

# Cooper Point Journal

The Evergreen State College

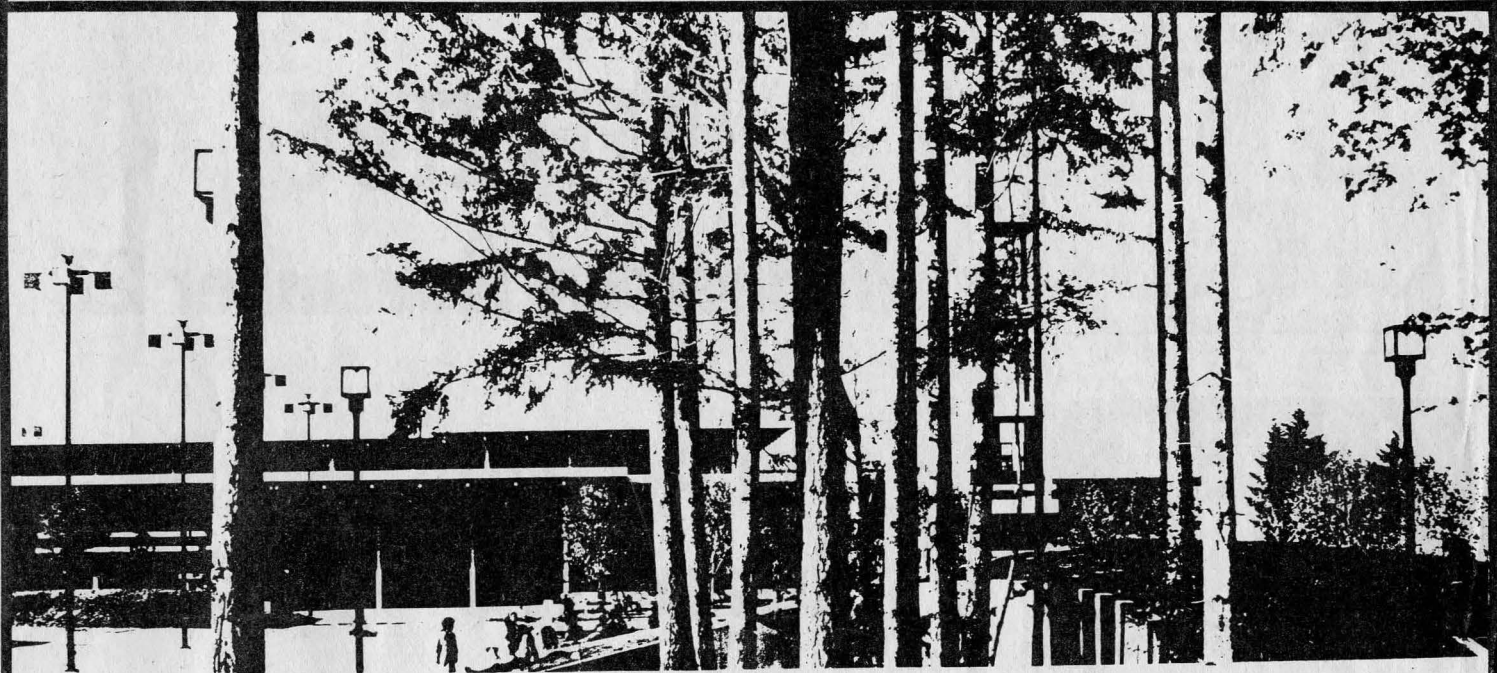
Olympia, Washington

Vol. 3 No. 9

November 21, 1974

Special Issue

## Goals and Realities



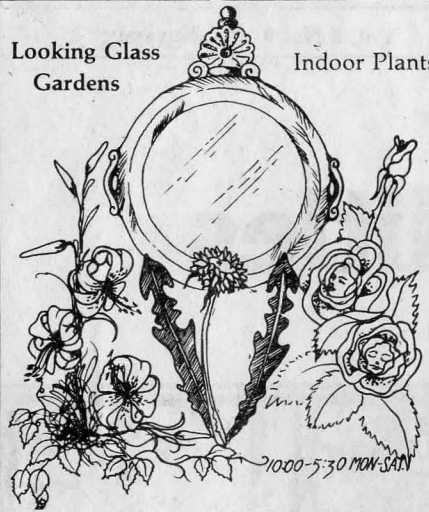
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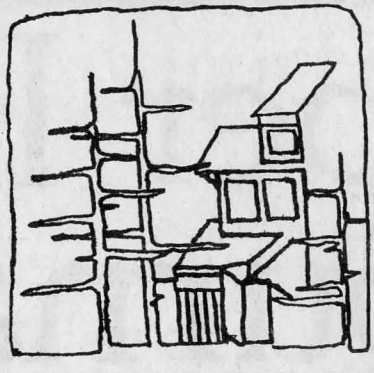
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# Cooper Point Journal

The Evergreen State College Olympia, Washington Vol. 3 No. 9 November 21, 1974

## A Journal Essay

## Page 12

You've heard it all before — the refrain is a familiar part of Evergreen by now. It can be heard in the seminars, in the drop-in centers, in the offices, and in the hallways. The students, the faculty, and the staff alike all seem to be uttering it. It goes something like, "Evergreen wasn't supposed to be like this," or, "I thought Evergreen was an experimental, progressive school. How can this (or that or the other) have happened?"

"This (or that or the other)" usually refers to some action of the administration, or some attitude or behavior of a student, faculty or staff member, that runs contrary to the stated purpose of Evergreen, or the "Evergreen dream."

The rejection of Chuck Harbaugh, the situation with the Public Information and Minority Affairs contract's use of Evergreen's video equipment, the increasing trend towards factionalization via faculty and student unions, the increasing theft rate in the library, the lack of student input into curriculum planning, and many other symptoms all stand as evidence of a change that seems to be taking place.

As those trusted with the task of chronicling the daily life of a college, we at the Journal have seen and heard the many troubled expressions of disillusionment, perhaps even outright alienation, among the various members of the Evergreen community.

In this special issue of the Journal, the problem, its background, symptoms, and possible solutions will be dealt with in depth. Hopefully, this study can serve to focus and put our views in perspective, so that we may go forward with the proper insight to make this school into the kind of a place we want it to be and truly cause the "Evergreen dream" to become a reality.



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Overland

# Letters

## A plea for solidarity

To the Editor:

I appreciated Raymond Turner's criticism of my November 7 Journal guest commentary entitled "Not Exempt From Change."

He is quite correct in concluding that I was primarily addressing the "2,201 non Third-World students" at Evergreen; given the circumstance that I am a white student amongst 2,201 white students, there is no reason why this should not be the case. My article was an attempt to convince those students who are passively witnessing their proletarianization and growing oppression that it is in their best interests to take control of their lives by joining the struggle for socialism. By showing that many students were becoming politically active, and by offering a simple analysis as to the reasons for this,

Page 4

I hoped to show my less politically aware brothers and sisters that people like them are attempting to change their situation, and that if we joined together we can create a human social order.

As for his second criticism, that my use of the word "resurgence" was inapplicable to "non-white involvement on campus," my reply is that the concern of my article was those students who had been relatively inactive. Evidently, I did not make myself clear.

Turner's affirmative response to his question, "... If social being determines consciousness ... is it not likely then that being denied, oppressed and exploited day in and day out ... would foster acute and enduring social consciousness?" is a misinterpretation of Marxist methodology. Simply because non-whites have been brutally oppressed does not mean that they are therefore socially conscious. This formula ignores entirely the question of class and ruling ideology. Our experience at Evergreen shows this quite clearly. While few Third Worlders are attempting to "escape from the madness," some seem to be perpetuating this madness as petty

capitalists or as oppressive bureaucrats. Also, affirmative action — while progressive — may be nothing more than a liberal co-option campaign unless it soon takes a class stand on the issue of hiring non-whites and women. A university staffed by bourgeois Blacks and women is a bourgeois institution nonetheless, and acts contrary to the interests of most of us. Turner's racial formula falls prey to the same shortcoming: by ignoring the issue of class he accepts the divisive arguments of the ruling class.

His third point, concerning the issue of high prices and unemployment, is actually moot as a criticism of my article. I was not attempting to "remind" anyone of this situation. Rather my comments were derived from my own daily experiences which are common to both Third World and (a preponderant majority of) white students. My intention was to place these developments within the context of the ever-increasing proletarianization of the entire society. Turner's critique on this point ignores class differences among whites, not to mention the class conflict within non-white communities. Once  
Cooper Point Journal

again, he rejects a class analysis of his fellow students, and instead imposes a simplistic racial formula that directs the anger of proletarian non-whites away from their oppressors and onto their light-skinned brothers and sisters. I reject his subtle implications that because I am white, I am a ruling class ideologist who hopes to convince non-whites that times are really not too bad. The fact is that most white students, like non-whites, are forced to eat staple foods and have no choice about working or trying to find work.

In his next paragraph, Turner argues that for Third World students public and private "bureaucracy is defined by its inaccessibility." Here, he completely ignores the contemporary realities of a class society and once again spins his dogmatic racial formula. As rising Third World militancy became threatening to the ruling class, these enlightened liberals decided to open bureaucratic positions to Third Worlders who are willing to sell their class comrades for a respectable position and a fair price. There is little problem for these people to find jobs in the bureaucracy. In fact, because they are so few in number (as the masses of non-whites continue to be discriminated against and brutalized), Third World students can sometimes find these jobs easier than white students. Those non-whites with a college degree are less and less excluded from employment, but are instead sought out as palliative examples to the wretchedly oppressed non-white masses.

Turner's fifth and final point that "those of us victimized incessantly by this system" recognize possessive individualism as "saran-wrapped dung" is also untrue. Once again he draws the reductionist conclusion that because a person is viciously oppressed, he therefore rejects the ideas of the ruling class. Why, then, the movement for "Black Capitalism," or Rastafari mysticism in Jamaica, or Black police riots in Atlanta, or Blacks in the Portuguese army, or in the U.S. Army for that matter? Why does Stevie Wonder himself write idealistic and individualistic love songs that make millions off Black people?

As for Turner's sarcasm, I can find no rational reason for it. While he raises some good points, nothing he says contradicts my ideas, but instead are worthy additions to them expressing the perspective of a Black person. It is unfortunate that his criticism was in the style of an attack, for I firmly believe that the interests of proletarian Third Worlders and proletarian whites are one and the same. By formulating his ideas in such a divisive style, and by analyzing my ideas through a dogmatic racial formula with no class analysis, he seems to have forgotten that we can change the social order only by uniting our forces and perfecting our praxis through comradely criticism. With solidarity.

Kris DeL

## Right on, Raymond

To the Editor:

After reading the letter "Third Worlders Ignored" (Journal, Vol. 3, No. 8) I felt very touched and felt the need to express my agreement with Mr. Raymond Turner. The arguments he brought out were of true value and needed to be expressed. Right on, Raymond.

Angela Salcer

## Deans should resign

It seems that the controversy over the non-hiring of Chuck Harbaugh has not stirred the reaction of the McMillan administration in England over the Keeler scandal. In that situation, the government was forced to step down over a scandal involving a prostitute, Christine Keeler, who happened to be sleeping with sensitive members of both McMillan's government and the Russian consulate.

Moral indignation swept the UK and swept McMillan out of office. So far, the deans here at Evergreen have neither resigned or even hidden from the general public out of a sense of moral shame. It seems that either course would be preferable to being obvious bigots.

