pencils of graduated leads from a shirt pocket, over which was embroidered the name Duke. He would line the pencils closely together, so that the brand name and the numbers faced up, rearranging them to form combinations of 1, 2 and 3. The appearance of the brand names bothered him vaguely.

A blonde fellow managed to magnetize a straight pin, with which he had planned to make a compass, but he was unable to determine which end pointed North, and which South.

Someone mimicked the sound of goats, cows, and roosters, constantly asking the others to guess what animal he was being now.

One of them put out a small newspaper.

One of them polished his boots and wrote long letters to home, taking slow drags off his pencil.

One of them had a photograph of his girl friend which he secretly wanted to show around, although he thought that to do this would be thought silly by his peers, as he thought those who showed him pictures in taverns somewhat inferior.

One of them felt that he was going crazy. He asked the others for help and they rushed to his side. It was no use. He felt himself slipping completely, totally, from everything he had known. Nevertheless, he continued to carry on relations in the same fashion that he had done since the beginning.

One of them never masturbated. Those who had held that excessive sleeping reduced the quality of life considered him a champion. Masturbation and sleep became philosophically synonymous, then indistinguishable as sensations.

One of them became excited about growing long hair.

One wanted to keep up on his

French, as he was fast losing his command of the language. He began a workshop so that he could teach others to converse with him, and therefore keep the language alive. Each day as he taught, he forgot. Soon he had forgotten everything, and his pupils mumbled words which no one knew.

Someone developed an interest in motorcycles.

Someone made a collection of things that smelled the most like pussy. His favorite object was a three-inch length of twine that had been frayed at both ends, which he would wear under his nose like a mustache.

One of them habitually felt that he was on the brink of attaining perfection.

One of them wrote fiction and abandoned the practice when he was unable to decide whether what he had written would be considered short stories, novellas, or novels.

One of them often cupped his hands in front of his mouth, testing for bad breath. It smelled bad, but he didn't know whether he was smelling his hands or his breath.

One of them lost all hope of rescue and was cured of stuttering.

Two of them played out entire games of chess in their heads, silently nodding to each other. The white team was easier to visualize in the darkness, and so the black team would more often win.

One of them worked at levitation. He would capture ants and place them in small harnesses fastened to a plywood board that he had salvaged. He would lie on top of them, thinking that his innate kindness to animals would generate a force of poetic justice stronger than that of gravity, and in that way, morality would help him to levitate. He never could accomplish the feat, and the ants raised welts on his back that remained with him through his years.

One of them wanted to die. He did not die.

They whistled one note continuously until the moment when everyone drew a breath simultaneously.

by CHARLES BURNS



GREG, YOU MUSTN'T. YOU'RE ENGAGED!

I-- I KNOW, I'M SORRY IRENE.



WE ALWAYS SEEM TO BE SAYING GOODBYE, IRENE. IS THAT WHAT THIS IS?

YES GREG, IT IS!



IRENE, WHAT IF I WEREN'T ENGAGED? WHAT IF MY ENGAGEMENT TO VIVIAN WAS ALL A MISTAKE? THEN WHAT, IRENE?

I CAN'T ANSWER THAT GREG! YOU HAVE NO RIGHT TO ASK ME!



I HAVE EVERY RIGHT! I LOVE YOU, IRENE! I'VE JUST BEEN TOO MUCH OF A FOOL TO REALIZE IT!

AND WHAT ABOUT VIVIAN? DO YOU LOVE HER TOO?



NO! YES! I DON'T KNOW! I'M ALL MIXED UP! UNTIL I MET YOU AGAIN I WAS SURE! NOW, AFTER ALL THAT HAPPENED, I JUST DON'T KNOW!

AND YOU EXPECT ME TO RISK MY HAPPINESS ON THAT? NO, GREG! YOU WERE RIGHT WHEN YOU SAID I WASN'T A CHILD ANY MORE! BUT YOU ARE! YOU CAN'T HAVE YOUR CAKE AND EAT IT!

Consumer Guide to Bootleg Records



by Matt Groening

This is the first of two articles on bootleg records.

