

Facing the Challenges of Cultural Diversity



Dr. Maxine Mimms

Mary Ellen Hillaire

David Whitener

Photos by Virginia Treadway

From the beginning of Evergreen's existence, members of the faculty and staff have worked diligently and with conviction to build an academic curriculum that meets the diverse cultural components of the students enrolled at Evergreen. This is the story of that process and of one model program which has implemented these components into the curriculum.

"Life Modeling: A Sense of Being" is an innovative program instructed by faculty members Mary Ellen Hillaire, David Whitener, Lloyd Colfax, Gail Tremblay, all Native Americans, and Rainer Hasenstab, a Caucasian.

"Life Modeling" examines the relationship between education and the world, and endeavors to show students, according to David Whitener, "that life experience is viable, valuable, and credit-worthy in an educational manner. 'Life Modeling' respects individual values as worthwhile and we promote an atmosphere of hospitality in the classroom and as a class, invite each student to do his or her best in their chosen components of study.

"This requires serious thought on the part of the student," Whitener continues. "They must take real responsibility for their own education. We had one student in 'Life Modeling,' a young woman, who came to us two weeks into the quarter and asked if it were really true she could study what she wanted to. She had already chosen a project, but when she realized what we meant, she decided to research her family roots instead. Because this genealogical study project was more culturally meaningful to her, I feel she was more determined to do the best job she could."

Whitener's colleague, Mary Ellen Hillaire, prefers the term "culturally-referenced studies" when she talks about her work in developing programs like "Life Modeling" or as in her role as head of another specialty area, Northwest Native American Studies.

"These programs are designed from an Indian point-of-view, in other words, culturally referenced," she explains, "while cultural literacy is designed from an academic point-of-view."

"The idea behind cultural literacy," adds Whitener, "is that faculty members should be literate in their own

culture, as well as being aware of the different cultural perspectives of their students when teaching a given subject."

"Culturally-referenced education is a reciprocal process among students, faculty, Evergreen, and the home communities and cultures of the students," Hillaire remarks. "All are shaped by the interactions with the others."

As an example of that reciprocity, Hillaire points to 1980 graduate Patrick Paul, who left Evergreen to return to his community with the knowledge he received through the "Life Modeling" program. He has returned to the college to work with current undergraduate students. In his work he implements the philosophy of the "Medicine Wheel, the Circle without end." He uses this way of life not only pertaining to his role as an alcoholism counselor, but to the total educational process.

This view of life, and its involvement with the Native American communities, may be taking one more step through the proposed Longhouse project. "Life Modeling" students and faculty, in collaboration with members of the "Environmental Design" program, have established the Longhouse Project Advisory Committee, with members dedicated to the planning and development of a Native American Smokehouse, bordering Eld Inlet. The project would provide a place of hospitality for all peoples interested in learning more about the philosophy of Indian life.

Several other culturally-referenced programs are developing at Evergreen using the example given through Hillaire's "Life Modeling" and "Northwest Native American Indian Studies."

"Third World Wisdom" is a basic program taught by faculty members Gail Tremblay and Nancy Allen. This program covers a broad sweep of literature, art history, and political theory from Third World countries, Third World descendants in America, and Native Americans.

"The program allows students to see Third World cultures in an academic perspective," explains Tremblay. "In it, students examine writings by Third World people in the same way students look at European

and Euro-American academic materials of the traditional Western curriculum."

During Spring Quarter, visiting faculty member, Duane Niatum, has been teaching "Contemporary Native American Literature," which seeks to provide students with a deeper understanding of Native American art and culture by appreciating its values, images, and symbols.

Another full-time program at Evergreen dedicated to cultural diversity, is Dr. Maxine Mimms' "Hard Choices." The studies within this program are tailored to the individual lives of students, with differing ethnic backgrounds, most of whom are over 35 years of age. The academic component of this program takes place at the Opportunities Industrialization Center (OIC) in downtown Tacoma, six days and three nights weekly.

Dr. Mimms and faculty associates Joye Hardiman, Bob Ronzio, Richard Brian, Sally Reiwald, Marilyn Frasca, Priscilla Bowerman, Ainara Wilder, and Meg Hunt, have offered comprehensive studies to an enrollment with more than 75% Third World students.

"We don't teach survival skills or job improvement," says Mimms. "'Hard Choices' is designed specifically for people of color, and we try to use the students' own lives as textbooks. Bob Ronzio, for example, had students do energy audits of their own homes using math, physics, and economics. We want students to think of this educational process as theirs, so the legacy will be 'we did this.'"



Lovern Root King

Dr. Mimms points to five children of Tacoma program graduates who are now at Evergreen, and three sets of parents and their children currently in "Hard Choices," as evidence of the program's longevity.

Further confirmation may be forthcoming this fall, when it is hoped Evergreen will be able to declare Tacoma as an official Outreach Center with the approval of the University of Puget Sound, Pacific Lutheran University, and the Council for Post Secondary Education.

Another program which examines the relationship of cultural diversity is "Social Interactions: Problem Youth."

Mary F. Nelson, a Native American faculty member, leads the students to a better understanding of social services dealing with juvenile delinquency and justice. She has experience with both cultural literacy and culturally-referenced schools of thought, and uses these experiences in assigning texts, leading discussions, and inviting guest lecturers to give her students different perspectives on problem youth from differing cultures.

"Fifty percent of incarcerated youth in America today are non-white," emphasizes Nelson, "yet few of the people in my class could understand why we studied black, Chicano, and Native American cultures. However, one student, who is working on an internship at a youth penal institution this quarter, has told me she now appreciates the heavy emphasis I had put on minority perspectives."

The value of programs such as "Life Modeling," "Hard Choices," and "Social Interactions: Problem Youth" has enhanced the education at Evergreen. Academic Advisor Russ Fox, believes that these programs and their academic structures should be carried on into other fields of study.

"They're not only regarded as Third World or Native American Studies, but as good, strong academic designs. 'Life Modeling,' for instance, has an all-day group meeting one day of the week and individual or small group conferences on projects the rest of the week. That's a good model for restructuring other programs to make them more accessible

to people who can't be on-campus all day, three or four days a week," Fox says.

Fox, who is by trade an urban planner, sees another good way to incorporate multicultural components into the process.

"I'd like to see Evergreen start a community-based learning center that would function like a clearinghouse to set up and coordinate projects of value to towns in Southwest Washington. Such a center would work like extension services at other state universities, except ours would be run by faculty and students. It would be a perfect experiential workshop for cultural literacy: you only learn to understand other people by working with them."

Such a center would be another example of Evergreen promoting cultural diversity by providing, as Hillaire says, "a resource for culturally different people to keep faith with their heritage as they strive to design their own academic education to meet the demands of a plural society."

Lovern Root King, a Native American faculty member presently pursuing a doctorate in education, believes that one way to meet those demands is through implementing cultural literacy into the curriculum. She advocates the introduction of cultural themes and issues in the classroom, providing more outside learning resources like the Third World bibliography now available in the library, bringing guest speakers to campus, holding panel-audience discussions on cultural issues, promoting critical scholarship, and encouraging cross-cultural internships.

King's doctoral dissertation will research further ways to implement cultural literacy at the university level. Recently, she was named to be Evergreen's Danforth visitor for Spring Quarter, 1983. During that time, she plans to share the fruits of her labor with the academic community on an individual basis and in workshops, as well as gathering multicultural learning resources into a catalog.

"Cultural literacy can be used everywhere on campus, not just in the curriculum," says King. "I believe Evergreen will be a model program for the whole nation."

Wini & Lloyd: Faculty Provide Key to Cultural Education

by Judy McNickle

On the surface, Wini Ingram and Lloyd Colfax don't appear to have much in common beyond their service on Evergreen's faculty.

