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The MENCHLY PLANET

VOL. 9 NO. 5

"by people who have a little to say"

JUNE, 1980

Teddy Bear's for Sale

KATHY WALKER

A petition concerning Teddy Bear Cove Beach circulated on Western's campus after the sun revealed itself again to Bellingham last spring. Eight hundred forty students stated their support to preserve Teddy Bear Cove for public use.

The Associated Students held a referendum during elections concerning support and interest in obtaining Teddy Bear Cove. Although the resolution passed by a narrow margin, the A.S. Board was not given a mandate by the students to divert programming monies or develop a major fund-raising scheme to secure the property.

Since the property is now on the market, some aspects of its utilization and character should be noted. The 12.5

acre lot is located just south of the Bellingham City limits. The zoning allows for two and three family dwellings in the residential district. Sale of the property to a private owner would likely result in development of the land to help the investment.

Anyone who has ventured down to the beach realizes that the forested slope is a steep jaunt to one of the few public salt water beaches in the area. The severe slope is stabilized by native vegetation. Development of the property would undoubtedly interfere with this natural balance and might result in massive erosion. Another negative aspect of development is the fact that the Burlington Northern Railroad owns access which dissects the waterfront

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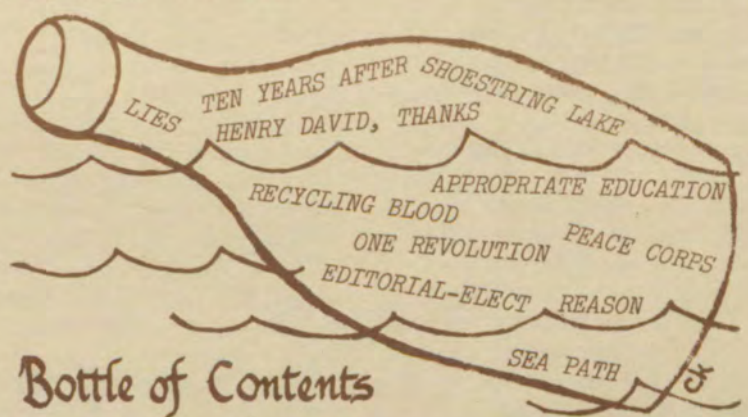
Hanson

Laurie Lynn Kelly

Larry Hanson was learning about "ecology" before the word came into common use. He is a Western sculptor-professor and member of the Art Acquisition Committee. I visited his recent exhibit in the Viking Union Art Gallery, and talked to him afterwards. Thoughtfully, Hanson spoke of his work, perceptions, and hopes.

"(I understand the term 'environment') to mean a whole system, with all the possible

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Bottle of Contents

One Revolution - editorial

Oxygen ions to the brain. Just sucked oxygen up the long flight of stairs to the Environmental Library, ESC518, to write my last pitch and maybe I'll rail against the ugly staircase and the people who use elevators, even the environmental profs....

Oh well, I'd rather talk about St. Helens and how when the ash hits us we better benefit from our 'catastrophic crisis,' our own ecologic paradigm shift. In a metaphysical bomb shelter petty enemies become either close friends or instruments of extinction. I understand where my elevator friends are coming from....

The Monthly Planet editorials have mentioned 'cooperation' a lot. Well, if the volcano doesn't challenge the existence of B'ham before school is over, expose yourself to the last few performances of As You Like It on the Globe Theater in the Fairhaven College Courtyard.

I haven't read much in the comfy bean bag magazine section of the E.R. Library for right-on inspiration, just newspapers and Shakespeare.

I play "Charles, a wrestler." Before I do my thing I explain the good Duke Senior is banished from the court by his younger brother Duke Fredrick (no cooperation). He moves to the Forest of Arden with three or four loving lords who voluntarily exiled themselves with him (cooperation). He states, "Sweet are the uses of adversity, Which, like the toad, ugly and venomous, Wears yet a precious jewel in his head; And this our life, exempt from public haunt, Finds tongues in trees, books in the running brooks, Sermons in stones, and good in everything." Billy J. Bailey has more to say about tongues in trees in "Henry David, Thanks."

