

THE EVERGREEN STATE COLLEGE

August 12, 1971

M E M O R A N D U M

TO: Leonard Delgado and Darrell Phare

FROM: Rudy Martin

SUBJECT: Summary

This is a short summary of some of our discussions during our planning session a few weeks ago. I hope that you will see these points as simply tentative plans which we can change between now and the time that school opens and that we can certainly change when school starts and the students are here. I think the fundamental thing we ought to try to keep in mind is that flexibility is the key to this whole shooting match and that unless we can maintain some flexibility but still have a certain amount of direction we're going to be in trouble right from the start. So let me run down some of the basic kinds of points we made in our discussions and then we can go from there. I guess the first place to start is with our conclusion that each of the three of us will teach the students first of all from his own ethnic groups. I'll teach the Black students, Darrell the Red students, and Leonard the Brown students. We will team teach on a rotation basis the White students who come into the program as well as those minority students who elect to be in mixed or if you will integrated seminar groups. We will determine who's students are whose on the basis of letting the students self select themselves into seminar groups during the orientation period. We should probably post sign-up sheets with the time and the ethnic kinds of seminars that we're scheduling and let the students sign up themselves into the seminar groups that they want to be in. I think that's our basic agreement on that point.

Our basic approach should be that we will spend the first twelve weeks whenever school starts in our book-film-skill development seminars. During that period everybody in the program whatever his racial background will read all the books on the general list. In other words, we'll spend that twelve weeks reading the eight or nine books on the general list, we look at some of the films we choose to show during that period of time and spend a good deal of time working on skill development in that time also. After that we'll spend the remainder of the winter quarter however much there is on individual contract work or group contract work. Now that is going to include stuff like community study, mini courses, Black studies, Chicano studies, Indian studies and work study options, any of the kinds of things that we've talked about as individual or group contract work that will take up the remainder of the quarter. We'll spend the whole spring quarter in either travel or some other student

developed project. We'll travel of course if the money is available. If the money isn't available we'll have to work out some projects and plans with the students to be worked through during the spring quarter. Now during the winter and spring quarter, the students will read the ethnic book list. Now there are six books on each one of the ethnic lists which means that they should be required to read at least three books per quarter and I should think that in the event that we choose to plug in some other books that we haven't included on those ethnic list that that ought to be the time to do it. One word about films, our film list, the ones that we've submitted to Kaye, should be divided into three basic groups just like the three quarters and it seems to me that we should probably spend most of our money and time on films in the fall quarter. In order to have everybody operating on an equal basis I thought we would spend the same amount of money for films in each of our seminar groups. In other words, what we ought to do is spend somewhere in the neighborhood of \$225 each for films. That is \$225 on Black films, \$225 on Chicano and Red films. We want also to hold some money in our reserve for films that we happen to run across during the course of the year that we might want to show and we can also use that to rent films or buy films to be shown to the whole group at any time we choose. I might say also that we ought to plan on using any of the films we rent in any way we choose to. In other words, we can show films to our own ethnic seminar groups or to the whole group. There may be some films shown only to Black students, or Red students, or Brown students. There may be other films we'll show to everybody but it seems to me that we can use these films in any way that we choose. So long as we all have the same amount of money to buy films. This way I think we won't have any trouble with students feeling that Black students got more films or Red students got more films and stuff like that. I think we also ought to leave it open. However, for any of us to use as many free films as he can get his hands on. In other words, if Darrell can find some free films that I can't find he ought to be able to use them. But the main thing on the film business seems to me should be that we spend the same amount of money for films for each one of our groups. So that ought to take care of that side of our general plans.

Now the tentative seminar schedule that will be worked out is this: Mondays are taken up with tutoring and counseling sessions and with the staff meeting. Remember in the staff meetings we will deal with questions of teaching, questions of subject matter and spend as little time as possible working on house keeping details, and business matters. Tuesdays and Thursdays will be seminar days as I remember we decided to offer on those days four two-hour seminars. Now those seminars can take all of the two hour period or they can take as much of it as necessary or as little of it as is necessary, depending upon what's going on and how effectively the seminars are working. We plan on scheduling one seminar from eight to ten in the morning, one from ten thirty to twelve thirty and one from one o'clock to three o'clock in the afternoon and the other from three thirty to five thirty. Our basic plan was to suggest that the eight o'clock seminar and the three thirty seminar be either White group seminars or mixed group seminars and that we retain the ~~time~~ *Prime*

time seminar hours, that is the ten thirty hour and the one o'clock hour, for minority students. So that takes care of Tuesdays and Thursdays which are mainly seminar days. I might add also that there will be times when some of those activities will take place at night and not just Tuesdays and Thursdays but for any day of the week for that matter and we will schedule those as the time requires and as the situation makes it necessary. Wednesday we figured would be half a day in full group activities and discussions, lectures, visits to the campus by people from areas of experience and training that are relevant to what we are doing and for that matter things like rap sessions among the groups any kinds of full group activity that we planned. That should take up half a day the other half of the day ought to be spent in scheduled pre-arranged tutoring and counseling sessions and let me add a word about the tutoring and counseling sessions. These ought to have to do with whatever it is that happens to be on students minds. In other words, we can work with them on paper work, reading assignments, on film or other kinds of skill development as well as personal counseling and since our counseling services at the College generally are going to be very limited we are going to have to recognize that most of the counseling that is going to get done with students is going to have to be done by us. So the schedule for counseling is some time that we have nailed down and labled as time we will spend tutoring and counseling our students in addition to the time that we can arrange with them on an individual basis for counseling and tutoring. Fridays ~~we~~ will be full group days mainly for film work and I can't see why we should't be able to do some other kinds of full group work and again the remaining half day ought to be spent tutoring and counseling sessions with our students. I think that's our main plan as far as a seminar schedule goes for fall quarter. In the winter quarter we won't do nearly so much seminar work as we will in the fall quarter, but I think we probably ought to recognize that we will need to schedule I would say at least one seminar a week or maybe every other week for film or book work as well as to kind of keep track of the stuff that's going on in individual and group contract work. The same thing ought to hold true in the spring quarter; there ought to be some full group meetings with some seminar meetings to deal both with study problems with reading assignments, film, and that sort of thing, but the main thrust of the seminar work ought to be in the fall quarter with some less seminar work in both the winter and spring quarters. I think that's our general approach to the seminar situation.

Now the question of the program orientation is going to have to be answered finally after we know something about what the College's over all orientation program is going to involve. But these are some of the kinds of things we talk about with reference to the Contemporary American Minorities Orientation. One of the first things we ought to do is have the students and faculty meet each other. That can be done either in a series of full group assemblies or in small groups for rap sessions or out on the beach or somewhere but we ought to get to know who ~~are~~ <sup>our</sup> students

are and they ought to get to know who we are. Next we ought to be sure that the students fully understand the main operations of the College. They ought to know who the housing man is, the President, the team secretary and that sort of stuff. From that point we ought to move into our program orientation so the students know how the program works and what the basic outlines of the program design are. We can do that again in the small groups or in the full group meetings or however we choose to, but the students before we begin ought to have some chance to know something about what it is the program is designed to do. I would expect also that during that early part of the orientation period those students who want to transfer out of the program into other programs ought to be able to do it and those students who want to transfer into the program from other programs ought to be able to do it then. So that first part of the orientation period ought to be a kind of shake down period where everybody finds out the way of the land so to speak and has some notion about what the program is going to do. Next I think the students ought to be introduced to some of the skill and project possibilities in the program. They ought to be informed and they ought to understand the kinds of skills they can develop beside from subject matter study and the kinds of projects they can do in the course of the program. Now they are going to come prepared with some information as a result of our summer mailing. So they will come prepared to offer some project possibilities, but I think we should also plan to develop some project possibilities between now and then to present to them when they get here so that they can have some general notion of the kinds of things that ought to be going on in the program. Next the students ought to be given a chance to self select themselves into seminar groups. As I said before, I think a kind of sign up sheet with the ethnic grouping of the seminar and when and where it meets and with whom it meets ought to be posted and the students ought to have a chance to choose themselves into the seminar groups they'll work with the remainder of the year. Now whether or not students can shift around among these groups once we get started is a question we can deal with when we get to it. But I think on a kind of general basis we ought to hold to the notion that some shift and change among seminar groups is permissible and desirable but not so much that the group becomes unstable so I think we're going to have to make up our minds at some point just to how much of that kind of shifting around we're going to allow and conditions under which students can shift or change from one seminar group to another one. Another question for us to deal with reference to the orientation period is just what kind of recreation do we want to be involved in. Do we want evening activities or do we want day activities? Do we want films? Do you want to have picnics or dinners? Do we want to deal with things like rock festivals, rap groups, atheletic and sports events or on campus and off campus activities? I think we need to think about those things and come prepared to make up our minds fairly firmly as soon as we get back to work full time so that when the students arrive, that stuff will be fairly well settled and we can try to remain flexible, yet still at least have some general plan. I think that just about covers the question of orientation. If you

have questions or suggestions be sure to contact me right away so we can start to make up our minds just the things we want to do.