Wini, a black sociologist who joined Evergreen's faculty ten years ago, brought to the college years of experience teaching in the Midwest and service as director of the psychology department at the Hawthorne Center in Northville, Michigan.

Lloyd, an Evergreen alum and a Makah Native American, whose family dates back several generations on that northwestern Washington reservation, joined Evergreen's teaching team last fall as a visiting professor following work as an affirmative action officer for Crown

described natives and descendants of people in nations which are currently low on the power scale though they were once highly civilized. She didn't see it as a means for defining all students of color at Evergreen, including foreign, native-born, and descendants of black, Chicano, and Asian groups.

She had just visited Harvard University where there was what she describes as "a big fight" concerning the role of black studies at the Debois Center.

"At that time I was very much against what I saw as segregation in education," she recalls. "I was for cultural education, but strongly opposed to separatism."

As a youngster growing up in Bremerton and later

them become integrated as they matured."

Lloyd, too, has been affected by the views of Mary Ellen, the faculty member who sponsored his individual learning contract through which he finished his Evergreen degree.

After serving in the army during World War II and working for three years in the U.S. War Department in Italy, Lloyd returned to Washington state to study finance and accounting at Seattle University. While there he began to realize he had chosen the wrong academic major, but he didn't want to "cause a problem" by changing it; so, when his grandfather became ill, he dropped out of college, just a semester shy of graduation, and returned to the reservation in Neah Bay to

"Third World" had little meaning for him.

"Native American issues are confined to their geographic region," he explains. "Our tribes don't necessarily interact with those outside our area and they don't meet jointly with other ethnic groups, nor do they see themselves as part of a Third World."

Because of that, Lloyd feels there remains a "special need for greater sensitivity on the part of the college to understand Indian people and help them make a transition to Evergreen."

Pointing out that TESC has the highest retention and graduation rate of Native American students in this region, Lloyd believes the college's success so far is

throughout the Northwest, talking to elders and councils to gain their ideas, determine the degree of support for such a center, and consider their suggestions.

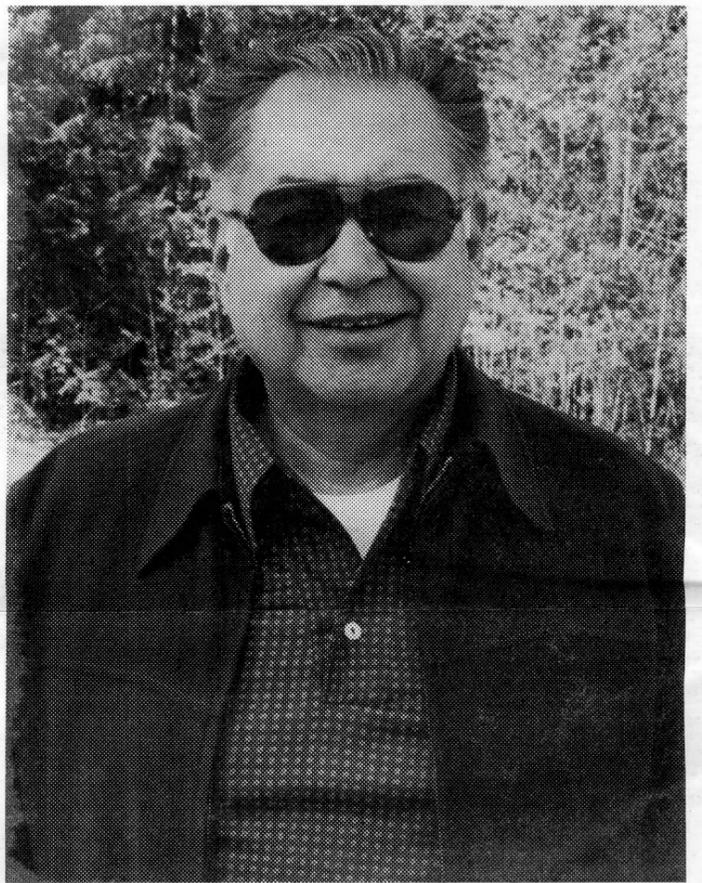
"We're diagnosing what we as Indians want and can do with such a center," he explains. "Depending on the kind of support, we'll then look toward a development phase, one that could actually lead to creation of a structure on campus 'where the land meets the water.'"

Wini would also like to see a hospitality center, but one that is modeled more after the University of Chicago's International House, where foreign students and people of all nations and cultures share their language, art, religion and history.



Totem designed to promote a recent Native American Conference, "Survival for the Future."

Dr. Wini Ingram (left) Lloyd Colfax (right)



Zellerbach and years of dedication to his tribe and its cultural center.

Wini, who has become Evergreen's first Professor Emeritus, has never taught in an exclusive "Third World" studies program; Lloyd has taught only in this year's Native American program. Wini completed her education in the 1930s at the University of Washington, later finishing her doctorate at Northwestern University. Lloyd completed three and a half years of college at Seattle University, then waited more than 20 years before finishing his degree at Evergreen through an independent learning contract which enabled him to remain on the reservation.

What unites the two, beyond their pedagogical roles at Evergreen, is an initial discomfort with the term "Third World," yet a growing support for inclusion of Third World programs, at least as introductory transitions for new Third World students at Evergreen, and a belief that the success of those students depends in large measure on faculty willingness to educate themselves in "cultural literacy" and share that education with students of all colors.

When Wini came to Evergreen in 1972, she thought of "Third World" as a term that

Seattle, Wini says she "learned about my own world through living there, participating in church, being involved in my community.

"I knew I was black," she says. "I have a black family and I lived in a community with all kinds of people. Nobody had to tell me I was black nor teach me what that meant."

But her experiences, she soon found, were not commonly shared by Evergreen's Third World students.

"As I watched what was happening to black and particularly Native American students on campus, I began to modify my thinking," she remembers. "I found that many of these students were worse off than the black students in terms of their being able to utilize what was around them, especially if it had a tinge of white."

After listening to Native American faculty member Mary Ellen Hillaire, who argued strongly for special programs for Native Americans and other Third World students, Wini says she "began to see her point.

"I came to feel there was a certain group of students who needed Third World studies to get them going here, that we needed to provide them academic and emotional support and help

help run the family's restaurant business.

From there he went on to work for the Oregon State Employment Service for ten years, eventually becoming a state supervisor. He left in 1968 to resume involvement with his tribal government, helping to create the Makah Cultural and Research Center and working for the federally funded urban/rural school development program.

As part of his job with that program, he helped diagnose educational issues and problems facing the Neah Bay school district, then developed and implemented a project to overcome those problems.

In 1974 he decided to go back to finish his own education, but found he'd have to spend 20 hours on campus at Seattle U. to get his degree. Instead he chose to work with Mary Ellen at Evergreen, concentrating on Native American issues as they affected his reservation. He focused on "tribalism versus individualism," especially as it related to Indians with a role to play in the dominant white society.

When he returned to Evergreen this fall as a visiting faculty member in the Native American studies program, he found the term

directly related to its Native American faculty.

"We have a rich Native American faculty—one which collectively represents several disciplines, including art, education, business, anthropology and English," he says. "Besides their academic preparation, each is actively involved in his or her own Indian nation and carries that understanding and appreciation to their teaching.

"We also have a non-Indian professor in the program who brings academic quality and personal sensitivity to the classroom, and provides an effective balance within the teaching group," Lloyd adds.

Their combined expertise, plus their willingness to provide "a truly alternative education that has a chance to have real meaning for Native Americans on reservations" could make Evergreen, Lloyd believes, a center for Indian education in the Northwest.

Key to that center is the establishment of what Lloyd, Mary Ellen and others call the Longhouse project, a proposed "center of hospitality" which could be built on Evergreen's campus as a "gathering place for people of the world who are here."

Supporters of the project are currently visiting tribes

But she and Lloyd both agree the real solution for achieving success of Third World studies lies not in the setting or the facilities or even the curriculum per se, but within the faculty.

