Editor’s Note
Craig McLaughlin

I confess that I’m excited to see the range of educational opportunities expand as our technological capabilities expand. As the people seeking an education in this country become increasingly diverse, so should their options. But I expect there will still be a place for academic communities that rely on face-to-face interactions.

What will happen, I believe, is that individual schools will be forced to identify and concentrate on what they do best. Evergreen is in an advantageous position as it enters this new era. It already has a clearly defined mission. It offers a distinctive curriculum and it serves a specialized niche of students who appreciate what it offers. The skills it emphasizes — independent thinking, creative problem-solving, collaboration — will only become more important in a high-tech, information-based economy.

So maybe it’s too soon to flee the crumbling, ivy-covered walls of academia. You see, I enjoy working in close proximity to other people. I enjoy watching their eyes and hands when we talk. I enjoy fast and furious intellectual discussions unconstrained by time delays and bandwidth limitations. I enjoy a handshake or a hug now and then.

Sometimes I wonder whether my distant uncles really made a stupid mistake or just an unprofitable choice. Maybe they didn’t like the noise those newfangled engines made. Maybe they didn’t like the stench. Maybe they just liked horses.

Back in November 1994, Kurt Dahl, "2020world" columnist for the Seattle Times, asked Lewis J. Perelman whether education would be "as extinct as the horse and buggy" by the year 2020. Perelman, who had just published School's Out: Hyperlearning, the New Economy, and the End of Education, answered, "Yes, I'd expect that academia will be mostly in the dustbin of history by then."

When anyone talks about something going the way of the horse and buggy, I try to pay attention. Several generations back, my paternal grandmother's family was in the horse-and-buggy business — the brothers of that generation were carriage-builders in New York City. When the horseless carriage came along, the brothers chose to ignore it.

Their major competitor, also run by brothers, decided to make the transition to motorized transportation. The other company was called the Mack Brothers. Mack is a household name now and the Mack brothers' descendants are wealthy. The name of my grandmother's family, however, is now forgotten even by me, and many of their descendants — myself and most of my immediate family included — toil in the fields of academia.

So now it looks like my family's livelihood could be threatened once again. Perhaps it's a genetic flaw, but I don't accept Perelman's prediction. There will certainly be huge upheavals in education, and computer-assisted learning, often conducted across great distances, will become more common. But virtual classrooms don't preclude actual classrooms.

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Technology is Changing What We Teach – and How We Teach It
By Craig McLaughlin

The GREAT THING about the future is its malleability. If you believe hard enough and click your heels together three times, any plausible scenario can seem real. But as the gap between the here and now and the there and then narrows, a lot of scenarios get blown away like so much chaff before a Kansas tornado.

Higher education is a case in point. People have been predicting for years that new technologies — computer networks, high-bandwidth telecommunications, the Internet, multimedia and the World Wide Web — will reshape the educational landscape.

Some educators argue that these technologies — and the new teaching techniques they are engendering — will make education more accessible, more inclusive and less expensive. Others say they will encourage factory schools where a distant faculty member, or a distant piece of software, dispenses facts to thousands of passive students.

To understand what could be at stake, consider the following scenarios:

One involves a mythical student a hundred miles from any state university. She is a single mother and doesn't want to quit a good part-time job and move her family far from supportive friends and family. For a few hours a day, she participates in live, interactive lectures. She has found the perfect class, one taught by two faculty members and an internationally renowned expert who participates from Bangkok. When she has a chance to do research on the Internet, request books from university libraries across the state or participate in an on-line discussion. She submits assignments by E-mail and receives detailed comments back. Twice a quarter she travels to campus for intensive sessions with her faculty members and other students.

Another scenario involves a student who wants to concentrate on his studies in a community dedicated to learning. Only the state has stopped building campuses and there just isn't room. Technically, he is enrolled at the nearest state university, but he selects courses from all over the western United States and the quality is spotty. He has an old computer — all he can afford — and no way to get a high-bandwidth connection to his rural home, so interactive discussions are not possible. Instead, he watches lectures on television and submits assignments over the Internet. He has never met the faculty member teaching the course or any of his classmates in person, and probably never will. He communicates by E-mail and voice mail and rarely gets a response. He has heard that the faculty member gets hundreds of messages a day.

Both scenarios are plausible. From New York to London, Catalonia to Olympia, students are receiving their syllabi, their reading materials, their assignments and, in many cases, their instruction electronically. Already, Evergreen programs like the Virtual College and Student Originated Software use the campus Web site to exchange materials. At some colleges it is possible to get a degree without ever setting foot on campus.

We have the technology — with more on the way — and economic and demographic pressures are pushing states to deploy that technology quickly. "There are three main problems facing state higher education in the '90s," says Carol Twigg, vice president of Educom, an organization promoting technology in education. The first, she says, is the need to increase access, the second is the need to improve the quality of education and the third is the need for colleges and universities to control rising costs.

In the search for ways to serve more students with less money and not sacrifice quality, politicians and educators are looking to technology to provide solutions. Higher education is being swept up in the vortex of the future.

