

THE EVERGREEN STATE COLLEGE

June 20, 1979

1979 COMMUNITY COLLEGE VISITATION EFFORT (BLITZ)

The community college visitation effort (blitz) was conceived by Duke Kuehn in late March. The idea was to develop and conduct an expanded Evergreen visitation series to selected community colleges as part of our recruitment effort. The primary objectives were to increase the number of community college students who complete their educations at Evergreen and to develop a better understanding of Evergreen's programs by community college faculty and staff.

Several college personnel were asked to work on this special project in addition to or as part of their regular duties and academic responsibilities. Rita Keating, Management student; Steve Hunter, Management student; Steve Guthe, Performing Arts student; Rudy Martin, former academic dean and member of the faculty; and David Carnahan, associate dean of library services, formed the core group for this effort. In addition to the core group, more than 100 students, faculty and staff volunteers took an active part in the preparations for one or more of the six visitations and in the visitations themselves.

Early in the process it became apparent that Evergreen did not have a great deal of information about the community colleges and that most of the information it did have was in the form of personal knowledge and experience. It was not recorded in any formal manner. It was decided that an attempt should be made to gather more information and to begin profiles on each of the community colleges. Specifically, we needed to know the nature of their academic programs, strengths, weaknesses, needs. We needed to know the current organizational and political structure on each of the campuses, and we needed to know if the community colleges would be receptive to more intensive recruiting efforts by TESC. We also needed to discover how TESC might develop better working relationships with the community colleges.

From the fourteen community colleges located west of the Cascades, nine potential ones were identified for further investigation. These included Ft. Steilacoom, Highline, Bellevue, Tacoma, Shoreline, Clark, Centralia, Green River, and Lower Columbia. These colleges were selected because of their previous records of transfer, number of graduates that might transfer, and location in relation to Olympia. The nine community colleges were contacted by President Evans and eight of the nine were visited. Lower Columbia College was not visited, but discussions were held via telephone and some information was gathered in that manner. Of the nine, six were selected for visiting. The six represented a realistic number with the greatest potential return.

Rudy Martin and Dave Carnahan made the contacts with the Deans of Instruction and other faculty and staff on the campuses to be visited. After each visit, the information gathered was placed in a rough draft report so the information

would be recorded, and so it could be shared with members of the core group and later shared with other college staff. It was felt these notes could be the start of profile files for each of the community colleges.

Concurrent with the information gathering effort, plans were being developed for the actual recruiting visitation.

This document contains a summary of the information gathered from the pre-visitations and information gathering efforts, along with recommendations. It also contains our critique of the community college recruiting visitation effort. In addition, we have attached the rough draft notes, a list of individuals who participated in the effort and activity schedules for each of the six community colleges finally visited.

Community College Visitation Effort

The visitations involved a number of activities at each of the six selected community colleges visited -- Bellevue, Green River, Clark, Tacoma, Ft. Steilacoom, Centralia.

This document attempts to critique those activities and represent the collective thoughts of the core group. It may be of some value to know the division of major responsibilities and to know that each member of the core group assisted with all areas. Rudy Martin worked primarily with the community colleges faculty and Evergreen faculty contacts and activities. Rita Keating worked on coordinating the entertainment and facility arrangements as well as displays and daily schedules. Steve Hunter coordinated transportation. Steve Guthe maintained contact with the student marketing group. Both coordinated the pre-leaflet distribution and handouts as well as identification of community college campus facilities and schedules. Dave Carnahan worked on administrative contacts and served as the general coordinator for the project.

One of the most successful efforts, the individual tabloids, The Evergreen Messenger, was coordinated by Duke Kuehn with Carolyn Byerly, Rick Hess, Earlyse Swift, Judy Annis, and Eileen Humphrey.

Pre-visitation Flyer

The quiz format developed by Duke Kuehn worked very well to draw attention to the fact that Evergreen personnel would be on the various campuses the following week. We experienced some difficulty in distributing flyers. We learned that it was not appropriate to place flyers on automobiles in the community college parking lots, and that the security offices on each of the campuses seemed to be a little more conservative than the student services offices when we asked for permission to do distributions. A few of the people handing out the leaflets experienced some difficulty -- being hassled by students at one of the campuses.