You sometimes come across them in small-time record stores, usually in unmarked bins in dark, dusty corners in the rear. They don't look like normal albums — the covers are blank or have cheap artwork, and they often have strange titles: *Nocturnal Submission: Robot Love* (Pink Floyd), *Blind Boy Grunt* (Bob Dylan), *Poot Face Boogie* (Frank Zappa), *Rampant Synchopatio* (Little Feat), *Spicy Beattle Songs* (The Beatles).

These are bootleg, or underground, records. They are, simply, unauthorized recordings, almost always issued without the approval of the people who own the songs on them. They are different from "pirate" or "counterfeit" recordings, which merely duplicate already released material. Bootlegs thrive on a subculture of fanatical collectors bent on tracking down all the existing material by their favorite artists: the studio outtakes, the live concerts, the interviews, the rare pressings. These collectors trade materials from around the world, conducting their business through the mail, over long-distance phone, or by secret rendezvous. The reason for this obsession with bootlegs is basically that certain artists fulfill needs for certain people, and those people want as much of their idols' music as they can get their

grubby little hands on.

Bootleg records have a long history. They have been around since the earliest days of the record industry. Bootleg opera records from the beginning of the century are still in great demand. Frank Sinatra bootlegs appeared in the 1940's. But it wasn't until 1969 that bootleg records really hit the big-time.

That was the year a disgruntled former tape librarian at Columbia Records issued a two-record set of unreleased Bob Dylan material called *Great White Wonder*. It had an unmarked white cover and blank labels, and the sound quality was not too hot. But the album sold well (prices varied from \$6 to \$20) across the U.S. and Canada. Columbia Records immediately went berserk and sent a squadron of detectives after the culprits. They issued a statement: "We consider the release of this record an abuse of the integrity of a great artist. They are at one time defaming the artist and defrauding his admirers."

But an idea had been born. Soon *Wooden Nickel*, a concert recording of Crosby, Stills, and Nash, hit the stores. It sounded terrible, but sold well anyway. The bootleggers were raided and taken to court, and it looked like the end. But it was discovered that the copyright law (passed in 1909) had no clause under which bootleggers could be prosecuted, and they got off on a loophole.

Then Rubber Dubber Records released its own Crosby, Stills, and Nash bootleg, and this time the sound quality was excellent. Atlantic Records, the group's label, found out and publicly cried "Outrage!" Secretly, however, they approached Rubber Dubber and offered a lot of money for the tapes. They had been trying to get a live album out of the group and were failing miserably.

Bootleg records began to pro-

liferate. Most of them were awful, but word of mouth helped turn a few of the good ones into big sellers. These included Neil Young's *Live at the L.A. Forum*, Bob Dylan's *Live at Berkely 1965*, and the Beatles' *Live at the Hollywood Bowl*. The Beatles record was taken from a 1964 Capitol master tape originally planned for a live album, but never used. There are many bootleg versions of this material in the stores today, being offered under such diverse titles as *Shea, The Good Old Days and Get Your Yeah-Yeahs Out*.



Bootleggers and their families started receiving telephoned threats to stop, "or else." Record stores which sold bootlegs were told they would lose their distributors. A few bootleg salesmen were shot at. But after a few busts the record companies gave up trying to get the bootleggers until a strict law was passed.

Bootleggers still claim they are no threat. They point out that their records sell only to dedicated fans who go to the concerts and buy the regular albums anyway. Bootleggers say the amount of records they sell is almost always less than the promotional records the legitimate companies give away free to radio stations and the press. Some even think of themselves as modern-day Robin Hoods. "We only bootleg people who are already millionaires anyway," said one.

Record companies have quieted down about the bootleggers but they still want to rub them out. They are angry because bootleggers pay no performers' fees, no royalties, and no advertising costs; moreover, they produce only the best-selling groups, while legitimate companies have to make up for poor sellers on which they lose money.

Rolling Stone heralded the arrival of *Great White Wonder* with the headline, "BOOTLEGS: ROCK LIBERATION FRONT?", but soon industry pressure forced the newspaper to quit reviewing them. Rolling Stone even condemned bootlegs in an editorial in 1970, but a few years later they discreetly began taking bootleg record ads in their classified section. The ads, which appear regularly, often use euphemisms for "bootleg" in their copy.

Bootleg records are now being manufactured all over the country and in Europe. One company lists over 400 different records in its catalog. There is more Bob Dylan material available on bootlegs than on his regular albums. At least 50 different Beatles bootlegs exist, but the quality of almost all of them is very poor. A local bootleg of the recent Paul McCartney and Wings concert has appeared, and new bootlegs come out every week.