So which scenario are we likely to find when we pull back the curtain on the future? Pundits are still debating that question, but the best answer may be: both. It isn't so much a matter of whether colleges and universities will use new technologies, but whether they will use them well.

Until recently, the eye of this debate has largely bypassed Evergreen. Evergreen prides itself on small classes, seminars that promote student participation, narrative evaluations, collaborative learning, team-teaching and lots of interaction between students and faculty members. The college's emphasis on direct, personal contact does not encourage extensive use of computers and television monitors as intermediaries.

"The important question," says faculty member Thad Curtz, "is whether there is any way to use this new stuff so that teaching and learning happen better than when you have a set of people in a room talking face-to-face. I haven't seen any evidence that that's true so far."

But with legislative funding for education going into technological fixes, with population pressures growing and with the likelihood increasing that Evergreen will soon become a node on a statewide educational network, the debate over the future role terms like computer-assisted education, virtual classrooms and distance learning will have in the Evergreen lexicon has taken on a greater sense of immediacy.

"It has been hyped up," says faculty member Sarah Williams.

"But if it's coming, we should be figuring out creative ways to use it to enhance our interdisciplinary, experimental teaching and learning."
DISTANCE LEARNING is not new. Correspondence courses have been around for decades, as have televised for-credit classes. But new telecommunications technologies have put a new spin on distance learning:

- At the Open University of Catalonia, 200 students across northern Spain are participating in a pilot program that connects them electronically to lecturers, tutors and learning materials. The school hopes enrollment will soon reach 11,000 students.

- In the United Kingdom, 25 percent of all new MBAs receive their degrees through the distance education program at that country’s highly regarded Open University.

- In March, Washington State University adopted a strategic plan for creating a “Virtual WSU.” Under the plan, the number of faculty members using new technologies in their teaching will increase from 50 in 1996 to 1,000 in 1999.

- The Western Governors’ Association has approved a vision statement for creating a “Western Virtual University” that will provide a technology-delivered regional curriculum.

Virtual learning programs offer some advantages over campus-based programs, one of which is greater access — for people with disabilities, for example, or for people who live in the middle of nowhere. “Not everybody can get to campus,” says Elisa Tenny, associate dean for administration at the New School for Social Research in New York City, which offers 160 on-line classes.

Ease of access is becoming increasingly important as the profile of the typical student changes. Of the 14 million people attending U.S. higher education schools, only 3 million are attending traditional geographic turfs. University of Washington could have connected the six institutions. The system would have dissolved traditional geographic turf. University of Washington could have offered its science curriculum in Spokane and WSU could have offered hotel management in Tacoma. For Evergreen, the Wash- ington Higher Education Network, or WHEN, would have provided low-cost access to the Internet and an interactive link to the Tacoma Campus.

What the Legislature approved was $54.3 million to plan and build interactive electronic classrooms and a statewide telecommunications network — a backbone of “big pipes” — that would connect the six institutions. The system would have dissolved traditional geographic turf. University of Washington could have offered its science curriculum in Spokane and WSU could have offered hotel management in Tacoma. For Evergreen, the Washington Higher Education Network, or WHEN, would have provided low-cost access to the Internet and an interactive link to the Tacoma Campus.

What the Legislature approved was $54.3 million to plan and build interactive electronic classrooms and a statewide telecommunications network — a backbone of “big pipes” — that would connect all the state’s schools, including elementary, junior and senior high schools and community colleges. It also gave oversight over the project to the state Department of Information Services. Governor Mike Lowry vetoed $12 million of the appropriation because part of it was to have come from a fund dedicated to other purposes.

“Higher education institutions are grappling with how to provide quality education opportunities for so many new students and the legislators are grappling with how to fund those opportunities,” says Kim Merriman, special assistant to the president for governmental relations. “The technology backbone is looked at as a way to provide more access to students.”

The important question is whether there is any way to use this new stuff so that teaching and learning happen better than when you have a set of people in a room talking face-to-face.”

Providing access to education, however, isn’t necessarily the same as providing education. Advocates for computer-assisted learning say it can actually provide a better education for some students. The New School has talked to students and faculty to assess its programs, and Tenny says, “We’ve been very happy with what we’ve found out. The quality is as high as our classroom courses or higher.”

She adds, “There are a number of students who are the quiet type and sit in the back of the classroom. Those students have to speak on line, and they tend to flourish in this environment.”

Many of those same advocates say they understand Evergreen’s distinctive philosophy — “we consider you kin,” says Tenny — and believe some of these techniques could be put to use at Evergreen.

“If you have an institution that values collaborative learning, can technology play a role? Yes it can.”

— Carol Twigg

“If the resources allocated to higher education keep shrinking, he says, "it may be that Evergreen and every other college in the state will have to find new ways to serve students. But I think it’s naive to think that most current uses of new technologies will allow us to serve students without impoverishing a liberal arts education.”

