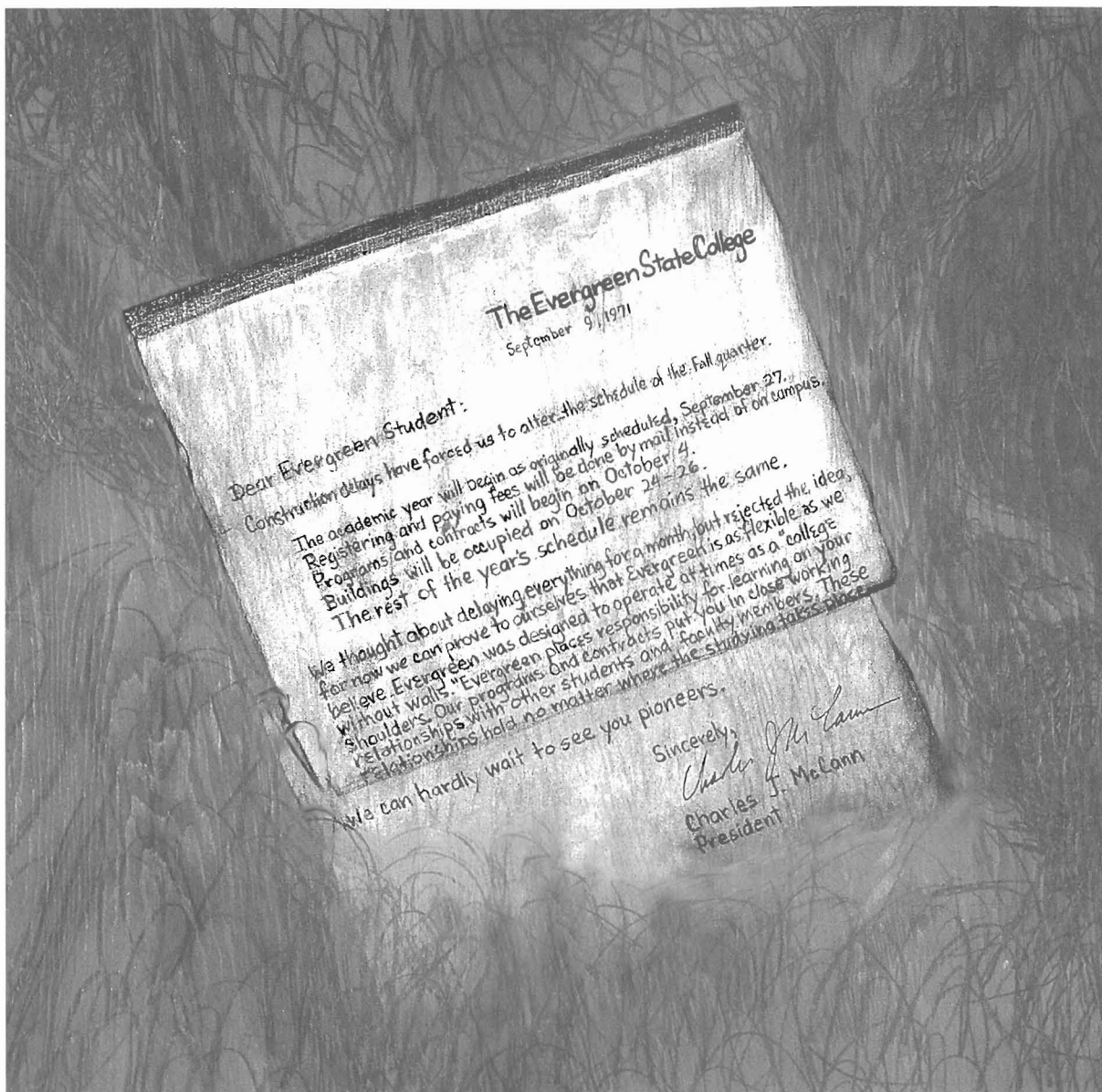


Student Voices of '71

a 25th anniversary retrospective



The Evergreen State College



Mural Detail
Evergreen's First Year
Darci Delorenzo Kirk
Spring 1972

‘ . . . we have a chance to prove to ourselves
that Evergreen is as flexible as we believe.’

President Charles McCann's letter to Evergreen's first contingent of students informed them that the academic year would begin as scheduled, even though (because of construction delays) classroom and housing facilities would not be available until a month later. This historically significant letter signalled what was to become an Evergreen way of doing things, a way calling for flexibility and adaptation, a way that is richly described in the pages that follow. Later in the academic year, during spring quarter, McCann's letter was replicated into a mural presenting a light hearted review of the college's first year.



Cover

Evergreen's First Year

Mural by Darci Delorenzo Kirk

Spring 1972

Pencil and paint on plywood

8'x12'

Displayed in the Student Voices of '71 exhibition

Gallery 4, The Evergreen State College

September 16–October 30, 1996

See pages 26 and 27 for the artist's
commentary on the mural



Student Voices of '71

a 25th anniversary retrospective

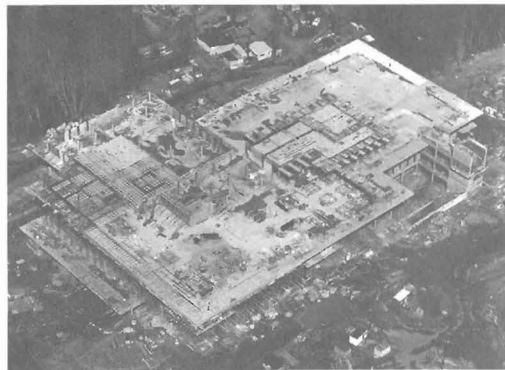
An exhibition and publication presenting memories and insights of Evergreen alumni who were first-generation students during the college's founding years. Produced as part of the yearlong celebration of Evergreen's 25th anniversary of teaching and learning.



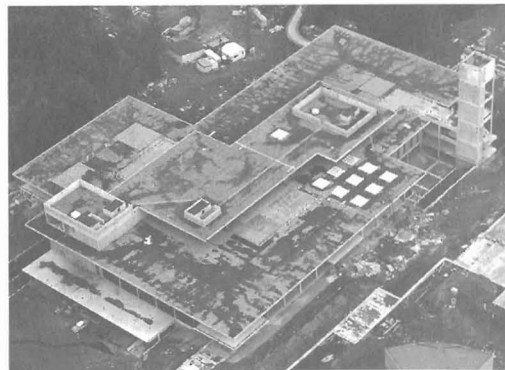
December 11, 1970



April 4, 1971



September 26, 1971



This delightful exhibit speaks as much to Evergreen's present and future as it does to its past: As I read the statements by former students and looked at the first-year photographs I found myself thinking about continuity and change. Many of the voices in the exhibit and publication describe, with pride, the early emergence of a distinctive "Greener" ethos or culture. This leads to questions we all could ask ourselves: How much of this founding culture remains, shaping today's attitudes and behavior? How is Evergreen changing and different from what it was like a quarter of a century ago? What should be saved? What should change? What is the best balance between tradition and innovation (which is our tradition)?

Jane Jervis

President

The Evergreen State College

It is important that we pay attention to our history — that we preserve the important memories and artifacts that are a record of Evergreen's unique and significant history. The yearlong celebration of the college's beginnings, running through the 1996 academic year, has stimulated a number of projects and activities that have been inspiring. The Student Voices exhibition and publication provides an authentic record of the beginnings of Evergreen — authentic because it records the voices of people who were there. We all owe a debt of gratitude to the many individuals who participated in the Student Voices project. First we express our appreciation to the first-year students who shared the memories and insights that have been quoted. Our appreciation also goes to the many people who contributed to the planning and production of the exhibit and publication who are listed in the acknowledgments section on page 49.

Barbara Leigh Smith

Academic Vice President and Provost

Campus Plaza, 1971
The Evergreen State College Archives



The Evergreen State College
69-234 Site Improvements

Plaza from S.W. 8-27-71

This photograph was scanned and enlarged into a 5' by 7' photo mural that introduced the Student Voices of '71 exhibit. The mural was produced by current Evergreen students Scott Brown and Adam Troxell.

September 1971



Introduction

In the spring of 1996, when preparations were underway for Evergreen's 25th anniversary celebration, a questionnaire was sent to former students who, starting in the fall of 1971, were among the pioneers who helped establish the college. The questionnaire, prepared by Richard Alexander, was an invitation to share memories of the college's beginnings, and it also was an invitation to reflect on and write about early expectations, surprises, disappointments and the long-term impact that these early experiences had on one's later life and career.

Thirty first-generation Evergreeners responded to the questionnaire, and these responses formed the basis for the *Student Voices of '71* exhibit and publication, both of which feature selections from each of the responses that have been submitted. A bound volume containing the full, unedited responses has also been reproduced and is available in the Evergreen Bookstore. Individuals quoted are identified with the program in which they were enrolled.

‘The mud was everywhere . . .’

A quarter of a century has passed since I first trudged through the mud that oozed up over the boards laid as makeshift walkways that led to the little trailers where the first phalanx of administrators, library personnel, and faculty took up their trenches. The place was really funky back then. It looked like a construction site, not a college . . . You see, there were all kinds of heavy machinery whizzing everywhere, and the mud holes were deep enough to engulf a mastodon. Under heavy rains one could wander from one's car and never again be found.

