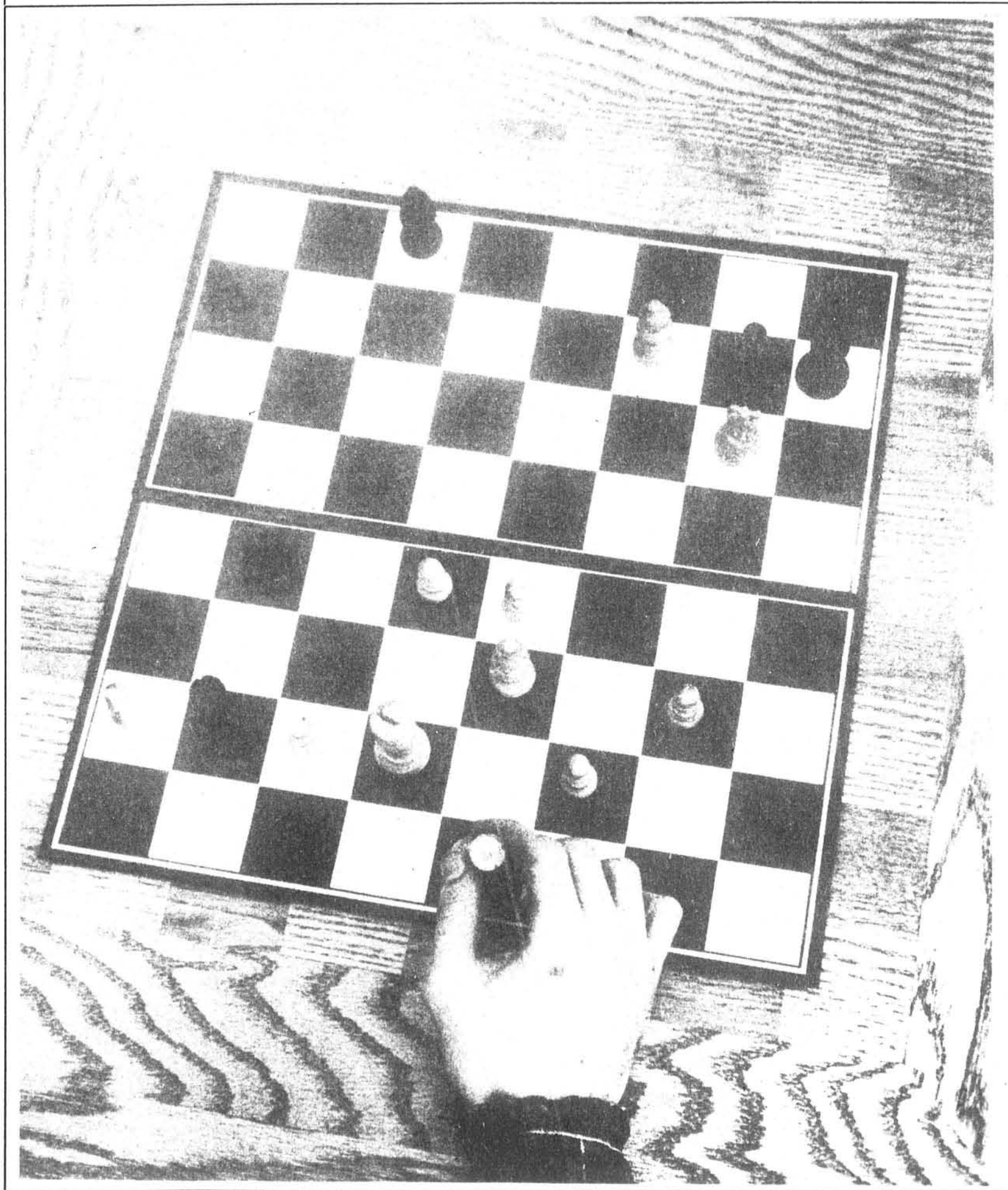


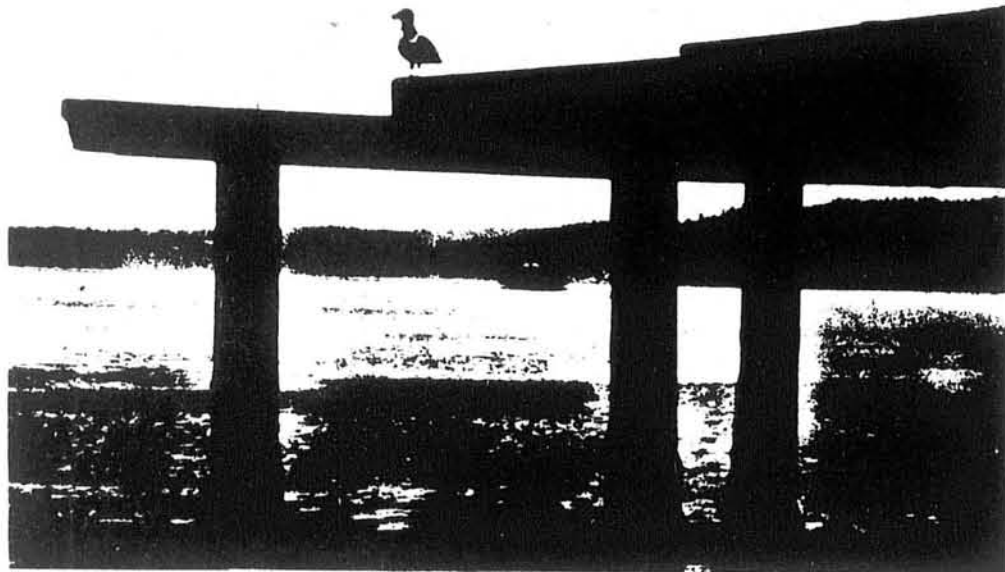
COOPER POINT JOURNAL

Vol. 3 No. 28

The Evergreen State College Olympia, Washington

May 29, 1975





Doug Buster

to the point

JOURNAL IRRESPONSIBLE

To the Point:

As a member of the coordinated studies program, Backgrounds of Americans' Future, I have been doing an individual project in feature writing during spring quarter. These features were to draw conclusions from the program work and be relevant to the Evergreen community. To gain feedback and experience from these articles I would submit them for publication to the Journal. The first feature was shortened considerably and published. The second, which was part 1 of a two-part story, was published in full. The next week I submitted part 2 for publication expecting it to be printed uncut and unchanged. I was glad to have it done and considered it a fair attempt at satire. I read the article which was published in the May 22 '75 issue. Thieu, Part 2 had been cut and added to.

Upon calling the editor the next day I was told that my original satire was "not funny enough." The changes that were made were done to be "funnier." To my knowledge when writing is changed and added to in journalism by an editor and published it is done with the author's consent. I was not notified of the alterations my feature received prior to its printing. I charge the editor with irresponsibility and poor taste to what is humorous. I do not think that adding "dreams of naked bodies and rotted eggplants" and "three copies of Naked Judy's Beast Fantasies" made it funny. Changing Thieu's cache of gold to "prophylactics in seven exciting colors from Samoa" and having him fall overboard from a plane and land in a ship with a naked nurse aiming a Luger at him was done with the same sense of humor.

These immature actions destroyed my respect for the current editor. This altered

article is not material to be added to a Freshman's Portfolio. My mystery co-author did not even have ethics enough to sign his name along with mine. I ask that he evaluate where his head is to journalism and the people who perform it. My loss will occur only if he does not learn from his foolish actions.

Tom Pitts

KIT CARSON RIDES WITH STARLING

To the Point:

Lissum up Starling
wahoo
peanuts
not all of us went to Quinault II
did ya read the epigram, for example
me neither
phooey on ultimatums of some faculty
it was exposed for what it was

Lissum up Starling
wahoo
keep up the good works

kit carson

MAD MOTORIST NEARLY MASHES

To the Point:

As I was driving to the campus at about 11 p.m. last night, May 21, I almost ran down two bicyclists who were pedaling across an unlit intersection. They were wearing dark clothing and had no head lamps. I was pretty scared by the close call, and I'm sure they must not have appreciated me, but I'd like to suggest the responsibility is not mine alone. I suggest that all people who ride their bikes at night spend a few bucks for lights or at least wear light, reflective clothes. Otherwise they might get squashed flatter than a tortilla.

Otto Love

ALDRIDGE ON QUINAULT II

To the Point:

My soul is troubled and my mind is confused. I have read your report with great care and most of it seems quite clear. One statement, however, is difficult to comprehend. My heart soared as I read the ringing words: "The age of granting credit for experiencing experience is past." After a time, though, my heart returned to earth and I found myself puzzled regarding the actual meaning of this impressive pronouncement.

Hampered as I am by my well known anti-intellectual bias, I turned to my trusty Webster's. There I found the following: "Experience: knowledge, skill, or practice . . ." How can that be, I wonder? Is the Quinault II group really opposed to granting credit for knowledge and skill development? For what shall we grant credit? Or, reading the statement 'experiencing experience' more carefully, maybe the group is opposed to granting credit for knowledge and skills relating to getting knowledge and skills?

Well, golly gee, it's all too deep for me. It sounds like an awfully anti-intellectual stance; I hope the legislature doesn't hear about it. Or the academic elitists. There'd be real trouble then for sure.

Bill Aldridge

POISONOUS MUSHROOMS NOT SOLD

To the Point:

In response to an article in the Journal dated May 8, 1975, concerning some students who ate poisonous mushrooms, we feel a few words of clarification are necessary. The article states that the students bought the mushrooms on campus as psychedelics. The fact is, however, that the mushrooms were given to the students by a "friend" who had already eaten some that day. It was not a drug transaction.

In the mass society that we live in, the role of journalism as a source of reliable information cannot be underestimated. Information (facts) inform opinions, and opinions, in turn, influence actions. It seems important, therefore, that any publication which professes to offer information about events, activities, etc., should make great effort to verify the reality of that information. The failure to do so, in our opinion, displays an extreme lack of responsibility, the consequences of which can be damaging to the individuals involved.

We submit this statement, first, to correct the previous report, and second, in the hope that the Journal will, in the future, back their reports with sufficient investigation of the facts.

Lenor Rivera
Kevin McCarty

S&A BOARD UNDERHANDED

To the Point:

The student Services and Activities Fees Review (S&A) Board's idea of a Third World "Reserve Fund" sounded good to me at first. But on second thought, especially upon reading the list of the groups affected by this fund, I believe it to be an alarming precedent for the student board to set, and a dangerous way to accomplish a well-intended goal.

In glancing over the specific groups which had funds placed in this Reserve Fund, I find that most of them are members of the campus media. The Cooper Point Journal, for example, was hit for \$5,000 or 41 percent of its entire allocated budget/ KAOS radio also put in \$5,000, or 22 percent of its budget. The Reserve Fund claimed \$1,875 or 25 percent of the Gig Commission's allocation, and the Speaker's Bureau was forced to donate \$1,250 or 25 percent of its budget.

I question the validity of allocating a total of over \$36,000 to student groups and then placing conditions on the allocated money. Not only are the conditions notoriously vague for such a large amount of money (the groups must "actively seek" participation of Third World groups; the S&A Board determines whether "meaningful interchange" has taken place by some as yet undetermined date; money left in the fund goes to other undetermined "Third World needs"), but the idea of placing such conditions on any member of the media seems to me too much like an attempt by the S&A Board to dictate content in an area where independence is crucial to survival.

The \$36,000 out of the Reserve Fund could have financed not one, not two, but at least three weekly newspapers, or one newspaper and one radio station. With that, the Third World groups concerned could certainly dominate the campus media. Better that the S&A Board should have done that than tie strings to funds apparently allocated to the existing media.

But you don't enforce Affirmative Action by twisting the financial arm of the newspaper (or any other information source) until it agrees to let minority groups dictate its copy. It is truly unfortunate that the S&A Board chose in this way to give one group such obvious and underhanded influence in as sensitive an area of the college as its media.

If the S&A Board truly feels that Third World groups are being ignored by the campus media, that is a legitimate cause for concern. If it is indeed the case, then a serious failure is occurring and action is necessary. But by taking the action it did, the board has overstepped its bounds and has entered the realm of interference with the freedom and independence of information sources, and surely the problem of Third World participation in the media can be solved without endangering such a precious freedom.

Sam Solomon

FAREWELL TO A RAPE VICTIM

To the Point:

P.J. is it true(?) what I heard last Wednesday? Did Sanda really rape you!?

