ReView
The Magazine For Alumni and Friends of The Evergreen State College  Fall/Winter 1996

The Evergreen State College
Celebrating 25 Years of Learning and Teaching
Forever the past 25 years, many qualities have been ascribed to Evergreen. The college has been called visionary, challenging, idealistic, demandng, utopian, experimental, radical, progressive, or just strange. But one quality rarely (if ever) attributed to Evergreen is longevity. Given its primary commitment to innovation and change, the college often finds it difficult to embrace and to project the qualities that describe an enduring institution.

As Evergreen celebrates its silver anniversary this year, a sense of historic durability seems to be settling, finally, into the college's culture. Over time, Evergreen has matured into a college of established value and reputation, outlasting nearly all its adventurous and experimental peers. The fascination and uncertainty of the experiment have given way to the confidence and clarity of Evergreen's mission. The intellectual landscape has been explored by thousands of students, faculty and staff. The college's accomplishments are measured every day, in common and meaningful terms.

If there is a voice that echoes through the Evergreen experience, it can be heard in a familiar statement from alumni: "Going to Evergreen changed my life." After 25 years, graduates have been cast far and wide to many corners of the world, and each one carries a piece of the college in the mind, heart and soul. Evergreen has changed thousands of lives, and caused people to look at the world in new ways. As a result, they have done things differently, and so the world has been changed.

Evergreen graduates have created change in myriad ways, large and small, since 1972. Many alumni from the college's first decade are now parents of present students. For the most part, today's students do not remember a time when Evergreen did not exist. After graduation, they will enter a world already affected by thousands of Evergreen graduates before them. The legacy of the first generation has been passed successfully to another time.

If you have the opportunity to come to the Olympia campus during this anniversary year, perhaps you'll sense the legacy in the spirits of thousands of learners and teachers who have found inspiration here. And off the campus, perhaps you'll see evidence of the ideas that were born at Evergreen, and carried out to the world. Today's students can look forward to a time when they, too, will bring Evergreen to their localities and communities, weaving together the common threads of learning and living.

Evergreen has found a way to teach people to ask good questions. It's up to those people to develop answers. For the college, the challenge remains, to continue the experiment. After 25 years, all that can be said is that one experiment — large scale, coordinated studies across the curriculum — appears to have worked. The process of learning and teaching will continue to be the defining element in the outcome of Evergreen's educational experience. The frontiers of intellect and spirit will remain limitless, waiting to be explored.
Yesterday

A College

Without a Campus

The Evergreen Retreat Tradition Goes Back to the Very First Weeks

By Esme Ryan '95

It is winter 1970 and the snow floats down gently, thickly. The earth, ripped raw by giant machines, looks less ravaged under the snow. Even the hard sharp edges of the machines soften and blur. On the outskirts of Olympia, the contractor in his hard hat watches his equipment disappear. Perhaps he breathes a sigh of relief.

Not quite a year later, the sun shines brilliantly on 100 Evergreen students exploring the cabins at Sun Lakes State Park near Coulee City. Faculty members are lugging the boxes of books, notes and films they will be sharing with the students during the next two weeks. The beautiful setting is admired by all. Suddenly, squeals are heard coming from the shower area. There is no hot water and they’re going to be here for how long?

In October 1971, as students in the Human Behavior: Self and Society program settled in at Sun Lakes, the once-snowy construction site on the edge of Olympia was still raw, only now instead of snow there was mud, constant drizzle and more mud. The grounds of The Evergreen State College were unrecognizable as a college campus. The machines were still there and the college’s main building, the Library, which was to have housed classrooms, offices, a cafeteria and, yes, even library books, was weeks behind schedule. The contractor’s reason? Snow.

Richard Jones conducts a Human Development seminar in the Capitol men’s lounge
The college had been scheduled to open October 4, but the contractor declared that the building would not be finished on time. The alternative was the first day of classes to be done around the students, he suggested. President Charles Don Humphrey, dean of natural sciences and engineering, believed the faculty “were all exhilarated by the tremendous resourcefulness shown.”

In late September the deans huddled in the basement of a church on Legion Way. “We were an academic program and we weren’t going to do ‘retreat stuff,’” says faculty member Charlie Teske, a founding dean. “We didn’t dare think about how we were going to do it.” Even so, she remembers a significant amount of emphasis on group process. These days she is a faculty member who takes her students on retreats.

Other programs spread out across the state. Space, Time and Form gathered at Spirit Lake, a camp near Mt. St. Helens that was later destroyed in the eruption. Its faculty team planned projects around community—building in the literal sense. Following up on an idea spawned by the construction delays, teams of students built models of temporary structures where they could meet, safe from the rain, when they returned to campus. Students used plastic, string and sticks, practicing consensus as well as model building, as the faculty worried about finding space after the retreats.

The retreat was not planned to bring the community together as such—“It emphasized intellectual pursuits, following the concepts of academic seminars rather than encounter groups.” Edward Hall’s The Hidden Dimension was the first book. “We were so intense then,” remembers faculty member Sid White with a laugh.

Communications and Intelligence went off to the Gifford Pinchot National Forest near Randall. The basic element of food was used to promote togetherness; students were responsible for preparing meals. Each student also had to shoot a roll of black-and-white film, which was then processed locally. Workshop groups evaluated the photos. Discussions followed film showings at night, but there was also time for storytelling and song singing.

“We spent the first two weeks of the C&I program at camp... at Randall, Wash.,” recalls Crisi Painter Lien ’72 in one of the written remembrances that became part of “Student Voices ’71,” a campus exhibit. “We got to know each other, take photos, learn about communications, watch and study movies, discuss ideas and, generally, embark on a learning experience that continued at a fast pace all the rest of the year. I loved it.”

A lecture on the history of film and the Italian Neo-Realist movement culminated with Vittorio di Sica’s Umberto D in Italian with English subtitles. The projector operation meant the first reel had to be rewound before the second one could be shown. As the lights came up for this action, an enthusiastic student could contain his excitement no more, and burst out with “I don’t know what they’re saying and I don’t know what’s going on, but this is the best film I’ve ever seen in my life!”

Faculty member Gordon Beck, the man at the projector, claims that this day he remembers the student’s declaration of word for word—including the two exclamation marks.

Carolyn Dobbs, one of the faculty members teaching Environmental Design, remembers that the students’ treat was on building community—and says it was successful. At the Girl Scout camp at Robinwood on Hood Canal, the program also gave back to the community by building a trail to Highway 101. There were workshops on marine ecosystems and stream biology and student Di Meyer ‘72 learned to paddle a canoe “from the back!”

Readings included Saint-Exupéry’s The Little Prince and Sir Thomas More’s Utopia. The last night, a student musician had his hand show up play for an impromptu dance.

“We spent the first two weeks of college learning the value of teamwork...”

The entire IA program was commandeered as volunteers for the Forest Service.”

— Carol Knight-Wallace ’75

Faculty and student memories of the early retreats are as varied as the sites that hosted them. And of course, not all the memories are positive. It is surprising, for instance, that Nancy...
Taylor, part of the faculty team for Human Development, still takes her classes on human development, considering that she would like to dive the 1971 retreat from her memory. 

Human Development went by bus to Camp Wooten, in the Blue Hills behind Walla Walla, to shiver in an environmental camp intended for summer visits by sixth-graders. One of the few camps big enough to house the 120-plus students in the program, it was chosen more for size than amenities.

The other Nancy on the team, Nancy Allen, remembers the camp with as much dismay: the cold weather, the bad food (a greasy-spoon cook had been hired) and stu
dent-led Outward Bound exercises that produced humiliation and distrust rather than confidence and collaboration.

Even people who were part of the same program experienced the same retreat differently. Consider, for example, the recollections submitted by Individual in America students for “Student Voices/1971.” Carol Knight-Wallace ’75 writes that she “spent the first two weeks of college learning the value of teamwork by camping in the North Cascades. The entire IA program was com
mandered as volunteers for the Forest Service. . . . My group was dispatched to clear a hillside Forest Service road of offending boulders and other such debris.”

But for student Rick Landry, the retreat was not about teamwork. “I was suddenly exposed to the ‘encounter’ and ‘sensitivity training’ sessions which were popular in the early seventies. I cannot express how diffi
cult it was for me to take part in these ‘touchy-feely’ groups in human communica
tions and Malibu hot tub-generated so
cial engineering. . . . Rather than bring me closer to my seminar members, these com
pulsory encounters heightened my sense of separation, and drove me further away. I gravitated to the other malcontents in the group and we skipped out.”

The retreat recollections submitted by Human Behavior students also run the gamut. Jon D. Cruz ’74 recalls his first day at Sun Lakes vividly. “I remember getting a chance to talk about a semanticist I had re
derly that evening. “I remember getting into a circle, holding hands and chanting . . . the moon was full, the rock outcroppings formed a great jagged line across the hori
zon, a vast stillness broken only by the howling silhouette of geese.”