The question under discussion at Evergreen — a faculty and staff discussion group has been meeting monthly to discuss these issues and held a campuswide forum in April — is how Evergreen should explore which new technologies it might want to employ. “The good way in which the college might do this,” says Curtz, “is to support people on the faculty who have a vision about things they might do using this technology that would improve teaching and learning.”

But others argue for a more proactive approach. “There is no reason for us to be isolated,” says Randlette. “We would look at it as a way to complement what we do and make the excellence we support available over a different medium. This is a great opportunity to figure out how it works well.”

Academic Dean John Randlette cautions against rushing to formulate an official response to technological trends. “In the short run, we tend to oversimplify the transformations these new technologies will bring,” he says. “In the long run, we tend to underestimate them. These technologies will transform higher education far more than we realize, but I don’t think Evergreen ought to try to be the leader in this transformation until we have some idea about where we want to go with it.”

Cushing collects antique radios and can point to many articles from the ‘20s and ‘30s that predicted radio would radically reform the classroom. “It didn’t happen, and it didn’t happen,” he says. “Not that that means it won’t happen with computers, but it’s a good tonic against overenthusiasm.”
In the Student Originated Software Program,
Student Teams Design Real Projects for Real Clients

By Brian Rainville '90

When Nate Waddoups '94 scanned the want ads just before graduating from Evergreen, all the programming jobs required previous experience. But even without professional seasoning, it took the Evergreen graduate only two or three weeks of “pushing a skimpy resume around” to land a job with ConnectSoft in Bellevue.

Waddoups’ success doesn’t necessarily disprove the running joke among programmers that all of the entry-level jobs available require journeyman-level experience. Rather, it proves the value of a distinctive Evergreen program that teaches software development while approximating real-world conditions.

“It’s hard for an employer, especially in computer programming, to put a value on a degree,” Waddoups says. “But I was able to say I had spent the last year working on a software development project, and I did this nifty thing and the response was, ‘Wow you’ve already seen the product development cycle. Do you want a job?’ Now I’m writing Windows software and getting paid for it.”

The nifty thing Waddoups did was to help create Glide—a software tool that teaches programming through a visual interface similar to the type used for computer solitaire games. Waddoups and a team of fellow students spent an academic year creating Glide as part of Evergreen’s Student Originated Software (SOS) program. Students form teams and spend a year developing, designing and creating a software program for a “client.” Each project must have real-world, social value and fill a need for an actual user. The program models the programming process that happens at software companies.

“When I first got [to ConnectSoft], we’d have these management meetings and it just reminded me so much of the meetings we’d have in class,” Waddoups says.

This focus on teamwork and real-world applications has caught the attention of the National Collegiate Inventors and Innovators Alliance, a nationwide resource for universities and colleges trying to create innovative curricula around technology and invention. Last year, NCIIA published the SOS syllabus and other course materials in a handbook for the kinds of programs it wanted to promote. This year, it gave the program a $13,500 grant that will enable SOS to bring in two speakers, provide direct support for team projects and purchase a Sun Microsystems computer.

NCIIA is affiliated with the Lemelson National Program in Invention, Innovation and Creativity. Both are at Hampshire College in Amherst, Massachusetts and both are funded, along with related initiatives across the country, by Jerry Lemelson, a prolific inventor who holds more than 500 patents.

“SOS has a good track record with taking ideas and working with existing companies to bring inventions to the market,” says Brenda Philips, director of the Lemelson National Program. “One of our goals is to get liberal arts colleges more involved in this type of project work, and Evergreen provides a successful model that nontechnical schools can use.”

Faculty members Judy Bayard Cushing and Ginny Hill created the Student Originated Software program, originally called Business of Computers, in 1983. The program has always pushed software development out of the realm of theory and into the realm of practice. Some students come to class with a project in mind, some with a client in mind and others use projects suggested by Cushing and other faculty members on the SOS team.

During the year students deal with everything from technical problems to the delicacy of group creativity. They also accumulate skills as they gain in-depth practical experience in the planning, management, design and implementation of a software project.

Students in the 1995-96 SOS program are working on projects ranging from an interactive CD-ROM adventure game for children to a UNIX security firewall. Clients include the Jet Propulsion Lab, the Wind River Canopy Crane Facility, the Washington State Emergency Management Center, the Speakeasy Cafe in Seattle and the Pacific Northwest Laboratories’ National Environmental Molecular Science Lab.

“Companies have a very practical and important reason for wanting that year-and-a-half of experience,” says Thad Curtz, who teaches the 1995-96 program with Cushing. “There’s a huge gap between what you’re likely to know when you come out of the standard computer science program and what you need to know for working on a real-life project.”
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— Thad Curtz

Except for two years when she returned to graduate school, Cushing has taught the SOS program every other year since its inception. She has teamed up with several other faculty members, including Lucia Harrison, Hill, Duke Kuehn, David Paulsen and Art Mulka. Gushing has always provided the computer support for the program while Curtis and his predecessors have provided other areas of expertise.

