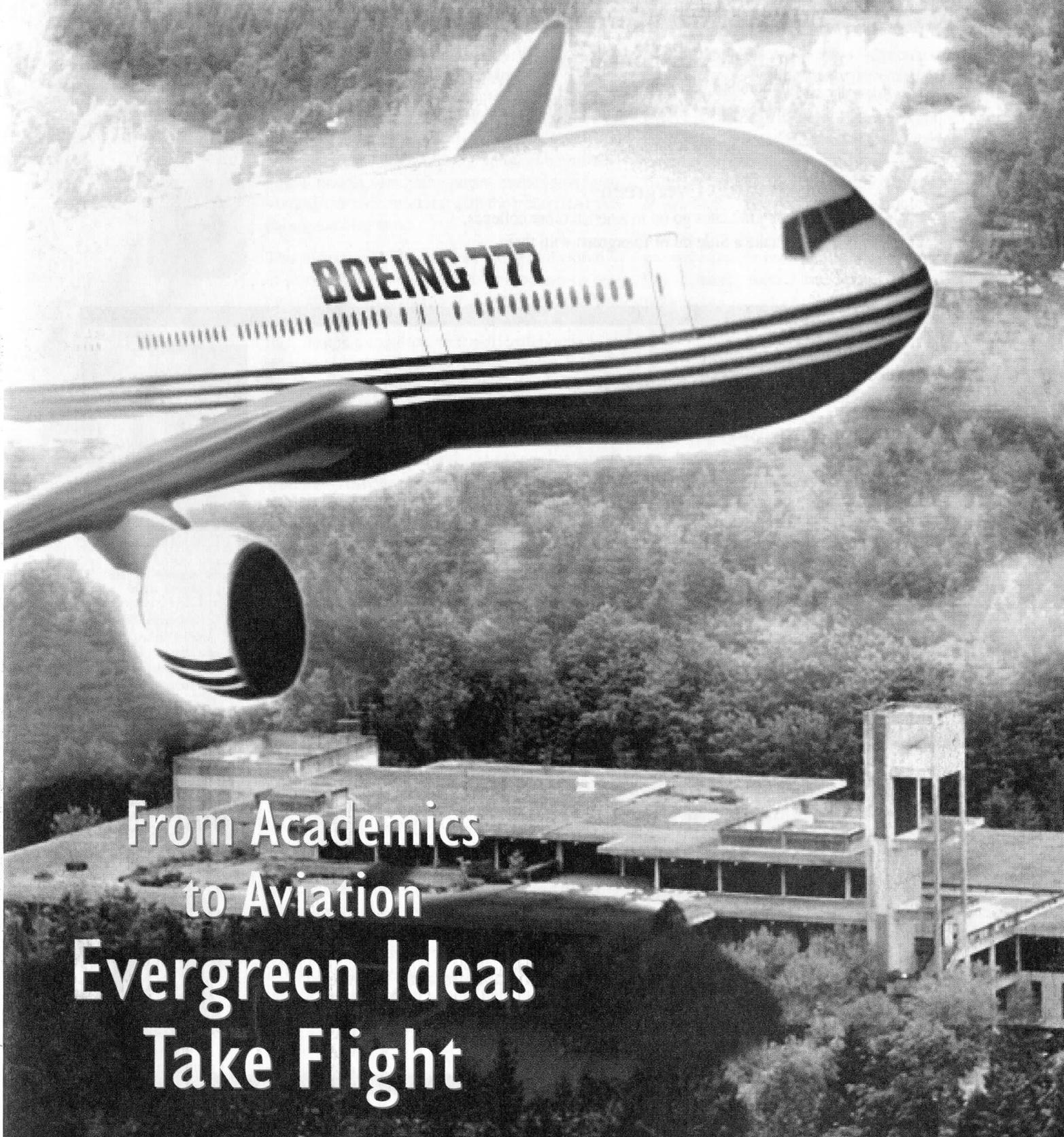


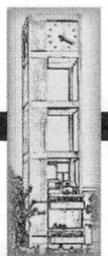
ReView



BOEING 777

From Academics
to Aviation
**Evergreen Ideas
Take Flight**

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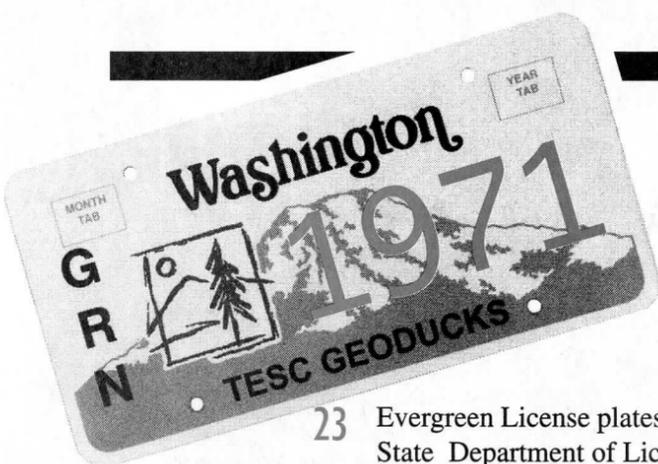
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23 Evergreen License plates are now available from the Washington State Department of Licensing. Get yours in time for A Greener Return: The Ultimate Greener Gathering on August 22-24.



Editor's Note

Craig McLaughlin

WHAT YOU HOLD IN YOUR HAND is the result of a team effort. Dozens of people contributed to this issue of *ReView* — suggesting story ideas, commenting on the proposed articles, writing, copy editing and proofreading, taking photographs, manipulating digital images, designing pages, creating budgets, sending out bids, working with the printer and preparing mailing lists.

This magazine is also an example of collaboration at work. Writers collaborated with editors to produce stories. Designers collaborated with editors and photographers to produce pages. After I write this, designers and editors will collaborate with printers to make sure those pages look their best.

Collaboration and teamwork are not new to the workplace, and Evergreen has long believed that the college's emphasis on teamwork, collaboration, creative problem-solving and working with people with different viewpoints and areas of expertise helps its graduate contribute on the job. It's a belief that has been repeatedly supported by surveys of alumni and their employers.

But what is new is the growing emphasis that managers, executives and business owners are placing on teams as an organizational tool. At the same time, the rapidly escalating rate of innovation and adaptation in business is forcing companies to learn to collaborate more effectively and to understand developments in all sorts of areas that they might have once considered outside their purview.

One result of these changes is that the skills Evergreen teaches are possibly more important than they've ever been. As we report on page 4, they are certainly more appreciated by business leaders than ever before. And that means other colleges and universities are having to change. They are beginning to teach management and engineering students about teams, but they are also looking at ways to give all students greater experience in learning from multiple disciplines, working and communicating in teams, collaborative problem solving and working and learning with people with different backgrounds, skills and opinions.

As the schools undertake this educational shift, they may find some willing and experienced partners in their own ranks. On page 10, Kasia Stuck talks to four of perhaps hundreds of Evergreen alumni who have gone on to teach at colleges and universities. Even at larger, more traditional schools, these Greeners have been able to integrate Evergreen-style ideas and practices into their classrooms.

It seems that the values and approaches that Evergreen donned 25 years ago aren't going out of style. In fact, the opposite is true; they are increasingly in vogue.

FINALLY, SOMETHING INTERESTING happened between this issue and the last: we found Kevin Sanders and John Foster. Kevin's work at Boeing is the highlight of our lead feature this issue. John is one of four professors whose work is profiled in our second feature. Last issue, both their names also appeared in the *ReView*, but in a very different context — they were on a list of alumni with whom the college had lost contact.

We're not surprised that when we found Kevin and John we discovered that they were doing interesting work. Many Evergreen graduates go on to do creative, innovative, interesting or socially important work. Occasionally, it's the stuff *ReView* articles are made of, though more often it's a class note.

You see, there are some other members of the *ReView* team I didn't mention at the beginning of this column — alumni.

If you're a graduate, no matter whatever you're doing, we'd like hear about it — as would, I suspect, your former classmates. So tell us about your life and what we should say about you in the next AlumNotes section of the *ReView*.

You can write to the Alumni Office care of the college, call (360) 866-6000, ext. 6551 or send E-mail to tescalum@elwha.evergreen.edu.