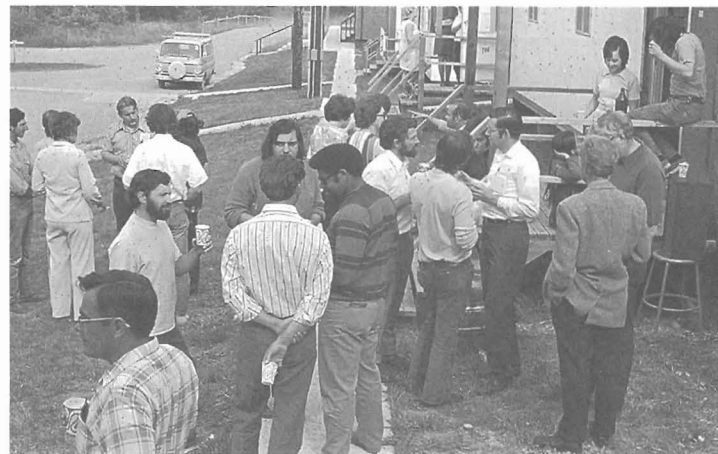
Jon D. Cruz
Human Behavior

The mud was everywhere. We were up to our necks in it. A game was invented. Two teams on the mud flats, maybe naked, a world ball, huge and light, all rapidly turning from our natural colors to the color of the slick tidal ooze. Goal posts that moved randomly and a fierce cooperative spirit. Maybe that game was never played, but every day we were in it, up to our necks, discovering abilities we didn't know we had in a wildly shifting universe.

Sharon Ryals Tamm
Individual in America



Campus Trailers
1970-1971



Planning Faculty
and Staff
1970-1971

Human Development Program
Washington State Legislative Chambers
Fall 1971

Evergreen experienced a great many growing pains initially with logistics, lacks, and delays. We gathered in Olympia, later than expected, to be sent on retreats to other places for a week. All those in the student housing were placed in the apartments in West Olympia, six people in a two bedroom/one bath. We met in every church, school, grange hall, faculty living room, and cubbyhole in Olympia for classes. It was disjointed and yet there was a sense of excitement and comradeship.

Nancy Haller
Causality, Freedom and Chance

Human Development met in the legislative chambers those first few weeks. The irony was not lost on those of us from Olympia. Placing our feet on the desks, smoking our cigarettes, imitating the senators, we laid claim to the territory of knowledge. How little we knew!

Rev. Tiare L. Mathison-Bowie
Human Development



‘... it was truly a feeling of being on the cutting edge of education ...’



It is a funny thing being a guinea pig in the grand experiment of alternative education. You quickly learn to draw lines regarding what is acceptable and what is not. You are forced to take a very active role in your own education. It is a very different experience than traditional education where you pick single classes from a long list. Although in retrospect, I don't think I would have the energy or the inclination to be a pioneer again, it was truly a feeling of being on the cutting edge of education. I am not sure how to convey that feeling. It was quite exciting. Many of the alternative schools of the time were private schools, so Evergreen was unique.

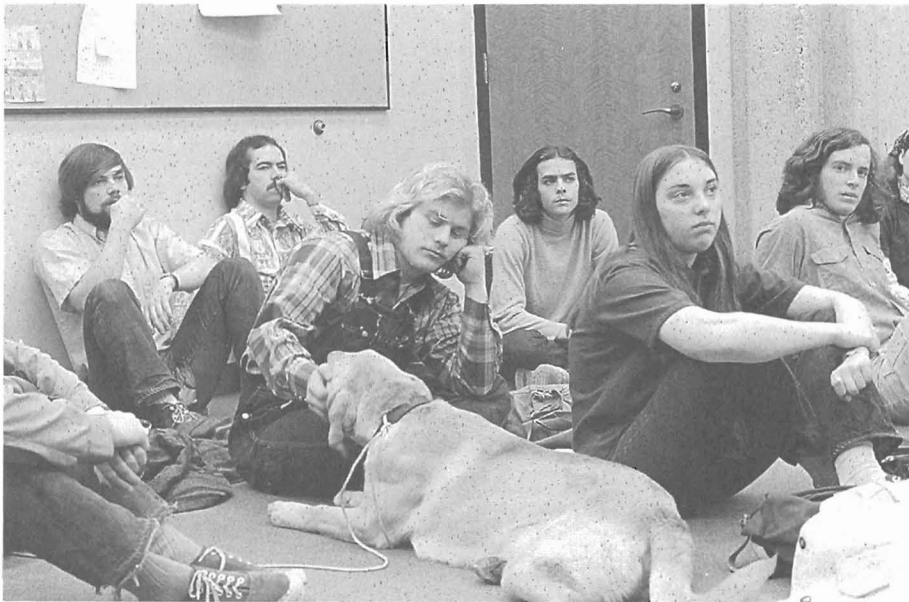
Christina Peterson
Individual, Citizen and State

The year that followed was full of challenge & excitement as we tackled our individual & collective fantasies of what this place was & could be. My memories are filled with laughter, mud, hugs ... the incredible difficulty of facing a blank sheet of paper to evaluate, with honesty, my work, the program & the faculty members with whom I had worked. Sitting in seminars exploring what then appeared to be critically important issues & subjects. I was being pushed, encouraged to think & to write & to defend my thoughts & research. Now this was my idea of education! I felt like I had found my dream ... I believed, I belonged, I was growing & being challenged.

Anne Lewin Delph
Individual in America

‘Only at Evergreen!’

Political Ecology Seminar



Dogs were allowed to run unrestricted on the campus and in the library. One member of the Human Behavior Program had been bringing a Dalmatian to class since it was a pup. Two or three days before graduation, I found myself crawling around on the floor with other members of my seminar group in a darkened room in some kind of group exercise the purpose of which I have long since forgotten. To my great surprise, I encountered the Dalmatian who proceeded to lick my face. It was not an experience I would have selected! Only at Evergreen!

Anne Avery
Human Behavior

There were a number of feline and canine students that accompanied the human students and lived in the student housing. Peanutbutter (a savvy pup with bandanna attire), Simon (a BIG orange cat that lived on the 5th floor of A dorm), to name a couple. The sunshine brought the critters out onto the decks and into the hallways and plazas. There were almost as many critters as humans on campus.

Nancy Haller
Causality, Freedom and Chance

As I read over the description of the program, I would find it most interesting to come together again and see how we feel about the question: "To what extent are we as individuals free to do as we choose, and to what extent is our behavior predetermined by factors outside our control?" During that first year, I was unable to appreciate materials offered to me which in my later years have been a total focus for me. The door was opened but I was unable to walk through it for 20 years. Processing information within the learning styles and individualized learning is one of the most effective methods for information retention. Actual physical experience seals the memory within the total system.

Nancy Haller
Causality, Freedom and Chance

"Individual in America" was the name on the catalog. To other students we were "Group Grope" or "Grooving in the Grass." Like all labels, these were only partially deserved. Looking back, I'm impressed by our earnestness, our belief that we could accomplish all we set out to learn and do. There were 140 of us, but not 140 names; I differentiated between the many Dougs, Johns, Nancys, and Marcias by nicknames like "red-haired Doug." Half of us were 18 or 19; the other half were older, people who got fed up with college and quit ten years before, but returned to give this new approach a try. They challenged our naivete and forced us to defend our often unthinking opinions. Our professors sat back and watched the process, grinning.

Jody (Skinner) Bower
Individual in America



‘The first year was also a year of confusion . . .’

It wasn't that Evergreen was doing anything that hadn't been tried elsewhere so much as it was that they had collected all those innovations and were trying them all at once. Everyone from the custodial staff to the president's office had their own definition of what Evergreen was and no two definitions necessarily agreed. All this innovation was not well received in some parts of the larger Olympia community nor in the state Legislature. In this climate, the school, its administration, faculty, students, and concept were forever on trial. My journal notes actually say the Legislature cut TESC's budget that first winter because they did not like what was going on out there. What was going on out there was not appreciably different from what was occurring on other campuses in the midst of the Vietnam War and the fallout from the '60s, but it did not play well in Olympia.