This mixing of computer know-how with other forms of expertise is another way SOS brings computer programming and the issues that surround it out of academic isolation. "Software development is an inherently interdisciplinary activity," Cushing says. "It has to be. Many of the people coming from computer science programs at larger universities can have a somewhat narrow focus. That's not to say that the programs are bad, but the way software affects us is becoming more and more profound as it becomes increasingly integrated into the workplace. Liberal arts people will offer a good perspective on that work."

Curtz describes himself as a long-time amateur programmer and jokes that he came to the program so he could hang out with software engineers. But as computers become an integral part of the workplace and the home, Cushing and Curtz see an increasing need for programmers who come out of synthesized, interdisciplinary programs. While Cushing and Curtz work together as sort of project managers, Curtz says the process is less like being a boss and more like "herding cats." The faculty members are there to help, not necessarily direct a project for a specific company's benefit.

"There are a lot of things that we're interested in having students worry about," he says. "If the students can deal with the complications, they can learn a lot about the process in mastering them. Of course, they can also get into bigger trouble."

Pat Yamaura '88, has experienced two distinct types of computer programming education. After two years of preparing for a computer science degree at the University of Washington, he learned he couldn't become a computer science major without being placed on a waiting list. Yamaura transferred to Evergreen, enrolled in Data to Information in 1985 and then followed it with a year in Business of Computers. Yamaura's team designed a reservation and registration system for the Washington Department of Parks.

Today, Yamaura is a systems architect at PHAMIS, Inc., a medical information services company in Seattle. He says the structure and background education he experienced at the University of Washington gave him a strong base from which to launch a project of his own, but working with a team wound up being the perfect outlet for his ideas and theories. "I was far better prepared to go through the entire design process. The course allowed me to put everything I learned into context. I could have gotten a degree in programming, but without ever actually going through the process, I doubt if I would have gained as much," Yamaura says. "From scoping out the project design to talking to users, we took on the whole thing, the entire methodology of developing software."

Programming projects coming out of SOS have become more complex during the past 13 years. Students now come to SOS with greater in-depth knowledge of computers and there are more "pre-manufactured" programmed components that students can integrate into larger projects. Cushing says it's the program's ability to stay on the cutting edge that keeps it fresh.

"Every year the environment changes," she says. "A database that once would have taken two whole quarters to develop can now be done in three weeks and is just a part of a larger project." Cushing says. "I don't know where it's going or where I want it to go — or where students will take it."
Fanning is New VP

Ruta E. Fanning, formerly the director of the Washington State Office of Financial Management, is Evergreen’s vice president for finance and administration. Fanning began her new job March 15, filling the position left open by T.L. “Les” Purce, who became a vice president at Washington State University in August.

“We are delighted and honored Ruta decided to join us,” says President Jane Jervis. “She brings outstanding qualifications in the areas of finance and administration, but I’d say the most important thing she brings to Evergreen is a seemingly universal reputation as an extraordinaire. That, coupled with a consistently straightforward approach and great integrity. We will benefit from her enthusiasm, as well as her expertise.”

As director of OFM since 1993, Fanning oversaw the preparation of the governor’s budget, which includes Evergreen’s funding. In addition to providing direct support to the governor and the Legislative and Board of Trustees for statewide financial and management affairs, Fanning dealt with people at Evergreen, presidents and staff at the other public four- and two-year colleges and the staff of the Higher Education Coordinating Board. All this means she’s very familiar with state educational issues and has a sound working knowledge of the campus. Fanning has seven years of experience developing fiscal management policies and monitoring and implementing agency budgets, while also working as a research assistant and agency head.

“I am really excited to be working at Evergreen,” Fanning says. “In the years I have spent in state government and as a member of this community, I have come to recognize the unique and important role that Evergreen plays in our state’s higher education system. It’s a great college, and I look forward to helping build its future.”

Target Supports Expressions

The Evergreen Expressions performing arts series received a $1,500 grant from the Olympia Target store to support the program’s year-round performance lineup. The program features high-quality dance, music and theater presentations featuring student and community performers. The year’s performers included a prominent African American dance troupe, Native American traditional theater, dancers and musicians of Bali and much more.

SK‘klallam Tribe will participate in the program’s long-standing commitment to give approximately 5 percent of its annual taxable profits to community organizations.

New Piano

An upright piano that sounds like a grand now resides in the Communications Building, thanks to an anonymous donor. Proceeds from performances by performing arts faculty and staff also contributed to the Piano Fund.

Art for Tribal Economic Development

Evergreen and Tribes Launch Partnership

The beauty of a new program to support Native American artists and make their work accessible to a wide range of potential buyers transcends the aesthetics of the art. The Native Economic Development Arts Initiative will seek to enhance arts and cultural development and, thereby, the quality of life in Native American communities.

The Evergreen State College, six Western Washington tribes, the South Puget Inland and Island gift shops, and the Washington State Arts Commission are partners in a new program launched with a $325,000 grant from the NorthWest Area Foundation based in St. Paul, Minnesota.

The program goes far beyond supporting individual artists and giving art enthusiasts easier access to a wide range of Native art. Plans include supporting tribal governments as they set up programs to revive lost artistic traditions, further enhance the teaching of traditional artistic styles and support artists and their works to reach a wider audience.