And if you know of any other Kevin Sanders or John Fosters out there who aren't in contact with the school, send them our way. We want to hear their stories, too.

Celebrating 25 Years of Learning and Teaching



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 EVERGREEN
 STATE
 COLLEGE

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 FOR ALUMNI
 AND FRIENDS

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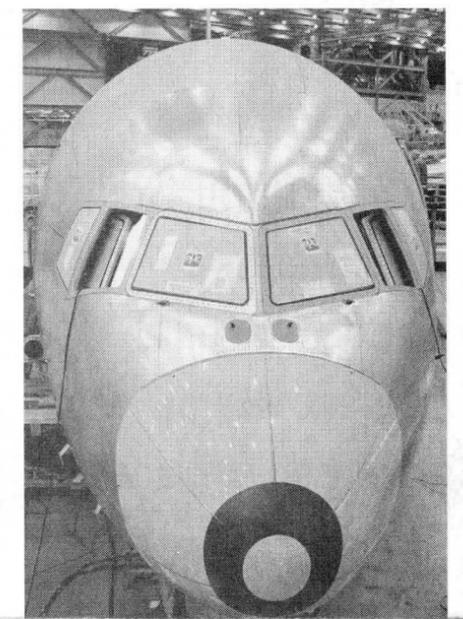
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The New Order of Business

by Craig McLaughlin

Collaboration, innovation, diversity ... business leaders are starting to talk a lot like Greeners

Inside the world's largest building:
Kevin Sanders '76 was part of an interdisciplinary team that helped develop the Boeing 777-300.





When Kevin Sanders '76 shows visitors around his workplace, he warns them that it could be a four-mile walk, even though most of the tour takes place inside a single building. Sanders works in one of two nearly identical office buildings at a Boeing Company facility in Everett, Washington. Either building could fill a city block, but together they are dwarfed by their neighbor, an airplane assembly plant that easily qualifies as the world's largest building by volume.

Inside the factory, it is impossible to maintain any sense of scale. The factory has several bays, each separated by office suites that are really buildings within a building. In each bay, workers build a particular type of plane, simultaneously assembling dozens of 747s, 767s or the new 777s. Crews working around the clock in the "triple seven dash two hundred" bay produce a finished jet every three days.

A 777-200 is 209 feet long and nearly as wide from wing tip to wing tip. It can carry up to 440 passengers and take off with 632,500 pounds of aircraft and fuel, passengers, crew and baggage, foil-wrapped peanuts and tiny bottles of Jim Beam. But half a dozen of them fully assembled occupy a small section of one bay in this mother of all hangers.

Nothing Boeing undertakes these days is small in scope. It controls 70 percent of the world market for large commercial jets. On December 5, it acquired Rockwell's aeronautics and space units and on December 15 announced a planned merger with rival McDonnell Douglas. The combined company will have 200,000 employees and projects \$48 billion in revenue for 1997.

And Boeing never stops pushing the envelope.

When the company decided to build a stretch version of the 777 — a -300 model that is 33 feet longer than the 777-200 and can carry 550 passengers — it ran projections on how long it would take, and how much it would cost, to develop the plane. Then the company decided to try to cut its up-front development costs by a third — and to develop the plane in one-fourth less time than the company's own estimates said it would take.

Jeff Peace, project manager for the 777-300, decided meeting these objectives would require rethinking the organizational structure Boeing uses to design its planes. "You don't get different results if you have the same behaviors," he says. "We had a set of breakthrough objectives and that demanded a different way of making an airplane."

Like a growing number of managers in a vast array of businesses worldwide, Peace and the rest of the project leadership team answered the challenge by applying to business some of the very ideas that Evergreen has always applied to education — interdisciplinary learning, teamwork, collaboration, diversity, lifelong learning and individual responsibility.

As James F. Moore '75, a strategy and leadership consultant who wrote the best-selling business book *The Death of Competition: Leadership & Strategy in the Age of Business Ecosystems*, explains: "What we see in our work is that on a macro scale many of the same kinds of behavior and thinking that you see at Evergreen are becoming critical for companies. What you see in business writ large is the same kind of ideas that Evergreen taught us to value."

In Boeing's case, the 777-300 leadership team, which included Dwight K. Imanaka, chair of the Evergreen board of trustees, set some clear and specific objectives for the project. Then they asked people like Kevin Sanders to achieve them.

Sanders worked as a crisis intervention counselor in Seattle after graduating from Evergreen, then went to work at Boeing 18 years ago. In addition to playing an occasional game of Hackysack during sunny lunch breaks, he works as a manager in the company's support operations unit. During development of the 777-300, Sanders served on a six-member "product definition team" that was responsible for designing everything on the plane from the wings forward.

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 'We had a set of breakthrough objectives and that demanded a different way of making an airplane.'

— Jeff Peace

Sanders was the "build person" on the team. His task was to represent the interests of the factory and the parts suppliers. Also on the team were a design engineer, a manufacturing engineer, a business and finance person and a customer service representative who was responsible for staying in touch with and representing the interests of potential purchasers. Finally, there was an integrator, "someone who understands the design process and understands the cross-disciplinary requirements of each of the groups," Sanders says.

The team, one of several such teams working on different sections of the aircraft, was given a specific set of objectives for the 777-300 that were defined relative to the 777-200. In addition to reducing development time and costs, the team was expected to keep constant the recurring production costs, the airplane's reliability and service readiness and the company's level of responsiveness to its airline customers. Changes were to be limited to those things necessary to increase the number of passengers the new model could carry.

"Each of the teams was essentially given the task of building its portion of the airplane," says Sanders. "The assumption was that all of those people on those teams had the skills necessary to perform the task and it was up to them how to go about doing it. They were empowered to do whatever was needed to make that happen."

"What we tried to do on the dash 300," says Peace, "was to set up small businesses. And all of these teams needed all those different skills to do their job."

Sanders uses the term "functional smokestacks" to describe the way Boeing developed airplanes before the 777 family. "Each individual discipline took care of its aspect of designing the plane and threw it over the fence to the next person down the line," he says.

The team concept came into widespread use at Boeing with the 777 around 1990, says Sanders. On the 777-200, Boeing used "design build teams" of 30, 40, 50 people each, including representatives from the major aircraft buyers. But the teams were organized more by function than by section of the plane and each team had two leaders, the design engineer and the manufacturing engineer.

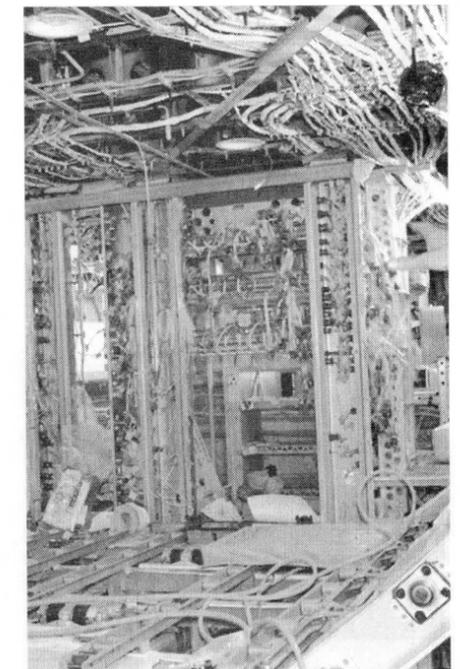
So the 777-300 teams were smaller but they had more leaders — everyone was a leader — and more responsibility that came along with their increased autonomy. All of which meant that team members had to learn a lot about cross-disciplinary approaches to problem-solving. "There was a lot of soul-searching on the part of everyone involved about how to integrate and reconcile all of their skills," says Sanders. "It was a learning experience for all of us."

Teams have been part of the business world since the '50s and '60s, particularly for production workers. But in recent years, teams have surged in popularity and more and more companies are experimenting with teams of "knowledge-based workers" like the designers at Boeing.

Microsoft, for example, is a "knowledge-based" company that continually experiments with team-based organizational structures. As a Microsoft advertising manager, Kimberly Bowen '86, is part of a marketing team within the Development Tools area. "Not a whole lot is really accomplished by individuals here," she says.

Members of her team have different areas of expertise — advertising, box design, marketing to schools — and they are all part of a bigger team. "Product managers have to use all of us as resources to get their product sold," she says. "I learn about their product and then I educate them about advertising. We work together as partners."