Each sees the need for greater "cultural literacy" so that, as Wini explains it, "it becomes natural for every faculty member to look for and include in his or her teaching the viewpoints and contributions by people of all races.

"There's still a tendency here for the predominantly white faculty to look on non-white faculty as being experts on anyone who's non-white," she says. "Instead of learning the basics about other cultures themselves, they turn to us. I hope to see the day when every faculty member will make a concerted study of what those other than whites have contributed to each of their academic disciplines, and then make sure those contributions are automatically included in all studies conducted there."

That will, she and Lloyd believe, lead to a true integration of cultural education.

Coalition: Helping, Advising, Advocating

More than a dozen years ago, college planners, community activists, legislators and others combined talents, dreams and skills to create a new four-year state college—in a predominately white culture in a predominately white community. What resulted was a predominately white school—one that attracted increasing numbers of Third World students, faculty and staff.

To help those newcomers adjust to what was still a new college, Evergreeners, particularly those of color, fought for and created a support program, now called the Third World Coalition, to assist all people of color on campus by identifying and addressing issues of importance to them and by provid-

ing a unified voice on college concerns.

carried negative connotations for people of color, who felt the term "Third World" more adequately represented the historical, political and cultural realities of America's people of color.

Now that organization has become active throughout all segments of life at Evergreen, helping people of all backgrounds better understand each other. "We work at all levels of the college, from the administration on down," says Baker. "Together, we act as advocates on Third World issues and concerns, help the college meet Third World needs, and advise Third World organizations that seek help in program planning, outreach activities and leadership skills," Thomas adds.

student) was black and since she had instructed other black students who exhibited similar behavior."

"She didn't examine any further reasons for his overdue assignment," says Baker.

"She assumed the student had a writing problem because he was black, not that he was a black student who might have a writing problem," adds Thomas.

An unaware or culturally ignorant faculty, staff or student can place Third World students in uncomfortable positions, according to Baker and Thomas.

"Third World students are sometimes criticized in seminars because they may have different perceptions of the world than their mostly white peers and faculty," Baker says.



Ernest "Stone" Thomas, April West-Baker.

ing a unified voice on college concerns.

In ten years, that Coalition has become involved in virtually all areas of the campus.

"We don't teach culture and we don't save lives," explains Ernest "Stone" Thomas, director of Educational Support Programs, an administrative unit that includes the Third World Coalition.

"What we do is help people understand the matrix they're in. We help some people become more culturally educated and others to further develop the skills to achieve their learning goals."

Remembering how it all began, Thomas says in 1972 people of color from all areas of the campus recognized they had not been included in the planning phase of the college, and that their basic concerns and interests had been overlooked.

"By the 1970s, most schools had a minority affairs office, but Evergreen had never perceived the necessity for such a service," recalls April West-Baker, coordinator of the Third World Coalition.

Instead, discussion took place between the appropriate administrators and a group which began to call itself the Minority Coalition. That group gained the support of others on campus and encouraged creation of a campus committee to examine ways the college could become more responsive to the needs of the Third World community.

As a result, a Non-White Coalition Office was created, limited funding was awarded, and an executive secretary was hired.

Three years later, the name of the organization was changed because the terms "non-white" and "minority"

On a more personal level, the Coalition strives to provide Third World students with any support they may need to deal with the realities of living and studying at Evergreen.

"Olympia is a predominately white community; Evergreen is a predominately white school," explains Thomas, who believes new Third World students often face difficulty finding a nucleus of social support in Thurston County which, he says, lacks the cultural and ethnic diversity many Third World students enjoyed in their home communities.

The Coalition provides that nucleus of support by sponsoring cultural activities, hosting a lounge where new students can meet other Third World students, stocking a small library, and offering other information and referral services, along with a variety of mini-workshops that introduce students to the resources and procedures of the college.

But Third World students aren't the only people the Coalition impacts.

"Almost half the people who contacted us last quarter were white," says Baker. "A lot of white people need and want to know about Third World concerns."

In addition to providing that kind of information, Baker works with faculty and students who are having academic, social or cultural problems resulting from cultural differences. In the process of providing that help, she often has to confront campus racism.

As an example, she recalls the faculty member who called in reference to a student who hadn't turned in some papers. The teacher told Baker that she understood the student's reluctance to write "since he (the

Students who experience these types of problems are encouraged to look to the Coalition for support.

"We work as advocates for students who have problems with faculty members or who fear they're going to lose credit," explains Baker. "We try to get communication going between the student and the faculty before it's too late, before harsh words fly or the student transfers out of the program or out of Evergreen."

Expanding support for academics is one of the Coalition's goals for the future.

Thomas and Baker hope to improve the mid-quarter academic progress review which Baker now compiles. That process monitors students' academic progress and provides referrals to the appropriate campus resources. The two hope this process will tie in with Evergreen's goal to increase retention among Third World students, both at the College and in certain programs. They also hope to see an increase in Third World participation in science programs.

"I don't believe the low retention rate is caused by a lack of student capability," says Thomas. "I think it may have something to do with the programs themselves."

Thomas and Baker also hope that by working with Evergreen's Development Office they'll be able to help create sources for scholarships for Third World students, and to improve community outreach, especially to students of color from the Tacoma area.

Students Face the Challenges

By Dona DeZube

To a person of color Evergreen can be an intimidating place to attend college. Mostly white and middle class, Evergreen is nestled in a predominantly white community.

Some students of color, referred to as Third World students on campus, have problems integrating into the college's mainstream society, and others do not. The stories of how four Third World students, have made that adjustment to Evergreen are as unique as their backgrounds.

Take, for example, Evergreen student Angelina Nockai, a Native American Indian/Mexican American, from Omaha, Nebraska.

Angelina says she grew up in the ghetto. "Most of

that helps other students who seek spiritual awareness. He also continued to work at the Information Center, in the heart of campus activities. In the future he hopes to open a bookstore that is alternatively orientated, diverse and liberal.

No matter what he does, Darrel will never forget his Asian roots. "I've come from and I have a lot of pride about being Filipino rather than some other Asian culture, and I recognize the difference between Filipinos, Japanese, Chinese, and Americans," he says.

Two Evergreen students with very different backgrounds, who now share a similar life at Evergreen, are Thomas and Lorraine McInnis-Samuel. As a married Third World couple they're unique on two counts.



Darrel Mamallo

Lorraine McInnis-Samuel and Thomas Samuel.

the people there were black and some were Indians. The schools I went to were all black. Even though I'm a Native American, I was considered white. They didn't even know what Indians were. They thought we all died at Custer's last stand," she laughs.

"My mother is Mexican and my father's Indian, but I think of myself as a person with a rainbow background. I'm only the color as one sees me," she says.

Angelina believes Evergreen can be intimidating to certain Third World individuals because they are not used to seeing so many white people. But, she emphasizes, she's not among those who feel that intimidation.

"I came to Evergreen because you can change things here. You can talk to the instructors head-to-head. I like the evaluation system, and I like the fact that there is a large number of Native American instructors," she adds with a smile.

Angelina had no problems adjusting to Evergreen and neither did Darrel Mamallo, who was born and raised in Seattle. Darrel grew up near Franklin High School in a neighborhood divided by race and culture. When he came to Evergreen, Darrel vowed never to be a part of that kind of division again.

"Face it. We live in America. You can't surround yourself with only those of your race or culture and still grow," he explains.

"There's a need for Third World organizations. I'm not speaking out against those things," he says intently. "They served their purpose for me, but I've moved away from that."

Last year Darrel devoted his time and energy to Innerplace, a student organization

Both are very active in student groups. Lorraine coordinates the Services and Activities Fees Review Board, which allocates thousands of dollars of student fees, while Thomas has served as coordinator of Vets Activity Center.