For people who collect Native American art, the highlight of this project will be a catalog of artists that describes the people, their artwork and their techniques. The catalog will appear in print and over the World Wide Web.

The program will also create a clearinghouse for artists who work that will sell galleries, studios and shops. The program also promotes annual art sales, including one in Evergreen’s Longhouse Education and Cultural Center, to be offered each year.

The program will develop a series of business management workshops to teach artists and tribal members about small-business practices related to art.

For Evergreen, this is the first major initiative that falls within the vision of the college’s new Longhouse Education and Cultural Center, built to support Native American and multicultural education programs and to bring people of different cultures together while promoting multicultural programming for surrounding communities.

The Longhouse coordinator, Tina Moomaw, will play a critical role in implementing several aspects of the grant program.

Evergreen helped develop the grant program in close partnership with a consortium of five tribes: the Nisqually, Squaxin, the Confederated Tribes of the Chehalis, Shoalwater Bay and the Skokomish. In addition, the Port of Seattle, the Port of Tacoma and the Port of Long Beach also are participating in the project. The Washington State Arts Commission is also helping coordinate the program.

Initially, the program will focus on these six tribes, but plans involve eventually expanding services to tribes throughout the Northwest.

Arms and Public Safety

Evergreen’s Public Safety officers will soon have access to firearms, following a decision by the Board of Trustees.

Each of the seven board members described their personal struggles to come to a decision on arms during the February 14 regular meeting. They voted 5-1 to accept President Jane Jervis’s recommendation to give campus police officers limited access to firearms. About 80 students staged a protest.

A collegewide survey completed as part of the process leading up to the vote showed sentiment about arming was evenly divided.

The trustees voting in favor of the president’s recommendation said they were motivated by realities off campus. They were primarily concerned about the steadily increasing response time for armed backup by the Thurston County Sheriff’s Office, coupled with a belief that the college should take responsibility for armed security on campus.

Board members and college administrators said Evergreen’s campus is generally safe, and that any decision to arm was made to ensure it stays that way.

The decision calls for a comprehensive training program in addition to the training other police officers already receive.

There will be a community review committee to examine any calls for armed response, and any situations in which an officer draws a weapon.

The board called for a task force to explore how, when and where officers would have access to firearms. The process leads to a final decision by Jervis will continue until June.

The issue of arming officers is not new to Evergreen. In 1989, the state Department of Labor and Industries cited the college for creating unsafe working conditions for safety officers. In 1992, following a consultant’s report and a public process, the board approved a training and certification program to make campus police officers commissioned law-enforcement officers but stopped short of arming officers.

The process that led to the board’s decision to give officers limited access to firearms began with a report by Thurston County Undersheriff Neil McClannahan ’74, who was then interim director of Public Safety. The report outlined how population growth in Thurston County means the Sheriff’s Office cannot guarantee a response time of less than 15 minutes to potentially violent crime situations.

Art Costantino, vice president for Student Affairs, worked with two student representatives to the board to design a process for community input that he presented in November. Costantino then presented a report to Jervis, who then made her recommendation to the board.

Both Jervis and Costantino concluded that 15 minutes is too long to wait for an armed response.

Another consideration was the desire of ensuring that all arms officers received training, regardless of campus incidents that are familiar with the campus, its inhabitants and the values of the college. The safety of the college’s Public Safety officers was also a primary concern.

New Public Safety Director

Steve Huntsberry is Evergreen’s new director of Public Safety.

A commissioned police sergeant at Washington State University since 1980, Huntsberry began his new job in March.

Over the past eight years, Huntsberry has traveled the country as a consultant and keynote speaker specializing in library and museum security. He says he believes that communication is the backbone of a campus safety department, and that the close-knit nature of a college system requires a community-oriented philosophy of law enforcement, which he will emphasize as Evergreen’s chief public safety officer.
New Evergreen Adventure Travel Program Offers Trips to Thailand and Mexico

Alumni now have the opportunity to share adventure travel opportunities with one another on trips led by individuals who "have been there ... done it ... seen it." Recreation and Wellness, in conjunction with the Alumni Association, is sponsoring a new program to organize group travel to less-developed countries. This travel series is aimed at providing the Evergreen community, especially alumni, with yet another alternative for bonding and learning.

Alumni can look forward to trips that offer a diverse assortment of activities. Examples include: flying, traveling by exotic vehicular and animal transport, mountain biking and bicycle touring, seminaring, writing, photography, trekking, camping, climbing at high altitudes, sailing, swimming, eating, skiing, rafting and spelunking — or any combination of these. The program will offer four categories of adventure: category one (easiest) trips involve mostly eating, sleeping, walking and sitting; category two ( pollutant) trips will include moderate exercise and camping; category three (physical) trips require physical stamina; and category four (extremely physical) trips are physically demanding with lots of adventure.