I think one question we're going to have to settle soon after we get back is the question of our CAM Team Covenant. If you remember, I talked about this as a set of agreement or assumption that we decided to work on. Now for example, how much if any outside contact work should we, as the teaching staff of the program, be able to take on in addition to our program obligations. How should we make decisions by majority vote or consensus. What kinds of disciplinary actions ought we to consider for the program to deal with problems that may come up. In other words, these are the kinds of things that we ought to think about and get into our Team Covenant. Now the Deans are going to expect us to submit to them, that is the Dean of our group, is going to expect us to submit to him a written record of our program. This of course will be in addition to our film record which we intend to keep for ourselves and I think that ought to be included in how we're going to do in the agreements that we make up for our team covenant. So like with everything else think about it consider it and jot down any ideas or notions that you have. If you have any questions give me a call or drop me a line and we'll try to get some agreements and some accord on those kinds of questions established as soon as we can.

Now there are four or five things more that I want to mention for you to keep in mind between now and the time that school starts or the time you guys get back so we can get to work on them right away when you get here. One of those is the thing I've already mentioned about study topics. We ought to be sure to do some thinking and planning on specific kinds of research, or campus study, or off campus study projects that we and the students will be involved in. You might put together a file of project ideas, you might clip out clippings or make notes of films or music or activities that you want to get involved in but you ought to do some thinking about study topics for us and our students to do when they get here. Another thing is something that I mentioned to you when you were here and that is that human relations area file that Tim Moffatt in the library is responsible for. Now Tim can assemble for us library holdings that apply to almost any area of study that we want to be involved in. For example, he can gather together materials dealing with politics, anthropology, with music and art, with skill work, with sociology. All we need to know is tell him the areas of interest that we want him to assemble materials in and he will set about locating the books and periodicals and non-print items and all the rest of that stuff that is relevant to any of those areas that we need to have him collect material on. Another one is the question of skill developments we need to kind of settle in our minds the particular kinds of skill areas that we want to try to work on. I would want to recommend right away that we spend a good deal of time thinking about skills

like reading and writing, clerical skills, AV skills and any other skills you guys can think of. So try to start making up your minds in order of priority the kinds of skills areas that we think students ought to develop competency in. Between now and the time we get back to work full time I will submit our completed film lists to Kaye Utsunomiya in the library and we can expect those films to be ordered for the dates that we've set down on the schedule when we were here together. As I said to you and when you were here, we ought to start with the films that Evergreen has purchased so that we can avoid problems of not being able to get films when we want them or having films arrive before we want them when we order films from the outside. We will start our activities using the films that are already here on the campus and then the films we are going to rent will have come in after those films that we have used here. I think that's all. If you have any questions or comments as I have said all the way through make sure you get in touch with me. Drop me a line, give me a call and let's get this thing off the ground.

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## CAM Program Design Spring Quarter 1972

The following program design and schedule of activities is the result of student and faculty planning sessions held during the week of March 13th - March 17th. The entire quarter's work was laid out in those meetings and the procedures as well as some of the specific activities seemed to be agreed on by everyone present. In the event that there are disagreements by those folks who are not present at those meetings we suggest that they confer with their fellow students and faculty in order to resolve those disagreements and get on with the quarter's work. Also, if this statement has distorted any of the agreements made in that planning group, please bring them up with Rudy, Darrell or Medardo in order to get them clarified and corrected before we go too far into the quarter and in order to prevent waste of time and wheels spinning.

Generally the plan for the Spring quarter work is to divide the entire CAM student body into three work groups. One of which will focus on Politics, another on Economics and the third on the Social System. The aim is to use these three groups to formulate the basic overall system of living involving politics and economics and social arrangements based on students own experiences in this country and in the minority cultures that they represent and for that matter in the majority culture also as well as on reading and studying of various other kinds of social systems that have been tried or are being tried in various other parts of the world. The fundamental goal is to tap into as many of these different kinds of resources as possible and come up with some system which the students in the program can agree would be the most desirable to live and work under. We probably won't be able to focus on every single possible problem that may come up or to deal with every single aspect of the society's functioning, but the main goal is to lay out some broad and general guidelines as well as some specific kinds of things that can make life better for individuals and for groups be they minority, majority or otherwise. The further goal would be to give the students in the CAM Program some experience in training at developing living systems and some information to bring about what they perceive to be some of the fundamental changes necessary in this system in order to make it work or to lead them toward some alternatives to this system if they determine that it is not or will not ever be workable.

The first five weeks of the quarter will be spent on an information search. The faculty and the students will together study and analyze various kinds of living systems in order to retrieve information that will help them to establish their own system further on in the quarter. The sixth and seventh weeks will be spent organizing and arranging the living system which students will spend the eighth and ninth weeks living under. The last two weeks of the quarter will be spent in evaluation and summary. The notion then for the whole quarter is to find information and to arrange that information into some workable system and then to live under that system for a while, two weeks to be exact, in order to determine its feasibility. Finally we'll spend about two weeks summarizing and evaluating the system that we've designed as well as the entire quarter's work.

The sixth and seventh weeks will be slightly different. These weeks will be periods of a lot of concentration on the formulation and organization of the specific plans that will operate during the eighth and ninth weeks when the entire program will live together either on the campus or off the campus.

Monday - 9:00 - 12:00 a.m.

The economic, political and social groups will meet together and start to formulate their plans.

1:00 - 4:00 p.m.

Will be time for skill work.

Tuesday - 9:00 - 12:00 a.m.

Political, economic and social groups will meet again to continue working on their plans for the eighth and ninth week.

1:00 - 4:00

Large group assembly.

Wednesday - 9:00 - 12:00 a.m.

Skill work time.

1:00 - 4:00 p.m.

We will put together three mixed groups with members from each of the other groups, that is, a certain number of folks from political, social and economic groups will meet with some other folks in small seminar groups in order to communicate information and to maintain consistency and clarity in the planning for the eighth and ninth weeks.

Thursday - 9:00 - 12:00 a.m.

Skill work time.

1:00 - 4:00 p.m.

Will be large group assembly time. During large group time we will expect to give each other feedback on our progress and to make any plans we need to make for the further development of our social, economic, or political systems that will operate during the eighth and ninth weeks.

Friday - Will be the same during the sixth and seventh weeks as it was during the first five. That is there will be time all day Friday for skill work and open time for faculty conference, student conference and that sort of thing. This plan will focus for two weeks, the sixth and seventh weeks, and will focus on formulating and organizing the systems that we will live under during the eighth and ninth weeks.

Now we don't know yet whether or not we'll be living under our simulated society on the campus or off. If we get some money from our foundation proposal we'll try to do it off the campus. If we don't get money, it seems possible to do what we want to do right here on the campus grounds. Maybe in the beach area or right here in the building. But the main point is that we're going to spend that two weeks living and working under our simulated social system so that we can give our politics, economics, and social organization a chance to operate. If this period is successful we should have a lot of fun, we should do a lot of work and get some pretty firm ideas about some alternative ways of organizing politics, economics, and social arrangements. We will spend the last two weeks, the tenth and eleventh weeks of the quarter summarizing and evaluating the whole thing. We'll try to come up with solutions to problems, we'll try to evaluate the whole experience. Both with an eye to finding out what was good or bad about it as well as with an eye trying to determine what we can take away from it and maybe put it to use elsewhere. That's the general plan for the program.