Bootleg records are notorious for lousy sound, but good ones do exist. The variation in quality depends on a number of factors. The first is the quality of the performance being recorded. Nothing is going to make a record of George Harrison with a hoarse voice sound good. The second variable is the source of the tape. Some are taken directly from the sound board. Others are taken from tiny cassette recorders smuggled into concerts. And certain Beatles tapes have been rescued from Apple garbage cans and put on bootlegs. The

third factor is the quality of the pressing. Bubbles in the grooves produce unlistenable records, and the cheaper vinyl most bootleggers use doesn't help. Bootleggers also often bootleg each other, and the results are not pleasing.

But there are gems among the junk. Bob Dylan/The Band's concert at Royal Albert Hall in 1966 is considered by some the best rock 'n' roll performance ever recorded. This performance is available on a number of different bootlegs. Similar claims are made for the Beatles' *Five Nights In A Judo Arena*, which is recognized by collectors as the highest quality live Beatles recording ever made. It was recorded on July 2, 1966, in Budo Kan Hall in Tokyo. Other classic bootlegs include Joni Mitchell's *(Kept On) By Her Own Devices* and the Rolling Stones' 1969 recording *Liv'r Than You'll Ever Be*.

NEXT ISSUE (Oct. 7): The nine best Stones' bootlegs, ratings of over 30 Beatles bootlegs,



and reviews of bootlegs by such artists as Bruce Springsteen, David Bowie, Captain Beefheart, the Bonzo Dog Band, Jimi Hendrix, Janis Joplin, Randy Newman, Patti Smith, Frank Zappa, the Jefferson Airplane, and James Taylor. Do you really care?"

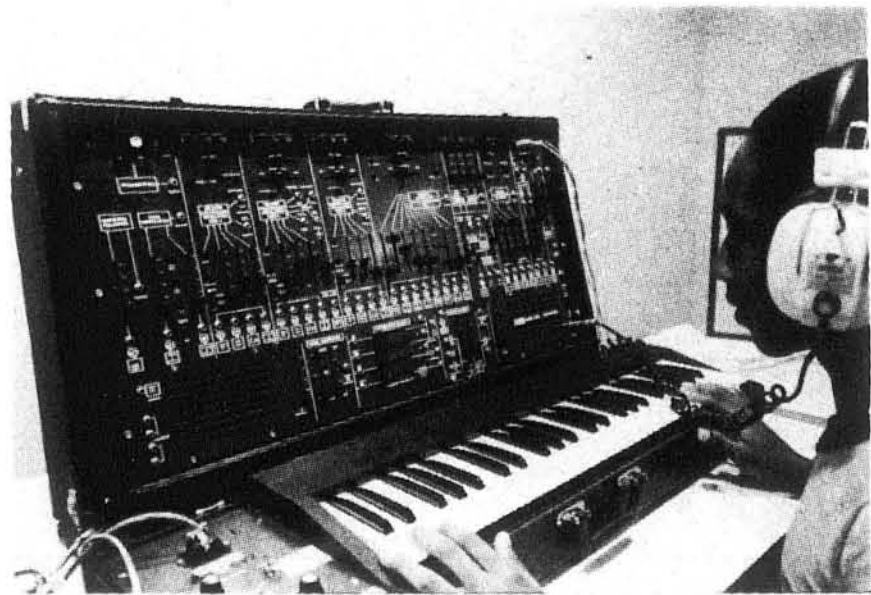
Walla Walla Bing Bang

by Stephen Rabow
of KAOS Radio

It is generally accepted that hunting for music at Evergreen is not as difficult as finding a meaningful, well-rounded, spiritually pure, harmless sexual relationship. Somehow Evergreen's clientele have consistently confused sexism with urges that are biologically explicable. Those confronted with such a problem tend to equate the lack of communication with a lack of harmonics. And on that note I'll move to the least controversial of subjects — music at Evergreen.

The first of my nights at Evergreen found me in what was to become second nature at dinner-time — the potluck. I was nervously tapping my glass with a pair of chopsticks. It became apparent that almost everyone knows that chopsticks are better for you than silverware — everyone, that is, except me and a few other unenlightened commune dwellers. (It is not easy being unenlightened at Evergreen; similar in many respects to avoiding competitive sports in ancient times.) But back to the point.