Two trips are currently offered. In July 1996, alumni can spend three weeks in Thailand, exploring Bangkok, traveling to Chiang Mai and Chiang Rai via train and taking a bus to a trek in the mountains. The trip will end with rest and relaxation on the beaches of Ko Samui — all in the company of former Greeners. This is a category 2-3 trip with an approximate cost of $1,550-$1,950 (includes transportation, lodging, food and personal expenses).

For the Greener looking for a challenging experience, a category 3-4 trip is being offered in January 1997. Adventurers on this trip will climb Popocatetpetl, Mexico with experienced group leaders. Popocatetpetl, or "Popo," is nearly 18,000 feet in elevation and is situated about 50 miles east of Mexico City. It is popular among mountaineers because it is high, yet offers fewer objective risks than other Northern Hemisphere peaks. Approximate cost for this trip is $650 (does not include mountaineering gear and personal equipment).

Alumni Association Honors Alumni Working in Washington State Legislature

On February 15, the Alumni Association highlighted the contributions of talented Evergreen alumni who work in and around the state legislature. Nearly 50 people attended a reception at the Washington State Capitol. Many state senators and representatives and Governor Lowry turned out to meet Evergreen alumni and President Jane Jervis.

The alumni board members who jointly coordinated the event, Tani Lindquist '91 and Andy Colvin '91, noted that the event is a promising start to building increased visibility for Evergreen and its alumni among legislators. The Alumni Association plans to hold this event annually. If you work on or around the Hill and missed us, we would appreciate hearing from you.

Political Ecology 25-Year Program Reunion

Members of the 1971-72 Political Ecology program will celebrate their 25 year reunion on campus June 14-16. The reunion committee, led by faculty member Oscar Soule, has a full lineup of activities planned, including several social events, seminars and a dinner with special guest speaker Jolene Unsoeld on Saturday night. The reunion committee is also preparing a reunion memory booklet for all program members. Anyone wishing to receive more information about the reunion can call Alumni Affairs at (360) 866-6000, ext. 6551 or send e-mail to tescalum@elwha.evergreen.edu.

25 Years’ Alumni Art Exhibition

The Evergreen Galleries will host ‘25 Years,’ a mail art exhibition, in October as part of the 25th anniversary celebration. Alumni artwork will visually document the college’s history and should deal with memories, emotions or reflections of time at Evergreen. The exhibition is open to all alumni. Artwork can be in any media, but it needs to be sent through the mail or by fax machine and received by September 6. Please include your name and years attending Evergreen. No work will be returned; all work becomes the property of The Evergreen State College.

Nostalgia Exhibit

Evergreen’s history comes to life in the nostalgia exhibit, located in the Library, second floor foyer. The exhibit is courtesy of Evergreen Archivist Randy Sihlen and the Evergreen Library.

Greener Lounge

New this year — free admission to the beer garden until midnight! Take advantage of free admission to the Greener Lounge and beer garden, from 8 p.m. till midnight in Library 4300. Catch up with friends in the laid-back ambiance with music, board games and a new collection of microbrews. Please bring ID. Games and lava lamps are welcome.

Alumni Association Seeks Board Members

Elections to be held at June 15 Annual Meeting

Alumni Association Board members play a vital role in shaping activities, programs and events for all Evergreen alumni. The Alumni Association exists to keep Greener Grads connected with Evergreen and in touch with one another. Therefore, board members also represent the general alumni body regarding issues at the college that affect or are of interest to graduates. Board members are involved with programming to serve alumni, to promote the well being of the college and — best of all — to have fun.

Nominations are being sought for several vacant positions for 1996-98 terms of office. Any Evergreen graduate is eligible to run for a seat on the board and self-nominations are welcome. Elections will take place at the Alumni Association’s annual meeting on June 15, immediately following the Super Saturday Alumni Breakfast that begins at 10 a.m.

To learn more about being a board member, contact Alumni Association President Andrea Bowers at (206) 545-9103 or Alumni Affairs Director Valerie Manion at (360) 866-6000, ext. 6352 or by E-mail at manionv@elwha.evergreen.edu. The Evergreen Alumni Association is a tax-exempt organization under IRS Code Section 501 (c) (3).
Mary Schroeder, Seattle, works in a middle school and expects to be retired. Margaret Wharton, Rochester, enjoys techno-dweeb for an Internet service. James Mead, Yakima, recently moved to Yakima. Alain Herriott, Burns, OR, received an Emergency Service Center. Daniel Swecker, Rochester, is executive to Yakima. Tyler Robinson, Portland, OR, is reached via Class IV's home page: earned his Ph.D. in communications at Bernice Morehead, Tacoma, received his M.A. and is counseling at Yelm High School. Laura Goff, Puyallup, is busy in the Surface Mount Technology department in August, and celebrated ten years of marriage to Olivia S. Gubera in November.

John McCarthy, Salt Lake City, UT, died January 22 at the age of 53. Karen Plaskow, Montclair, NJ, is a project manager for Olympia. Thomas Nelson, Olympia, is designing a cattle ranch with his wife. Richard Jones, Tumwater, earned his M.S. and is a consultant in organization development, with a special interest in strategic planning and staff coaching. Andrew Jones, Bainbridge Island, is a freelance videographer. Aaron Swecker, Seattle, is a self-employed bookkeeper. Michael Henry, Maiden, MA, is a tax preparer.