If, on the other hand, these same deans were trying to make a point (whatever

that might be) they should have *made* the point. In other words, they should have stated what that point was in communications to the community. Machiavelli died several centuries ago; his premises are outmoded with his age.

We have three out of four deans who represent officially recognized minorities. If they are insensitive to issues not affecting their own minorities then no gain has been made by having minority deans. What if a "political" chicken rancher wanted to be on the faculty, was highly recommended, program bonified, then turned down due to his/her political beliefs; where are we then? Do the ingrained political, social, and moral stigmas of chicken ranching rate as reasons for non-participation in education? Are we as a community ready to reject a competent faculty prospect because there's chickenshit on his/her boots, or is that stuff to be found higher up?

Lee Riback

## Not very happy

To the Editor:

I'm not very happy with you! I leave the campus for one day, turn my back thinking I can trust you and Wendy Kramer, and look what you do! Oy, mein kinder — why you want to do this to your papa? I was one of the most minor characters in the whole Harbaugh affair, and you make me look like a major one. And you don't even represent my opinions well!

First, you had to go and use a picture

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of me, a picture of me with a nasty look on my face, a picture you took just as I was telling you that there was no damn reason in the world for you to use a picture of me in the paper. Is that nice? If you had to use a picture of some minor character, you could have used Peggy Dickinson, who is much prettier, or Leo Daugherty, who's more articulate. I wonder about your sense of values.

Then you used two quotations from me that were accurate in themselves, but taken out of context no one could understand my opinions. Wendy quoted me as saying that I thought Harbaugh could be

a useful member of the faculty under some circumstances; she didn't add my principal reservation: "BUT I think we have enough people on the faculty now with his talents and I think our immediate priorities should be in other fields." Remember that I didn't know Chuck was being considered for the special position with Developmental Learning; that knowledge probably would have influenced my conversation with him and might have influenced my opinion. My written opinion about Chuck was also quoted in such a way that no one could really understand it. In our conversation, Chuck raised the issue of his being a *gay* white male — rather than just a white male — and was arguing that that made him a member of a special minority that should be represented. I was specifically responding to that argument and insisting that one's sexual proclivities have no bearing on teaching ability and should not be in any way a criterion for employment here.

I hope this whole sorry mess will soon be forgotten; I object to your making it appear that I had much of a role in it.

Burton S. Guttman

## A union of energy

To the Editor:

A "student union"...hmmmm? An interesting question. One characterized recently by confusion, determination, anger, satisfaction, and an assortment of other emotional-type reactions by people here at Evergreen.

Comments such as "divisive," "much-needed," "destructive," and "constructive," have been directed toward the loose collection of student-types (a collection of loose students?) who have been participating in, facilitating, conducting, or just plain bemused by the recent noon "student union" meetings in the Board Room. "What noon meetings?" I hear many of you cry.)

I have been present at those meetings and I have been confused and pleased, puzzled and excited by the things I've seen. I'm now going to try to explain the gist of what I think I have observed at these sessions, and then invite you all to

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the "town meeting all-campus-type get together" we are instigating tomorrow (Friday) at 1 p.m. in CAB rm. 110.

First of all, who are these student-types that have been showing up at these noon "think" sessions? Well, we can perhaps be safely characterized as being flesh and blood individuals concerned with, among other things, the pervasive atmosphere of passivism that seems to exist here at Evergreen, i.e. and absence of energy in the direction of a healthy, growing, self-critically developing community. (Talk about value judgments...)

Many of us are presently engaged in various interest areas—confidentiality vs. openness at Evergreen, control of S&A funds, student labor, etc. A lot of us feel a certain fragmentation in our approach, where we have individually become spread out among too many areas and have thereby lost the effectiveness we might have if we concentrated on just one or two.

It is here that I return to those scary words—"student union." A union to me is any collection of folks who happen to be working with one another for their mutual benefit and development through critical self-examination and an awareness

of their collective needs and interests.

Hmmmm, clarification is needed. OK, people are now working on their own different areas of concern, right? To maximize effectiveness, people must devote their energies to no more than they can handle without going berserk. I, and others, would like to see regular get-togethers among these folks, where they can provide critical insight into each other's problems and positive support where strength is needed. The camaraderie that may grow in such coming-togethers, in such a union, could do much to counter the burnout that we see reflected in so many Evergreen eyes.

Well, for not being sure of what I had to say, I guess I've spoken long enough to cover it. You see, I don't have the answers, and neither does our collection of loose individuals. We are simply raising questions, questions we feel are of great importance to Evergreen as a potentially living, breathing, dynamic community. If you have any, how about bringing them to CAB rm. 110 tomorrow at 1 p.m.?

Regon Unsoeld

## Gay studies planned

To the Editor:

I am in the process of designing a Gay Studies Program at Evergreen for the year of '75-'76, fall, winter, and spring.

Gay Studies represent the seriousness on the part of gay and other students to explore academically the needs and history of Gay People.

My dilemma at this point upon reading

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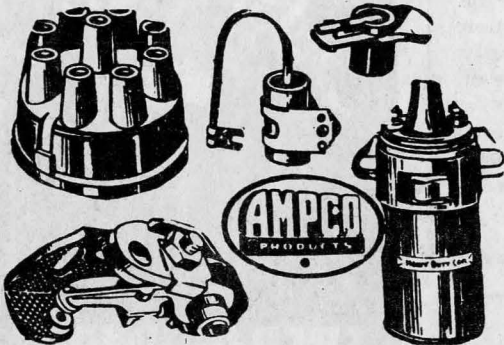
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the dean's "Cookbook" for curriculum design and planning is, that it quotes under the Student section, item 4: "Submit proposals to the Deans according to the published timetable and guidelines, fully recognizing that such proposals cannot be selected for offering unless members of the current faculty are willing to work in them. Students should negotiate faculty support for proposals."

This means there absolutely has to be faculty stating they would be interested in teaching in this program in order for it to even be submitted to or considered by the deans.

Any faculty wanting or willing to support this program please contact me at Lib. 3219, tel. 6544, before Thanksgiving.

Marcel Hatch

## Minority aid

To the Editor:




It is with grave disgust I write this letter in regards to the Financial Aid process at Evergreen. However, I feel the content of the letter will better justify my need analysis and the continuation of Financial Aid for Winter and Spring Quarters. This is an attempt to bring to the light racial and political discrimination and dissemination of Financial Aid to Non-white students on this campus.

On November 6, 1974 at approximately

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10:00 a.m. I called student accounts in regards to State Need Grant Checks arriving. I was among the list but the receptionist informed me that Bill Smith, the newly appointed Director of Financial Aid would like to see me before picking up my check. Despairingly I went to Bill's office only to be met with statements of my ineligibility for further financial assistance for the year. Before I go on here are the reasons given by Bill.

1. My need analysis for 1974-75 is \$2,452.
2. My present internship/job which pays \$300 monthly for 9 months totals \$2,700.
3. The salary I receive as a student intern exceeds the need determined by Federal Government regulations, State rules and Financial Aid rules at The Evergreen State College.
4. Ineligibility for State Need Grant.
5. Winter and Spring Quarter Grants and Aid would be cancelled.
6. I was awarded by letter on September 1, 1974 of what I would receive and that I qualified.
7. My need analysis was \$2,452. I was awarded \$1,852 for the year.

As a student, a Non-white student, as a woman and most importantly as a junior at Evergreen, the above should be carefully looked at legally.

Being that I'm considered a double minority I am subject to all aspects of discrimination in any institution of education. Surely, when Evergreen's Financial Aid office applies for special aid from the Legislators, The Federal Government, the State and the Council on Higher Education they should also include the needs of their minorities enrolled. If not some consideration should be made into researching the Financial Aid process.

Since I am considered a double minority, here are the necessary expenses listed for a decent survival and education at Evergreen.

1. Rent	\$139.00
2. Gas (car)	200.00
3. Food	100.00
4. Books and materials	300.00
5. Tuition	169.00 (per qtr.)
6. Doctor bills	100.00
7. Clothes	100.00
8. Light bill	20.00 (every two months)

Although Evergreen says it is committed to an Affirmative Action Policy, I doubt very much that Non-white students are affected by it. I'm not degrading the Affirmative Action plan; all I'm saying is most of the policies in it are token for Non-white people at Evergreen.

The above items are only the basic necessities which most students must have in order to survive, but if the Financial Aid I was awarded (State and Federal) are taken from me, I will be forced to withdraw from school on account of Evergreen and start all over again. As far as

my family goes, they do not have the resources to put their first generation college daughter through school. If they did, I sure as hell wouldn't be at Evergreen. I'm an independent student and have been for a year and a half.

I am probably the first student who has complained *bitterly* for all Non-white students here. I also know for a fact that two-thirds of the Non-white population here don't know their rights in accordance with jobs, two-thirds don't receive ample Financial Aid, and two-thirds aren't considered work-study qualified.

Yes, I work and receive \$300 monthly from my internship at Cooperative Education and will probably be working until the school year ends. I hope this can make you understand that my Financial need is greater than the \$2,700 for the year which I make at my job. I cannot survive on it alone and more Bank Loans are not the answer.

Let's not let this be another memo or letter filed away. I would really appreciate replies and help.

Eunice Barnett

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# Campus News

## In Brief

### RAPE AWARENESS WEEK SEEKS SOLUTIONS

Rape is the most rapidly increasing violent crime in this country. There is one rape committed in the United States every one and one half minutes. For every rape that is reported, there are at least fifty committed but unreported.

The problem of rape has been of increasing concern to people at Evergreen, due to the rise in rapes and attempted rapes of students in the area. The Women's Center and the Evergreen Security Office working with Rape Relief in Olympia has been sponsoring "Rape Awareness Week" on campus from Monday, November 18, through Friday, November 22.

The conference has included panel discussions ranging from the ethical implications of rape to its medical aspects. There have been a series of workshops dealing with such things as self-defense and women's role in society. A number of films have been shown, all dealing in one way or another with the problems and trauma of rape.

Organizers hope the outcome of the week will be that people not only at Evergreen but all over will begin to deal with the problem of rape so that beneficial solutions can be found.

### ATTEMPTED ASSAULT NEAR CAMPUS

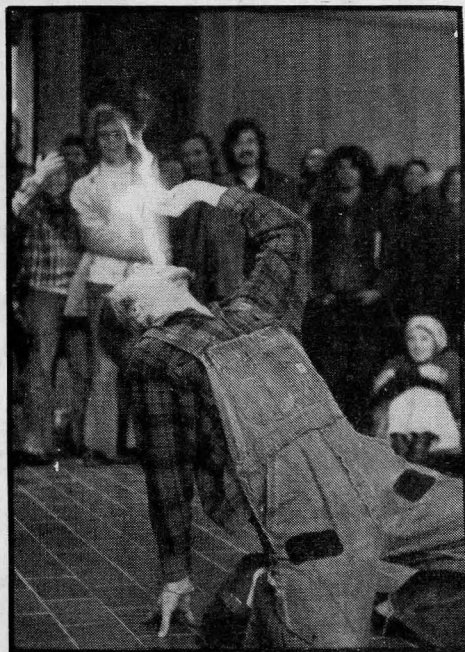
At 3 p.m. on Monday, November 18, an Evergreen student was walking towards her home near Sunset Beach Road when a man jumped out of the bushes and grabbed her.

The two struggled, and the man, wearing a ski mask over his face, pulled out a gun and tried to force her down the road. The woman continued to struggle, and the man ran off.