Thomas grew up in Georgia in an all-black neighborhood, with all black schools. When integration began, Thomas was bussed to a "white" high school in a "plush" part of town. There he found it hard to adjust since he didn't really want to attend that school.

"At school you had to put on these facades," he explains. "You still have to wear a mask here at Evergreen too," he adds. "But, going to an all-black school was more cohesive and familiar despite the racism that surrounded me."

Lorraine grew up in a very different environment in rural Kansas, surrounded by farm animals. She says her family was poor, but since everyone around her was living at the same socioeconomic level, she never realized she was poor until her family moved from Argentine to a larger, mostly black city.

Since she had already gone to schools with a white majority, Lorraine has had few problems adapting to Evergreen. Instead, finding time, with Thomas, to raise her two children, and still complete their studies and participate in campus activities has proved to be the real challenge.

Options Northwest Conference Opens June 17

Futurist Dr. Edward Lindaman, former president of Whitworth College, will kick off a unique four-day conference June 17-20 at Evergreen designed to "explore options for the future of the Pacific Northwest."

Dr. Lindaman, an independent futures consultant, television host and author of **Thinking in the Future Tense**, opens the session Thursday night with his projections for the future and his argument for developing "the capacity to think in future tense," a crucial skill he believes Northwesterners need to "act responsibly and with hope."

Organized by Net Works, an Evergreen student group, the conference will enlist the aid of more than three dozen

national and regional leaders who'll conduct and participate in workshops, lectures and topic "tracks" designed to help participants develop positive visions for the future of Northwest communities, clarify strategies for achieving objectives and improve skills for implementing strategies.

Each day of the Options Northwest Conference will feature a major address by a guest speaker. Following Dr. Lindaman's talk Thursday, Evergreen president Dan Evans, who also chairs the Pacific Northwest Power Planning Council, will offer "a new vision for the Northwest" in a talk slated Friday morning.

"Survival Tomorrow" editor Karl Hess, author of **Neighborhood Power and Community Technology**, will discuss his views on "community self reliance and world peace" Saturday, and journalist Stephanie Mills, assistant editor of "CoEvolution Quarterly" will discuss "an ecology of issues" at the concluding session Sunday.

Throughout the sessions an estimated 400 participants will focus their attention on one of six topic tracks related to developing "local responses to global challenges." Goals will be discussed for Northwest energy strategies, appropriate regional agriculture, peace and military spending, cross-cultural coalition building,

job development and local self reliance, and creation of "a new world view."

Participants will also select from among more than a dozen skill-building workshops ranging from neighborhood organizing to fund raising, from selecting small computer systems to recruiting and managing volunteers, running effective meetings, and impacting political decisions.

Preregistration for Options Northwest costs \$45 and must be completed by mail before May 27. Special discounts allow a group of four to bring a fifth person free and permit persons earning less than \$6,000 per year to register early for \$35 or after May 27 for \$40. On-

campus housing, meals and child care will also be available.

Persons who prefer to participate only in Dr. Lindaman's future session may purchase tickets at the door June 17 for \$5 general or \$3 students. Those tickets can then be applied to the full conference fee.

To obtain details on registration and conference brochures, write: Options Northwest, c/o Net Works, CAB 305, The Evergreen State College, Olympia, WA 98505, or call 206-866-6001 weekdays during regular business hours.

Guest Directors to Present Two Summer Plays

Tacoma Little Theater director Robert Rodriguez and Tumwater High School drama teacher Michelle McDonnell have been chosen to direct two productions in the Evergreen Summer Repertory Theater, which begins June 21 on campus.

Funded in part by grants from the Gannett Newspaper Foundation and the Evergreen Foundation, the ten-week summer program is open to high school, college and community students who apply directly to program coordinator Ruth Palmerlee before June 10.

Rodriguez, who has performed and directed extensively in New York as well as throughout the Pacific Northwest, is currently directing the Tacoma Little Theater production of "Who's Afraid of Virginia Woolf?" At Evergreen, he'll direct the popular musical, "Cabaret," which opens July 22 for eight performances.

"The Boy Friend," a 1920's musical, will be directed August 19-29 by McDonnell, who has performed in Capitol Contemporary Theater productions in Olympia in addition to serving as Tumwater High drama director for the past three years.

Both directors will begin work June 21 with an anticipated 75 students who will enroll for half- or full-time academic credit in theater production, acting, theater management, stagecraft and costuming.

"Our Summer Repertory combines the best of summer school and summer stock," says Palmerlee, whose productions of "Voices" and "Stop The World, I Want to Get Off," have drawn rave reviews in the past two years.

"It provides an opportunity for theater enthusiasts of all ages to devote an entire ten weeks to participating in a wide spectrum of theatrical work while studying with a team of theatrical professionals in costume and set construction, lighting, props, makeup, publicity, box office management and, of course, performing in up to three shows."

The Evergreen program has been funded in part by a \$3500 grant from the Gannett Newspaper Foundation and a \$1250 award from the Evergreen College Foundation. An additional \$5,000 is being sought to provide advance money for props, costumes, royalties and other pre-production expenses.

Details on how to register for the program by June 10 are available by calling Palmerlee weekdays at (206) 866-6077.



Members of Evergreen's Summer Repertory Theater staff cavort for camerawoman Virginia Treadway. From left: Michelle McDonnell, Ruth Palmerlee, David Malcolm, Dale Soules, and Ian Jamison.

Evergreeners in the News

Jovana Brown, faculty librarian, has been awarded a \$5,000 grant by the Council on Library Resources to study library and information science research in Great Britain this summer. Assistant to the President, Les Eldridge has launched his campaign for Thurston County Commissioner. He was named "Schemer of the Year" at the awards dinner honoring all those who completed ten years of service at TESC this year. Faculty member Earle McNeil was named this year's "Dreamer."

Faculty members Stephanie Coontz and Peta Henderson recently returned from Paris where they met with a group of scholars who are working on a book on the origins of female subordination.

In March student swimmer Austin St. John became the first Geoduck athlete to compete in a national tournament. He finished in the top third of the nation at the NAIA championships. Women swimmers Evetree Tallman and Mary Beth Berney also qualified for the nationals.

Artist-in-residence ODETTA wowed the Olympia community last month in a one-woman concert sponsored by the Evergreen Foundation as a fundraiser for the Washington Center.

Student Vince Werner's work as an unpaid intern with KING-TV helped the station earn the 1981-82 media award from the King County Association for Retarded Citizens for the PSA's he prepared on Seattle's program for the developmentally disabled.

Karen Kamara-Gose, an Everett student, was awarded a \$700 grant by the Buckler News Alliance to present her findings at a national conference on computers, information systems and sciences in New York City.

Faculty member Kaye V. Ladd is directing a special program beginning this summer for re-entry women in the sciences with a \$3,000 grant from the National Science Foundation and the Fund for the Improvement of Post-secondary Education.

Singing secretary Jan Stentz has been starring at many well-known Olympia,

Seattle, and Olympic Peninsula night spots and sharing her dynamic jazz renditions with packed audiences. Faculty member Joye Hardiman's work as guest director of "Home" at the University of Washington Ethnic Cultural Center was termed "brilliant" by Seattle drama critics.

Computer Services has just received a \$125,000 research grant from the Control Data Corporation to develop a self-paced course to teach the Pascal programming language. The project will be headed by Computer Services Director John Aikin.

Faculty member Susan Strasser's soon-to-be-released book **Never Done: A History of American Housework** received high praise in the May Ms. magazine book reviews.

Faculty member Ron Woodbury has been named to a two-year appointment as assistant academic dean, replacing Richard Alexander, who returns to the faculty this fall. Veteran library staffer Susan Smith has this month been appointed Dean of the Library.

Evergreen Gets Classy

Hundreds of antique and classic cars will adorn the tree-lined walkways of the Evergreen campus when the Rotary Club of Olympia, in cooperation with The Evergreen State College Foundation, hosts its first Concours D' Elegance.