Touchstone the court jester accompanies Duke Senior's

daughter into the wilds. Holists usually have a sense of humor, and of course he is no exception. Talking to a shepherd about the wilderness life, he says, "In respect that it is solitary, I like it very well; but in respect that it is private, it is a very vile life. Now in respect it is in the fields, it pleaseth me well; but in respect it is not in the court, it is tedious. As it is a spare life, look you, it fits my humor well, but as there is no more plenty in it, it goes much against my stomach." (Act III, sc. 2).

May I say, the humor of Touchstone in what I so laboriously labeled "the group problem-solving process" last issue maketh cooperation palatable.

That's all I have to say. And Farewell. Good luck and Duke Senior's blessing to Mark Gardner. He organized the Spring Conference on 'Global Problems and Human Values.' He is the next Monthly Planet wrestler, I mean editor. He'll be working with John Miles, a formidable literary power on the Huxley faculty, in running the new Monthly Planet seminar.

I'm taking my degree to Haines, Alaska, 80 miles of fjord north of Juneau, to help preserve human virtue, bald eagles, wilderness, whales, appropriate logging, Carol, bald people, salmon, and the logs of a to-be-built cabin.

If you happen to be driving by on the Alaska Highway, turn right at Haines Junction and cruise 160 miles to Main Street Haines for world class scenery and pizza. If cruising by ferry, hitch into town from the ferry dock for a world class hard-pack Apple Strudel Vanilla ice cream cone. And ask the folks at the Sourdough Pizza Parlor where I might be found.

Brian Blix

The Monthly Planet
 Wild and Fleck Bones
 Omega 2000 Conference
 Interview

 CREDITS
 PERSON: graph.
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EDITORIAL- ELECT

Since deciding to become the editor of next year's Planet just a few days ago, I have seen the need to reflect a bit on the place that the magazine has among the publications of the Associated Students. The Planet is not primarily a news magazine, although there is certainly room for coverage of timely environmental and human issues within its pages. What makes the Planet unique is that it allows the personal element to come through, throwing illumination on what our environment means to us as breathing, emoting, sentient beings. The magazine provides a place for Western students to dig into the depths of their personal experience and bring their values to the foreground, helping us all to increase our awareness and concern for our delicately balanced and often abused world.

Since the Planet is a publication for the entire University, I would like to see increasing input from Western students of all academic backgrounds in next year's issues. In addition, I would like to invite all students who are interested in being on next year's staff to consider signing up for the 2 credit Monthly Planet seminar offered through Huxley College. John Miles, who is an old hand at environmental journalism, will be the seminar's advisor. Experience in layout, graphics, reporting, etc. is not required, although a bit of enthusiasm and concern for our earth is. The Planet has grown in circulation, coverage, and refinement throughout the year. Let's join together to make next year's magazine an even greater success!

Mark Gardner

Teddy Bear Cove



from the wooded slope.

In my opinion, the most detrimental aspect of private

"THE COMMUNITY HAS THIS
OPPORTUNITY TO PRESERVE A
RECREATIONAL SITE LONG
TAKEN FOR GRANTED"

housing development at Teddy Bear Cove would be imminent closure of public access to the scenic little beach. For generations the beach has been available for swimming and sunbathing. The nude sunbathing trend is only a recent development, and does not merit being an issue when considering preserving the property indefinitely in its natural state.

A concerned group of students, faculty, and community members have been meeting to discuss and explore options for Teddy Bear Cove. We have discussed forming a non-profit corporation to obtain the pro-

perty and secure it for public use.

This committee is considering undertaking a massive fund raising program. This would entail securing support and funds from the community at large. The County Parks Department has offered to establish and maintain a trail from the road to the beach. The property would probably be secured and donated to the County Parks Department.

Teddy Bear Cove property is optimally located for public use. The community has this opportunity to preserve a recreational site long taken for granted. I feel the option of public use significantly outweighs the development of a private condominium on Chuckanut Drive. I fully support all efforts to obtain Teddy Bear Cove Beach exclusively for public use.

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The Monthly Planet is funded by the Associated Students as the environmental publication of:

The Environmental Center

HANSON....

interrelationships that can be established inside of that.

"I'm very much involved with the sculptures that are placed around campus...a similar idea is operating there."