As I was tapping on my glass someone from across the room joined in the tempo. The others joined in and we began our first spontaneous *Symphony in A^b* for Chopsticks, Carrot, and Room-of-Bangable-Objects. At the closing bars a cassette recorder, mysteriously hidden throughout the activities, told us of our masterpiece in full monophonic splendor. Although not



quite true to the sensurround effect of the original, the recording was appreciated none the less.

For the non-musically-oriented student there are musical wonders a-plenty at Evergreen. The toy for those who love to explore is the ARP synthesizer located in Lib. 1302. An Evergreen education is just not complete without fooling around with this for an hour or so. The spontaneity of the unexpected weird tones created by the novice produces nothing short of a musical marvel. Well . . . the term "musical" might be questioned in the case of the uncontrolled, but as one spends any length of time with the ARP it becomes apparent that this noise machine can indeed be tamed and trained. Besides being an interesting experience, the ARP is good expensive fun. The next step beyond

the ARP is the Buchla, a quadrophonic wonder machine available to the more serious minded students of electronic music. The Buchla is a suitcase-full of plugs, circuits and lights. Therefore, to be truly realized the Buchla has to be heard and seen.

People who come to college with some form of anticipation in the direction of major personal growth and expanded horizons (can you hear the violins in the background?) should not overlook broadening and refining their own musical tastes.

For those of us who were weaned on AM radio, an idea like listening to Chinese classical opera or Balinese gong music might send one straight back to Wolfman Jack. But it's important to know other kinds of music are just as popular as Donny and Marie, as vocal as the Beach

Boys, as rowdy as Blue Oyster Cult, as funky as the Commodores, as meaningful as Joni Mitchell, and as spiritual as John Coltrane. The Evergreen library houses a wonderful collection of cassettes containing music from all over the world. Many are more than excellent and well worth the small effort it takes to check out a couple of tapes every now and then — just to turn yourself on. Cassettes are located on the second floor of the Library.

The voice of Evergreen is still KAOS-FM. Ignore the "radio-Olympia" hype. KAOS still has a long way to go before it will become the community radio station of the state capitol and it's doubtful that community radio is currently the goal, so our airwaves are being filled with music — and lots of it. There are many opportunities for Evergreeners with external desires to be aired on KAOS, be they musical or non-musical. KAOS offers the listener a diverse exposure to music unlike, perhaps, any radio station you have previously encountered. The disadvantage of KAOS being your only radio station is the predicament shared by those who completely immerse themselves in the Evergreen environment: A cloistered perspective, and loss of contact with the "real" Top-40 world. It is too easy to become overly isolated at Evergreen from the mainstream, even though the mainstream may be polluted. Sound like a good theme for a song? Such is the music at Evergreen.

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ENTER-TAINMENT



The Peculiar Case of Face to Face

by Stan Shore

Ingmar Bergman's *FACE TO FACE* is currently playing at the Guild 45 in Seattle.

Ingmar Bergman's latest film *FACE TO FACE*, is the Swedish director's most modern and least allegorical motion picture, which — despite apparent technical and cinematic failings — succeeds as a deeply moving, jarring work of art.

FACE TO FACE is the story of a middle-aged woman psychiatrist, Jenny Issakson, (played perfectly by Liv Ullman) who is having a nervous breakdown. She erratically moves between stances of clinical detachment and total physical and emotional involvement. Each position, in the film, is symbolized by another character: one, a mental patient named Marie, the other, a fellow doctor, Tomas.

The theme of mental collapse is not new for Bergman by any means, but in past films the collapse has been overshadowed with a sense of religious loss and a Kierkegaardian searching for God. In *FACE TO FACE*, Bergman gives meaning to the cliché that psychiatrists are the modern era's priests, treating illnesses that were once thought maladies of the soul, but now described as disorders of the mind.

In Bergman's earlier film, *Through a Glass Darkly*, a sim-

ilar hallucinating mental collapse was used as an allegory for man's search for God. In this new film, the allegory is only obliquely hinted at in church-like settings and an ominous stained glass window.