Scheduled for Sunday, July 25, from 10 a.m. to 5 p.m., this event promises to be an exciting and festive addition to the summer calendar. Car entries are expected from as far away as British Columbia and northern California.

Originally proposed by Evergreen Foundation Board of Governors member, Fred Goldberg, president of Goldberg's Furniture, the Concours idea rapidly grew and captured the imagination of the Foundation and The Olympia Horseless Carriage Club. Sensing the need for many more volunteers, Goldberg approached his fellow

Rotarians in the Olympia club and a cooperative venture ensued.

"Little did we know that Fred Goldberg's idea would blossom into such an exciting community effort and such a significant regional event," says Bob Olson, president of South Sound National Bank and chairman of the Evergreen Foundation's program committee. "The Rotary has been outstanding in its willingness to take on this project and make Evergreen a primary beneficiary of the profits for scholarships."

Admission for the day is \$5 general admission, \$1 for youngsters 6-16, children under 6, free. Individuals interested in entering vehicles may contact Frank Moffett, Concours Chairman, P.O. Box 7323, Olympia, WA 98507.



AlumNews

Spotlight on Third World Alums

By Lisa Fleming, Alumni Association Board Member

Editor's Note: This issue of the Review seeks to identify, define, and personify what "Third World" means to Evergreen students, faculty, and graduates. Reporter Lisa Fleming has focused on the experiences of four Evergreen graduates—each of whom brought a different heritage and educational background to their collegiate career.



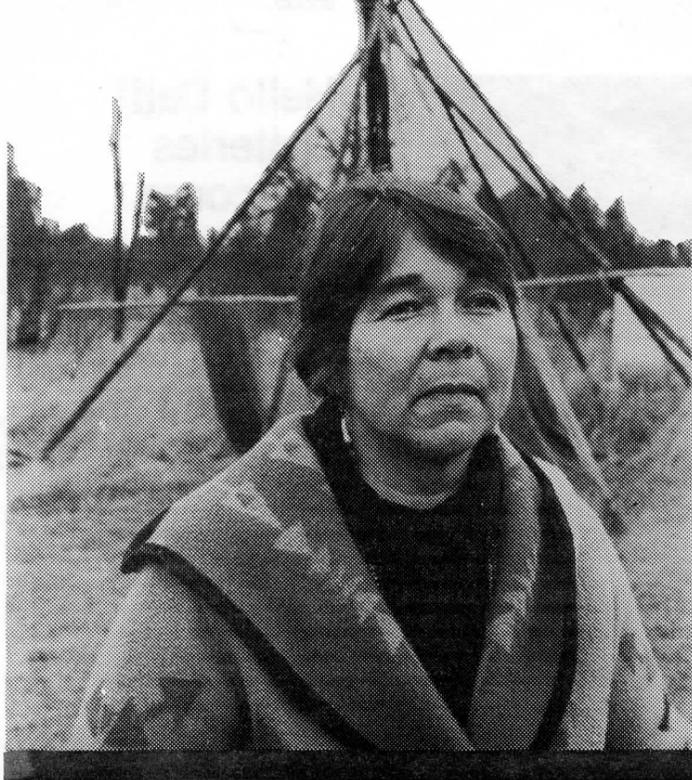
Perry Newell '75

Perry Newell, Elena Perez, Janet McCloud and Nam Chun Pearl share below candid recollections of their years at Evergreen and their advice to future Third World students.

Perry Newell, '75, is a self-proclaimed "real greener." He attended Evergreen full-time when the college was brand new. Among his fields of study were business, organizational psychology, and student personnel. Today, he wears three-piece suits to his job as an occupational information specialist, counseling students at Lakes High School in Tacoma.

Perry chose Evergreen because "I was an older student (22) seeking academic discipline," he said. "I didn't want to hang out with 17 and 18 year olds."

Janet McCloud '77



"At Evergreen, I was able to utilize skills and abilities that I had already acquired, and was allowed to try those skills and interests while engaged in full-time study."

Perry came to Evergreen with a variety of experience. He worked in an anti-poverty program in Tacoma, served in the military for two years, aided emotionally disturbed children, and worked for the Tacoma Urban League.

He describes himself as a high-energy person, and his background proves it. While a student, Perry worked in Evergreen's Office of Financial Aid, helped write a federal financial aid grant, represented TESC in the Pacific Northwest Office of Education, and was the college's representative for the Higher Education Personnel Board.

Perry had a unique perspective as a student, because of his involvement in the school's administration. When asked about racism at Evergreen, he answers from that perspective.

"We were a small community, and had nowhere to hide, so we had to stick together," he explained. "At that time, the community was against Evergreen. Interracial dating? In Olympia? They weren't ready for that. Yeah, we heard the word nigger from the community."

"But we had good faculty, Rudy Martin and Cruz Esquivel. We had the program Contemporary World Minorities. We had direct access to President (Charles) McCann. We had the opportunity to be people with other people."

As a student counselor, and alum, Perry recommends Evergreen but with these qualifications:

"I would recommend that students be serious," he said. "That they are ready to accept experimentation as a

way of life, that they are ready to challenge, and accept a responsible role in government. They should develop a network while there, and do as many external activities as they can."

In fact, many students could use Perry's Evergreen career as a model for a successful education, for he accepted that experimentation, challenged the system, and yet worked with it, to gain his college education.

Elena Perez, '75, came to Evergreen looking for a "more individual approach" than what she had experienced during two quarters at what was then Western Washington State College.

"Evergreen was a definite improvement over Western," remembers the Tacoma native. "At that time Western had much more stringent requirements. For example, if you couldn't swim two laps of the pool, you had to take "bonehead" PE. And I had to take remedial English, even though I had scored higher on my entrance exams than the other freshmen from my high school. They looked at my last name and put me in there."

"My first year at Evergreen, I took a coordinated studies program that every Third World student took. I took it because I wanted to, but at the end of the year, all of us recommended that the college not repeat the program, because it made it too easy for people to say that Third World students never apply for art, for instance, but just take Third World studies."

The remainder of her time at Evergreen, Elena studied counseling and psychology through coordinated studies, group contracts, and individual contracts, with a variety of faculty members. This background led to her current job as an interviewer with the state Department of Employment Security.

Elena lived both on- and off-campus, including a period as a resident aid in the dorms. She doesn't recall any racial problems in the dorms at that time.

"Things were usually worked out among ourselves," remembers Elena. "We comprised a lot of separate groups living there. We stuck to ourselves, but not to the exclusion of others. Also, at that time, there weren't many Third World students living on-campus. They usually lived off-campus."

Elena was active in organizing the Third World Bicentennial Forum.

"The idea that prompted the forum was that nobody seemed to recognize there were people here prior to 1776. We wanted to recognize contributions of Third World people at a national conference."

Elena Perez '75



The forum spawned an area of controversy when a mural was planned to recognize the contributions of Third World people, and the Bicentennial Forum.

"We got money for the mural, but the trustees wouldn't approve having the mural painted on the outside of their campus activities building," she recalls.

Overall, Elena sees her Evergreen experience as a good one. Her message to prospective students is, "I learned, and people should know, if you don't know what you want, you're not going to get it. Evergreen demands you know how the system works."

"I don't think of myself as an alumna, but as a student of faculty member Mary Ellen Hillaire," says **Janet McCloud, '77**. "I'm grateful to Evergreen for the opportunities it gave me. It took me to see and appreciate my unique experiences, of which Evergreen is just one. She says she "doesn't fit into any mold very well," but one possible label for her is social activist. She has done grass roots organizing with Indian people, working with the fishing rights struggle, the "Vietnam catastrophe," and with education in prisons.

"What's wrong with most education," opines Janet, "is that in this country it's been taken over by the military-industrial complex, and teaches kids to play into that. They don't learn how to learn. Evergreen started out different than that. We were taught to appreciate and value ourselves."