"The '90s has been a time when this stuff has caught on and spread from production work into knowledge work and into sales work and into government work," says Michael Beyerlein, a psychology professor at the University of North Texas and director of The Center for the Study of Work Teams. "This decade has seen an explosion with the result that new kinds of teams have been invented as businesses have needed new kinds of work."



7
 'Each of the product definition teams was essentially given the task of building its portion of the airplane.'

— Kevin Sanders '76

THE DEATH OF COMPETITION

LEADERSHIP & STRATEGY

IN THE AGE OF

BUSINESS ECOSYSTEMS

JAMES F. MOORE

8
‘There’s an outside-of-the-box approach to thinking at Evergreen, and that’s crucial to a company that needs to be visionary.’

— Kimberly Bowen '86

Beyerlein sees this swing toward internal collaboration as part of a comprehensive shift in the way businesses operate — a shift that puts a premium on external collaboration, too. “You also see collaboration between companies that used to be competitors,” he says. He points to “network organizations” like Nike, relatively small corporations that have grown powerful and profitable by building extensive webs of collaboration around the world.

Understanding this shift toward increased collaboration has long been a major focus of James Moore’s professional and academic life. His interest in the evolution of business began while attending Evergreen from 1973 through 1975. He took a program called Seacoast Management, which combined urban studies and biology, followed by one called Toward Humanistic Management of Organizations. The juxtaposition of those two programs led him to begin thinking about whether complex biological systems could provide a model for understanding business and the economy.

He attended Episcopal Divinity School in Cambridge and then Harvard Education School, from which he received a masters in 1978 and a doctorate in 1983. After postdoctoral research at Stanford, he began working as a business consultant to AT&T and Jim Henson, creator of the Muppets. In 1990, he founded GeoPartners Research, Inc., a Cambridge-based firm that has become a leading strategy consultant to high-tech companies. Clients include AT&T, Hewlett Packard and Johnson & Johnson.

Throughout his work, Moore has continued to develop an interdisciplinary view of how businesses function, one that borrows heavily from biology. In *The Death of Competition*, which was a *Business Week* bestseller last summer and one of the magazine’s ten best business books of the year, Moore argues that traditional industries are breaking down. Companies can no longer be content to just go head to head with other companies in the same industry in a struggle for market share. Instead, companies operate within complex ecosystems in which they must not only compete, but must also coevolve and cooperate with other firms.

Boeing, for example, is a heavy manufacturing firm, but most of its commercial aircraft components come from places like Japan. It is also a high-tech company, an innovator in the use of computer models to “preassemble” aircraft designs and lasers to align airplane wings. As a defense supplier, it must collaborate with other contractors and with the military. It also provides sales and service. As Sanders points out, there are only about 35 customers in the world for large commercial aircraft. Alienating just one could dramatically affect the bottom line.

“With the world economy moving so quickly, companies have to constantly innovate,” says Moore. “When you try to do things that are innovative in business or life you find that you are dependent on other people. As the rate of innovation increases, companies have to become more collaborative, or they will outstrip the ability of others to work with them.”

The emphasis on collaboration and innovation means that businesses need to take a fresh approach to shaping their strategies. “Companies should focus on what people define as their core competencies, including things they can learn about and domains in which they can learn about things faster than their competition. What is it they are good at and how do they add value? What are the areas where they are more apt to make a contribution?”

It also means businesses are increasingly aware of the need to attract and train employees who are good at critical thinking, creative problem-solving, working in teams and dealing with people from diverse backgrounds. “It’s hard to find the people you need,” says Beyerlein. “And once you get the people in the company, how do you develop them?”

For example, he says, “When you go to cross-functional teams, you have the problem of different cultures and languages — how do you learn to communicate with one another? That’s a huge task and most people don’t handle that well.”

“There’s now a premium on your rate of learning,” says Moore. “Most of what an individual knows turns over in a few years. You have to spend a lot of time scanning things that aren’t precisely part of your core work.”

He adds, “Collaboration is not easy. Collaboration is actually very hard.”

These shifts in the way businesses are doing business — both internally and externally — are driving colleges and universities to re-examine how and what they teach. As a result, some schools are moving toward an interdisciplinary, teamwork-oriented educational approach similar to Evergreen’s.

Peace says that Boeing has established a set of criteria for engineers and strong technical training is not enough. The company, he says, also looks to hire people who understand the context in which engineering is practiced, are committed to lifelong learning and have the ability to work with diverse groups of people. “That’s a set of skills that engineering schools find a challenge,” he says.

“The education system is playing catch-up,” says Beyerlein. “College grads come out and they don’t know anything about teams. But efforts are being made to change all that.”

Preparation for this new business environment can involve classes that explicitly train business students about teams, but it can also involve educational structures for all students that encourage teamwork, collaboration, creative thinking, problem solving and working with people from different backgrounds who bring different points of view. “Evergreen has the reputation of being ahead of most colleges in that,” Beyerlein says.

“What’s happening,” says Lowell “Duke” Kuehn, a business consultant and member of the Evergreen faculty, “is that managers are redefining the fundamentals of what you need to be able to do to run an organization. It might be that you could argue that the rest of the world is catching up with Evergreen.”

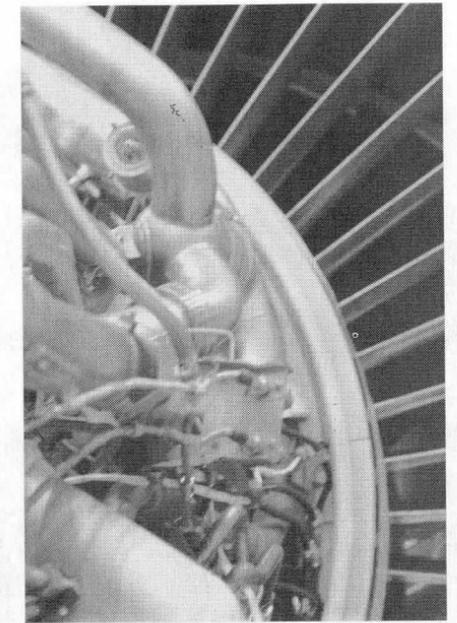
Kuehn says the best part of teaching management at Evergreen is that the college’s emphasis on collaboration in the classroom creates an excellent laboratory for exploring teamwork. “A lot of people come out of here recognizing that the nature of working in teams is that it’s a tradeoff,” he says. “We rise and fall together.”

Evergreen graduates say their experience at Evergreen has helped them perform in the new era of rapid innovation and increased collaboration. For example, Sanders says his interdisciplinary studies at Evergreen helped him contribute as part of the 777-300 team. “I think it probably does make a difference,” he says. “You have to be able to understand and accept and appreciate the disciplines with which you interact. Traditionally, it’s been hard for people to understand anything other than their own bailiwick — and I don’t think we can afford to do business that way anymore.”

Bowen says Microsoft is a much more competitive place than Evergreen, but some of her experiences at Evergreen helped prepare her for work at the software giant. “It’s a big complex web of interdependencies,” she says, “and if you’re not good at collaborating, you’re not going to be effective. You can’t just sit in your office by yourself. You have to share information, share points of view, to move things forward. Learning in a seminar environment and learning how to have dialog is extremely useful.”

She adds, “There’s an outside-of-the-box approach to thinking at Evergreen, and that’s crucial to a company that needs to be visionary. Going through a more traditional system might mean that you would be more likely to accept things as they are.”

“I think what you need,” says Moore, “is to make a distinction between being and doing. The shift that’s required today is a shift in how you are, not what you do. You have to be someone who understands things, not someone who knows things. What I learned most at Evergreen were some ways of being that served me very well. I learned a lot about how to learn.”



9
‘What I learned most at Evergreen were some ways of being that served me very well. I learned a lot about how to learn.’

— James Moore '75



2. Distinction class structure
always to center yet the program
accomplish little

3. Which creates which?

4. They'll bring previously overlooked
points view into critical discourse

Susan Feiner '75 emphasizes diversity and an interdisciplinary approach in her economics classes at the University of Southern Maine. It's a teaching style she came to appreciate as a student at Evergreen in the 1970s.