Chris Nelson, Greensboro, NC, says "I learned to love writing while at Evergreen. I called this my "great school" while at Evergreen. Anne'". Mary Bonney, Costa Mesa, CA, is a believer in home-based learning. Thomas O'Connor, Port Townsend, NM, went back to school to study computer science from Heald Institute of Technology in January, was hired by Packard Bell as a computer technician in November, and was offered a position in the Technology department in August, and celebrated ten years of marriage to Ellen's husband. Karen Kramer-Farris and Thorn Farris, Olympia, are expecting a new baby in July. A cranberry farmer, he invented an amphibious machine to sand cranberry bogs and was named to a publisher. Anne DuPont, Olympia, is a natural food store, Roo's Natural Foods. Richard Jones, Tumwater, lives with his wife, Anne, and their four children on a 22-acre farm where they raise milk goats.

Michael Hively, Malone, MA, is a tax preparation manager at National Tax Service and the Taiwanese News Service and the Taiwanese News Service. Elizabeth Colwill, San Diego, CA, and her husband, Brian, have a son born December 28, 1995. She is a professor of English at San Diego State University. Christopher Dupre, Silver Spring, MD, and his wife Huma have a 14-month-old baby boy.

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James Thomas, Seattle, hopes to resolve issues at Antioch University.

Wendy Sayan, Seattle, is an instructor together with other Spokane alumni.

Tod Johnson, Winthrop, is married, and has an 8-year-old son, Connor. He is very happy working on Capitol Hill.

MacDowel Colony for the Arts and an alternative high school program. She married after 25 years and will be relocating to Seattle. She graduated in 1994. Her passion is windsurfing, and has three children.

Jeffrey Bruton, Seattle, completed his M.A. in music technology in 1994. He is manager of entry technologies at Spectral, Inc., a manufacturer of digital audio sound systems.

Baylor Capes, Jeafy, NC, is a discharged planner at Bellmont Hills Hospital and is prospering in network marketing.

Carol Christian, Madrid, NM, is relocating to Seattle. She graduated with an M.A. in counseling from Southwestern University.

Cash, Wauneta, IN, and his wife Elaine are expecting their first child.

Kart Davis, Okanagan, is running a small business in city planning and was elected first vice president of the Planning Association of Washington. He has a 3-year-old daughter, Sophie. Kimberly and Mike Fingers, Bellingham, had a baby girl on March 27, 1996.

Jennifer Allen, Seattle, established a general contracting company with fellow alum Brian Brown, '69. They now have a 12-year-old son, A. J., and a 9-year-old daughter, Eliza.

Marc Zeller, North Atleboro, MA, is vice president of sales and marketing at Westwood, Inc. He and his wife have a 12-year-old son, A. J., and a 9-year-old daughter, Eliza.

Mike Riley, Olympia, a former state representative, died at his home in Olympia. He was 70.

Ann Rips, Baltimore, MD, is happily married to Linda Dorf and has a 4-year-old daughter, Anna.

Thomas Shackle, Anchorage, AK, is project manager of Fort Richardson Dental Facility.

Mark Schumaker, Tacoma, adopted a baby girl this year.

Edward Smith, Yelm, is writing a book, Sportivate of the Loon, about his experience with Aurora, the lion who lived with him for 15 years.

Ann Seidner, McCleary, is having a new last name. She's still selling hats.

J.J. Newman, Auburn, AL, is working at the University of Alabama.

John McGee, Olympia, was elected first vice president of the Bay Area Association for Community Service.

Jeff Stewart, Olympia, is a karate instructor concerned with land and political issues.

Eve Tallman, Prescott, AZ, is a librarian at Prescott College.

Gerald Works, Yelm, writes "I still value my Evergreen experience more than any other facet of my education."

Suzanne Shepherd, Seattle, received her M.A. in social work, is a rural social worker and has a successful private practice.

Joseph Tougas, Olympia, is studying business at the University of Washington.

Kurt Danison, Okanogan, is running a small business in city planning and was elected first vice president of the Planning Association of Washington. He has a 3-year-old daughter, Sophie. Kimberly and Mike Fingers, Bellingham, had a baby girl on March 27, 1996.

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Chief resident at Army Medical Center

Leslie Blok, Bend, OR, is building and loves it. She is moving to New Mexico.

Nina Cooley, Austin, TX, is teaching computer books and other

Steven Brewster, New York, NY, is the author, is moving to New Mexico.

Charles Calvert, Santa Cruz, CA, is the former Green's public defender and is teaching Delphi Unleashed.

Erica P. Hollen, Olympia, and her husband James Aydelotte have a 2-year-old daughter with a second child due in June. Erica P. Hollen, Olympia, and her husband James Aydelotte have a 2-year-old daughter with a second child due in June.