Entering Hanson's exhibit "...thus...ma...(2)," I shrink back, half expecting a grade school horror house. The room feels dark and spooky until I check the corners to be sure I am alone....

"YOU COME TO COLLEGE WITH A VISUAL EDUCATION THAT WOULD BE COMPARED TO A READING EDUCATION OF MAYBE THE FIRST OR SECOND GRADE!"

"I've always had a bent towards not necessarily Eastern, but mystical thought....I don't have...any mystical experiences; I'm not a born again anything. But...certain possibilities of that line of thought are of interest to me....(Eastern philosophy understands) space in terms of movement in space, which inevitably means movement in time. At its simplest level, I can't be sitting here talking to you, and simultaneously be sitting in your chair. Space and time are inseparable in that sense; and that...is Einsteinian physics, isn't it? Quantum mechanics, too."

Lines of large, glowing white rocks confront me. Repetitive chants, foghorns, and bells wake and lead. Tiny hanging blue bulbs create peacefulness. The rocks glow....

"A lot of stuff that seems very mysterious and mystical to us, when we think a little bit about it and look at it a little bit, we understand it and we can take it away from the realm of the mysterious. The more you take away...maybe what's left begins to seem...very real.

"Discovery of the whole subatomic world does not make common sense - that's not a common sense world down there. But it appears to be a real

one--how should I say it? It leaks into our common sense world."

"When...mama puts us on the floor and we start crawling around, we bump into the leg of the table and it hurts our nose, and we register through our eyes 'when you see something that looks solid in front of you, don't run into it anymore because it hurts.' ...after we learn to use our senses defensively we don't use them anymore.

"I tell my art students 'you come to college with a visual education that would be compared to a reading education of maybe first or second grade.' You just never really have been taught to use your eyes.... Learning to do that can be a very valuable thing in its own right. One day one of the students said 'you know, I was walking up here this morning, I was looking through the trees. All of a sudden I saw the shape of the trees and the shape of the sky that I saw through the trees were figure ground relationships....' So the thing we work with in our art and our teaching that is very abstract--is not abstract. It's something derived from real experience."

"I think it's one of the important things art can do, to really teach people to be aware of what's around them. That's a tie I make back to you folks. I hope that's what you're trying to do: to make everyone aware of the whole circumstance: aware...that if you pour poison into the bay it doesn't just disappear. It's got to be perceived; it's got to be understood how it interacts with all these other things.

I wanted to get the full power of "...thus...ma...(2)," so I got down and bit one of the boulders. Surprisingly, it tasted like a rock. I felt silly. I peeked behind the foil that covered the windows and darkened the room. Below lay Bellingham, the bay, and Georgia-Pacific. When I turn-

ed back around the rocks looked like tombs.

"Something that's there, or implicit...is that mystical quality. When I first started making pieces that involved light, people would come up to me and say 'I felt like I was in church,' and I must admit that the first few times that happened it was embarrassing for me, that wasn't what I was doing: I wasn't making church, I was making art...I'm sure those comments were working in my unconscious, and I was saying in effect "there is a realm of experience there...that I'm interested in..."

"Maybe I can start feeling comfortable taking that possibility and that work and bringing it a little more out in the open; finding out what's there, for me and for other people."

(Laurie Kelly is next year's Environmental Center coordinator. Mike Cox is the new Program Director. Give them your support! Sign up for the Environmental Center seminar.)

mp

Lies

"It is not calumny or treachery that does the largest sum of mischief in the world...it is the softly spoken lie; the amiable fallacy; the patriotic lie of the historian, the provident lie of the politician, the zealous lie of the partisan, the merciful lie of the friend, and the careless lie of each man to himself, that casts that black mystery over humanity, through which any man who pierces, we thank as we would thank one who dug a well in the desert."

--by John Ruskin, The Seven Lamps of Architecture

(Chosen by Laurie Kelly)

Ten Years After

JOHN PETERSON

The modern environmental movement has passed the historic ten year mark. The movement was preceded by a growing level of awareness about conservation and ecology in the late 1960's and was born out of the Earth Day activities of 1970. An increasingly high level of consciousness and organization made it the movement we know today.