“I really had no idea that this group was not going to bring meat with them,” writes Thomas Wall ’73. “It was my first exposure to vegetarian/Greener retreat lifestyle. I iden
tified with my combat Vietnam veteran and football experience and did not like the Gunners at all. A few of us went to the Coulee City tavern for burgers and beer a lot and had fun but I really don’t remember any substantive educational value to the re
trave.”

Margaret Wharton ’74 remembers, “In some ways it doesn’t seem possible that it has been 25 years since I apprehensively packed a bag and set out for Sun Lakes State Park for my first week at Evergreen. I re
member getting to know students and fac
ulty in much more personal ways than in my former college days. Memories of our trips into Coulee City to the little tavern where the owner became so excited by the volume and exuberance of his business that he suffered a heart attack are still vivid and poignant.

Faculty member Llyn De Danaan (she was Lynn Patterson then) says that playing “(Help Me) Make it Through the Night” over and over again on the jukebox may have been the real reason for the tavern owner’s heart attack. She remembers the re
travadow as a time of negotiation between fac
tulty and students. Some of the students were older than some of the faculty members, who had not anticipated so many students. That was the Vietnam era and stu
ents, says De Danaan, were less idealistic than they are now. They were interested in the readings and personal theory, and ap
proached their studies both seriously and with ironic humor, she says. She says the retreat was a lesson in how to run groups and a time for dealing with leadership is
sues. A self-described romantic, she still gets nostalgic about that time, especially remem
boring the showing of her favorite movie of the time, The Night of the Iguana.

S o what was the legacy of those two weeks when the college was open but the campus was not? Was it sim
ply, as Cruz describes in his reminiscences, “brilliant public relations — or might we say ‘damage control’”? Or was it something more? Did it set the stage for what followed for the year? For the next 25 years? “It was a good time,” says Dobbs of her retreat, “and set the tone for what an Evergreen education should be.”

The 1971 program trips certainly estab
lished the retreat as an Evergreen tradition. Faculty member Oscar Soule says the same team-building took place at a retreat this fall as he remembers taking place 25 years and four weeks earlier when he was part of the Human Development team at Pack Forest, where the faculty gathered to plan the year’s curriculum long before the college opened.

Memories of those early retreats are no longer sharp. Opinions vary about their worth. But most faculty who were there in 1971 agree that those two weeks were a time to come together, a time for “crystallizing program community,” a time during which Evergreen came into its own. Even before it opened, Evergreen was already perceived as being different, and that difference was seen as a negative by many observers. Yet when challenged to solve an almost insurmountable problem, Evergreen found an innovative solution that many more-traditional colleges would never have considered. Rather than try to assure its crit
ics that it was just like any other school, Ev
ergreen embraced difference. Perhaps it was the decision to go ahead, then, more than the retreats themselves, that unified the school and laid the groundwork for the next 25 years. Perhaps that is the legacy of those two weeks.

Years later, then-President Charles McCann would say, “We were too busy to look back in the early years and say, “Do you know what we did? We opened a col
lege without a campus.”

Thanks to all the students who submitted their memories to Richard Alexander as part of the 25th anniversary celebration.

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**TimeLine**

**1970**

Kurtis One Hit Song: “Disco Lady” — Johnny Taylor

**Best Picture:** Rocky

**World Events: **May: 83-year-olds . . . Carter wins presidency . . . Dorothy Hamill wins gold at Winter Olympics in Innsbruck, Austria

Campus Events: President McCann steps down to teach . . . enrollment hits 2,936 . . . search committee recommends Dan Evans for president . . . Vancouver outreach program begins

**1975**

Kurtis One Hit Song: “Philadelphia Freedom” — Elton John

**Best Picture:** Rocky

**World Events:** Official end of Vietnam War . . . ERA fails . . . first woman reaches Mt. Everest summit

Campus Events: 400 graduates participate in commencement ceremonies, including 118 who spent their entire four years at Evergreen . . . two-day moratorium to discuss restructuring, governance and planning . . . Howard Fritts when Long Network burns, but students vow to begin again . . . LBB II opens in December

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**The Evergreen State College**

Celebrating 25 Years of Learning and Teaching

**ReView Fall/Winter 1996**
Some children of Evergreen’s early students are following in their parents’ academic footsteps

C A R O L  M A S O N had no idea she would be launching a family tradition when she and her husband Ralph stopped outside Lancaster, Penn., to offer an Evergreen student a ride. Carol, who was enrolled in a class of 300 students at the University of Delaware, says she was thrilled to hear the hitchhiker describe the fledgling school’s unusual approach.

“When she told me about Evergreen’s hands-on experience, I said, ‘Wow!’ She sent me a catalog and I was accepted.”

Carol Mason studied education and graduated with a B.A. in 1975. Ralph Mason concentrated on environmental studies and earned his B.S. in 1977. His master of environmental studies degree from Evergreen came almost a decade later, in 1986.

And now, yet another decade later, there is a third Mason at Evergreen — Carol and Ralph’s son. “Environmental studies was Dad’s interest and it’s mine, too,” says 20-year-old sophomore Kephra Mason. “This year I’m studying earth sciences.”

Kephra Mason is one of a growing number of second-generation Greeners. The 25 years that have passed since the college opened is plenty of time for former students to have raised a family and sent the kids off to college, especially considering the large number of older adults who come to Evergreen after starting their families. When the Alumni Office conducted a quick-and-dirty database search looking for current students or recent graduates with a parent who is also a graduate, 18 families popped up. And ReView turned up several other families while researching this article.

It’s not unusual that attending Evergreen becomes something of a family affair. Stories abound about people who graduated after their kids, or even, in some cases, at the same time. In 1986, for example, two Richard McKimmons graduated, father and son. And there are plenty of examples of siblings choosing the same school. But when the children of Evergreen’s early students return to Evergreen, it invites some interesting questions.

After all, Evergreen has a way of changing the lives of people who pass through it, perhaps more than most colleges. If it alters the lives of parents, might it also follow that it alters their children’s lives? What makes people raised by Greeners choose to come here when it is their turn to go to college? How did the college experiences of the parent differ from those of the son or daughter, and what does that say about how Evergreen has changed, or not changed, in the past 10, 15, 20 years?
Kephraan Mason has not led what most would call a typical life, and if you believe his mother, Evergreen was a major factor. After graduating, Carol Mason opened the Rochester Pre-school. Ralph Mason built all the equipment. Later, she taught at the Chehalis Indian Reservation until Ralph Mason graduated and the family moved first to Seattle, then to Alaska, then to Nigeria, where Ralph taught technological work and Master's in education and curriculum development from St. Martin's College), the master's in education and curriculum development. Carol enrolled at Evergreen, 11 when his father graduated and 23 when he graduated. 11 when his father graduated and 23 when he graduated, so his view of the college spans three decades. He says that as a student in the sciences, he benefited from the school's maturation. "I see the sciences as having a lot of freedom but also the discipline of structure. That was a hard balance to strike and more freedom; however, with free-dom and more freedom; however, with free-dom gives you confidence to do just about anything." "I was a blank number at the University of Delaware," she adds. "I really became a person at Evergreen."

As Greensers, longtime Olympia residents and the parents of a recent Evergreen graduate, Joe Tougas and Lohmann also have a multigenerational perspective on Evergreen. "People say, 'Oh, it's changing. Oh, it's changing.' I went very much inside the beliefs I'd grown up with and raised because that's what a woman did at that time. I went very much inside the beliefs I'd grown up with and raised because that's what a woman did at that time. I was an experimental person, an entrepreneurial person, but I never knew that until I went to Evergreen because I never let those things out."
I still believe strongly that TESC has the best model for learning. I've been associated with a lot of institutions and I always find the transfer of ideas to be less invigorating and vital than at Evergreen.

— Rich McKinnon '86

2,000 research papers from Australia about a root fungus. Bill was the only one to spend all four years at Evergreen. "I liked the creative field," says Bill Livingston. "And at Evergreen I could pursue my interest in photography as well as do some acting, drawing and painting. What I got out of Evergreen was the most interaction with people. It was the right place for me." And their sister Annette met her husband — a Swiss man attending the EF Language School — there while taking German classes in 1987-88.

After working and studying at Evergreen and watching her children attend the college, Anna Mae Livingston is a believer in Evergreen's educational approach. "I liked my job. I loved school. I liked the style of teaching. You are allowed to express yourself. You learn how to figure things out. You learn how to learn." TESC Language School — there while taking German classes in 1987-88.

The reasons people choose a college are as varied as the interests of the Livingston family. Sometimes those reasons are practical. "I decided I wanted to be in Olympia and the tuition was reasonable. A lot of my friends were going to be here and I had some scholarships, too," says Nomi Lamm, a student in German studies and a chance to apply their class-

week lessons in the real world.