## II. Reading

The following reading selections were chosen by students and faculty and were agreed on as the basis for the program reading for spring quarter. The general list includes the following things:

1. The Prince by Machiavelli
2. The Book of the Hop! by Frank Waters
3. I Ching
4. Carl Marx: Writings in Sociology and Social Philosophy  
Edited by T. B. Bottomore
5. Quotations from Chairman Mao or the Red Book by Mao Tse Tung

### (b) Walden II by Skinner

These books will comprise the general list which everyone will be expected to read. Now this reading is difficult and will require the expenditure of a good deal of time and energy. But if students devote the time and the energy into the reading required nearly everyone can expect to come away from this material with some sound and fundamental notion to help in the development of our social system. In addition to these general readings which everyone will be expected to do. There will probably be some selected essays by writers like Thomas Payne, Herbert Marcuse, Franz Fanon, Marshall McLuhan, Plato and probably some others. The general list will form the basis of our book seminars sometimes supplemented with essay selections. These materials will be dealt with during seminar time on Tuesday and Thursday during the first five weeks of the quarter and such other times as faculty and students feel necessary during that same five week period. Faculty and students will probably also wish to refer to the readings on the general list or selected essays or such other reading matter as appears relevant to the organization and planning of the political, economic, and social systems under which the CAM members will live during the eighth and ninth weeks of the program. The point of this general reading list is to focus everyone's attention for a while on some of the same materials for reference purposes and to provide information to help in the establishment of our political, social and economic systems. In addition to these general readings it will be surprising if each of the separate groups, on political economics, and social order did not choose on its own to read some things more specific to its own purposes and only relevant to people in the other groups. We hope that will happen.

## III. Writing

CAM members will be expected to write regularly during the spring quarter, particularly during the first five weeks and on ~~in both the sixth and seventh~~ weeks. Most of our writings will be short but the main thing is that they will be regular and they will focus in some measure on the materials and ideas that arise out of our reading and seminar experiences. A composition workshop similar to and different from the one offered last quarter will be offered during the spring quarter on a regular basis. Everyone is invited to attend but even those who do not choose to involve themselves directly in the composition workshop will be expected to do the regular writings that everyone in the entire program is to do. The faculty members will read student writings and offer what help they can in matters of clarity, form and so forth. In the event that faculty members are not able to deal with the kind of problems students are having in composition we will resort to the learning resources group for help in these particular situations. For that matter students wishing composition aid outside the program are welcome to see the people in the learning resources group on their own time and participate in writing workshops or other skill developments that learning resources people

#### IV. Films

Student volunteers and the faculty will determine a list of films to be used during the spring quarter. Since Thursdays are regularly scheduled film days we will try to show and discuss the films that we've been during that period between 9:00 - 12:00 on Thursdays. At the moment the films we are trying to bring in are Lord of the Flies, Animal Farm, and 1984. These do not make up a whole list but they're the ones that we've talked about so far. We will add to that as quickly as we can in order to begin our film showings and discussions as quickly as possible in the new quarter. If anyone having suggestions about films that would be relevant to our topics or to our goals should please contact the faculty member or another student who happens to be working in the film selection group so that those films can be added to the list of films we are trying to get.

V.

#### V. Resources

Any member of the program who knows people or has access to other resources that will make significant contributions to our study during the spring quarter should make it a point to contact a faculty member as soon as possible to arrange the scheduling of those resources or those people. We hope that a lot of suggestions will come in so that we can have the widest possible variety to choose from and use that selection to enliven and enrich our work during the spring quarter.

#### VI. Evaluation

Evaluation of student performance during the spring quarter will be much like the evaluation at the end of the winter quarter. Reading, writing, program participation, individual projects, sub-contracts and activities will form the basis of evaluation. Each aspect will be weighed according to its priority in the students academic development. In keeping with the suggestion that came out of the planning sessions we will discuss and try to make some group decision on the direct participation of students in the evaluation of their fellow students. Everyone will be expected to evaluate the faculty and the program at the end of the spring quarter.

#### VIII. General procedures

In order to be sure that everything gets off to a good start in the spring quarter let's spend the entire day Monday, March 27th meeting and organizing our small groups and getting oriented to book seminars and getting our skills developed in workshops all laid out so we can begin work immediately. With reference to the small groups on politics, economics, and social organization, students will be able to select themselves into those groups voluntarily. It's not necessary that each group have exactly the same number of people in it, but we hope that you will sign up into groups in such a way that each one has approximately the same number of people in it in order to be assured that it will be able to get its work done. Each CAM faculty member will assign himself to the group that he seems most interested in however, we'll expect to rotate back and forth among the groups at some time during the semester to be sure that all three of us spend some time with all three of the groups organized. We hope that all three of these groups will be racially mixed and that all three of them will be functioning, working bodies or committees. We will organize book seminars in the same way that we do these group seminars. Each CAM faculty member will post the time and place of his book seminar meetings and will invite students to volunteer

(General Procedures continued)

to be in those groups. As with the theme groups we hope that these seminar groups will be approximately the same and that there will be some racial mix of all those races and cultures represented in the program. In the event that any single theme group or book seminar group is much larger than the others we will ask a few people to volunteer to join the smaller groups in an effort to down the size of those groups. We hope you will cooperate in this and not feel that you are being slighted or singled out for special attention if you are asked to move from one group to another. In addition to getting signed into book seminars and theme groups on Monday we hope to use that day to get everyone in the program oriented on whatever skill development activities he or she expects to participate in for the remainder of the spring quarter. We'll hold our first booksseminar Tuesday morning, March 28th from 9:00 - 12:00 as originally scheduled. Instead of large group assembly at 1:00 on Tuesday let's use the period 1:00 - 4:00 Tuesday to organize the first meetings of our small theme groups. Since it is highly unlikely that we will have a film for the first week let's use the film period in other words, 9:00 - 12:00 a.m. Thursday morning, for our first large group assembly. The rest of the week should remain the same as indicated above. The design for this quarter ~~will~~ seems as exciting as hell. Let's hope that everybody will get down and do their share and make the thing successful. If we all work at it CAM is liable to come up with something really exciting and blow a lot of peoples minds. Let's all get <sup>down</sup> down.

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## CONTEMPORARY AMERICAN MINORITIES

ONE FULL YEAR (3 QUARTERS)  
3 UNITS EACH QUARTER  
Rudolph Martin, Coordinator

The Contemporary American Minorities program aims to create greater comprehension of the student's identity within the broad context of American society. Students will examine articulations of the meaning of blackness, redness, and brownness in a predominant White culture. They will understand how the black experience differs from the red life style; how brown life differs from black; and how red and brown differ from each other. *The program is not a bleaching process.* Nonwhite Americans should be made comfortable with their races, their cultures, and their separateness. Students in each racial-cultural seminar will be encouraged to relate to



others in their group as a means of maintaining individual and group identification.

Additionally, the program will try to promote increased understanding among and between the major American racial groups. Cross-cultural sharing, as well as diversity of experience, culture, literature, and thought will mark the program's activities. The similarities of minority experience will be studied as a counterpoint to differences.

The Contemporary American Minorities program will offer students both academic information and practical skills. Arrangements will be sought to make training in typing, shorthand, vocabulary building, computer languages, and other skills available to students. Such useful training will help to equip minority people to assume active, important roles in our changing society. The combined emphasis upon thinking and making thoughts count will allow

learned how best to deal with it in an honest, constructive way.

The Contemporary American Minorities program begins with a firm grounding in the richness of Nonwhite culture. Black authors, poets, filmmakers, dramatists, leaders, and politicians have surged to national prominence. So great has their recent importance become that White America equates success for, let us say, an individual black novelist with advancement on all levels for Black Americans. Black people know better.

Caesar Chavez's long, painful grape boycott won support from hundreds of thousands of American buyers. His efforts to unionize migrant fruit pickers have been accepted (by White Americans) as success for all Chicanos. Chicano culture is still largely ignored or unknown, and White America accepts small signs of advancement for some as the accomplished fact of betterment for all. Chicanos know better.



Native American groups, tribes, and descendants have worked to win redress for two hundred years of unfair federal policies. Periodically the Bureau of Indian Affairs of the Department of the Interior have announced monetary settlements for unfair removal of Indians from ancient lands. In Oklahoma, many Native Americans have benefited from oil discoveries. White Americans believe this money and Jim Thorpe's athletic prowess marked success and assimilation for all Native Americans. Reservations are seen (by White Americans) as self-contained, educational, economic, social, and opportunistic units. Native Americans know better.

In the year-long program, some 100 students and 5 faculty members will work together toward a comprehensive view of the experience of contemporary minorities. There may be opportunities for some part-time students to join the group for the Fall and the Winter

young people to increase their contributions to the growth of their subcultures and to the larger national culture.

For years, minority American spokesmen have charged the United States with being a racist society. This is their charge: From Pontiac to Frederick Douglass, Marcus Garvey to Martin Luther King, and more recently, Caesar Chavez, White America has heard accusations of racism and ignored them. Fire, destruction, and murder have vouchsafed White America into an agonized realization of unresolved problems. Too often an uninformed White America has met an angry, better informed but disenfranchised Nonwhite America with guns, violence, and repression. At best, White America has ignored Nonwhite cries in hopes they will fade away. Nonwhite Americans have been forced to live mainly outside the socio-economic system, and when they have conformed to its teachings in order to survive, they

have met with limited success at best.