"I'm doing the same work as I was in the '60s—it's just that I've expanded my world view," she adds. Along with being the mother of eight children, some of whom are Evergreen graduates, she is active in the Northwest Indian Women's Circle, a group she helped organize in 1979.

"I do my greatest work in my own region, with women my own age, and sharing our lives with the next generation of Indian women, so they can be stronger."

"One thing I learned at Evergreen was how to take what I know and bring it out," said Janet. "Mary Hillaire was always trying to get us to outline things. For example, we wrote a paper on "who am I," both the public and private image. When you find out what you know, you can bring it out to help others."

Janet has actively recruited Indian students for Evergreen. But she has run into resistance.

"Most tribal leaders are like the majority of white leaders," she said. "Evergreen isn't for everyone, but many people need it. But the tribal councils want businessmen. The tribes won't give grants for students to go to Evergreen. For Evergreen to get Indian students, the school will have to provide financial support."

"The tribes think it's a school for hippies," she concludes. "But I've traveled all over Europe and the United States, and I think Evergreen is one of the best colleges in the world."

Nam Chuh Pearl, '79, was a busy person during her years at Evergreen. While attending TESC nights and weekends, she continued working full-time at the state Department of Employment Security, and raising her young child.

Before Evergreen, Nam Chuh attended Centralia College, and Olympia Technical Community College. In order to complete her college degree, Evergreen was the logical choice for this working mother.

"St. Martin's was too expensive, and (the schools in) Seattle were too far away," said Nam Chuh. She

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Nam Chuh Pearl '79

enrolled in programs specifically geared for working people—"The State and Contemporary Society," and "Management and the Public Interest."

"They were good programs," said Nam Chuh. "In MPI, I designed some of my own curriculum, because I already had a lot of accounting."

Although she originally selected Evergreen because of its location, rather than its unique educational system, she soon came to enjoy the coordinated studies system of study.

"I liked it," said Nam Chuh. "When you go piecemeal at other night schools, the students are so different from each other. When I took the State and Contemporary Society, we had six faculty, all from different backgrounds."

As a Third World student, Nam Chuh said the teachers were really supportive of her, and that "it was a really friendly situation."

Nam Chuh has lived in Olympia since 1967, when she came to the United States from her native Korea. She noted that the lack of resources for Third World students on campus might make Evergreen difficult for some students, since the campus is six miles out of town. Because of these factors, "support from the faculty is really important," said Nam Chuh.

"I frequently encourage my staff to go to Evergreen," said Nam Chuh, now a fiscal management analyst at Employment Security. "I would encourage people to go there, but to make sure they have enough personal motivation. Evergreen depends on what you make out of it."

Ellie Dornan Named Alumni Coordinator

The next time you're on campus, stop by and meet Ellie Dornan '79. Ellie is Evergreen's newly-appointed Alumni Coordinator and Development Assistant following Bonnie Marie's resignation.

For those of you who don't already know her, Ellie brings with her ten years' experience as an Evergreen staffer. She came to the college in 1972 as secretary to the director of Cooperative Education and was quickly bitten by the education bug. Enrolling in a course taught by faculty member Dave Hitchens, she continued part-time studies in business and management until deciding to become a degree-seeking Evergreener in 1975.

Ellie continued to work full-time, and in March 1979 took a leave from her job in Co-op Ed to assume the duties of Administrative Secretary to former Academic Dean Will Humphreys. After graduation, she decided to continue her career at Evergreen and soon thereafter accepted the position of Administrative Coordinator to



Director of College Relations Chuck Fowler for whom she worked until moving to her present position in the Alumni and Development Office.

So, if you're in the area, stop by and let Ellie know how life after Evergreen is treating you. Or, feel free to

Ellie Dornan reviews AlumNotes with Maria Tsao.

write or call if she can be of any assistance in helping you contact other alums, answer questions, get information, change your address, or just get updated on Evergreen happenings.

"A Maze in Music": Third Student Album Now Available

More than 100 Evergreen students have a special reason to celebrate the coming of spring this year, as May marks the completion of their year-long effort to produce the College's third long-playing record album.

Called, "A Maze in Music," the album is expected to arrive back on campus by mid-May and culminate efforts students began last September to write, perform, record, engineer, produce, and market their own collection of entirely original music.

A student organized and directed effort, this year's album features 14 songs ranging from rhythm and blues to rock and roll, from jazz and folk to classical and avant-garde styles that, says co-producer Drew Canulette, a Lake Oswego senior, "truly represents Evergreen's diverse musical community."

More than a hundred original compositions were submitted last fall by students for inclusion in this year's album. A student selection committee devoted 30 hours to determining the final album songs, which were then recorded Winter Quarter in



Album project workers (from left): Ben Goldfarb, Cathie Clifford, Peter Randlett, Ken Wilhelm, and Drew Canulette.

Evergreen's four and 16-track studios and spliced together for the master copy.

During the same period, student artwork was solicited and selected for the cover, label and album sleeve, then made camera ready through the efforts of student cover artist Keith Davidson and Graphics Designer Brad Clemmons.

Once the music and artwork were finished, they were shipped off to Los Angeles, where KM records has been handling the final manufacturing process.

"We expect the albums to arrive back on campus by May 15," reports co-producer Ben Goldfarb, "Then we'll get

to work on the final phase of this year's project—promotion, distribution and sales." But he, Canulette and their student colleagues are already way ahead of the fiscal game, with their expenses covered through several campus fundraisers and album presales.

"We hosted two dances earlier this year and special film showings, which has enabled us to keep our budget in the black," Goldfarb says. "Now we're hoping our sales will generate a net profit of about \$2500, which will be used to update campus recording facilities so students continue to have the

chance to work with state-of-the-art equipment.

The project is the third completed in as many years and follows the successful release of a two-record effort in 1980, called "Collaborations" and last year's album, titled "E = MC² + 1 db."

Academic support for the project this year has come through individual contracts and through two coordinated studies programs, the Making of Music and Foundations of Performing Arts.

Key academic and technical support also came from Evergreen staff members Ken Wilhelm, electronic media producer, and Peter Randlett, Library media technician, who worked closely with Goldfarb and Canulette all year "helping us steer our way through the complex administrative processes as well as advising us on technical, financial and organizational matters," explains Canulette.

With "A Maze in Music" almost off the lathe, plans for next year's album are already well underway which, opines Goldfarb, "indicates the high degree of interest our students have in this kind of academic and practical project."

"Each year the album effort has given an increasing number of students the chance to gain a unique education in arts management, audio production, multi-track composition, performance, graphic arts and promotion work," he adds. "Because we have had no fulltime regular faculty assigned to work directly with us, students have assumed the leadership role, gained the cooperation of faculty and staff, and produced materials that rival the technical standards of commercial records."

Copies of "A Maze in Music" are on sale now at the college Bookstore for a bargain price of \$6.35. To order a copy, please write to: Evergreen Album Project, c/o Library 2300, The Evergreen State College, Olympia, WA 98505.

Admissions Assistants Wanted!

If you live in Los Angeles, San Francisco, San Diego, Boston, or New York City, the Admissions Office needs your help!

Every year Evergreen is invited to participate in college nights in the above-mentioned cities. The College depends on alums to be the local Evergreen experts, since tight budgets won't permit out-of-state travel.

