

ENVIRONMENTAL
DESIGN

ENVIRONMENTAL DESIGN

PROGRAM HISTORY & DESCRIPTION

NAME:

ADDRESS:

PHONE (S):

If you have a car, can you take others to
Camp Robbinswold?

How many?

When do you expect to arrive in Olympia?

Have you arranged for off-campus housing?

If you have housing in or near Olympia,
would you be willing to share space with
another Environmental Designer?

More than one?

THANKS

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The Evergreen State College

ENVIRONMENTAL DESIGN PROGRAM
Larry Eickstaedt, Coordinator
Olympia, Wa. 98505



September 10, 1971

Dear Environmental Designer:

As you have learned from President McCann's letter, the opening of our campus has been postponed to October 25. This change of plans has presented us with a fresh design problem and we feel that our cooperative solution to this new challenge will strengthen the bonds within our learning community and will set the stage for a great year together.

Briefly, plans for the month of October will be as follows:

1. October 4 - 8. We will spend this first week together at Camp Robbinswold near Brinnon, Washington. This beautiful camp is on the shoreline of Hood Canal and contains within its boundaries a variety of different habitats. In addition to getting acquainted with one another here, we will also discuss plans for the program, project ideas, and summer reading and observations. We are also exploring the possibility of initiating some projects at the camp during this week which some of you may want to carry on throughout the year. Remember that you must complete registration and payment of fees before the camp-out.
2. October 11 - 22. We will return to Olympia and launch our program. We will make use of local church facilities and faculty homes as "classrooms" and we will carry on a regular schedule of meetings, seminars, films and conferences. Housing accommodations and storage space for those of you who were originally assigned to campus housing will be arranged in the very near future. Therefore, all of us will be in or near Olympia during this period and, except for the fact that we will be functioning in different environments, our program will proceed as normal.
3. October 24 - 26. We move to Evergreen!

During the latter part of September we will be arranging a special meeting with those of you who are registered for part-time participation in the program.

We would appreciate it if you could return the enclosed postcard to us as soon as possible. We will be getting in touch with you again concerning the logistics of our stay at Camp Robbinswold and if you have questions or suggestions drop a line or call us at 753-3958.

We are getting increasingly anxious to meet you and to begin designing environmentally.

Sincerely,

Jerry Lee

Carolyn
Phil
Chuck
Larry

LE/cmc
Enclosure

THE EVERGREEN STATE COLLEGE

Program Description -- Coordinated Studies in Environmental Design

3 Quarters -- 4 Units Each Quarter -- 1971-72

The Environmental Design Program was designed for students with some previous college experience (could be considered upper division) who were interested in (1) examining the multiplicity of factors involved in the environmental problems facing humanity and (2) developing attitudes and strategies which would lead to solutions of design problems in and of various environments. The program was composed of four faculty (marine biologist, urban planner, architect, and an economist) and seventy-five students. The year was broken down into three sequential phases: Utopian Designs, Design Techniques, and Design Projects.

During the Fall Quarter, the focus was upon Utopian Designs where the broadest possible design considerations were studied to teach an appreciation for the variety and importance of design parameters. Ten utopian novels were read and discussed in 10-member seminar groups that met twice a week. A weekly schedule included lectures, films, discussion sessions and individual conferences. Preliminary planning was begun for individual design projects for the Spring Quarter. Several group projects were started during the first quarter: The Cooper Point Association (establish and organize a citizens' planning organization to formulate a comprehensive development plan for the Cooper Point peninsula of Thurston County), The Organic Farm (develop master plan for the rehabilitation of existing campus farm, and farm organically), and The Experimental Structures Project (design, construct and maintain non-permanent, ecologically sound, living structures on campus property).

The Winter Quarter focus was on Design Techniques. The scope of the program and seminar shifted to functional problems such as population growth, urbanization, resource limitations, air and water pollution, governmental planning and community dynamics. Workshops on computers, economics, survival, biology, design methodology, and drawing were held to improve understanding and capabilities for addressing the problems indicated. Lectures, films, discussion sessions and individual conferences supplemented the seminars and workshops. Work continued during this quarter on individual and group projects. Two new group projects began: The Lacey Park Project (develop a comprehensive plan for a 10-acre park site in the city of Lacey) and The Marine Development Project (prepare a land use plan for the utilization of 3,300 feet of college beach frontage on Eld Inlet).

During Spring Quarter the focus was on Design Projects. Each student wrote a contract of activities he or she wished to undertake for the quarter. During weekly presentations all faculty and students offered critiques to each project. Seminars, workshops, films, and other resource materials were tailored to meet the needs of the projects. During the final week all individual and group projects made a presentation to the whole school of their quarter's efforts.

Fall Quarter Reading List:

Little Prince, Walden Two,
Utopia, Looking Backward,
Stranger in a Strange Land,
Brave New World, Dune,
Player Piano,
Island,
1984,

Winter Quarter Reading List:

Operating Manual for Spaceship Earth
Technology and Growth
Death and Life of Great American Cities
Bioethics
Sane Society
Pruitt-Igoe Housing Project

Experimental Structures Project

Phil Harding

The Experimental Structures Project (ESP) has two basic aims; the design, construction, and occupancy of individual experimental structures, and the planning and building of an ecologically-sound development.

It is sited on approximately seven acres of College property. The ecological, or environmental, impact of the development will be studied on an approximately 25 acre control area. These studies are being conducted in coordination with several other TESC programs and projects.

The project will continue for a minimum of four years and presently involves sixteen students in a variety of roles. Some are focusing on the ecological monitoring system, some on the structural design aspects, some on the over-all planning of the development, some on the "social contract," etc.

Individual structures will be constrained by the planning and processes of the over-all development and will be responsible to it. For example, each individual will be responsible for conducting a component of the environmental monitoring, a continuous process.

The project is designed to give the students a complete, and a broad experience with the designing cycle -- design, construction (actual building), occupancy, and subsequent modifications on the basis of actual experience with their designs. This experience will occur within a larger planning context for which they are also responsible. The project should show how developments "ought to" occur in relation to the natural environment. It is a rather unique project for a college.

The project was conceived first quarter of 1971-72 academic year, during which general planning and strategy meetings were held, preliminary contacts with responsible agencies were made, and the basic philosophical foundations of the project were developed.

Second quarter specific planning was gotten underway: a preliminary site development plan was produced; a work-flow diagram for the balance of the year was made; "skills" workshops in drafting, design methodology, structural mechanics, model construction, etc. were held. First pass at the design of the "social contract" was made. This is the governance document for the project and will set the processes of operation, decision-making, etc.

During Spring Quarter, design of the central common structure, including several study models, was started. Much time was spent salvaging and stock-piling building materials on the site. Buildings were demolished, the power company contributed some poles for the structure, and the burn piles from the campus construction projects were regularly tapped.

The project was formally presented for approval to the Board of Trustees of the College. It was unanimously and enthusiastically approved. The students worked very hard on the presentation and its reception gave them a real boost in morale.

The students are continuing this project in the form of a group contract this coming year. A great deal of excitement has developed -- a real enthusiasm. It has been a demanding pleasure to work with such a highly-motivated group of people, and I look forward, as do we all, to the coming year.

The Evergreen Community Organic Farm

The Evergreen Community Organic Farm project was initiated in October by a group of students from Environmental Design and other programs. The students spent Fall Quarter organizing themselves, locating a suitable site on campus, and preparing a plan that presented their goals and proposed means of achieving these. During those early months, participation reached as high as 35 to 40 students; however, as students settled into different courses of study, this number stabilized at 8 to 12 regular workers.

An eleven-acre abandoned farmstead on Lewis Road was chosen for the organic farm site. The area included an old farmhouse and a relatively new, small barn. Several of the cleared acres were well-suited for cultivation.

During Winter Quarter the students spent their time gearing up for the action of Spring Quarter. They made contact with the Agricultural Extension Service and visited their offices. A series of lectures was also given by the area agronomist and representatives from the Puyallup Experimental Station. A number of books and articles were read, and discussions held about them. Time was also given to developing a scheme for rehabilitating the farmhouse.

As spring approached, the "doing" phase began. Seeds were ordered, and the field was plowed and rototilled. Irrigation lines were laid, the well pump was repaired, and work on the farmhouse was begun.

The students had agreed to practice companion planting. One test area was also to be set aside as a "disaster plot" in which improper combinations of plants would be used. Unfortunately, because of the large area under cultivation and the small number of workers, the disaster plot never became a reality.

The soil was enriched with chicken and horse manure. Bone meal and lime were also added based on soil test results. Planting was done during April and May. Straw mulching was used to minimize the weeding chores. Two hives of bees were also set up near the garden.