The assailant was described as being a male Caucasian, between 25 and 30 years old. He had a heavy build and was wearing a brown corduroy jacket and blue jeans. Persons with information about this man are urged to call Detective Paul Barclift at the Thurston County Sheriff's department, 753-8100. All information will be held strictly confidential.

### FLAMING ZUCCHINI EATS FIRE ON CAMPUS

The "Flaming Zucchini," a fire-eater living on Stewart Island, appeared in the Activities Building second floor lobby on Tuesday, November 19, before two awe-struck after lunch crowds. To the constant amazement of the crowds, "Zucchini" ate one, two and three flaming fire-wands while providing a running commentary on the history of the Reverend Chumley Miraculous Church of



*The flaming Zucchini spews fire into the air in the Activities building.*

the Incandescent Resurrection.

Amid assorted "oohs," "ahhs" and sporadic laughter from the crowd, "Zucchini" recounted the daring exploits and pseudo-religiosity of Reverend Chumley in a highly humorous manner, all the while expounding on jagged rocks, crocodillians, Republicans and numerous other subjects. As a final master stroke, Zucchini, in the fashion of Oral Roberts, transmitted power directly from his body to that of sitting bystanders in the audience, inducing them to stand.

Ending his performance, "Zucchini" blew a giant ball of flame out of his mouth into mid-air after swallowing a

mysterious clear liquid.

"Zucchini," known by his friends as Michael, learned the art of fire-eating in San Francisco about 3½ years ago while he was a starving actor. He did this when the theatrical troupe he was travelling with needed ten minutes of filler time for their show. After his initial attempts at fire eating, "Zucchini" entered the hospital, but decided to try again as soon as he got out.

Upon performing the techniques of fire-eating, "Zucchini" performed in the streets of San Francisco, where some Evergreen people experienced his presentation two years ago. The Evergreen people then urged "Zucchini" to perform at Evergreen and spread the word of the Reverend Chumley Faith. This invitation resulted in Tuesday's exceptional performance by "Zucchini."

### NEW SYSTEM FOR OVERDUE BILLS

Student Accounts has announced that it will begin a new system of collecting unpaid bills soon. Bills from such services as media loan, housing, library services and food services will be incorporated into a centralized system under Student Accounts instead of through the separate services. The services of a collection agency have been contracted. Any discrepancies or problems should be straightened out with the individual services before the December billings are sent out, because December's billings will include a letter from the Business Office describing the new procedures.

### GROUP PROPOSES CHANGES FOR CAFETERIA

Proposals for improved cafeteria design were submitted to Saga manager Craig McCarty and Director of Auxillary Services John Moss on Wednesday, November 13 by a study group from the Toward Humane Technospheres coordinated studies program. Design changes discussed involved the aesthetic environment of the cafeteria, traffic flow problems, and the Board Plans and Food Cards.

Implementation of the proposals represents the culmination of a two-week assignment given to the group, a study dealing with making human technological environments more humane.

Moss and McCarty said they would give serious consideration to the proposals involving time and money while not making any definite commitments. McCarty has already implemented one proposal that sugar be dispensed in jars in the beverage area instead of paper packages which are too easily wasted.

Of the most apparent changes that may occur are student art hangings put on the walls and the addition of piped-in music. Other changes will include less time waiting in lines, prefabricated sandwiches for cash customers, and wide-mouth trash cans.

# Announcements

• On Saturday, November 23, Evergreen and the Olympia Parks and Recreational Department is sponsoring the Third Annual Turkey Trot races, with first prize being "your own turkey."

The races will begin at 10 a.m. in front of the Library building, with four divisions of races for each sex. More information can be obtained from the Evergreen Office of Recreation and Campus Activities at 866-6530.

• Evergreen student Atsumi Ota will be giving lessons in Japanese two nights a week on KAOS radio, 89.3 FM. The first lesson will be November 24 from 7:30 to 8:00 p.m., and will be repeated Thursday, November 28 at 8:00 p.m. Each Sunday a new lesson will be introduced and repeated the next Thursday.

• On Saturday, November 23 a conference entitled "Paracon-II Alternative Health" will be held at the San Juan Complex of the Seattle Center. There will be workshops, speakers and panel discussions dealing with different ideas in health care. The final results of the conference

will be a new book on alternative health care.

• The Chinese Civilization Program is hosting two speakers at Evergreen. On Thursday, November 21, in Lec. Hall #1, Glenn Webb of the University of Washington Art History Department will speak on Chinese art from noon to 1:30 p.m.

Larry Foster, a teacher at Western Washington State College in the Eastern Asian Studies Program will speak about Chinese Romantic Literature. This will be held on Friday, November 22, 9:30 to 11:00 a.m., in the 2100 lounge of the Library.

• Flu shots will be given on Tuesday, November 26, from 10 a.m. until noon at Health Services, Lib. rm. 1205.

There will be a charge of two dollars payable to Student Accounts. Payment must be made and a receipt presented before the injection can be administered.

• November 27 is the deadline to submit

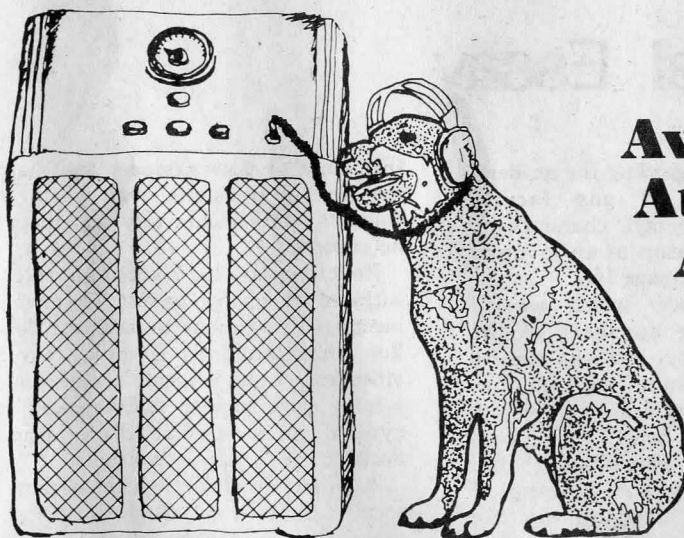
design ideas for the parkway to the Journal office, CAB rm. 306. The selection will be made by a campus-wide vote through the Input Resource Senter the week after Thanksgiving.

• At 3 p.m. Thursday, November 21, in Lec. Hall 3, the film "Satguru Has Come" will be shown. This is a thirty-minute film about Guru Maharaj Ji. There is no charge.

• Sue Smith of the library reminds the community that it is near the end of the quarter and it's time to return library books. Anyone not using them is requested to bring them back before the overdue date of December 13. The date for renewals is December 2.

• Medicine man Leonard Crowdog, a member of the Sioux tribe from Rosebud, South Dakota, will be on campus November 22 at 9:30 a.m. in Lecture Hall 3. Preceding the movie "The Ghost Dance," Crowdog will lead in a traditional pipe ceremony and discussion.

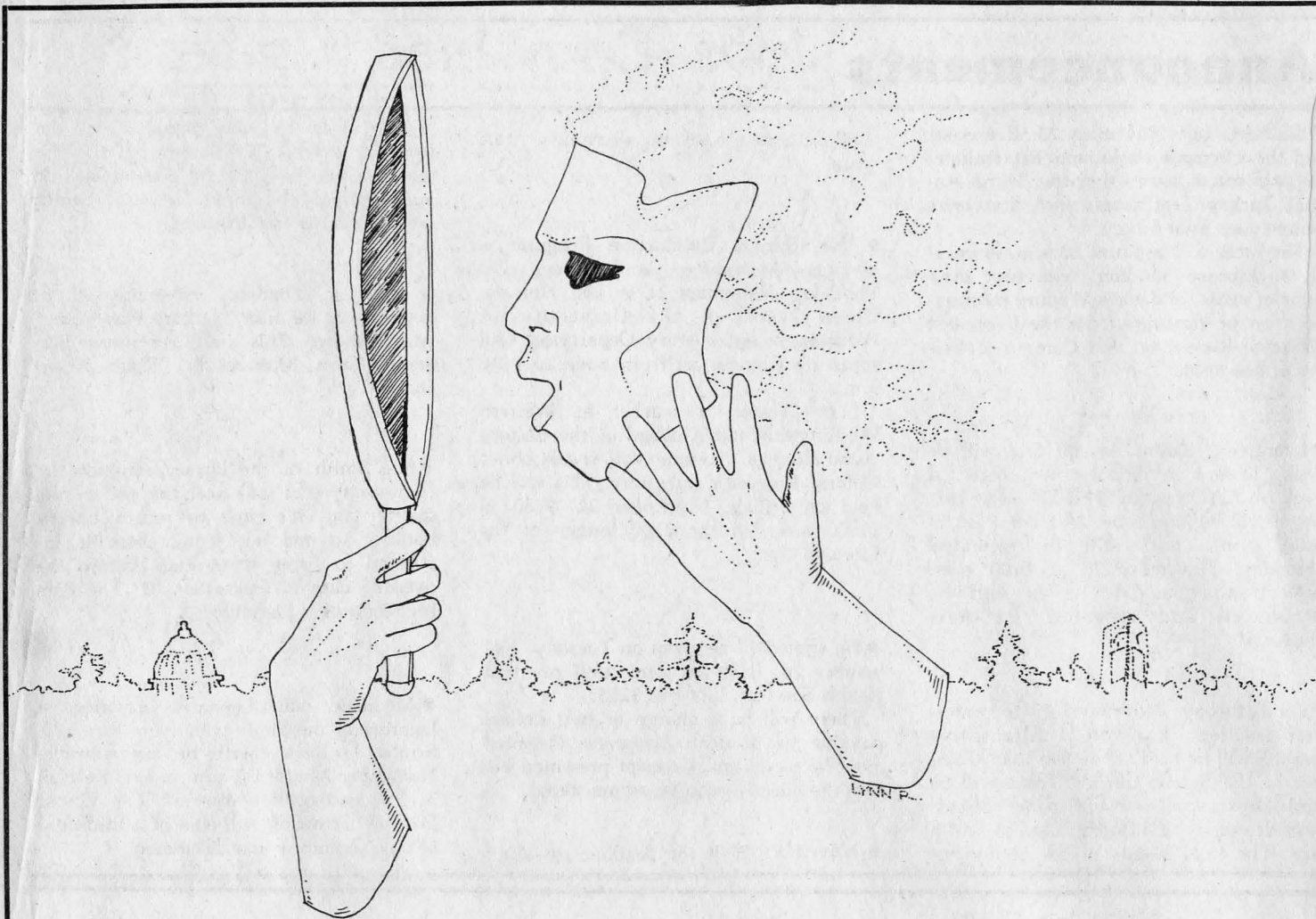
## KAOS 89.3 fm



**Program Guides  
Available Tues Nov. 26  
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And throughout the  
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**Presently On The Air!**

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# Evergreen: Goals and Realities

## A Journal Essay

A little over four years ago when this college first opened up the "Evergreen Dream" began. But at this point, following a number of administrative decisions which have come "from the top" with little support "from the bottom" we, the editors of the Journal, have taken on the task of trying to interpret, analyze, and define the meanings and problems behind that dream.

The words "Omnia Extares" appeared on Evergreen sweatshirts with stenciled geoducks, the college mascot, during the first year. Roughly translated from the Latin it meant "let it all hang out." However, recently new phrases have emerged, phrases which when translated depict a serious problem at Evergreen -- frustration.