Nonwhite America holds rich, unique, and varied cultures still misunderstood by White America. The riches of Nonwhite music, language, poetry, and art have strongly influenced White America and need study and understanding if the fullness of America's contribution to human growth and progress is to be realized.

The "melting pot" image of American society only partly describes life in the United States. Those not successfully "melted" into the "pot" have been Nonwhites. The White population, trapped in the fantasy of "one nation, indivisible" has been unwilling and unable to accept the fact of cultural difference. White America has been unable to create a workable pluralism that protects racial cultural separateness and insures "freedom and justice for all". Racial separation has long existed in America, but people have still not

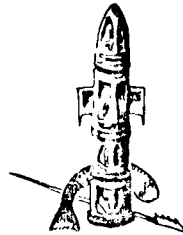
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Caesar Chavez's long, painful grape boycott won support from hundreds of thousands of American buyers. His efforts to unionize migrant fruit pickers have been accepted (by White Americans) as success for all Chicanos. Chicano culture is still largely ignored or unknown, and White America accepts small signs of advancement for some as the accomplished fact of betterment for all. Chicanos know better.

ships, work-and-study arrangements with juvenile authorities, and community action projects.

The Spring quarter introduces another phase of the program. The entire quarter is devoted to simulated social situations. Students will read at least three books which offer differing viewpoints about the way society could be organized. The first two weeks of the quarter will be devoted to tooling up for the construction of model societies. Black Students will design and run the entire social simulation for all 100 students for two weeks. Brown Students will then initiate their plan for two weeks. Red Students will direct the program for two weeks, and two weeks will be set aside for an attempt at viable mixed rule by all racial groups. The final two weeks of the quarter will feature discussion of experiences, knowledge gained, and evaluation of the program.



American society. Students in the White and mixed seminars will study composite lists of books selected from the Black, Red, and Brown readings.

### A Tentative Schedule of Activities:

During the Fall quarter, Mondays, Tuesdays, and Thursdays will be devoted to Seminar meetings, discussions of readings and student essays. Individual counseling between instructor and student will proceed on those days as needed. Wednesday mornings will feature Lecture and Group activity for all students in the program. Lectures will center upon problems such as "The Family As A Social Institution", and examine the different views of family life held by each subculture. Wednesday afternoons will center upon scheduled counseling sessions, Skill Workshops, and sometimes discussions of the morning's lecture. Fridays will have a film in the morning, with a Group Lunch and film

discussion slated for the afternoon.

Winter quarter is designed to expand individual interests, knowledge, or skills developed during the Fall. Basically, Winter work is scheduled to allow minority people to begin putting their ideas to work directly.

Theme Workshops will be arranged for students wishing to pursue special topics in Black, Red, and Brown studies. Skill Workshops will continue in an effort to give minority students access to individualized knowledge of typing, shorthand, foreign language training, or work with computers. At the same time, Individual Study Projects in economics, government, health, cultural anthropology, art, dance, music, and ethics may be undertaken up to the limits of the resources within the program staff, the College staff as a whole, and the surrounding community. Further Winter options include community studies,

Contemporary American Minorities Program  
Sample Year's Activities, by term

| FALL  | WINTER   | SPRING  |
|---|--|---|
| Monday: 20 member seminar discusses <i>Wretched of the Earth</i>                            | THEME WORKSHOPS: Black, Red, Brown Studies (Music, Lit., History, Culture, etc.)             | SIMULATED SOCIAL SITUATIONS                   |
| Tuesday: 10 member seminar, more discussion   | SKILL WORKSHOPS: Language, Typing, Vocabulary, Short hand, Computer Language and Programming | Model Societies                               |
| Wednesday: morning-Lecture/Group Activity (Lecture on "The Family As a Social Institution") | INDIVIDUAL STUDY PROJECTS: Economics, Government, Health, Morals, Customs, etc.              | Preview taped or filmed record of year's work |
| Wednesday: afternoon-Counseling and Skill Workshops   | OTHER OPTIONS: Dance, Art, OEO Internships, Juvenile Work, CAP, Work-Study                   | Projections for future                        |
| Thursday: 10 member seminar, more discussion  |  |   |
| Friday: morning-Film: "Birth of A Nation"   |  |   |
| Friday: afternoon-Group Lunch/Film Discussion   |  |   |

as a documentary from the beginning of the academic year. In each quarter there will be a large "Event", such as a week-long visit by bluesmen, with a concert; a Huelga Theatre Group Performance; or other visiting artist presentations.

The program seeks to accept people where they are, and impart ideas, knowledge, and experience in such a way as to allow great growth for young people - as well as insight for any part-time students wishing to join in the large group activities.

The program should prepare students to undertake specialized work in history, sociology, law, anthropology, teaching, counseling, social work, literature, government, and community planning. Students who participate in the Contemporary American Minorities program should be better equipped to become forceful, confident contributors to an

## CAM Social Simulation Evaluation

The five-week planning session groups experienced both success and failure. Lack of student participation was the main cause of failure, and there were also times when more faculty input was needed. This possibly implies that the original plan should have included more extended use of the faculty resources. Although learning took place in the groups, the information gathered and discussed had little impact on the final simulation plan.

Once on the island, the original plans for the society were not carried through. Failure to designate responsibility to a single member of the Central Committee was a possible cause of the spontaneous and fragmented leadership. Members of the Central Committee failed to carry out in full the needs of the community. An example of one of these "needs" might be the lack of some planned activities to ensure against boredom.

The site selected for the simulation was an unpopulated, forested island which was conducive to a more tribalized society, and greatly influenced the lifestyles of the simulation members. The smallness of the island tended to encourage better communication and unity among individuals in the program.

The beaches provided some food; the artesian well, water; and the woods, wilderness experience. The nature of the island provided some necessary diversions, which afforded the community new and useful experience.

A main drawback to the location of the island was its nearness to civilization and the ease with which members could depart. Possibly had it been farther away and there been little access back, members would have been more discouraged from running back and forth.

Some people found the arrangement of the campsites not conducive to building a community. For these reasons, unity as a whole community did not evolve, but many inter-personal relationships developed.

Participation on the island was similar to as it is on campus. The same people active in the simulation were active in the planning sessions and the program in general.

At times of crises, there was participation and commitment sufficient to accomplish necessary tasks. This implies that in the crises situation there was a common goal in which all students had an interest. This "common goal" was otherwise virtually non-existent.

Because of the above mentioned interested and active students, jobs necessary for the maintenance and perpetuation of the society were carried out sufficiently every day.

The decision-making process met the needs of the community, but was inconsistent, and failed to involve all members of the community. No adequate process for making major decisions existed. The Central Committee, as originally defined, lacked the authority to enforce decisions, and once underway did not compensate for this error.

Lack of communication and ineffectual meetings failed to deal

CAM Social Simulation Evaluation

Page 2

with under-emphasized problems. Those around at the time made the decisions. The emifying and communicative tool was the dinner whistle. Non-verbal communication, as aggravated disgust, was ineffective because solutions were not offered. There was a poor atmosphere for communication because of an unwillingness to cooperate and defensive attitudes among simulation participants.

Some interpersonal and intergroup relations provided individuals opportunities to gain insight into themselves and each other. Walking, talking, working together, and crisis situations enabled the growth of many understandings between program members.

Not all members of the program experienced success in establishing intergroup relations because of their inability to feel comfortable in given situations.

LESLIE LAYTON

June 18, 1971

MEMORANDUM

To: Deans

From: Rudy Martin

Re: Staffing and Budget for CAM Program '71-'72

As of 17 June '71, this is how I evaluate the minority student situation at TESC for the coming fall:

92 minority students have either paid their \$15.00 admission fee and the \$50.00 deposit or have had both fees waived or postponed.

39 have paid both fees.

53 have been granted postponements or waivers.

23 have either applied for or been granted financial aid.

The complete financial aid/admission picture won't be clear until mid-July, when the aid packages are sent out. But as the following evidence indicates, we can and should make some tentative decisions on staff and budget now, before the new faculty members leave this conference.

Using the program preference questionnaire (not sent before now to the 53 students on waiver; it is now being sent), responses to the 25 May '71 letter from Dave Hitchens and me (59 responses), and the program selections indicated on the supplemental admission form, I have collated the following figures:

35 minority students made the CAM program their first choice.