Exporting Evergreen

By Kasia Stuck

When Greeners go on to teach at other colleges, they take a little bit of Evergreen with them

When Susan Feiner, a professor of economics and womens' studies at the University of Southern Maine, wants her students to understand the impact economic policies have on individuals, she doesn't send them to their textbooks. Instead, she asks them to read novels like Mark Twain's *A Connecticut Yankee in King Arthur's Court* or Marge Piercy's *Woman at the Edge of Time*.

'I emphasize a broad approach that pulls together elements of economics, political science, philosophy, sociology and literature to give students a breadth of knowledge they wouldn't get in a traditional class.'

— John Foster '75

Feiner has taught at several colleges. She is a member of the International Association of Feminist Economists and is known internationally as an expert on class and gender issues in economics. She works to eliminate bias from economics textbooks and by the end of this year will have trained more than 500 college and secondary instructors on how to integrate gender and race studies into economics courses.

"Textbooks usually provide only one point of view, one interpretation of economics," she says. "Income distribution and the economic status of women and people of color is the source of one of the greatest debates in economics today, and failing to include that cheats students of the opportunity to make up their minds about the issues."

If Feiner's teaching style — an interdisciplinary approach, a reliance on literature and other alternatives to traditional economics textbooks, an emphasis on diversity — sounds Evergreenesque, there's a reason. Feiner is a graduate of Evergreen, class of 1975.

During fall 1974, Feiner was one of a group of students who enrolled in a contract taught by Chuck Nesbit that studied the relationship between politics and economics. Besides Feiner, three other members of that group contract have gone on to teach at the university level. Geoff Rothwell '75 teaches economics and public policy at Stanford. John Foster '75 teaches sociology at the University of Oregon. And Robert McChesney '76 is a communications professor at the University of Wisconsin, Madison.

All four credit Evergreen with providing them with the foundation to succeed as researchers and educators in their respective fields. And each has taken something of the Evergreen model of teaching and learning and applied it in the classroom.

Foster, for example, says, "I emphasize a broad approach that pulls together elements of economics, political science, philosophy, sociology and literature to give students a breadth of knowledge they wouldn't get in a traditional class. For some students it can be threatening to have to learn about an issue from the point of view of several disciplines, but for others it sparks a genuine excitement and interest in learning."

These alumni are just four of hundreds of Evergreen graduates now teaching at colleges and universities. As a group, they have a subtle but significant impact on the way individual students learn. And as they make their personal contributions to higher education, they spread Evergreen's educational concepts to classrooms across the country and around the world.

ReView interviewed McChesney, Foster, Rothwell and Feiner and asked them about what they learned at Evergreen, what they took with them when they left and how they pass those lessons on to students and faculty at other institutions. Their experiences mirror the successes and frustrations of other Greeners who bring an Evergreen-style approach to more traditional institutions that don't necessarily share Evergreen's overarching commitment to concepts such as interdisciplinary studies, teaching across differences and narrative evaluations.



Taking risks and exploring ideas

Sociologist John Foster recalls with enthusiasm the influence that participation in the political economy group contract had on his intellectual life and his continuing interest in research and education.

"Chuck Nesbit aimed to open up debate, rather than close it off as you see in so many classrooms," he says. "We also had a very dynamic group of students who were interested in learning about both mainstream and critical economics. We wanted to break the boundaries of traditional study, and the environment at Evergreen allowed us to do that."

"My Evergreen training established my basic orientation," says Foster, who was drawn to sociology because its approach is more interdisciplinary than related fields like political science or economics. Characteristically, Foster is interested in environmental sociology, an interdisciplinary field that examines the connections between political economy and environmental issues.

Feiner says the importance of being able to think across disciplines is one of the most critical lessons she took from her student days at Evergreen. It's a lesson she works hard to pass on to her colleagues as well as her students.

"I learned a lot about good teaching at Evergreen," says Feiner, who credits Evergreen faculty, especially the late Beryl Crowe, with having had a profound influence on her life. "I learned how to encourage students to think independently. It's a lot more challenging for them, but they like it."

Like their instructors at Evergreen, Rothwell, McChesney, Foster and Feiner avoid the use of traditional textbooks in all but the most basic introductory classes. Students must read and interpret original works instead of allowing a textbook editor to decide what they should know, they insist. "Textbooks offer no room for interpretation: they're designed to close off debate," Foster says. "I want to encourage debate in my classroom."

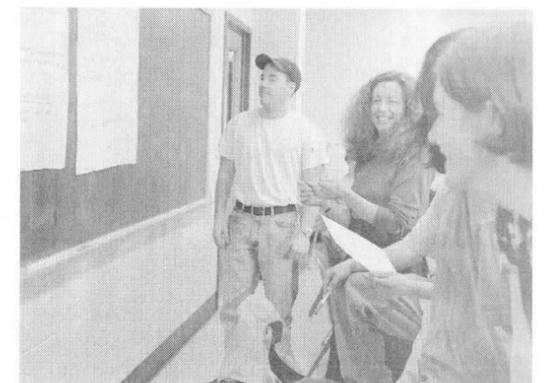
The highly interactive Evergreen-style approach to education is very effective at getting students involved in what they're studying, the four educators agree. And students who are involved learn more, retain what they've learned and are more likely to succeed at college. The Evergreen approach, with its emphasis on reading, writing, researching, collaborative learning communities, opportunities for open discussions and the view that the professor is a co-learner along with the students, is one of the best ways to capture the interest and commitment of students.

"Often the way the average college student learns about an area of study is very arbitrary and they end up missing a lot of tools to learn what's going on and think coherently," Foster says. "It's more effective when people are able to focus on the problem rather than a single discipline that boxes them in and becomes an obstacle to understanding."

Rothwell believes that undergraduate education should help students discover those areas in which they have unique talents and can excel. Undergraduate institutions rarely focus on this aspect of education, particularly those that encourage students to specialize in fields that will yield the biggest monetary return, he says. So after 11 years of watching Stanford students suffer the effects of this approach, Rothwell says he tries to develop in each of his students the confidence and skills to create their own careers.

'I learned a lot about good teaching at Evergreen ... I learned how to encourage students to think independently. It's a lot more challenging for them, but they like it.'

— Susan Feiner '75



'I teach my students how to communicate, because once they're out in the real world with real jobs, that's what they're going to be expected to do.'

— Geoff Rothwell '75

"I teach my students how to communicate, because once they're out in the real world with real jobs, that's what they're going to be expected to do," says Rothwell.

Still, it's not always easy or practical for professors at large universities to use a teaching style designed for Evergreen, with its 23:1 faculty-student ratio. When called upon to teach upwards of 200 freshmen in an Introduction to Sociology class, Foster says, he has no choice but to use the traditional textbook-and-lecture approach.

"I don't always get to teach in Evergreen mode because some of my classes are so big," he says. "But for smaller upper-division and grad classes, I use seminar-style teaching and learning as much as possible."

For McChesney, one of the most important elements of his Evergreen undergraduate education — the evaluation system — is the one element he can't employ at a traditional university that relies on a grading system. Using evaluations rewards students who are internally driven and who pursue areas of study that excite them, he says, while grading their work discourages students from straying away from the class syllabus.

"When students compete for grades, they don't take risks in learning. They're always worried about how their performance will affect their GPA," says McChesney. "But where evaluations are used, like at Evergreen, the students develop a genuine interest and enthusiasm for exploring ideas."

Rethinking, reforming education

The key to creating a dynamic learning environment is breaking down the traditional barriers between student and teacher, Feiner says. Encouraging colleges to rethink the student/teacher relationship is one of the most important contributions that Evergreen and similar institutions have made to higher education, she says.

"Most professors see themselves as the experts and the students as the blank slate, with teachers providing information and students processing it and giving it back. Students benefit most from give-and-take interaction."

Another obstacle that prevents students from taking risks and exploring ideas is the trend toward specialization that starts early in many college students' educational careers, says Foster. Students who are not encouraged to examine problems from different perspectives lack the ability to gain a deeper, more sophisticated understanding of social, economic or political issues.

"The problems our society faces are more generalized and universal," Foster says. "To address those problems, we don't need people who are just technicians, we need people who have a broad understanding of all the issues that contribute to those problems."

Teaching people to examine issues from a broad perspective is what Feiner's work is all about. With funding from the National Science Foundation, she's put together a series of hands-on workshops that teach college instructors how to incorporate interdisciplinary learning and an appreciation for diversity into their economics courses.