It has achieved much in 10 years. National and state environmental protection laws were enacted, and used in the courts successfully. Citizens are more aware of their impact on the environment and the responsibility this requires.

The environmental movement is plagued by two major problems after ten years of growth: 1) a growing rift between environmentalists and other 'segments' of society and 2) limited effectiveness in the methods used to make changes.

The environmentalist's unique set of values and level of concern cause the first problem. These arise from our belief that the protection of the environment is the single most important thing. This belief influences our perception of almost every issue facing society. The urgency we place on certain issues is influenced by the importance we see in that issue as it relates to our environment.

However, other individuals see these same issues from their unique perspective. The urgency they place on these issues is influenced by their own values. They do not have a monopoly on truth nor do we (although all of us wish to believe we do).

I have a friend who has been logging on the Olympic Peninsula for a number of years. To me, clearcutting is an example of forestry at its worst. It wrecks local ecosystems and is an eyesore. My friend is

not ignorant about the problems of clearcutting. He experiences its effects in his daily life. To him, though, clearcutting is the most advantageous way to harvest timber and provide his friends and neighbors with a livelihood. Neither of us are wrong. We just see things differently.

When the movement was younger it was important for environmentalists to reinforce their own views and ignore others to ensure the movement's survival. Now, it is more important for environmentalists to listen to and accept the perceptions of others while sharing our own views.

But how? We environmentalists need to be more involved in community activities outside the direct sphere of the movement. Leisure activities such as city league softball or political activities like the League of Women Voters could give us more common experiences with others in the community. By sharing we may come to understand others better. They may come to realize we share many of their values and aspirations and are not simply "obstructionists".

"WHEN THE MOVEMENT WAS YOUNGER
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The methods of change used by the movement is the second problem I see facing environmentalism. By now, we have raised consciousness through demonstration and exhibition, or have considered sweeping changes in society which would be dependent on societal value changes. Much legislation has been passed.

The judicial approach to environmental conflict seems as viable as ever but leads

environmentalists to be considered "obstructionists" by others. Protest and exhibition created group solidarity and raised consciousness at first, but as the movement matures, they seem less effective in actually bringing about change. The sweeping changes of society seem to be coming, but at a snail's pace.

We need new, creative approaches to bring change. Environmental mediation; much like what is used in labor disputes, could be used as a substitute for taking conflicts

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Shoestring Lake

1.
*I've lost the chapstick
down a marmot hole.
Mosquitoes sting through dope
and khaki pants. A seven-
mile-long trail
leads to the car.
But look--the shallow lake.
How many fish, how many sunken
logs.
What cold, cold water.*
2.
*Five thousand feet
above the sea
I cool my toes in summer snow.
A stream forever unloads
Shoestring: its freight
the blank and ichorous melt.
There at its mouth
some cutthroat trout
move, spawning in the sand.*
3.
*Upon one silted log
a caddisfly nymph hauls its
tube
of stones and tiny twigs,--
scouring for food,
etching a silly name.
When I cast my bulk of shadow
the bristled legs stop reaching.*

Paul Lindholdt

Appropriate Education

SCOTT REGAN

What are the dangers and opportunities inherent in the present world situation? What kinds of personal and institutional changes must we make as a society in order to avoid the dangers and take advantage of the opportunities? What would be the characteristics of a college education which would foster appropriate values, concepts and skills for making the best of our situation in the coming years? And finally, which of these characteristics can we recognize in the colleges of Fairhaven and Huxley and how might we foster those characteristics which may be lacking? These were the main questions underlying the "Education for Transformation Symposium" held at Fairhaven College on April 30 and May 1. Of course these are big questions, not the sort that can be resolved in two days, but hopefully the symposium got some people thinking.

I got the idea for the symposium over the Christmas break. I am a Fairhaven student and have taken a number of Huxley classes as a part of my program of study. Through my Huxley classes I have come to see that there are a number of environmental constraints which offer us imperatives for action which are presently being neglected, largely due to ignorance. The course of recent events had amply demonstrated to me the unworkability of the traditional values inherent in our social institutions and lifestyles. To many of us it is becoming painfully evident that Western techno-industrial culture must undergo a transformation of some of its basic values if we are going to pass a healthy planet on to our grandchildren. This transformation of values must be based not upon environmental fanaticism or naive idealistic vis-

ions but upon a new and better understanding of the interconnected nature of our world. To me this clearly implies the need for a new and better education, appropriate for the social and ecological context of today.