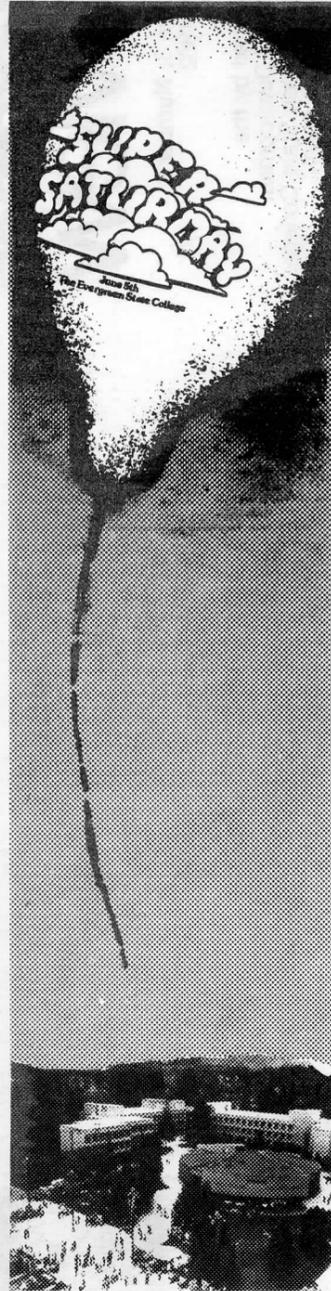
If you'd be willing to work a night or two each year for your alma mater, call or write: Ellie Dornan, Alumni Coordinator, The Evergreen State College, Olympia, WA 98505, (206) 866-6565. Thanks!



Hello Dali! Galleries Welcome Donation

Galleries Director Sid White, President Dan Evans, and LeeAnn and Norman DeShon flank the Salvador Dali lithograph "Lincoln in Dalivision" which the DeShons recently donated to Evergreen. Mrs. DeShon is a 1976 graduate.

AlumNotes



Volunteers Sought for Super Saturday

Super Saturday is just around the corner. The college's annual spring festival is June 5 from 11 a.m. to 7 p.m. and that means it's Chicken Barbecue time! The Alumni Association will once again cook its celebrated chicken to tantalize your tastebuds and raise funds for associated activities. But if we're to serve up these tasty birds, we need your help. Specifically, we need volunteers to help cook chicken, serve as cashiers, and act as "gophers," assisting our hardworking cooks.

It's a great opportunity to get together with old friends, make new friends, and help the Alumni Association at the same time.

For you wonderful volunteers from last year, we need your experience to ensure a successful sale. For those of you who missed out on this opportunity, we want you, we need you, we'll train you, and we'll even give you free chicken. Now, how can you turn down such a deal?

We'd like to know as early as possible how many volunteers we can count on. You need only work a few hours. We'll leave you plenty of time to enjoy the rest of Super Saturday. Please call or write Alumni Coordinator Ellie Dornan, 866-6565.

Thank you!

James Adams '78, Muncie, IN, is finishing his masters at Indiana University at Bloomington and works as an intern at Burroughs Labs designing curriculum for a new environmental studies program.

Doug Anderson '81, Shelton, WA, is looking for an appointment as a flight officer in the Navy.

Susan Bartlett '80, Concord, MA, is teaching high school biology.

Patricia Beckmann '78, Tucson, AZ, is studying at the University of Arizona for the Ph.D. in biochemistry.

Mary K. Bensen '78, Olympia, is supervising budget analyst for the Washington State Hospital Commission. She recently passed her CPA exam and was elected to the Auditing Committee of the Washington State Employees Credit Union.

Tim Blair '80, Kirkland, WA, is driving a school bus for Bellevue Public Schools, and saving money for a motorcycle adventure throughout the U.S.

Bernard Borman '76, Olympia, is working for the U.S. Postal Service and will receive his Ph.D. this June.

Kay Boyd '76, Olympia, administers part of the Washington State CETA program, was nominated for Thurston County Citizen of the year, and has been elected to the Lacey City Council.

Marjorie Brazier '81, Tacoma, WA, is now working for the Tacoma Park District.

Steve Briggs '77, Moretown, VT, is setting up a small community with a group of former Evergreeners, that will involve a pottery business, home renovation, building a preschool, and possibly establishing a small publishing company.

Maril Brockway '74, Seattle, is a first-year medical student at the University of Washington.

Claudia Brown '75, Portland, OR, was recently promoted from reporter to reporter/Saturday news anchor on KPTV Channel 12.

As part of Black History Week, February 5 was proclaimed Rev. Leo Charles Brown Jr. Day by the State of Washington, Pierce County and the City of Tacoma. **Leo Charles Brown Jr. '77** was cited for his "meritorious contributions" to his community and for his dedication to "solving problems associated with poverty, the criminal justice system, and where burdens have been placed upon humankind." Rev. Brown is the founder-pastor of True Vine Community Church in Tacoma and president/executive director of the Progress House Association, a work-release halfway house for offenders. He is also co-founder and director of First Christian youth camp called Operation Long Thrust for black and other low-income youth in Pierce County.

Andrew Buchanan '77, Seattle, is attending the University of Washington, studying for his masters in music. He completed a composition last fall which has been performed by the Seattle symphony.

John Canaris '76, Pocatello, ID, received his certification in electro-mechanical drafting and integrated circuit design from the University of Idaho.

Drew Carey '76, Baraboo, WI, is finishing his thesis for a Ph.D. in marine biology.

Ross Carey '76, Cleveland Heights, OH, is a second-year medical student at Case University.

Charles Cauchy '77, Traverse City, MI, is president of Photoc Corp., and married to Pat Sparks, a former Evergreen admissions counselor.

Jerry Chapman '78, Olympia, has completed his MPA and MBA at the University of Puget Sound in Tacoma.

Lincoln Chayes '75, Olympia, is working for the Employment Security Department.

Claudia Chotzen '77, Honolulu, HI, is now "on sabbatical" after serving as a law clerk for a justice on the Hawaii Supreme Court.

Mathew Clark '79, New Haven, CT, is attending Yale Medical School.

Nancy Cochran '76, Eugene, OR, is busy with a private practice in psychology and volunteer work for Women's Place, a shelter for battered women.

Kenneth Coffin '76, Naches, WA, is head of the Citizens' Housing Department.

Daniel Cohen '77, Hoboken, NJ, wrote and coproduced a video documentary on illegal immigration which won second place in a national competition sponsored by the Academy of Television Arts and Sciences.

Carl Cook '76, Olympia, is production manager for KGY radio and is coordinating KGY's 60th anniversary activities this spring. Carl has become widely known for his "golden oldies" radio show on Sundays, and is a "regular" broadcaster at Evergreen's Super Saturday celebration. He and wife **Jadine** are the proud parents of two sons.

Stephen Creager '77, New Haven, CT, was married to "an old high school heart throb" last summer and is still plugging away on his Ph.D. at Yale.

Kathy Davis '81, Olympia, works for Washington State's House of Representatives Democratic Communications Office.

Dorothy De Matteo '78, Fayetteville, AR, is a first-year law student at the University of Arkansas.

Deborah Dethier '77, San Francisco, CA, is waiting table, studying massage, and finding herself.

Steven Diddy '74, Olympia, has started a new business called Sunwest Associates.

Peter Dobbins '74, Brier, WA, was just promoted to personal banking manager of Seattle First Bank, Overlake Park Branch.

Patti Dobrowolski '80, Olympia, just completed her artist-in-residence program teaching theater in the Tacoma Public Schools and is presently working for Livewires, a Seattle-based live theatrical message service.

Chris Dupree '80, Washington, D.C., is still working as a biologist for E.P.A. in the Office of Marine Discharge Evaluation.

Lisa Fleming '81, Olympia, serves on the Evergreen Alumni Board and married Steven Moore March 21 at the University Unitarian Church in Seattle. Moore will graduate from Evergreen in August with a concentration in art and sociology.

Robert Foster '80, Portland, OR, has been working for two years at KATV-TV in Portland as a news cameraman.

Amy Fowkes '81, Portland, OR, is opening her own theater in the Portland area.

Victoria Fritzing '77, Seattle, is the first woman foreman at Lockheed Shipbuilding and is starting a woman's association there.