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week lessons in the real world.
"We have an enormous advantage here because of the way we're constructed. We have the possibility for change here that a traditionally organized university simply doesn't have."

— Jane Jervis, President

From the beginning, planning for Evergreen's 25th anniversary celebration has focused as much on the future as the past. Not content to celebrate early achievements and indulge in nostalgia, people across campus have been talking as much about the next 25 years as the last. An oft-stated premise is that innovation has been, and must continue to be, part of the college's essence.

This focus on the future has prompted the college to launch an ambitious new fundraising effort — the Fund for Innovation. The plan is to raise a million-dollar endowment — $300,000 in this anniversary year — that will help make continued innovation possible.

Why is innovation so central to Evergreen? What compels people to tinker with a good thing? Where might money from the Fund for Innovation go? And most important, what kinds of things do people have in mind when they talk about innovation?

To answer these questions, ReView convened a forum at which people discussed these questions. Participating over coffee and bagels at the president's house in November were: Jeanine Elliott, director of the Washington Center for Improving the Quality of Undergraduate Education; Jane Jervis, president; Rob Knapp, academic dean; Nalini Nadkarni, faculty member; Barbara Leigh Smith, provost and vice president; and Bernice Youutz, member of the The Evergreen State College Board of Governors. ReView editor Craig McLaughlin moderated.

Tomorrow

HANDS IN THE CLAY

INNOVATION FOR THE Next 25 Years

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TimeLine

1982

Number One Hit Song: "Physical" — Olivia Newton-John

Best Picture: Gandhi

World Events: Falklands war ... AT&T break-up announced ... ERA defeated ... first permanent artificial heart implanted

Campus Events: Senate Democratic Caucus tries to eliminate funding for Evergreen but money restored ... Super Saturday becomes the biggest one-day event in Thurston County ... 26 MFA students receive the first advanced degrees awarded by the college ... Seventeen magazine lists Evergreen as one of the 16 best, least known, colleges in the nation
ReView: We’ve been talking a lot this 25th anniversary year about ongoing innovation, about not just saying that we are continuing great developments introduced back in 1971. I’d like to hear some ideas about the kinds of innovation people have in mind. What are we doing well and what can we be doing better? What areas should we be looking to when we talk about innovation and future improvements?

Nalin Nadkarni: My first thought is not so much how will we innovate, but do we need to innovate? And the questions that precede that are: What do we want our students to have when they leave here? What do we want our faculty to have? And what environment do we want to have for the 21st century? If we can decide that, and if it turns out that some of our traditional tools work, then there’s no sense in changing them. But if the nature of the beast has changed in terms of what students need when they walk out the door in 1971 versus 2001, then I think we do need to innovate, but do we need to innovate? And the questions that then come back. And they exchange with an equivalent person, and also brings some traditional ideas we shouldn’t shy away from. It’s a miracle that we recreate the curriculum from what it is about to teach in this context and also brings some traditional ideas we shouldn’t shy away from.

Barbara Leigh Smith: I think it’s important to recognize that the college didn’t innovate in ’71 and not since. There has been a continuing process of innovation. Having a little bit of money and additional resources would make an enormous difference.

Rob Knapp: We definitely have structures and they’re ones that make it easier to do the things we are hoping to do, rather than making it a constant uphill battle. Certain strategically chosen structures that interlock with each other and reinforce are very important parts of how we are able to do what we do and keep going.

Nadkarni: Right. Part of it is how you look at something you’re already familiar with, how you can see innovation in things that are already established. I eat the same breakfast every day—one boiled egg, two corn muffins and cup of coffee. It has turned out to be very Zen because every day the egg is just a little bit different. I notice if a muffin is slightly squashed. We need to examine the things we already do very closely, with sensitive eyes. I think the doing of innovation is a little premature at this point, even though the desire for innovation is the spark that keeps that process going.

Jane Jervis: The nature of innovation is that you don’t know what it’s going to look like until it happens and you have to be quick about a campus landscape initiative. We think of our laboratories as the CAL Lab or Lab I and II or the art studios, but actually, our laboratory is much bigger than that, it’s also 1,000 acres. We do have continuity, but by having all these different pieces and current need and go find out who is doing the best in the country or the world and send out a scout team. Nadkarni, for example, has an idea about campus studies in which there are other institutions that we could look at.

ReView: What kinds of things would money get us, what would we be able to do?

Nadkarni: One idea I had just driving over was a program or initiative of “education abroadering,” not just education abroad, where a faculty member goes to Kobe, but where students, faculty and administrators go to other institutions for a quarter and then come back. And they exchange with an equivalent person, so that person realizes what it is about to teach in this context and also brings some traditional ideas we shouldn’t shy away from.

Smith: The exchange idea is a good example of what money would also need to be able to give people space to think about new things.

Jane Jervis: I think it’s important to recognize that the college didn’t innovate in ’71 and not since. There has been a continuing process of innovation. Having a little bit of money and additional resources would make an enormous difference.

ReView: We’re talking about taking the assumptions that undergird Evergreen and asking all of us to pick them apart and see how they play out in our everyday lives.

Elliott: As we are talking to people in the learning community movement throughout the states, we are hearing about all those barriers that they run into. They can’t go any further and they’re hesitant about the kinds we have possibilities for being light on our feet that are extraordinary.

When I say space in that context, I don’t mean three-dimensional space, I mostly mean the fourth dimension, which is time. I mean making it possible to put together a group of people, maybe two or three faculty, an administrator and a couple of students, and paying them for six weeks in the summer to brainstorm in some general area and seeing what comes out.

Then you also need to be able to say, “OK that was a really terrific idea. Now we need to put legs under it and make it work.” And that also takes time and time means money. You need to be able to give people release time or hire them a substitute or pay them during the summer when they are not on contract or pay students when they need to be earning money to come back next quarter.

Smith: I don’t think we should underestimate the simple dimension of time. It’s a miracle that we recreate the curriculum from scratch every year. That’s revolutionary. But we do it at some expense in terms of depth, in terms of burnout and energy. And when you think about how good that process is, you then ask yourself, “Will a little more time and space and reflection and collaboration, how much better could it be?”

Jeanne Elliott: It’s interesting to think how continuity is used at this college. Continuity can be good—it provides for all of us a sense of holding on to something in which we can enrich and deepen—and I wonder if we have structured it in enough. We do have continuity, but by having all these different pieces that always happen we have not pushed it enough in terms of letting this be a place where people can just ferment.

Jervis: We have an enormous advantage here because of the war we’re constructed. We have the possibility for change here that a traditionally organized university simply doesn’t have, with its requirements and departments and all that rigid apparatus. We have possibilities for being light on our feet that are extraordinary.
Elliott: This planning activity, this desire for innovation, for evaluating and so forth, could be a call for student input into a process that’s very important. How could we get that time, that very important commodity? I thought maybe the whole college would be involved with it. I remember someone talking about the whole college taking a year off from normal load. That is not a bad idea.

Bernice Youza: There was a time, 1974-75, when there was a whole week taken off, not a whole year, where classes and program activities were suspended while people worked on some on-campus workshops. I can’t remember that any great results came out of this. Maybe it takes more than a week.

Smith: Another issue is whether we can get out of what we’re doing. The answer has got to be yes. We’ve got hundreds of innovations going on that are privatized, that are closely held secrets, and we don’t even take the time to communicate to each other what those are, much less to communicate outside.

Youza: I’m asking questions about this because I’m going to be urging people to contribute to the Fund for Innovation and they’re going to ask me questions. Well, what would this money go for? Would it go for release time, for faculty time to work on some of these ideas? You mentioned the summer internships. What specific things could I get the word about?

Jervis: I imagine it might also go for a staff person by providing some strategically placed support, release time for other people.

Smith: We also have some programs that could be helped. For example, we have a small sponsored research fund, which is a fund for innovation that already exists. Three years straight we’ve had 30 proposals, good proposals, and we’ve only had the money to fund seven. That’s a tragedy.

Jervis: To what extent are the ways in which we deliver support services and student services an impediment to what goes on?

We’ve done some important things to registration but other areas like that, if we even looked we could probably find lots of ways to do things better.

Elliott: We’re talking about taking the assumptions that undergird Evergreen and asking all of us to pick them apart and see how they play out in our everyday lives.

Nadkarni: I think that would be a self-evaluation, though not in the traditional sense. But I think I keep coming back to this time issue, which is whenever you are, faculty, staff or student, where do you spend your time?

Jervis: I want to just observe — we had to meet at 7:00 in the morning to have this conversation.

Nadkarni: There’s this disease of busyness on campus. How do we get out of that and how can we re-examine our activities and our responsibilities and pick out those that could be changed?