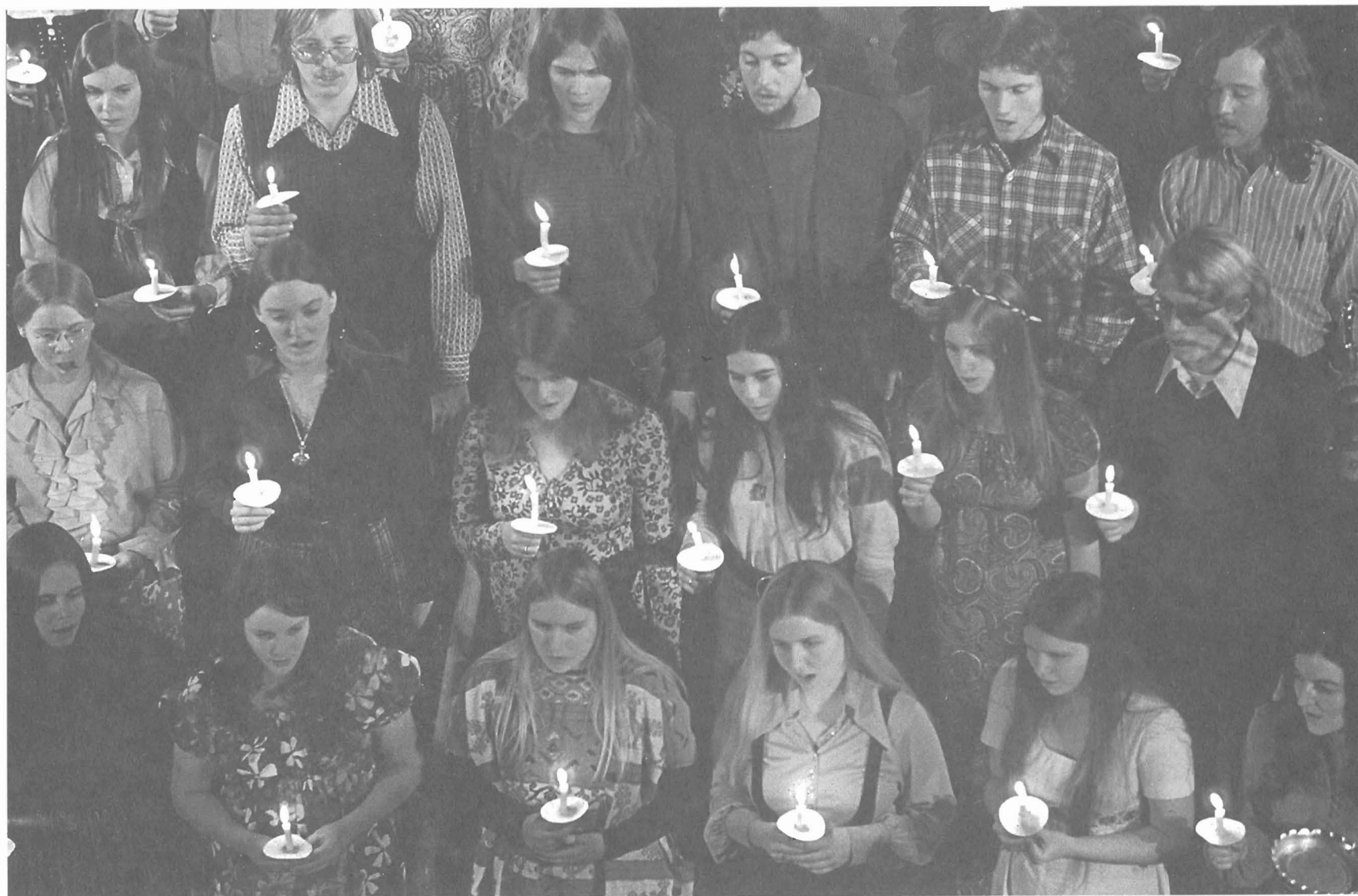
Anne Avery
Human Behavior

The first year was also a year of confusion. The Vietnam War continued, but it was difficult to rebel at Evergreen. Who was the "enemy"? Who was the "establishment"? It is ironic that one of the more blasphemous things we ever did at Evergreen was to routinely play bridge on the 9th floor of Building A. I believe that I was involved in the first act of censorship at Evergreen when our "Hurray, hurray for the 8th of May" poster was torn down by the administration as we were proclaiming "Happy Outdoor Intercourse Day" (an event widely publicized at the time at WSU). Even more blasphemous was our spring quarter advertisements offering to write student evaluations for money (a cynical response to the wave of anti-intellectualism).

Christina Peterson
Individual, Citizen and State

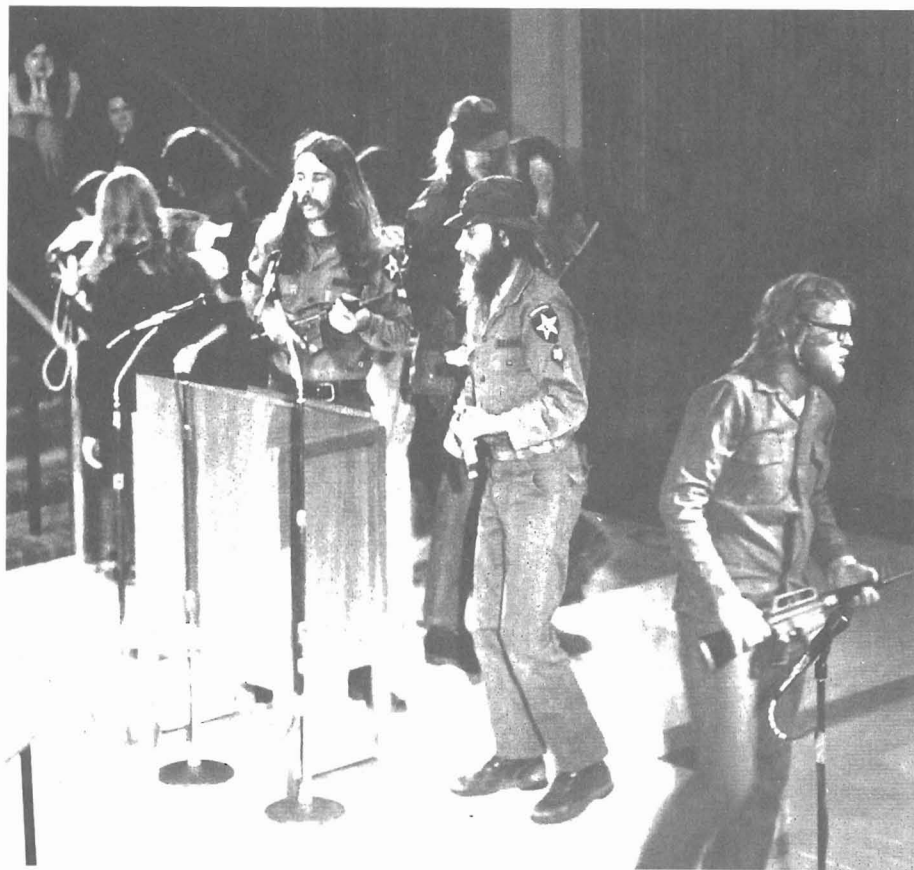
Several observations from those first days. There was a lot of discord. The first group of teachers and students were a restless bunch of dropouts reaching out to be a part of something completely new and different. I wouldn't say that we were a good group of team players. The slightest sign of conventionalism, or establishment, was cause for rejection and almost a conservative's attitude of mistrust and ridicule. There was no place in this group to stand up for good old apple pie and American values, not that I held these things very high myself, but I did feel a need to protect the rights of anyone who may still have these beliefs. My liberalistic conservatism, and my rather solitary social setting, sort of molded me into a misfit who didn't quite fit in with the misfits.

Bob Wagner
Political Ecology



Christmas Recital
December 1971

Anti-War Protest
Evergreen Inauguration/Dedication
April 21, 1972



The War was a part of life then. I wonder if each generation thinks of their war as "the" war; I suspect, sadly, that it's a pattern that repeats. It is hard for me to believe, now, that going out on the streets and shouting really caused the Vietnam War to end, but we thought so at the time. And I find it ironic that the same people who are making a fat living out of getting other people all riled up about "government" these days can turn around and speak sanctimoniously about the bad people who did not support "their country" during that war. Apparently you can hate government if it wants to clean up the air and the water, but not if it wants to send the young men of your generation off to die. I don't understand the logic.

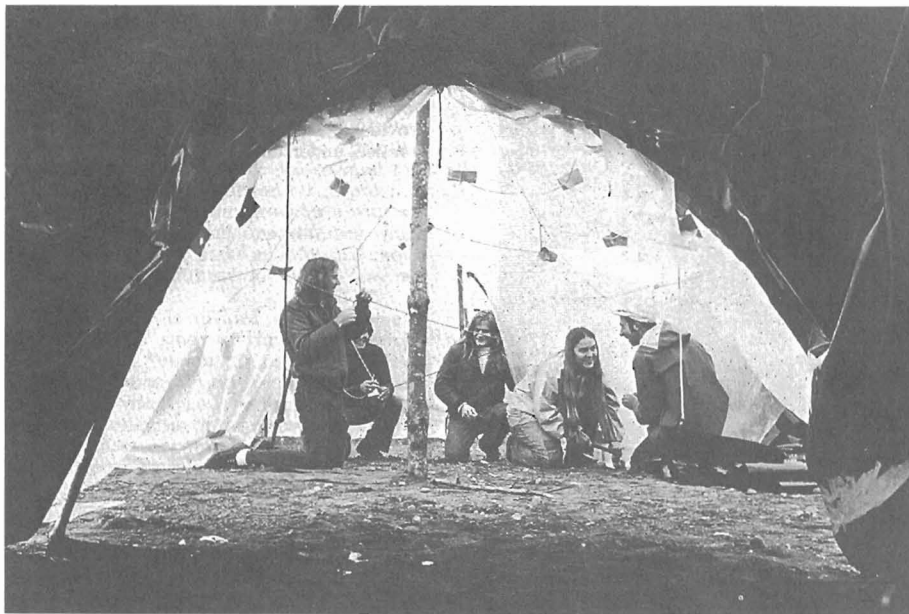
Jody (Skinner) Bower
Individual in America

As a Vietnam Veteran against the war I was very disappointed that there was not more antiwar activity on the campus. It was near the end of the Vietnam War and Evergreen seemed to be asleep that year. I had been at the Chicago Riots, as a federal troop, and had seen real protests. The Evergreen faculty and students seemed very "soft" to me.

Thomas M. Ball
Human Behavior

‘It was fun. It also was a lot of hard work.’

Environmental Design Students



It was fun. It was also a lot of work — somehow being in charge of what I would learn caused me to try and learn everything there was to learn. At that time there wasn't as much environmental information available as there is today, so the subject matter was interesting. But the side trips along the way were also fascinating. Someone had decided I needed some math to graduate, so I took calculus (in a class of one), for which I first had to teach myself trigonometry. I also had an opportunity to sit in on the first computer class, and was one of the few people to actually finish the course in BASIC that was offered. Imagine that — a thirty-seven-year-old mother of six: discovering a real talent for computers.

Mary Lou Pero
Environmental Design

I think I got a decent education in high school, but not much advice or direction from my working-class school or family. One of the things that struck me about Evergreen was that there were a lot of upper-middle-class kids there those first years (e.g., from Mercer Island) who were a lot more knowledgeable and sophisticated than I was. Most had more interests and options than I did; some of them could have been in private schools, even the Ivies, but chose to go to TESC. In retrospect, I don't think I would have been exposed to nearly as much had I attended Western, UW or the other state schools to which I applied, because both the students and faculty at TESC had made a deliberate choice to be there. I can think of several positive outcomes of that kind of exposure to other backgrounds, and a few negative ones as well. Let's just say it broadened my social horizons.