The goal, says Feiner, is to eliminate race and gender bias that only serves to exclude women and people of color. The best way to do that is to teach from the perspective that economics can be best understood in historical, political and social context.

"The study of economics, or for that matter anything, only becomes relevant if it is understood within the broader reality of the human condition," Feiner says. "That's what interdisciplinary education is all about."



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Center helps other faculty spread reforms

When Evergreen graduates go on to teach at other colleges, they often pass on what they know about collaborative and interdisciplinary learning. But the college isn't content to stop there. Instead, it is engaged in a variety of initiatives — workshops, faculty development institutes, faculty exchange programs and other special projects — designed to assist educators interested in curriculum reform.

Since 1985, many efforts to encourage innovation in college and university classrooms have been coordinated through the Washington Center for Improving the Quality of Undergraduate Education. (A separate service organization on campus, The Evergreen Center for Educational Improvement, works with communities to promote educational reform in kindergarten through 12th grade.)

The Washington Center evolved from a 1984 project with Seattle Central Community College. A faculty exchange gave Seattle Central faculty members direct experience with Evergreen concepts of teaching and learning, concepts they could apply in their own classes.

"The idea was to create the kind of learning communities and interdisciplinary education that had been so effective at Evergreen," says Jean MacGregor, project director of the center's National Learning Communities Dissemination Project and a former center director.

Other colleges then wanted to do their own faculty exchanges, and the Washington Center was born under the direction of Barbara Leigh Smith, who is now Evergreen's provost. Currently, the center is a consortium of 46 institutions — all of the state's four-year institutions and community colleges, two technical colleges, one tribal college and 10 independent colleges — and interest in the center's work has grown throughout the United States and Canada.

Colleges are interested in learning communities because close interaction between students and faculty and among students in a class enhances the quality of education and improves student retention, MacGregor says. "Studies done in the 1980s and 1990s showed that the quality of interaction between students and faculty is what engages students. And students who are engaged are not only more likely to do well at college, they're more likely to stay in school until they graduate."

As a result of the Washington Center's outreach efforts, interdisciplinary studies and learning communities are considered cutting-edge educational reform. The approach is now being used at 30 campuses in Washington and more than 100 colleges across the country. "Other schools don't necessarily adopt the Evergreen approach whole-cloth," MacGregor says. "Instead, they integrate some of the ideas and practices into their own programs. But for everyone, the goal is to improve learning, keep students in school until they graduate and help them succeed."

Recent Washington Center initiatives include:

■ **The National Learning Communities Dissemination Project:** A three-year project, funded by a grant from the Fund for Improvement of Postsecondary Education, to form a national partnership of 20 campuses outside Washington that are involved with learning communities. The campuses will study and evaluate learning communities, and the project will culminate in a national conference slated for Evergreen in 1999.

■ **The Calculus Dissemination Project:** A recently completed five-year effort, funded by the National Science Foundation, to help local institutions adapt problem-based and collaborative curricular materials to their needs.

■ **Undergraduate Enhancement Institutes:** Residential eight-day summer institutes, funded by the National Science Foundation, in which educators participated in science-oriented learning communities, experiencing first hand what first-year college students might experience in a coordinated studies program.

■ **Cultural Pluralism Project:** For three years, ending in 1995, 26 campuses across the state discussed cultural pluralism and its implications for curriculum reform. The initiative was funded by the Ford Foundation and collaboratively led by the Washington Center and University of Washington's Department of American Ethnic Studies.

"We are continuing the strands of work that have been started," says Washington Center Director Jeanine Elliott. For example, she says, the center continues to work with science faculty to support interdisciplinary work. "The Cultural Pluralism Project is over but we hope to offer some workshops next year that would help faculty incorporate multiculturalism into both content and pedagogy," she says.

"The focus this year," Elliott adds, "has been on supporting discussions about technology and how it will support quality teaching and learning. While we held a large conference this year with that as its theme, we will in the future incorporate technology into all our programs."

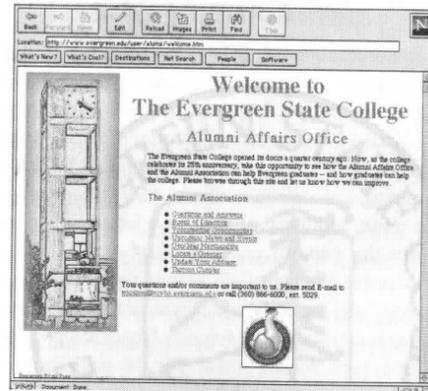


As a result of the Washington Center's outreach efforts, interdisciplinary studies and learning communities are considered cutting-edge educational reform. The approach is now being used at 30 campuses in Washington and more than 100 colleges across the country.

The South Seattle Community College Multicultural Efforts Project team examines enrollment data at a February 1996 conference. Seated from left to right are Steve Ford, Mark Palek, Tim Walsh, Michael Castellano, Karen Foss and Marsha Brown.

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<http://www.evergreen.edu>



Check it out—

visit the Office of Alumni Affairs Web site

If you have access to the World Wide Web, you have access to the latest alumni news. You can also update your address and find a lost friend with a click of your mouse. The Alumni Affairs Office has just begun to develop features to help you connect with the college and other graduates.

Currently, the page lists commonly asked questions and answers, upcoming alumni events and information about the Tacoma Alumni Chapter. It also allows you to send E-mail to current board members. Interested in purchasing GeoGear merchandise? The GeoGear page lists the items and describes how to contact the Bookstore.

Soon, the alumni Web site will also contain a directory of Evergreen alumni E-mail addresses. This list will contain only addresses for alumni wishing to participate and will be password protected. If you are interested in having your E-mail address or personal home page linked to the Alumni Affairs Web site, please send E-mail to tescalum@elwha.evergreen.edu. Please check out the site and let the office know what you like and what other elements you would like to see included.

Transition in Alumni Post

Valerie Manion '89, Evergreen's director of Alumni Affairs and Development since 1993, left the college in January to become the annual fund director for Lakeside School, an independent school (grades 5-12) in North Seattle. The college is conducting a national search to replace Manion and expects to fill the position by July.

During the interim, alumni affairs and fundraising duties have been filled by two part-time directors. Focusing on development work is Pat Bracken, formerly of Olympia's Safeplace, a women's shelter, and Results, a grass-roots citizen lobby aimed at ending hunger and poverty. Handling alumni affairs is Jerylyn Delaney '92, who stepped down as president of the Alumni Association board of directors to accept the new role.

June 14, 1997

Super Saturday

offers full plate of alumni events

Alumni Breakfast and Annual Meeting

Does the idea of sharing breakfast with some of your fellow alums sound appetizing? Fresh muffins, pastries, bagels and cream cheese, fresh fruit, plenty of coffee, tea and juices and an endless supply of good company — all will be available on the morning of Super Saturday, June 14. And the cost is only \$6.

Your whole family is welcome to come to the campus Greenery in the CAB building for breakfast starting at 10 a.m. This will be a good chance for you to learn about your Alumni Association's increased scholarship giving as well as reunions and other events held throughout the year. R.S.V.P.s are appreciated. Call the Alumni Office at (360) 866-6000, ext. 5029 or send E-mail to us at tescalum@elwha.evergreen.edu.

The Alumni Association will elect new board members at its annual meeting following the breakfast. You are invited to stay and participate. All Evergreen graduates are automatically members of the Alumni Association and have an important voice in alumni programs and services. Current board members will attend the meeting to discuss your ideas and interests. Alumni Association board members play a vital role in shaping activities, programs and events for all alumni.

Nominations are being sought for vacant board positions for the 1997-99 terms of office. Any Evergreen graduate is eligible to run for a seat on the board and self-nominations are welcome.

To learn more about becoming a board member, please contact Alumni Association President Pam Hunter at (360) 748-7514 or Alumni Affairs Interim Director Jerylyn Delaney at (360) 866-6000, ext. 6552 or by E-mail at delaneyj@elwha.evergreen.edu.

Greener Lounge

Please join us for an evening of socializing and dancing to the music of Matrix 7 in Library 4300. Festivities start at 7 p.m. and continue until 10 p.m. Catch up with friends in a laid-back ambiance with food, beer and soft drinks.