When we reinvent the curriculum every year, when everybody reinvents his or her program every year, is that a wise use of time? Could there be a bunch of classes that you know you’re going to give every other year so could we establish some faculty herds?

What’s that we’re sort of talking about in Environmental Studies, that Pat Labine is the shepherd for EcoAg and Sustainability. She doesn’t teach it every year, but when you need some EcoAg stuff you go to Pat and ask her stuff because she has such a long history with that particular course.

Knapp: That’s an example of a privatized thing because that’s already a practice in some areas of the college and it feels like an enormous discovery to others, and that’s because we’re not good at sharing things.

Elliott: We’re surprised at how limited the program records were in the archives. If somebody came in and wanted to teach a program that had been taught five years ago with a new faculty team they might have trouble.

"We definitely have structures and they’re ones that make it easier to do the things we are hoping to do, rather than making it a constant uphill battle.”

— Rob Knapp, Academic Dean

Smith: There’s another idea, which is to support a retreat for younger faculty, or more recently hired faculty. There’s a little bit of enthusiasm for it, but where’s the time? We can’t have it this quarter, and we can’t have it next quarter, and it goes on and on.

Nadkarni: That’s a good example. It is time, it’s not money. Because I said I’d fund it, but you guys said you didn’t have the time.

Knapp: So one invention we need, and this takes smarts rather than money, is ways to release people from programs for short periods without losing the continuity. We currently run a fairly privatized curriculum so that in each given team, even within that team, often it’s broken down so that there’s just one person doing each thing. We need to invent our way out of that so that a person could just come loose for three weeks and do any of the kinds of activities we’re talking about. It takes inventing, it’s not just a question of pronouncing it.

Jervis: I think we can be doing a lot of experimenting with modes of teaching and continuing that experimentation, but I think there are also some very interesting possibilities about content about language and about the way technology may be changing the kind of students we get as well as changing the nature of knowledge, the way we understand information and the way we deal with information.

"Part of it is how you look at something you’re already familiar with, how you see innovation in the things that are already established”

— Balaji Nadkarni, Faculty Member

Smith: We’re working on that as part of the 25th anniversary and the reaccreditation process. We’re trying to gather more of that in, especially because some of the real puck rats need to be captured before they take their files home for retirement.

Jervis: The research that’s done on the campus is another example. There’s been a lot of intensive research going on over the last 25 years and who knows? It keeps being done over and over. That could be a good staff position, to coordinate and archive all that stuff.

Elliott: There’s this fear that we’re going to lose something when the founders retire, but I’m not sure that we have captured the essence of what the younger generation offers.

Nadkarni: There’s another idea, which is to support a retreat for younger faculty, or more recently hired faculty. There’s a little bit of enthusiasm for it, but where’s the time? We can’t have it this quarter, and we can’t have it next quarter, and it goes on and on.

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planted by more "modern" disciplines of plant molecular biology, neuroscience, etc. This trend has been accompanied by declines in plant and animal collections and a decoupling of the study of biology from the natural world. However, Evergreen, the natural history tradition is strong and growing. There is a general belief that in the world of postsecondary education, studies education, Evergreen can serve as a beacon — well, maybe a candle but a bright and light-giving candle — to maintain a knowledge base and facilities that will preserve and push forward our understanding of organismal biology.

ReView: Would that be an example of seeing innovation in things we already do?

Nadkarni: That’s right. It bears on the “inside out” nature of traditional and innovative teaching at Evergreen. I was talking to my students in seminar yesterday and we took ten minutes just to talk about innovation. One of the ideas they had is that we first have to understand whether innovation is the means or the ends. Are we using innovation to get somewhere, or are we just using innovation to be new and different? And it was interesting, their reaction was, “Well, things are working pretty well already. Why innovate?”

Jervis: When I talk about a need to innovate, it’s not necessarily a need to Scandals tumble Jim Bakker, Gary Hart… Michael Rust, 19, lands plane in Moscow’s Red Square community center… budget enhancement requested for enrollment growth… contract ratified between Evergreen and Washington Federation of State Employees that we’ve always done it and it’s getting harder and harder and that. It’s not that we don’t do it and we have to start doing it, it’s that Evergreen defines itself as a place of innovation. It made a diagnosis that something’s wrong, it’s rather that it’s our sense of our understanding of organismal biology.

When we introduced the Evergreen Fund for Innovation, an endowed fund to support creativity, growth and innovation in teaching, learning, research and performance at Evergreen, we quickly found that innovation was a theme that everyone could relate to their Evergreen experience. Twenty-five years ago, Evergreen set the standard for innovative curriculum design and teaching practices. As we celebrate our first quarter-century, we are coming face to face with a world that is undergoing dramatic transformation. College graduates must possess an entirely different set of skills from those required 50, 20, even 10 years ago. As we move into the 21st century, the success of our curricula, our businesses, even our very lives, will depend on our ability to understand the changes in our world, and to emerge with creative approaches to the challenges facing us.

Evergreen defined the Evergreen Fund for Innovation, a personnel source of privately raised capital to support activities that will enable us to imagine and define our world, to become participants rather than bystanders in its transformation. The foundation’s goal is to raise $100,000 by June 30, 1997 to establish the fund, which will provide the college with at least $15,000 per year, every year, to distribute in the form of grants to individuals and teams of faculty, staff, students and alumni. These grants will support projects in the areas of curriculum design, pilot projects to test new models of service delivery in higher education, student and faculty research in social development, the sciences and the arts, and more.

It’s our pleasure to report we’re halfway to meeting this goal. If generous supporters have given nearly $40,000 toward moving the Evergreen Fund for Innovation from dream to reality. And we’re up to $1,300 away from meeting a $20,000 challenge grant from alumna and Mark Thatcher, a non-profit consultant who will match your gift, dollar for dollar, if you make that gift before December 31, 1996.

Join us in celebrating 25 years of extraordinary innovation in education. Give to the Evergreen Fund for Innovation. We guarantee it’s a gift that won’t wear out, get broken, or be thrown away. Endowed forever, your gift will keep giving year after year, in support of exceptional talent, creativity and innovation at Evergreen.

For more information on the Evergreen Fund for Innovation, please call (360) 864-6000, ext. 6390.

**The Evergreen Fund for Innovation**

**Newswave Links U.S. News and World Report in Recognizing Evergreen**

**Founding President Honored**

Evergreen, no stranger to honors and awards bestowed from the outside, took the unusual step of honoring one of its own in September. The college presented founding President Charles McCann with an honorary degree during the convocation ceremony launching the new academic year. Last spring, the faculty approved the award and adopted a resolution to recognize McCann.

"However much Evergreen may change in the future, we doubt that it will ever abandon entirely the conceptions and visions Charles McCann brought to its founding," said President Jane Jervis, reading from the faculty resolution when presenting him for the award. "His mark upon the institution has been indelible and seems likely to remain so — so speak the faculty," said Jervis.

McCann was then presented an honorary Master of Public Administration degree by trustees Christina Meserve and John Terrey.

McCann was hired in 1968 and charged with building an innovative college to reflect the educational needs of this century. He advocated creating a college free of grades, academic departments, majors and many other trappings of traditional educational institutions. His ideas helped lay the groundwork for developing Evergreen’s innovative curriculum.

In 1977 he returned to the faculty, saying he wouldn’t want to be president of a college where he wouldn’t want to teach. In 1991, he was granted emeritus status by the Board of Trustees. McCann still teaches one quarter each year.

**Timeline**

1954 — Founded
1968 — Bernard McCann is hired
1977 — McCann is awarded an honorary Master of Public Administration
1985 — The Evergreen Fund for Innovation is established
1995 — The college presents founding President Charles McCann with an honorary degree for his contributions to the institution.
Faculty and deans from colleges across the country regularly contact Evergreen for guidance in their efforts to develop learning communities—an educational approach the college pioneered during the last quarter century. Now, Evergreen can respond with a comprehensive new program funded by a major U.S. Department of Education grant to Evergreen’s Washington Center for Improving the Quality of Undergraduate Education.

“As Evergreen celebrates its first quarter century, it’s gratifying to think that colleges around the country are tantalized and excited by the possibility of bringing together teachers, students and ideas in ways we’ve come to take for granted at Evergreen,” says Jean MacGregor, who will direct the new grant-funded program.

For many schools, the barriers to offering interdisciplinary programs are staggering. This program will help people find innovative ways to make learning communities work on their campuses.

The Washington Center received the $208,000 dissemination grant this fall from the Fund for the Improvement of Undergraduate Education (FIPSE), a U.S. Department of Education program that recognizes innovative projects that are either outstanding or highly promising.

“This is a prestigious grant,” says MacGregor. “Only 4 to 5 percent of colleges that apply for FIPSE grants are successful in any given year.”