Donald O. Case
Individual In America

‘Peer pressure helped keep the learning process immediate, honest, and sincere.’

Students in Contemporary American Minorities Program



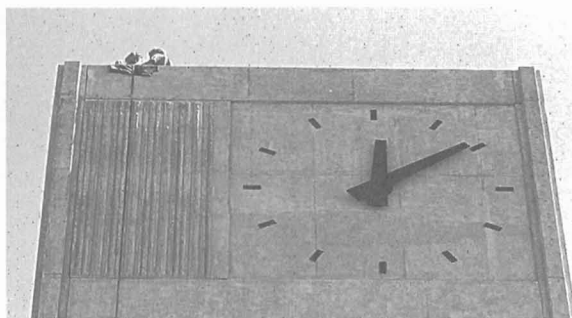
Since I transferred in as a junior, taking a program like Contemporary American Minorities provided an excellent foundation for the kind of learning theory that Evergreen had to offer. Being with students who wanted to learn and with instructors who wanted to teach, made learning enjoyable . . . Since completing academic studies was our responsibility, it forced me and others to be honest with ourselves by being prepared in class. If you didn't do your part, others suffered the consequences. Peer pressure helped keep the learning process immediate, honest, and sincere. This important learning element encouraged faculty to trust their students and maximized our learning process . . . Evergreen's system and administration allowed each of us to be treated as an individual with unique skills, attributes, and abilities.

Terry C. Billedeaux
Contemporary American Minorities

Evergreen's brochure made it clear that there would be plenty of talking and writing at the new college. But the classes would be integrated with each other, the assignment might actually be relevant to life in the real world, the faculty/student ratio would be small, and best of all, there would be no grades. I could face my fears, without fear of "failing." I wanted to learn to think, and to express opinions, no matter how painful that process might be.

Denise Livingston
Environmental Design

Willi Unsoeld helps Governor Dan Evans rappel the clock tower
May 1972



Rappelling from the library tower was something that seemed to be an unspoken ritual of the first-year students. I can still hear my "friends" saying, "let go of the rope, you have to let go of the rope to go down." I was hanging off the side of the library tower strapped up in the necessary mountain gear and with full knowledge that I was going to die that very night. That was my one and only mountain rappelling experience.

Nancy Haller
Causality, Freedom and Chance

Evergreen provided my first opportunity to learn how to think critically, ask questions, problem-solve, write, and use these together in the form of a research project. I remember the research projects best, probably because I enjoyed them so much, and because the work resulted in actual products. And it turned out that my experiences with research projects at Evergreen were indispensable for my choice of career. Basically, my experiences at Evergreen set the ground work for a lifelong process of learning, which I continue to use daily in both my work and play.

Carla Stehr
Political Ecology

I didn't learn much of practical value at Evergreen. I didn't prepare for a career or a trade. But I learned a few things. I enjoy writing more than almost everyone I know. I attribute that to Evergreen's emphasis on writing. Looking back on it, I wish I had a trade. I had a very hard time finding satisfying work that paid a living wage.

Myrna Weikal, nee Schaaf
Human Development

Political Ecology Program Students



‘ . . . we have a responsibility to continue to be innovative . . . ’

I find myself excited these days to discover that the school district here is trying some of the teaching methods we experienced at Evergreen. I write about the schools integrating the curriculum of various subjects, i.e. language arts and social studies. I observe children working with their peers in a cooperative learning environment. I see children teaching their teachers. High school students tell me about their internships, learning contracts, etc.

I find myself thinking of my experience at TESC when I see this type of instruction from the elementary level through the high school level. I know it works — it worked for me. These kids are enthusiastic about school — and I know why they feel that way.

Sherry (Pinkerton) Hill
Individual in America

Anger management was just one of the problems I faced. A certain instinctual distancing from others was also residue from my (Vietnam) bush experience. It was while in this state that I was suddenly exposed to the “encounter” and “sensitivity training” sessions which were popularized in the early seventies. I cannot express how difficult it was for me to take part in these “touchy-feely” gropes in human communications and Malibu hot tub generated social engineering. It was unbearable, and I didn’t even know why or what was happening to make me feel so anxious and uncomfortable during these sessions. Those individuals who seemed to lap this stuff up I coined “bubbleheads,” and did not take seriously. Rather than bring me closer to my seminar members, these compulsory encounters heightened my sense of separation and drove me further away. I gravitated toward the other malcontents in the group, and we skipped out.

Richard T. Landry
Individual in America

My most vivid memory of that first year was when my roommates and I invited Charlie McCann to dinner in our dorm room. I was picked to make the call. Completely inexperienced in the etiquette of entertaining, I regret to this day that I didn’t ask him to bring his wife. We were besieged (at least by my recollection) with invitations from other B-Dorm residents who wanted to join us. We ended up making a low table out of a huge piece of plywood, covering it with a batik bedspread (from Trident Imports) and sitting on the floor. Charlie was charming. He arrived on crutches, having injured his foot. He brought flowers and helped wash the dishes afterward. I think it was at that moment that we realized that we were involved in an experience that was not being duplicated on any other college campus anywhere.

Christina A. Meserve
Individual, Citizen and State

Hood Canal Retreat
Winter 1972



Students in Lynn Patterson's (Llyn De Danaan's) seminar take a break. Human Behavior was the only transfer, upper-division program composed of older students.

The unconventional structure, and chaotic atmosphere in the days, weeks and months to come, was reflective of our times, the Vietnam War, the Death of the Sixties, a restructuring of social, political, technological. and environmental philosophies. A conscious merger of possibilities.

Tom Anderson
Man and Art

What I value most about my Evergreen experience was the way it made me accomplish more than I ever thought possible. From my first year I think I gained the ability to stop and reflect before making judgments about others and even myself. Human behavior is pretty complex and pausing to reflect on that has helped in dealing with students, peers, superiors, and close relationships.

Margaret Wharton
Human Behavior

‘I could do anything.’

Willi [Unsoeld] led me up Downey Creek and Bachelor Creek to a high valley of waterfalls, tarns, and snow fields; into the wordless mysteries of Eastern thought; into the bright hard competitiveness of racquetball; into a new understanding of my own mind; and finally, up through the crevasses and chutes of Mount Rainier.

Jody (Skinner) Bower
Individual in America

I made a special trip to Seattle to rent the ice ax and crampons, and a few days later — my first time on a mountain — I climbed to the top of Mt. Rainier. I found out what I could do in the real world. *I could do anything.* I don't know if four years of higher education had anything to do with it, or if it was the epiphany of weekend accomplishment.

Roger Goldingay
Human Behavior

On Mt. Rainier
Photograph by Roger Goldingay



Goldingay was a member of a group, composed mostly of Evergreeners, who climbed Mt. Rainier during the spring of 1972 in the company of Willi Unsoeld.

Indian Craft Festival
Evergreen, May 1972

Over the years Hazel Pete, an enrolled member of the Chehalis Tribe, has received wide recognition as a basket maker. During 1994-95 she served as a 'Master Artist' in the Washington State Arts Commission Folk Arts Program. More recently, during the 1995-96 school year, she taught at The Evergreen State College as a Daniel J. Evans Chair Scholar.



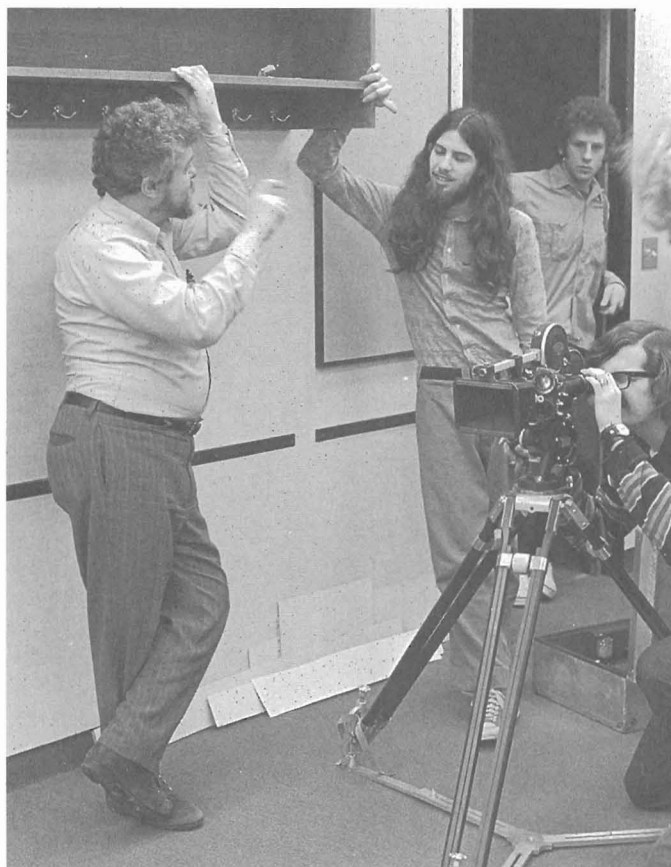
Hazel Pete, Jane Jervis, Buffy St. Marie, and Yvonne Peterson at the Evergreen Longhouse Opening Ceremony September 1995



The most important element of Native American Studies was Mary Hillaire's ultimate belief in native intelligence — we could, should receive degrees because we were simply there at Evergreen. It matched me because of my need to be active, involved, and in service to Indian and non-Indian communities. I was making opportunity of a right to an education; I wasn't a pioneer, colonist, immigrant, settler, frontiersman. I am native to this land and my people always knew we would have to get an education. So it was important treaty negotiation language. My great-grandparents lived in a tumultuous time and in the midst of that, took the time to think about us...to try to provide for us the things we need to continue to live as Indians and to identify as Chehalis. Ours are the faces that our ancestors would never see, the names they would never pronounce, laughter they would never hear, tragedy they would never experience. My generation and those yet to come have the significant responsibility to make plans, give voice to the vision, provide the political/social/spiritual groundwork for the seventh generation from now. I know this because my family has always talked about it. So in my lifetime, my action and "stand" here at Evergreen as a student, a Chehalis, has importance.