"THE OVERALL IDEA...WAS TO PLACE OUR EDUCATION IN THE BROADER SOCIAL AND ECOLOGICAL CONTEXT"

As I said, I've taken classes at both Fairhaven and Huxley. Each of them possesses some of the characteristics of the kind of college education I'm talking about. Each of them has serious deficiencies. But both of them together do pretty well. The strong points in one make up for the deficiencies in the other. I see great potential for better interaction between the two colleges. I hoped that the symposium would make students and faculty more aware of the complimentary opportunities provided by the colleges and also recognize the importance of these opportunities for modern society.

The symposium had three main sections. Each section was composed of a large group meeting time, where everyone met together to listen to presentations, followed by a small group meeting time, where we broke into discussion groups of about eight people.

The first section, "The World Scene: Realities, Possibilities," took place Wednesday night. We had a panel of four speakers discuss various aspects of the present world scene. Then small groups met to speculate on future scenarios.

The second section, "Transformation and Education," began Thursday morning with David Clarke talking about the personal, cultural and institutional transformations he sees

as necessary for creating a sane, humane and ecological society. This was followed by my presentation on what I called "appropriate education" at the college level. Then small groups met to discuss characteristics of an "appropriate" college education.

During lunch time, people had the opportunity to participate in the "Grand Dance," a group dance aimed at allowing the individual to experience personal transformation. (The planning group didn't want the symposium to be strictly intellectual; we don't think transformations happen that way.)

The afternoon session, called "Fairhaven and Huxley--How Do We Fit?", was more informal than the other two. We began with Dean Mayer of Huxley and Dean Ager of Fairhaven talking about how they see the mission of their respective colleges. Then we had a series of short 3-4 minute presentations by various students, faculty and groups on campus who shared what they are doing and how it fits in with the transformation theme. After that, we were supposed to talk about (gulp!) life in the "real world". The plan was to have a faculty member from Fairhaven and Huxley Colleges talk about career opportunities presented to graduates of their respective college and then have a panel of ten graduates from Fairhaven and Huxley talk about their "real world" experiences. Un-

REASON

meadow
tall grass
flowers blooming lifting
spirits high greedy people
buying plowing building
reason now
forgotten

-Debbie Weatherly-

APPROPRIATE EDUCATION.....

fortunately, the Huxley faculty member didn't show up and neither did seven of the graduates so we made do with what we had. After that, small groups met again and then we finished up the day with a delightful short skit called "Eco-Man" dealing with how to "save the world."

There were about eighty people in attendance on Wednesday night and Thursday morning, but, due to strong competition from a beautiful sunny day, the attendance dwindled to about thirty in the late afternoon. This raised havoc with the small groups, which were meant to maintain the same membership throughout all three sessions, making possible a continuous process by building upon what had gone before. Oh well, we'll order a rainy day next time.

Looking back, I would say the symposium was a mixed bag of successes and failures. There were feelings of togetherness and I think an appreciation of unity in our diversity. But I think there was a general feeling that we didn't adequately deal with the issues at hand. Since the whole program was designed as a continuous flow, I think most people (those who didn't attend the whole thing) missed out on the overall idea, which was to place our education in the broader social and ecological context of today. But I think the planners of the symposium learned some things and would do some things differently if we were to do it again. I still feel the idea is important and is insufficiently addressed here on campus. Perhaps in the future there will be a symposium which deals with this issue more adequately.

mp

The Monthly Planet has its own two-credit seminar next year! It is sponsored by Huxley College, and all students interested in environmental journalism should register for at least one term!

Recycling Blood

George Blakey

Well, I did want to work at the Recycle Center, so why not talk to the Coordinator? I was just interested in the Assistant position, but I didn't like the 'wait and see' attitude. I figured I had a pretty good shot at it when Jeff Wallace (the coordinator) invited me to the West Coast Recycling Conference the next day.