Evergreen Grows into the Night

There is at least one major change to Evergreen’s campus as it launches a year of anniversary celebrations—a change best appreciated at night. It’s not a bronze statue or a new building, but it offers something as substantial to busy adults in Southwest Washington—expanded educational opportunity.

The big change is the number of students on campus at night as Evergreen’s Part-Time Studies enrollment has more than doubled. The program specializes in interdisciplinary, half-time (eight-credit) programs offered evenings and weekends. A wide range of courses covering single subject areas (for 2-4 credits) are also offered.

Part-Time Studies is designed specifically for students older than traditional college age who must juggle work, family and other commitments to attend school while working toward a bachelor’s degree. It’s part of Evergreen’s expanding efforts to meet the educational needs of residents in Southwest Washington. “Part-Time Studies for Full Lives” is the program’s theme and response has been enthusiastic.

Grant Helps Evergreen Share Expertise with the Nation

The FIPSE grant will cover 77 percent of the $270,758 cost of Evergreen’s project. Twenty schools will be selected through a competitive application process to participate in the new program. At the project’s end in 1999, the lessons and successes of these 20 schools will be the centerpiece of a national conference about learning communities to be held on Evergreen’s campus.

The FIPSE grant will cover 77 percent of the $270,758 cost of Evergreen’s project. In addition, participating campuses will each contribute $4,000.

The Washington Center, a public-service arm of The Evergreen State College, has launched major pathbreaking projects in the arenas of calculus reform, cultural pluralism and interdisciplinary approaches to science, as well as work with the general education curriculum and promoting academic success for students of color.

New Trustees

Bill Frank Jr., chairman of the Northwest Indian Fisheries Commission, was appointed to the Board of Trustees in June. Frank is the first Native American appointed to a college board of trustees in Washington.

Frank is a gillnet fisherman who has worked in the natural resources field for many years. He served on an advisory board involved in establishing the college’s new Longhouse Education and Cultural Center and was among the first scholars brought to campus by the Daniel J. Evans Chair, inaugurated last year to enhance programs for first-year students.

“Bill Frank’s appointment couldn’t be more perfect,” says President Jane Jervis. “He brings enormous strengths to us, and the appointment is especially timely as the college builds several new programs to serve Native Americans.”

Frank will serve in the board position previously held by Ed Kelly, who died in March. Governor Lowry has appointed Frank to a full six-year term to begin at the conclusion of Kelly’s unexpired term.

David Lamb, an executive officer with the Lamb-Grays Harbor Company, was appointed to the Board of Trustees in October. The Lamb-Grays Harbor Company is a world leader in providing equipment for materials handling in the pulp, paper and publishing industries.

Lamb was president of The Evergreen State College Foundation Board of Governors from 1990-92 and has served on the board since 1988. He is president of the Washington State Historical Society, the Small Business Exporters Association and several other business and professional organizations.

“David Lamb and his family are longtime friends of Evergreen,” says President Jane Jervis. “As we begin a new collaboration with Grays Harbor College and strengthen our ties with that community, we are delighted that he is joining our board.”

Lamb will serve a six-year term in the position previously held by trustee John Terrey.

Focus on Teaching

Native American Learners

Evergreen’s Master in Teaching Program is recruiting students for a special two-year cycle that will emphasize teaching Native American students. The MIT Program always focuses on developing multiple perspectives among future teachers. The 1998-2000 program will not only feature the usual emphasis on adapting teaching to the needs of all learners in a culturally diverse society, it will also pay particular attention to the needs of Indian children and youth. The program will explore the schooling process for Indians in the United States, Indian sovereignty, self-government, tribal-state/tribal-federal relationships and Native American spirituality in the context of public education. Those who are interested in enrolling in the 1998-2000 MIT Program, or who would like a brochure to share with potential teachers, should call (360) 866-6000, ext. 6181.

Timeline

1999

Number One Hit Song: “Look Away” — Chicago

Best Picture: Driving Miss Daisy

World Events: Berlin Wall falls... Exxon Valdez oil spill... Emperor Hirohito dies at 87... Tiananmen Square... Earthquake hits Bay Area

Campus Events: Art Annex opens... students vote “no” on guns for campus security... styrofoam banned from campus... students occupy administrative offices to protest student government's action... responsibility for Evergreen campus handed over to Washington State University... more than 44 Evergreen students join thousands for a 10-day rally protesting nuclear bomb testing in Nevada... CRC phase II completed.

GreenerNews

Grant Helps Evergreen Share Expertise with the Nation

With the help of Eagle, Lark finds the songs...

— Antonio Paitak Story

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Timeline

1999

Number One Hit Song: “Vogue” — Madonna

Best Picture: Driving Miss Daisy

World Events: Nelson Mandela freed... Aristotle elected president of Haiti... Iraq invades Kuwait

Campus Events: Governor’s presidency ends following controversy involving falsification of his credentials... TL: "Let's" Perry named interim president... Master in Teaching Program begins... smoking banned in campus buildings... Rainier Association launches student-led independent magazine, Mud Bay Quarterly.
Evegreen and Grays Harbor College are breaking new ground through a partner-
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Pilot Program in Grays Harbor

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The Evergreen State College

Specific Arms Policy Adopted

Following last February's Board of Trust-
ees decision to provide limited access to
firearms to college Public Safety offic-
ers, the process of change continues.

After trustees voted to arm officers, they
deployed to President Jane Jervis responsi-
bility for determining how and when
officers would have access to guns.

The Limited Arming Task Force —
which comprised faculty, staff, students
and representatives of Public Safety,
Washington state's Labor & Industries
Department and the Thurston County
Sheriff's Department — spent most of
spring quarter researching and discuss-
ing options.

In June, Jervis accepted most of the
task force's recommendations. Officers
will carry firearms from 6 p.m. to 8 a.m.
During daylight hours, a patrolling offi-
cer will always be close to a firearm
kept in a lockbox in a patrol car. In ad-
tion, there will always be two officers
on patrol.

Evergreen officers will also receive
additional training in defensive tactics,
sexual harassment, cultural diversity,
sexual assault, blood-borne pathogens,
legal updates, emergency vehicle opera-
tions, first aid, firearm qualifications
and a special block of training regarding
use of force. Standard operating procedures
that guide officers' responses to situa-
tions are being revised.

Once these changes are all in place,
Evergreen will begin carrying
firearms — probably early in winter
quarter of 1997.

New Name, Mission for Public Safety

In September, the Public Safety Office announced a name change to Department
of Police Services to more accurately reflect the full-range of services it now provides.

The department also adopted a new mission statement to reflect its increased empha-
sis on community policing: "Our mission: to have a partnership based on mutual
trust and understanding, between the members of the Evergreen community and the
College community — or they sign up for distance learning courses that rely on videotapes.

"This pilot project is part of Evergreen's expanding efforts to better serve the
educational needs that exist in Southwest Washington," says Jervis. "We're excited
about the possibilities that exist for this project in the future."

Alumni Association Elects New Board Members

Evergreen graduates elected five of their own to the Alumni Association board at
the annual Super Saturday meeting. Kristen Elliott '90, Ingrid Hansen '86, Sharon
Kelly '77, Jonathan Perry '96 and Pamela Wolf-Hunter '94 will serve two-year terms on
the board of directors, which guides the Alumni Association.

They join returning directors Janet Asbury '87, Freddie Barnett '93, Jeryllynn Delaney '92, Charis Dube
'91 and '95, Kendall Grant '91, Beth Henshaw '93, Dave Henshaw '89, Rosalind
Jenkins '94 and Tami Lindquist '91. Since Super Saturday, two other graduates have
joined the board — Tacoma Alumni Chapter President Carol Wolfe '90 and Holly
St. Clair '85.

Board members shape association activities and are available to represent the
general alumni body when issues arise at the college that affect or are of interest to
graduates. This year's planned projects include holding a Washington state legisla-
tive reception, publishing the Alumni Newsletter, cosponsoring the Transition Institute
(see related article, page 28), sponsoring alumni gatherings around the country, co-
ordinating several Super Saturday activities and preparing for a 25th reunion (see
related article, page 30).

There are several ways graduates can become involved with the Alumni Associa-
tion and reconnect with Evergreen — volunteers are needed for the projects described
above and for other activities, and there are still several vacancies on the board.
Also, suggestions for programs and projects are welcome.

Graduates who have ideas they would like the board to consider should contact the Alumni Affairs Office at tescalum@elwha.evergreen.edu or
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Computer Component to Their Studies

Microsoft Scholarship

Gives a 124-Proof Boost

Mark Souder '80 celebrated his 40th birthday with his typical flair — and his
typical generosity. On September 28, Souder threw a birthday bash that fea-
tured a single-malt Scotch and cigar
tasting at his Seattle home. Admission
was $100 a head and proceeds went to
the Microsoft-Evergreen Alumni Schol-
arship Fund administered by The
Evergreen State College Foundation.
Souder, a marketing manager for Mi-
crosoft, is a regular contributor to the
college and one of several Microsoft em-
ployees who are instrumental in setting up
the scholarship.