The Evergreen Community Organic Farm

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Study emphasis during the Spring was on biological and organic control of pests and disease. Other faculty visited the farm and shared their knowledge with us. The only insect pest that proved unmanageable was the root maggot that bothered the turnips and radishes. However, the infestation affected only a small percentage of the plants.

Financial support for the farm was provided in part by the Environmental Design program. However, most of the funding was through the Student Activities monies. Several strategies were discussed by the project members to make the farm effort self-sustaining financially. Santa Cruz was used as the model and in accordance with their work, many flower bulbs and seeds were purchased with the intent of deriving a cash return through the sale of cut flowers. Another scheme was to sell the farm produce to employees and students at TESC and to organic food stores. Nothing has transpired along these lines to date. In the meanwhile, a proposed budget for 1972-73 has been submitted to the Student Activities Review Board.

A continuing problem for the farm project has centered on communications and decision-making. Various flyers and notices were posted in the Library throughout the year announcing meetings, need for help, tools, etc. A large TECOF calendar was maintained on the wall in the main lobby of the Library. In addition a farm log has been kept which records and dates all of the activities at the farm, especially those of Spring Quarter. This should serve as a guide for future participants by showing what worked and what resources and references were useful.

During Fall and Winter, meetings were held on an ad hoc basis, however this caused confusion and concern in terms of making binding decisions for the project. During Spring Quarter regular decision-making meetings were held once a week with the understanding that these would be the proper mechanisms for discussing issues

The Evergreen Community Organic Farm

Page Three

and resolving any problems. Anyone who chose not to attend, in fact, forfeited his/her right to participate in any decisions made during the meetings.

The future of the farm is a question mark at the present. All of the core participants from this past year have been graduated or are leaving the area. Two caretakers have been attending to the farm chores this summer, but they, too, will be leaving in the Fall. Hopefully, a new group of students will move in to continue the effort and, ideally, an academic home will also be found for the project, either in a coordinated studies program or contracts.

In conclusion the farm project was generally successful and provided an extremely rich learning experience for the participants. In the future it should continue to provide a valuable focus for a wide range of specific areas of interest, especially in the natural sciences.

THE COOPER POINT PROJECT

On November 4, 1971, a group of students from the Environmental Design Program at The Evergreen State College attended a meeting at Garfield Grade School. The meeting was held by the Thurston County Planning Commission for the purpose of presenting a conceptual land use plan for the Cooper Point Peninsula. It was evident at the meeting that the residents of the area were less than enthused with the conceptual proposals laid forth. The students invited the residents to a meeting of the college, where alternatives to the concept plan would be discussed. That meeting took place November 23rd and was attended by 250 residents of the area. The residents and students promptly organized into study groups to examine the concept plan and discuss alternatives to it. After that meeting, the residents decided to meet on a weekly basis to work on the plan. This work eventually produced a brief conceptual report by the residents and students explaining the desires of those who participated. That is, the people of the area had attempted to visualize what they wanted their area to be.

A great turnpoint in the project took place in early December when this group of students and residents formally incorporated as a non-profit citizens' organization. Thus the birth of the Cooper Point Association. The intent of the organization was to produce a comprehensive land use plan for the area. This intent was vocalized when the association requested technical planning assistance from the Thurston County Planning staff. When that request could not be met, the association hired its own professional planner to coordinate its efforts. The planner made use of the student interest to do some of the necessary planning work. Together with some of the residents, a loose staff was put together.

Mid-January saw the first basic document of the association completed. The plan for production of a plan was revealed by the planner. One month later, the association in a general meeting set a deadline of June for completion of a comprehensive plan. The four months that followed were filled with committee meetings,

examining alternatives, field study, and persistent vigilance. In fact, policing the area for undesirable, indeed illegal development, was one of the primary tasks of the project.

In March of 1972, the planning precepts were adopted by the association. These were a series of general planning statements which were the basis for a comprehensive plan. From these basic statements, the specific guidelines of the plan would be hammered out.

On June 20th, the Cooper Point Association approved the final detailed comprehensive land use plan.

The plan was presented to the County Planning Commission and other governmental officials on June 29th. It was taken under study by the Planning Commission and finally adopted as the comprehensive land use plan for the Cooper Point Peninsula on August 10.

The project is not as yet complete -- an ordinance was presented to the Planning Commission and both the plan and ordinance still have yet to achieve final approval from the Board of County Commissioners. In fact, there is some question as to when such a project is complete. Plans and planning are ongoing and, as such, they don't seem to have a definite termination date. For this reason, the Cooper Point Project is still in progress.

By ALICE WATTS
Olympian Staff Writer

Cooper Pointers Reach A Plateau

Whatever happens to the Cooper Point Comprehensive Plan from now on, it is a unique document.

And last night's meeting — in which the County Planning Commission adopted the plan — was a red-letter occasion.

This 42-page document submitted to the commission in June and adopted last night with only minor changes is the work of a citizens' group which started out last January as the traditional roomful of gagging protesters — but moved swiftly toward and into order and action.

This group delegated construction of its plan to professionals within its circle: planners, lawyers, engineers. Then, realizing that the job was too big for amateurs or part-timers, they hired a young planner to lead them.

The group probably sprang from a citizens' advisory committee created by county planners after residents began to express fear a couple of years ago that Cooper Point — the area's choice residential area — must have protection against destruction from disorderly growth following establishment nearby of a new four-year college.

In response to appeals from Cooper Point residents, the county draped the area with an interim plan, an all-residential-agricultural zone.

Steadily, throughout this year developers have hammered against the interim zone. One after another and by twos and threes they have appeared before the Planning Commission with slides and drawings and vivid prose, portraying to the harrassed (and sometimes tempted) body the various kinds of heaven they could create out there with a wee zone change or two.

Each presentation by a developer, month in and month out, was followed by a dissertation from the Cooper Point Association president, William Dexter; or by its official planner, Russell Fox; or Ronald Clarke, a member and a planner by profession; or another of some half a dozen men and women actively engaged in creating the plan. Patiently, deliberately but firmly they opposed any and all zone changes.

"Wait," they urged. "There's no crying need for more housing out there just now. Don't create an artificial demand by putting the houses before the people. Let the people create a need for houses — but first of all, wait for an orderly plan."

This business-like citizens' group gradually won the respect and the ear of a possibly skeptical county planning staff and of the commission. Members of both worked with the Cooper Pointers, at their invitation, as did the county commissioners.

If the nucleus of the group came from that original committee named by the county; then inspiration for tackling the job with determination to succeed probably issued from a group of Evergreen College students studying environmental design. Finding the permanent residents around them in turmoil, they realized they had come upon a real, live planning-for-population problem. They put together a course of study, designated the community as a laboratory and invited the Cooper Point residents to join them in creating order.

By now the association numbers more than 600 persons, mostly permanent residents. They have contributed money to the cause and some have donated weeks and weeks of hours. They have had the help and cooperation of county commissioners, county planning staff and Planning Commission — because they have asked for help from these bodies and have listened to advice.

Last night the association saw its plan approved and heard sweet words of praise and congratulation from such hard-nosed sources as engineers, planners, developers.

Who knows what will happen to the plan from this point, in a growing, hard-pressing community?

But the fact that it exists, put together by the people who expect to live beneath its umbrella; that it is professional enough to be accepted by a planning commission; which in turn has been willing to take direction from the citizenry —

How about that! It's almost enough to restore one's faith in government by the people.

Evergreen presents a new Lacey park

Three students from The Evergreen State College stole the show and the admiration of Lacey City Councilmen Thursday night at the council meeting.

The trio, Diana Meyer, Ty Thomas and Jim Zito, are part of a 15-member team of Evergreen Students who recently completed planning a park for Lacey. They were on hand Thursday night, representing the whole team, to present the final plan to the city council.



The park site covers approximately 20-acres of land south of the Brentwood area and east of Bel Air subdivision. The site is heavily forested in most parts, and thick underbrush, interrupted only by children's footpaths, blankets the ground.

When the park is completed, the land will still be heavily forested with dense underbrush.

"Listen to what the land tells you when you go onto a piece of land," Diana told the councilmen. That is the design principle used by the students to design the park.

"We have tried to maintain a balance in the park," she said, "and have tried to preserve large areas of the park, at this time, in their natural state."

That goal was not arrived at in any simple manner.

The students invested a great amount of time into collecting information on other park and playground facilities in Lacey before deciding to plan a natural park.

"There were enough playgrounds," Diana said. "What was lacking was a quiet, restful facility."

While the questionnaires were collected and evaluated by some members of the design team, others were out at the park site mapping the trails, cataloging the plants and animals found there, and determining which areas of the park were best suited for playgrounds, picnic areas and so on.