All along Bergman has sought Christianity's comforts without the impossible demands of absolute faith. It is a particularly contemporary search and in *FACE TO FACE* religion itself is not even considered as an answer.

More important, separation from God is not even considered as a cause for Jenny's fear and trembling, her "daily dread." Instead, it is the clinical detachment from her own life and her own sexuality that is revealed to be the real cause of her distress.

The film also chronicles in a horrifying manner the sense of guilt that plagues the Isaakson family and which is passed on from one generation to the next with clockwork regularity.

A pleasantly unexpected feature of the film is the sharp wit displayed by both the director in his juxtaposition of events and the characters in their dialogue. In one scene, Jenny, after being raped, begins to have a hysterical fit while Tomas tries to comfort her. As she fluctuates between laughing and crying her friend asks, "Should I call a doctor?" Jenny resumes her rationality long enough to answer:

"What? With all the expertise we have right here?"

Technically, the film is beautiful, but not as beautiful as most Bergman films. Oddly, this has very strong ramifications on the content of the film. Past Bergman films, without exception, have been so visually stunning that the character's emotional disquiet seemed not too disturbing. In *The Seventh Seal*, when the knight seeks a momentary refuge from Death, there are two beautiful black stallions behind him and a perfect tranquil sky, which makes his fight with Death seem more picturesque than heart-rending.

In *FACE TO FACE* not every scene is magnificently timed, or each camera shot perfectly composed. As a result, the audience cannot be soothed with aesthetic indulgence. I think the film is actually stronger because of these "flaws."

Cynical cinematic buffs may be bored by the film. Some may say that as Bergman's most modern film, *FACE TO FACE* is beyond the middle ages of *The Seventh Seal* and past the enlightenment of *Winter Light* and has finally arrived in the late 19th Century, and is reveling in simple Freudian personality disintegration.

Cynical people may say a lot of different things about the film, but many people will be deeply, seriously moved by it.

Arts and Entertainment

FILMS

ON CAMPUS
Friday, August 27.
STEELYARD BLUES (1973, 93 min.) This is one of those hip little comedy cult films that really stinks. A direct steal from "Brewster McCool," only worse, if that can be possible. Donald Sutherland and Peter Boyle are occasionally amusing, but the rotten editing, photography, script and direction ruin what little fun there is. Any film which can turn Jane Fonda into Helen Reddy before your eyes has got to be a loser. Besides, this movie will be shown on TV later this year. Also: **TIT FOR TAT** (1935) A short in which Laurel and Hardy go mad in a store. LH one, 7 p.m., 75 cents.

Friday, September 3
VIVA ZAPATA (1952) Ella Kazan directed Marlon Brando in this movie depicting the rise to power, exploits, and assassination of Emiliano Zapata, the Mexican peasant leader who, with Pancho Villa, helped overthrow the Diaz regime in 1911. The supporting cast includes Anthony Quinn as Zapata's brother and Joseph Wiseman as a treacherous revolutionary. The screenplay was written by John Steinbeck. LH one, 7 p.m., 75 cents.

Friday, September 24
CASABLANCA (1943) Every institution of higher learning across the land runs this film every single year, and with good reason. Humphrey Bogart is the tough, disillusioned owner of Rick's Bar, a rendezvous for every crook and refugee in 1941 Vichy Casablanca. Ingrid Bergman as Bogart's returned lover and Claude Rains as a corrupt police official are outstanding. Michael Curtiz received an Academy Award for Best Direction, and Sydney Greenstreet and Peter Lorre contribute to the magic. LH one, 7 and 9:30 p.m., 50 cents.

IN OLYMPIA
CANNONBALL with David Carridine as a man who compulsively swallows ever larger round objects, until one day when he meets his match. With: **WHIFFS**, a rollicking comedy about nerve gas. Starring Elliot Gould and Eddie Albert. August 25 through 31. Lacey Drive-in, 491-3181.

MOTHER, JUGS, AND SPEED An ugly ambulance comedy. With: **THE DUCHESS AND THE DIRT-WATER FOX** The hidden genius of Goldie Hawn is at last revealed. September 3 - 5. Lacey Drive-in.

AGAINST A CROOKED SKY and **SEVEN ALONE** Capitol Theater, 357-7181.