"The Social Contract has been torn up." So stated faculty-member Tom Rainey at last Thursday's (November 14)

all-campus meeting regarding the academic deans' rejection of gay faculty candidate Chuck Harbaugh, characterized in a memo from the deans as an "avowed liberationist." (See box page 14.)

The Social Contract, which we all "sign" by becoming members of the Evergreen community, assures among other things that there will be "no discrimination at Evergreen with respect to race, sex, religious belief, or national origin with respect to...employment." The Harbaugh situation, one in a string of recent controversial decisions by the deans and other top administrators, seemed to be a blatant violation of the Contract.

Rainey's statement was indicative of a mood of frustration that has begun to permeate the college community in recent weeks. Thursday's meeting was one of the largest public displays of this frustration,

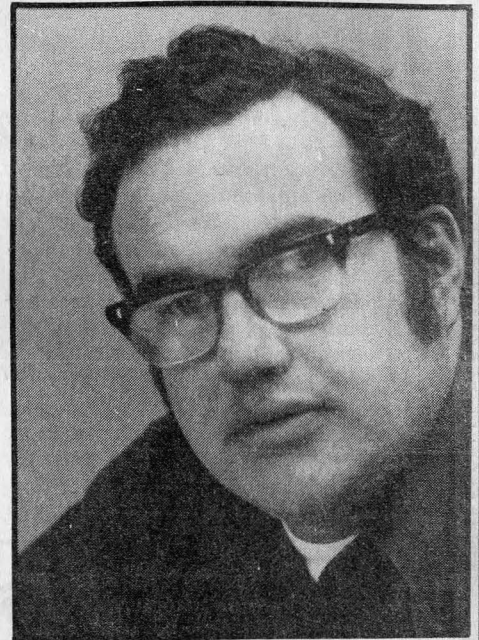
this sense of powerlessness and alarm in the face of decisions over which many students, staff and faculty feel they have no control.

Reaction to the Harbaugh rejection surfaced in many forms, from student meetings to petitions to cafeteria debates. But whatever forms it took, two basic attitudes became evident: shock that such a thing could happen at Evergreen, and a cynical attitude that these kinds of decisions are business as usual.

Another difficulty which became the focal point of a lot of hard feelings was the student access to media equipment. When some students working independently and as members of a group called Cometratics, found that they could not use the school's portable video equipment because the Public Information and Minority Affairs (PIMA) group contract had gained sole access to it, it seemed

# Jobs Combined Under Moss

BY DIANE HUCKS



John Moss -- "My commitment to affirmative action...is the same as Diann's."

to indicate to them an unfair, "un-Evergreen" situation. Wide access to resources is a key facet of what makes Evergreen work, they said.

Sid White, the faculty member for PIMA, asked in a letter to the Journal "how anyone could seriously claim that a last minute money generating pop music taping project should have priority equal to the PIMA group contract." What frustrated the Cometrionics students was that an administrative decision, made by the deans, did not take into account the needs of students outside the PIMA contract.

The recent staff re-organization by Administrative Vice-President Dean Clabaugh that merged the position of Director of Auxilliary Services and Director of Personnel has also drawn fire from the community (see box page 20). John Moss, who will now fulfill the position, is not a popular choice. Beyond that, the process by which this decision was reached has incurred the near wrath of some members of the community. The process by which Moss assumed his new duties has seemingly ignored established hiring procedure.

Frustration with these decisions, with these events, has not only become a problem in itself, but has led to a discussion and a re-evaluation of the roles of the campus's four main constituencies: students, staff, faculty, and administrators.

Plans are currently underway for a "student union" at Evergreen (see box page 13) which is how some students have reacted to their frustrations and re-evaluations. Don Martin, one of the union's proponents, wants the organization to be a forum for the systematic and effective presentation of the wishes of the students, since he feels that administrators at Evergreen make too many decisions without really weighing the student input that they are expected to solicit according to the Committee on Governance (COG) Document.

However, as yet there is no general agreement as to how the student union will work if it continues to evolve, but no matter how it manifests itself under the present structure there will be difficulties. A student union will have all the powers implicit in any organized effort: students will be able to present their viewpoints, their grievances in a unified manner; students can be more efficiently mobilized; there will be an active forum for planning strategy and stance. But as of now, the COG document still stands, and as long as it does, vesting the final decision-making power in the administration, any union of students will be weakened, having no distinct and defined powers in and of itself.

It appears, then, that the decision-making process at the college is at the root of the unrest. It is the way that important

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"We request that you overrule and rescind Dean Clabaugh's decision to combine the positions of Auxilliary Services and Personnel under the directorship of John Moss." Thus states a petition drafted by faculty member Hap Freund regarding Administrative Vice-president Dean Clabaugh's surprise memo of November 13 announcing that the vacancy left by the resignation of Diann Youngquist become part of Moss's job as Director of Auxiliary Services.

Although interrelated, three basic issues have been taken by members of the community against Clabaugh's decision. They include a lack of community input, inadequate consideration of affirmative action, and that the personnel position is too demanding and important to combine with another job.

Clabaugh explained that the reason the position was not opened to hiring a new person was based on the goal of a "sleeker, more efficient, productivity oriented management at Evergreen."

Very much related was his opinion that because of the legislature, "we are anticipating an austere budget for the next biennium."

President Charles McCann agreed saying, "When the idea was broached it made a lot of sense because we have to bring administrative costs down."

Dean of Student Development Programs Larry Stenberg disagreed with the intent of Clabaugh's decision, saying, "Part of what Dean was saying was really caring about the community, but it's vital to fill the position on a full time basis. It should have been filled by an open hiring process supporting the spirit and intent of the Affirmative Action policy."

"If we were opening up the position and slipped someone in," said McCann, "that would be contrary to policy. But if we're trying to cut down on administrative costs, then it becomes a choice of the people who are here."

But the petition replies, "Vague illusions to prospective budget cuts permeate the air. No budget cuts have been announced. To act in anticipation of one violates the college's Reduction In Force policy, and fosters a serious moral problem...We will not allow a reorganization rumor to excuse open violation of our Affirmative Action, hiring, and RIF policies."

When asked if he considered affirmative action in making his decision, Clabaugh replied, "It was a matter for some worry, some consternation. Some people are going to view this as anti-affirmative action. Had I my druthers, with the proper people, proper time, I would have been happier; it would have been easier," that is, had that person been female or

non-white.

Larry Stenberg stated, "The irony of the situation is how important the position is to affirmative action in the community, and then not giving adequate attention to affirmative action in filling the position, by not making it an open process."

"There's a necessity for the offices to work closely for the welfare of the entire Evergreen work force," Rindy Jones, director of the Affirmative Action Office pointed out.

Faculty member Hap Freund stated, "If Moss were really committed to Affirmative Action he wouldn't have accepted the job under such suspect circumstances—which is that the job was not opened up."

Moss stated his attitude toward affirmative action by saying, "My commitment to affirmative action, I assume, is the same as Diann's. I think it's a good plan; we have an obligation to it. I want to do it."

Formerly, Recreation and Campus Activities reported directly to Moss, as director of Auxiliary Services. Because Clabaugh simultaneously announced that the Activities office will now report directly to his office, this will give Moss more time to devote to the new position.

The resigned Director of Personnel, Diann Youngquist, said, "Perhaps we'll find that it isn't humanly possible to combine the two jobs. Maybe it will require some organizational or functional changes."

"I could be defeated if the people we work with want it to be a failure," said Moss.

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decisions are made, and hence what those decisions are, that frustrates those who want a greater voice. As students particularly perceive their lack of control, they begin to feel less and less that the school is theirs, less and less that they are important.

One effect this sense of alienation, of separateness, has apparently had is in the new pattern of losses at the library (see box page 21). It appears that this year students are walking off with library materials at a far greater rate than ever before. Of course, it is common at most schools for this problem to occur, and most colleges have an elaborate security system to prevent it.

The fact that Evergreen is now beginning to have this problem can be taken as evidence that somehow we are becoming more like other schools, where

it is common for the student body to regard the institution as an adversary. People steal only that which is not their own, and there must be some feeling that the library's books do not belong to us all. It is not a change in library access policy that has caused this; it is a subtle change in tone that affects the entire school.

This change -- symptoms of which are frustration, a sense of impotence, dissatisfaction with administrative decisions, rising campus-wide theft, a breakdown of dialogue -- is important to understand. Some sense of the school and the community's perception of it is either evolving or breaking down

#### How Different Are We?

Probably the one perception of Evergreen which everyone on campus would agree upon is that this school is in some

way different. That is why we are here. Students came here to try something different than a standard college education. Faculty came to teach in a different format. The founders and administrators set it up as an alternative to what was already available.

A part of this perception is of course that, hopefully, Evergreen is not only different from but better than its alternatives: otherwise there would be no reason to be here. The frustration and dissatisfaction of the past two weeks, then is the result of a disappointment of this belief, a realization that things are not working right. We don't seem to be living up to our own expectations.

At the round table discussion held last Monday night (see pages 16-20 for an edited transcript), three main explanations of our current troubles emerged: first, that maybe Evergreen does not differ from more conventional institutions after

### issues

## Harbaugh Issue Settled in Mediation

BY WENDY KRAMER

On Tuesday, November 5, the academic deans sent a memo to the faculty of Developmental Learning stating six reasons why faculty candidate Chuck Harbaugh was denied a position in their program. That memo caused a furor on campus and led to an informal mediation session held Tuesday, November 19, in an attempt to clarify the decision and deal with the complaints brought by the Ombuds/Advocate Office on behalf of the Gay Resource Center.

Immediately after the decision was

made by the deans, a group called the "Interim Steering Committee" formed to coordinate actions to deal with the memo's conclusions. On Thursday, November 14, an all-campus meeting was held to acquaint people with the issue and to discuss its implications. More than one hundred students, faculty and staff attended. Many people expressed their frustrations with the decision and spoke about the possible repercussions the decision might have in terms of future hirings.

The mediation session convened in the morning, with Larry Stenberg, dean of Student Services, as the mutually selected mediator. Also present at the meeting

were deans Lynn Patterson, Rudy Martin, Willie Parson, and Charles Teske, Advocates Andy Ryan and Bev Feuer, and members of the Gay Resource Center with student Geoffrey Rothwell as spokesperson.

The meeting was closed to visitors and the press by the mutual agreement of all after a moderate discussion on the topic. The mediation lasted all day and broke up in the early evening. Later that same night, various people from both sides met to draw up a statement to be agreed upon the following morning.

Wednesday, November 20, a statement was issued outlining the original demands presented by the Gay Resource Center (see last week's issue, November 14) and the agreements on those demands.

On the issue of Harbaugh's hiring, the decision reached was to request him to return to Evergreen for a "follow-up interview with the deans." Two representatives each from the Gay Resource Center and the Developmental Learning program would be selected by their own groups to be present at the interview. The interview will be closed to the rest of the community.

It was agreed that the interview would be concluded by 5:00 p.m. on Friday, November 22, and the deans would issue a written statement in support of their decision to hire or not to hire by 5:00 p.m. on Monday, November 25.

The Gay Resource Center, in their demands, wanted a public apology from the deans and the repudiation of each of the six points of the deans' memo. The reply from the deans is as follows:

"We repudiate those items in our November 5, 1974, memorandum that are discriminatory as written; i.e., those



Faculty member Ron Woodbury and student Marcel Hatch appear at last Thursday's all-campus meeting on the Harbaugh issue.

all. Second, that Evergreen is different, but not in its basic structure. Third, that all the division and frustration we've been feeling is a sign of health -- "growing pains," as President Charles McCann put it -- and is actually a good thing.