Recommendation

If similar visitations occur in the future, we recommend that pre-announcements be conducted by an appropriate display in the school's newspaper. It is our

opinion that the school newspaper receives wider distribution and has a larger readership than we were able to reach by distributing the leaflets. We also believe that the cost of putting such a display in the school newspaper would be approximately the same as, if not less than, the costs of time, transportation and people involved in preparing and distributing the flyer.

The individualized tabloids were extremely well-received and our estimation is that 4,000 of the 6,000 Evergreen Messengers were read at least once, and we know that a number of people took them home for others to see. It is our feeling that the appearance of the document was extremely good and that the content was specific enough to be worthwhile and to be read. The short articles about the graduates from the specific community colleges were interesting. Also, the image of President Evans was immediately recognized and drew attention. There was one obvious omission in the Messenger prepared for this year's effort and that was information regarding the Third World Coalition and services for Third World students. We should be sure to include such information in future issues.

Recommendation

The tabloid should be developed for future visitations to specific colleges. The omission of the Third World area should be corrected. The return form should be given some consideration for a more prominent location in the paper. A section featuring Evergreen faculty should be considered. A document should be prepared for general community college visitations and if a performing group is going to be visiting the campus, the document should contain some information about the schedule of events for the day and the locations of the information centers.

Art Displays

The art exhibits prepared by Sid White were valuable and drew the attention of people on campus. Both the visual possibility display and the poster display were extremely attractive and people found them most interesting.

Recommendation

Art displays should be put up prior to visitations with explanatory graphics announcing a forthcoming visitation. The coordination of the art displays should be developed more fully with either Evergreen staff or students or the community college staff taking major responsibility for hanging the display. Freestanding display panel systems should be developed, as we found some of the campuses had no way to handle the framed units adequately.

Community College Newspapers

Each of the community colleges has a newspaper with varying publication schedules. They would appreciate information about community college transfers because it underscores the good preparation students receive at the colleges in order to continue their four-year programs. The advantage to Evergreen is that it displays the fact that community college students do well at Evergreen and will encourage others to consider Evergreen as the appropriate transfer college to attend.

Recommendation

In a systematic manner, TESC should supply feature articles or short news articles to all community college newspapers regarding the community college graduate's work and success at Evergreen.

Photo Displays

The photographic displays used near the information center to illustrate people, activities, and programs on the Evergreen campus were extremely successful. The captions were also useful.

Recommendation

A panel display system should be developed for the photographic displays with consideration given the fact that they will have to be transported in an academic van and will be subjected to a number of moves.

Exhibits

The solar exhibit was extremely attractive to students, due in large part to the fact that students were displaying areas of their own work and were actively involved in the work being displayed.

Recommendation

Future exhibits should be considered if they are displays which have the potential for drawing people into conversations about the content of the display and the Evergreen curriculum.

Media Presentations

For this series of visits we did not have any media presentations.

Films and/or video tapes offer an excellent vehicle to help communicate messages regarding academic programs and college activities. However, the messages should be designed for the specific community college audience viewing the tape or films.

We considered showing examples of student work done in television or film. The arrangements for those kinds of presentations became very complicated and, if attempted, should probably be done on a specific project basis, coordinated by the faculty or students (similar to the public performances discussed later in this report).

Recommendation

Consideration should be given to developing specialized (information) materials for community college audiences. Presentations of student, faculty, or staff work should be prepared and exhibited as part of a program activity and/or presentation.

Performing Arts Presentation

In planning for performing arts events to accompany community college visits, the first question to ask is whether it is an effective thing to do. Given the effort and expense involved this year, there are some definite circumstances that would make this project more feasible. They are the following:

1. A performance obligation for at least one community college visit could be written into the various performing arts programs offered winter and spring quarters. This would allow the events to be budgeted for and definitely planned at a much earlier stage. All aspects of the performances, including transportation, set-up, etc. could then be handled within each program. A good cross-section of the various art forms could also be achieved in this way. A limit of two performances by any one group is probably advisable.
2. A much stronger attempt should be made to match the performing group to the particular community college. If a fairly compatible match cannot be accomplished, it is probably best to drop the performance section for that school's visit.
3. One performing group, well rehearsed, at each school is better than two or three not-so-well done.
4. A deadline should be set for performance commitments at each school. At least two weeks lead time is necessary for making final facility arrangements. If no group has firmly committed for a particular school by that deadline, the performance again should be dropped for that school.
5. Transportation is a large problem. Either a group should be totally responsible for its own arrangements or required to travel with the overall contingent. Special arrangements should be avoided.