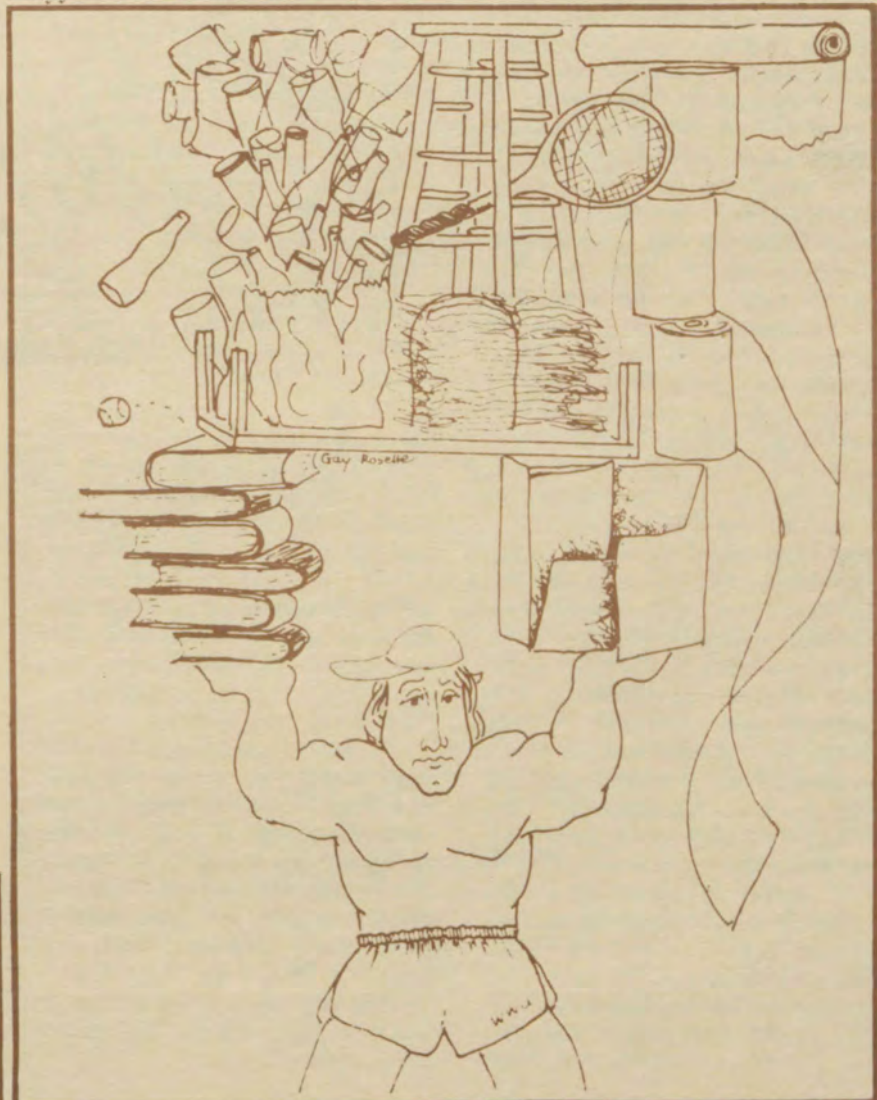
So I got 'swept up' in the whole thing--new equipment, processes; education and the 4 R's. I attended my first A.S. board meeting and didn't understand much of this budget stuff. There was some refer-

ence to University agreements and special programming, councils and minor capital improvements--talk about being lost!

A conspiracy of sorts, and I walked right into it! "When will you be hiring?" "It's all up in the air still," said the assistant coordinator. The fact that there were no other applicants didn't even sink in. Jeff had maneuvered me into running this place and I was beginning to feel important instead of scared.

Work on top of work. I didn't know what I was doing, but I was getting something

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HENRY DAVID, THANKS

BILLY J. BAILEY

I was driving along the Skagit Flats last winter when I had a visit from a friend. He came to talk with me. His hooked nose, small body and large hands and understanding blue eyes told me he had something very special to tell me. He had a message to pass on.