Soil tests were made to aid in the determination of various uses of the land.

Two playgrounds were included in the final plan: one in the northwest corner of the park; and the second in the southeast corner. Each playground will have facilities for both toddlers and older children. The students recommended playground equipment such as that being used at the Capitol Lake Park in Olympia.

A cookhouse, picnic areas, benches and restrooms also were included in the final plan.

The cost for complete development of the park was estimated by the students to be about \$105,000. Most of the money can be obtained through grants from the Interagency Committee for Outdoor Recreation, they said.





"There is no imaginative challenge to a bare flat field," she said.

The next step in the planning was to collect the feelings of Lacey residents on the type of park they felt was needed. Two questionnaires were sent out, and the college students visited their compatriots in Lacey's high schools, junior highs and grade schools to find out what the kids wanted.

"We took some of the ideas and we were actually able to use them," Diana said.

The park plan closely follows the guidelines set forth by the Interagency Committee, according to the students, and should rank very high on the Committee's priority list.

The presentation to the city council took about 45 minutes, and included a slide show of the park and its surroundings.

At the end of the presentation councilmen voted, without exception, to adopt the student's master plan for future development of Lacey's first city park.

Other members of the environmental design team which designed the park are Mike Bevis, Phil Bridges, Bob Grochow, Larry Hall, Bob Messer, Mary O'Gorman, Lou Parro, Carolyn Savage, Diane Smith, Dwayne Slate, Tom Taschner, and Greg Winugar.

Advising the team were Evergreen staff members Larry Eickstaedt, Phil Harding, Charles Nisbet, and Russ Fox.

Carolyn Dobbs

Lacey Center 8/1/52

Hats off to Evergreen

You have to hand it to those Evergreen College kids, especially the group that put in an appearance at the last city council meeting to give Lacey a development plan for the city's first park.

Hours, days and weeks of effort went into the master plan. It was obvious the pride the students had in the results of their work, and it was equally obvious that their work was something in which to have pride.

The students and their plan were an outstanding example of what Evergreen College is all about.

Those students in the environmental design program, there were 15 of them in all, were learning in the best way. They learned by doing.

They were involved in classroom work, like any students, but the nature of their project forced them out of Evergreen's

not-quite-ivy-covered walls and into the underbrush of 20 acres of Lacey.

All of us know how concepts and ideas become more valuable and meaningful when subjected to rigors of actual experience. The idea guides and directs the work, but the work refines, defines and tests the idea.

Only those principles which are sound survive practical application, and only those principles are worth learning.

We don't know what, if any, preconceived notions the students carried with them into the park, but from their plan it can be seen that only good, solid results came out.

"This has practically been our whole life since December," one of the students told the city council.

That portion of their lives was not wasted.

If indeed this is what Evergreen is all about, this community is pleased.

THE MARINE DEVELOPMENT PROJECT - EVERGREEN STATE COLLEGE

The Marine Development Project had its beginnings over two years ago. In April 1970, Larry Eickstaedt was asked to take part in a shoreline development study being done by Eckbo, Dean, Austin and Williams for the Evergreen State College. One of the objectives of this study was to set guidelines and give recommendations for future expanded studies of Evergreen's beach. Larry came away from this study with the idea that much of the proposed expanded study could be done by students as a learning exercise. In Evergreen's first bulletin Larry states; "One team will do an extensive study of the college shoreline and develop plans and models of alternate types of marine facilities which would meet educational and recreational needs of the school." And so begins the Marine Development Project.

The first meeting of the Marine Development Project took place in December of 1971 with eight students from the Environmental Design Program and Larry Eickstaedt in attendance. It was decided the first order of business was to research existing information on the beach and anything else that might affect future development. This included searching for older maps, aerial photos, historical information concerning oyster farms, logging and other actions by man and a look at recreational alternatives in the surrounding area. We also studied a method of looking at environmental effects brought about by different types of development. The relationships between cause and effect were displayed on a "matrix" which enabled the user to quickly determine the detrimental effects of his action.

In the ensuing meetings a plan of attack was made with consideration given to man hour and equipment resources. It was decided we should find out what made up the shoreline both physically and biologically as a first course of action. Also during this time a disappearing task force was created to write

a proposal for development of the shoreline. The disappearing task force was made up of students and instructors from Environmental Design and Evergreen Environment, Pete Stielberg (Director of Recreation) and Don Humphrey (Dean, Division of Natural Sciences and Mathematics). The proposals in this report are written to meet the requirements of the disappearing task force.

The Biological Survey was broken into two parts: (1) Marine Biology, (2) Upland Vegetation. The Marine Biology group was headed by an instructor from Evergreen Environment, Pete Taylor. Included in this group were several students from Evergreen Environment and Tammy Kidwell from Environmental Design. Their goal was to identify and record the distribution of the marine species found on Evergreen's beach.

The vegetation survey was conducted by Anski Williams and Mariel Brockway with instruction provided by Al Wiedemann of Evergreen Environment. A quantitative vegetation analysis of the forest rising from the beach was made. The point quarter method was used with transects being made from each beach hub, G through EE. Plots were taken every 150' along each transect. The sharp transition to alder in the uplands and the two boundary streams determined the number of plots on each transect. One hundred twenty-six plots were taken with substrata also recorded. Data was correlated to find the "importance value" for each species of tree. The species were grouped into forest types and "importance value" and the cover and frequency of species in the substrata were found for each forest type. This report may be found with Al Wiedemann.

The physical survey was done by John Metke, Mike Heffernan, Dick Roberts and Rory Simms. The purpose of this survey was to locate the marine and vegetation surveys on the school coordinate grid, acquire the needed data for a detailed topographic map and finally to record the physical dimensions of the beach as the start of an on-going study. The first item was accomplished by placing 39 control hubs on the beach spaced every hundred feet. This was done with transit and chain to a high degree of accuracy.

Secondly the elevations of each control or hub was determined and then more than 460 elevation readings were taken from the beach and coordinated to the hubs. This work was done with a dumpy level and leveling rod to a degree of accuracy necessary for 1' contours on the maps. Some of the readings were taken at minus tides enabling us to show an elevation difference of 16' on the beach.

Topographic maps were made showing hub locations, beach contours, location of the toe of the bank, and other topographic features. There are three maps covering the entire beach at a scale of 1" = 30'.

Also in conjunction with the physical survey, many photographs were taken, both from the ground and the air, to better record the physical make-up of the beach.

In general, we feel that the campus is a natural site for an outdoor laboratory in the sciences and is a resource too valuable to lose. With the location on Eld Inlet, we have an unequalled opportunity to study marine science in our own "backyard", something which few other colleges have available to them. There can be no question but that it should be carefully developed. With this in mind and careful considerations of our in depth physical, marine and terrestrial study we make the following recommendations:

IMMEDIATE

1. Marine oriented recreation be limited to an area north and east of a line drawn west from the tip of Indian Point. This recreation should be kept at a minimum until such time as funds are made available for proper facilities such as parking, sanitation and boat storage and launching. This area of the beach is not biologically unique as species represented here are also represented south of the salt marsh. Therefore, possible damage from recreational activities would not present a total loss to future educational studies. There is an access road already established

and an existing concrete slab for boat launching. The Geoduck house is there and would provide a basis of security.

2. Utilization of the grassy yard of the Geoduck house as a picnic area with a fire pit to discourage further burning on the beach.
3. Establish a small restroom facility near the Geoduck House. There is a need for more restroom facilities because of increased usage of the beach area. The only existing restrooms are in the Geoduck house where expensive lab equipment is also located.
4. Beach walking should be controlled by posting educational signs at the north end of beach and salt marsh. Also by the establishment of an "up land loop" trail that connects at the Geoduck house and directs foot traffic away from the salt marsh and other virgin beach areas. An educational plan interjected into student orientation should be initiated to show the importance of protecting the area.
5. The gate at the north end of the beach should be locked at all times and the access approach to the south end should be closed off more adequately to prevent vehicular traffic including motorcycles.
6. We recommend investigation into the school's liability as far as unsupervised swimming is concerned.
7. The beach should be left in its natural state with downed trees and logs left intact to further discourage beach travel.
8. The existing rock and log bulkheads at Indian Point should be repaired and maintained.

SECONDARY

1. Provide floats to serve sailboats of the sailing club (north end).
2. The remaining portion of the road to the Geoduck house be black-topped. The parking area should be graveled to prevent a mud lake and erosion.
3. Much of the bank above the beach is being eroded and is constantly sluffing. But we do not feel this erosion warrants the construction

of new bulkheads at this time. Two factors lead to this recommendation:

(1) Most of the erosion occurs in the area recommended set aside for educational endeavors and would not interfere or hamper these uses.