Faculty Contacts

Despite the individual differences on the various campuses that TESC faculty members visited during this spring's "community college blitz," it seems fair to say that the receptions we received were cordial-to-enthusiastic. Our having paid so little attention to establishing and maintaining collegial relations with our teaching peers on community college faculties has been a serious error, resulting in continued ignorance about what we are and do and, of course, in fewer personal referrals of students than are good for any of us. Moreover, unless we follow up this series of visits as individuals and as an institution, we will not only have made another serious blunder (by creating expectations we do not meet), but we'll be guilty of fraud (broken promises). One final introductory note to this section of our report: because all of the questionnaires Rudy Martin sent to TESC faculty members who participated in the visits have not been returned and tabulated, some of the data included are more impressionistic than they should/could be and some of them are drawn from working reports submitted regularly to the planning team. However, we trust the information included herein and suggest that it be acted upon.

In all, about thirty-five (35) Evergreen faculty members made some kind of contact with seventy-two (72) community college teachers. Clearly, the best, most fruitful contacts were visits/lectures/discussions with specific classes on those campuses; next were direct meetings among faculty members in offices, lounges, coffee shops, etc.; last were telephone and letter contacts aimed at setting up personal interactions at some future date. Names and phone numbers for community college faculty are included in Martin's working reports. Their people and ours represented nearly every field in which we offer academic work, and lead one to conclude that we can expect to have access to their campuses and students via nearly any academic area that we choose. Community college faculty members are interested in us and what we have to offer, so it is now up to us to cultivate those interests further and reward them appropriately.

Things Evergreen Might Offer Community College Faculties

A number of teachers out there would like very much to be on our faculty but since we've no jobs for them, we should pursue the chance to cement professional/personal relationships with them in other ways. The following were ways that were mentioned repeatedly and which, with a little imagination and energy, we could provide easily enough:

- a. Access to our campus, buildings, equipment and facilities. On almost every campus, teachers expressed interest in coming to Evergreen and bringing students to use our rich endowment of academic resources (labs, A-V gear, Luhr House, Malheur, Library, etc.).
- b. Joint short-term studies/research projects. Community college teachers would like to be invited to join us themselves and/or bring their students to collaborate with us and ours in on-campus, field and community studies. Of course, they work under different time and scheduling constraints and have more problems than we do in traveling/working away from their communities, but they want to try this sort of thing.
- c. Exchange social/professional visits to our campus and theirs. These could run the gamut from eating/drinking occasions for one or a few people, to exchange visiting lectures, to quarter-long formal exchanges, to divisional conferences. The options here are numerous and potentially rich for everyone concerned.
- d. Curriculum planning. The interest in curriculum planning was considerable and hits us in one of our long suits. Some people wanted help in planning interdisciplinary offerings, others wanted to plan new offerings, and still others simply wanted to know how we teach composition, biology, etc. Bringing this one off without appearing presumptuous will require some sensitivity on our part, but we should explore it. The questionnaires Martin sent to TESC faculty members should provide some specifics here.

- e. Upper-division night/summer courses on their campuses. People want us to offer courses locally for teachers who want to upgrade their training in specific fields, for students who cannot come to our campus, and for community enrichment. This would tax our capabilities, but it would also increase our visibility and our service to our region quite considerably. Perhaps our part-time/evening efforts might include a few trial runs to see how this works/feels.
- f. Upside-down degree. This seemed most useful to people located near community colleges and who want to complete degree work after having done some kind of vocational degree. But community college faculty members seemed to like the idea and want to explore it further.