SURVIVE! a cheap rip-off of the "Alive!" book and movie. With: **THE ROWDYMAN** Dick Cavett and Joel Gray tackle each other in a Nude Cute Wrestling Contest. Olympic Theater, 357-3422.

OUTLAW JOSEY WALES with Clint Eastwood as the Squinting Fool, and **MAGNUM FORCE**, starring guns. State Theater, 357-4010. **GUMBALL RALLY**, a car movie that makes "Eat My Dust" look like "Gone in 30 Seconds." Coming to the State Theater.

THE OMEN The third-best movie featuring green vomit ever made. Coming soon to the State Theater.

MUSIC
IN OLYMPIA
Friday, August 27
BALKAN SINGING WORKSHOP Carol Elwood, Scott Rodhe, and Kenny Schulman sing and teach songs of Bulgaria and Yugoslavia. Applejam Folk Center, 220 E. Union. Doors open 8:15, show starts 8:30, 50 cents.

Saturday, August 28
OPEN MIKE NIGHT, a chance for anyone and everyone to get in the spotlight. Applejam Folk Center. Doors open 8:15, first act starts 8:30. Freewill donation.

FESTIVALS AND PARADES

IN OLYMPIA
Saturday, August 28

47th ANNUAL PET PARADE
Grand Marshal for the parade will once again be Olympia Police Chief Chester Breuer. Prizes will be awarded by local merchants. Categories include: *Best Smokey the Bear* (Olympia Sand and Gravel), *Best Uncle Sam* (Turnwater Lockers), *Biggest Boa Constrictor* (Food King), *Most Comical Dog* (Bailey Drugs), *Best Industrial Float* (Graystone of Olympia), *Best Gerbil or Hamster Display* (The Pet Shop), *Dog with Dullest Coat and Most Fleas* (Red Apple Natural Foods), *Best Dressed Bicentennial Space-man* (Wilcox Television Sales and Service), and *Smallest Beautician* (Adene Beauty School). The parade is open to all kids 16 or under. Judging starts at 9:30 a.m. at Capitol Lake Park. The parade starts from there at 10:30 a.m. and ends up at Sylvester Park.

IN SEATTLE
Saturday, August 28 - Sunday, August 29 and

Saturday, September 4 - Sunday, September 5

SIXTH ANNUAL BUMBERSHOOT ARTS FESTIVAL, a huge celebration of contemporary and traditional performing and visual arts: Jazz, tumbling, painting, theater, puppet shows, sculpture, photography, and so on. Art works by Evergreen faculty members Susan Aurand and Paul Sparks will be included, as well as films by Evergreen graduates Rick Speer and Jim Cox. Seattle Center, 1 - 9 p.m.

RELIGION AND CIRCUSES

IN OLYMPIA
Friday, August 27
JEWS FOR JESUS present "The Liberated Walling Wall." Emmanuel Baptist Church, 2508 E. State, 7 p.m.

IN SEATTLE
Wednesday, September 15 - Sunday, September 19

RINGLING BROTHERS BARNUM & BAILEY CIRCUS Seattle Coliseum, 2 and 8 p.m.

ART

ON CAMPUS
DESCHUTES SOFT WORKS
Fabric and fiber sculpture by an all-woman soft sculpture cooperative which evolved from the Environments, Perceptions, and Design Program at the college. Its members are Helene Smith, Janet Blaser, Laurie McGovern, Pam Hurlbut, and Sharon Coleman. Gallerie Soup du Jour (Library Art Gallery). Tuesday, September 7 through Friday, September 17.

IN THE DARK An exhibition of neon lights and vacation slides. The average student will be floored by the dazzling displays of light, the superior student will flare his or her nostrils and whinny, and the sub-average student will clap wildly and drool. Plex Barry, the new Exhibits Coordinator, warns this is no joke. The World Famous Art Gallery (a.k.a. the Library Art Gallery). Monday, September 27 through Monday, October 13.

GIANT STUFFED ALBINO SQUIRREL DISCO EXHIBIT Man, these get harder to think up every week. Well, here goes: Two boys were sitting on a park bench. One kid says to the other, "Well, I say it's spelled 'W-W-O-O-M-M-B-B.'" And the other kid says, "Naw, it's spelled 'W-W-W-O-O-O-M-M-M-B-B-B.'" An old lady who had overheard the boys piped up. "I think you're both mistaken," she says with a smile. "'Womb' is spelled 'W-O-M-B.'" The first boy shakes his head in disgust. "Look, lady," he says, "I don't think you've ever even seen a giant stuffed albino squirrel, let alone heard one fart underwater." Joe Bemis Memorial Gallery, open 24 hours. Whew.