Hazel Pete
Individual Contract: Chehalis Culture

Communications and
Intelligence Program



It was just a few years ago I realized the true value of that first year. I did learn a lot of facts and theories. But since I'm now on my fourth career, most of the key learning points are long since forgotten or long since changed. The real value was gaining the skills to keep learning: reading technical material, developing stamina (to decipher prose often meant to impress rather than inform), research techniques, ability to state an opinion and defend it, clear writing skills, the ability to listen, the value of an open mind, and the value of discussion to process and understand new information and concepts.

Carol Knight-Wallace
Individual in America

Evergreen appealed to me because it was an opportunity for the inmates to run the asylum. It was a time of challenge, when our freedoms were threatened by a tyrannical government and a society so rigid it couldn't tolerate long hair. Education delivered by rote. Sit down, shut up, listen to the prof., the bell went off and you left. Evergreen was a clean slate with no history, no tradition, and best of all, no idea about how it was going to work. Every smart, long-haired, dope-smoking hippie I knew wanted to go there.

Roger Goldingay
Human Behavior

‘Sex was a big part of life. It was the early ‘70s . . .’

Sex was a big part of life. It was the early '70s, it was the sexual revolution, and we "did it." Herpes was widespread; at one point I was the only one in my group house who did not have it, and the refrigerator was stocked with remedies. A man "came out" in one of my seminars. I had never known a gay person before and it was a revelation to me that when he talked about loving someone, he talked just as I would, felt as I did.

We were puritan in other ways, though. Sugar was forbidden; food at the ubiquitous potlucks was brown, heavy, and tasteless. I learned to like rice, only to be told that I should eat millet instead. Allan Doyle rebelled and started serving big dinners at his house, "The Sugar Shack"; the wedding cake Allan would make for me years later was dark chocolate with fudge frosting and white chocolate decoration, as decadent as food can get. When people asked him how come his food tasted so good he explained the concept of spices.

And clothing! I wore a skirt (made out of a cotton Indian print, of course, just like my curtains and my bedspread) to school and was asked all day long, "Why are you dressed up?" The allowed costume for women was hiking boots, denim work shirt, and jeans. You could express femininity by embroidering the work shirt, however,

and those boots often hid painted toenails. Hair for both sexes was long and parted in the middle, unrelieved even by bangs.

We danced all the time. Entropy Service played jazz fusion before it was called that; Fruitland Famine delivered rock'n' roll (and the all-time best-ever version of "Trucking"); Dumi's marimba band seemed always to be playing in some corner of the campus. I got involved with the folk dancers...

Every night, it seems, my roommates and I poured out big mugs of Market Spice Tea and talked until 3 a.m. about all the big issues: the meaning of life, of love, of death; who or what is God; and whose turn was it to do the dishes. I was in class by 9 a.m. every day (who needs sleep when you're 19?). The guys down the hall in B dorm became the B-209 Bomber Crew and we all acquired alter egos; Captain Boofba; Crazy Jimmie. (I was Jody Pagoda, international spy.) One night we played cards with a bunch from Political Ecology until dawn, chowing down on brown bread baked in a tin can. I've never had bread that tasted that good again. On the summer solstice we got up before dawn to see the sun come up from Sunrise Beach and ended the day, appropriately, at Sunset Beach.

Jody (Skinner) Bower
Individual in America

Evergreen Chamber Singers
Inauguration and Dedication Renaissance Fair, April 21, 1972



Photograph by Roger Goldingay

I recall watching the mural of a monster growing up the staircase. We all often took the stairs instead of the elevator so we could see what else had been added to it. I never did really quite know the purpose of the monster in the stairway, but it was definitely part of the Evergreen experience.

Mary Lou Pero
Environmental Design

I found among my papers one entitled "Why Dragon?" I had this explanation. "Besides the adaptability of the serpentine form to the stairwell's spiral, we felt that the dragon, symbolic in the East for the creative power of Heaven, could also be seen as the spirit of the people of Evergreen. The further choice of the four elements gave us the basic structure for each of the four floors. The dragon is a message from some first Evergreeners to whomever follows."

The Man and Art Program did enrich the life of the college in many ways. We helped to organize a number of celebrations. The chorus directed by our faculty member Donald Chan, was part of the first concert at the end of the winter quarter. I was in the kazoo choir. We solemnly filed in behind the formal choir after their beautiful singing and launched into a two part harmony of "Jingle Bells" (if I remember the correct selection). It was great. Only at Evergreen would you find a faculty member who would write two-part music for kazoos!

Carol Elizabeth Jones Smith
Man and Art



Dragon Mural
Spring 1972

Human Development Program



The process of education, learning how to learn, was the first and best gift TESC gave us. It has proven to be a resilient gift, lasting all these 25 years. Drawing the connections across the disciplines, engaging our hearts and our minds, respecting the integrity of the individual while maintaining connection in community, is how I would describe it now. Then, it seemed like one large chaotic group, figuring "it" out as we went along!

Rev. Tiare L. Mathison-Bowie
Human Development



The least impressive aspect of that year, interestingly, also ties into one of Evergreen's strengths. A problem then, and probably still now, is that community members were so concerned about being "different" and "special" that they closed their minds to options, constructs, and behaviors perceived to be traditional. Political correctness was well established on the Evergreen campus a long time before the PC debate popped up in the popular media.

Chad T. Lewis
Human Behavior

‘Evergreen gave me the freedom . . . to explore myself.’

Space, Time and Form Program Retreat
Spirit Lake, October 1971

The whole experience seems dreamlike and idyllic to me now. Even the painful times. But mostly I remember the freedom, the creativity, and the excitement. I think those ages, late teens and early twenties, are a tough time of life. At least they were for me. I had a lot of emotional turmoil, trying to find out who I was and how I wanted to be and what I wanted to do in the world. Evergreen gave me the freedom, the opportunities, and the resources to explore myself. There wasn't a distinction for me between academic and personal. It was all about exploring life, learning about what I was excited about.

Rod Newton
Individual In America

The students trying to come to some agreement about dress for the graduation ceremony is fairly vivid still and it was embarrassing for me at the time to have some in kilts, black arm bands, fatigues, jeans, long hair, etc., when my whole conservative family was there to see me graduate after ten years (since high school).

Mary Ann Webster
Human Behavior



Photograph by Byron Youtz



First Graduation
June 2, 1972

Faculty member Jose Arguelles presents graduating senior Richard James Nuckolls to President Charles McCann and Board of Trustees Member Trueman Schmidt. In the background are Academic Dean Mervyn Cadwallader and Board of Trustees Member Janet Tourtellotte.

GRADUATION

**A New Three Act Comedy
by The Evergreen Players**

Starring The Senior Class

JUNE 2ND PERFORMANCE

**7:00 THE GRADUATION RITUAL
2nd Floor Lobby of Library**

**8:00 THE RECEPTION AT THE RESIDENCE
OF PRESIDENT AND MRS. CHARLES J. McCANN**

9:30 THE GREAT DANCE

Patricia Avery	Rita Agnes Pougiales
Harvey Robert Brannigan	Tyler Frank Robinson
Susan Cathrine	Joe Angel Rodriguez
Linn Compton	William Francis Rotecki
William Harvey Crumbaker	Bruce Wayne Roth
Hugh Franklin Ewing	Ronald Delan Ryder
Janis Louise Lenox	Reginald Taschereau
Christine Helena Meyers	Mary Ann Verme
Marcia Marie Nelson	Mark Alan Wohlgemuth
Richard James Nuckolls	James Ross Zito
Mary Lou Pero	



Madness - Insanity...

1972 Graduation Program
Listing 21 Seniors

‘The school district here is trying some of the teaching methods we experienced at Evergreen.’

I was proud to go to Evergreen 25 years ago when the Seattle Post Intelligencer announced the college's opening with a three-inch headline proclaiming, "Freak Farm Opens." My mother at the time, however, was mortified. Now that Evergreen consistently makes the lists as one of the top ten best public colleges in the United States, she is nearly as proud as I have been from the very beginning.

Cristi Painter Lien
Communications and Intelligence

Evergreen might not have been exactly what I envisioned it would be but it certainly was unusual. And it was composed of some of the most unique characters I had ever run across. I realize now, that in some weird way we, all of us who were there that first year, did not need to fit, we were Evergreen. Not that we permanently defined what Evergreen was to become. But that first year, in the freedom and chaos of that moment, the students and staff alike fumbled to define who we were and what education should become.

Harvey Brannigan
Individual Contract: Existentialism and Psychology

I know that Evergreen has changed since we all arrived there, fresh-faced and eager. I also know that as an innovative institution we have a responsibility to continue to be innovative, which means constantly reinventing ourselves. There is a temptation on the part of all of us, I think, to want things to stay the way they were when we were there, and I know that can't and shouldn't happen.

Christina A. Meserve
Individual, Citizen and State

Shown on the following pages are memorabilia and artifacts that were displayed in the Student Voices of '71 exhibition. Included among these materials are a description of Darci DeLorenzo Kirk's spring 1972 mural, an end of fall quarter (1971) memo from Vice President Joe Shoben addressed to all students, poems by Rev. Tiare L. Mathison-Bowie and an anonymous student provided by Jerry Moos, a poster by Tom Anderson, a comic memoir by S. M. Park, photographs of the first-year faculty and staff, and a group photo taken at a recent Political Ecology program reunion.