8 minority students made it their second choice. (Of this group, 5 people first chose the Causality, Individual in America, and the Human Development programs, or others such programs that have already been over subscribed or are not being offered in the fall. I think it is only reasonable to conclude that these 8 people will, given their second choice program, the CAM program.)

4 minority students chose CAM as their third choice. (Of these, 2 opted for the Individual, Citizen, State program, and 2 for the over subscribed ones listed above. 2 of these 4 then should end up in the CAM program as their third choice program).

At this point, then, a total of 45 minority students have indicated to us that they want the CAM program. Also, 13 white students have indicated that they want the program; no other white students have been assigned to it recently, pending an increase in minority enrollment over our earlier estimates. I think that number will reach 25 or 30 when the program is re-opened to white students. The total number of students wanting the program today is 58.

I think we should make the following conclusions and take the following actions:

1. The CAM program will be subscribed to by between 60 and 80 students, maybe more.
2. This number of students will require at least 2 fte faculty, and if it grows, 3 fte faculty.

Even if this group suffers a 10% or a 20% no-show rate, it will need at least two faculty. If it stays the same or grows, it will need three.

3. Cruz Esquivel, who was hired with this program definitely in mind, should be assigned to it now. I think he should be fore-warned by the deans that this program might not go, but he should be told of the present trend and what it indicates. He should be informed that he will most likely work with the CAM program this fall, but that he might be left in the Man and Art program.
4. A third person should be designated and informed that he or she might be assigned to the CAM program; in fact, that person should be told that the possibility of a CAM assignment is good and that he or she should be thinking in that direction.
5. Funds for summer operation of the CAM program should be allocated and set aside now to do the follow-up work that will be necessary.

Copies to:

C. McCann

J. Shoben

D. Barry

D. Clabaugh

D. Brown

J. Arquette



THE EVERGREEN STATE COLLEGE

March 13, 1972

M E M O R A N D U M

TO: Charles Teske, Dean of Alpha Group

FROM: CAM Faculty

SUBJECT: Preliminary CAM Program Report

- I. The CAM Program has departed only minutely from it's catalog description, so it is still recognizable in the terms of that original statement. We have instituted a few changes, based on faculty and student planning sessions at the end of the fall quarter. We added a mixed-race group seminar to the original separate race-group seminars, and we set up avenues for student presentations to the entire program assembly. Otherwise, the program is pretty accurately described in the catalog.
- II. Our separate race-group seminars are faring pretty well; our mixed-group seminars less well. Each is scheduled once a week, and each (especially the mixed ones) is attended irregularly. Of the approximately 20 students assigned to each, usually about 10 or 12 show up (this is considering the 12-15 students off campus on sub-contracts and internships). Students are learning a good deal about group inter-action, but less than we'd like off subject matter and skills. The reasons here are numerous, including lack of focus which causes discussions to wander and range over too broad an area for significant dialogue, and the major factor, that too few students come to seminar prepared to deal with the materials or ideas at hand. We occasionally videotape seminars, but we haven't made taping as useful a tool as it might be.
- III. Our booklist, originally chosen by the faculty but voted on and accepted by the students, has been quite satisfactory. The level of difficulty by a few books has caused some problems, but if students read anything, they tend to lead the program list.
- IV. We have done too little improving analytical reading skills, and we have required too little writing. We've some critical analysis of tests, but not enough; and while we do offer a composition workshop within the program, it does not reach enough of the students in the program to be as helpful as it might. We have tapped into the Learning Resources Group for help in reading, mathematics and study skills, and we've done some media skill development both within the program in workshops provided by the media staff. Also, we've done some in-program work with clerical and language skills, and we've received some help in computer work in that section of the college. Our "special" skill development problems have been like the general problems of the program and the college rather than anything unique or extraordinary
- V. We have mistakenly let our regular faculty seminars drop during the winter quarter. We held them regularly in the fall. In their stead we have opted for faculty meetings as the need for them arose. This has partly been necessitated by faculty travel and involvement in separate but program-related activities. The meetings we have had

Dean Teske

Page -2-

have been mainly business meetings to clean up housekeeping details and to make general program plans. We've done little book discussion this quarter and no taping at all. The result has been lack of cohesion and too little sense of togetherness in the direction of the program.

- VI. In addition to seminars, we've used one-to-one tutorials, individual and group projects, panels and individual and group presentations to the whole assembly, and lectures. For the most part, these processes have been satisfactory. Our problems have not been as much methodological as they have been the result of student apathy and too vaguely defined goals.
- VII. Our evaluation process has been pretty thorough. We've had oral evaluations of students by each other and by faculty; we've written evaluations of students, faculty and program by students; we've written and had oral evaluations of faculty by faculty and of the program by the faculty. We've also had written and oral self-evaluations by students, and we plan to have them by faculty.
- VIII. CAM students are keeping portfolios of their own work. Also, faculty are keeping files on those students doing work outside the program or off the campus. The program secretary is holding portfolios of all the students and of all the faculty. From these sources, materials are selected for the registrar's permanent file.
- IX. Morale has not been constant in our group. It tends to reflect the over-all campus condition. After an all-time low of a few weeks ago, things seem to be getting better. Individuals in the group seem to feel better and have more spirit, seminars are now more high than low, and morale generally is improving.
- X. The major things that students in CAM seem concerned about are: too loose structure, too little faculty leadership ("why doesn't someone tell us what to do?"), too little group cohesion, and too little valuable work produced by too few students. We had a good bit of racial tension a while back, but that seems to be abating and race relations seem to be leveling off.
- XI. Our race-group seminars and presentations have worked best. The main reason seems to be that the minority students here seem most comfortable in their own little groups rather than mixed into the student body as a whole. A corollary of the preceding point is that mixed-race activities have worked least well, and for the same reason, essentially, as above. Our use of films has been poor, mainly because of bad scheduling and improper handling of the materials and ideas presented in film. As stated earlier, our seminars have been good and bad, depending on attendance, preparation and morale.
- XII. On the whole, CAM has been part good and part bad. Our seminars and presentations are pretty accurate indicators of the programs successes and failures. Our whole situation need four things to improve appreciably:  
1) We need more clearly specified and understood goals, expectations (requirements?), and standards both in the program and on the campus generally. 2) Our faculty needs to assert itself more forcefully in academic matters. We need to move students more towards learning and less toward group inter-action. 3) Students need to accept their responsibilities to themselves, their groups and their program. They need to work more and better. 4) More off-campus, whole-group, activities of a purely social or non-academic nature to help bind the individuals and groups closer together.

## CAM COMMUNITY GOVERNMENT

- I. CREDO: Everyone should dig the hell out of this program and be his fondest to make it work!
- II. All CAM members should have input on decisions that affect everyone.
  - A. Students in mixed-race groups should work with the CAM faculty to make additions to or changes in the basic program design when and where necessary.
  - B. Students should help select books, films, and special events for CAM use in the winter and spring quarters.
  - C. Students should help select copies and areas for special project work (i.e. individual and group contracts, field work, and internships), and should help determine the procedures for completing and evaluating projects.
  - D. Students should suggest information or procedures that will improve the overall program.
- III. All CAM members should participate in the community as much as they possibly can.
  - A. Since CAM is an experimental community built on racial pluralism in a condition in which each race is maintained separately but side by side with and in close cooperation with other races), members of each particular race should respect each other's cultural separateness, benefit from each other's cultural group whenever possible, and share with all in those aspects of the program that are common to all.
  - B. Part of a member's teaching-learning responsibility to himself and to CAM is to do the assigned work (reading, writing, journal, etc.) and to attend and share in program activities except in emergency or absence, or when other arrangements

group that made.

6. In order to derive the most personal benefit from CAM operations, and to develop into the concept of cooperative rather than competitive learning, members should feel responsible to develop whatever skills they need to contribute most to the program community.
7. Members should continually and openly share knowledge, skills, and experiences in order to encourage a cooperative instead of a competitive learning and social atmosphere.
8. Members of CAM should try to resolve inter-personal and inter-group conflicts within the community by encouraging open communication and arbitration if and when such conflicts occur.
9. Group decisions (i.e. not consensus, but whole group decisions) and program decisions, therefore, they apply to everyone.
10. All members should honestly and critically evaluate themselves, each other, and the whole program.
11. Members should write quarterly evaluations of staff, seminar systems, and the program, seeking counsel and information when and where appropriate.
12. Members should join together to write the year-end program history and evaluation.

