

mes/mpa

Update

Published by the MES and MPA programs at The Evergreen State College

Women Confronting Poverty

Making the Connections

A Statewide Conference
Everett Community College

Friday, June 21st, 9 am - 6:30 pm

Call (206) 388-9293 for more info

Collage Acknowledgments

by Colleen Ray, MPA/GSA Coordinator

I would like to express special thanks to the following people for contributing to the photo collage and decor of the new MPA lounge:

- SID WHITE contributed over 30 photos from the "People's of Washington: Perspectives on Cultural Diversity" collection.
- SUSAN PARISH contributed a special photo of the Capitol dome, capturing the spirit of the waterfront in the 30's.
- DREW CROOKS provided four prints of Native American cultures from coastal Salish to inland plateau tribes.
- THOMAS BLACK did an extraordinary job of photo development, giving special attention to each print.
- JIM WALKER and BRUCE SHAW provided expertise in mounting the collage with the right materials and equipment.
- LUCIA HARRISON contributed those items we hold near and dear - the coffee pot and microwave oven.
- BOB ARIM donated the beautiful plants that give the lounge a welcome, relaxing atmosphere.

UPDATE Needs Your Submissions!

Spring Deadlines: **LAST ONE !! May 31*** (*alumni mailing)

This is the last day for submissions. Please place them in the newsletter mailbox in Lab I Room 3023.

Personal contract, internship and alumni updates are strongly encouraged! Please feel free to also submit:

News Releases	Poetry	Event Reports
Feature Articles	Photography	Editorials
Quotes	Illustrations	Resource Listings

All submissions **must** have legible names, phone numbers, and references when needed. It would be extremely helpful to have submissions entered on a Mac computer disk.

Editors: Allen Pleus (MES), Peter Moulton (MPA)

'89 MES Core Response

The Core Sequence

Continuity is the issue. Our Core experienced little connection between PEEP and PER and between Quant Methods and Case Studies. In both cases we carried over only one professor from the proceeding class. The point was raised that what was missing was not continuity of bodies (i.e. having the exact same faculty for PER as we did for PEEP) but continuity of ideas.

Particularly in PER only one of the professors was conversant with what had been the focus of PEEP. This made it difficult to progress for both students and faculty. Core Faculty should be prepared for the kind of political, social and economic analysis that the students have been engaged in. This should be true for the faculty in *all* Cores.

In addition to continuity between Core classes, there should be more continuity from year to year. What this would require is more structure and firmer goals for PER and Case Studies. They are both poorly defined and the students are left asking, "What's the point?" Our Core lucked out and had a good Case Studies. The preceding Core did not.

With so little definition there are no guarantees that it will work well each year. The faculty should either define it better or drop it all together. Some suggested that Case Studies be more solution oriented and many concur that changing it's name to Environmental Problem Solving, as the 1988 Core suggested, would give it some added direction.

The Seminar

Seminar can be lifeless and unimaginative or it can be the very reason why we are in this program. In the case of Quant Methods, seminar was particularly poor and many felt that it might as well give up its ghost and be resurrected as problem solving sessions instead. Seminars usually fall flat when objectives are unclear or lacking altogether. Just "goin' with the flow" does not work. There needs to be purpose and direction for the seminar process to be of value.

(see page 2)

Inside

MES Core Response (cont) 2

"Culture" Page 3

Internships & Employment 4

'89 MES Core Response (from front page)

But in the end there is no substitute for good facilitation. Time should be reserved (at orientation or the first PEEP class) for a presentation on effective seminar for students *and* faculty. This should not be just another seminar on seminar, but a directed workshop on good techniques led by someone who has been identified as an excellent seminar leader.

Electives

Three main points were raised:

1) Though the program has maintained continuity in most of its elective offerings, some people were upset that Forest Ecology was only offered once. Several people did not take this class their first quarter because they planned to take it the following year. Temporary elective offerings should be stated as such so that students have all the information necessary when selecting the courses they will take.

2) Some faculty have made course presentations for the rest of the learning community and have been open to curriculum negotiations. This helps ensure the success of the class for all concerned and is an important courtesy that should be fostered by the Program Director.

3) Generally more depth is important in electives and that in addition to the current focus on Natural Resources, Economics and Policy there is a desire for more electives offered in Environmental Planning and Alternative Environmental Solutions (With, perhaps, the Sustainable Community Systems program as a model). One suggestion given to compensate for the loss of breadth would be to encourage alumni to continue to take electives or do contracts after graduation by providing some significant, reduced-tuition incentives. This idea would help keep the alumni involved and provide in-program students with the benefit of the alumni's professional experience.

What's Worth Keeping? What's Not? What's Missing?