‘Everything in the mural relates to what
I saw happen . . .’



President Charles McCann signing the mural replica of his September 9, 1971 letter announcing that the college will open on time despite construction delays. See pp. i-iii for additional information on the letter and mural.

Darci Delorenzo
Spring 1972



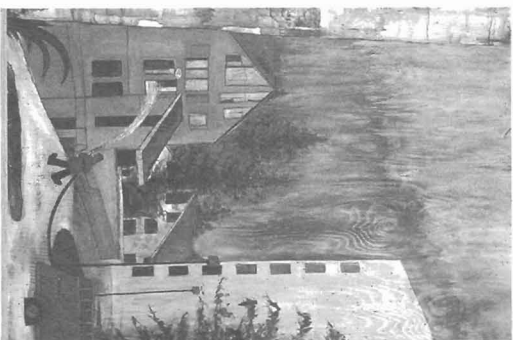
Basically, I tried to capture some of the history of the first year at Evergreen. I knew it would be history in the making. Everything on the mural relates to things I saw happen and that impressed the mind of a girl who previously had been raised in private schools with uniforms for apparel.

I had the president sign a copy of his letter I duplicated on the mural.

The yellow brick road leads to the modular apartments where I lived. “The Muds” is what we called them due to rainy weather mixed with unfinished construction.

Once during a live band performance several students formed a circle around a girl dancing and she took off her clothes. I had never seen anything like that before! I remember the school having problems with dogs peeing on the new carpets, false fire alarms and towing away numerous illegally parked cars. One of the students had a van that had a propeller on it. He personally thanked me for putting his van on the mural. The VW bug’s license plate was the same as one saw in the movie, “Brewster McCloud,” shown to us that first year at Evergreen.

Darci Delorenzo Kirk
Space, Time and Form



opportunities that may be of interest to you. They are listed on the attached page. Do look them over, won't you?

The other is a bit tougher. Let me briefly review two recent incidents with you. In one of them, one of our students in Residence Hall D called the Thurston County Sheriff when his stereo set was stolen. A deputy responded, made his investigation, and returned to his car to find that the air had been let out of all four tires. In the second, a relatively young man showed up in one of our Residence Halls to visit a relative who is enrolled at Evergreen. In a friendly fashion, he was invited to a party at which pot was being smoked. He happens to be a Seattle policeman assigned to the narcotics squad! Happily, he chose to talk to some of the College staff about it instead of arranging a bust.

These two occurrences require a couple of clarifications. As you know, Evergreen has tried to make it clear to everybody that it does not stand in loco parentis in relation to its student body. Interfering with your

Dear E

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The Evergreen State College

December 9, 1971

Dear Evergreen Student:

The main reason for this note, which I wish could be more directly personalized, is a simple one: I very much want to record my thanks to you for the patience, the reasonableness, and the constructive involvement of Evergreen's first student body. Under conditions of considerable inconvenience, with both our continuing construction and the ambiguities of our newness breeding frequent irritations and annoyances, you have consistently behaved with a decency, a good humor, and a positive concern for the College. Like all of us associated with Evergreen, I'm grateful to you and very proud of your being here.

Although indicating my appreciation and wishing you a joyous holiday are my primary purposes, perhaps a couple of other matters can ride piggyback on this note to you. One of them consists just of a set of opportunities that may be of interest to you. They are listed on the attached page. Do look them over, won't you?

The other is a bit tougher. Let me briefly review two recent incidents with you. In one of them, one of our students in Residence Hall D called the Thurston County Sheriff when his stereo set was stolen. A deputy responded, made his investigation, and returned to his car to find that the air had been let out of all four tires. In the second, a relatively young man showed up in one of our Residence Halls to visit a relative who is enrolled at Evergreen. In a friendly fashion, he was invited to a party at which pot was being smoked. He happens to be a Seattle policeman assigned to the narcotics squad! Happily, he chose to talk to some of the College staff about it instead of arranging a bust.

These two occurrences require a couple of clarifications. As you know, Evergreen has tried to make it clear to everybody that it does not stand in loco parentis in relation to its student body. Interfering with your private lives is not proper College business. This position means, however, that the campus is in no way a sanctuary from the general community or from the law that governs that community. If we conduct ourselves provocatively or flaunt the standards and rules of the society of which we are an integral part, we risk reprisals. Those reprisals can include bad relations downtown that hurt our opportunities for jobs and internships, unnecessary hassles with the police and police raids on campus, and curtailments in our resources by those who control our budget. These considerations simply define a significant part of the reality with which we must deal. A little sensible foresight and a bit of prudence on our part may represent

Evergreen Student

-2-

an important means of maintaining the College as a good place in which to work and to grow, just as it may reflect a humane respect for other people whose values may differ in some ways from our own.

In any event, I believe that you want this issue called to your attention so that you can think about it and talk about it together. Matters of this kind are discussed pretty thoroughly in our Social Contract, copies of which are available at the Information Desk in the main lobby of the Library. Let me urge everyone to pick up a copy of this document, to read it with care, and to discuss it widely. Our Board of Trustees will be meeting here on 16 December and will be glad to think with you about it then.

Many thanks to you -- You couldn't have given Evergreen a better, more productive, or more happily exciting first quarter. I genuinely hope that each of you enjoys a marvelously merry Christmas and that 1972 proves for all of us a year richer in peace, justice, and personal contentment.

Sincerely,


Edward Joseph Shoben, Jr.
Executive Vice President

EJS:er

‘We DID things.’

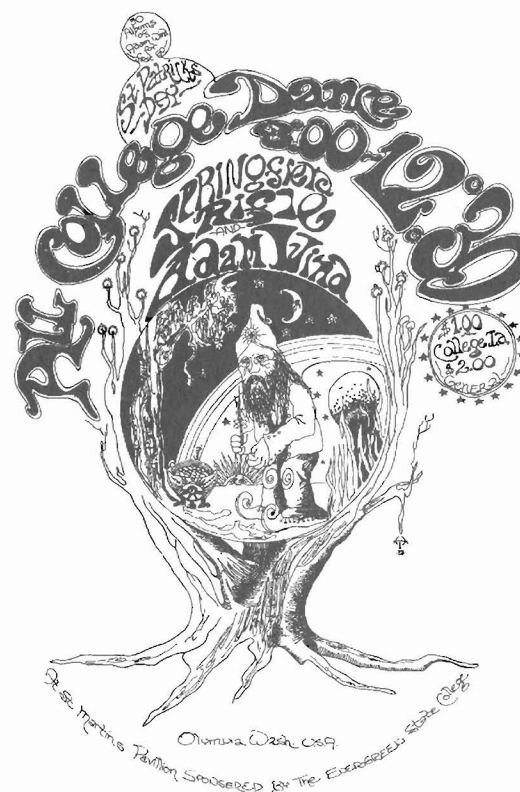
We DID things. We started the Olympia Food Co-op. The first years it was run from people's houses, which all acquired names: Emma Goldman, Vine Street House, Hot Meat Lust . . . Evergreeners started new restaurants, galleries, and shops. Colleen Spencer started a women's shelter before dying, at 26, of cancer. The Olympia I visit today has been changed and enlivened by our presence.

Jody (Skinner) Bower
Individual in America

For many of us, the first year at Evergreen was a unique opportunity to be co-creators in a new community. Creativity was the path to wisdom and knowledge was the gift of experience.

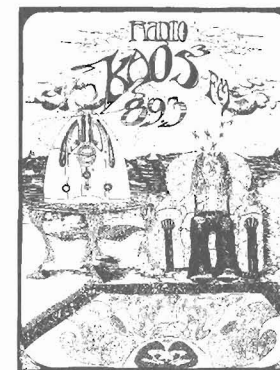
As the saying goes, “absence is the mother of invention”— we were defining who we were as a new community in various forms of communication; in the establishment of the radio station KAOS, and The Paper, and in all forms of graphics that provided visual identity. As with a new city, the infrastructure was there but the soul of the community needed to be infused into it.

Tom Anderson
Man and Art



16 x 24
1971

Posters by Tom Anderson



18 x 24
1972

Dedication, inauguration finally arrives:

Expansive college 'opens'

Evergreen's Inauguration and Dedication Renaissance Fair today, the product of creative efforts by most of the campus community and then some, will actually include only 30 minutes of "formal" activity. Better termed a "naissance" rather than "rebirth," the day's festivities noting Evergreen's creation, in

the motif of a Renaissance Fair, begins at 11 a.m.

Six dramatic vignettes with the topic "Shakespeare's Search for an Ideal Leader," directed by Ainara Wilder, and musical performances by Donald Chan's 40-member Evergreen Chamber Singers and 20-member Jazz Ensemble will entertain all on the

Evergreen mall until noon.

At that time, formal dedication of the college by Governor Daniel J. Evans will begin, followed by Inauguration of The Evergreen State College's first president, Dr. Charles McCann. Mrs. Neal Tourtellotte, chairman of the college Board of Trustees, will be mistress of

ceremonies for the half-hour solemnity.

An Evergreen Group Portrait at 12:30 p.m. will invite all to take part in a song and film for posterity.

Community Luncheon Feast, an informal complimentary meal of salmon and other home-prepared foods, will be

served from 12:45 to 2 p.m., to the accompaniment of performances by strolling players, singers and dancers.

Visits to academic program displays throughout the Daniel J. Evans Library Building will run until 5 p.m., along with campus tours, art exhibits, student films in the Lecture Halls, spontaneous music, and informal conversation. In addition, members of the Evergreen Environment program will conduct tours through portions of the campus' 990 acres of open space.

Students staff, faculty and townspeople will serve as hosts and hostesses for the day. Campus parking will be free of charge.

Evergreen's Dedication/Inauguration affair is a genuine "do-it-yourself" project, with the time and talents of many community members being poured into the planning and execution of various activities.