GeoGear Merchandise Booth

We've added some hot items lately! New offerings include a briefcase/carryall and a logo watch. Of course, you can also purchase the old stalwarts — the umbrellas, T-shirts, baseball caps and drink mugs — in our booth in Red Square and in the Bookstore. Proceeds support Alumni Association programming, including student scholarships and Greener Gatherings around the country. Evergreen license plate information will also be available at the booth. Stop by and let us know what you've been doing.

Nostalgia Exhibit

Once again there will be a nostalgia exhibit and this year it will honor the college's 25th anniversary. The exhibit will be located in the Library, second floor lobby, and is presented courtesy of Evergreen Archivist Randy Stilson and the Evergreen Library.

Volunteers are needed to help staff these events. Please call the Alumni Affairs office at (360) 866-6000, ext. 5029 to volunteer.

Thank you!



A Greener Return

The Ultimate Gathering

The Evergreen State College 25th Anniversary Reunion
Friday, August 22 through Sunday, August 24, 1997

Want to seminar again? Play volleyball or hackysack on Red Square? Want to work through the night in the Computer Center or the Com Building (not really) or take a hike down to the beach? Return to campus to relive your Greener days. Bring family and friends

So far we're planning:

- Learning tracks where you can re-engage the Evergreen way in activities across familiar disciplines
- Mini-reunions for some of Evergreen's programs
- Historical and interactive art exhibits
- Recreational activities for the whole family
- Salmon and clam bake on the meadow
- Shakespeare Abridged matinee in downtown Olympia
- First Peoples' Dinner and Distinguished Alumni Awards Ceremony
- No-host night on the town in Olympia

And so much more!

Dorm lodging, food plans and child care will be available. Watch for a registration brochure in June.

Self evaluations will not be required.

For information

call (800) 781-7861 or locally 866-6000, ext. 6300 or E-mail barryj@elwha.evergreen.edu

Did you participate in any of the following programs?

Reunite with your programmates. Members of the following programs are interested in getting together during A Greener Return: The Ultimate Gathering.

- Wilderness and Consciousness '72-'73
- Politics, Values and Social Change '72-'73
- Human Ecology '72-'73
- Ecology and Chemistry of Pollution '73-'74
- MPA class that entered fall of '86
- Modular Science '72-'73
- Evergreen Environments VI '78-'79
- Unmasking the Social World '82-'83

If you're willing to help coordinate a program reunion, contact the Alumni Affairs Office by calling (360) 866-6000, ext. 5029 or sending E-mail to tescalum@elwha.evergreen.edu.

Greener Gatherings a nationwide phenomenon

Interest in get-togethers for Evergreen graduates continues to grow following several successful events across the country. These "Greener Gatherings" are usually informal and give alumni a chance to visit and network with one another.

This academic year, the college hosted gatherings in Olympia, San Francisco, Arizona, Boston and Washington, D.C. On March 15, 36 Greeners, including some faculty members, filled the Presidential Suite of the Washington D.C. Hilton to munch hors d'oeuvres and catch up. Many participants expressed a desire to meet again next year.

In the works are gatherings in the following areas: Vancouver/Portland, Grays Harbor and Seattle.

If you want to meet with your fellow graduates, no matter what part of the country you live in, please contact the Office of Alumni Affairs by calling (360) 866-6000, ext. 5029, sending a fax to (360) 866-6799 or sending E-mail to tescalum@elwha.evergreen.edu.

Volunteer as an Evergreen Emissary

Would you be willing to welcome alumni newly arrived in your area? Or answer a few questions for a prospective or newly admitted Evergreen student? We invite you to consider volunteering as an Evergreen Emissary. We are looking for alumni volunteers in your area to respond to a few phone calls over the year. Call Alumni Affairs, (360) 866-6000, ext. 6551, to learn more about becoming an Evergreen Emissary.

AlumNotes is an update on alumni and their lives after Evergreen. We all look forward to reading about where life has taken you and your current interests and involvements.

Class of 1973

Charles V. Rayner, Redmond, OR, has been married for 19 years, has two children, and works as a general contractor/handyman.

Class of 1974

Teresa P. Grove, Camas, lives with her sweetheart and two teenage daughters. She completed her doctorate in education at Portland State University last August, and now does consulting in the bioethics field.

Jeanette M. Johnson, Bellingham, recently married David Schmalz. She teaches in the Bellingham School District.

Joanne M. Kingsbury, Gig Harbor, has worked for the Washington State Department of Corrections at the Washington Corrections Center for Women at Purdy for the past 21 years.

Sally P. Mendoza, Dixon, CA, was recently appointed chair of the Department of Psychology at the University of California, Davis.

Lyda M. Pierce, Tegucigalpa, Honduras, and husband, **Paul Jeffrey '75**, moved to Honduras from Guatemala last September. Lyda is a consultant on women's development with the Christian Commission for Development and Paul is a journalist covering Central America for Latin America Press.

Class of 1975

Patricia S. Lott, Seattle, is enrolled in the Master of Public Administration program at Seattle University.

Raymond J. Pavelko, West Salem, WI, earned his doctorate in psychology.

Class of 1976

Pamela L. Farr, Olympia, married last July and says life is good!

Ronald S. Gold, Hoodport, has been a self-employed forestry consultant for the past 10 years. His company focuses on high-quality environmental construction, road building, selective thinning and river restoration projects. Before starting his own business, Ron worked for the U.S. Forest Service in the Olympic National Forest for 11 years.

Christine (McPhaden) Marshall, Seattle, still plays music and sings, and works as a nurse at the Women's Health Care Clinic at University Medical Center. She has a 9-year-old son named Gus and a husband named Roy.

Madeline M. Mullen, Seattle, has worked for USDA Food and Consumer Services for more than 16 years since getting her Master of Science degree at the University of Washington in 1979. She met her husband Edward Lowe at an airport — they're both pilots. They have a 1-year-old daughter named Piper Ann.

Merideth M. Taylor, Lexington, MD, is assistant professor of theater and dance at St. Mary's College. She received a grant to produce a children's play while on sabbatical this year.

Class of 1977

Rhoby E. Cook, Hoopa, CA, is director of Northern California Cultural Communications, a non-profit creative production company.

Joseph A. Dear, Olympia, resigned his post as director of the U.S. Occupational Safety and Health Administration to join Governor Locke's cabinet as chief of staff. His new position brought him from Washington D.C. back to Washington state, where he served as director of the Department of Labor and Industries for six years before signing on at OSHA.

Class of 1978

Raymond E. Kirby, Sequim, and his son, Raymond A. Kirby, both graduated from Evergreen (father in 1978 and son in 1983).

Class of 1979

Alisa Newhouse, Los Angeles, is an interior decorator and architectural color consultant working in Los Angeles. She recently completed the renovation of A&M Records' world headquarters (formerly Charlie Chaplin's movie studio). She and her husband Mark Smith have two children, Olivia, 8, and Jules, 5.

Mark H. Smith, Los Angeles, is a screenwriter adapting the book *Gangland* for Columbia Pictures. He wrote *Playing God*, a movie starring David Duchovney (*X-Files*) that opens in May, and *Anaconda*, opening April 18.

Class of 1980

Carol S. Bowman, Pomona, NY, is completing her doctorate in Bilingual Education at Teacher's College.

Candace L. Carryer Miyatani, Chester, PA, married a Shiatsu practitioner in 1996. She is an alternative education teacher at a Waldorf school.

Karen S. Lohmann, Olympia, owns Matsushima Landscaping. Her commissions include Seven Oars Park in Olympia, the stone amphitheater at Bigelow Park, and the president's house at Evergreen. She is currently working to turn Olympia's artesian wells into public parks.

Milton M. Morris, Roxbury, CT, and his wife, Laura Berger Morris, are the new directors and owners of Buck's Rock, a creative and performing arts summer camp for teenagers in New Milford, Connecticut. Buck's Rock will be celebrating its 55th anniversary this summer. Mickey feels Buck's Rock and Evergreen share similar educational philosophies and attitudes: a supportive, non-competitive environment encouraging creative and personal growth. (*Thank you, Mickey. We agree!*)

Victoria L. Scott, Klamath, OR, is a librarian at the Oregon Institute of Technology's Shaw Historical Library. Before joining the faculty at OIT, she worked as a library technician in the Seattle Community College District.

Class of 1981

Dennis J. Carey, Thornton, CO, is enjoying the Rocky Mountains.