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M. W. R.  
1414

THE EVERGREEN STATE COLLEGE

March 16, 1972

MEMORANDUM

To: Deans

From: Dave Barry 

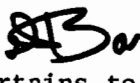
Subject: Planning for Minority Education

Insofar as there will not be a basic level CAM program please take whatever action is necessary in program review to assure that American minority considerations are dealt with in those general programs where historically on many campuses it has been the pattern to "exclude them." These groups and their cultural considerations have always been a part of the American History and Culture yet for any of a number of reasons have too often been excluded.

I urge that you meet with Minority Faculty and students if that will be helpful to discuss this aspect of program planning. This was discussed in President's Council on 3/14/72 and considered to be an item of top importance on which action should be taken as quickly as possible. Please follow through and keep me informed.

DGB:rs

cc: President's Council  
Coordinators

TO: Deans, Coordinators and Faculty  
From: David G. Barry, VP & Provost   
Subject: Academic Planning as it pertains to  
Minority education and concerns.

April 15, 1972

Following through on discussions at the Presidents Council, I called a meeting on April 12 to provide opportunity for minority students, faculty and administrators to consider the meaning of the fact that there will most likely not be a CAM program offered in academic year 1972-73 due to lack of student interest and faculty interest. The meaning obviously was that alternate considerations had to be made. I expressed myself to this point on March 16 as seen above. The meeting on April 12 was not designed to be totally inclusive of all interests. It was designed to bring needs and interests into general discussion. That goal was accomplished and next steps must now be taken to carry the discussions forward to assure that in all aspects of campus planning, academic planning and student affairs that minority needs and interests are appropriately considered. More small group general discussions are needed to enable further planning. I am pleased to see that the academic deans have already begun to carry these discussions forward in the Alpha, Beta and Gamma Group sessions. I ask that you respond to this leadership and work toward assuring that Evergreen is truly an inclusive academic community based upon common human considerations which at the same time respects and provides plenty of room for individual and group differences and interests.

Martin

## The Evergreen State College

April 19, 1972

TO: Minority Community and other interested parties

RE: Future Academic plans for minority people at TESC

In response to Provost Barry's inquiry about the feasibility of a Contemporary American Minorities type program for 1972-73, a meeting was held on 12, April, 1972. The entire minority community, administration, some faculty and other interested persons were invited and attended that meeting.

There was much of the spirit of co-operation and teamwork expressed in that setting and many general and significant ideas received direct, straightforward discussion. Among them were these:

1. The minority community feels no need to repeat the CAM program in the 1972-73 curriculum at TESC. We recognize the fact that the CAM program, in spite of its successes, was a band-aid to cover a very large wound, that is the absence of minority concerns in the remainder of TESC's academic program. In its stead, the minority community called for the complete, systematic inclusion of the minority experience in all programs where relevant and faculty sensitivity to the needs and concerns of minority students. This will not only cover up the wound as did the band-aid, but will attempt to heal it. Furthermore, the minority community sees a need for programs to offer more and better opportunities for minority students to develop the necessary skills to further their educational goals.
2. Everyone present recognized that the kinds of programs called for in the preceding paragraph will be possible only if the college hires adequate numbers of well-trained non-white faculty members. In addition, a high priority should be placed on securing minority administrators. To get the appropriate numbers of good people, the college should begin each year's minority personnel recruitment drive early, it should tap into all available sources of minority candidates (including present minority staff and students), and it should offer competitive salaries and work conditions. In particular, the community feels that the next academic dean and the next Board of Trustees member should be minority people.
3. The participants felt that projected goal of a 25% minority student body can be reached only by means of greater recruitment efforts based on the necessary appropriation of funds to make that goal a reality. In addition to the discussion of these general ideas, some specific commitments

made by those present anticipated some results to be expected in the near future. These expectations are 1) that there will be no CAM-type program in the 1972-73 offerings; 2) that the designers of the offerings for next year will actively work to include minority concerns in their projected programs and to provide skill development opportunities for minority students; 3) that the college seek to hire additional minority staff for 1972-73; 4) that there will be another meeting before the end of the Spring quarter to determine our progress toward these goals.

3. We thought this was a good meeting based on the proper spirit of cooperation and working together, which is part of the Evergreen concept. We have full faith that our trust and commitment will not be betrayed.

CONTEMPORARY AMERICAN MINORITIES  
PROGRAM DESCRIPTION  
ACADEMIC YEAR 1971-72

The Contemporary American Minorities Program has aimed to create greater comprehension of the student's identity within the broad context of American society. Students examined articulations of the meaning of blackness, redness, and brownness in a predominant White culture. They sought to understand how the black experience differs from the red life style; how brown life differs from black; and how red and brown differ from each other. The program was not a bleaching process. Non-white Americans should be made comfortable with their races, their cultures, and their separateness.

The program was aimed directly, though not exclusively, at its majority of black, brown, and red students. The white students in the program learned about minority cultures from the people who knew them best: the people who have written about them, talked about them, and lived them. Faculty and students alike were teachers and learners, as all delve into the history, economics, sociology, psychology anthropology, music, literature, and art of non-white Americans. In the seminars, black students, brown students, and red students worked with the Black, Chicano and Indian faculty members of the program to study issues central to their minority experiences.

The program emphasized pluralism: that condition in which different cultures exist without destroying each other; each unique, but with voluntary interaction between them so that all may grow. To that end, the program provided survival skills: academic, personal, and vocational skills; reading and writing improvement, other media-communication skills, interview techniques, computer languages, and other learning strategies. Such useful training helped to equip minority people to assume active, important roles in our changing society. The combined emphasis upon thinking and making thoughts count allowed young people to increase their contributions to the growth of their own cultures and to the national culture as well.

Besides the provision of a concrete and viable sense of racial identity to its students and the training in "survival skills," the program attempted to provide orientation to further academic study-- both general education and specific work to acquire enabling credentials-- and to help students become more politically aware. Students were able to work for change through political processes when necessary and toward the preservation of those aspects of their cultural and national life that need and are worthy of protection.

The program proceeded through several kinds of activity: (1) twice-weekly seminars which treat reading and writing done within and outside the program; (2) numerous small-group and individual tutoring and counseling sessions; (3) regular large-group, multi-racial activities, including lectures, films, and panel discussions; (4) workshops in specific skills; (5) in-depth community study and field work in minority and majority communities off campus; and (6) a concluding summary of the program with projections of future intra- and inter-racial relationships.

---



R. Martin

THE EVERGREEN STATE COLLEGE

June 16, 1972

M E M O R A N D U M

TO: Coordinators: Causality, Freedom and Chance  
~~Contemporary American Minorities~~  
Environmental Design (Fall Quarter)  
Human Behavior (Fall Quarter)  
Individual in America  
Individual, Citizen and State  
Man and Art  
Adult Human Behavior (Winter and Spring Quarter)

FROM: Ed Kormondy, Charles Teske, Merv Cadwallader

SUBJECT: Program Descriptions

Perrin Smith has notified me that he has not received program descriptions from your program and hence cannot send any transcripts until your description has been sent to his office. Please send these on to Perrin just as soon as you can.

EJK:jk

Cat. COPY  
winter + Spring Designs

## SOME SUGGESTED GUIDELINES FOR

### WRITING

#### SELF- SELF-EVALUATIONS

Here are some guidelines. Feel free to change these guidelines to suit your individual need. They are vague and few in number but should be general enough to allow your mind to wander over your activities this past quarter.

As this evaluation is a piece of your ticket to educational bliss, you should present your education wanderings in such a way as to clearly describe and explain your growth. The written self-evaluations will be a part of our basis for final decisions and evaluations and will be entered into your portfolios.

Here 'tis:

1. What did you learn? What do you have now that you didn't have previously that you feel is of benefit to you and your educational endeavors.
2. When did you learn it? Was it at the beginning of the quarter and therefore acted as a springboard into other discoveries or did it come later. Trace it back in time and try to analyze the before/after condition of your development.
3. How did you learn it? Reading; Writing; Talking; Smoking; fasting; Dropping; Seminars; Movie; Camping; How?
4. Why did you learn it? Was it to develop proficiency in an area of interest to you? Did you want to learn it? In other words, do you give a shit that you learned it and if not why did you learn it?...now that we've walked around the cow.

Again we strongly suggest that you evaluate yourself completely and therefore fairly. Since you're paying for these credits, you might as well get as many as possible.