Faced with a trim budget, the task force setting up the day's events has looked almost entirely to college resources to get things done. For instance, silk-screened invitations and programs for the affair were hand-made by a group of students and staff, with the assistance of an Olympia artist.

This included everything from design, lettering, securing of paper, silk-screening, cutting to size, folding, sealing, address labeling and mailing.

Students also have been busy constructing a special stage for various performances during the Friday program. Others will help prepare the luncheon that will be served this afternoon.

Internal tours will occur on an "open house" basis, with all visitors receiving printed on-campus guides. Dozens of staff, students, and faculty members have volunteered to serve as question answerers for the day.



The Paper

VOLUME 1, NUMBER 12 THE EVERGREEN STATE COLLEGE OLYMPIA, WASHINGTON 98505 APRIL 21, 1972

The Red Portfolio

Rust on the clasp, corroding,
marked by the many moving boxes you've rested in
these last 25 years
As I have made my way in the world

Opening you up with a bit of tremble
I am flooded, sensory overload
memories, tastes, sounds, images
of life lived
25 years ago
in a beloved community

Handwritten self, program, faculty evaluations
writing, writing, writing,
words sing praises
of a place designed to set free
these young hearts and minds so trusting

This place, so vilified those first years
'hippie, communist, free-sex'
Proud and vulnerable we stood
to say 'We are not all the same, we need this place'
You cannot shut us down

Steam tunnel hide-n-seek,
Mickey mouse on the clock tower,
Saga foods, dogs, dogs, and more dogs
(mine included)
Mud, boots, jeans and wool shirts
What are we *supposed* to be doing?

Letting go of 'the shoulds'
Discovering the 'we can'
Learning how to learn
each becoming teacher
a valued moment

Tense, intense responsibility
Each taking their place
at the table
of what would become life
Never the same again.

Rev. Tiare L. Mathison-Bowie
Human Development

*I found th
remembe
Environn
probably
this guy
Restaura*

I found these lyrics in my TESC portfolio. I don't recall the author's name, but I remember he was bright, articulate and pretty funny. Our seminar group from Environmental Design decided to take a mini-retreat to Anderson Island, it was probably winter quarter in 1972. Chuck Nisbet was our faculty coordinator. One night, this guy picked up a guitar and commenced to tell our story. It was a lot like Alice's Restaurant, only no 8" x 10" glossy black-and-white photographs are available.

Jerry Moos
Environmental Design

Ode to Evergreen (the Geoduck song)

Late last year we had a dream,
or some kinda half-baked scheme,
Thinkin' of the schools we'd seen,
Decided to come to Evergreen.

Get an education . . . book learnin' . . .

So come September we came to class,
expecting buildings, trees and grass.
No buildings, no class that I have seen,
Just a trailer court called Evergreen!

A lot of hard hats . . . building folk . . . cement mixers . . .

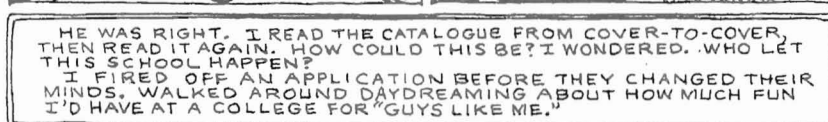
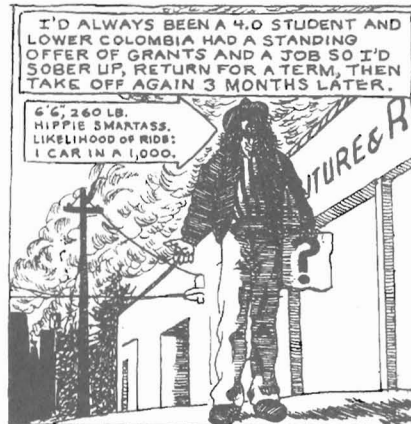
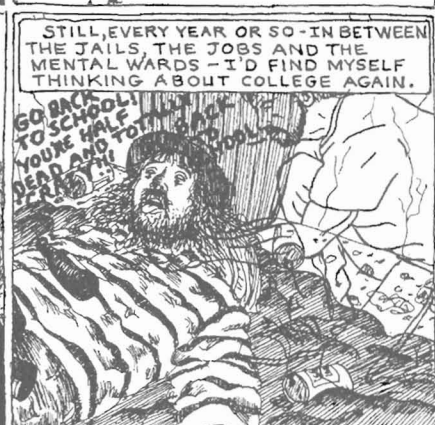
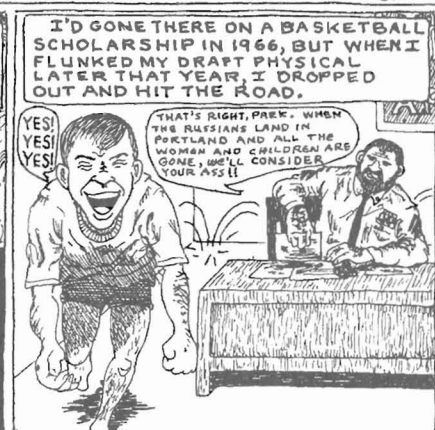
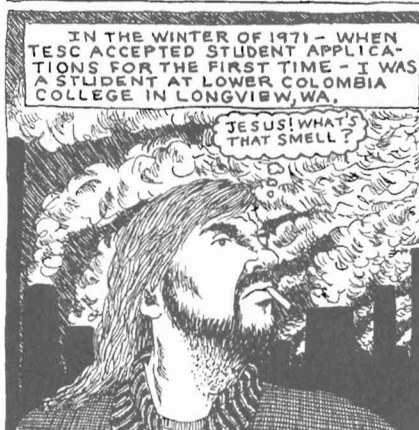
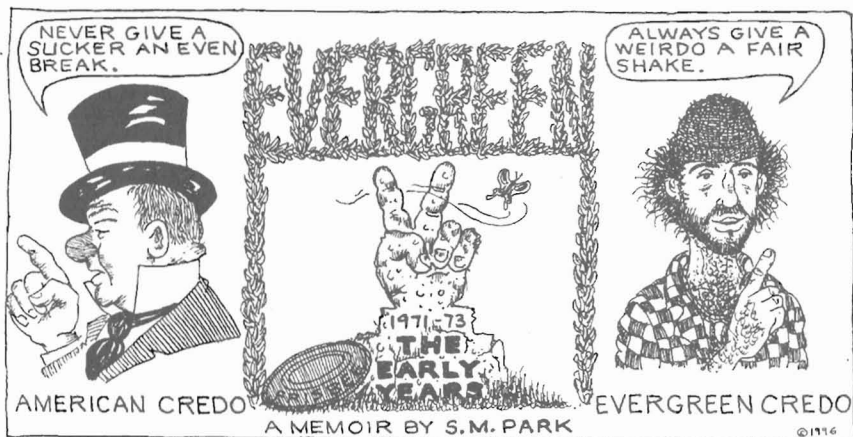
Stood around for a month or two,
waiting for something to do.
Someone finally got on the ball,
decided we should go to Robbinswold!

Get to know each other . . . where the Girl Scouts roam . . . and park rangers play . . .

Well now we're back with things to do,
some books to read — we've covered two
We meet in rooms that are dimly lit,
but we gotta stop that seminar bullshit!

. . . that's what Chuck said . . . he's probably right . . .

No one knows where it will end,
Still no buildings in which to spend,
time or class or money it seems,
maybe it was a half-baked scheme!
. . . hell, I don't know . . . have to wait awhile and see . . .



NOT ONLY DID SCHOBEN GRANT MY REQUEST, HE DID THE "ALWAYS GIVE A WEIRDO A FAIR SHAKE" DOCTRINE ONE BETTER BY PICKING GUYS LIKE WILLI UNSOELD, BILL ALDRIDGE AND LARRY STENBERG TO JUDGE ME. I WALKED INTO THAT HEARING ROOM, TOOK ONE LOOK AT THOSE CHARACTERS AND KNEW I WAS HOME FREE.



I WALKED OUT AN HOUR LATER WITH A TUITION-AND-FEE WAIVER AND A JOB AS STUDENT DIRECTOR OF FINANCIAL AID. EVERGREEN - AT LEAST IN THE EARLY YEARS - REALLY WAS A SCHOOL FOR GUYS LIKE ME.



WHICH IS TO SAY MY MENTAL WARD EXPERIENCE SERVED ME WELL OVER THE NEXT TWO YEARS. THE FOLLOWING - ABRIDGED BY THE DISSOLUTION OF THE TIME AND THE QUARTER CENTURY SINCE - ARE MY EVERGREEN MEMORIES:



SPUD & ELMAS

WAS THERE EVER A BETTER NAME FOR A TAVERN? OR A MORE PERFECT ADJUNCT TO YOUNG LIFE ON CAMPUS THAN A PLACE THAT FEATURED TAKEOUT SUDS IN A JUG?



AT MIDNIGHT - AFTER THE PSYCHEDELICS WORE OFF - IT WAS SPUD 'N' ELMA'S OR BUST!

TOWNIES

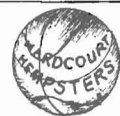
IMAGINE YOU GREW UP IN THE REDNECK CAPITAL OF A SMALL NORTHWESTERN STATE. THEN IMAGINE FURTHER THAT - BECAUSE THE GOVERNOR WANTED ANOTHER CUSHY JOB AFTER HE LEFT THE STATEHOUSE - YOU WOKE ONE MORNING TO 2,000 FURRY FREAKS ON YOUR DOORSTEP.



YOU'D BE PISSED. THEY WERE, TOO.