Follow-up Recommendations

Obviously the best on-going interactions between our faculty and their peers at community colleges will be continued on an individual basis, and we think the Academic Deans should urge Evergreen professors to do that. On the other hand, we believe that TESC as an institution can do some specific things that would be particularly useful in cultivating working relationships with folks on other campuses in our service area. It seems impossible to do too much, but some things that might be enough for starters are:

1. On-campus visits by community college teachers (in small groups, by departments or divisions). Beginning as social occasions, these could develop into much more. What's more, they're easy.
2. Exchange lectures/presentations. These will be handled best on an individual basis, but people should be reminded of possibilities and urged to create them when/where it makes sense. We should especially try to persuade our people to invite their community college counterparts here -- it would help to dispel the insinuation that we're the big school/big shots and they the learners. Besides, it would be good for us and our students to hear some of their songs for a change.
3. Special events/offerings on community college campuses. We should try offering a few special interest courses at community colleges. These might be courses like Charlie Teske's Wagner work, women's studies, media work or whatever the faculty at a particular community college might think would be useful/interesting. In addition, by hooking in with special celebrations, festivals, or other events on those campuses, we might collaborate with faculty counterparts to do special guest lectures, demonstrations, etc. in a way that would extend our collegial relations with them and their students.
4. Work with Minority Affairs Directors. Through our Third World faculty and the Third World Coalition, we should do more work with people of color on those campuses with significant minority populations -- especially Tacoma and Ft. Steilacoom community colleges. Minority Affairs contacts are included in Martin's working reports, and they should be contacted to arrange more/better interactions between their campuses and ours.

General Observations

These new/renewed contacts between Evergreen faculty and peers at community colleges are probably the most important outcome of this series of visits. They may not result in hordes of student referrals for fall of 1979, but if we continue to maintain these relationships over time, they will undoubtedly produce a steady and growing number of transfer students to TESC. Moreover, the personal relationships between faculty members will not only improve our visibility and image on those campuses, but they will expand the services we offer this region -- which can do us nothing but good.

Finally, the best way to assure ourselves of continued interactions between our faculty and the faculties at various community colleges seems to be assigning an Evergreen faculty member part or full-time to coordinating and articulating these arrangements. That person should work directly with our academic deans and be our official teaching representative for this kind of outreach program. Now seems an especially propitious time to do this because of the groundwork already established by the "blitz" and because of slack in faculty workloads created by our current enrollment deficits. This extremely important work should be looked to before the fall of 1979.

General Comments

Our experience in the original effort tells us that the primary student population is gathered between 9:00 a.m. and 3:00 p.m. There is also another contingent of individuals who attend evening classes. However, those people have a tendency to go directly to their classes and not gather in the common student centers. It is our recommendation that the school newspapers or some other appropriate communication device needs to be utilized to contact the evening students.

There was some overlap in the effort made this year and it is generally felt that such a community college visitation effort should be closely coordinated by one individual who has knowledge of other contacts being made by the college. As a special project, we were probably more successful in avoiding problems than we would be if this effort were done on a continuing basis.

The advice and assistance offered by the student marketing group was extremely valuable and, if possible, some more formalized student group participation should be considered. The team approach for conducting this effort contributed to its success. The faculty member of any such team has contacts no one else can achieve with the same effectiveness. The same is true with regard to the administrative staff members and with the student members of the team.

The whole planning cycle for the community college visitations should be done well in advance, with a target date for the visitations to begin at the beginning of spring quarter. With appropriate advance planning, we can avoid a number of the last-minute crises that developed during this effort.

It was extremely important that the appropriate administrative contacts were made prior to the visitations -- particularly because of the size of the effort. It will be equally important that there be some follow-through with the community colleges, as addressed in the faculty section of this report. Consideration should be given to assigning specific individuals the responsibility of maintaining a liaison with the community college administration as well as with academic programs.

The logistics of transportation and the staff support necessary for this year's effort were major and required a good deal of attention. With better advanced planning, some of the crises can be avoided.

The possibility of specific events to bring community college faculty to Evergreen should be explored thoroughly.

The final dollar costs of this effort are yet to be totaled. However, it is our opinion that more consideration must be given to paying for out-of-pocket costs to those who volunteer their time. This is particularly true for the students and lower-paid staff who helped with this effort.

Summary of Community College Profile Information

There are some general comments that can be made about all eight community colleges visited (Ft. Steilacoom, Highline, Bellevue, Tacoma, Shoreline, Clark, Centralia, Green River) by Dave Carnahan personally.

Student Enrollment

In general, enrollment in the liberal arts programs are on the decline. . Enrollments in the vocational and technical programs are on the increase. College transfer programs in the areas of science, math and business are in the greatest demand and are reported to be the strongest academic areas at each of the colleges. Beyond those three areas, the strong programs reflect individual college strengths. These may be attributed to exceptional individual faculty, service to unique community needs, or areas of curricular emphasis that are only available at a few of the community colleges. Specific details may be found in the College Profiles and the 1979 Washington Community College Fact Book.