Evergreen students and faculty, most of them from the Contemporary American Minorities Program, spent two days early in March in a soggy, frustrating struggle against rain-swollen Nisqually River, which was eating away at Frank's Landing on the Nisqually Reservation. The river washed out more than an acre of land which contained two buildings and a number of trees. C.A.M. student John Vigil, who lives at Frank's Landing, **sounded the alarm which sent about 40 Evergreeners to the river bank.**

"John came to school the morning of **March 1 and told us there was trouble with the river at Frank's Landing and that help was needed for sandbagging,**" recalls faculty member Rudy Martin. "So we got organized, picked up and took off to see if we could be of any help. We were there two days dumping logs, old cars and stumps and placing sandbags along the river bank. Everybody worked hard and did everything he could to help. The spirit in the group was very good. People were sharing things and really trying to help other people. It was quite an experience for the entire group."

Meanwhile, residents of Frank's Landing expressed fears that the river, which they say has been threatening the area for years, will do even more damage in the future. Landing resident Hank Adams said both state and federal assistance will be sought to shore up the banks and repair damage once the river subsides.

## MISSING: ONE ACRE

# Nisqually Gulps Part Of Frank's Landing

The Nisqually River, which Indians claim has been eating away for years at portions of Frank's Landing, finally took a big bite Wednesday forenoon when it washed out more than an acre of land which contained two buildings and numerous trees.

Approximately 30 volunteers, most from The Evergreen State College, were on hand Wednesday afternoon to help dump logs, stumps, old cars and anything else they could find along the river-chewed bank.

The river, now swollen with heavy rains and melting snow in the mountains, made a hook into Frank's Landing then curved out around some log breaks. With part of the landing now gone to the river, reservation resident Hank Adams said he fears the river will get on the wrong side of the log water breaks and bring its full force to bear on the riverbank.

Adams, who said the river has been threatening the landing for years, said he is not

happy about the lack of federal or state aid in saving the riverbanks. He admitted that the inability of the state to help is more understandable than the federal government, which he claims is responsible for keeping up with river conditions.

The Army Corps of Engineers, Adams said, has readily made themselves available to public projects up river, but they have been inaccessible to the landing's residents.

Adams added that he will seek state resources under the Governor's Jobs Now program to help repair some of the damage once the Nisqually subsides.

One of the buildings destroyed in the wash-out was an old home Billy Frank, Sr., had occupied for decades. Adams, who did not have a ready damage figure, said the building was recently used to house visitors to the landing. Frank, Sr., now occupies another small house nearby which Adams said the federal government did help to build.



**INDIANS, EVERGREEN STUDENTS PUSH OLD CAR BODIES INTO NISQUALLY IN ATTEMPT TO SAVE ERODING LAND**  
Bend In The River Gets Bigger

(Olympian Photo by Del Ogden)

# The Daily Olympian

*A Member Of The Gannett Group*

Olympia, Washington, Thursday, March 2, 1972

Vol. 81, No. 304

SEE Back  
for write-up  
Ten Cents

May 15 - 26

### HOPE ISLAND

The CAM Program's focal point this year was to build a society and live under it.

Spring quarter CAM divided into three basic groups social, economics and political these groups did research on different societies to get some ideas for "our" society.

The big day came May 15, when the program landed on Hope Island, this was the island in which they agreeded to stay for a period of two weeks. Although many of the students left before the end of the second week but the remaining people learned alot from each other and from the whole experience.

# Simulation

# Bibliography

## Capital - Shelter, Food, Clothing

Labor is to be distributed according to the abilities of each member of the community and in proportion to the amount of labor needed to complete the job. Ex: Initial work

1. Construction of the village 50%
2. Digging fire pits and gathering wood 10%
3. Setting up kitchen 25%
4. Construction of latrines 15%

All members of the community have the right to share in the capital equally.

All members of the community will be responsible for the maintenance and safety of all the capital.

Government - There will be three committees that will decide on economic, political, and social issues with the Central Committee coordinating them.

The Central Committee will rotate members every four days and no person shall be a member twice.

All decisions made by the Central Committee will be subject to review by the community.

There will be a Value Control Committee which will counsel anyone who takes part in or initiates anti-social behaviour. The counseling sessions will be held no less than two times and no more than five times depending upon the severity of the anti-social act.

The membership of this committee will be changed once a week.

## Ethic - Peaceful Coexistence

Harmony within the family is the highest value and main goal of the society.

Values in interpersonal relations:

Each member should strive to relate to each other as brothers and sisters. Each member should be honest and direct in dealing with each other member of the family.

Each member should accept and respect each other as individuals and as members of the family.

Each one's personal freedom extends only so far as it does not encroach upon another's personal freedom or upon the best interests of the family.

Members shall freely share and offer knowledge which may benefit others.

Each member shall contribute to the family according to his or her ability and talents and shall receive according to his or her needs.

All members of the family shall respect and live in harmony with the earth.

Any person wishing to join the community must show the community what he or she has to offer that will be beneficial to the community. They must also be acceptable to the entire community and be able to participate as a member of the community.

June 7, 1972

CAM FAREWELL PARTY

The CAM Program ended this year with a farewell party at Rudy's house the CAM Coordinator. There was lots of food, dancing and plenty of fun. Later that evening the students were presented with a large cake enscribed "FAREWELL CAM" by the way the cake was intergrated (chocolate and white) Everyone had a good time doing the do!



Olympia, Washington, Thursday, December 4, 1975

# Volunteers Fighting Flood; Sandbags Hold Back River

More than 200 volunteers, including students from the four Olympia area high schools, flocked to Nisqually Valley this morning to sandbag the Nisqually River shore against the rain-swollen riv-

While sheriff's deputies patrolled the area and helped a few apprehensive valley residents move temporarily to higher ground, a team loaned by the Army Engineer Corps moved in to remove debris stacked around the underpinning of a bridge which spans the valley on Old Highway 99 in the valley.

Conrad Muench, road supervisor for District Two, said the bridge had been threatened by the log jam.

Muench said today's sandbaggers were continuing the work start-

home on Prather Road, surrounded by flood water out of the Chehalis River.

During a night of heavy rains and wind, county and city crews were busy, including those from the county roads department, the Lacey, Olympia and Tumwater street departments, Puget Sound Power and Light Co. linemen and Northwest Bell Telephone linemen.

Power outages occurred around the area, as water-loosened trees and wind-blown branches snapped lines or pulled them down. In Olympia, at one time or another, police received word that: six inches of water covered the pavement at 4th Avenue and Simmons St.; a building at 911 4th Ave. E. was flooded; water was gushing from the street off Harrison Avenue.

In Tumwater, a plugged storm drain at 7th and I streets caused flooding in the street; a power line was down on North 6th.

Similar temporary problems bugged the street department in Lacey, but by this morning, with a weak sun shining upon the night's debris, true-blue Northwesterners on Lacey, Olympia and Tumwater public works forces would scarcely admit the area had suffered more than brisk showers and a bracing wind.

The weather man, however, produced figures to support a green-horn's contention the night had been wet: 2.05 inches of rain had fallen over a 24-hour period. His forecast was only moderately comforting: scattered showers for the rest of today and tonight; and aloft, the freezing leve, he said, had dropped from 4,000 feet to 1,300 feet — therefore, the snow should be firming in the mountains above these flooding rivers, diminishing their flow. However, temperatures in the Olympia area will drop tonight into the twenties; so that any scattered showers which fall may drift down in durable flakes of snow.

**THINGS COULD BE WORSE: SEE PG. A2  
FOR A 1951 FLOOD PICTURE OF OLYMPIA.  
OTHER PHOTOS OF PRESENT WQES, PG. D1**

Last night by another crew of volunteers, 200-strong, from The Evergreen State College, from Lacey and Olympia and Tumwater.

Word from Road District Two headquarters this morning was that the river was still rising. However, it had not yet invaded any homes along the shore, including apartments in the Riverside Manor and Tennis Club.

Though the county's major water problems this morning centered in Nisqually Valley, other parts of the county also were getting more moisture than they really needed. At 9 a. m. the Sheriff's Department sent a crew south, with boat, to rescue a family in a

November 17, 1971

CHICANO PRESENTATION

The CAM Program students, as part of their studies, gave race-group presentation during the Fall and Winter quarters.

The first race-group was held in a Lecture Hall by the Chicanos.