(2) Until more study can be done to determine regression rate it is not known what sort of bulkheading would be necessary, if any.

4. We also recommend future beach area studies and surveys be incorporated into a student learning situation as a valuable educational experience. As an example of where students could participate in a further study the following is cited: The existing topographic map of the uplands done in 1969 was found to be highly inaccurate and missing two important valleys that reach down to the beach. A survey could be performed to correct this. Oceanographic studies of Eld Inlet is another suitable project that could be undertaken.

THE EVERGREEN STATE COLLEGE

Coordinated Studies In Environmental Design

3 Quarters -- 3 Units Per Quarter

Together with the accompanying student and faculty individual evaluations, this program description provides a clear statement of the program's content. It is to be used by other institutions for translation and evaluation.

The E.D. program content has evolved in response to the change-dynamic of individual student interest and /or felt needs irrespective of previous college exposure and could therefore be considered semi-advanced in divisional status. The unifying interests of the program participants were:

- A. Flashing on the synergetic integration of the multi-diverse components of the (our) contemporary life and support systems, and
- B. Generation of approaches and comprehensive eco-logistic strategies for orchestrating life contexts, and
- C. Application of A and B (actualization).

The program was composed of four faculty with special qualifications and experience in the above. The 75-odd students represented a full range of background and interest. "Strength In Diversity" proved to be the ecological guideline which dominated the assemblage and structuring of this group.

The academic year naturally fell into approximately three pieces: 1) Utopian speculation of 'what ought to be,' 2) focus on what actually 'is', as reflected in the daily newspaper, and 3) what to do about it all? -- what we, in our diversified strength can do to span the ever-widening gulf between the two.

The first two pieces of the year were spent articulating interests A and B, with the final piece given over rather entirely to C. Intensive "book seminars" were held as required. These were supplemented by a rich and diverse visiting lecture program during the second week of the first learning module. Interspersed appropriately over modules C and D were highly intensive "workshops" in such problem areas as were deemed essential to giving the students and faculty sufficient competence to address objective C. The critical peak of academic, climax was collectively realized in learning module #4, where it was gotten on and together environmentally. "Learning modules" proved a most effective mode of experiential modulation-structure. In the final piece of the academic year (2B), individualized and group "projects" were undertaken. These touched base with all the areas previously noted and more. They struck a responsive chord in the action-oriented students and the reflective faculty and proved, in retrospect, to have been, along with 'learning modules', the unifying agent, or agents, as the individualized case(s) may have proven to have been.

A partial bibliography of basic reading materials used in pieces (components) 4 and 8 will be provided upon request for your translation-evaluation convenience. If you find the need for further elaboration on any piece, component, or module, please feel free to contact either the Registrar or Program Secretary, Environmental Design, as they have a rather extensive

SURVIVAL U: PROSPECTUS FOR A REALLY RELEVANT UNIVERSITY

John Fischer

It gets pretty depressing to watch what is going on in the world and realize that your education is not equipping you to do anything about it.

--From a letter by a University
of California senior

She is not a radical, and has never taken part in any demonstration. She will graduate with honors, and profound disillusionment. From listening to her--and a good many like-minded students at California and East Coast campuses--I think I am beginning to understand what they mean when they say that a liberal-arts education isn't relevant.

They mean it is incoherent. It doesn't cohere. It consists of bits and pieces which don't stick together, and have no common purpose. One of our leading Negro educators, Arthur Lewis of Princeton, recently summed it up better than I can. America is the only country, he said, where youngsters are required "to fritter away their precious years in meaningless peregrination from subject to subject... spending twelve weeks getting some tidbits of religion, twelve weeks learning French, twelve weeks seeing whether the history professor is stimulating, twelve weeks seeking entertainment from the economics professor, twelve weeks confirming that one is not going to be able to master calculus."

These fragments are meaningless because they are not organized around any central purpose, or vision of the world. The typical liberal-arts college has no clearly defined goals. It merely offers a smorgasbord of courses, in hopes that if a student nibbles at a few dishes from the humanities table, plus a snack of science, and a garnish of art or anthropology, he may emerge as "a cultivated man"--but since they are likely to range, on any given campus, from Marxism to worship of the scientific method to exaltation of the irrational (a la Norman O. Brown), they don't cohere either. They often leave a student convinced at the end of four years that any given idea is probably about as valid as any other--and that none of them has much relationship to the others, or to the decisions he is going to have to make the day after graduation.

Education was not always like that. The earliest European universities had a precise purpose: to train an elite for the service of the Church. Everything they taught was focused to that end. Thomas Aquinas had spelled it all out: what subjects had to be mastered, how each connected with every other, and what meaning they had for man and God.

Later, for a span of several centuries, Oxford and Cambridge had an equally clear function: to train administrators to run an empire. So too did Harvard and Yale at the time they were founded; their job was to produce the clergymen, lawyers, and doctors that a new country needed. In each case, the curriculum was rigidly prescribed. A student learned what he needed, to prepare himself to be a competent priest, district officer, or surgeon. He had no doubts about the relevance of his courses--and no time to fret about expanding his consciousness or currying his sensual awareness.

This is still true of our professional schools. I have yet to hear an engineering or medical student complain that his education is meaningless. Only in the liberal-arts colleges--which boast that "we are not trade schools"--do the youngsters get that feeling that they are drowning in a cloud of feathers.

For a long while some of our less complacent academics have been trying to restore coherence to American education. When Robert Hutchins was at Chicago, he tried to use the Great Books to build a comprehensible framework for the main ideas of civilized man. His experiment is still being carried on, with some modifications, at St. John's--but it has not proved irresistibly contagious. Sure, the thoughts of Plato and Machiavelli are still pertinent, so far as they go--but somehow they don't seem quite enough armor for a world beset with splitting atoms, urban guerrillas, nineteen varieties of psychotherapists, amplified guitars, napalm, computers, astronauts, and an atmosphere polluted simultaneously with auto exhaust and TV commercials.

Another strategy for linking together the bits-and-pieces has been attempted at Harvard and at a number of other universities. They require their students to take at least two years of survey courses, known variously as core studies, general education, or world civilization. These too have been something less than triumphantly successful. Most faculty members don't like to teach them, regarding them as superficial and synthetic. (And right they are, since no survey course that I know of has a strong unifying concept to give it focus.) Moreover, the senior professors shun such courses in favor of their own narrow specialities. Consequently, the core studies which are meant to place all human experience--well, at least the brightest nuggets--into One Big Picture usually end up in the perfunctory hands of resentful junior teachers. Naturally the undergraduates don't take them seriously either.

Any successful reform of American education, I am now convinced, will have to be far more revolutionary than anything yet attempted. At a minimum, it should be:

- 1) Founded on a single guiding concept--an idea capable of knotting together all strands of study, thus giving them both coherence and visible purpose.
- 2) Capable of equipping young people to do something about "what is going on in the world"--notably the things which bother them most, including war, injustice, racial conflict, and the quality of life.

Maybe it isn't possible. Perhaps knowledge is proliferating so fast, and in so many directions, that it can never again be ordered into a coherent whole, so that molecular biology, Robert Lowell's poetry, and highway engineering will seem relevant to each other and to the lives of ordinary people. Quite possibly the knowledge explosion, as Peter F. Drucker has called it, dooms us to scholarship which grows steadily more specialized, fragmented, and incomprehensible.

The Soviet experience is hardly encouraging. Russian education is built on what is meant to be a unifying ideology: Marxism-Leninism. In theory, it

provides an organizing principle for all scholarly activity--whether history, literature, genetics, or military science. Its purpose is explicit: to train a Communist elite for the greater power and glory of the Soviet state, just as the medieval universities trained a priesthood to serve the Church.

Yet according to all accounts that I have seen, it doesn't work very well. Soviet intellectuals apparently are almost as restless and unhappy as our own. Increasing numbers of them are finding Marxism-Leninism too simplistic, too narrowly doctrinaire, too oppressive; the bravest are risking prison in order to pursue their own heretical visions of reality.

Is it conceivable, then, that we might hit upon another idea which could serve as the organizing principle for many fields of scholarly inquiry; which is relevant to the urgent needs of our time; and which would not, on the other hand, impose an ideological strait jacket, as both ecclesiastical and Marxist education attempted to do?

Just possibly it could be done. For the last two or three years I have been probing around among professors, college administrators, and students--and so far I have come up with only one idea which might fit the specifications. It is simply the idea of survival.