Certainly the nature of decisions such as those rejecting Harbaugh, limiting access to the video equipment, or promoting Moss are more what could be expected from a traditional school that lacks the special awareness Evergreen professes to have. This could be either because the decision-making process is different but just isn't working, or because the whole decision-making and appeal process has not yet been fully tested. To determine which of these is the case requires a further exploration of governance documents, especially COG, to determine what their possibilities are.

The second point -- that Evergreen is

indeed different but not in its basic structure -- rests on the assumption that, while Evergreen's documents do not define its uniqueness, that quality lies instead in people's assumption that it is unique. Members of the community are here because they think it offers them an alternative. However, all the differing expectations lead to conflict and lack of communication, and so the frustration stems from this.

The third view could be described as "naive realism." It holds that compared to other institutions Evergreen is well off, and that all the current strife is just a healthy turmoil as we search for an identity. In this view it is enough, really, for Evergreen to be doing all right, and that our present turmoil is just a process from which, somehow, our identity will emerge.

McCann expressed the view during the

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items that deal specifically with sexual orientation or political ideology rather than with issues of educational obligations and services expected of Evergreen faculty members. They do not represent a position we believe in. We are aware of the pain and confusion they may have caused, and we apologize for them."

The last agreement reached is four-fold:

"a)The Academic Deans interpret current hiring policy to prohibit discrimination on the basis of sexual orientation or political ideology.

"b)Dean Rudy Martin will initiate discussion to develop a "Faculty Handbook" statement aimed at prohibiting discrimination based on sexual orientation or political ideology.

"c)Dean of Student Development Programs Larry Stenberg and Academic Dean Willie Parson will initiate discussion to develop a Social Contract statement aimed at prohibiting discrimination at Evergreen based on sexual orientation or political ideology.

"d)Dean Lynn Patterson, Larry Stenberg and Gay Resource Center representative Craig Conner will initiate discussion to develop an Affirmative Action/Equal Opportunity policy statement to prohibit discrimination at Evergreen based on sexual orientation or political ideology.

Dean Teske said, "Given the problems, painful feelings and sorrow involved, I just hadn't realized how much our memo had hurt people. He continued, "But despite the emotional context of the issue, I was really proud in the way the Gay Resource Center and the Advocates were able to conduct the mediation," he continued.

Andy Ryan of the Advocates office said, "They (the agreements) are weaker of course than we had hoped for when we went in, but for the time being we're satisfied." This was echoed by members of the Gay Resource Center saying, "We're pretty satisfied with the results.

The deans made a real effort in the mediation."

Craig Conner of the Gay Resource Center spoke to the issues that had been raised in the original memo saying, "All parties made a concerted effort, but it was still a case of blatant discrimination. But that's not to say I didn't appreciate the efforts made by all."

Although the deans will interview Harbaugh again, there is no guarantee he will be hired. "It is possible to conceive that Chuck could be rejected again," said Dean Teske. "But the reasons would be strictly educational."

Dean Martin agreed with this, "We're still not convinced we made the wrong decision, but Chuck will be evaluated on his abilities as a teacher, and his understanding of the Evergreen concept."

There is a tendency by many to see a decision such as this as proof that the system is working. "This reaffirms my faith in Evergreen," said Larry Stenberg. "I've never really lost it, although it gets questionable at times." Dean Martin also felt this way, saying, "This part of the mediation ought to reinforce the validity of the process as it works here. My hope is that this will help re-unite, smooth out or eliminate the conflicts that arise at Evergreen."

Several students of the Gay Resource Center disagreed with the contention that it was proof of the process working. "Organized students making unified demands do have an effect on the Evergreen process. We went in with strong demands and a unified front to present our position," said Geoff Rothwell. Marcel Hatch gave his reasoning on the outcome of the mediation session by saying, "The results we got occurred because we had the masses of the students behind us. This represents the students reaching out for their need for power here. It doesn't mean that the Evergreen system works."

issues

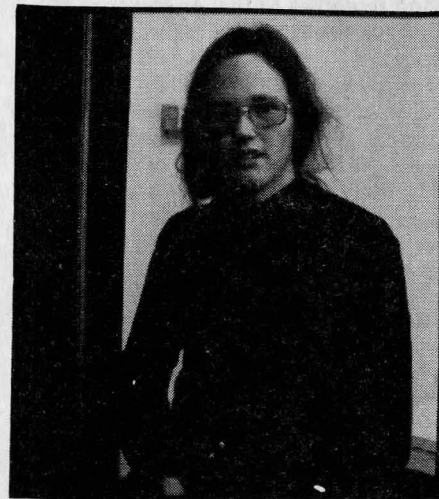
## Curriculum

BY KIM GOODMAN

Curriculum planning, which has been embroiled in controversy since early this academic year, is flowing into a process which appears to give interested students more direct input into the deans' decisions. Yet many details within the planning process still need to be looked at in depth and with a critical eye.

Student efforts to understand and work with curriculum planning have been spearheaded by Geoff Rothwell, who arranged a series of workshops to deal with the mechanics and issues of curriculum planning.

The deans have provided a booklet outlining program proposal planning, the "Geoduck Cookbook or Program Planning Among the Evergreens" for individuals interested in actively participating in curriculum planning. It includes proposal submission procedures, criteria for proposals, timetables for planning, and other information to aid in planning.



*Student Geoff Rothwell is one of the prime movers of the curriculum planning*

Even though an air of cooperation permeates the atmosphere, all still is not right in the curriculum planning arena. Rothwell indicated that the question now is "what is to be done?" now that the workshop phase will soon be over.

Other questions which have been raised in the workshops have been how to get a group of students together to critique the planning in progress rather than after it has taken place, and how to involve incoming students in the planning process even if they have not yet attended Evergreen. Some suggestions have arisen which in effect would change the program proposal deadlines so that students will have time to formulate their proposals more thoroughly. Another is to have student review of the deans' criteria for program proposals.

# Round Table: Evergreen's Goals

Over the past few weeks there has been an increasing concern on the part of many members of the Evergreen community about some administrative decisions particularly in the areas of curriculum planning, faculty hiring, media access, and staff re-organization. The concern generated has caused a great deal of frustration among students, staff, and faculty at the college, and this frustration and concern have caused some responses which are in themselves controversial: moves toward student and faculty unions for example.

On Monday, November 18 the Journal asked nine individuals to participate in a round-table discussion dealing with current community frustration and the causes of and responses to that frustration. What follows is an excerpted transcript of that discussion.

The participants were: Bill Aldridge, faculty member in the Developmental Learning coordinated studies program; Charles McCann, president of the college; Andy Ryan, contract student and coordinator of the new Ombuds-Advocate Office; Don Martin, student in the Marx and the Third World group contract and an organizer of the student union; Lynn Patterson, academic dean; Ron Woodbury, faculty member; Sallie Hancock, contract student and coordinator of the Information Center; Erik LeRoy, student in the On Knowing program; and Dick Nichols, Director of College Relations, Evergreen's public relations office.

**JOURNAL:** Do any of you have a general feeling, a sense, that the Evergreen community is at this time in a time of crisis due to an apparent general frustration arising out of some of the recent decisions that have been made, and some of the community's reactions to those decisions such as factionalization?

**MARTIN:** My feeling is that by looking at it, the problems that are going on right now, as a crisis is a little bit misleading. The idea of community has always been just an *idea* of community and in structure the school has always encouraged factionalism, in reality maybe not in rhetoric.

I don't see the kind of decisions that are being made as particularly against what's written down as a sense of community in Evergreen documents. The import of at least the COG document and the Social Contract are that we want to facilitate learning, and everyone who is here to

learn should be only concerned with learning and not with administrative decisions that have to be made. I think that is clearly a statement of factionalism. I think what's probably happening is very healthy. People are starting to organize.

**JOURNAL:** What about the student union? Why do you feel there is a need for such a group?

**MARTIN:** Students are not in any position to make any decisions at this school. All the documents that we have in a sense leave students out of all decision making, the COG document particularly. The feeling that you get from reading the COG document is that students' interests are in learning and that learning does not overlap with administrative decisions about how learning is set up. The only form that student involvement in decision making can take is through input and whether that's listened to or not is not important. Decisions are not made necessarily on the kind of input that comes in from students. Students have no direct involvement in decisions about curriculum and hiring and student labor, I think, can be termed exploitative. Lots of students are working 20-25 hours a week and getting paid for 15. It might be misleading to refer to the group as a student union. We're not a student union yet and there's a whole lot of sentiment against starting a union in the traditional sense. I think it's probably healthy. I think what we're addressing ourselves to is the fact that the people in this community do not make decisions about this community. I mean the people that are actually here for the purpose of learning. Increasingly decisions are being made which they do not see in their interest.

**HANCOCK:** I think that the Ombuds-Advocate Office was formed to handle complaints, such as the one you (Martin) and the student union have brought.

**RYAN:** I really disagree with the idea of a student union. I don't like to see this kind of factionalization. That was one of the original findings of the Advocates' Office — that the campus was factionalizing as a result of a lack of information sharing, and definition of social documents. The Ombuds-Advocate Office is just to facilitate the processes we already have. The kind of thing Don (Martin) is talking about, while I'm not sure it wouldn't be effective, is I think a clear move towards factionalization.

**HANCOCK:** I think that last spring was maybe the crisis. The parkway lights, and

the Helena Knapp controversy that was going on — people were writing letters to the Journal saying things like "this place just isn't like it used to be" — that was powerlessness. That was fatalism. I think that this year the crisis is passed. I think that now the sense of powerlessness is just a *sense* of powerlessness, not actual powerlessness. We *may* have the power to reverse decisions that weren't made with our input. That's not powerlessness. But I think that to say that it's powerlessness until this goes through the Hearing Board and until we exhaust our resources, then . . .

**MARTIN:** But how do people make a change in a decision that's been made? They have to get together and decide that they're going to change it. But the original situation is the powerlessness. It's really a problem of conflict and confrontation being avoided before the decision has been made.

**ALDRIDGE:** I think you'll feel better having whatever your conception of a student union is. But it still won't change. You may not feel so powerless with eight hundred or a thousand of you engaging in whatever sort of organization you engage in, but it won't change anything. The constitution is still clear. You'll have no more power than you have right now.

**JOURNAL:** Sallie, you said that last spring was the crisis, and that now we're essentially testing some of the kinds of things laid down in COG. What if the test fails? What if, on every issue that is contested, no policy or decision is reversed?

**HANCOCK:** Then I'd start clucking my tongue and shaking my head and saying, "You're right, this place has changed," or, "You're right, this place has fallen short."

• • •  
**MCCANN:** Crisis? Maybe, I tend to agree that it's probably not a crisis, it's more a matter of growing pains, maturation, something like that. We'll just have to work our way through. Whatever happens, with the kind of people we've got around this place it's bound not to be all bad. No one way of doing anything is all good either. I've tried not to use the word community very often because so many people put so very highly charged emotional valences on it that are personal to themselves. I know that and it's good that people are concerned about building and maintaining community. I saw somewhere though lately, (I've forgotten where it was), that you don't create them but they grow, and I guess I've maybe even had a



little internal uneasiness at the thought of building community because that implies building a community for its own sake. It seemed to me that that's not what we're all here for, that this is an academic place. Yeah, I would hope that next year, five years from now, ten years from now, we'd really naturally think of this as an academic community, as opposed to blank community.