Michael Abbot, Ridgefield, is an environmental technician at CH2M

Diane Gruver, Eugene, OR, enjoys the City of Tacoma and is looking forward to doing what he wants to do. He is married and has four children.

Jared Breslow, Portland, OR, owns the Portland Theatre Studio and has moved to Connecticut. Jared Breslow, Portland, OR, owns the Portland Theatre Studio and has moved to Connecticut.

Joseph Zaki, Las Vegas, PA, is getting married. They are getting married and are in love.

Tryon 2018: The Evergreen Re View

Sheryl Belcher, Seattle, is interested in keeping a positive outlook on the future. She is married and has a 5-year-old daughter, Elista. Sheryl Belcher, Seattle, is interested in keeping a positive outlook on the future. She is married and has a 5-year-old daughter, Elista.

Taze also has a baby girl in April 1994. She has a baby girl in April 1994.

Michael Abbot, Ridgefield, is an environmental technician at CH2M Hill.

Ares Hall, Albuquerque, NM, who was a baby girl in April 1994. She has a baby girl in April 1994.

James Schultz, Williamstown, MA, has a baby girl in April 1994. She has a baby girl in April 1994.

Douglas Stowell, Seattle, is happily married. He is married and has a baby girl, Natalie, who was born on October 16.

Kevin Flynn, Olympia, provides crisis intervention, mediates, and counseling for at-risk youth and their families. Kevin Flynn, Olympia, provides crisis intervention, mediates, and counseling for at-risk youth and their families.

Joseph Zaki, Las Vegas, PA, is getting married. They are getting married and are in love.

The Ohio State University. She is married and has a 5-year-old daughter, Elista.

Mark O'Hara, Seattle, is lead software manager and engineer/producer of College of the Arts for three years, starting his year he was selected as an invited speaker at the University of Washington. He is married and has a 5-year-old daughter, Elista.

Michael Abbot, Ridgefield, is an environmental technician at CH2M Hill.

Richard A. Burke, Tumwater, is editing work in New York City, exhibiting work in New York City, and is working on a full-length feature film entitled "Where the Air is Cool and Dark."

James Schultz, Williamstown, MA, has a baby girl in April 1994. She has a baby girl in April 1994.

The Ohio State University. She is married and has a 5-year-old daughter, Elista.
Joanna Westcott, Shelton, is the proud mother of twin sons and is married to Mark Westcott. She is attending by many Evergreen alumnae and looking forward to meeting you at the Alumni Association Board of Directors Reunion in April.

Catherine Wood, Shelton, joined the Alumni Association Board of Directors in April 1994.

Anthony Del Calzo, Portland, OR, is working on his M.A. at the University of Portland in May.

Vincent Lalonde, Olympia, traveled to his home in Portland.

Directors and hosted an alumni gathering in his home in Portland.

Barbra McLemore-Gilbert, Maple Valley, is working in public relations for Seattle's Best Coffee.

Judy Carter, Grapeview, is participating in a state grant integrating environmental education into goal setting.

Sarah Vanucci, Olympia, works as a work fellow geoducks!

Leanne Hutchinson, Pensacola, FL, is completing her master's degree in biology at the University of West Florida.

The Evergreen ReView

Spring 1996

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Order now! Proceeds from the sale of these items support alumni programming and your Alumni Association.

Evergreen logo sweatshirts and T-shirts
Show the world you’re a Greener with a distinctive Evergreen alumni sweatshirt or tee (short-sleeved T-shirts). High quality, 100% cotton T-shirts and high-cotton content sweatshirts are available with the memorable Evergreen logo specially modified to show your alumni status. See order form for color choices.

Geoduck T-shirt
This 100% cotton, short-sleeved T-shirt features a special geoduck design created by an alum. Oxford gray shirt with five-color, screened geoduck design.

Cotton canvas baseball cap
What Greener is complete without a hat to top off the look? Canvas baseball cap has the Evergreen logo embroidered in green. Off-white with green bill. Limited quantities available.

Ceramic mugs
Suitable for everything from cappuccino to clam nectar. Two styles are available. The Evergreen-logo version is green with the logo etched into the mug. Also available, the alumni geoduck design appears in full color on a white mug. Mugs are dishwasher safe, microwave safe.

Car license plate holder
“Alumni” on top and “The Evergreen State College” on bottom. Yin and yang for the automotive set.

Window decal
New design — green lettering on clear sticker.

Key Rings

New Item! Umbrella
The seemingly omnipresent Northwest precipitation calls for a gargantuan Greener umbrella. Whether you’re near or far from the rainy Olympia skies, keep your green-and-white TESC umbrella handy to keep spring showers at bay and to show the world you’re a Greener. This nylon umbrella folds to a convenient 18 inches, and with the touch of its auto-open button, expands to a spacious 45 inches in diameter.

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<tr>
<td>Geoduck T-shirt</td>
<td>M, L, XL, XXL</td>
<td>$18.00</td>
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<tr>
<td>Baseball cap with Evergreen logo</td>
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<td>Mugs</td>
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<td>“Greener Grad” window decal</td>
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