For the first time in history, the future of the human race is now in serious question. This fact is hard to believe, or even think about--yet it is the message which a growing number of scientists are trying, almost frantically, to get across to us. Listen, for example, to Professor Richard A. Falk of Princeton and of the Center for Advanced Study in the Behavioral Sciences:

The planet and mankind are in grave danger of irreversible catastrophe. . . . Man may be skeptical about following the flight of the dodo into extinction, but the evidence points increasingly to just such a pursuit. . . . There are four interconnected threats to the planet--wars of mass destruction, overpopulation, pollution, and the depletion of resources. They have a cumulative effect. A problem in one area renders it more difficult to solve the problems in any other area. . . . The basis of all four problems is the inadequacy of the sovereign states to manage the affairs of mankind in the twentieth century.

Similar warnings could be quoted from a long list of other social scientists, biologists, and physicists, among them such distinguished thinkers as Rene Dubos, Buckminster Fuller, Loren Eiseley, George Wald, and Barry Commoner. They are not hopeless. Most of them believe that we still have a chance to bring our weapons, our population growth, and the destruction of our environment under control before it is too late. But the time is short, and so far there is no evidence that enough people are taking them seriously.

That would be the prime aim of the experimental university I'm suggesting here: to look seriously at the interlinking threats to human existence, and to learn what we can do to fight them off.

Let's call it Survival U. It will not be a multiversity, offering courses in every conceivable field. Its motto--emblazoned on a life jacket rampant--will

be: "What must we do to be saved?" If a course does not help to answer that question, it will not be taught here. Students interested in musicology, junk sculpture, the Theater of the Absurd, and the literary dicta of Leslie Fiedler can go somewhere else.

Neither will our professors be detached, dispassionate scholars. To get hired, each will have to demonstrate an emotional commitment to our cause. Moreover, he will be expected to be a moralist; for this generation of students, like no other in my lifetime, is hungering and thirsting after righteousness. What it wants is a moral system it can believe in--and that is what our university will try to provide. In every class it will preach the primordial ethic of survival.

The biology department, for example, will point out that it is sinful for anybody to have more than two children. It has long since become glaringly evident that unless the earth's cancerous growth of population can be halted, all other problems--poverty, war, racial strife, uninhabitable cities, and the rest--are beyond solution. So the department naturally will teach all known methods of birth control, and much of its research will be aimed at perfecting cheaper and better ones.

Its second lesson in biological morality will be: "Nobody has a right to poison the environment we live in." This maxim will be illustrated by a list of public enemies. At the top will stand the politicians, scientists, and military men--of whatever country--who make and deploy atomic weapons; for if these are ever used, even in so-called defensive systems like the ABM, the atmosphere will be so contaminated with strontium 90 and other radioactive isotopes that human survival seems most unlikely. Also on the list will be anybody who makes or tests chemical and biological weapons--or who even attempts to get rid of obsolete nerve gas, as our Army recently proposed, by dumping the stuff in the sea.

Only slightly less wicked, our biology profs will indicate, is the farmer who drenches his land with DDT. Such insecticides remain virulent indefinitely, and as they wash into the streams and oceans they poison fish, water fowl, and eventually the people who eat them. Worse yet--as John Hay noted in his recently published IN DEFENSE OF NATURE--"The original small, diluted concentrations of these chemicals tend to build up in a food chain so as to end in a concentration that may be thousands of times as strong." It is rapidly spreading throughout the globe. DDT already has been found in the tissue of Eskimos and of Antarctic penguins, so it seems probable that similar deposits are gradually building up in your body and mine. The minimum fatal dosage is still unknown.

Before he finishes this course, a student may begin to feel twinges of conscience himself. Is his motorcycle exhaust adding carbon monoxide to the smog we breathe? Is his sewage polluting the nearest river? If so, he will be reminded of two proverbs. From Jesus: "Let him who is without sin among you cast the first stone." From Pogo: "We have met the enemy and he is us."

In like fashion, our engineering students will learn not only how to build dams and highways, but where not to build them. Unless they understand that it is immoral to flood the Grand Canyon or destroy the Everglades with a jetport, they will never pass the final exam. Indeed, our engineering graduates will be trained to ask a key question about every contract offered them: "What will be its effect

on human life?" That obviously will lead to other questions which every engineer ought to comprehend as thoroughly as his slide rule. Is this new highway really necessary? Would it be wiser to use the money for mass transit--or to decongest traffic by building a new city somewhere else? Is an offshore oil well really a good idea, in view of what happened to Santa Barbara?

Our engineering faculty also will specialize in training men for a new growth industry: garbage disposal. Americans already are spending \$4.5 billion a year to collect and get rid of the garbage which we produce more profusely than any other people (more than five pounds a day for each of us). But unless we are resigned to stifling in our own trash, we are going to have to come up with at least an additional \$835 million a year.* Any industry with a growth rate of 18 percent offers obvious attractions to a bright young man--and if he can figure out a new way to get rid of our offal, his fortune will be unlimited.

Because the old ways no longer work. Every big city in the United States is running out of dumping grounds. Burning won't do either, since the air is dangerously polluted already--and in any case, 75 percent of the incinerators in use are inadequate. For some 150 years Californians happily piled their garbage into San Francisco Bay, but they can't much longer. Dump-and-fill operations already have reduced it to half its original size, and in a few more decades it would be possible to walk dry-shod from Oakland to the Embarcadero. Consequently San Francisco is now planning to ship garbage 375 miles to the yet-uncluttered deserts of Lassen County by special train--known locally as "The Twentieth Stenchery Limited" and "The Excess Express." The city may actually get away with this scheme, since hardly anybody lives in Lassen County except Indians, and who cares about them? But what is the answer for the metropolis that doesn't have an unspoiled desert handy?

A few ingenious notions are cropping up here and there. The Japanese are experimenting with a machine which compacts garbage, under great heat and pressure, into building blocks. A New York businessman is thinking of building a garbage mountain somewhere upstate, and equipping it with ski runs to amortize the cost. An aluminum company plans to collect and reprocess used aluminum cans--which, unlike the old-fashioned tin can, will not rust away. Our engineering department will try to Think Big along these lines. That way lies not only new careers, but salvation.

Survival U's Department of Earth Sciences will be headed--if we are lucky--by Dr. Charles F. Park, Jr., now professor of geology and mineral engineering at Stanford. He knows as well as anybody how fast mankind is using up the world's supply of raw materials. In a paper written for the American Geographical Society he punctured one of America's most engaging (and pernicious) myths: our belief that an ever-expanding economy can keep living standards rising indefinitely.

*According to Richard D. Vaughn, chief of the Solid Wastes Program of HEW, in his recent horror story entitled "1968 Survey of Community Solid Waste Practices."

It won't happen; because, as Dr. Park demonstrates, the tonnage of metal in the earth's crust won't last indefinitely. Already we are running short of silver, mercury, tin, and cobalt--all in growing demand by the high-technology industries. Even the commoner metals may soon be in short supply. The United States alone is consuming one ton of iron and eighteen pounds of copper every year, for each of its inhabitants. Poorer countries, struggling to industrialize, hope to raise their consumption of these two key materials to something like that level. If they should succeed--and if the globe's population doubles in the next forty years, as it will at present growth rates--then the world will have to produce, somehow, twelve times as much iron and copper every year as it now does. Dr. Parks sees little hope that such production levels can ever be reached, much less sustained indefinitely. The same thing, of course--doubled in spades--goes for other raw materials: timber, oil, natural gas, and water, to note only a few.

Survival U, therefore, will prepare its students to consume less. This does not necessarily mean an immediate drop in living standards--perhaps only a change in the yardstick by which we measure them. Conceivably Americans might be happier with fewer automobiles, neon signs, beer cans, supersonic jets, barbecue grills, and similar metallic fluff. But happy or not, our students had better learn how to live The Simpler Life, because that is what most of them are likely to have before they reach middle age.

To help them understand how very precious resources really are, our mathematics department will teach a new kind of bookkeeping: social accounting. It will train people to analyze budgets--both government and corporate--with an eye not merely to immediate dollar costs, but to the long-range costs to society.

By conventional bookkeeping methods, for example, the coal companies strip-mining away the hillsides of Kentucky and West Virginia show a handsome profit. Their ledgers, however, show only a fraction of the true cost of their operations. They take no account of destroyed land which can never bear another crop; of rivers poisoned by mud and seeping acid from the spoil banks; of floods which sweep over farms and towns downstream, because the ravaged slopes can no longer hold the rainfall. Although these costs are not borne by the mining firms, they are nevertheless real. They fall mostly on the taxpayers, who have to pay for disaster relief, flood-control levees, and the resettlement of Appalachian farm families forced off the land. As soon as our students (the taxpayers of tomorrow) learn to read a social balance sheet, they obviously will throw the strip miners into bankruptcy.