Thomas P. Junker, Chester, VT, tells the class of 1981 to beware Evergreen's upcoming 25th anniversary.

Lawrence E. Kvamme, Tacoma, celebrated his 20th anniversary working at Point Defiance Zoo.

Class of 1982

Rachel (Burke) Cusack, Olympia, and her husband, Evan, are having lots of fun with their 1-year-old daughter, Elena.

David T. Czaja, Winsted, CT, and wife Elayne are parents of a son born last April.

Gail (Reebs) Pyle, Lexington, KY, after eight years in Kentucky, where she graduated from law school and has been practicing law for more than three years, will be moving back to Washington! She will be settling in the Seattle area and would welcome contact from former classmates.

Valerie C. Sloane, Orcas Island, loves teaching fourth and fifth grades. She also raises salmon and works with a gray whale skeleton.

Richard A. Staehli, Portland, OR, completed a doctorate degree in computer science at Portland's Oregon Graduate Institute.

Class of 1983

Amy E. Holonics, Anchorage, AK, is a teacher and the mother of a daughter born June 30, 1995.

Leslie E. Jones, Portland, OR, received her master's degree in art therapy last June and works as a full-time art therapist.

Patricia A. Riedy, Milwaukee, WI, is going to Geneva, Switzerland, where she will serve as a liaison officer at the Humanitarian Relief Unit and Liaison Office of the United Nations.

Jeffrey R. Stewart, Olympia, returned to the canyonlands of southwest Utah, reliving memories of an extraordinary exploration he participated in during a 1980 group contract studying desert natural history and ancient civilizations. This time he did lots more sketching.

Class of 1984

Mira M. Brown, Roxbury, MA, is executive director of Bikes Not Bombs, a non-profit organization that operates a bike recycling and youth training center in one of Boston's hard-hit inner-city neighborhoods. She writes, "I keep up my connections with Nicaragua (where I lived and worked for four years in the 1980s) through BNB's 'global' work and occasional travel. But most of my personal attention is very local, working with inner-city teens and their families on neighborhood organization and empowerment. I use my Energy Systems background in converting bike mechanics lessons to physics and energy lessons."

Class of 1985

Diana H. McConnel, Santa Rosa, CA, lives with her husband Tom and son Ben, and owns and operates a garden design business.

Class of 1986

Beth A. Batali, Glendale, CA, and her husband, **Dean Batali '85**, have a daughter, Erin, who will be two in April. Dean is a television writer working on the TV series *Buffy the Vampire Slayer*.

Kimberly (Fielder) Bowen, West Seattle, is married to Harvey Bowen, also a Greener, and received her Master of Science in Management degree from Antioch University in 1996. An advertising manager at Microsoft, she is transitioning into management consulting.

Douglas A. MacKey, Tacoma, is the pawn of alien intelligence, which is directing his work in multiple media. He has been told there are signs of profound imminent success.

James P. Pincham, Yelm, WA, is a graduate student at Eastern Counseling Service, Parent/Child Togetherness, Inc.

Class of 1987

Susan B. Byers, Seattle, finished her master's in human development, specializing in educational administration.

Thomas J. O'Brien, Pine Bush, NY, teaches at an alternative high school and is a member of the National Ski Patrol in the Catskills. He has two children and a wonderful life.

Jayson M. Ringel, Leavenworth, is engaged to Barbara Kelly; they plan to be married in June. Jayson works at Cascade Medical Center, volunteers as an emergency medical technician and has enrolled in the nursing program at Wenatchee Valley College. Barbara earned a bachelor of arts from the University of Montana in Missoula and a master's degree in science from Montana State University and is currently a fish biologist with the U.S. Fish and Wildlife Service's fishery resource office.

Class of 1988

Sheila V. Manalo, San Francisco, and her life partner, Kevin Hampton, live in the Mission District with their cat, Ella. Kevin is a writer and musician who works as a freelance technical writer and multimedia consultant. They are planning a commitment ceremony for this summer. After graduating from Evergreen, Sheila went to New York and received her M.P.A. She worked from 1990 to 1994 as a health policy analyst for the California State Legislature and the California Medical Association. In 1994 she changed careers and now works as technical support representative for Charles Schwab and Co. This winter she plans to enter the multimedia certificate program at San Francisco State University to study software/Web page interface design. Feel free to contact Sheila via e-mail at sheila@igc.org. or sheila@schwab.com.

Anneke Markholt, Seattle, continues her work as a specialist for Tacoma Public Schools and as a doctoral candidate at the University of Washington.

Jane McCann, Olympia, is working for a state legislator in the State House of Representatives.

Class of 1989

Christine S. Ahone, Mukilteo, and husband John have three children, ages 7, 2 and 7 months. She is a test engineer/lead with Volt Computer Services at Microsoft, where she is working toward software development and management aspirations. She is eager to hear from fellow Vancouver campus alumni, who can e-mail her at CRTOES@AOL.com or at crisah@microsoft.com.

Eric D. Danielson, Port Angeles, married Christine MacDougall last August. Both are elementary school teachers in Sequim. They recently built and christened the *Ayalotte*, a 61-foot replica of an 18th century pirate ship famous for preying on the British rum trade in the Caribbean.

Maria E. Gonzales, Arlington, spent the last four years living and traveling throughout Mexico, learning Spanish, teaching English, and visiting the Mayan ruins.

Gayle E. Zech, Ellensburg, married Paul Zech in September 1994 and is the university photographer at Central Washington University.

Class of 1990

Michael S. Andersen, Vancouver, and Angela, his wife of nearly four years, both teach high school English. He says teaching at his old high school is odd sometimes, but fun. Both Michael and Angela received their Master of Arts and Teaching degrees from Lewis and Clark in Portland, he in 1993 and she in 1996.

Kimberly C. Clarke, Olympia, plans to graduate with a Master of Environmental Science degree from Evergreen in 1997.

Michelle C. Connor, Seattle, works 20 hours a week for the Land Conservancy of Seattle and King County, where she does land stewardship and assessment, program development, fundraising and support for acquisition negotiations. She is returning to school part time to major in science (she loves Northwest plants). She does scientific illustrations of plants for various public projects, such as a Woodland Park brochure and an interpretive display at Magnuson Park. She hopes to write poetry again when time permits. She says "hi" to all old classmates and teachers; she misses you.

Ronald M. Jacobs, Burlington, VT, works at the University of Vermont Library, where his primary project is to organize the non-faculty staff into a union. An Evergreen senior project that he began with faculty members Peter Bohmer and Nancy Allen — a history of the Weather Underground organization — is due to be published this June by Verso Books.

Mia T. Pisano, Albuquerque, NM, says "howdy to all my teacherette friends. I'm having a great time in Albuquerque."

Class of 1991

Susan P. Tuzzolino '91 and MIT '96, Olympia, is a happy gardener and mother of a 14-year-old, long-haired, guitar-playing son. She accepted a job teaching eighth grade for the Olympia School District and married the man of her dreams. Future goals include learning, experiencing, applying and creating more, more, more.

Jeremy J. Best, Olympia, teaches U.S. history at Tumwater High School. His son, Tristan, is five.

Renee L. Carpenter, Spokane, WA is currently earning a Master in Physical Therapy degree from Eastern Washington University.

Jessica S. Judy, Seattle, graduated in June 1996 from Antioch with a Master in Teaching/Education degree.

Tedd L. Kelleher, Olympia, is a program coordinator for the Washington State Department of Community, Trade and Economic Development, where he helps organize the Governor's Council on Substance Abuse and manages public health and safety grant funds. He says "get your Web-based free E-mail at <http://www.hotmail.com>."

Edith G. Shea, Centralia, WA, has retired after nearly 30 years at the Centralia Timberland Library. She will continue to volunteer at the library, where she has brought books to the community through the bookmobile, the outreach program and as circulation director. She has six children.

Class of 1992

Douglas A. Camp, Seattle, will be a family practice resident with Tacoma Family Medicine for the next three years.

Eric M. Larsen, Olympia, is a habitat biologist for the Washington Department of Fish and Wildlife, where he coordinates the priority habitats and species program. He lives on his sailboat with his dog, Shadow.

Mark S. McKechnie, Vancouver, is in his first year at the Graduate School of Social Work at Portland State University, where his concentration is on children's, adolescent and family mental health. He's particularly interested in narrative family therapy. He is doing his internship this year at the Parry Center for Children in Portland.