IN THE FALL OF 1972 WE ENTERED A TEAM OF 'GREENERS' IN THE OLYMPIA FLAG FOOTBALL LEAGUE. WE MIGHT HAVE LOOKED SMALL, SLOW AND STONED, BUT THAT WAS JUST FREAK CAMOUFLAGE. WE WON 7 OF 8 GAMES AND SHOWED THOSE TOWNIES WHAT A HIPPIE WITH HEART COULD DO.



OUR BASKETBALL TEAM FARED EVEN BETTER, FINISHING UNDEFEATED IN THE ST. MARTIN'S INTRAMURAL LEAGUE. OF COURSE, WE BROUGHT IN A RINGER FOR THE CHAMPIONSHIP GAME, AND SOMEHOW IT DIDN'T FOOL ANYBODY.



WILLIE UNSOELD

THIS MAN'S LOVE OF LIFE MADE STUDENTS OF US ALL.



PETE SINCLAIR

MY FONDEST MEMORY OF THE EARLY EVERGREEN CAMPUS IS THAT PETE AND WILLIE-BALLS-TO-THE-WALL MOUNTAINEERS WHO'D FACED DOWN DEATH—WERE THE GENTLEST SOULS ON IT.

HELL I'D HAVE ENROLLED JUST TO EXPERIENCE THAT. AS IT IS I'VE SPENT A QUARTER CENTURY UNDER PETE'S TUTELAGE AND IT'S HARD TO IMAGINE A BETTER MAN, TEACHER OR FRIEND.



WORK STUDY JOBS

THESE WERE SWEET IN THOSE EARLY YEARS. MY FIRST ONE WAS IN THE FINANCIAL AID OFFICE, WHERE I WAS RESPONSIBLE FOR OFF-CAMPUS JOBS THAT DIDN'T EXIST. I WAS A NATURAL AT IT AND MOVED ON THE NEXT YEAR TO WEEKEND MANAGER OF AN ACTIVITIES BUILDING NOBODY USED.

I SHOWED UP THE FIRST WEEKEND OR TWO, THEN CALLED IN MY FRESHMAN ASSISTANT.



STUDENT BODY

THE STRANGE HAD A FRIEND IN EVERGREEN—WE MUST HAVE LED THE NATION IN CHARACTERS-PER-SQUARE-INCH.



PROGRAMS

I WAS A MEMBER OF THE "INDIVIDUAL IN AMERICA" AND "HUMAN DEVELOPMENT" PROGRAMS MY FIRST YEAR BUT RE-MEMBER LITTLE OF THEIR ACADEMIC CONTENT. WHAT I DO RECALL ARE THE PEOPLE I MET THERE, MANY OF WHOM REMAIN GOOD FRIENDS TO THIS DAY.

I PHONED ONE OF THEM - MOOCHIE GILLIS - JUST THE OTHER NIGHT.

S.M.!? LISTEN, I'M GLAD YOU CALLED. MAN, I JUST REALIZED I'VE BEEN LIVING IN THIS BASEMENT FOR 10 YEARS.

INDEPENDENT STUDY CONTRACTS

THESE ARE THE ONLY REASON I GRADUATED AT ALL. I WAS HARDLY A CAREER-MINDED SORT BUT I LOVED A GOOD YARN AND SPENT MY SENIOR YEAR ON CONTRACT TRYING TO WRITE ONE. THEN THE NIGHT I GRADUATED I WENT TO THE EASTSIDE TAVERN AND USED MY DIPLOMA AS A BAR COASTER.



YEARS LATER I FOUND MYSELF IN A SEEDY BACKROOM IN MEXICO. MY SIX MONTH MARRIAGE WAS OVER AND I THOUGHT A TIJUANA DIVORCE WOULD BE A NICE FINISHING TOUCH. BUT THE ATTORNEY KEPT JUMPING UP TO SWAT FLIES. I LEANED BACK, HITTS ME; COLLEGE AND MARRIAGE WERE THE SAME TO ME, NOT SERIOUS ENDEAVORS, JUST STUFF I WANTED TO TRY BEFORE I DIED. I SNIGGERED OUT LOUD AT THE SICK, TWISTED IRONY OF IT ALL, MAKING THE ATTORNEY PAUSE.



What images flash through your mind when you think of Evergreen? It is interesting to compare Jerry Moos' images with those listed by Lynne Yamamoto who came to Evergreen ten years later.

- A clock tower with Mickey Mouse ears on top and hands on the clock face.
- The "trailer court"
- Mud — LOTS of mud.
- A. S. H. — (Adult Student Housing)
- "Villa Crappy" (off-site campus housing @ the Villa Capri Apartments in W. Oly.)
- Charlie McCann, Ken Kesey, George McGovern
- Camp Robbinswold
- Willi Unsoeld and Dan Evans rapelling off the clock tower.
- A pole structure in the woods — Experimental Structures Project group contract.
- A geodesic dome made of plastic sheets and PVC pipe in the Environment Design corner of the library.

Jerry Moos

Environmental Design

- Birkenstocks with wool socks
- rainbow-colored berets and bracelets
- tie-dyed T-Shirts
- hackey sack
- hairy legs
- potlucks with heavy bread or beany dishes
- patchouli
- the organic farm
- the smell of the forest
- Volkswagen bugs and buses
- banana bread
- a caring and conscientious gynecologist at the Women's Health Center
- greater awareness of gay and lesbian issues

Lynne Yamamoto

Evergreen, 1981-1985

Faculty and Programs

During 1971-72 there were 55 members of the faculty at Evergreen. The 21 who still are at the College are identified in bold type.

Causality, Freedom and Chance



Willard Humphreys



Linda Kahan



Willie Parson



Gregory Portnoff



Frederick Young

Communications and Intelligence



Robert Barnard



Gordon Beck



Ralph Sogge

Contemporary American Minorities



S. Rudolph Martin



Medardo Delgado



Darrell Phare

Environmental Design



Lawrence Eickstaedt



Carolyn Dobbs



Philip Harding



Charles Nisbet

Human Behavior: Self and Society



Richard Alexander



Richard Brian



Theodore Gerstl



Stephen Herman



Lynn Patterson
(Lyn De Danaan)

Human
Development



Richard Jones



Nancy Allen



Eric Larson



Charles Pailthorp



Robert Sluss



Nancy Taylor

Individual,
Citizen
and State



David Hitchens



Betty Estes



David Marr



Paul Marsh



Kirk Thompson

Individual
in America



Willi Unsoeld



William Aldridge



Margaret Dickinson



Earle McNeil



Carol Olexa



Leon Sinclair



LeRoi Smith

Man and
Art



Jose Arguelles



Donald Chan



Cruz Esquivel

Political
Ecology



Edward Kormondy



Richard Anderson



David Milne



Oscar Soule



Fred Tabbutt.

Space, Time
and Form



Byron Youtz



Lee Anderson



Beryl Crowe



Don Heard



Sidney White

Contracted
Studies



Peter Robinson



Peter Taylor



E. Jackson Webb



Alfred Wiedemann



Ainara Wilder

Faculty Staff Retreat
Millersylvania
Fall 1971



Staff and Administration

During 1971-72 there were 211 members of the staff and administration working at Evergreen. In 1996 there are only 11 remaining of the original group. Those still at the college are shown in bold type.

Edward Adams
Alan Aguilar
Pamela Alexander
Susan Allred
Cheryl Anderson
Scott Aspmann
Larry Bailey
Dale Baird
Esther Barclay
Robert Barringer
David Barry
Patricia Baugh
Percy Berry, Jr.
Robert Bottoms
Jeffrey Bowman
Darlene Bracy
Janis Brand
Buel Brodin
Carl Brown
David Brown
John Brown
Gerald Burke
Mervyn Cadwallader
David Calof
Sandra Calof
David Carnahan
Robert Carr

Lindsey Carrasquillo
Monica Caulfield
Daniel Chang
Susan Chickering
Dean Clabaugh
Susan Clark
Alton Coby
Christine Cody
Elton Coleman
Sharron Connor
Texas Cornish
Carol Costello
Robert Costello
Alexander Crewdson
Blanche Crist
Charles Davies
Arnold Doerksen
June Donohue
Kenneth Donohue
Edwina Dorsey
Vern Dotson
Alice Douglas
Leanne Du Chateau
James Duncan
Yves Duverglas
Les Eldridge
Richard Elway

Rose Ann Elway
Lucy Enriquez
Karen Fairchild
Jill Feeney
Linda Foreman
Pamel Jane Fox
Monica Franklin
Laurel Frazier
Richard Fuller
Sandra Granger
Robert Green
Betty Griffiths
Donald Grothkop
Leo Hancock
Allan Hanson
Keith Heaton
Claire Hess
Merle Hill
Woody Hirtzel
Charlotte Hodge
Sheila Hoey
R. A. Hoffman
Patricia Hogge
James F. Holly
Roberta Holman
Richard Horn
Connie Hubbard

Donald G. Humphrey
Sally Hunter
Joan Hutchings
Sheila Jackson
Norman Jacobson
Neal M. Jacques
Marilyn Jardine
Joanne Jirovec
Timothy Johns
Eileen Johnson
Jim Johnson
Karl Johnson
Connie Kauffman
Susan Kent
William O. Kenworthy
Marilyn Kern
Clarence Kerns
Elsie Kerns
Lois Knutson
Sandra Koch
Jeanette Krones
Samuel La Grave
Joan Landry
Gregory Lange
Peter Langston
Marilyn Larson
Erik Le Roy

William Littooy
William Lloyd
James Long
Donald Mace
Susan Mackey
Sandra Mallgren
Jerry Marcy
Vivian Marcy
Rod Marrom
Paul Marshall
Gail Martin
Patricia Matheny
William Matney
Barbara Maurer
Michelle McBride
Charles McCann
Doris McCarty
Mary McCarty
James Mitchell
Timothy Moffatt
Chris Montague
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