Another case study will analyze the proposal of the Inhuman Real Estate Corporation to build a fifty-story skyscraper in the most congested area of midtown Manhattan. If 90 percent of the office space can be rented at \$12 per square foot, it looks like a sound investment, according to antique accounting methods. To uncover the true facts, however, our students will investigate the cost of moving 12,000 additional workers in and out of midtown during rush hours. The first (and least) item is \$8 million worth of new city buses. When they are crammed into the already clogged avenues, the daily loss of man-hours in traffic jams may run to a couple of million more. The fumes from their diesel engines will cause an estimated 9 percent increase in New York's incidence of emphysema and lung cancer: this requires the construction of three new hospitals. To supply them, plus the new building, with water--already perilously short in the city--a new reservoir has to be built on the headwaters of the Delaware

Evaluation of the Environmental Design Program

Larry Eickstaedt

In many ways, the Environmental Design Program was more successful than I had anticipated or hoped for during the planning year. Our collective successes are even more striking when it is noted that, although there was considerable faculty interest in participating in the program, the response from students was less than overwhelming. In fact, a vast majority of the students who were assigned to the program had not indicated E.D. as their first choice; for many it was their third or fourth choice and, in a few cases, students had not listed it on their preference form at all! Needless to say, this placed us (the faculty) at a distinct disadvantage and we had to do a real "selling job" to make a go of it. Certain early events helped to launch us on a very rewarding year together

First of all, the faculty got off to a great start at Pack Forest and the good feelings which were developed there helped to carry us through many tough times later on. During this week together, we recorded one of our planning discussions and then sent a cassette tape of this meeting, together with a letter and some reading material, to each of our students. Dave Carnahan should be thanked again for this suggestion. Space was left on the tape for the students to respond with their questions, suggestions and criticisms. This tape was definitely a positive factor in helping to alleviate some of the fears and feelings of uneasiness our students possessed. During the summer of 1971, I met with a large number of our students, especially those who were upset or uncertain about being assigned to E.D., and attempted to convince them to give the program a try.

The other very important event was our first week together at Camp Robbinswold on Hood Canal. This experience was a tremendous success and it initiated a strong sense of commitment and togetherness on the part of all of us. After this week, I was much more optimistic about the forthcoming year.

Now I would like to move to a discussion and evaluation of specific components of the program.

Seminars

Although there were some high points and good seminars, in general neither the students nor I were very pleased with the seminars Fall Quarter. We found that we ran out of gas discussing various Utopias and Disutopias and ended up repeating ourselves and attempting to answer the same questions over and over.

After a slow start Winter Quarter, my seminars improved considerably and both of my groups really learned the art of seminarng. In addition to the fact that we were building upon the seminar experience

from Fall, the subject matter in the Winter stimulated much more thoughtful and exciting discussions. In retrospect, it probably would have been better to reduce the number of books dealing with Utopias and to have mixed them in with the other books throughout the two quarters. Videotaping the seminars undoubtedly would have helped us out as well. I also feel that a greater mixture of different types of seminars and learning activities would have vastly improved our first quarter (see the Human Behavior evaluation for examples).

Faculty Seminars

Our book seminars paralleled the student seminars rather closely -- we also ran out of gas and we didn't take this aspect of the program as seriously as we should have. While we handled other program matters on a group basis, I feel that I should have provided more leadership in the faculty seminars and, therefore, a fair share of the blame for their limited success should rest on my shoulders.

We also found that on several occasions business matters interfered with the book seminars and when we separated the two functions Winter Quarter, things improved somewhat.

On the plus side, we did use faculty seminar time to discuss both academic and personal problems, and this time was not wasted at all. However, due to the hectic nature of the Fall term and the continuous heavy commitments on our time, we were not able to find enough time to evaluate and criticize our planning, seminars and teaching methods as seriously as we should have.

Large Group Meetings

Throughout the year attendance was a problem here. The quality of the lectures presented and the ensuing discussions varied considerably and it was difficult to weave the information derived from these activities together in a meaningful way. Perhaps we would have been better off to arrange the lectures and seminar books so that there was a closer correlation between the two.

Some of the best group sessions we had dealt with program evaluation and planning and, in general, the students treated these meetings very seriously and responsibly. The planning and evaluation meeting we held prior to Spring term was one of the highlights of the year for me. One of the more successful outcomes of this meeting (which was suggested and pushed by students), was the formulation of individual contracts for Spring Quarter. During the Spring group meetings were devoted to project progress reports and critiques thereof, and by and large these sessions were quite valuable in terms of information and advice exchanged.

Workshops

Winter Quarter a number of workshops were initiated and they served to add needed diversity to the program. They also provided a good deal of specific information which would have been difficult or impossible to derive from the book seminars. On a number of occasions, however, information from workshops, especially Phil's, improved my seminar discussions.

Projects

The projects were the most productive and rewarding of all of the components of the program. (A brief description of the group projects are included in the program description and an expanded discussion of each is found in the Appendix. In addition to these group projects, many of the students carried out individual projects or small group projects.)

The projects: 1) Provided us with real, difficult problems to solve. 2) Promoted a great deal of sharing of information and technical skills. 3) Especially in the case of the Cooper Point and Lacey Park projects, established strong and friendly bonds with the outside community. 4) On various occasions, caused us to appear before or seek approval from the President's Council, Board of Trustees, Thurston County Planning Commission and Commissioners, the Attorney General's Office, and the Lacey Park Board and City Council. (After the students working on the Experimental Structures project finished their presentation before the Board of Trustees, one trustee commented, "Why can't our Master Planners make presentations like this?") 5) Resulted in tangible results which, in turn, bolstered many students' self confidence and sense of direction.

On the minus side, we probably attempted too many projects for one year, and this drained and diffused the faculty's energies too much.

Additional Comments

1. Writing was not stressed enough and our success in helping students with their writing was quite limited.
2. We did not make efficient use of faculty talents and expertise on a program-wide basis and, as a result, our program was not as interdisciplinary as it could have been.
3. Not learning more about my colleagues fields was personally disappointing.
4. During his interview, Phil pointed out that the word "Design" in Environmental Design might tend to emphasize final products too much, at the expense of the process of designing. At Pack Forest we agreed that what we wanted to do in the program was to become involved in the process of Designing Environmentally. If we had stuck to this commitment more faithfully, the program as a whole would have been even better.

5. We did not utilize films very well.
6. The physical setting for our program was just about ideal for a coordinated studies program. Except for using the lecture halls one or two times, practically everything else took place in our lounge and seminar-office rooms.
7. The efficiency of our secretary, Chris Cody, added immeasurably to our program.
8. Russell Fox contributed a great deal to our program, and he should really be considered as the fifth member of our faculty.
9. In general, insufficient emphasis was placed upon the academic components of our program. We were quite successful when it came to "community building."
10. Brown bag lunches with other faculty, administrators, and even Governor Evans (although generally poorly attended) proved to be quite rewarding.
11. For a variety of reasons, our efforts at academic and personal counseling varied considerably from student to student, but, as a whole, were less than satisfactory.
12. Due to our hectic and busy pace, too many things had to be planned quickly and scrutinized poorly.
13. I feel that we did a fairly decent job with evaluations -- quarterly, year-end and program-wide. Most of the students' evaluations documented their academic and personal growth quite well. (I am interested in seeing the report from Charlie Teske's summer project team on this score.)

In spite of our many shortcomings and mistakes, morale remained rather high throughout the year (except for the February doldrums) and the feeling of success and achievement was widespread at the end of the year -- the student evaluations bear this out quite well, as a matter of fact. Personally, the past year was the most exciting and, at the same time, the most physically and emotionally demanding year I have ever spent in school. In light of the last comment, I would like to list some recommendations which I think might help the programs, faculty, and students in the future.

1. Make better and more extensive use of the Learning Resources faculty's talents.
2. Provide workshops in communications skills.
3. Provide workshops in counseling skills.
4. Provide more time for planning and scrutiny of future programs and evaluation of ongoing programs.

5. Use more time in the coordinators' meetings for the exchange of information on program successes, failures, problems, etc.
6. Encourage more inter-program sharing of films, lecturers, workshops, etc.
7. Spend time in September seriously discussing the evaluation process and portfolios.
8. Promote better integration of spouses and families into Evergreen.
9. Reconsider the whole notion of faculty "research" at Evergreen.
10. The work-load of the Deans must be cut down sufficiently so that they can spend more time with the programs.
11. More and better communication must take place between the staff and the academic programs.
12. Based upon our experiences with project work and my past experiences in directing biological research projects, I think the contracted studies mode requires some serious rethinking. (Can one faculty member competently handle 15 advanced students, each of whom is doing a different project?)