There are rumors going around saying that you weren't Lilly White anyway. That you probably liked it anyway. That you don't wear any restrictions or support therefore, symbolically, you are loose, looking for a strong hand to fondle your front cover while the other hand is in your back cover looking for the purse strings. Some people are saying that you sold yourself for 10%, others are saying that anyone who is raped, if they were really raped (snicker) (snicker), wanted it to happen.

I could have taken all of this gossip, I didn't really believe that you were like all the rest of the other boys rags, but to be taken by Sanda and at least a third of the rest of the world, and not defending yourself, to fight to regain Freedom from The Press(ure) layed on you by those that care not for your Free Spirit but only lust after your body between the covers! To use and abuse your pure vehicle for their own gratification and satisfaction . . .

P.J. we can't go on like this, I really don't believe you sold yourself, but what next (?) WHO NEXT(?), who gets the next free piece?! I just can't trust you any more, can't believe in you any more!

I'll always remember the good times we had together . . . My sweet P.J. you were my first and probably my last, but please don't try to see me or write to me again because this is

Goodbye Forever,
Mack

APOLOGY TO DICKINSON

To the Point:

Ms. Dickinson, my profound apologies for my misrepresentation of your view in the May 15, 1975 Journal. It is regrettable that I did not properly interpret your statement to mean that you had no objection to the Ombuds/Advocates Office per se. However, at the risk of sounding biased (which I hasten to assure certain parties I am not), your statement did seem to illustrate what you apparently felt was a feature of the agency's character — which is why I used it.

Again, my apologies.

Barbara Harnisch

IMPLEMENT WORKING CLIMATE DTF

To the Point/and Charles McCann:

Many of the recommendations made in the Working Climate DTF Report (e.g. directive rather than supervisory structuring; recognizing and exercising the obligations and rights to participate in campus meetings, further our education, and at-

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COOPER POINT JOURNAL

May 29, 1975

Vol. 3 No. 28

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Eva Usadi	

There were a number of people that devoted their time and energies toward the production of this and other issues who are not regular staff members. They all deserve a special thanks and we'd like them to know that their help will be welcomed next year as well.

Faculty Adviser Margaret Gribskov

The Cooper Point Journal is published weekly by the Evergreen State College Board of Publications and members of the Evergreen community. It is funded, in part, by student services and activities fees. Views expressed are not necessarily those of the editorial staff or The Evergreen State College. The Journal news and business rooms are located on the third floor of the college activities building, Cab 306. Phone: 866-6213. For advertising and business information: 866-6080.

The Journal is free to all students of The Evergreen State College and is distributed on campus without charge. Subscriptions are available to students without charge and non-students at the rate of four dollars for nine months. For Information: 866-6080.

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tend campus lectures, etc.; selecting new employees to fit the Evergreen system and taking into account previous Evergreen experience; and team organization and self-governance) are currently in effect among our group. They are working, and working well — to the improvement of our working climate, our effectiveness and efficiency, and benefits to those with whom we work.

We feel that everyone's working climate deserves to be as positive as possible, that work is done more efficiently and effectively under circumstances which allow for individual responsibility. The recommendations of the DTF encourage, if not institute, a more favorable working climate; and optimum production and performance follow optimum working conditions. Working at Evergreen is not, for us, like working at any other institution, and we would hope that everyone be given the opportunity to work under humane conditions as those outlined by the DTF. Why should the staff not be allowed to operate under the same innovative procedures as do the faculty and students in the teaching/learning process? Are we not, in fact, endangering the Evergreen concept by denying the staff self-governance and development of an innovative, positive working climate?

We, as a group, were pleased with the Working Climate DTF Report, we endorse it, and we are disappointed with your lack of support and failure to take a firm stand on its implementation. Our comments are directed to you because we believe the only way these types of recommendations can become a reality is through implementation and enforcement from the top. We feel that the responsibility of support is additionally yours as the requestor of a DTF to prepare recommendations for improved working climates.

Program Secretaries

CORRIGAN CORRECTED

To the Point:

Upon reading Michael Corrigan's article printed on May 15 regarding the coalitions being formed on campus we were struck by the absolute absurdity of his analysis. He is obviously coming from the position (a myth perpetuated by capitalist values) where *individuals* are able to 'pull themselves up by their bootstraps' and have their voices heard. He ignores the historical reality that the only way that people have effectively changed their oppressive reality is by organizing into groups. Another grave mistake that he makes is that he fails to differentiate between different groups of people — the oppressors and the oppressed.

We of the Women's Center would like to stress that we unconditionally support the organization and funding of the Third World Women's Center.

Women's Center

EPIC MUST REPRESENT STUDENT BODY

To the Point:

I write in response to the article appearing in the May 22 issue of the Journal entitled "A Dialogue: Freedom of Speech for Those Who Canoe" by Kraig Peck. It was, I take it, intended to be written in defense of allocations made recently to EPIC by the S&A board. My question is why does the Journal continue to print this kind of low class, inane journalism? To embarrass EPIC maybe? I hope not, for EPIC, I think I can safely say, needs very little help in that respect. The Journal is of course funded by the S&A board also. This means that it is supported by the students of Evergreen and Evergreen is supposedly an experiment in alternative education. What is the Journal an alternative to? It is beginning in many ways to resemble your average American, anything for a story, scandal sheet. I for one came to Evergreen to get away from that kind of crassness. (Don't tell me about political realities please!)

Mr. Peck's article had absolutely nothing to do with freedom of speech. I would say rather that it was an abuse of that freedom. Carrying this argument further I venture to say that EPIC has consistently abused the rights of Evergreen students to hear both sides of the issues. (I will refrain here from using that dread word "objectivity.") Mr. Peck argues that he isn't offended by the fact that the Daily Olympian does not print a Marxist analysis of events; neither does it bother him that the Olympian doesn't change their name because they aren't representative of the good citizens of Olympia. My, my, that's terribly good of you Mr. Peck! The difference here is that EPIC **must** be representative of the student body if they are to be funded by us. Four thousand dollars is a lot of money to spend on an organization that has yet to prove their worth. For the last year EPIC has been rabidly biased in viewpoint and I see no reason to believe that they will change. The S&A board deserves a shot here also but I will let it go without saying.

Really Mr. Peck, do you expect us to swallow that tripe about canoeing vs. taking a political stand? Must every organization spell out their politics for us? I agree with you when you say that neutrality constitutes a political stance, but what does canoeing have to do with neutrality? To be neutral in the sense that you speak of is an explicit statement of policy. Those who request funds for canoeing express no policy at all. They are not even neutral. You tried to do in Mr. X with semantics but you hanged yourself with your own noose.

In the same article you say that you are sick of people calling for objectivity. You say that objectivity is a lie and urge us to speak our own minds. Tell me then; how are we to speak our own minds when

there are no objective sources from which to educate ourselves. You speak of lies? Well I'll tell you about one that is going around these days. It says that Evergreen must wake up and deal with the "political realities" in the "real" world. It says that we must organize our students and faculty into unions and fight for our rights. And yes it says that any true community is a myth. So the lines are drawn and we must all choose a side. Are you going to shoot first Mr. Peck?

Yes, there are political realities out there. With this I agree. But I ask you why must we play the game by their rules? Why must we play the game at all? I for one (and there are many of us) resent seeing Evergreen used as a ground for political experimentation.

Jack Trotter

FROM EPIC

To the Point:

Phil Heninger's letter to the editor in the last issue of the Journal stated that EPIC chose to use "physical intimidation" rather than "intellectual persuasion" during the successful Saga boycott. The fact is, the Evergreen Political Information Center did not participate as a group, but many members joined as individuals with members of other campus organizations to form the Boycott Committee.

All actions taken by EPIC have been publicized as such. This quarter, the only group activity has been a weekly film/speaker series.

We feel it is important to distinguish between group activities, and the actions of individuals without a collective endorsement.

For example, during the boycott, the student who took it upon himself to violently hurl lettuce across the floor of the CAB, was not acting with a group endorsement. Therefore, to condemn any group for his action is irresponsible.

Suppose an Evergreen student were to dance naked on the Capitol steps; should Evergreen students be held responsible for the backlash this would incur from the legislature?

We would like to make it clear, when EPIC acts collectively, we are to be held responsible *as a group* for the *group* actions of each member. However, in relations to the allegations of force used during the boycott, those of us who were on the Boycott Committee, would appreciate a substantiation of such serious accusations.

Keep those cards and letters coming in, folks.

Written by members of EPIC
Eva, Bob, Alan

PICKETERS RESPOND

To the Point:

In response to Phil Heninger's allegations about Eva Usadi in the last issue of the Journal, we can only say that we did

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News Briefs



Doug Buster

Don Bonker Addresses a Conference on Aging

"Economic security is the number one problem facing the nation's elderly" said Congressman Don Bonker in a recent KAOS interview.

Bonker, a freshman Congressman from the 3rd District, told Mary Hester and John Coffey that people on fixed incomes are hardest hit by inflation. He also blamed the Ford administration for several attempts to worsen the plight of the elderly.

Bonker spoke to the Conference on the Politics of Aging at Evergreen May 27. Carroll Simmons, former member of the Governor's task force on Aging, and Robert Sarvice, chairman of the United Senior Legislative Organization, also participated in the conference.

*the evergreen
state college
lives*

Let's recycle! Those of you who have buttons stashed away dig them out, wear them during the academic festival and graduation and *then* pass them on to a continuing student. Isn't it time for a tradition to begin?

CONTRACTS REDUCED

Due to the reduction of the contract pool and the difficulties created by early registration, there's a critical shortage of faculty sponsors for students on individual contract next year. Many students planning to intern during fall quarter have

been unable to locate sponsors, and others will not be able to solidify internship plans until late September or early October.

As is always the case, the contract pool is filling almost before contract faculty are announced. Ken Donohue, director of Co-op Ed., says that he and his staff are having a particularly difficult time helping stranded students. They are reluctant to aid students in arranging internships unless they have at least tentative approval from a faculty sponsor, and are especially reluctant to work with students unless there is reasonable assurance that faculty sponsors will be available. Donohue went on to say that "...it would help if the faculty would seriously consider sponsoring a limited number of contract interns outside their programs or group contracts...this would enable us to provide the students with the guidance, counseling, and information that they need to develop really good internship arrangements..."

LEGISLATIVE HIGHLIGHTS

Les Eldridge, assistant to President McCann, released some Evergreen-related legislative news in his latest report. In student affairs, for example, House Bill 184, providing for tuition waivers for students over sixty years of age, passed the Senate on May 20 with amendments, and will be turned over to the House for concurrence. House Bill 1145, providing for student control of service and activity fee funds, is still in the House Higher Education Committee, as is House Bill 453, which would provide for tuition increase. House Bill 12, providing for the Viet Nam veterans' bonus, is still in the House Ways and Means, and House Bill 52, which would allow foreign students to pay instate tuition, is also in House Higher Education. House Bill 307, which provided for banquet permits to be issued on the University of Washington campus, bringing it in line with the policies of other four-year public institutions as regards liquor, has been delivered to the governor for signature. House Bill 659 and Senate Bill 2681 concern cohabitation in dormitories. Both of these bills are in the Senate Judiciary Committee.

Senate Bill 2519, which will reduce the size of the Council on Higher Education to 17, including a reduction in four-year college presidents from six to one, and will change the name to the "Council for Post-Secondary Education," passed the House on May 20 and will be sent to the governor for signature. House Bill 720, providing for the three state colleges to obtain flexibility in establishing masters' degree titles, is in the Senate Rules for a second reading, and a similar Senate

measure, Senate Bill 2442, remains in the House Higher Education Committee. House Bill 380, re-designating state colleges as universities, remains in House Higher Education.

As to when it will end, rumors abound. Some sources say May 31, some, three weeks hence. The keys seem to be the passage of the Pension Bill and the decision on when to solve the long-range school levy problem. The longer the passage of the operating budget is delayed, the more vulnerable the agency budgets become to across-the-board reductions in order to fund common schools.

CO-OP ED. ACCEPTS DTF REPORT

The Cooperative Education Office has accepted the policy guidelines on reverse internships recommended by the DTF on Cooperative Education. According to the DTF report, reverse interns are "Evergreen students whose personal situations (job, family, distance from Evergreen) preclude their participation in on-campus group contracts or coordinated studies and who use a commitment to an off-campus agency to generate academic credit."