Jann Gilbertson '77, Seattle, has a new job with SeaFirst as a financial development officer in the Profitability Measurement Department.

Daniel Glavin '75, Seattle, is working as a consulting psychologist in the Seattle area.

Karen Goldman '76, Philadelphia, PA, recently began working at Heanes Hospital as a pathology lab technician.

Jean Haakenson '74, Onalaska, WA, was appointed as a trustee to the Timberland Regional Library in January.

Jon Halper '77, Seattle, is a first-year medical student at the University of Washington.

John Hennessey '77, Tacoma, WA, is a part-time lecturer at the University of Puget Sound in the nutrition and textile departments.

Bill Hucks '79, Seattle, is a merchant marine for Atlantic Richfield.

Ernie Jones '80, Seattle, is completing his second year in the masters in social work program at the University of Washington. Jones has just won a Rotary Foundation Scholarship for 1982-83, which will fund his education overseas for one full academic year. He hopes to spend that year studying agricultural and social development at the University of Nairobi in Kenya.

Phil Jones '80, Olympia, is working for the International Union of Operating Engineers, Local 302 of Seattle. He's currently working through the union at the Port of Tacoma as a technical engineer for Wright, Schucardt and Harber on the 1983 Prudhoe Bay Sealift operation. In his spare time, Jones is also running a small entertainment business in Olympia, working on public service announcements and striving to "bring decent entertainment

to Olympia, including hunting and fishing expeditions, boxing, and sports activities."

Kris Lenke '76, Gig Harbor, WA, teaches special education at Mt. Tahoma High School in Tacoma. In May he will be taking nine children on an eight-day Northwest Outward Bound trip.

Barry Martin '78, Hoquiam, WA, recently completed the YMCA requirements to become a Certified Senior YMCA Director.

Jenny Matkin '74, Sonora, CA, is office manager for Mother Lode Women's Crisis Center, a costume designer for a local repertory theater, and free-lance graphic designer.

Daniel McDonald '81, Boston, MA, is now doing graduate work at the Harvard University Kennedy School.

Thomas McLaughlin '77, Santa Fe, NM, graduated in '81 from the University of New Mexico with a masters in political science.

Rodney McLean '74, San Rafael, CA, received his MA in psychology from Antioch University and is now employed by Easter Seals of Marin County working with the handicapped.

Sean McLin '78, Tacoma, WA, is attending the American Film Institute, Cinematography Division, in Hollywood.

Daniel Montgomery '74, Boulder, CO, is married to Johanna Lunn and working on his MBA from the University of Colorado. He has a masters in Buddhist and Western Psychology from the Naropa Institute.

Dorothea Morgan '80, Guanajuato, Mexico, has recently completed her MFA at the Instituto Allende, Incorporated, University Guanajuato, where she has presented several major art shows. She hopes to return home to Port Angeles in June.

Kay Morgan '77, Bremerton, is careers librarian for Olympia College and is pursuing a masters degree at Pacific Lutheran University.

Erin Morita '78, Seattle, is an instructor of English as a Second Language for foreign exchange students.

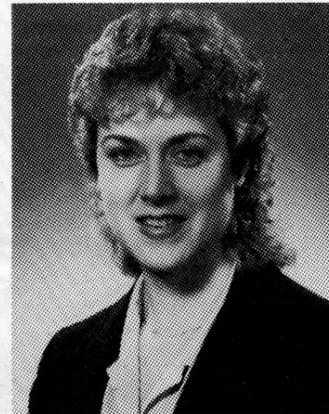
Roland Morris '80, Milwaukie, OR, is currently working on his music teaching certification.

David Mozer '74, Bellevue, WA, has just completed a six-month contract with the State Department at the American Embassy in Monrovia.

Suzanne Mulligan '78, San Francisco, CA, works for the Human Resource Group as an employee assistance counselor.

James Murphy '75, Olympia, is currently working for the U.S. Postal Service and is on the Board of Directors for the Olympia Parents Without Partners.

Martin Oppenheimer '74, Seattle, is working as a commercial cameraman and has recently completed a commercial involving the Seattle Mariners.



Lise Petrich '79, Bloomington, IN, has been appointed a fellow in hospital policy and planning for the Indiana University Hospitals and the I.U. graduate program in health administration for 1982. Lise recently completed a masters degree in health administration at the University of Washington, where she worked as a research assistant for the Department of Health Services. While attending Evergreen, Lise served as an administration planning assistant for St. Peter Hospital.

Victoria Poyser '80, Flushing, NY, has attracted interest in the Big Apple in her science fiction/fantasy art work. The art director at Doubleday has given her a book jacket assignment for three Piers Anthony novels and for future historical romance covers.

Michael Price '79, Yokohama, Japan, is teaching at a Catholic School in Japan.

Katherine Preston '74, Mt. Rainier, MD, is working on a Ph.D. in music history at the Graduate Center, City University of New York and is working as a research assistant for the Institute for Studies in American Music.

Neil Pritz '78, Chicago, IL, is currently enrolled in the Chicago Graduate School of Business and working full-time with the Chicago Office of Development.

Kay Rawlings '80, Dillingham, AK, is the regional director of Senior Services at the Bristol Bay Native Association.

Gail Rhodes '77, Port Orchard, WA, is attending graduate school at Pacific Lutheran University for a masters in social science/human relations.

Kathleen Roseto '80, Olympia, just had a baby girl.

Marie Russo '76, New York, NY, is a word processing supervisor for Rogers and Wells in the Pan-Am Building.

Lisa Sampson '81, Boulder, CO, is attending the Rocky Mountain Healing Arts Institute and studying preventive medicine.

Carolyn Savage '73, Olympia, is working as a commercial pilot and waiting to land a job with a major airline.

Leslie Schneider '77, Cosmopolis, WA, recently married Greg Goheen. The newlyweds are self-employed in a precision marine business which sells outboard motors and boat accessories.

Susan Shinn '78, Seattle, is teaching assertiveness training at Edmonds Community College and working full time as a personnel employment consultant.

Stan Shore '77, Olympia, is working for as a communications officer for the Washington State Senate Republican caucus. He and his wife, Andrea '78, have a 20-month-old son, Benjamin.

Cyndia Siendontop '76, Santa Monica, CA, has won an audition with the New York Metropolitan Opera Company.

C. Reginald Taschereau '72, Olympia, has a new job as personnel program development manager with the State Department of Corrections.

Barbara Taylor '78, and fellow Greener **Pierre Dawson '79** are in Alaska working as free-lance scientists doing research on harbor seals, polar bears, and whales in their natural habitats.

Ann Thomas '78, Santa Rosa, CA, is in the Peace Corps in Swaziland.

Margaret Thompson '78, Venice, CA, is working at Oregon Aqua Goods, a salmon ocean ranching company as information systems coordinator.

Mary Ann Verme '72, Olympia, is assistant state registrar for Washington State Vital Records.

Kathy Wanda '81, Olympia, is working as a research analyst on energy issues for the Washington State House of Representatives and recently published an article in *The Nation* on the tampons and toxic shock syndrome.

William Ward '79, Cupertino, CA, has been employed by Apple Computer and has recently accepted a new position as inventor and designer of software and microprocessor-based games with Sirius Software in Sacramento.

George Werich '80, Bellevue, WA, is working for Washington State Developmental Disabilities.

Nanette Westerman '77, Seattle, has been appointed interim director of New Beginnings, a shelter for battered women.

Theresa (Terry) Wright '77, Salem, OR, graduated from Willamette Law School and is now employed by an independent labor union representing non-teaching public school employees.

Vicki Yeager '76, Fort Defiance, AZ, is presently working as a labor and delivery nurse on the Navajo Reservation.

Send written submissions, photos, graphics and inquiries to the Editor, **AlumNotes**, c/o Alumni Office, LIB 3103, The Evergreen State College, Olympia, WA 98505.