Looked at from a certain point of view, maybe it can be argued that students are not involved in decision making, although that was qualified by saying that students do have input, but it seems to me that students have a tremendous influence in decision making at Evergreen. Of the places that I have visited lately or heard about, I can't honestly think of another place that comes close to the kind of influence that students either started with or have acquired through a kind of activism here at Evergreen. For example, not enough influence in curriculum building. Okay. After a couple of years of backing and filling and understandable crossing of wires, deans get the message. That Geoduck Cookbook . . . I'd like to see another place that has that kind of student influence in curriculum. Not enough student influence on hiring. Well it was hassled out for a while last year as being hassled out now by a DTF, and I would think that when it's through, Evergreen's students would have at least as much influence in faculty hiring as most places if not all.

**LEROY:** It seems to me that there's always been a concern versus the spring of our first year at Evergreen with decision

making. It seems to me that there's always been a kind of idealism, a belief in equalitarianism when it comes to power. It's taken a bit of time to understand. I tend to agree with Ron in a lot of ways — it's taken me a while to understand what accountability means, to understand that maybe this institution isn't a democratic institution.

Before Evergreen ever opened students would talk about being able to walk in on the deans and help them make a decision about what's going to happen next year. What disturbs me about Evergreen is that we always tend to try to solve those concerns about power about impotence at Evergreen in terms of factional organization, in terms of unionization, in terms of faculty organization. I think that's an unoriginal way. There's more spark in the people that live in this place than we have to fall back on tribal truths that are used at the U. of W. It seems to me that there are other possibilities. The faculty is concerned about their pay. While the faculty isn't concerned about S&A funding, it's still in their interest. It's something that if I were a faculty here I would dislike being excluded from. I dislike that sort of thing.

I agree with Bill (Aldridge) when he says that what's important here now is the people. I think that the people here have too much ability to fall back upon crutches. I think there are other more inventive, lively, humane ways of dealing with impotence, and feelings of lack of power.

**MARTIN:** I really have to strongly disagree with you on this. The only organized constituency in the school is the administration. The other constituencies

which I see as constituencies — the faculty, the students and the staff, are discouraged from organizing. But on the other hand it's fine for the admin. . .

**MCCANN:** Who is the administration?

**MARTIN:** It's pretty clear who the administration is. It's the president . . .

**MCCANN:** Every time someone is confronted with a state of affairs that is not satisfactory to them personally, it's *their* fault, a whole bunch of people. You're trying to present the picture of some kind of monolithic administration and I . . .

**MARTIN:** I don't think that's true . . .

**MCCANN:** The administration at Evergreen is less monolithic — I'd like you to find me an administration that is less monolithic than Evergreen.

**ALDRIDGE:** That's still not to deny the feeling of impotence.

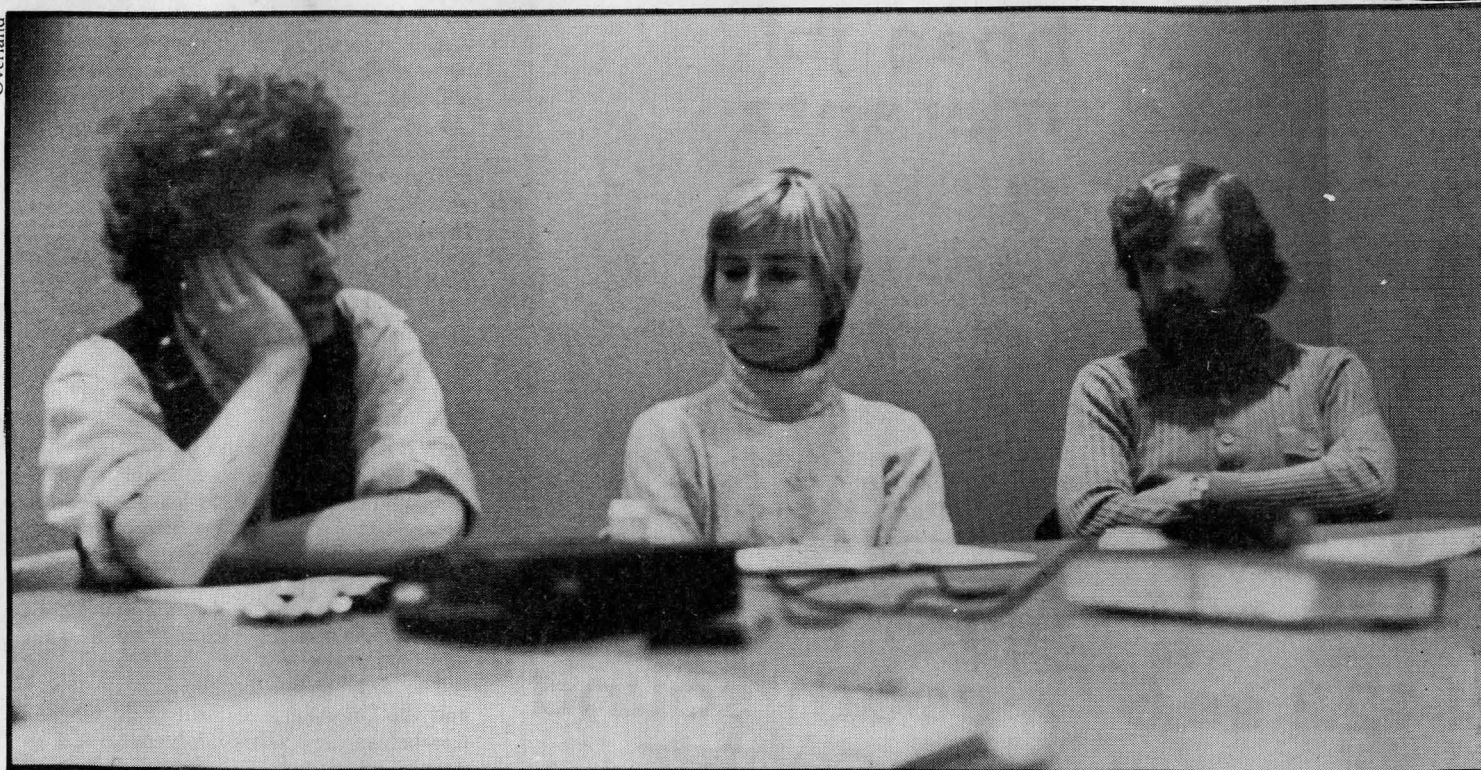
**MCCANN:** All I'm trying to do is clarify the term so that we can get at the problem. That term of "they" just doesn't wash.

**ALDRIDGE:** Well it does in a way. When you look at it from the bottom of the stack, when you see people who go to the Provost Council Meeting and you're not allowed to, or to the Directors' Meeting, and you're not allowed to, and it's just "they." It's "they" to me, and I'm closer to "they" than, say, Don (Martin) is, and Don's probably closer to it, at least perceptive-wise, than some staff members. It becomes a "they."

**PATTERSON:** The problem is: Bill (Aldridge) is right. It doesn't matter what the facts are if your perception of your powerlessness is real to you, and other people have that perception. That's what we

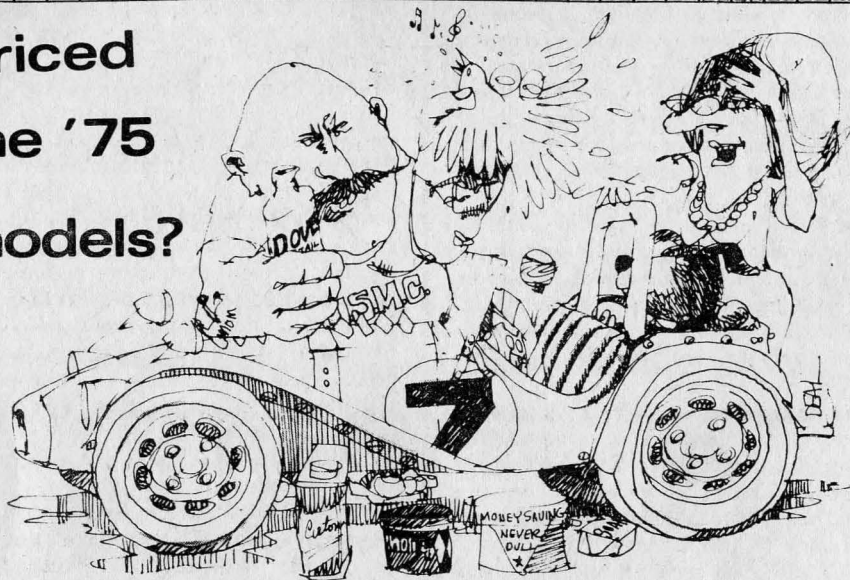
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Overland



Knute Berger [left] represents the Journal at the round table discussion. Sallie Hancock of the Information Center is at center; at right is faculty member Bill Aldridge.

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have to deal with. I can talk about the deans' rotation system, and why I feel that that, at least on the academic side, is good. It includes two issues that you (Martin) are speaking of: curriculum planning and faculty recruiting. It would seem to me that the faculty would not feel powerless with regard to the deans, because we're in there for three years, each one of us, and each year a new person comes in. There's certainly a sense that we're not "they," we're part of the faculty. But that doesn't meet whatever sense of powerlessness one may have nevertheless. No matter how open we may think that system is, if you perceive it as one that's closed then that's what we've got to deal with. I'm not sure how to deal with this.

**RYAN:** I think that the students can be faulted as much as anyone. And I think the fact that the situation (at Evergreen) has been deteriorating, as Ron says it has, is really the result of a lack of definition of some of the vaguer documents, like COG and the Social Contract. The reason that they've remained vague is that no one has really worked on defining them. Most people aren't familiar with the documents that run this school, and most of the people who think they are familiar with them may realize, when they look at them really closely, that they're not, because there are contradictions all throughout them which haven't been defined. Since the school opened there have been only two all-campus hearing boards which dealt with matters other than credit hassles. One of those dealt with a case of name-calling in the personnel department and the other one dealt with what someone perceived to be obscene pictures in the library. And that's it. There hasn't been any testing of this document to find out exactly how this place is run. I think perhaps it will work, but it requires an awful lot of work and a real examination of it to find out where the areas of discrepancy are, and some sort of process to bring them out in the open, get them nailed down.

• • •

**WOODBURY:** I think the difference between Evergreen and other institutions is that Evergreen, at least as I saw it before I came, one of its attractions was that it was open and openly not democratic. It said so. I mean your reading of it is correct. It isn't. It's not a democratic decision making institution. And it made no bones about it.

The only difference between Evergreen and the University of California, where I was before, is that the University of California pretended to be democratic but when the crunch came the administration always made the decisions. They let the

Cooper Point Journal

students do all the dirty work but then if they really did something that the administration didn't like, the administration always had that reserve power. I think that's a place to start and to recognize that. And I think what's happening now is that people are perceiving decisions that are being made that they don't like and that's usually the source of democratic movements in all campuses. My experience is that they want power when they don't like the decisions that are being made.

**MARTIN:** I don't agree with your statement totally that we're openly not democratic. I think that there is a real cult of rhetoric at this school which mystifies the idea of community and leads people to believe that they are coming to a community that's democratic — where there aren't oligarchies, where you can have influence in decision making.