Understanding Evergreen

Most of the administration and faculty at the community colleges do not know much about Evergreen and its educational programs. They all believe we provide an alternative approach to education but, beyond that, specific information is varied and very limited. Most of the administrators and faculty have had limited contact with Evergreen faculty and staff. The recent survey by the University of Washington Graduate School of Business confirms the fact that community college students also are not aware nor knowledgeable about Evergreen and the educational opportunities it offers.

Interest In and Support of Evergreen

The community college administration and faculty are interested in having their graduates attend the school that will best serve the students' needs. Based on their level of understanding of the student and their level of understanding of Evergreen's curriculum, they are determining how well we are likely to do, and counseling the students accordingly. Most of the administrators and faculty want to know more about Evergreen, and our findings were that they want specific information rather than general propaganda. A number of community college faculty were interested in professional relationships with Evergreen. Some were interested in teaching positions. There was little or no open hostility expressed by community college faculty or staff toward the college. Some did believe that we do not offer what their students need, or that certain curricular areas did not measure up to their expectations. All were interested in sharing their notions about how we might best serve their graduates. Some were skeptical that we were really interested in changing. Most were interested in how well their students were doing at TESC.

Largest Unmet Student Needs

Two major areas were described as being unfulfilled for community college students: a four-year program for nurses (other than the program offered by the University of Washington) and upper-division offerings at the community colleges so working individuals could attend part-time and continue their four-year college program at a public institution. These were described as the two outstanding community college needs by the eight colleges visited.

Recruiting Efforts

Centralia College seemed to be the most concerned about the possibility of our taking away first and second-year students. The further away the community colleges are located from Evergreen, the less the concern. All of the community colleges were supportive of our efforts to better inform their students about the opportunities at Evergreen. The major concern was that our recruiting effort should not in any way interfere with class work or schedules at the community colleges. Keeping this general concern in mind, an intensive effort on the community college campuses will be acceptable and even commended.

General Recommendations

We believe community college profiles should be developed for each community college and maintained by one Evergreen office. Special effort should be made to identify the most important information that should be kept current and available. A method for gathering this specific information and incidental information should be developed, keeping in mind that we need to tie in to existing information systems.

Comment

We did not believe it would be profitable at this time to edit, reformat, or retype the draft profile information sheets prepared by Martin and Carnahan. Each of these sheets contains specific information about the colleges, their staff, curricular strengths and other incidental information. At an appropriate time, both Carnahan and Martin are willing to work on this information to fit a new format, should one be developed.

CENTRALIA COMMUNITY COLLEGE PROFILE, ADMINISTRATION

April, 1979

1
Dr. Nels Hanson, District President - Scan 234-3404

Dr. Hanson is very interested in furthering cooperative efforts with Evergreen. He expressed concern about the possibility of competing for lower division students and expressed the need for continued coordination of lower division curricular offerings in the Olympia area. I believe this is particularly important if we should develop courses and workshops for state employees.

Lawrence Executive Dean & District Vice President
Dr. Bob Lawrence, ~~Administrative Director~~ - Scan *Scan 234-3433*

Lawrence
Dr. Lawrence is also interested in further developing our cooperative effort and expressed a particular interest in our ability to offer upper division classes in the Centralia area. He stated many people East and South of Centralia College cannot drive to Olympia to attend classes. He offered to use their bulletin as a vehicle to help assess citizen interest in upper division programs. He also expressed an interest in exploring part-time faculty opportunities to meet their short term faculty needs. He was in favor of encouraging more contacts between his faculty and ours. He expressed a concern that visitations should not infringe on their class time but responded favorably to the efforts we might make that could be arranged directly with departments or faculty, and for general information dissemination efforts in their public areas with approval by the people responsible for those areas.

Student Transfers from Centralia College To Evergreen

<u>71-72</u>	<u>72-72</u>	<u>73-74</u>	<u>74-75</u>	<u>75-76</u>	<u>76-77</u>	<u>77-78</u>	<u>78-79*</u>	<u>8 yr. total</u>
45	16	19	27	48	51	27	17	250

* Full & Visitor only

Other Control People at Centralia

- 3 Joseph Beaulieu, ^{Director} ~~Division~~ of Financial Aid Scan 234-2433
- 1 Don Hughes, ^{Dean of Students / Counseling} ~~Division of Counseling~~ Scan 234-2433
- 2 Terry Todd, ^{Director} ~~Division~~ of Student Programs Scan 234-3433
- 4 Rob Peltola, School Paper Advisor 943-8566 491-4670

Academic Programs

3

April 24, 1979

To: Dave Carnahan, et. al.