ENVIRONMENTAL DESIGN, 1971-72:

A Program Description, History, Reflections, Interpretations

-- Phil Harding

The Environmental Design faculty met together for the first time at Pack Forest to begin planning for the coming academic year. It was an important meeting. Larry, in the way he conducted these first meetings, set the tone and spirit of the entire year. Rather than talking about "the book list", etc., he introduced himself, he talked about himself, his "Evergreen dream", why he came here, where he came from, his significant life experiences. In turn, we all did the same. It was the most important meeting of the entire year and Larry "did it right." The meeting was a statement of leadership and planning approach upon which we built throughout the year. We all had our preconceptions of what was going to happen -- we had all read the catalogue, but who really believes catalogues? We each knew that TESC would make it or break it, not on the elegance of its program structures, its aspirations, facilities, etc., but rather on the quality of its people and their interactions -- how well they were able to accommodate and synthesize each others' "dreams." All of this was understood by each of us through the manner in which Larry approached the academic planning for the year. I have spent a half page on the first several hours of the year because I believe it was extremely important and holds a lesson future program faculty might well consider. We spent the time getting to know each other as people.

Larry considered the planning work done on E.D. during the previous year to be preliminary in the sense that it would be supplemented, enriched and would take on a more precise form when the actual implementing faculty arrived on the scene. Further, we as a faculty considered our planning to be open to enrichment, etc., by the students' inputs when they arrived on the scene. This would make a planning group of from seventy to eighty . . .

Participatory Planning

We all felt that the students should share in the planning (the continuous planning) during the academic year. This was an important agreement which, together with the project emphasis of our program, determined the structure of our year and made it the success that it was. We did not want to present the students with a "fait accompli," but rather with the problem and solution field we had thusfar worked out. I had come from a campus planning office and was convinced the participatory planning was "where it's at," as it were. Giving responsibility to people makes them into responsible people . . . this is a nice bit of philosophy with a ring of reasonableness to it, but when its implementation is attempted it begins to be highly qualified. We resisted this temptation to qualify for the sake of our own security. We stuck with it as an approach to the end and it worked to our satisfaction. The "town meeting" we used to carry out decision making was, to be sure, cumbersome and "inefficient," but extremely valuable. It would have been much simpler to have one person determine, for example, which films to show when. The students always felt a part of the total process. We agreed never to quit a meeting until we had decided what to do tomorrow.

In terms of a whole year perspective, we floundered and fumbled together through the first quarter, armed only with our general operating convictions; we adjusted and got set during the second quarter; and flew third quarter. The first quarter

began in confusion -- no academic facilities; no library; no housing; etc.; and, more interesting, no real, specific, tangible, commonly-understood idea as to what we were about. All we really knew was that we were all in it together. Actually, this confusion, combined with our approach to resolving it, proved to be a real advantage, an asset which welded our group together.

There were essentially two ways to go in this sort of uncomfortable situation of the first quarter and we discussed them at some length. The void of confusion could be filled with an imposed structure and content -- our guess as to what ought to be going on at Evergreen in E.D. -- or we could try collectively to work out strategies that aimed us toward the general ends which were beginning to firm up. Imposed structure offered some very real advantages, personal security (if someone asked what we were doing we would have had an answer), a predictable measure of academic success, more clearly articulated performance criteria for the participants, and such. But we felt that more valuable gains -- a better kind of security -- could be had by collectively working out our educational adventure as we went along, not holding our experiments too precious and always willing to sack it and re-direct on the basis of how it was going. Further, we felt (we meaning students and teachers) that we could realize these benefits even if we failed in the traditional academic sense.

We felt that the students ought not to be the subjects of the experiment, but rather they ought to participate in the implementation and the designing of it. Our students were upper division transfer variety. They each had "dreams," vitality, creative insights, and very positive ideas based upon their experiences. We tried some things that didn't work out. Some of the "freedoms" the students wanted they were given the opportunity to try, only to find them unsatisfactory -- unsatisfactory to them -- and they gave them up. In this process each re-direction was entered into with greater security based upon experiences, not on our having convinced them of its rightness. Now all this was not accomplished without some "inefficiency," some losses. We did not cover as much reading material as we all wished we could have, we did not cover as many workshops as we all wished we could have -- as we all realized we needed at the end of the year. Out of this year's experiences the students and teachers gained a much clearer insight into what they want to get out of college, a stronger sense of where they are headed. They also have a much better understanding of their own work habits, weaknesses, needs, etc.

I can't stress the fact that we all felt a part of the program in a whole sense too much. In the graduation ceremony our seniors saw fit to introduce all of us, their teachers. They designed this portion of the ceremony. We came to consider them as colleagues. We were together and it meant a lot to each of us.

Project Emphasis

We shared from the outset of the year another guiding structural concept, that of emphasizing project work. We felt that given the environmental design subject area, the most effective way to learn it was to do it. That projects (the organic farm, experimental structures, Cooper Point planning, Lacey Park, etc.) were, if properly approached, coordinated and interdisciplinary by definition. That designing environmentally was a process of synthesizing

(coordinating) and that the best design project considered the broadest range of factors. We never did actually agree on what "environmental design" was. We did agree that it was not a thing, a design, but rather an attitude toward designing anything and that this ought to be what we emphasized. The projects were the vehicles for this. The listing of projects undertaken reflects this concern not so much with what is designed, but rather how it is designed.

Project emphasis is not book seminar emphasis. We found ourselves at odds with what we felt was a pressure to emphasize the book seminar. Book seminar worked out nicely during the first quarter because the projects were in their early conceptual stages. We read in the area of "Utopias." First quarter was, diagrammatically, a study into "what ought-to-be," second quarter was a mixture of "what is" and preparatory workshops on "how to do it" skills. The last quarter was "doing it," bridging the gap between what is and what ought to be.

Second quarter the emphasis shifted to skills workshops. How to do physical surveying, drawings, economics, bee-keeping, survival, ecological surveys, etc. Workshops could be given by anyone having expertise which was useful. We wanted to tap fully the experience pool in our own program. Students did not give as many workshops as we had hoped they would. The book seminars were reduced in terms of time and number of volumes. The major and minor projects were getting underway, getting approval from the trustees, etc., and in their final planning stages. Second quarter was perhaps the most difficult of all, the most frustrating. There was simply too much going on simultaneously. I had to meet with no less than seven small, different groups each week! It was madness, it was skinning, and it was superficial. As momentum picked up on the projects, interest in the book seminars waned. It became seen as a choice between sitting around discussing what we were going to do, and getting out and doing it. It became much more effective and easier to discuss the philosophy of designing or structural mechanics, for example, out of the job, at the "obra." I found myself showing slides of my design works in seminars, saying, "This is what one looks like, let's go do it!" In structural mechanics, I made a simple truss out of 2 x 4's and rope and jumped up and down on it -- jumped on a regular 2 x 4 and broke it. I showed them why trees break off where they do during wind storms, etc. It was all very exciting for me and for them. We talked about real design and planning problems we would be facing in the next quarter.

Finally, with about two or three weeks to go in the second quarter, we sacked the quarter structure, along with the seminars, and jumped into the projects. The final program structure (how we were to organize ourselves and our time) selected at the "town meeting" was one proposed by a group of students.

During the final quarter students worked on their respective individual or group projects. Each student signed a "contract" at the beginning of the new structure specifying his work content and schedule. The larger group projects generated their own seminars, discussion groups, field trips, workshops, etc. These were determined by the specific needs of the project work. People with individual projects had only contact with the whole program through the weekly project presentation-review days and their meeting with assigned faculty members. Some set up meetings with faculty outside our program as their needs required and if such outside people were willing and able. They had no workshops, seminars, or other small group contacts. This was a disadvantage of the arrangement. Another problem was the difficulty (read impossibility) of all the faculty and students keeping contact with all the projects. The teachers assigned to the larger

projects became totally immersed in them and were not too available to lend their expertise to other projects which required them. All in all, the project emphasis was successful. It was well-received by the students and the difficulties were of the pleasant sort and were appreciated by all persons in the program. The projects were most productive, educationally and in terms of "community relations." Perhaps concentration on four or five larger projects and more frequent all-facultywork-review sessions would have eliminated or minimized the problems.

PH/cmc
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Evaluation of the Environmental Design Coordinated Studies Program

Chuck Nisbet

My evaluation will focus on the three functional areas of the program: the seminars, the large group meetings and projects where everyone was expected to participate and the optional areas of participation such as workshop and general program features.