Henry David told me it was important for me to find out who I was before I could ever hope to achieve anything in life. He said, "Walden wasn't a way for me to escape the world or a way to get lost in nature. At times I felt that I didn't want to have anything to do with people, but I knew I needed the people around me for support. I needed my friends. I was delighted when Alcott would come with me on one of my walks. She knew better than to ruin the silence with a bunch of talk.

"I went out to Walden to find myself. To live a deliberate life. I was a transcendentalist and I wanted to find myself away from the confines of the material world. I wanted to live simply and to live amongst the natural world."

That was his way to deal with life. That was his way of getting to the core of his self. In no way did he want everyone to run out and live a life away from people. One of the misconceptions he told me about was that he lived a life of solitude, completely void of human contact. In truth he never went a week without some sort of human contact. I asked him why he did not marry or ever come in close contact with females. I asked him if he had problems dealing with the closeness of people.

"I never got married because I saw it as getting in the way of what I wanted out of life. After my twenties I was never interested in any person except those that would spend time talking with me. I never

felt any need for a woman at my side."

"As for my friends, yes I did have problems. Emerson and I were friends for a long time, but I tired of him after I realized I was his equal.

I deliberately antagonized them at times, but I can see now that was their way to live their life. I never bothered to consider how they would feel if I did something. I can see that my life might



Walden/Western

For some reason I never enjoyed the contact of people as much as I loved to be by myself and living in the outdoors. But that isn't THE answer to life. Some people need the contact of people more than others. I can also see that my life was missing something when I died and had no relationship I could call a love relationship.

"Since I've been dead I've realized a few other things. The first is that people aren't bad. Nothing is bad, and nothing is good. Things just are. I could accept that in the outdoors, but in Concord I had a hard time not judging people. They were so trite in the way they went about their lives and the things they talked about.

have been more fruitful if I had understood people a little more and tried to fight them a little bit less. But that is over with and the world thinks of me as a grand success for what I did."

"SINCE I'VE BEEN DEAD I'VE REALIZED A FEW OTHER THINGS. THE FIRST IS THAT PEOPLE AREN'T BAD...IN CONCORD I HAD A HARD TIME NOT JUDGING PEOPLE."

Our talk wandered to the realm of education and universities. He never really liked formal schooling, it never agreed with him, but he saw the merits it had for many people. He thought it important for all people to take

HENRY DAVID, THANKS

the situation they were in and accept it for what it was. There was no need to hope for more or less because what a person had was what a person had.

There could be a drive to have more in the future and a desire to change things in the future, but by worrying about things the way they are at present, only confusion results.

*"BY WALKING INTO YOUR WALDEN
WITH OPEN EYES AND HEART
AND WITH AS MUCH FEAR AS
POSSIBLE..."*

The last thing he said to me still sticks vividly in my mind. He said, "If I entered Walden with the intention of only taking timber out to be sold, that is all I would have got. By walking into the university with all your plans laid out in front of you for saving the world, all you will get out of the university is confusion.

"You will see one thing and believe another. That is where the confusion comes from. By walking into your Walden with open eyes and heart and with as much fear as possible, you will learn a lot. Especially you'll learn about yourself. You will get to know that person that is you. Neglecting that person will foster misunderstanding. After you have found that person you will begin to help others."

When I got home from my drive some answers to my life came from his talk. I saw the need to slow down and to look at things more closely. I couldn't see the use of taking hundreds of class hours and not getting anything out of them. I decided it was time to take a backseat in some issues, to slow down on commitments, and to take a close look at who I am and what I want out of life. I could see he had many valid points. Thanks, Henry David, thanks.

mp

PEACECORPS

KEN WILD

I came to Honduras in 1977 as a specialist in environmental education under the now-extinct Smithsonian Institution/Peace Corps Environmental Program. And if I were to spend the rest of my life here, I think I would never stop searching for the answer to the question, "How does conservation of natural resources apply to and affect the lives of the poorest of the poor?"

The vicious cycle of poverty is the result of a complex relationship of political, social, economic and cultural forces, and such fine-sounding concepts as "ecology," "environment" and "conservation" sound hollow when we're faced with poverty and its shocking reality.

In the rich, developed nations we tend to think of natural resource and environmental problems as stemming from overconsumption. The world's environmental deterioration is laid at the feet of the rich countries because they are using far more natural resources per capita than are developing nations.