From: Rudy Martin

RE: Visit to Centralia C. C., April 17, 1979

The folks at ██████████ Centralia Community College were hospitable and interested enough for me to believe that TESC could profitably spend some time and resources cultivating more and better relations with them than we have in the past. Their needs span a range of things, some of which we should have no trouble meeting; others (continued vocational training, for example) are out of the question. Having re-opened the question, I think it's now up to us to follow through and produce ~~some~~ ^{some} programs and interactions that will be mutually beneficial.

I. General contact people

Nels Hansen—President (of both the Centralia and OTCC campuses)
Dr. Robert Lorence—Executive Dean (manages Centralia campus)
Ray Prevost—Executive Director (manages OTCC campus)
Dave White—Dir. of Continuing Education (Centralia)
~~None~~ Dave Beiler—Dir. of Continuing Education (OTCC)

Beiler
Hansen/Lorence expressed strong interest in our being aggressive in trying to serve southwest Washington, especially through upper division offerings that might be attractive to their 2-year graduates. WWSU is the most active on the Centralia campus, and WSU has the best history of relations with C.C.C. faculty and programs. Although no one else has a "day" such as we proposed, ██████████ Hansen/Lorence seemed amenable to the idea.

The general sense I got from these two, and others, is that the Natural Sciences comprise the strongest transfer-track academic area. Business Administration was second, followed by music, drama and social sciences, depending upon the C. C. C. faculty ██████████ people involved.

II. Specific contact people

Al Zimmerman—Office of Veterans Affairs (approx. 200 vets.)

According to this person, vets most want night school opportunities to complete upper-division work in Olympia or Centralia, especially in Centralia. They'd also be interested in our upside-down degree possibilities. The strongest, most requested, subject matter areas are: (1) natural science, (2) management, (3) social science (he recommended contacting and watching ~~for~~ ^{for} students from historians Lee Butkus and Les Dooley)

Zimmerman is working now with Vets offices at TESC and OTCC to recruit vets to all three campuses. While the number of eligible Vietnam Era vets ██████████ is decreasing, there are still enough of them out there to be worth going after.

Suggestions: (1) more PR at Centralia C. C. and all of Lewis County, (2) more frequent ~~academic~~ ^{academic} faires and of longer duration at TESC, (3) programs, course offerings, special events in Centralia.

Martin to Carnahan, et. al., cont. 14

Rod Rakowicz
Greg Garman
Don Jones
David Martin

All these men are natural science faculty members at CCC. They already know some TESC faculty in the sciences and would welcome more contact for themselves and their students. Some concrete things of interest to them:

Openings for lab work at the Luhr House (for themselves and students)
Live animal studies (e.g. Malheur Field Station)
Access to equipment (e.g. scanning electron microscope)
Joint, short-term projects and experiments
Upside-down degree program w/ deficiency make-up at CCC (for TESC students)
Specific cross-training opportunities (for faculty)
Summer study (for faculty and students)
Clear night school offerings
Marine biology/studies

These teachers would welcome visiting lectures, exhibits and programs in their courses, and they would cooperate with a TESC "day," so long as their work with their students were not disrupted. Merging visiting situations with overall recruitment efforts would be fine with them. This one should be easy as we already have some on-going contact here. It's a matter of more/better/continuing.

Carol Horner--Counselor

Based on what she knows on her own and what she hears from students, Horner thinks our offering upper-division work for faculty members and community people down there would be great. CCC could offer lower-division work, and we could offer the upper division. Their "Women in Transition" course (which Horner teaches) fits nicely with our "Ajax Compact" and other women's studies (Coontz, Henderson, Nisbet, etc.). Good faculty contacts:

Lee Butkus/Les Dooley--History
Leslie Rowe--Economics
Frank Rosa--Literature/philosophy
Davis McElroy--Literature/composition/printing
Loualta Vogel--Librarian
Kay and Gary Odegard - Learning Skills etc.