Seminars

The seminar, in my opinion, was to be the heart of the Environmental Design program. It is the only area where a common thread can be woven around and through all members; namely the books or reading list. In actual practice, the seminar was not viewed by the students or faculty of our program as of primary importance for various reasons. This resulted in the faculty not taking their book seminar seriously and allowing that time to become directed towards general program business. The students also did not feel a strong commitment to read the books which results in attempts to sidetrack the seminar into other areas because one has not read the book, not read all of the book, or not thought about what one has read sufficiently to enter into a serious discussion. My seminars varied a great deal from week to week in terms of attendance, degree of participation, general interest, etc. I am not overlooking the fact that we have had some damn good seminars and that some took the whole thing seriously. I wish the quality of seminars would have been higher and seminars a more integral part of the program.

In general, I feel the seminars of second quarter were much improved over the first quarter. I believe all of us have gained confidence during the first quarter so we all are able and feel like becoming more active participants winter term. This, in my view, produced more exciting moments when we experience the sharing of ideas honestly formulated and articulated. We actually began to challenge each other at times without getting up tight. I don't think students were as conscious of me as the seminar leader in the second quarter which resulted in much less direct talking to me and more talking to the group. This also meant fewer people looking to me for direction and more people taking it upon themselves to lead the seminar. However, still in the background of many students was the idea that I, not they, are responsible for stopping a dominant member or derailing a discussion that is getting nowhere. This resulted in too much sitting back and waiting on the part of seminar members.

The book seminar experienced a change in status as the year progressed. In fall quarter it was the most important element in the program, in winter it dropped to second place behind workshops and by spring quarter it was the least important element in the program. This provided mixed blessings for the program. The decline of the book seminar was moving in the direction most students wished to go. Other areas of student interest such as projects and workshops easily filled the gap, and I think the students in our program were made better off academically and in terms of personal growth by this flexibility in program structure. The faculty, however, must share some blame for not making the book seminar a more exciting and applicable part of the program.

My suggestions for improvement are few. We must find a way to instill a commitment in each one of us to prepare for and attend the seminars. I think I am leaning towards a more specified role for seminar members. That all of us be required ourselves to submit each week a summary of our activities with some comments about ourselves. In order to gain admittance to the seminar we might be required to come with written-out reactions, questions, etc., to each book that we have read. We must find some new ways to discipline ourselves to take the seminar more seriously.

I have rather mixed feelings about what role I should try to play in the seminar. At times I think I should let the discussion go whatever way it goes and wait for the group to change it around. Other times I feel I should step in and turn the discussion back on the track. I would like very much to say exactly what I think in the seminar, but then I am not sure if everyone is prepared to interact on a direct up-front basis. Because of these mixed feelings I probably behave differently from seminar to seminar.

Large Group Meetings

The large group meetings in winter quarter were a crushing disappointment to me. I put effort into trying to make Mondays an informative and exciting day for us all to come together. The fact that only 50 to 60 percent of the students turned out for Mondays means that they were far from successful. Despite my subjective attitude towards Mondays I believe this all translates into a lack of commitment.

The large group meetings started off in the fall with keen interest and large attendance. But as the quarter progressed some students began to stay away. Overall attendance was about 80 percent. Some of the lack of interest and come-and-go attitude can be explained away because the speakers were not of interest to all.

Another way of looking at this would be that the group was unwilling to accept the responsibility to turn the large group meeting into something that the majority would find interesting enough to attend. What is even more frightening is the possibility that the same 60 to 75 percent are coming to seminars, large group meetings, and participating in projects and that the balance just generally withdrew from the program.

In spring quarter the large group meetings were an integral part of the program in terms of project presentations. The attendance stayed at about 70 percent. Participation at times was very active as we all learned about each other's activities.

Workshops

The addition of workshops to winter quarter was a most valuable supplement. They seem to have filled a multiplicity of needs such as subject matter, interest areas, busy work, a sense of involvement, of doing or accomplishing something. I wonder if some of the people who were active in workshops were also active in other areas of the program. That is to say, the workshops provided an outlet for some of the "active" members of the program to continue to be active and also provide a means for the "inactive" to begin a path toward increasing participation. Some portion of our "inactive" members seemed untouched by the addition of workshops to the program.

I was involved with the computer workshop and the economics workshop. The computer workshop was very successful and the economics workshop almost a total failure. Let me try and compare the two. First, there was a great deal of beforehand interest in computers (18 students) and very little in economics (5 students). Second, computers had a set time period for holding the workshop while economics set the time from week to week according to the wishes of the group. Third, some students in computers really got into the material and went ahead on their own, but in economics it didn't appear the students ever really became involved in the readings. Fourth, computers used a reading and problem approach while economics used a book seminar approach. Fifth, in computers when those of little or no interest dropped out after four or five weeks, there remained a core of 6-8 functioning members, while in economics when the former members withdrew the workshop ended. Sixth, in computers the level of understanding was increased by those who remained but in economics I doubt little was accomplished other than a "show and tell" session with the teacher-economist answering questions that covered the landscape.

I really don't have a very good plan for how I would offer another workshop in economics in the future that would hopefully overcome the weaknesses of the first attempt.

Projects

I was involved with the Cooper Point Association and to a minor extent the experimental structures project. I also started a small Thurston County Planning Project that never produced its promised monograph. I am not satisfied with my participation in the project. I found it difficult to establish what role to play or how much time to devote to projects. I am not pleased with the leadership or coordinating I have attempted on such projects. My input was generally ad hoc such as reading the farm proposal during fall quarter and helping in the rewriting or talking to Lacey Park during winter quarter about how to do an "opinion survey." The Thurston County Planning Project which should have taken no more than four weeks has dragged on for the whole of winter quarter with little or nothing being done. When I stopped taking a strong leadership role the whole thing came to a halt.

Thanks to the other faculty and several hard working and imaginative students the "projects" were the high point of our program. For many students the projects generated excitement and a meaningful learning situation.

Summary Remarks about the Program

- (1) The total group enthusiasm, involvement and identity didn't hold up throughout the year that was present during the first part of the fall quarter. Instead small sub-groups emerged and generated a strong sense of good will and purpose.
- (2) Too many members of the program did not develop a sense of personal or group responsibility for the weekly results of the program.
- (3) A small segment of the program continued to experience personal difficulty coming to grips with the Evergreen approach.
- (4) The role of writing and its educational importance was very limited throughout the year.

THINGS THAT HAPPENED THIS YEAR THAT I WOULD LIKE TO SEE HAPPEN AGAIN

- (1) The atmosphere of cooperation and equal status that created the feeling that each person in the program had something worthwhile to say and contribute to the group.
 - a. the absence of class or status among the faculty
 - b. taking turns going to the coordinator's breakfast
 - c. open meetings with students
 - d. asking students to help plan the program with us

- (2) Diversity in faculty teams.
 - a. in academic training
 - b. in personal growth
 - c. in temperament

- (3) Diversity in program offerings (you can seminar people to death).
 - a. book seminars
 - b. personal seminars
 - c. specialty workshops
 - d. field trips
 - e. social functions
 - f. individual and group projects
 - g. internships
 - h. films
 - i. student presentations

- (4) Group program planning (as contrasted with coordinator program planning) that begins with coordinator's ideas and is refined by the program faculty and has plenty of room for modification and change when the students come on board.

- (5) The work and decisions of program matters can be decentralized among the faculty and students. The whole emphasis should be on WE so as to establish group responsibility, not "them" and "us."

- (6) Spending time finding out who am I? The beginning of the year campout and first meetings of the faculty should be getting acquainted and not for getting down to business.

THINGS THAT HAPPENED THIS YEAR THAT I WOULD LIKE TO SEE CHANGED IN THE FUTURE

- (1) More time at the beginning of the year should be spent finding out just where each faculty member stands in terms of personal and professional philosophy.
 - a. this will help identify early problem areas
 - b. this will help cement the faculty together as a working team

- (2) The faculty book seminar (as contrasted with the program business seminar) needs to be taken very seriously as this provides the necessary intellectual stimulation to complement other forms of energy.

- (3) I would like to see the role of writing and reading and its educational importance receive a higher priority by the faculty and thus hopefully by the students.

- (4) The faculty of each program needs to agree on a common set of expectations for all students -- say some minimum performance level both in terms of quantity and quality of work -- so the students and faculty know where they stand at all times in terms of program performance.

- (5) I would like to see the idea of "lecturing" return as a legitimate academic activity and important part of each program. Let each of the faculty members who feels comfortable in this activity present their specialized knowledge to the program in rather formal manner.
- (6) Each student should have a faculty conference at least once every two weeks for at least a half hour.
 - a. this will work against students getting lost
 - b. this will help identify students who need special help (from other faculty or outside the program)
- (7) Each faculty should build into the weekly schedule some blocks of away time -- maybe one day a week -- where he or she can be alone to write, read and think about whatever.
- (8) Utilization of the library as a central part of the program.

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