As the DTF recommends, potential reverse interns will, in the future, complete a special application along with the standard Evergreen application for three reasons. "First, it is an attempt to insure that the proposed activity is truly a learning experience worthy of academic credit. Secondly it will be used as a mechanism to insure that the on-the-job supervisor is familiar with the goals of the internship program and is committed to supporting the student in this endeavor. Finally, it is an attempt by the College to review the student's proposed academic plan to insure the College has the necessary faculty and resources to support the student through graduation."

These applications will then be reviewed by a five member committee to determine whether the applicants should be accepted by the College. Included on this committee will be an Academic Dean, the Director of Cooperative Education, a representative from Admissions, a faculty member, and a student.

The DTF's recommendation that a limit of 24 units be placed on academic credit generated by internships was rejected by Ken Donohue, Director of Cooperative Education. According to Donohue, "The question of a limit to internship credit is an advisory one between faculty and student, not an administrative policy question. There are no credit earning limits to other forms of learning such as coordinated studies, readings, seminars, etc., and internships should not be treated differently. The validity of an internship is subject to the degree a student is able to integrate an experiential component with an academic component."

Another DTF recommendation accepted
continued on next page

continued from preceding page

by the Cooperative Education Office states, "Faculty are required to make a minimum of one site visitation each quarter during the internship to meet with the intern and field supervisor. If faculty, for any reason, are unable to meet this requirement they should contact Cooperative Education and attempt to make alternative arrangements for this visitation."

Also included in the DTF report is a recommendation that the reverse internship application be used for all students who plan to start in the Individual Contract Studies Mode their first quarter at Evergreen. Vice President and Provost Ed Kormondy has not yet made a decision on the recommendation.

EVERGREEN TO GET \$20,000 FOR IMPROVEMENTS IN HUMANITIES, ARTS

The Danforth Foundation has awarded Evergreen a \$20,000 grant for the improvement of teaching among faculty in the humanities and the arts.

Faculty member Peter Elbow said that the award has been made under the "Challenge Grant Series" on teaching and learning in higher education that the Danforth Foundation began in 1972. Evergreen was one of 15 colleges competing for the award, and one of four in the nation to receive monies through the Challenge Grant Series. Other recipients of Danforth grants include Creighton University, Omaha, Nebraska; Central Pennsylvania Consortium, Gettysburg, Pennsylvania, and New College, University of Alabama.

CORRECTION OF S&A ARTICLE

Due to the fact that S&A allocations were not finalized until late Wednesday afternoon last week there were some errors in the article "S&A Allocations Released."

The figure as to what is in the building fund said \$23,000 and should have been \$123,000. Even this figure is an approximation. The comment for Leisure Education should have said "two fire arts positions" instead of "two fine arts."

The following figures under "amount requested" should have been as follows:

Activities Building, \$123,078.00; Bicycle Shop, \$2,576.61; Bus System, \$13,254.37; CRC Operations, \$71,969.40; and the Gay Resource was neglected altogether. It requested \$4,704.27 and received \$3,118.00.

- Tomorrow is Memorial Day and Security will not provide door unlocks on this holiday. If you need to use a building or room, get a key.

- Graduation ceremonies for 420 seniors at Evergreen will be held on June 8. Included in the 420 to be awarded diplomas will be the 118 students who comprise Evergreen's first four-year graduating class.



Ti Fleming

Doug Buster

FLEMING SELECTED AS CPJ EDITOR

Theresa (Ti) Fleming, an Aberdeen junior at Evergreen, has been named to a two-quarter appointment as editor-in-chief of the *Cooper Point Journal*. The appointment was made by the college Publications Board for fall quarter 1975 through winter quarter 1976, inclusive.

A 1971 graduate of Weatherwax High School in Aberdeen, Washington, Fleming has recently served as production manager of the *Journal*, and has also completed a spring quarter internship with the Washington State School Directors' Association in Olympia.

- All materials and projects must be removed from the set and Model Shop on or before June 6 or they will be disposed of.
- The Duck House is closing for the summer months, beginning today, May 29. All craftspeople should make arrangements IMMEDIATELY with Mary Nack, in order to pick up their consignments.
- A group of students in the Journal office is making the calendar for next year. All those with valuable information, i.e. program activities, meetings, films, concerts, etc., that they would like to see on the calendar should call Ralph or Stan at 866-6214.

Cooper Point Journal

- The distribution of *Rainroots*, the student literary magazine, has been delayed until June 5. This is due to an "unfortunate series of bureaucratic missteps", according to *Rainroots* Editor Stan Shore. Students who would like a copy of the seventy-two page magazine, but who will not be here the final festival week may leave their name and address in the *Rainroots* mailbox in the Activities office, CAB 305, or at the Information Center in the CAB lobby. A copy of the issue will be mailed to them. Shore says he would, "like to apologize to everyone in advance for this inconvenience."

- "Unemployed Resources" is seeking unemployment counselors and will be offering a series of training workshops for people interested in working with the unemployed and underemployed. Workshops will be held at the First Christian Church at 701 S. Franklin, in Koinonia Hall on June 9, 10, 11, 12, and 13, from 6:30 p.m. to 10 p.m. Child care is available by prior arrangement.

For further information contact Beth, Greg, Tina, or Bill at 357-8323 between 5 and 10, Monday through Friday.

- Four paraprofessional counselor positions will be open next year, three work study, one institutionally funded. Pay is \$2.83 per hour, 15 hours a week for 34 weeks, to start September 22 or 29, 1975. Counseling Services are also seeking a Coordinator of Counseling Services to begin September 15. The deadline is August 15, questionnaires and applications are available from Counseling Services, Lib. 1220. Applicants are also encouraged to submit several letters of recommendation. Selection will not be complete until early September.

- The position of KAOS Station Manager for Fall Quarter is open for applications until June 12. Call 866-5267 for more information.

- Anyone interested in forming a Public Interest Research Group (PIRG) on campus this summer for next fall should contact Rick Ricks at 943-2066, or leave a message at 866-6605.

- Everyone must evacuate their locker room baskets in the College Recreation Building as soon as possible.

Classified Ads

For Sale: SONY Tape Recorder Model 300, Stereo, 2 or 4 tracks, 3 1/4 & 7 1/2 ips, with built-in speakers. \$75. 866-8278.

Lost dog — Bunker. Always around campus. Two feet tall, slim, black and brown w/white on chest. Black diamonds around eyes. Been missing 1 wk. Call 866-3999.

1970 Javelin 304 cu. in. V8 good condition. 456-1317.

Found a knife. Call and describe in detail and it's yours. Carl at 866-5267 or 491-3827.

Garage Sale — Sat, Sun 5/31 & 6/1. Clothes, books, furniture, etc. 1005 Vine Ave. at end of Foote St. (south) 357-4448.

Are you interested in taking Spanish classes during the summer? Call Ana Garcia — 352-7932.

The Ultimate Evaluation

By GARY MARCUS

As an Evergreen graduate I've mastered the skill of writing evaluations. Here's one that takes a look at my three years here; I hope others gain insight from some of my experiences and perceptions.

I entered Evergreen after dropping out of high school and wandering around the U.S. for three years. I hitchhiked from town to town and picked up odd jobs: I was an orderly in a corrupt hospital in Jersey City, I delivered pizzas in the black ghetto surrounding the University of Chicago and I worked for a friend who owned a goat ranch in Oregon. I dropped in and dropped out of two colleges; and finally in September, 1972, I moved to Olympia and enrolled at Evergreen.

When I got here I was somewhat "bent out of shape." I distrusted education and society in general. I was wary of other people and assumed that silence, manipulation and violence were inevitable in interpersonal relationships. I've come a long way since then, and I have a long way to go. Evergreen slowly changed my life.

During my first year I was in the Human Ecology, a coordinated studies pro-

gram which, like other programs that year, tried hard but was mediocre. The program's main failing was that many students didn't care about what we were studying. I got a lot out of it though, mainly because Dave Milne (my seminar leader), with his enthusiasm, honesty and friendship, encouraged me to follow my interests.

The most valuable aspect of Evergreen is that if a person is sincere he can do what he wants.

I was overwhelmed at the control I had of my life. I did not have to grit my teeth and follow a vague but certified destiny. At Evergreen I could relax and pray to God that my destiny would manifest itself. It wasn't that easy, and I stumbled through a myriad of interests. I put together a slide/tape show, got involved with governance at Evergreen, and dabbled in the natural sciences and music. I finally studied economics and now I know how civilizations are glued together. Next year I'll enter the University of Oregon Graduate School where I hope to get a Ph.D. in American History and eventually enter politics.

more. I developed a feel for a few hun-

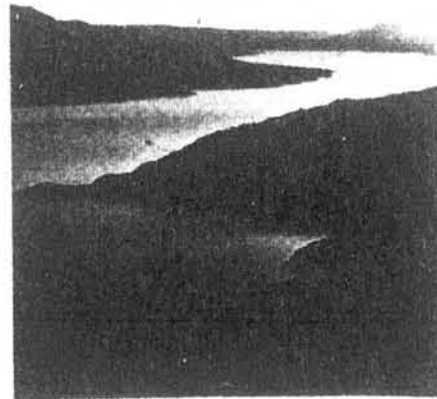
dred faces that moved around campus. I felt I knew the campus; including the secretaries, staff, administrators, even those goddamn concrete walls exuded a tangible personality. I felt at home at Evergreen.

What about Evergreen's future? The faculty, staff, and administration who first got here and know they have a good thing. Most are buying houses and plan to stay for the next twenty years. Will Evergreen be dynamic when 80 percent of the faculty is over sixty years old? Will the quest for security inhibit the quest to improve? The Evergreen administration has many qualified people, but there is a pervading smugness that is inappropriate.

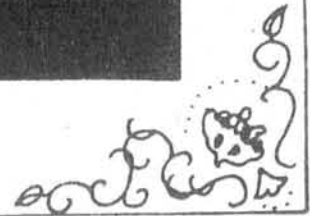
Olympia has changed, mostly for the better. The bad is the inevitable development of beautiful land; the good is the influx of determined cooperation by Evergreen students. This is mostly manifest by the rise of food co-ops, but extends to a humanitarian life style and the supporting student "infrastructures;" the Artichoke Mode, Bike Stand and other shops mushrooming down Fourth Street. It seems only a matter of time before it spreads to the legislature's doorstep. Already Evergreen students are penetrating the capital. Evergreen will help shape the future of Washington State.

People at Evergreen learn to lead better lives. Students who are attracted to Evergreen seem increasingly confident. Evergreen isn't perfect, but it worked for me and I'm grateful.

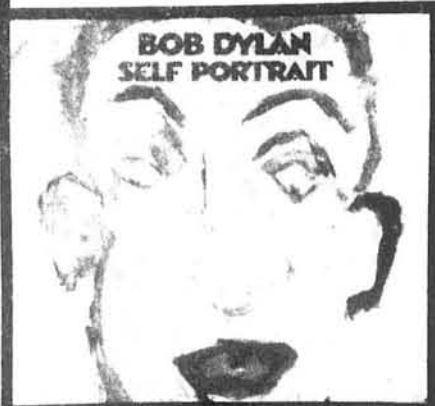
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Examining Governance

Interviewed and Edited
By NEIL MARSHALL

Robert Hatala has been an administrative intern studying the academic administration at Evergreen for the past six months. Previously, he has taught at the University of Taiwan, Harvard University, and the University of Delaware and is presently teaching at Eckard College. His work here has been to observe many different areas of this college's administration, simply to find out what it is like, and how it is working.

"I don't know of any other place that operates the way Evergreen does. Most other institutions have some sort of representative system, the key of course to the Evergreen system is that it is by its self declaration not representative. Unfortunately, the system you do have is very badly misunderstood, especially by students on this campus. They misunderstand the nature of community and they misunderstand that this system is not a democracy, it is not intended to be one, and it is not legally possible for it to function as one."