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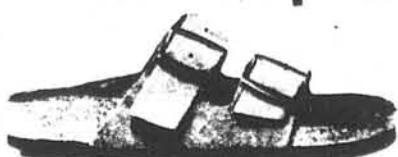
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Is the Third World DTF D.O.A.? (Part 2)



by Fran Allen

Even though the weather has been good in the land of TESC, clouds continue to cover the Non-White DTF.

On June 2, 1976, the Sounding Board issued a memo to the Evergreen Community stating that "The Board heard (from Stone Thomas and Rudy Martin)

that the Non-White DTF of 1974 recommendations have been accepted rather slowly by students, staff and faculty and that the atmosphere for third world students at Evergreen leaves much room for improvement.

"...One of the provisions of the DTF was that at the end of each of the three years following

the report, each budget unit head would update their progress report on the successes and problems they have encountered implementing the DTF during the previous year. It is now time for these reports to be requested. The Sounding Board would like to remind everyone of this DTF and also request that the progress reports be sent to the fall Sounding Board or its COG III replacement.

"...At the very least a campus survey of the impact of the budget on the DTF recommendations will facilitate education and awareness about the DTF report and the budget and will encourage a climate of open discussion rather than secret suspicion."

I would not call what I have encountered in my investigation "secret suspicion," but I will submit that I have run head-on into a brick wall. Kormondy is in Venezuela for a month — his files were available and supplied information for the first article printed in the last *Cooper Point Journal* issue. McCann is on vacation, Rudy Martin is around sometimes and says he is willing to talk with me, but we can't seem to get together at the same time in the same place. In short, nobody wants to talk about it. Everyone is so busy doing other things that I am wondering about this inquiry ever being satisfactorily completed. It makes me look foolish. Maybe I am foolish for trying to find some answers.

Answers to questions like: Have all vacancies in employ-

ment that occurred on campus since the DTF been filled by non-whites, especially women? Has faculty and staff hiring been prioritized to bring racial/sexual balance of qualified Asians, Chicanos, Native Americans, and Blacks to the campus according to established criteria? Have any budgetary unit-head self-evaluations, and their staff evaluations reflected the relationships of the employee being evaluated with the TESC non-white community? Have automatic payroll deductions been established and available options been made clear for those wishing to contribute to non-white activities? Has the necessary research been carried forward to establish an E.O.P. program at Evergreen?

Is Food Services offering at least once daily (or even weekly) serving of non-white ethnic food? I wouldn't exactly call Saga's rendition of "Chow Mein" a palatable ethnic recipe. Does Saga stock non-white ethnic condiments at food counters? They say it gets ripped off so much they can't afford to do this. But then so does the ketchup, mayonnaise, onions, and relishes they serve. Isn't that what it's for? To use? Putting it in larger containers like they do other condiments seems reasonable.

Has the bookstore sought out Third World publishers and invited their representatives to campus to do business? Has Campus Recreation factored any non-white program and organizational needs into budget planning and facilities assignments? Ed King did a commendable job with his ski program last year and now he is gone. Who will replace him and his commitment to usn's?

Is Student Services working with the Non-white Coalition and other interested persons to provide adequate orientation for incoming non-white students at the beginning of each quarter? Is a program being designed to implement a non-white outreach program? I am a member of the DTF assigned to hire a Director and Educational Coordinator for a proposed Upward Bound Program to begin soon. Stone Thomas and two advisors put the proposal together this summer and are awaiting word from the government regarding funding. Of the ten or twelve people Stone requested to serve on this DTF, only myself, Robin West, Michelle Hayes, Jerry Weiner, and Diane Miller have the time to work on this DTF. Don Jordan, Gail Martin, Hap Freund, Maxinne Mimms, Tom Rainey and Doris Reid reported they

would not be available. Willie Parson has not been heard from. Do they not have the time or the interest to contribute their input to finding someone for the Upward Bound Program?