**WOODBURY:** You see, community is not democracy. Democracy is a system of decision making and I think Evergreen's dream was that decision making would be clearly hierarchical; certain people responsible, accountable — that's a word we like — for those decisions. In my view the only way that this system could possibly work is if that decision making took place in extremely open, give-and-take, acceptance-of-conflict atmosphere. That seems to me is what Evergreen does not have. I think Charlie (McCann) doesn't like it, I think Ed (Kormondy) doesn't like it. I think these people are uncomfortable with open conflict. I really think that personality-wise our two head administrators are uncomfortable with that style and I think that that has increasingly permeated the institution. I think that's the only way Evergreen could function: with incredible openness and that's what we've lost.

**ALDRIDGE:** We never had it.

**JOURNAL:** Do you then perceive it as a problem of personnel and who is holding the decision making positions rather than a problem of the system?

**WOODBURY:** The system has everything going against it in a sense. You have a legislature out there that funds the place and I can understand Charlie's (McCann's) concern about that. He doesn't want it to be closed down. There are all sorts of institutional pressures and the institution is not a system of democratic decision making, it does not have that. I'm saying the history of American society, everything you want to think of that nature, the whole history of American education, worked against it. The one hope, it seems to me, was extremely hard work at really wide open kinds of decision making, a great willingness to have messes, to make lousy decisions, to foul things up, you know a great openness about that I could point to a lot of things that I perceive as an increasing fear of the results of that kind of openness.



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## Essay

continued from page 15

round table discussion that Evergreen is primarily an academic enterprise, and that the much-talked-about sense of "community" will hopefully -- though not essentially -- grow as a natural product of that. Basically he is right, in that the primary purpose of a college is academic. Why, then, is so much attention and energy being directed into the social and political side of Evergreen, its administrative procedure?

It is because governance at this school, as at any school, exists for the primary purpose of facilitating the learning process. When governance procedure is violated our academic quality is in danger: the same is true when the spirit of the Social Contract is violated. The administrative decisions currently under fire betray an attitude contrary to the one we expect and

demand from everyone in the community, administrators as well as everyone else, which is an attitude of tolerance, on non-discrimination, of cooperation and consultation. The rejection of Chuck Harbaugh, the promotion of John Moss without opening up the position, the narrow accessibility of video equipment -- all of these decisions reflect the introduction of extraneous factors into the making of policy here. It is this introduction of these extraneous elements that threatens our academic integrity.

### Evergreen's Documents

The real question which all these different views present is this: what are Evergreen's goals? And, once that is answered, the analysis of the problems the school is facing breaks down into this question: are the frustration and difficulty that members of the community are feeling a result of a departure from those goals, or are they a natural result of them

(either their proper working-out or an evidence of their impossibility)?

The place where Evergreen's goals have been put down on paper is in its documents: the COG document, the Social Contract, the yearly college catalogue, and informally in a series of position papers by faculty, staff and students during 1973 in a magazine called "Evergreen Symposium."

An editorial in *Evergreen Symposium*, May 1973, states that the "fundamental principle of governance at Evergreen" is that "each person in this community performs tasks for which he is deemed accountable and therefore responsible." The editorial goes on, "You cannot say that so and so is responsible for such and such a task and then, in a crunch, legitimately act as though he were not. This principle of governance applies to everyone in the community and...corresponds directly to Evergreen's unique style of learning." The unification of learning and governance principles under a single

issues

## Plans for Student Union Progressing

BY VINCE PEPKA

A meeting of students to discuss the prospects of forming a student union at Evergreen took place on November 18 in the Board Room on the third floor of the Library building. The purpose of the meeting was to discuss what requirements are necessary to justify the formation of a unified student organization.

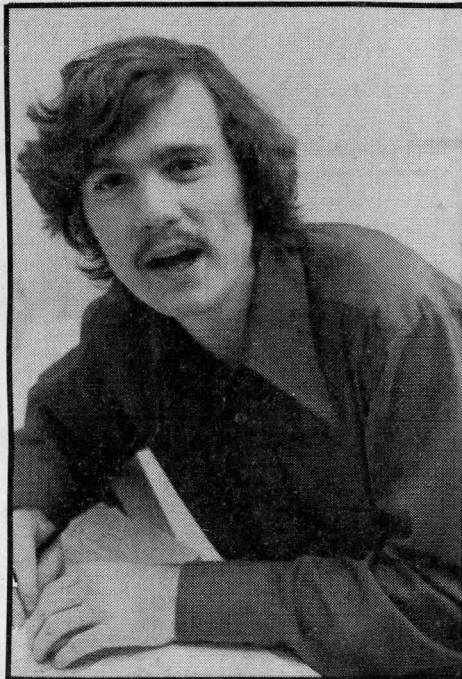
The meeting lasted several hours and began with a lecture by Ned Swift, a fourth year student, which briefly outlined the history of Evergreen, including an explanation of the purpose and philosophy of the college and community, how the administrative staff was selected, and a flow chart analysis of the administrative hierarchy.

Swift also listed and described the policy and social contract documents, including the organizational chart, the Committee on Governance (COG) document, the Social Contract, the Faculty Handbook, and the Business Policies and Procedures manual.

The lecture resulted from the discussion at a meeting held on November 13 at which it was decided that a clear understanding of the way Evergreen functions is necessary for establishing a framework on which to build an all-student organization.

The COG document was used to introduce the concept of community. Section D states, "Decisions should be made only after consultation and coordination with students, faculty, and staff who are affected and interested in the issues, while recognizing that administrators may be affected by various accountable restraints."

Student Don Martin replied to COG, saying "The concept of community was never a valid one. There is a separation between the students, faculty, staff, and administrators where the administrators say "We will run things for you, we don't



Overland

Ned Swift is a principal organizer and proponent of a student union at Evergreen.

want things to get in your way. There is a definite split there, and by saying 'community' they are just obscuring the issue." Martin added, "It is important that as a group we make a statement about how we view the rhetoric that we find in the documents such as the Social Contract

and the COG document."

Several students attending the meeting indicated that they still had many questions concerning what a student union should be.

One unidentified student said, "A student union would educate students to how the system is working. It will probably be apparent to most people that the documents are trying to keep students somewhat divided and therefore powerless. We can't create unity without a consciousness of some common interest or goals."

A statement by Ned Swift seemed to reflect the sentiments of many who were in attendance: "I am concerned right now with getting more students involved in the process of organizing a union and how to go about getting student input. I don't believe we have any purpose in establishing a union if it is not supported by at least a majority of students." Swift went on to say that the first document issued by the group should be something which would facilitate the process of organizing a union and what shape it would take.

Other student groups on campus have expressed an interest in forming a student union. In reference to the November 19 mediation of the Interim Steering Committee versus the deans concerning the non-hiring of Chuck Harbaugh, student Marcel Hatch said, "The demands that were met could only have happened through the strict united action on the part of students working together."

The process will take further form tomorrow, November 22, at an all-campus student meeting scheduled to take place at 1 p.m. in CAB rm. 110.

cooperative responsibility is important.

The Social Contract is printed in every catalogue and explains in its introduction that "all persons who become affiliated with the College as students or as employees agree as a condition of acceptance or employment to conduct themselves according to the principles embodied in these documents." Besides the provisions against discrimination cited earlier, the Social Contract defines the nature of a number of processes at this school. It describes governance procedure as a "system...that encourages widespread participation in the making of College decisions." Every de facto signatory of the Contract (meaning every member of the Evergreen community) agrees to "protect in an active, thoughtful, and concerned way...the right of each member of the

community to pursue different learning objectives within the limits defined by Evergreen's resources in people, materials, and equipment, and money."

Of course, the document most salient to Evergreen's governance procedure and how it relates to the fulfillment of the school's goals is the COG document. In describing the general procedure for making a decision, the document states:

"Those persons involved in making decisions must be held accountable, should be locatable, and, most importantly, need to be responsive."

"Decisions should be made only after consultation and coordination with students, faculty, and staff, who are affected by and interested in the issues, while recognizing that administrators may be affected by various accountable

restraints...

"The Evergreen community should avoid fractioning into decision-making constituencies with some sort of traditional representative form of government; e.g., faculty senate, student council..."

"The following system (described in the document), designed to accomplish these objectives...allows for creative policy-making, including a policy initiation process open to any member of the Evergreen community..."

"Decision-making at Evergreen will take place at the administrative level closest to those affected by the particular decision. Those responsible for making the decisions will be locatable and accountable; they will be expected to obtain input and advice from concerned parties as a regular part of the decision-making process."

issues

## Campus Thefts on the Rise

BY JIM FEYK

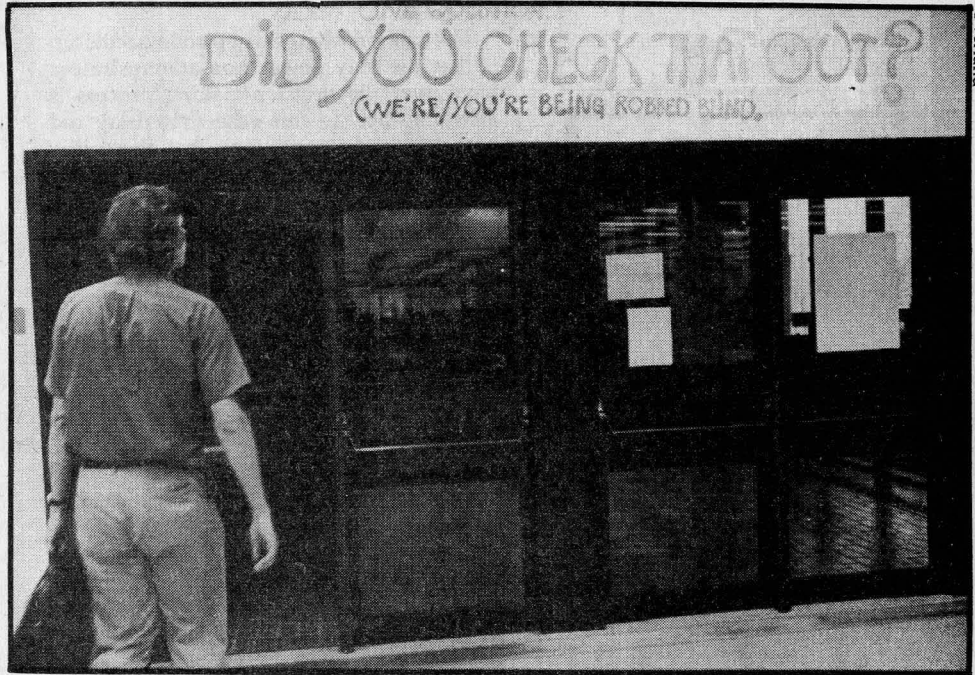
*Steal This Book*, a paperback by Abbie Hoffman published in 1970, "characterizes what someone once called the 'age of the rip-off,'" says Jovanna Brown, dean of Library Services. In speculating about the many causes of book loss in the library, Brown went on to say that she thought Hoffman's book helped to popularize institutional theft. "Library thefts have increased dramatically since 1967 and book theft detection systems have flourished in this time," she added.

Although some books taken out of the library without being checked out are eventually returned, there are many that don't come back. And while it is true that the percentage of books which are not returned is low compared to other college libraries in the country, the cost to replace them is significant when added up over a whole year. With books costing an average of 15 dollars each and the projected loss rate at 2.39 percent, over 32 thousand dollars is lost in a year's time.