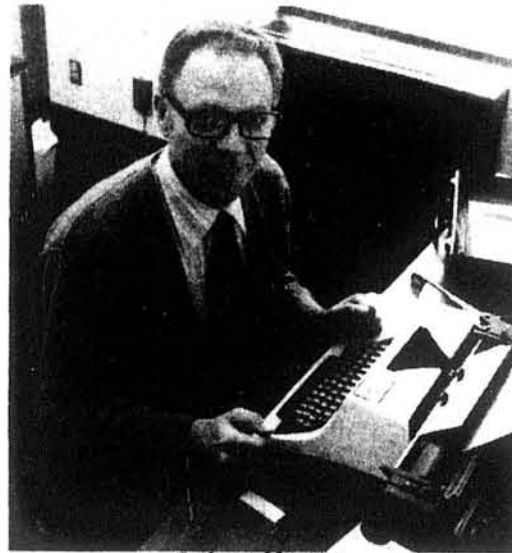
An Oligarchy

"This is not a democracy, it is an oligarchy, in spite of the fact the COG document states 'Oligarchies are to be avoided,' but you see, before it says that, the COG document says, 'decisions should be handled at the administrative level closest to those affected by a particular decision.' Now what that boils down to is that the oligarchy on this campus is the Board of Trustees, President McCann, and those they have chosen by means of this document to delegate that authority and responsibility to. The eight students on the S and A board, who dole out \$300,000 for instance, are an oligarchy. But it must be that way, you cannot locate responsibility, according to this document, in a student body of 2,200 persons."

Community

"Now, here is the key place where I think the COG document misses the whole point on the nature of community, and one of the reasons why the students have such a gross misunderstanding of the word. The document says, 'The Evergreen Community must avoid fractioning into decision making constituencies with some sort of traditional representative form of government, e.g. faculty senate, student council, etc.' You see, the underlying assumption of that statement is that there is one single Evergreen community. That, the whole campus, all these 2,200 students, these 110 faculty and all these administrators, secretaries, etc., all groove on the same ohm, they all say it together, and everybody's right there, it's one big happy bunch."

"This place needs to read the *Federalist Papers* about the nature and role of fac-



Robert Hatala

Doug Buster

tions in government. The role of government is to moderate and control the valid but conflicting views held by these different factions. And not try to avoid them . . . There is nothing wrong with factions at all. For instance, the numerous coalitions that exist on the campus are representative traditional forms of government, for certain interest groups."

The Faculty as Interest Group

"The faculty itself is downright pitiful in terms of not functioning as a faction. Now that's largely because the faculty have abjured any notion of consensus. Groups should utilize a consensus approach in reaching decisions. The faculty as a group have stated specifically in Community Days, that there is no such thing as consensus anywhere in the faculty. That, so long as there are individuals who must submit a minority report, there is no consensus. And therefore, we as faculty persons, must hold to our own private opinions and express them publicly as private individuals. There is some pressure from the faculty to form some kind of body, a council or forum or senate, or for a faculty union. And yet, that is counter to this document and I'm sure will be resisted mightily."

Students as a Body

Interviewer: "There is some sentiment that students should band together and form a council, or students' union. How do you see students, at present, fitting into and getting benefits out of this governance structure?"

Hatala: "There is a great strength, particularly for students, in the way this thing is set up; in that the faculty are not set out specifically as the dominant governing group on the campus. On most other campuses, where the faculty are the dominant governing body, students were given seats on faculty committees, on the Board of Trustees, etc. Now you're talking about a couple of students on a committee of a dozen. What it boils down to is the kind of sandbox government

where the student government charters the chess club, or leases a bus to go roller skating, and that's about it.

"The structure of this governance document means that the students share equal access to government with the faculty, and the way it has worked out, they probably have more. The faculty have atomized. Students have said, 'We want a coalition which will serve such and such a function and then there are a couple of faculty and a larger group of students in that coalition.'

"The ones who really are getting some satisfaction out of the system are the ones who have gotten involved. The ones who've said, 'We as a group want to do this, and therefore we go, we petition, we get money, we get a day on the calendar, and what we want to have happen, happens.' You see? And so, to that extent, the system is working beautifully, by those who understand it. There is a great naivete that is preventing people from really digging into it."

Interviewer: "The COG document calls for 'Consultation and decisions by the accountable locatable persons, at the appropriate administrative level, closest to the action.' I have the impression that there are ambiguities about exactly who, in any given case, the administrator closest to a particular action is."

Hatala: "Yeah, and that is part of the process of the governance system, to resolve that very point. There are no groups on this campus who are responsible for decisions. Now, those persons are emerging as a function of time with certain interest groups, I have mentioned the coalitions, that's the outstanding example."

The Individual's Role

"This community, and it is one, people here do talk to each other, does need clearer definition as to just what a community is. If a community is just myself and others that are enough like me that we get along alright, then it's grossly naive, that's the kindest thing you can say for it. A greater sophistication in the notion of what does constitute a community can grow out of pursuing just what this document means here and realizing that factions do exist and that the purpose of it is to resolve conflicting views, valid conflicting views between factions."

"If there is an oligarchy; if that oligarchy is obliged to consult with 'natural consultative pools;' if I, as a member of this community, am supposed to be involved in 'multiple, reciprocal and reinforcing roles in the campus community enterprise,' then (people on this campus should ask) where are my roles, where are my functions, where am I a natural consultant? Are my interests within coordinated studies, are they within a group with certain political opinions, are they within a certain race, are they with certain professional interests that will last beyond graduation . . ."

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A Lesson on Rape

There is no question that rape is a serious issue and in view of the number of rapes occurring in Thurston County both this year and last, we feel that the problem deserves careful consideration. Sharon Ryals and Linda Lombard of Thurston County Rape Relief prepared this article for the Journal in an effort to clear up some of the more common misconceptions about rape.

By SHARON RYALS and
LINDA LOMBARD

Rape Relief is an organization of women formed to help rape victims through supportive services, information, and referrals, with the ultimate goal of stopping rape. One of the ways they are working to eliminate the causes of rape is through re-education, and, dispelling myths and our socialization to be "good little victims" for "good little rapists."

Because we realize that we won't stop rape most effectively by only picking up the pieces, we have recently shifted our emphasis to attacking those attitudes which encourage rape to continue and be accepted as a norm. People assume that men rape because they have no easily available avenues to relieve their much overrated "red-blooded American male" sex drive. Rape, in their minds, is nothing more than a little aggressive sexuality.

In actuality, rape is an expression of contempt and hatred. Rape is an act of violence and subjugation. The rapist does not base his actions on the sexual attractiveness of a woman, but on his own violent fantasies and the knowledge, reinforced by society, that it is OK to use other human beings, especially women. When a man rapes, he is not saying, "I want to make love to you!" He is saying, "You are just an object. I hate you. I want to hurt you!"

This is clearly proven by a number of facts. The first one is obviously the degree of violence involved in rape. An overwhelming number of rapes involve threatening a woman's very right to live. Rape victims are beaten and brutalized with weapons, and often killed.

Secondly, many rapists do not even enjoy the sex that they get by rape. Studies show that many rapists cannot maintain an erection and do not ejaculate during rape. Rape is not sexually satisfying.

Thirdly, rapists themselves, in their own stories, explain that their purpose in raping was not for sexual pleasure, but to hurt and terrorize the woman. More than half of the sexual offenders in the Sexual Offenders Program at Western State Hospital are married, or had access to sexual

partners. They know that they didn't rape because they were uncontrollably aroused, or sexually frustrated.

The last, and most important fact, is what women who have been raped say. This is important to really listen to, as rapists, along with much of the rest of the population, actually believe that women want and enjoy being raped. Recent studies of human sexuality have shown that women do have the capacity to enjoy sex for sex's sake, and that some women do enjoy aggressive, rough sexuality.

However, women who have been raped know, better than anyone, that there is a big difference between harmless sexual horseplay and rape. They have experienced terror, dehumanization and total helplessness to even protect her own life, much less control what happens to her own body.

Many people still believe that if sexual outlets were more available, rape would cease to be a problem. However, many rapists, when questioned about why they raped a woman rather than pay for a prostitute have responded that they don't have to pay for sex and have a right to take whatever they want. The idea of paying for sex or mutuality of sexual affection does not exist in the rapists' frame of reference because rape has nothing to do with sexual gratification; it is an ex-

pression of hatred and contempt to satisfy the rapists' need to subjugate, injure and dehumanize another person.

As a note, men also rape other men, though not nearly as frequently. We suggest that persons having a hard time understanding the true nature of rape try imagining it in that context. Men Rape Relief has talked to who have been raped by other men, say that the experience made them "feel like a woman." This shows just how pervasive the notion is that helplessness and dehumanization are a woman's lot and a woman's problem.

It is time that both men and women recognize that there is nothing harmless, cute or sexy about rape, and that we break down the myths that have been built to support its continued existence. We must learn that men do not have the right (because of their "overwhelming sex drive" or any other "male prerogative"), to take women for whatever they can get. Women, on the other hand, have a right to their own lives and bodies and are human beings, not just machines or toys, created solely to cater to male whims. Women have the right to choose their own way of life and to develop their own sexuality beyond that defined as victim or passive receptacle. Men, too, must assert their humanness. The idealization of the violent aggressor role is destructive to every man and every woman and every child.

If you are not doing something to stop rape, you, by your "acceptance" are encouraging it.

For further information and discussion, call Crisis Line — 866-2211.



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Faculty Responding

A Critical Look at Quinault II

By KRAIG PECK

The introduction to the Quinault II Report on academic planning states, "It is up to faculty, staff, and students to discuss the issues we have raised and react to them." On Tuesday, May 27, the Evergreen chapter of the American Federation of Teachers, Local #3421, did just that. The union members spent over two hours discussing the report and adopted several resolutions to present to the deans and to the entire Evergreen community.

The faculty union began working on an evaluation of the Quinault II Report at a previous meeting, when a committee was selected to outline criticisms for presentation to the union members on May 27. At the May 27 meeting, faculty member David Marr read the committee's suggestions and a discussion followed which led to the passing of four resolutions criticizing specific aspects of the report.

The first resolution reads: "The faculty union takes the position that any implicit critique of faculty performance within the Quinault II Report be made explicit, and further that prior to the addition of any criteria for evaluation and retention, the Deans demonstrate that the current evaluation system has been fully implemented and found to be inadequate."

The resolution refers to the report's recommendations concerning academic advising, curriculum development, and "all the things the report says the faculty isn't doing enough of," as one faculty member put it. The Quinault II Report recommends new criteria for faculty evaluation.

During the discussion prior to the passing of the resolution, David Powell said, "To compensate for the failure of the (faculty) evaluation system, the report blames the entire faculty." Nancy Allen added, "We want to know who the faculty are who haven't been doing their jobs, and why they can't be dealt with by their individual deans."

Beryl Crowe, a member of the Quinault II Task Force, then explained the reasoning behind the Quinault recommendation for an addition to the criteria for faculty evaluation and retention by saying, "The deans say that the problem in curriculum planning is a shortage of selections to choose from to create a curriculum. We have to approach curriculum planning much more seriously"

Chuck Pailthorp responded, "That the deans were in this position is news to me; it seems that prior to the creation of new

criteria for faculty evaluation, an evaluation of the planning process should take place."

Tom Rainey supported Pailthorp's statement, and added, "If the deans faced a paucity of good program suggestions, then they should have told us four or five months ago rather than as an end of the year critique. There was general agreement with the faculty member who stated, "Sure we have to take curriculum planning more seriously, but I don't think that we have to make more rules for faculty retention." Chuck Pailthorp later explained, "These teaching problems are people-to-people problems. The deans have to tell teachers what they aren't doing; they have to provide some leadership and criticize their work."

The faculty members then discussed the Quinault recommendation that "the Full-time Coordinator or Academic Information should be reinstated in the 06 Budget to aid faculty and deans in their responsibility of advising students." The 06 Budget funds faculty salaries and academic program expenses.

Beryl Crowe said, "The 06 Budget has already been eroded to a fantastic degree." Several others supported his statement with examples, and expressed concern that academic program expenses be cut back further. There was general agreement amongst those present that they should begin a detailed study of the college budget to determine if academic funds are actually used for academic purposes.

Two resolutions were then passed: "The faculty union takes the stand that the invasion of the 06 Budget for anything other than teaching is wrong and unacceptable. The faculty union is opposed to the appointment of a Coordinator of Academic Information out of 06 funds."

Perhaps the most important criticism of the Quinault II Report concerned the report's recommendations about women's and Third World studies programs. The report states that there is no need to "compartmentalize" such studies at Evergreen due to the interdisciplinary nature of academic programs. While the report is vague, it seems to say that enlightened interdisciplinary programs could be sufficient to meet the special needs of women and Third World people.

Tom Rainey objected to the report's recommendations and said, "The Quinault report is not realistic; it's an escape, a hope that the problem will go away."

Stephanie Coontz added, "On the one

hand we should really integrate Third World and women's studies into coordinated studies programs rather than only put them into a few special token programs. But that's no substitute for particular programs serving Third World people and women. We need both."