"I wanted to give something back to
Evergreen students who didn't have their
educations paid for by their parents," says
Souder. "Education shouldn't be a clas-
sie experience."

Thirty-two guests sipped from 19
honnies of Scotch, including some bar-
rel strength Scotch (107 and 124 proof),
and smoked perhaps a fifth of the 150
people cigars on hand, including some
Havanas brought by guests. The clear
winner in the Scotch tasting was the 25-
year-old Macallan.

A fine hedonistic time was had by
the participants, who donated $3,375 to-
ward the scholarship fund — enough to
help boost the annual scholarship from
$500 per year to $1,000. Unlike most
computer science scholarships, the
Microsoft-Alumni Scholarship targets a
wide range of students and disciplines.
Art, music, theater, even traditional com-
puter science students are invited to
compete — as long as they are a com-
puter science student.
Are you in transition?

Over the past several years, the idea of a daylong Transition Institute has been slowly taking shape. The idea has been to gather seasoned alumni, recent graduates and current students to discuss transitions from school to work, job to job, career to career, life to life, single to partnered, married to parents, partnered to single and more. There would be a program to assist people who are being laid off, searching for jobs, going through mid-life crises, retiring, etc.

Now this fledgling idea has become a reality. You are invited to participate in The Evergreen State College's first Transition Institute on April 5, 1997 from 10 a.m. to 4 p.m. The conference will take place in the Library Building on the Evergreen campus and is being hosted by the Alumni Association in cahoots with the Career Development Office. This will be a day of sharing ideas, sharing meals, sharing experiences and reconnecting.

Preliminary planning sessions have yielded several topic ideas and confirmed presentations by a participant in the voluntary simplicity movement, an interactive theater group, a health and wellness facilitator and an expert on forging careers from temporary work.

Now, we need your help. Alumni facilitators are needed for the following topics:

- Burnout
- Small business development
- Professional development
- Graduate school
- Expectations in the workplace
- Resume writing
- Networking
- Informational interviewing
- Non-traditional careers
- Grant writing
- Outdoor adventure careers
- International business
- Retirement planning
- Money management
- Life balancing
- Recurring
- Networking
- Dealing with family business
- Investment planning
- Job search
- Artists
- Writers/agents
- Community involvement
- Assessment testing (new Briggs Type Indicator and Campbell Interest and Skill Survey)

If you would like to lead a discussion group or seminar on any of these topics, please call Wendy Freeman at (360) 866-6000, ext. 6187 or Valerie Manion at (360) 866-6000, ext. 6552 or E-mail Manion at manionv@elwha.evergreen.edu (type Tacoma Chapter in the subject line). Volunteers are needed to help shape the vision of the chapter and plan projects and programs for the group.

Graduate school
Small business development
Professional development
Graduate school
Expectations in the workplace
Resume writing
Networking
Informational interviewing
Non-traditional careers
Grant writing
Outdoor adventure careers
International business
Retirement planning
Money management
Life balancing
Recurring
Networking
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Gay, Green and Proud

During its 25 years, Evergreen has made itself a safe place for people whose sexual orientation placed them in the minority. Now a new, and as yet unnamed, alumni group is forming to celebrate that spirit of tolerance and assemble gay-bi-les-trans graduates. Join Tom Freeman '90 and '96, Kathryn Ford '82, Shawna Rae '96, Jefrey Wasson '96 and Steven Thomas '96 in planning a gathering to examine our community's history, "From Gay Resource Center to Queer Alliance. 24 Years at Evergreen," as well as other future events.

Phone (360) 866-6000, ext. 6645 for more information.

Friends of the Evergreen Library

Are you interested in becoming more involved with your alma mater? One good way is to join the Friends of the Evergreen State College Library. The group's goals are to increase awareness of the library and its offerings, to expand library resources for faculty and students and to maintain a link between college and community.

Activities include an annual sale of used books at Super Saturday; an annual event, "Celebration of the Written Word," that gives the public a chance to meet authors, publishers, bookbinders, etc.; and a quarterly newsletter. Through dues and fundraising, the Friends contributed $15,000 to help initiate the Library Endowment Fund. Earnings are used to purchase books and other materials (the fund provided $10,000 in 1996).

We invite you to join the Friends. Annual contributions are $25 for an individual and $40 for a household. Please send your checks (payable to The Evergreen State College Foundation) to Friends of the Evergreen Library, L3122, 2700 Evergreen Parkway NW, Olympia, WA 98505.

Now this fledgling idea has become a reality. You are invited to participate in The Evergreen State College's first Transition Institute on April 5, 1997 from 10 a.m. to 4 p.m. The conference will take place in the Library Building on the Evergreen campus and is being hosted by the Alumni Association in cahoots with the Career Development Office. This will be a day of sharing ideas, sharing meals, sharing experiences and reconnecting.

Preliminary planning sessions have yielded several topic ideas and confirmed presentations by a participant in the voluntary simplicity movement, an interactive theater group, a health and wellness facilitator and an expert on forging careers from temporary work.

Now, we need your help. Alumni facilitators are needed for the following topics:

- Burnout
- Small business development
- Professional development
- Graduate school
- Expectations in the workplace
- Resume writing
- Networking
- Informational interviewing
- Non-traditional careers
- Grant writing
- Outdoor adventure careers
- International business
- Retirement planning
- Money management
- Life balancing
- Recurring
- Networking
- Dealing with family business
- Investment planning
- Job search
- Artists
- Writers/agents
- Community involvement
- Assessment testing (new Briggs Type Indicator and Campbell Interest and Skill Survey)

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Reunion plans underway to celebrate Evergreen's 25th Anniversary

In celebration of Evergreen's 25th Anniversary year, a reunion is being planned for former students, family and friends next August. The campus's 25th Anniversary DTF has formed a subcommittee to plan and coordinate this event. The reunion will feature a weekend-long array of activities — many of which will be based on your input from the following survey. We want this reunion to reflect your ideas and to provide an environment in which you can reconnect with former classmates, faculty and friends and see what has changed (or remained the same) about the campus.

Your input is critical to the creation of a reunion weekend that is meaningful and fun for you!

Your name and years attended at TESC:

Address:

Phone number:                   E-mail: ________________________________


If you have questions or would like more information, please contact the Alumni Affairs Office by E-mail at tecalum@elwha.evergreen.edu (type "25th Reunion" in the subject line) or call (360) 866-6000 ext. 6551.

Would you be interested in attending a campus reunion to celebrate the 25th Anniversary? ☐ Yes ☐ No
Would you want overnight accommodations on campus (if the dorms are full)? ☐ Yes ☐ No
How many people might you bring to the reunion (including yourself)? ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ 11 or more
Would you be interested in a meal plan (to dine on campus)? ☐ Yes ☐ No
Would you need child care? ☐ Yes ☐ No
Are there any special events or people you would like included? ________________________________

Would you be willing to help plan the reunion or serve on a committee? ☐ Yes ☐ No
If yes, please describe how you would like to participate ________________________________

Which of the following activities would you like to be offered? ☐ book seminars — topic(s): ________________________________
☐ lectures by faculty — what: ________________________________
☐ campus tours
☐ tours of downtown Olympia
☐ reunion "banquet" or dinner
☐ dance — type of music: ________________________________
☐ other (please specify): ________________________________

Please call or write the Alumni Affairs Office with updates if you know how we can reach any of these "lost" alumni — and don't forget to send us your own address change information when you move — we wouldn't want you to be a "lost" alum!

CLASS OF 1972
Tom Anderson, Olympia, is a mixed-media artist represented in six galleries. He and his wife Karen Anderson '77 co-produced a nationally distributed video, Practical Message. They have two children, Shane, 18, who starts college in the fall, and Laurel, 15.
Roland X. Donals, Forestville, CA, graduated from the University of California at Berkeley's School of Public Health and is a clinic supervisor at the Point Arena/Manchester Pomo Native Health Center. Previously, he was Evergreen's coordinator of Student Health Services and worked in rural health-care development in Guatemala.
Deborah J. Saunders, Lumberton, NJ, graduated with an M.A. in counseling from Trenton State College.

CLASS OF 1973
Michael Hall, Portland, returned from California to become student services director at the Pacific Northwest College of Art. He and his wife Peggy Valenti '70, a technology designer for Hewlett Packard, have a 5-year-old son.

CLASS OF 1974
Patricia S. Lott, Seattle, is enrolled in an M.P.A. program at Seattle University.