It started with the showing of the film, "I am Joaquin", which is first a poem written by Rodolfo Gonzales, a Chicano activist. The film version was narrated by Roberto Valdez, leader of "El Teatro De Los Campesinos" It told the history of Chicanos and of their exploitation by Anglo America. This was followed by Roberto Maestas speaking on the Chicano movement. Then the emcee, Rick Rico introduced "Los Imperiales" who played corridos (ballads) and some popular Mexican songs. Next, a CAM student, Cip Garcia played some tunes on his guitar composed by himself. These were very mellow sounds. Maria Bradley was introduced next. She told a poem she wrote for the prisoners at McNeil Island Penitentiary called "Soy mujer y Soy Chicana" (I'm a woman and I'm Chicana) She told in in Spanish which is the way she wrote it, after explaining it in English. The emcee then introduced Ernie Aguilar who spoke about politics and Chicanos in politics. There was a question and answer period after he spoke as their was after the previous speaker. CAM students really seemed interested in politics---there were many questions asked and many answers questioned.

November 19, 1971

SALMON BAKE

This Salmon Bake was given by the CAM and Frank's Landing Indians. It was held for all Evergreen students, faculty and Olympia community in the Evergreen Cafeteria.

The salmon was baked "Indian Style" with plenty of people *showing up to try it.*

This was also part of the Indian Presentation which included the Northwest Intertribal Dance later in the evening on this date.

November 19, 1971

NORTHWEST INTERTRIBAL DANCE CLUB

The Indian students of the college community played host to the Northwest Intertribal Dance Club. Arrangements for the dance presentation were coordinated by CAM's Darrell Phare, (go, Phare, go!)

The dancers and audience began arriving about 7:30 or so and by 9:00, the audience was dancing too! Moccasins, tennis shoes, hiking boots, CAM Chicanos and Blacks and the general community were Indian stomping and boogie-ing to the drums.

By 1:00 the audience had petered out, the feathered dancers had disappeared and only the drummers were still lively enough to keep the halls echoing.

Sometime in the early spring CAM hopes to bring them all back in a larger force to keep the drummers company even as late as 1:00.

Xlov.

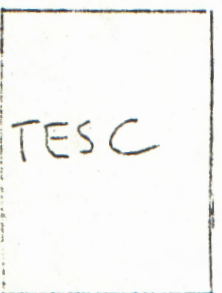
# The EVERGREEN State College INDIAN Students

PRESENT

## The Interteibal Dance Club

2ND FLOOR Lobby  
7:30 PM - 1:00 AM

Friday NOV 19



PARKING

ONE WAY

ONE WAY

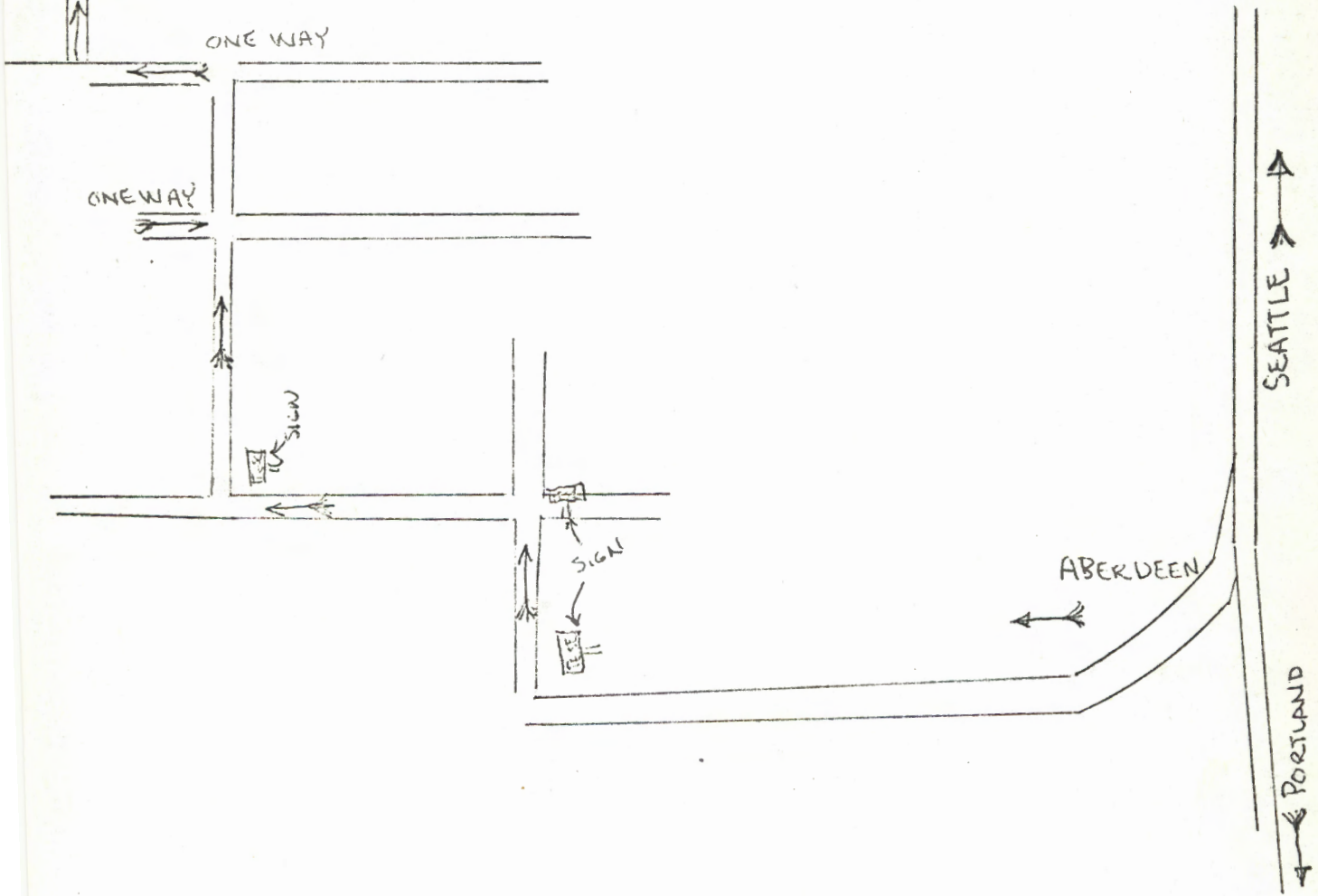
MARK

SIGN

ABERDEEN

SEATTLE

PORTLAND



November 22, 1971

BROTHERS UNDER THE THUMB

Two CAM students worked to get a bail fund started for people who might get busted for CAM reasons or related incidents concerning the Evergreen Community.

These students [Tabo Chuku and Terry Billedeaux] wrote the attached announcement for their organization called Brothers Under The Thumb (B.U.T.T.). They got a lot of support from CAM students and faculty members through donations.

The bail fund also proved to be a source of relief for a CAM student who availed herself of its services. It only goes to show what a great idea B.U.T.T. was.

Nov 22

BROTHERS UNDER THE THUMB  
(B.U.T.T.)

PURPOSE:

1. To allocate funds for bail through projects, donations, etc.

STIPULATIONS:

2. Priority will be given to the people busted for CAM reasons or related incidents concerning the Evergreen Community, will not be charged any interest.
3. People busted for personal reasons such as: drugs, drinking, etc. will be charged 5% interest on total bail.
4. Loans will be on a 30 day note. Additional time for re-payment of the loan must be approved by the board (B.U.T.T.). Late payments will be charge an additional 5% on total unpaid balance.
5. All accumulated funds, at the end of the current school year, will be donated or distributed according to the discretion of the whole CAM program an/or the Evergreen Community.

People to be notified

Tabo Chuku 753-5876  
Terry Billedaux (after 6:00) 943-4254  
CAM phone 753-3965

# Bail bond fund starts in CAM

Students in the Contemporary American Minorities program (CAM), have recently organized a bail bond loan fund to assist Evergreen students in need of such services.

According to board member Terry Billedeaux, the group is called Brothers Under the Thumb (B.U.T.T.) and exists for the purpose of loaning money to any student who needs it to bail out of jail.

Any student arrested in connection with racial or related incidents concerning the Evergreen Community will be given priority and his or her loan will be made free of interest.

Students busted for personal reasons such as drugs, drinking, etc., will be charged five per cent interest on the total bail. All

loans are made on a 30 day note.

Additional time for repayment of the loan must be approved by the B.U.T.T. board. Late payments will be assessed an additional five per cent on the unpaid balance.

At the end of the current school year any accumulated funds will be donated or distributed at the discretion of the entire CAM program and/or the Evergreen community.

So far all funds have come from donations. These may be made anonymously by placing a contribution in an envelope and turning it in to the CAM office located in the library. For more information call Tabo Chuku, 753-5876; Terry Billedeau, 943-4254 (after 6 p.m.), or the CAM office, phone 753-3965.