Beryl Crowe explained the reasoning of the Quinault Task Force and said, "We were trying to get it in *all* the curriculum, unlike the status quo method of dealing with a problem by appointing a committee." Still, everyone agreed that the report was vague, and could be realistically interpreted as a recommendation against special programs for women and Third World people.

Kirk Thompson summarized the discussion by saying, "The report seems to oppose women's studies programs to putting it in coordinated studies programs. It seems wrong that these are *alternatives*. You can have both." The union members agreed, and passed the following resolution:

"The faculty union believes that the sections of the Quinault II report on ethnic and women's studies are inadequate because they provide no mechanisms for going beyond the status quo. We agree that the integration of Third World and women's issues into all interdisciplinary programs is imperative. To implement this we propose that:

A. The Deans must exercise their authority in this area more strongly than they have in the past, to the point of refusing to let faculty give programs which are biased by the lack of genuine concern for the needs and historical contributions of Third World people and women.

B. Librarians should be designated who have particular expertise in women's and Third World studies to advise faculty of the availability of materials to be included in program planning.

Nevertheless, this integration cannot substitute for the needs of women, Blacks, Native Americans, Asians, and Chicanos for their own programs. Therefore the Evergreen curriculum must include full-time offerings in such studies."

Other criticisms of the Quinault II Report were made at the meeting, yet commenting on the night's discussion one faculty member said, "I think we touched upon the major issues." The 3 hour meeting ended with smiles, sighs of relief, and a strong sense of having done some important work.

continued on next page

Innovative Program Released

In the spirit of Quinault and no doubt with the guidance of the great Geoduck the following proposal was made to Rudy Martin for a program. We can't think of a faculty member qualified enough to deal with such a challenge and the author is anonymous so it probably won't get past this point. We're starting a list for those students interested but as usual it's filling up fast so we urge you to register soon.

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- Is the mind in the head?

- Are rain dances and ritual drug-taking more effective in combatting inflation than tax relief and price controls?
- How can we get to know our fellow man/woman better by sleeping together?
- What economic controls can users exert over pushers?
- Which mushrooms give the best high?
- Are homosexuals always gay?
- How can we avoid depressions after love affairs?
- What is the true lesson of Doonesbury for modern man?

Students and faculty will explore these questions in every known state of consciousness (and a few unknown ones) through the combined action of drugs, yoga, transcendental meditation, biofeedback, and yogurt. Special attention will be paid to the mind-expanding possibilities of mountain climbing and dying of starvation in the wilderness. It has become a truism that your mind has never been truly blown until you have experienced the world while dangling upside-down by

a rope 200 feet above the ground or being attacked by impatient vultures in the middle of the desert, miles from civilization. We will also experience the many joys of sex; we will have failed if, by the end of the first quarter, students have not had one beautiful, unhappy love affair and been involved in either a *menage a trois* or a gay encounter.

This program will be academically tough! We will read at least one book every quarter, selected from such classics as *The Iliad*, *Jonathan Livingston Seagull*, *The Little Lame Prince*, *The Grapes of Wrath*, and *Pogo*. We might even read two books a quarter, so people who can't read 100 words a minute should not consider taking this program.

We will also spend lots of time writing. We're gonna write and write and written-writenwrite . . . and we're going to write mostly about ourselves, because there's nothing in the world that's any more interesting and we can learn so much about the world that way. But people who get freaked out by writing will be able to get out of it by crying a lot. They will be allowed to substitute hitch-hiking around Olympia and telling us about all the weird characters they meet.

Students will have opportunities to attend workshops that will introduce them to anthropology, astronomy, agriculture, biology, botany, chemistry, Chinese civilization, child psychology, drawing, Eastern philosophy, economics, forensics, geography, geology, genetics, haiku, horticulture, invertebrate zoology, history, Jewish culture and cooking, karate, linguistics, literature, map-reading, modern art, natural history, physics, philosophy, psychology, political science, quartermastery, quicksand survival, rapid reading, religion, Russian civilization, sociology, speech therapy, theology, urban planning, vertebrate zoology, witchcraft, xylophone manufacturing, xerography, and zoo management. They will be able to sing, dance, present plays, create poems, and play any music they want. Anyone who can't figure out what she/he wants to do after this year will be sent to a local shrink.

The program will feature a lot of movies, field trips, retreats, potlucks, and sitting around looking at each other. We hope to learn that learning can be lots of fun and that learning about learning is better yet.

This program is important for women and minorities because this is where it's at, man!

Applicants for the program should line up single file in front of the Registrar's office on June 15, 1975. No more than 200 students can be admitted. The rest will have to go to another program and complain because it's not like this one.

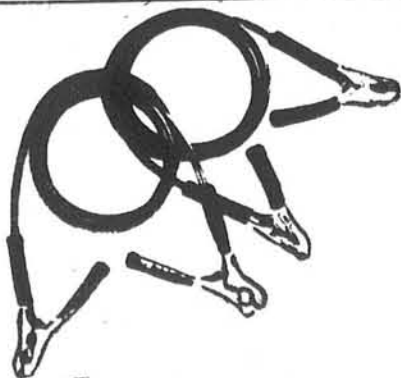
Faculty mix desired: one gay pusher or counselor, one witch or warlock, one Native American economist, one mountain-climbing philosopher-scientist, and Ken Kesey.



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Institutional Goals Inventory

A Delphi Study 1975

By JOHN AGNEW

For the past six months three Evergreen students (John Lundberg, Cyndia Sidentop, and Dan Wall) and I have been working on an Institutional Goals Inventory. The project evolved from my work in institutional evaluation tools, on an individual contract with Ed Kormondy. This article is an overview of the inventory, and the results we obtained.

The Goals

The purpose of the inventory was to obtain; a) a perspective on the way we all look at Evergreen, and what it should be doing as an institution; b) a clearer focus on learning environment; c) a picture of the diversity of priority needs and wants; and d) a realistic portrait of Evergreen for outsiders.

The Process

The process used involved three steps: A goal generating questionnaire to the whole sample group, a second questionnaire, developed from the goals statements of the first, returned to the whole group asking a value rating of each individual goal statement. A third questionnaire, mailed only to those completing the second and providing a name and/or mailing address, identical to the second one but displaying a) the individual's original response to the statement, and b) the normal group response. Each respondent is then asked to either change his/her original response towards that of the group, or explain briefly why they cannot do so.

The Sample Population

The sample group for this inventory was made up of the entire working force at Evergreen (faculty, staff, and administrators), and an equal number of randomly selected students.

Examining the Data

For the purposes of this article it will be impossible to expand on all of the information obtained from the study. What will be dealt with here, because of recent campus-wide emphasis on curriculum planning, are those goals concerning curriculum which were identified in the study as being of high priority to the sample population as a whole, or which demonstrated a wide range of opinion.

Eight goals concerning curriculum demonstrated strong agreement among the sample population. On four of these, 80 percent or more of the sample indicated

that the goals should be of high or extremely high importance. These were:

- To improve planning for academic continuity.
- To increase efforts to refine the quality of coordinated studies.
- To develop more effective means of short and long range curriculum planning.
- To increase efforts to improve student evaluation effectiveness.

The remaining four goals demonstrated that 70 percent or better of the population agreed that the goals should be of high or extremely high importance. These were:

- To increase levels of academic achievement required from students in all modes.
- To maintain cooperative education as a vital function in the curriculum.
- To maintain TESC's commitment to experimental alternative education.
- To maintain emphasis on diverse yet excellent teaching methods via workable evaluation systems.

Some goals in curriculum which were identified as demonstrating diverse opinions among the sample group were:

- To develop graduate studies at TESC.
- To develop a program for teacher certification.
- To increase the number and breadth of individual contracts.
- To focus on preparing students to fill specific professional tasks as defined by society.
- To develop more modules covering a greater variety of subjects on the advanced level.

The criteria established for isolating these goals was non-agreement in more than 50 percent of the sample that; a) the goal should be opposed or of no importance; or b) the goal should be of little or medium importance; or c) the goal should be of high or extremely high importance.

If you have read the report of the Quinault II Task Force, you can see that these data specifically reinforce a number of that group's recommendations. In fact, there were no issues discussed by the Quinault group which did not appear in the goals study, nor any recommendations made which were not reaffirmed upon an examination of the data from the inventory. However, the results of this study clearly indicated a number of issues that were equally important and agreed upon by the sample, but were not men-

tioned in the Quinault II report. For instance, among the goals mentioned earlier, three have direct relationship to evaluation. Also in the inventory, another goal concerning faculty evaluation is also identified as receiving strong agreement and high priority from the sample population. All told, every level of evaluation (faculty, student, and program) was identified by the sample as being of high or extremely high importance for increased efforts and/or development, yet the Quinault group did not address the issue of evaluation on any of these specific levels.

This material is but a sampling of the wealth of information obtained from the inventory. There are many more worthwhile pieces of information to be had from the report. For instance, some interesting differences of opinion come to light from an examination to how faculty, staff, students, and administrators, responded to the inventory as separate populations. (The data on these separate populations are available in the full report.)

Where To From Here?

The full report produced from this study is available for inspection. Because of its size, the number of copies that will be made will be limited. Copies will be distributed to the deans and directors for their information and possible use as an input tool in the future, and a complete report, including raw data, a description of the process, and specific recommendations, will be submitted to Ed Kormondy (since it has been under contract with him that this study has been accomplished).

My major recommendation to the Evergreen community, based upon this study and my involvement with institutional evaluation and research here at Evergreen over the past two years, is that this kind of concentrated research and discussion of institutional mission not now be put aside and forgotten. As Evergreen grows, and as its population becomes more diverse, the need for some fundamentals, some defined and explicit mission as it were, from which we could all work as a common denominator, will grow in importance — not only to our harmony as a community working together, but also to the kinds of demands our school will have a need to answer to in the future. (Persons interested in examining the data from this study further may contact me, or any of the goals team, at Ext. 6418, Lib 3508.)

Requiem for Student Priorities



Doug Buster

Board member John Woo--"Unfortunately, in order to treat all students as equals, there must be monetary coercion. What is really blackmail we call the Third World Reserve."

By MICHAEL CORRIGAN,
JAY FULLER and BARBARA HARNISCH

"I think student priorities are in the wrong place" said board member Eva Usadi. Lynn Garner, assistant director of campus activities, added, "We had to disregard the IRS (Input Resource Senter) poll, because minority groups will always show up at the bottom." This clearly points out a major discrepancy in the S&A fund allocation process.

Ideally the board's function is to allocate student monies as dictated by student needs, interests, and priorities. This year's board, however, has apparently decided that their judgment of student interests is more valid than students' judgment of their own. In order to fully understand the present situation it is necessary to examine previous S&A decisions.

Out of every student's quarterly tuition of \$169, almost one-third (\$52.50) is turned over to the S&A board for allocation. \$242,020.17 goes toward the operation of the college Recreation and Activities buildings. The remaining \$168,979.83 is distributed among other services and student interest groups.

The board is made up of six students, one staff member, and one faculty member. Student members are selected at random from the voluntary services list. Un-

fortunately, random selection with such a small number of minority students on campus makes it very difficult to meet Affirmative Action requirements. "In an effort to meet these quotas," says S&A Board Executive Secretary Brent Ingram, "from time to time it has been necessary to set aside random selection standards." Arbitrary selection practices such as these make it very possible for board composition to be highly misrepresentative of student body composition. This year's board, for example, was 50 percent Third World people — so 50 percent of the board represented 10 percent of the student body. Because of this, vested interests become a very real problem.

Former Assistant Director of Campus Activities Al Rose said that "any board member should voluntarily and temporarily dismiss himself should a conflict of interest arise which would impair objective participation on the board." He went on to say that "to voluntarily dismiss oneself from a decision due to vested interest means taking a chance on receiving less than desirable funding from the remaining board members . . . but even if a board member had voluntarily dismissed him or herself from the actual decision, he or she would have the added advantage of swaying other board members' opinions by virtue of their participation on the board."