The result of all this costly theft could mean the hiring of students to check books at the library entrance or the installation of a sophisticated book theft detection system such as the one in use at the Undergraduate Library of the University of Washington, said Brown. In a Sounding Board meeting on November 6, President Charles McCann said that "any necessary measures may be taken to solve this problem."

However, Brown believes that the book theft detection system would be "completely against what we're all about." She sees the library as an "open and accessible Evergreen resource."

Vice President and Provost Ed Kormondy agreed, saying, "We don't want a theft detection system here. There are just a few people who steal books and make it bad for the rest." Kormondy, whose



This sign has been erected over the exit doors from the library to remind patrons to check out materials.

home has been burglarized twice in the last month, went on to say that he didn't think most of the book loss was intentional, but irresponsible.

Some people think, however, that the increasing book loss rate is symptomatic of a larger problem at Evergreen — the decline of community spirit, or what former Dean of Library Services Jim Holly once called "high tribal awareness." John Moss, director of Auxiliary Services, is quick to show large loss figures in the bookstore, food service, media loan and other places around the school, and thinks most losses are deliberate and intentional theft. He cites as examples, among other things, two stolen pianos and the 60 dol-

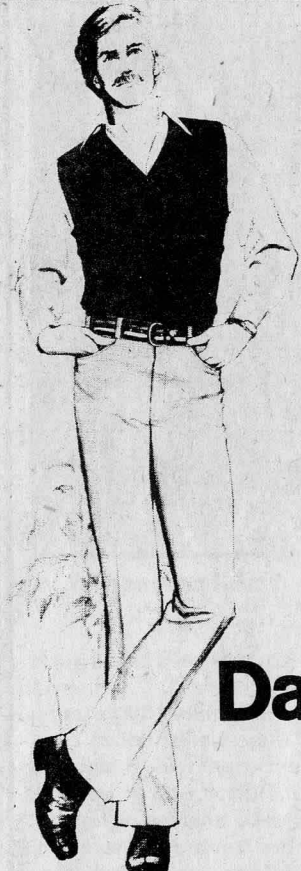
lars worth of toilet paper rolls taken each day.

Moss theorizes that in the early years of the school when "there was so much construction and everyone was tramping around in the mud," there was a "kindred spirit" among the small number of faculty and students, unified to make Evergreen become something new and workable. "We all had a special equity in Evergreen," said Moss, "but now those students and faculty are evolving out of the system and new people who don't have the same feeling are taking their place." Moss added that he felt "this problem is portrayed in the vandalism of the parkway signs and the graffiti on the dragon mural in the Library building stairwell."

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This is really the core of the COG document: Decision-making takes place at the administrative level, and those who make the decisions are *expected* to obtain *input* and *advice*. There is no concealment of the fact that Evergreen is not governed democratically. It was intentionally set up to avoid that.

An example of the problem with this mode of decision-making, and how the solutions are built in, is the Harbaugh issue. The unanimous "input and advice" from the students and faculty involved was to hire Harbaugh, and it was solicited in accordance with the COG document; and then, also in accordance with COG the deans made their decision. They decided the opposite of what the consulted parties had recommended, which was the deans' option.

Then, just as COG provides for, they were challenged on it and mediation took place, and the upshot of that mediation was that a compromise, a decision to start again, and a retraction of the memo by the deans.

The one problem this episode points up is that the only power non-administrators have over the decision-making process is after the fact. In this case that delay did not change the conditions, but there is a danger that after a decision was made, recourse would be pointless (for instance, if Harbaugh had accepted a position at another college after his rejection here).

It is almost a rule of the bureaucratic thumb that once a decision is made it is nearly impossible to see it unmade or reversed, although the resolution of the Harbaugh issue is a partial exception. Real power lies in decision-making, not decision unmaking.

The curriculum planning dispute (see

box page 15) brings up a deeper problem. It may be workable to exclude student power from decision-making in most matters, but curriculum directly affects the student.

In Evergreen's "Self-Study Report" from March of 1973, under "Institutional Goals and Statement of Purpose," it is stated that "Evergreen endeavors to build a mode of learning that starts from the individual rather than the curriculum. Thus, in the Evergreen learning mode the line of development is to be...from individual to discipline, rather then...from discipline to individual." It is hard to read this any other way than as stating that students (for at least student needs) are to originate the curriculum.

It is the growing perception of student powerlessness over academic planning, and perhaps the growing realization of the students' right to do that here at Evergreen, that is behind the recent surge of protest.

#### An Appeal to the Community

The Journal has presented here a number of explanations for the difficulties that the college is encountering. It is up to the community at large to decide which one is right—that is, what are our goals, what are we here for? And then, do our current problems spring naturally from the attempt to implement those current goals, or do they result from a loss of touch with them?

We need to talk. Everyone on the Evergreen campus, be they staff, faculty, students, or administrators, needs to crystallize (or re-crystallize) what our interest is in being together on this campus and how we can best serve it. Disputes and turmoil like we are experiencing now are not bad in and of themselves; but they are symptoms of a deeper problem, one of cross-purposes and lack of communication and consensus.

*Editor's note: Space will be provided in the next issue of the Journal [December 5] for short essays in response to this one. Responses should be typed and submitted by noon on Monday, December 2, to be considered for publication.*

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# Northwest Culture



## OLYMPIA

### Cinema

Friday Nite Film: **Burn** — An admirable but flawed attempt at portraying the influence of U.S. corporations on the internal politics of a South American country. Stars Marlon Brando.

Academic Film Series (Tuesday, Lec. Hall 1, 1:30 and 7:30 p.m., free): November 26, **Henry V**, starring Laurence Olivier. December 3, Sergei Eisenstein's classic **Alexander Nevsky**.

Evergreen Coffeehouse (ASH commons, Sunday night): **The Point**, an animated musical narrated by Dustin Hoffman with music by Nilsson. Screens at 7:30 and 9 p.m.

Capitol: **Fantasia** — The Disney classic set to classical music.

Olympic: **The Wonder of it All** — The "spectacular world of nature" held over for another week.

State: **11 Harrowhouse** — Charles Grodin, Candice Bergen, John Gielgud and James Mason in a mildly entertaining film about a diamond robbery. Grodin's dryly humorous narration is sometimes funny, sometimes distracting. Also, **99 and 44/100's Percent Dead**.

### In Concert

Applejam: Tonight, November 21, fiddler Neil Johnston presents a mini-concert and workshop. Friday, Brian Butler plays guitar and sings blues, folk, and traditional music, and Mary Litchfield presents original country-western and folk. Saturday, Jon Wilcox will make a special appearance. Applejam will be closed for Thanksgiving. On Friday, November 29, Anna LaLande accompanies herself on piano and Pat Gill picks ragtime. On November 30, Jody Alieson, songwriter-poet from Seattle, and Denise Livingston of the Co-Respondents Feminist Reader's Theater, will perform.

Evergreen Coffeehouse (ASH commons): Friday, November 22, Rainbow Alley will perform. Saturday, live music from 8:30 to midnight.

November 21, 1974

## SEATTLE

### On Stage

Opera House: The Martha Graham Dance Company will perform Friday and Saturday evening, November 22 and 23. Friday, the featured work will be Cly-

temnstra, a full-length ballet. Saturday, **Diversion of Angels**, **Night Journey**, **Errand Into the Maze**, and **Appalachian Spring**.

The Ice Capades will open a five-day run on Thanksgiving Eve at the Seattle Center Coliseum.

## PLAYING RACQUETBALL?

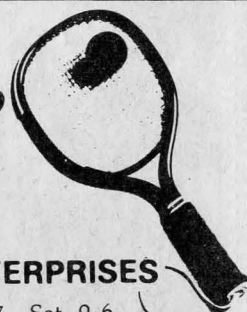


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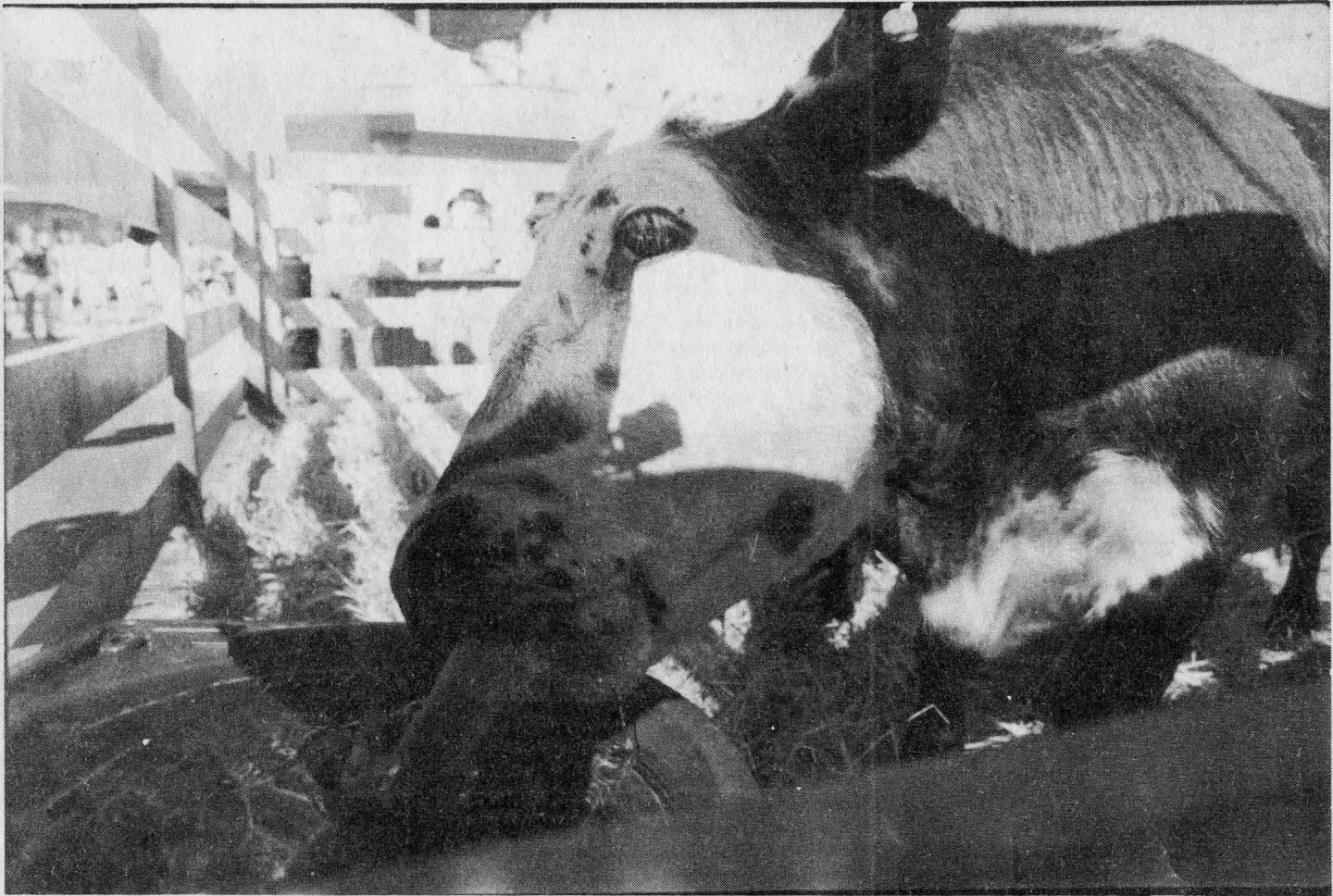
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