Susan L. Pittman, Tumwater, teaches special education at Mountain View Elementary School.

Aaron L. Powell, Nine Mile Falls, is regional administrator for the Division of Child Support of the Department of Social and Health Services.

Jeffrey A. Rucker, Newport, CA, is working on his Master in Library Science degree.

Class of 1993

Stacey D. Anderson, Shelton, recently graduated with a Master in Teaching degree from Evergreen. She is developing a new alternative middle school with the Shelton School District.

Gretchen A. Bakke, Astoria, OR, completed oral hygiene school in Portland in 1994 and, along with **Ross Farr '92**, is currently volunteering for B.R.U.S.H. Africa! in Kenya and Tanzania. Both are loving it.

Thomas A. Griffith, Olympia, works at "The Sheik," a drag cabaret in Lacey.

Eric B. Henry, Seattle, is a tutor and shares a home with **Ann Lackland '91**. He plans to earn a Master of Education degree when Ann finishes hers.

Tracy Malkin, Ecuador, teaches English in Quito at the Lingua Franca School Casilla 17-16-18, where she can be reached. She says "hello" to all her friends at Evergreen.

Chris Mendoza, Olympia, is helping organize a retirement party for emeritus faculty member Larry Eickstaedt. Former students who want to participate should contact him at 302 NE 46th Ave., Olympia 98506, (360) 705-9025, cudda@msn.com.

Abbey L. Peterson, Park City, UT, will attend the Utah School of Massage and Therapy.

Erik J. Siehl, Seattle, works as a backcountry ranger in the Olympic National park during the summer and an Emergency Medical Technician for an ambulance company during the winter.

Class of 1994

John W. Krausser, Eugene, OR, is attending graduate school in landscape architecture, concentrating on sustainable development and permaculture.

Eric H. Weppler, Pomona, CA, is doing great in his second year of medical school at Western University of Health Sciences and looks forward to beginning his third year clerkship soon. This summer he will have two clerkships in Portland and two at Madigan Army Medical Center. He accepted the Army's Health Professions Scholarship for Medicine, which paid for four years of tuition, books and medical equipment. He says he greatly values his educational experience at Evergreen and what it has enabled him to accomplish, and is deeply grateful to the many people here who helped him strive to better himself.

Class of 1995

Robert P. Allen, Olympia, is involved in an experimental program to increase Chinook salmon survival rates during migration. He works for Long Live the Kings, a non-profit organization working to replicate natural conditions in salmon hatcheries to better prepare the fish for release in the wild.

Vanessa R. Gaston, Tacoma, says, "Continue to pursue your dreams and in the end your dreams will become reality."

Glenn A. Hergenbahn, Olympia, recently founded Theater Three, a theater company in Bellingham.

Dante G. Salvatierra, Olympia, finished a year of national service with AmeriCorps and is beginning his first year in the Master in Teaching program at Evergreen.

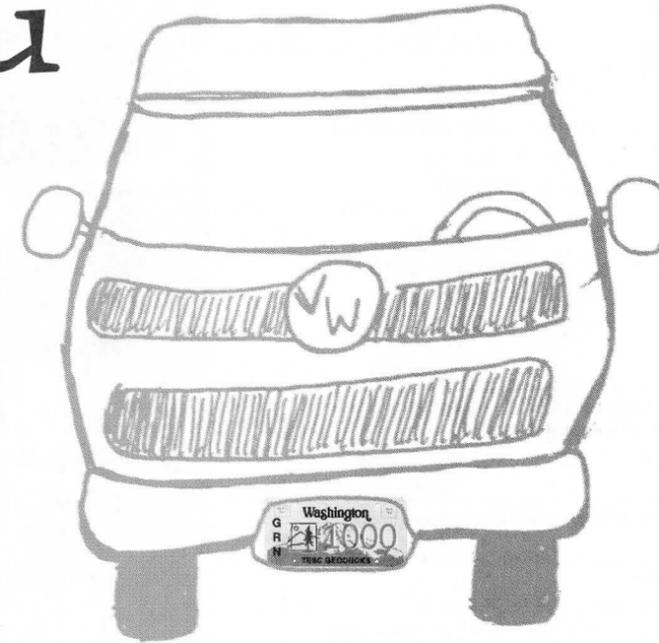
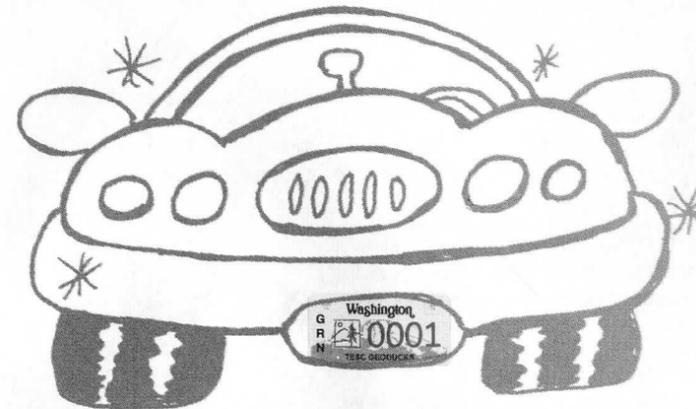
Passings

Barbara Cooley, director of Cooperative Education at Evergreen from 1977 to 1987, died of cancer on February 15. Cooley taught at Evergreen's Olympia and Vancouver campuses and later served on the Washington State Board of Health. Since 1992 she had been a health care counselor for students at the Hall Health Center at the University of Washington.

"Tex" Mitchell, who worked as a maintenance mechanic at Evergreen from 1971 through his retirement in 1987, died December 27 in Olympia. The Tex Mitchell Band performed at retirement parties and other events on campus.

Robert A. Ruth, a 1996 graduate from Olympia, died October 7 in an accident at a California winery where he worked.

No Matter What you Drive...



Hang An Evergreen License Plate On Your Bumper and Support Scholarships



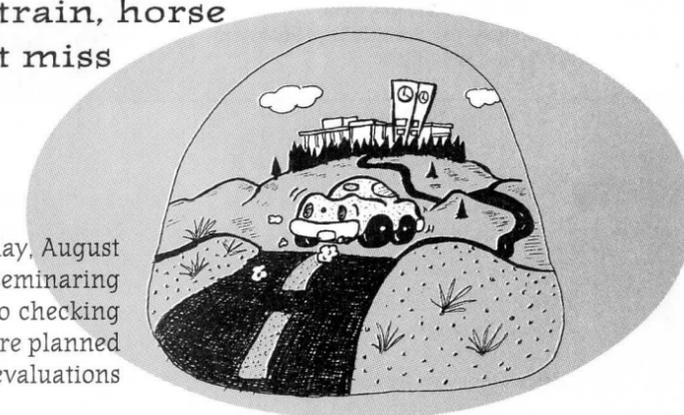
Whether you drive a BMW or a VW, now you can make an impression on Washington and support scholarships for The Evergreen State College! The only designer license plate worth hanging on your ride is now available from the Washington State Department of Licensing. The Evergreen plate features our 25th anniversary logo and the words "TESC Geoducks." The price of a plate is \$36 the first year and \$30 each year after, with \$28 of the annual fee going directly to student scholarships.

Visit your local Department of Licensing office to purchase your Evergreen plate. For more information, call the Alumni Affairs Office, (360) 866-6000, ext. 5029, or send E-mail to tescalum@elwha.evergreen.edu.

And ... whether you travel by plane, train, horse or in a car with Greener plates, don't miss

A Greener Return: The Ultimate Gathering

Come back to Evergreen for the 25th Anniversary Reunion, Friday, August 22 through Sunday, August 24. We'll be doing everything from seminar in interdisciplinary mini-programs to reuniting with friends to checking out the ol' haunts in downtown Olympia. Activities and events are planned for the whole family. For details, see page 17 of this *ReView*. Self evaluations will not be required.



Much of the information for *AlumNotes* is collected by telephone. *ReView* has made every effort to ensure the accuracy of this material and regrets errors resulting from its method of collection. *AlumNotes* is compiled by the Office of Alumni Affairs and Annual Fund. Call the office at (360) 866-6000, ext. 6551 with any corrections, or E-mail tescalum@elwha.evergreen.edu.