According to Brent Ingram, these are the vested interests of this year's board members:

Brent Ingram, the Gay Center, Evergreen Political Information Center (EPIC), and the Mens Center. John Woo, involvement with the various Third World organizations. Doug King, the Input Resource Senter. Sally Fixico, Native American Student Association (NASA), Third World Women's organization, and the Third World Bicentennial. Eva Usadi, EPIC. board was responsible for making several questionable decisions. Among these was the decision not to fund CHAI, the Jewish student organization, as its needs could be handled by academics, specifically the Jews in Israel program. Interestingly enough, NASA was not referred to academics for funds despite the fact that the Native American Studies program is currently being offered. Lynn Garner explained, "There is no overlap in programming but some large projects are shared." Steve Valdez, Nepal methane and the Third World organizations. (Jill Fleming declared no involvement.) This unwholesome amount of vested interest makes it painfully obvious that the board was incapable of impartial decisions.

The unbalanced composition of the

Similarly, Squash Blossom was not referred to either The Good Earth or the Organic Farm. The Day Care center was logically referred to academics for two-fifths of its funding, but it is conceivable that facilities should also be a source of



Doug Buster

S&A Executive Secretary Brent Ingram--"I'm a radical and a socialist... That's one of the reasons I'm involved with the board."

financial support.

The board flagrantly violated the Washington administrative code (WAC) 174-136-010 which says, "In no case may college facilities or services be used to establish or maintain an office or headquarters for a political candidate or partisan political cause." The act of a state institution's funding of such a clearly Socialist oriented organization as EPIC is an appalling black mark on Evergreen. The absolute epitome of statements we've received regarding vested interest comes from S&A Executive Secretary Brent Ingram (who has no vote on the board but has influence). He said, "I'm a radical and a Socialist . . . that's where my views come from. That's one of the reasons I'm involved with the board."

Student input is a vital part of the S&A decision process and according to the guidelines of the college activities DTF, the executive secretary of the S&A board will circulate a questionnaire to all members of the Evergreen community to identify priority areas. The Input Resource Senter was responsible for designing, distributing, and tabulating the results of this

year's questionnaire. While there were some functional flaws in the IRS survey, the fact that it was almost completely disregarded seems uncalled for. Commenting on last year's poll, Al Rose wrote, "The board solicited student opinion through a poll which indicated individual priorities in regard to groups requesting funds, and percentage of use for each group. Although there were only 135 responses added up, I feel the poll was valid for several reasons. It was very similar to the same poll taken last year (1972-73), eight percent is an adequate sampling, and it turned out close to how I personally would have voted."



Doug Buster

Evergreen Vice-President Dean Clabaugh, on the board's Third World Reserve Fund—
"You could make a very good case to the Board of Trustees about infringement of press freedom."

According to Dean Clabaugh, this year's top 10 priorities were very similar to those indicated by past surveys. Are we to accept the '75-'76 board's decision to disregard the survey's results, when past practices suggest otherwise? Board members Sally Fixico and John Woo explain the board's action with, "The poll is valid in the sense that it is representative of a democracy. However, that means that the majority rules and the minorities get left out of decisions." They went on to say that all groups affected by the Third World Reserve policy got their money, but in the past have neglected Third World needs "because of democracy." Besides, says John Woo, "the majority rules, but the majority is ignorant."

Apparently Democracy is to be avoided at Evergreen.

The board made some decisions which will have long range effects on the school. The primary one is the establishment of the Third World Reserve, which effectively controls major portions of campus

media funds. Certain media-oriented campus organizations have a portion of their funds withheld unless the board feels they have actively sought out Third World participation. The expressed intention of the Third World Reserve is to encourage "meaningful interchange" between befuddled whites and Third World students. It seems most obvious that if that was the real intention, the fund restriction would have been imposed on Third World organizations as well as the predominantly white ones. Lynn Garner explained, "Third World people have received enough input from the white bureaucrats around here."

But Third World groups have had many opportunities to get involved in the activities of the community. John Moss, director of auxiliary services and personnel, stated that at the time of the non-white programs DTF, "we in auxiliary services solicited advice and counsel from the DTF, the non-white coalition, and various non-white groups. However, we received no formal response."

The Cooper Point Journal requested \$14,354.69. It received \$7,267.94, and \$5,000.00 will be held in the Third World Reserve. Journal editor Ralph Smith feels that "there is a problem, but I don't think the solution lies in forcing us to our knees," and Dean Clabaugh commented that "you could make a very good case for the Board of Trustees about infringement on press freedom." It seems that the board is accepting as a reality board member John Woo's statement that "unfortunately, in order to treat all students as equals, there must be monetary coercion. What is really blackmail we call the Third World Reserve."

"We in a racist society tend to forget

that people have a hard time getting together to establish a dialog," said Lynn Garner. However the board's attempt at avoiding racism has only succeeded in creating racism, because it only encourages one way dialog. The entire concept of the Third World Reserve is racist. It is not reverse discrimination — racism is racism. In addition, the assumption that non-whites are not capable of initiating dialog with the community without the use of tactics resembling blackmail is a direct affront to their intelligence and self-direction.


Dean Clabaugh suggests that "the size of the board be increased to 12 students with four slots reserved for each of the major minority groups." Fixico felt that the board's size was adequate, but that in order to be effective it should have a representative of each minority group.

Ombuds-Advocate office coordinator John Foster has several suggestions. He holds that the board is "an aristocracy . . . Six students chosen by computer don't represent the student body. There should be a student union in control — total control — of S&A funds, or the board should be chosen by the student body, not 'randomly' by computer. Board members should be held accountable for their views on fund distribution. I also think that if more student input had been asked for, the Third World Reserve wouldn't have happened. It puts too much power in the hands of too few people . . . the Journal, for instance, had 40 percent of its money withheld. I think that's carrying guilt too far."

Perhaps changes such as this, along with a clearer set of guidelines, will prevent disasters like this year's from reoccurring.


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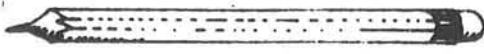
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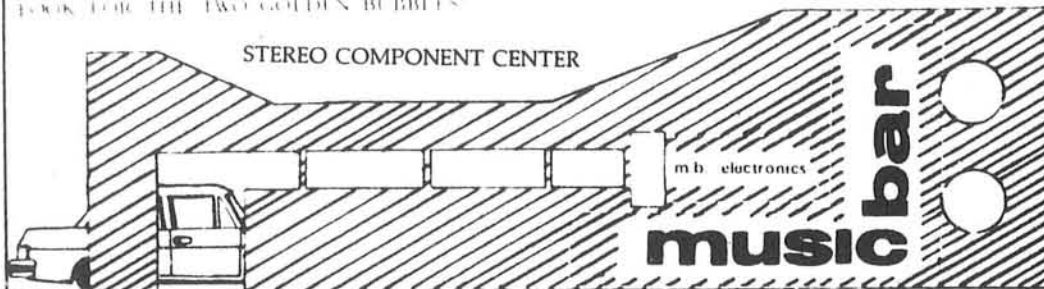
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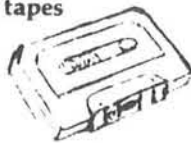
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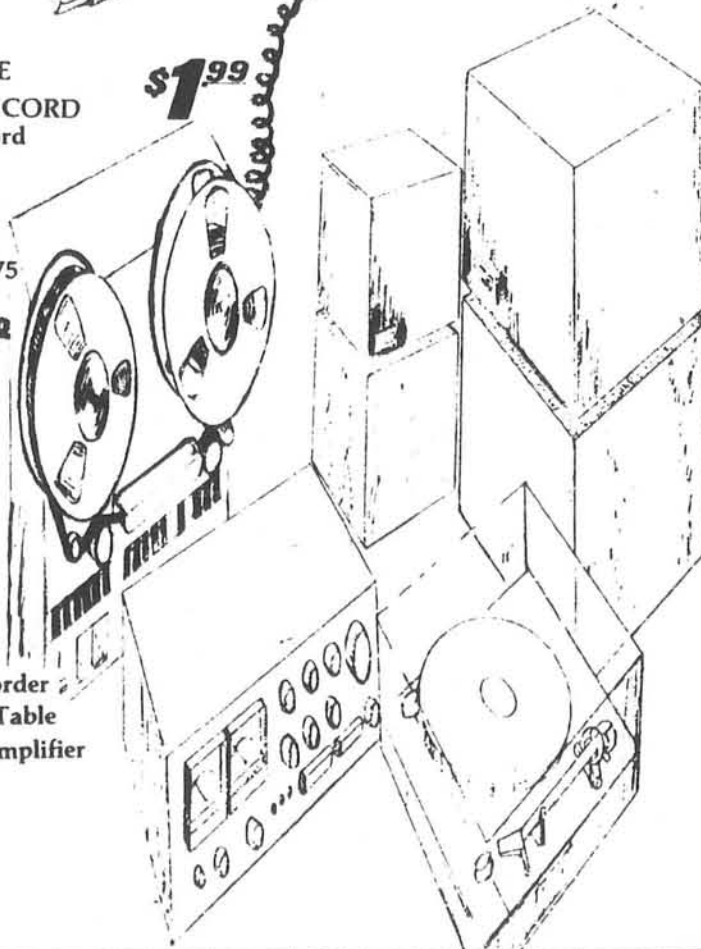


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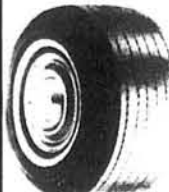
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J78 x 14	32.62	2.95
F78 x 15	28.77	2.45
G78 x 15	30.34	2.60
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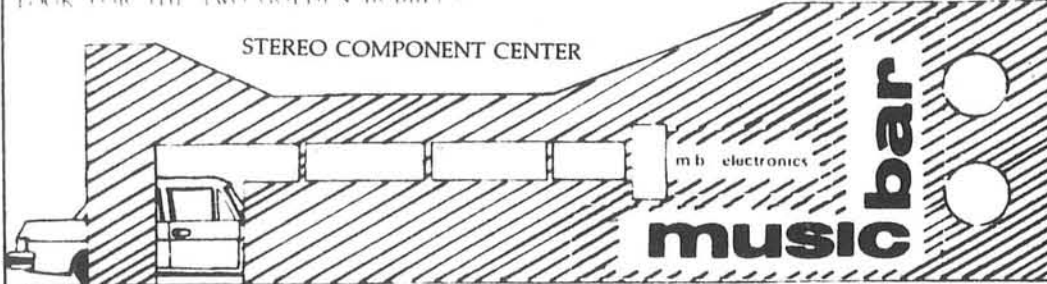
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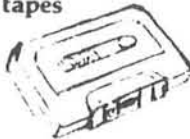
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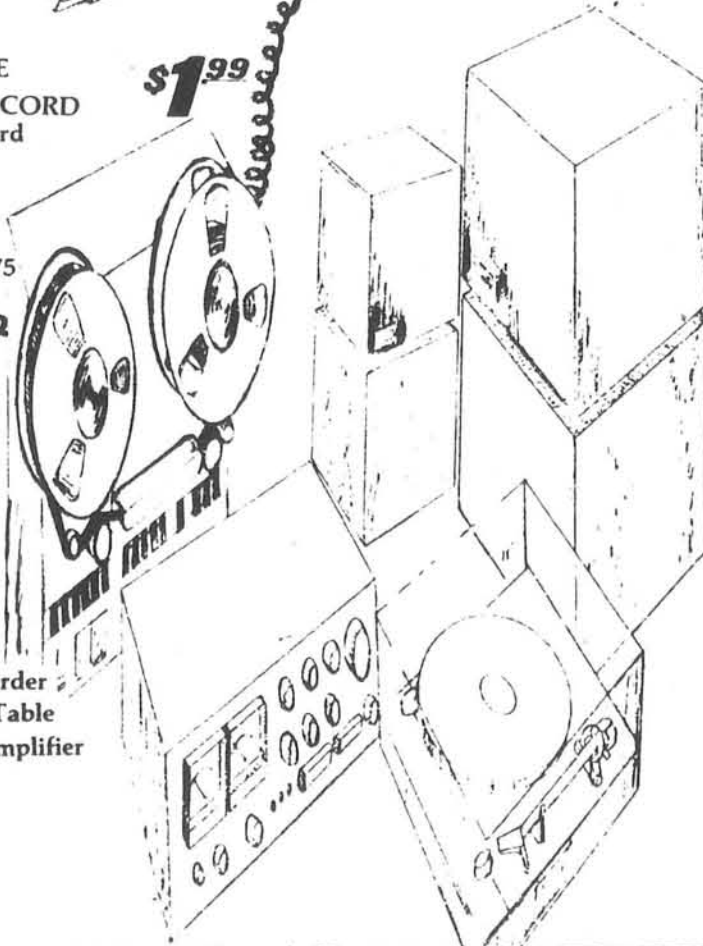