CLASS OF 1975
Peggy Valenti '83, Olympia, is a mixed-media artist represented in six galleries. She and her husband James B. Blanchard '75 opened Twisted Vines, a cafe/wine bar. Call them at 800-799-9463 to talk about the best source of California wines.

CLASS OF 1976
Richard Warner '78, Petaluma, CA, and husband Barbara Lohrke, Al-Hafar, New Canaan, CT, is a freelance writer and has two sons, 4-year-old Zak and 8-month-old Jake.
Katherine A. Harris, Arlington, MA, is a management consultant for nonprofits and mother of 2-year-old Vanessa.
Robert J. Thalland, Canis, is still counseling, teaching and traveling. She went to Turkey, Ukraine, Greece and the Baltic countries this year.

CLASS OF 1977
Pamela L. Farr, Olympia, received a Ph.D. in education from the University of Washington and is planning a July wedding.

CLASS OF 1978
Barbara Lohrke, Al-Hafar, New Canaan, CT, is a freelance writer and has two sons, 4-year-old Zak and 8-month-old Jake.
Katherine A. Harris, Arlington, MA, is a management consultant for non-profits and mother of 2-year-old Vanessa.
Robert J. Thalland, Canis, is still counseling, teaching and traveling. She went to Turkey, Ukraine, Greece and the Baltic countries this year.

CLASS OF 1979
Vicki Louise Kretchmar, Lambertville, NJ, graduated with an M.A. in education from Temple University and worked in rural health-care development in Guatemala.

CLASS OF 1980
Edward Castro, Arlington, MA, is a management consultant for non-profits and mother of 2-year-old Vanessa.

CLASS OF 1982
Robert M. Higgins, Sausalito, CA, and wife Vivian are planning a July wedding.

CLASS OF 1983
Michele Roberte Hankins, Arlington, MA, is a management consultant for non-profits and mother of 2-year-old Vanessa.
CLASS OF 1979

Diana C. Dowley, Lakebay, and husband Joseph Panno have a daughter, Elaine. Born in January 1996.

Joyce E. McConnell, Morgantown, WV, teaches property and gender law at West Virginia University College of Law.

Sangio F. Siani, Concord, MA, teaches engineering to architectural students at the Boston Architectural Center. His business continues to provide energy conservation engineering for public, private and utility clients. He and his wife Andrea Maniscalco '76 have three children — Amelia, 14, Ottavio, 11 and Elena, 8 — who make them happy and proud. Andrea says motherhood continues to bring joys and challenges to her life, and she's actively involved in their town and their children's education.

CLASS OF 1980


John G. Beauchamp, Arlington, VA, designs computer data simulation models for economic and financial firms and governments in Eastern Europe and Asia. He spent three years in the Baltics developing and coding local banking systems in Russian Foxpro. He and his wife Ilile are proud. Andrea says motherhood brings joys and challenges.

Diane C. Dowsley, Puyallup, is an energy efficiency consultant, providing energy conservation engineering for public, private and utility clients. She can be reached online at PL.House@com.

CLASS OF 1981

Stephen A. Caruk, Olympia, had an essay published in the Baseball Research Journal this year. He and his wife Natalie K. Caruk have three children — Amy B. Hunter, Lowell, MA, is a parent at Lowell Elementary School and a consultant for the Episcopal Diocese of Massachusetts. The mother of 10-year-old Michael and 8-year-old Sean, Amy also does poetry readings and writes.

Gavin Lakke, Novato, CA, announces that Parallel Dreams, the CD by The Gavin Lakke Group, is on the Horizon Records label. The band is featuring the flute and cello of Territory's All-Stars.

CLASS OF 1982

Steven L. Woltz, Santa Fe, NM, is pursuing a master's degree in Eastern classics at Saint John's College.

CLASS OF 1983

Sergio F. Siani, Burlington, VT, is an energy efficiency consultant, providing energy conservation engineering for public, private and utility clients. He and his wife Ilile, married in 1981, have three children — John, 10, and Michelle, 8. They are proud. Andrea says motherhood brings joys and challenges.

Maryanne M. Matlock, Port Townsend, opened his own business, providing energy conservation engineering for public, private and utility clients. He and his wife Ilile are proud. Andrea says motherhood brings joys and challenges.

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**CLASS OF 1988**

Nani Jackson-Park, Chethalis, is the new coordinator of Evergreen’s First Peoples’ Student Support Program. While attending Evergreen and following graduation, she worked as an environmental services peer mentor, acting director of KKT Student Program and survival skills developer/coordinator for the Upward Bound Bridge Program. After earning a M.A. degree in counseling psychology from Lewis and Clark College, she started a private practice and opened children’s clothing store, guest lectured at Northwest colleges and taught at both Lewis and Clark College and Central College.

Dorothy Osburn, Seattle, spent two years in Japan before becoming a coordinator of community college relations. Jacqueline (Woody) Williams, New Haven, CT, completed her master's degree in nurse-midwifery at Yale University and is returning to the Northwest with her husband, Jonathan (Jasper) Smith ’88, and 6-year-old son and 1-year-old daughter to work as a midwife for the Maternal Maternity Project in Ontario, Oregon.

**CLASS OF 1989**

Rebecca Redmond, recently became a mother and was awarded her M.J.T. degree. Sigrid Dopping, ’99, her husband and enjoying their retirement. Diana Dowsway recently returned from visiting daughter Anna Elizabeth Dowsway, Charleston, W. Va., continues to do her research in the field of remote sensing. "It’s quite a change from life in Norway and Alaska. I’m still doing my Ph.D. in atmospheric physics at NASA Goddard Space Flight Center in Washington, D.C., where he does research in the field of remote sensing."

**CLASS OF 1990**

James Norton, Acton, MA, is a structural and architectural inspector for a construction management firm. He and wife Jamie Norton ’87, an accountant for a children’s book publisher, are expecting their first child and have completed an off-grid house. Darlene Osburn, Corvallis, OR, is painting tiles for a mural, making a video about the homeless and working on a crisis line. She continually expresses deep gratitude to her Evergreen teachers.

Sue Boyer, Olympia, teaches first grade in Rochester. She says her education at Evergreen was the best investment she could ever have had. She got a foundation for lifelong learning that sustains her in her life’s work as an educational director. Tikva Breuer, Olympia, is a program specialist with the Olympia Water Resources Program.

Michael started his Tacoma work at Starbucks Coffee. He celebrated his third anniversary with his partner Geoff in June, and is working for a Masters in science degree in management at Seattle’s Antioch University.

**CLASS OF 1991**

Kathy Higgins, Cambridge, MA, received her master’s degree in chemistry from Harvard, where he is in his fourth year of studying chemical physics.

North Larson, Greenbelt, MD, spent seven beautiful months doing atmospheric research in Norway before becoming a visiting scientist at NASA Goddard Space Flight Center in Washington, D.C., where he does research in the field of remote sensing. "It’s quite a change from life in Norway and Alaska. I’m still doing my Ph.D. in atmospheric physics at the University of Alaska, but on exchange here with NASA for the next two years, when I should be graduating... fingers crossed if any crazy Greenies wander out here, look me up!" His E-mail address is north@climate.gsn.gov.

**CLASS OF 1992**

Iris Adcock Gibson, Vancouver, BC, is working on her dissertation at the University of Massachusetts-Amherst.

Raymond J. Bottlin, Minocka, IL, passed away September 6, 1996. He was a fourth-grade teacher in Wilmington and taught at Illehee Junior High and Brigadon Elementary in Federal Way.

Lisa M. Christensen, Seattle, received her master’s degree in social work from the University of Washington and was a social worker for two years.

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*AlumNotes*
Kristen L. Drewes Milligan, Point Roberts, is a graduate student at the University of British Columbia.

Rebecca F. Frels, Seattle, works at Toys in Bababul on Capitol Hill and on the King County AIDS hotline.

Karla Gustafson, Portland, and her new husband Marion Marovich are parents of Calvin, from last May. They are considering moving to Juneau, Alaska.

Saed A. Hindash, Cairo, Egypt, works at the Cincinnati Enquirer. He was a photojournalist at the North West News in Pittsburgh for four years.

Bobbie Lavender, Portland, is happily self-employed as a policy consultant. She and husband Mark Byron Cook '90 are expecting a baby any day.

Caithlin C. Williams, Berkeley, CA, is a teacher working on her M.A. degree in education at Humboldt State University. Erica V. Wolfe, Saratoga Springs, NY, is a field biologist/environmental scientist at the Denver Museum of Nature and Science. Caitlin C. Williams, M.F.A. degree in playwriting at Humboldt State University.

Lutheran University.

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How do you honor someone who changed your life?

If someone at Evergreen made a difference in your life, you now have a chance to recognize that person by giving in his or her name to the Evergreen Annual Fund, the college's only source of unrestricted funds for meeting critical needs. The fund provides scholarships, activity grants for faculty, staff and students and discretionary funds that help every campus division do a better job of meeting student needs.