But in a relative sense, a poor villager from a Third World country can have a powerfully damaging effect on the natural environment too. The absolute desperation to survive sometimes means slashing down a stand of trees or killing and/or selling the nearest available wild animal. The dearth of economic and land use alternative puts an unbelievable strain on natural resources.

Add to this the pressures of a mushrooming population and the result is environmental destruction as complete as that caused by the over-consumptive, developed nations.

Conservation in the Third World requires an understanding and a commitment on many fronts. Unfortunately, conservation planning issues in a country struggling to overcome poverty and to meet the needs

of its citizens often take a back seat to what are seen as more pressing political and economic problems.

Consequently, conservation programs often are relegated to small, relatively impotent bureaucratic offices with limited funds and resources.

For a Peace Corps Volunteer working in natural resources conservation, the frustrations are as numerous as the challenges. Given the complete cultural situation, the volunteer first must ask why the problems exist and then seek the most applicable alternative using the available resources.

*"'ECOLOGY,' 'ENVIRONMENT,'
AND 'CONSERVATION' SOUND HOLLOW
WHEN WE'RE FACED WITH POVERTY
AND ITS SHOCKING REALITY."*

I gave conservation talks in schools and for civic groups, helped organize an Earth Day program, taught environmental education in a rural elementary school, participated in inventories and investigations of different wild areas throughout the country, and prepared a manual of environmental education for teachers.

Teaching conservation of natural resources in a Third World Country, I learned, must be approached holistically. That's why the Peace Corps is a valuable asset to the world conservation movement.

By working in areas such as health, agriculture, natural resources, etc., an interdisciplinary corps of volunteers can cooperate to work both directly and indirectly for conservation. Only by an integrated approach can the concept of conservation be communicated; can real alternatives in health, living conditions, sanitation, family planning, land use, etc., be provided.

(Ken Wild is a 1976 Huxley graduate. This is part of an article from Peace Corps Volunteer magazine, given to me by Ken Hugh, campus Peace Corps representative.)



SEA PATH

I follow a path through many faces, toward familiar faces and classes. A snapshot captures an unfamiliar fleeting image of myself in a frame other than the instant. I see a vessel carrying a secret growing self through the unseeing sea of others.

Secrets of my bottle seep out. I hold it in my hand to collect enough for a taste. I want to be an image connoisseur, to open other bottles one by one.

Someday my bottle will slip from the clatter to roam a sea path.

-Brian Blix-

TEN YEARS AFTER.....

to court. Our economic system is greatly underused as a tool by environmentalists largely because we see it at the root of our problems. Yet it can be used to achieve our purposes. Saul Alinsky (author of Rules for Radicals) was acutely aware of this fact. He was able to bring discrimination issues to stockholder's meetings of Eastman Kodak by controlling shares of stock. Similar methods could be used today by environmental groups.

We environmentalists have an important message which we are not communicating because of the limited tactics we use and the gulf we have put between ourselves and others. We need to be more creative and more a part of the human communities we live in.

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RECYCLING BLOOD.....

done. I learned by experience (mostly alone) the easiest way to break a bottle with one stroke, and which box a Lucky goes in. I had to know everything about recycling, to direct the staff, how to organize the mess they called the "new office," and I needed to hire an assistant and keep things going.

I figure I learned 95% of it all by December. My school work had taken a back seat (as well as my social life) but the Center was gradually improving. Most things take an incredible amount of time to get accomplished around here, with all this red tape and University bureaucracy (six months for some awnings and a fence).

By March I realized I wouldn't get many of my plans accomplished, and academics wouldn't allow a repeat of this year. It's been frustrating and tiring--not at all worth the pay--but then there's the experience, a truck load for sure.

I've had so many enjoyable moments with other folks in spite of the bad times with some. I can look around and see my accomplishments and improvements amongst the continual piles of material. I swear, if this place ever looks perfect, it'll be the day it closes.

I know it's in my blood now and always will be. I'll never stop working for recycling. I know not just how to recycle, but the potential as well. Probably few student jobs affect one so deeply and provide so much to remember. To think I just wanted to be an assistant!

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