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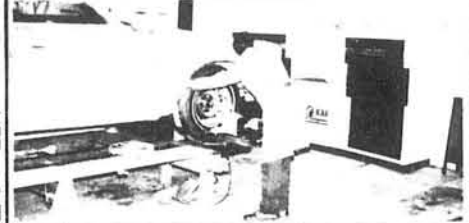
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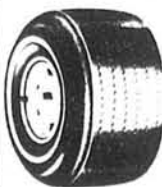
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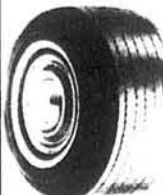
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**NOT AVAILABLE IN ALL UNITS

WHY PAY MORE - BUY DIRECT! GROUP PURCHASING MEANS \$\$ SAVED

<p>78 SERIES BELTED TIRES FOR BETTER...</p> <ul style="list-style-type: none"> HANDLING RESISTANCE TO ROAD HAZARDS EXTRA STRENGTH 	<p>GOOD QUALITY 2 + 2 WHITEWALL BELTED</p>  <table border="1"> <thead> <tr> <th>Size</th> <th>Whse. Price</th> <th>Fed. Exc. Tax</th> </tr> </thead> <tbody> <tr><td>A78 x 13</td><td>20.64</td><td>1.77</td></tr> <tr><td>C78 x 14</td><td>21.37</td><td>2.10</td></tr> <tr><td>E78 x 14</td><td>22.97</td><td>2.32</td></tr> <tr><td>F78 x 14</td><td>23.98</td><td>2.47</td></tr> <tr><td>G78 x 14</td><td>24.97</td><td>2.62</td></tr> <tr><td>H78 x 14</td><td>26.87</td><td>2.84</td></tr> <tr><td>G78 x 15</td><td>26.46</td><td>2.69</td></tr> <tr><td>H78 x 15</td><td>26.98</td><td>2.92</td></tr> <tr><td>L78 x 15</td><td>29.84</td><td>3.21</td></tr> </tbody> </table> <p>36 MONTH WARRANTY</p>	Size	Whse. Price	Fed. Exc. Tax	A78 x 13	20.64	1.77	C78 x 14	21.37	2.10	E78 x 14	22.97	2.32	F78 x 14	23.98	2.47	G78 x 14	24.97	2.62	H78 x 14	26.87	2.84	G78 x 15	26.46	2.69	H78 x 15	26.98	2.92	L78 x 15	29.84	3.21	<p>BETTER QUALITY 2 + 2 BELTED WHITEWALL</p>  <table border="1"> <thead> <tr> <th>Size</th> <th>Whse. Price</th> <th>Fed. Exc. Tax</th> </tr> </thead> <tbody> <tr><td>A78 x 13</td><td>24.27</td><td>1.77</td></tr> <tr><td>C78 x 13</td><td>26.38</td><td>2.02</td></tr> <tr><td>C78 x 14</td><td>25.89</td><td>2.10</td></tr> <tr><td>E78 x 14</td><td>27.49</td><td>2.32</td></tr> <tr><td>F78 x 14</td><td>28.99</td><td>2.47</td></tr> <tr><td>G78 x 14</td><td>30.41</td><td>2.62</td></tr> <tr><td>H78 x 14</td><td>31.74</td><td>2.84</td></tr> <tr><td>J78 x 14</td><td>33.19</td><td>3.02</td></tr> <tr><td>F78 x 15</td><td>29.29</td><td>2.55</td></tr> <tr><td>G78 x 15</td><td>30.88</td><td>2.69</td></tr> <tr><td>H78 x 15</td><td>32.07</td><td>2.92</td></tr> <tr><td>J78 x 15</td><td>33.70</td><td>3.09</td></tr> <tr><td>L78 x 15</td><td>35.40</td><td>3.21</td></tr> </tbody> </table> <p>48 MONTH WARRANTY</p>	Size	Whse. Price	Fed. Exc. Tax	A78 x 13	24.27	1.77	C78 x 13	26.38	2.02	C78 x 14	25.89	2.10	E78 x 14	27.49	2.32	F78 x 14	28.99	2.47	G78 x 14	30.41	2.62	H78 x 14	31.74	2.84	J78 x 14	33.19	3.02	F78 x 15	29.29	2.55	G78 x 15	30.88	2.69	H78 x 15	32.07	2.92	J78 x 15	33.70	3.09	L78 x 15	35.40	3.21	<p>BEST QUALITY STEEL BELTED WHITEWALL</p>  <table border="1"> <thead> <tr> <th>Size</th> <th>Whse. Price</th> <th>Fed. Exc. Tax</th> </tr> </thead> <tbody> <tr><td>A78 x 13</td><td>27.32</td><td>1.89</td></tr> <tr><td>E78 x 14</td><td>30.48</td><td>2.44</td></tr> <tr><td>F78 x 14</td><td>32.45</td><td>2.58</td></tr> <tr><td>G78 x 14</td><td>33.95</td><td>2.74</td></tr> <tr><td>H78 x 14</td><td>35.45</td><td>2.94</td></tr> <tr><td>J78 x 14</td><td>36.66</td><td>2.99</td></tr> <tr><td>G78 x 15</td><td>34.45</td><td>2.81</td></tr> <tr><td>H78 x 15</td><td>36.15</td><td>3.02</td></tr> <tr><td>J78 x 15</td><td>37.57</td><td>3.13</td></tr> <tr><td>L78 x 15</td><td>39.15</td><td>3.30</td></tr> </tbody> </table> <p>50 MONTH WARRANTY</p>	Size	Whse. Price	Fed. Exc. Tax	A78 x 13	27.32	1.89	E78 x 14	30.48	2.44	F78 x 14	32.45	2.58	G78 x 14	33.95	2.74	H78 x 14	35.45	2.94	J78 x 14	36.66	2.99	G78 x 15	34.45	2.81	H78 x 15	36.15	3.02	J78 x 15	37.57	3.13	L78 x 15	39.15	3.30			
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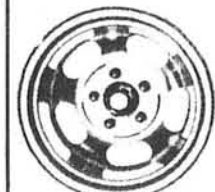
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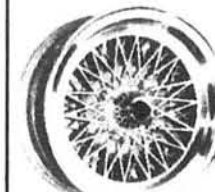
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not perceive Eva's response to the boycott cartoon to be vindictive.

The cartoon clearly implied that the picketers were crazy and violent thugs whose purpose was to intimidate prospective cafeteria eaters. Some "exaggeration!" The two of us saw our picketing as an opportunity to dialog about the farm-workers' struggle (that's no "cliche" — you might give the word some thought), and more importantly, to persuade people not to patronize the cafeteria until a written agreement was signed. Both the unnamed cartoonist and Phil Heninger completely ignore the actual issue (the sale of scab lettuce), and instead concentrate entirely on the means used to resolve the conflict.

Although we recognize that it's valid and necessary to criticize the means used in a particular struggle, such criticism is misleading when isolated from the context of the issue as a whole. In fact, the establishment media (the capitalist press) often focuses on actions (demonstrations, strikes, etc.) without ever explaining the reasons behind them; by not dealing with the total issue, they present such actions as being without cause or purpose.

Eva's response to the cartoonist's ridicule does not mean that she cannot handle criticism. Instead, it means that she is conscientious enough to respond to criticism which she feels is unfounded. While we saw much humor in her letter, the fact that Heninger did not is no indictment of Eva! Anyhow, why does he think that her letter *should* be funny?

We doubt that Eva's letter was "an embarrassment to her." In our opinion, she should be proud of her straightforwardness. When we asked Eva how she felt about Heninger's allegations about her "vindictiveness" and "lack of sense of humor," she responded, "He has a remarkable sense of humor." We concur in this opinion.

Leslie Easton
Kraig Peck

THANKS TO DONORS

To the Point:

When the Mobile Blood Bank was at Evergreen May 6th the following individuals donated blood for the open heart surgery of Theodore Hedges:

Burton Guttman	Aubrey Nixon
Douglas Dunster	Patricia Daron
Daniel Steir	R. Suzanne Grant
Clark Sandford	Janice Wagner
Frank Atkinson	Scott Hofmann
Janey Austin	Frederick B. Rice Jr.
Kimberly Hanson	

As it would be impossible to thank each one personally, I am writing your publication, hoping they will receive a copy.

The surgery was successful and he is now recovering, however, emergencies similar to his could never be met without the help of many individuals.

Mrs. Theodore Hedges and family

Once Around the Gallery

By G.H. KAUFMAN

The graduating seniors' art show opened in the library gallery Monday . . .

When I was a child living on my grandfather's farm, he used to tell me stories about the circus that would pass through his village. He told me about the barker's shouting out from a thousand nooks and crannies around the town square selling trinkets or peeks at freaks and oddities. He told me about the bearded ladies and fat men and tattooed ladies and strong men that every circus had and needed in order to make the circus right. But that's not why the people came. Oh, they knew the little booths and gimmicks would be there, they'd wander around them pausing to fondle some supposedly rare, exotic trinket that could be bought for just two bits and wait for the magic inside the canvas big top to begin. He told me how he'd wander along the cages of lions and tigers and bears and pause at each one long enough to catch the despair and heartache of the animals.


He told me how everyone waited to hear the mystical words calling, beckoning them to view the greatest show on earth. Once inside, the tent's umbrella would cover all with a fairyland blanket, the world outside would fade and everyone would be thrust into Beauty. The magic of all the little common bits of the circus outside had combined to allow the Alice in Wonderland world inside to exist. And it did.

My grandfather's eyes would mist and he'd drift away as he talked about the dancing elephants and the ladies riding bareback on white plumed stallions. A smile would drift across his face when he talked about the dancing poodles and the juggling seals. And then the smile would fade as he recalled the crying laughter of the clowns.

This was the circus world; the world that plucks your heart to make it laugh or cry or sing or dance. The outside trappings were all just a necessary prelude; a frame needed to truly appreciate the inside world.

My grandfather didn't talk much about the death-defying lion tamers or the men on the flying trapezes who knew no fear, but they were also a part of it all. And when he left the tent's magic shroud he'd tell me how sad he felt as he walked past the booths and the cages and the trinkets that earlier had prepared him for the brief beautifully magic world of the circus big top . . .

I went to see the art show in the gallery Monday . . .