What better way to say thank you to someone committed to educational quality?

This anniversary year, designate your gift in the name of a faculty or staff member who touched your life. The person you designate will be notified that a gift has been made in his or her honor. You will also receive a card to send an anniversary message to the person you designate.

The Evergreen Annual Fund is on its way to topping $200,000 for the first time. As of December 4 it had reached 45 percent of its $210,000 goal in pledges and gifts. Twenty-one percent of the gifts have honored current and former faculty and staff. By late November, 160 individuals had been honored.

The Evergreen Annual Fund needs your help every year. It is the college's only source of unrestricted funds to support student scholarships and college programs. We hope you will continue to support the annual fund drive while also considering a special gift this year to the Evergreen Fund for Innovation or the Cal Anderson Initiative.

To make your 25th Anniversary gift, fill out and mail the enclosed envelope.

For more information or to charge your gift by phone, call toll-free 1-800-781-7861 (in the Olympia area, call 866-6000, ext. 6300).

Help it happen all over again.

Evergreen enters its second quarter century strong, confident and nationally recognized as a center for innovation in higher education. The college has profoundly influenced thousands of students through team-taught interdisciplinary programs focusing on collaborative learning rooted in real-world, real-work issues. Evergreen's model of teaching and learning guides curricular reform in schools and colleges across the country.

In this anniversary year, the Evergreen family of alumni, parents and friends are invited and urged to celebrate Evergreen's anniversary with a special gift to the College Foundation — a gift that will help ensure Evergreen's spirit continues to thrive — that the college's annual fundraising efforts.

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Your anniversary gift to The Evergreen State College Foundation can provide support for:

- The Evergreen Fund for Innovation: Creating an endowed fund for continuing Evergreen's unique tradition of innovation and creativity in teaching and learning.
- The Evergreen Annual Fund: Supporting student scholarships, support to all divisions of the college and grants for students, faculty and staff through the college's annual giving program — this year with a unique focus on honoring Evergreen faculty and staff members.
- The Anderson Initiative: Supporting an ongoing lecture series in the name of the late Washington Senator Cal Anderson.
- The Evergreen Annual Fund needs your help every year. It is the college's only source of unrestricted funds to support student scholarships and college programs. We hope you will continue to support the annual fund drive while also considering a special gift this year to the Evergreen Fund for Innovation or the Cal Anderson Initiative.

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In Memory of Cal

An interview with Jeffrey Wasson, project director of the Cal Anderson Memorial Lecture Series

By Steven Thomas '96

Steven Thomas: What made you decide to start a lecture series as a memorial to state Senator Cal Anderson?

Jeffrey Wasson: Actually, my original idea was to do a garden. I had heard of a project in San Francisco called the AIDS Memorial Grove in Golden Gate Park. It's a grove of trees planted in memory of AIDS victims by their loved ones. When I brought up the idea of doing something like that to friends and staff at Evergreen, we had a great discussion, not only about the need for continued and expanded gay programming at Evergreen, but also about the wonderful tradition Evergreen has of supporting gay programming as part of its commitment to First Amendment rights. During that discussion it became apparent that there was a tie between memorializing those who have died from AIDS, the recent passing of Cal Anderson and the commitment be open and accessible to everyone.

Jeffrey Wasson: As an Evergreen student, gardener Jeffrey Wasson has been active in the Evergreen Queer Alliance and its predecessor, the Lesbian and Gay Political Resource Center. In 1995 he came up with the idea of creating a statewide AIDS memorial at Evergreen. That idea evolved into what is now the Anderson Initiative, a component of the college's 25th Anniversary fundraising efforts. Wasson served as the initiative's project director from its inception until the end of fall quarter 1996. He expects to graduate in winter 1997.

What better way to say thank you to someone committed to educational quality?

As an Evergreen student, gardener Jeffrey Wasson has been active in the Evergreen Queer Alliance and its predecessor, the Lesbian and Gay Political Resource Center. In 1995 he came up with the idea of creating a statewide AIDS memorial at Evergreen. That idea evolved into what is now the Anderson Initiative, a component of the college's 25th Anniversary fundraising efforts. Wasson served as the initiative's project director from its inception until the end of fall quarter 1996. He expects to graduate in winter 1997.

What were some of the issues he was interested in?

Obviously as a gay man he was very interested in putting an end to the fear and ignorance that lead to victimization and discrimination against gays and lesbians in our society. And as a person with HIV he had an interest in AIDS issues. But he also fought constantly to make sure that everyone enjoyed equal protection under the law. He was a Vietnam veteran who really believed that everyone had a right to be treated with respect. And he was very concerned that government be open and accessible to everyone.

And these issues, then would be the subject of the Anderson lectures?

That's right — civil rights for gays and lesbians, HIV/AIDS prevention and education, public access to government, the environment, the military and veterans issues. And he was very concerned that government be open and accessible to everyone.

And these issues, then would be the subject of the Anderson lectures?

That's right — civil rights for gays and lesbians, HIV/AIDS prevention and education, public access to government, the environment, the military and veterans issues. And he was very concerned that government be open and accessible to everyone.

What better way to say thank you to someone committed to educational quality?

What better way to say thank you to someone committed to educational quality?
**GEOGEAR for Greeners**

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

**New Item! Briefcase/Carry-all**

This Jansport briefcase, made of water repellent and abrasion resistant cordura material, displays the TESC logo and features a molded handle and non-slip shoulder strap, organizer panel for pens and pencils and 1,200 cubic inch storage capacity.

**New Item! Evergreen Logo Watch**

This watch showcases an electroplated Evergreen Logo. Features water resistant alloy casing, 18k gold plated trim, water resistant leather band and all Seiko movement.

**New Item! Umbrella**

Green-and-white TESC umbrella folds to a convenient 18 inches, and with the touch of its auto-open button, expands to a spacious 45 inches in diameter.

**New Item! Evergreen logo sweatshirts and T-shirts**

Distinctive Evergreen alumni sweatshirt or tee (short-sleeved T-shirts) 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.

**Cotton canvas baseball cap**

Canvas baseball cap has the Evergreen logo embroidered in green. Off-white with green bill.

**Ceramic mugs**

Two styles 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**

Green lettering on clear sticker.

**Key Rings**


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**Order Form**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefcase</td>
<td>$65.00</td>
</tr>
<tr>
<td>Watch</td>
<td>$44.95</td>
</tr>
<tr>
<td>Umbrella</td>
<td>$22.30</td>
</tr>
<tr>
<td>Evergreen logo T-shirt 100% cotton</td>
<td></td>
</tr>
<tr>
<td>- Ash gray - green logo</td>
<td></td>
</tr>
<tr>
<td>- Forest green - white logo</td>
<td></td>
</tr>
<tr>
<td>- M   L   XL   XXL</td>
<td>$15 x</td>
</tr>
<tr>
<td>Evergreen logo T-shirt 100% cotton</td>
<td></td>
</tr>
<tr>
<td>- Oxford gray with five-color screened geoduck</td>
<td></td>
</tr>
<tr>
<td>- M   L   XL   XXL</td>
<td>$18 x</td>
</tr>
<tr>
<td>Baseball cap with Evergreen logo</td>
<td>$15 x</td>
</tr>
<tr>
<td>Mugs</td>
<td></td>
</tr>
<tr>
<td>- Geoduck on white mug</td>
<td>$10 x</td>
</tr>
<tr>
<td>- Evergreen logo etched on green mug</td>
<td>$10 x</td>
</tr>
<tr>
<td>Alumni car license plate holder</td>
<td>$10 x</td>
</tr>
<tr>
<td>“Greener Grad” window decal</td>
<td>$2 x</td>
</tr>
<tr>
<td>Key Ring</td>
<td></td>
</tr>
<tr>
<td>- Leather</td>
<td>$10 x</td>
</tr>
<tr>
<td>- Lucite</td>
<td>$5 x</td>
</tr>
<tr>
<td>add $2 shipping per order</td>
<td></td>
</tr>
<tr>
<td>WA residents add 7.9% sales tax</td>
<td></td>
</tr>
<tr>
<td>TOTAL $</td>
<td></td>
</tr>
</tbody>
</table>

Prices subject to change without notice.

Payment:
- Check
- MasterCard
- Visa
- American Express

Order form:
- expiration date:
- name:
- address:
- city, state:
- zip:
- phone: ( )
- Fax orders: (360) 866-6793
- Phone orders: (360) 866-6000, ext. 6212
- Mail orders: The Evergreen State College Bookstore Olympia, WA 98505

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**ReView**

The Evergreen ReView
Fall/Winter 1996, Vol. 18, No. 1
Published by The Office of College Advancement
The Evergreen State College
Olympia, WA 98505

Address correction requested