Has the Financial Aid office been in touch with the Non-White Coalition to provide quarterly input regarding student funding and awarding patterns? One student is currently contemplating a class action suit against the Financial Aid office because of what he feels is biased awarding of funds. According to that student, personally favoring one student over another and similar inconsistencies in granting funds has occurred. The whole criteria for awarding money is in my opinion subject to review and I strongly believe that students shouldn't be left at the mercy of individual likes and dislikes and personal bias when trying to finance their schooling. But there is no recourse right now for students who are unable to convince Financial Aid officers of their needs. What are the criteria? How does someone cope with this?

Perhaps the reason these questions and the great number of others posed by the Non-White DTF cannot be answered by this reporter is because of her inability and lack of experience in doing investigative reporting. Am I asking the wrong people the wrong questions? Perhaps the members of the community who read this article and have some answers for me could contact me by phone or mail. I can't seem to catch up with anyone long enough to get any answers. Or maybe it's because no one cares.

At any rate, these questions remain unanswered. My own feeling about this project is that it would take six months to contact all the people who might have answers. I don't have six months. I may be DOA before I find the answers. I know you're all up to your ears in work preparing for Fall Quarter. But then, it seems that is always the case when a snoopy reporter starts asking questions they should leave well enough alone.

After all, I am a non-white person who has made major accomplishments in my life through Evergreen. Why should I bother to find answers to these questions? Because these will be more like me who come to Evergreen after I leave. I should hope to leave them with something they can benefit from. But I can't do this alone. Dismantling the bricks of this wall is proving very difficult.

I can be reached at Lib. 3507 or phone 866-6410.

Deans mean business

Faculty Salaries to be Withheld

by Jill Stewart

Six faculty have turned in overdue evaluations of students and more "are on the way," according to Dean Will Humphreys, who issued letters to 32 faculty stating they would have their salaries withheld if the late evaluations were not turned in 10 days before their regularly scheduled payday.

The response to the letter has been mixed. At least two faculty have contacted their lawyers, and one more has refused to take steps to turn in the tardy evaluations.

Others have turned in the evaluations or proved that someone else was at fault, such as a staff person who lost them. Some of the evaluations go back as far as 1974.

One criticism of the dean's move is that the Faculty Handbook does not say salaries can be withheld because of failure to turn in evaluations — or for any other reason. However, the Handbook does say that evaluations not completed in a "timely" manner are cause for non-renewal of faculty contracts.

Humphreys said he is "quite serious" about the letters, and that "in the event that people don't get evaluations in, I will invoke the non-retention criteria." He added that the action was a change of policy, but a "one-time only thing because the Provost wanted to have the books cleared by July 1."

Another criticism of the move is that the deans and administration of earlier years should have enforced the non-retention policy earlier. "They are the ones ultimately at fault for letting it go

so long," said one faculty member. "They should withhold their own salaries."

Humphreys calls that "nonsense" and said that the June 2 memo from Vice President and Provost Ed Kormondy *did* cite the non-retention possibility, but, he added, "The question was would we fire 32 people or withhold salaries?" He called the withholding of salaries "gentler action than what was recommended by the dean selection committee."

Faculty member Hap Freund, who was not one of the 32 faculty involved, but who has spoken out against the move, said, "Nobody is condoning late evaluations. Evaluations are serious and are at the core of our teaching... but next year they [the administration] might decide that our biggest problem is the lack of community — and if we don't go to the faculty meetings we get our paychecks withheld."

Freund blamed the administration for the problem, saying, "The administration has not dealt with the problem in ways that are available — strict and serious evaluations by deans and one another — so they've used a new way."

A third issue being criticized by some is that faculty who were program coordinators over faculty who have late evaluations are also being held responsible for the tardiness, and have been informed that their salaries will be withheld.

The critics feel that ex-coordinators should not be held responsible since "at this point they can only threaten the other

faculty to turn the evaluations in — they have no power."

However, Humphreys emphasized that faculty coordinators assume responsibility for the entire program, including evaluations of all students.

Those faculty do have a chance to turn the tables, according to Humphreys. He said, "At this point if the person wanted me to specify to the registrar that the responsibility should be split — and the other faculty involved does not appeal that request — they can get out of it." He added that one ex-program coordinator had already taken this type of action.



fig. 1 local moron

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