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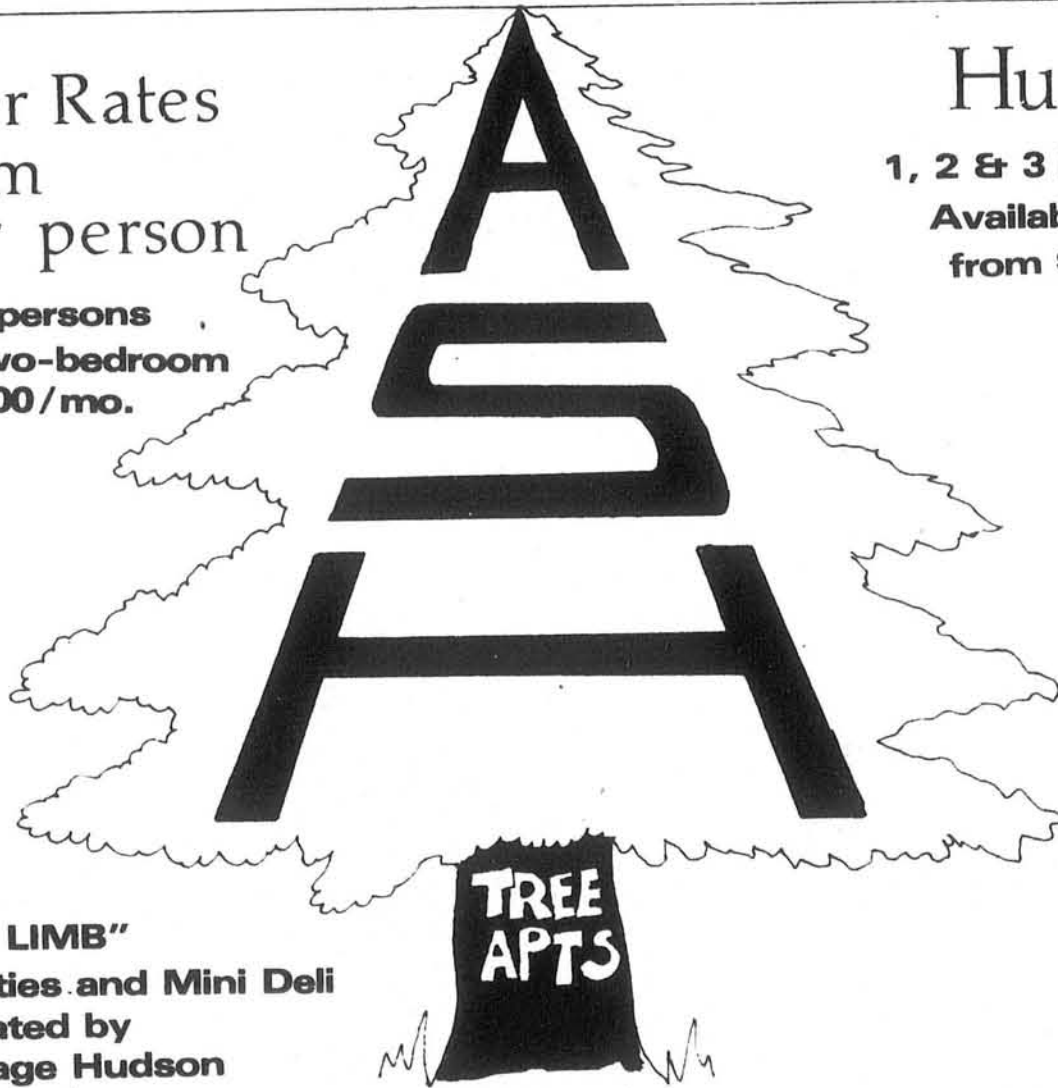
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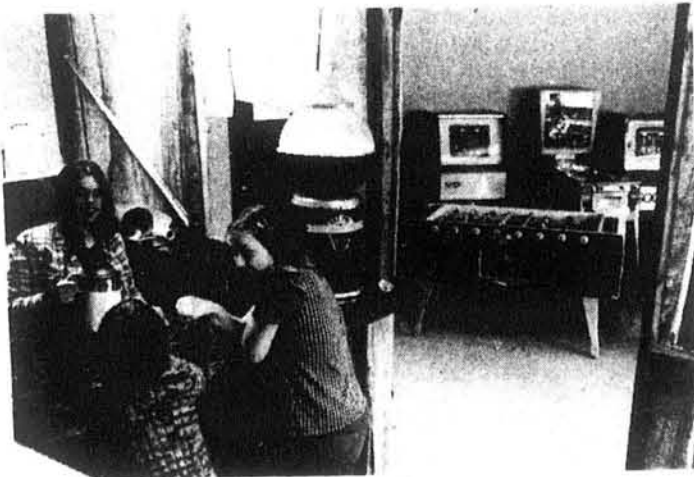
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Review/The Ruling Class

By AUBREY DAWN

"Neurosis is like a loss of all the senses, all perception through the senses. It causes deafness, blindness, sleep or insomnia.. it resembles death in life, and may be the beginning of death itself."
--Anais Nin

The Ruling Class is a film about madness, the madness of mirth and the madness of murder. It fancies itself to be a mere satirical comedy but it is equally a psychological drama that sometimes unfolds by flinging itself into the heights and depths of surrealism. It is very much England, and the third Earl of Gurney (played to a peach by Peter O'Toole) is being brought back home from the asylum to claim the position and inheritance left him by his deceased father who accidentally hung himself with honorable sword in hand in a fit of transvestite passion. The new Earl arrives in all holiness as a joyously berobed and bemused neo-Christ. No sooner has he stepped off his crucifix than he is immediately pounced upon by his unscrupulously greedy relatives. A plot is devised whereby he will be married, produce a little heir, then be shipped away.

At his otherwise stale church wedding the holy Earl proclaims that his joy extends to the very tip of his quite possibly joyously elongated penis. This happy remark unnerves the decaying pastor no end. This wedding's for the life—intoxicated Earl with his creed of fecundity, truly "My Blue Heaven" as the title of the song that he and his bride gloriously dance to indicates. He rides a tricycle to his honeymoon bed and his wife discovers that his "madness" does not hamper his love of lovemaking. The wife stops playing the game for money as she finds herself loving the loony.

The great confrontation comes. The meeting between the god of life and the god of death. The god who makes love and the god who chews glass. While the Earl's wife gives birth, the madness of murder creeps up on his "madness" of mirth. The real boogey man comes and thrashes him about, lashing his pleasure with pain. Where there was empathy and compassion (he felt a child moving in himself as well as his wife) they make, under the guise of a cure, a person so filled with self-loathing and life-loathing that his only creative outlet is murder. He slips into some strange sleep.

"Jack...Jack...Jack", he hears his "real" name called out. "Who as I?" He seeks and finds his new identity. "Jack, Jack...what Jack?" Why, Jack the bloody red ripper of course!

"My Blue Heaven" is replaced by "Dem Bones".

In this unique film whose long length

does not exceed, for the most part, its quality and vision, the normal concept of health is dealt a strong blow of black comedy ferocity. One does not need to fit in to be happy. In fact, fitting in to the various clubs of murder manufactures that come under the general heading of "society" can only produce a happiness with the shiny, metallic quality of a smile button. As Henry Miller put it, "There will always be a gulf between the creative artist and the public because the latter is immune to the mystery inherent in and surrounding all creation." People are immunized from life by the societal caretakers of death at the first moment they seek to express themselves with the freedom and dignity of selfhood. "Jack" is an acceptable member of an acceptable society only when he tosses aside his spontaneous joy and takes on the murderous role he is pressured to act out.

In the all-too-normal world of the

living dead, a dancing god of gentle sensuality cannot be allowed to live. He is scorned away with a sneer of cynical bitterness. The god for the normal is invariably a god who kills.


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ENTERTAINMENT

OLYMPIA

Cinema

Thursday 5-29

Friday Nite Films (note it's on Thursday): **Lost Horizon**. The 1937 film about the fabled city of Shangri-La; 7 and 9:30 p.m., LH 1, admission 50 cents.

Sunday 6-1

The Evergreen Coffeehouse: **The 1937 Topper**. 7:30 and 9:30 p.m., ASH Commons, admission 50 cents.

Monday 6-2

EPIC Films: **Fidel. Battle of 10 Million**. 1:30 and 7:30 p.m., LH 1.

Friday 6-6

Friday Nite Films (it's really on Friday this time): **The Ruling Class**. 7 and 9:30 p.m., LH 1, admission 50 cents.

Ongoing

Capitol: **Juggernauts and Brannigan**. Phone 357-7161.

Olympic: **The Godfather Part II**. Phone 357-3422.

State: **W.W. and the Dixie Dance Kings**. Phone 357-4010.

Theater

Thursday 5-29 through Sunday 6-1

"Godspell," a well-known rock musical hit which opened in New York in the spring of 1971, and is based on the Gospel according to St. Matthew, will be performed in the main lobby of the library at 8 p.m. from May 29 through June 1.

The ten-member cast consists of students in the Interplay of the Arts coordinated studies program. They are: Dustin Wilson, Laurel White, Geof Alm, Ellen Barnes, Lee Anne Bosworth, Lisa Epstein, Gary Hansen, Carol Nemerovski, Clark Sandford, and Chuck Shelton.

Don Chan, an Evergreen faculty member, is the musical director. He will be accompanied by a small group of musicians; students, graduates, and community people.

Choreography, technical direction, costumes, and set and light design will be directed

by Sara Bonneville, Dan Martin, Kim White, and Dennis Kochta respectively.

The play is directed by Ainara Wilder, an Evergreen faculty member.

All performances are free and open to the public.

Friday, Saturday, 5-30, 31

The Drunkard, a melodrama by William H. Smith, will be presented by the Olympia Little Theater. The show begins at 8:15 p.m. in the theater located at 1925 E. Miller. Tickets available at Yenny's or the door, adults \$2.50, children \$1.25.

Tuesday, 6-3, Saturday 6-7

Ellen's Box, Revisited by the Lives of Three Women. Shows at 9:30 p.m. Tuesday, 1 p.m. Saturday, in LH Rotunda.

Thursday, Friday, 6-5, 6

"The Unicorn, The Gorgon, and the Manticore," a choral ballet of a madrigal fable (taken from a play also known as "The Three Sundays of a Poet" written by Gian Carlo Menotti), will be performed at 8 p.m. on June 5 and 6 in the Evergreen outdoor recreation pavilion. It is directed and choreographed by faculty member Bud Johansen.

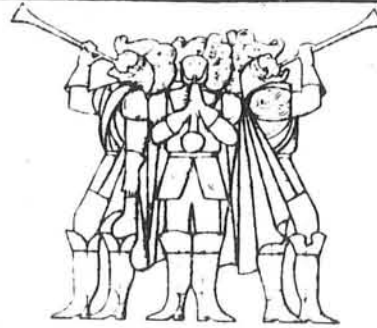
The student cast includes Charles Heffernan, Tricia Paul, Michelle Anaya, Jodi Sandford, Bernice Charron, and Bill Campbell.

Bill Winden, the Evergreen faculty member musical director, will conduct the 23-member choir and nine-member orchestra.

Evergreen staff member Dennis Kochta is technical director; costumes are by students Candy Kuehn, and Sterling Mulbrey.

Admission for evening performances is \$2 for public and \$1 for students. Children under 12 will be admitted free.

Parking will be in lot "F"



across from the ASH apartment complex.

In Concert

Friday and Saturday, 5-30, 31

Applejam: Irish Night, featuring Dale Russ, David Levine, and others providing traditional entertainment of Ireland on Friday. Saturday Evergreen Grass will perform on bass, twin fiddles, banjo, guitar, dobro and mandolin. Doors open at 8 p.m., open mike at 8:30, donation \$1.

Monday 6-2

The Jazz Ensemble will perform its final concert of the year at 8 p.m. in the Library lobby. Admission is free.

Flash Show

Wednesday 6-4

First Annual Evergreen Faculty and Staff Talent Parade, sponsored by graduating seniors. Time and place to be announced.

Art

Mud Bay Crafts is accepting applications for summer pottery workshops which begin the week of June 16. Beginning and intermediate pottery, pottery for children, and salt-glazing will be offered. Call 866-1611.

A show of woodcarvings and silk screens by Dick Clifton is being featured at Thompson's Gallery at 215 E. 4th. Open from 10 a.m. to 5:30 p.m. Tuesday through Saturday.

State Capitol Museum: A permanent collection of Indian art and history is on display Tuesday through Friday from 10 a.m. to 4 p.m., Saturday noon to 4 p.m., and Sunday 1 to 4 p.m.

SEATTLE

Cinema

Thursday through Sunday 5-29 through 6-1

The Rose Bud Movie Palace: **Arsenic and Old Lace**, starring Cary Grant, Peter Lorre, Josephine Hull, Jean Adair, Jack Carson and Raymond Massey, directed by Frank Capra.

Friday 5-30

ASUW Major Films: **The Conversation**, directed by Francis Ford Coppola. **Don't Look Now**, starring Julie Christie. Shows at 7:30 p.m. in 130 Kane Hall, students \$1.25, others \$2.

Saturday 5-31

ASUW Major Films: **Henry V** starring Laurence Olivier. **A Midsummer Night's Dream**. Shows at 7:30 p.m., 130 Kane Hall.

Ongoing

Harvard Exit: **Stavisky**, starring Jean Paul Belmondo, Charles Boyer, directed by Alain Resnais. Shows at 7:15, 9:45 p.m.

Varsity: **Hearts and Minds**, shows at 3:10, 5:20, 7:20, 9:40 p.m.

Theater

Thursday through Sunday 5-29 through 6-1

Does a Tiger Wear a Necktie?, a story about a city drug rehabilitation center, will be presented by the University of Washington School of Drama in the Ethnic Center Theater at 8 p.m. (7 p.m. on Sunday). Tickets are \$1. For information call 1-543-5140

Ongoing

The Architect and the Emperor of Assyria is running at the 2nd Stage. Shows at 8 p.m. on Tuesday through Friday, 2:30 and 8:30 p.m. on Saturday and 7 p.m. Sunday.

In Concert

Friday 5-30

America will appear in concert at the Paramount Theater at 7 and 10 p.m.

Saturday 6-7

Climax Blues Band will be appearing at Paramount Northwest. Tickets are \$5.

Art

The Seattle Art Museum is featuring an exhibition, "El Dorado: the Gold of Ancient Colombia." Nearly 200 gold objects plus a number of related ceramic and stone pieces from the collection of El Museo del Oro, Bogota, Colombia, comprise the display.

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