Diversity: Diversity! Diversity! Diversity! 'Nuf said.

Basic Skills: It was suggested that it would be more helpful if there was a math prerequisite that students must fulfill before taking the Quant Methods class. This class was a real struggle for those who had little math background and they felt they would have benefited more by being required to take some math first. It was also proposed that some introductory statistical work be done in PER. In addition, there is the desire for more critique of writing skills overall.

Teaching Methods: All felt that the PER Dialogues were a real success. Students formed into groups to do research on a given topic and present that research to the class using any method they desired. Some chose to give lectures, some chose role playing and others chose a debate format. Most tried to involve the whole class in some way. Methods such as species friend field work during PEEP and the Green Revolution game in PER were also thought to be successful.

Evaluations: Informal mid-quarter evaluations, particularly during PEEP, were highly valued by those that got them and devoutly wished for by those that did not. Student should also be encouraged to do a mid-quarter evaluation of the faculty. The student-advisor relationship should be firmed up.

Environmental Response

Originally proposed last year, our core supported the idea of an Environmental Response Contract. As phrased in the '88 Core Response, "Due to the time constraints naturally inherent in meeting the demands of the graduate studies work load, MES students are often unable to pursue opportunities to actively engage in environmental political response. As a means of partially availing itself to a remedy of this deficiency, the program should promote such opportunity by including environmental response as part of the curriculum.

One way in which this can be accomplished is to make available one faculty member each winter quarter who will sponsor a group contract facilitating such an interest in environmental activism. With the state legislature in session at this time, the contract would be an excellent addition to the elective listings." The idea, presented by Ralph of a 2-credit research contract on timely issues is a good start towards such a goal and should be pursued.

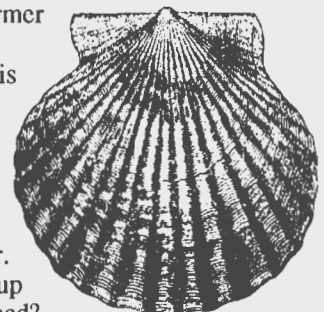
In general there needs to be more MES contact with the legislative process in the program. There are often important hearings in Olympia on a variety of environmental issues. Why don't we attend them?

MES Graduate Student Assn

Some left the Core Response feeling a bit confused about this issue. It was said that activities such as the war statement are "too political" and are beyond the mission statement of the GSA and the GSA coordinator. I have thought a great deal about this issue since then and hope you will all read my response to this argument in the March 14th issue of Update.

There was no clear response when the idea was raised about taking a stand on more clearly environmentally-oriented issues. If, for example, we were to create a statement on matters such as Initiative 547, or the Spotted Owl or on saving a particular wetland that is at risk due to development, would students be more willing to engage in the process of releasing such a declaration or would I again be overstepping the bounds of my position by coordinating the framing of such a document? It seemed that some thought the former and some the latter.

For myself, I feel that there is nothing wrong with attempting to frame such public statements. Their release would depend on the support of the majority of MES students. Still, it would be helpful if the process was clearer. If we to make decisions as a group how can this process be better defined?





Well, Golly Folks! Er... Will oil improve the quality of Eskimo an' other Indigenous people's lives? Uh... Is oil a curse?! Can "Daddy" Warbucks be giving us the straight scoop? Do all 'o the Eskimos (who call themselves Inupiat) want to drill for oil? What about the Caribou and other an'mals the "true people" subsist on? An' what about Equador and oil exploration/development down ther'? Hey, Annie... WHOA...!!!!

Stay tuned for our next HOT issue!

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

I take you, to have and to hold, from this day forward, for better for worse, for richer for poorer, in sickness and in health, to love and to cherish, till death do us part, so help me God.

I, being of sound mind and body, but also aware of the uncertainties of this life, do hereby make, publish and declare this instrument as and for my last will and testament.

Who is bought and sold? Who is beyond the law? Who is free to choose? Who follows orders? Who salutes longest? Who prays loudest? Who dies first? Who laughs last?



Internships & Employment

If you are interested in pursuing an internship, complete an orange internship form from the bin outside my office and return it to me. Please keep me informed of your status, Bonita

Lab 1 - Room 3022 866-6000 x5703

WHO: NW Assoc. of Marine & Aquatic Educators
WHAT: Awareness to Action Conference Assoc Planner
CONTACT: Laurie Usher @786-5445
DURATION: Spring, Summer Quarters 1991
SALARY: Volunteer, possible future stipend
DEADLINE: A.S.A.P.

WHO: Thurston County Public Works
WHAT: Administrative Intern/Assistant
CONTACT: Cheryl Henderson @ 786-5485
DURATION: 2 quarters min. - W/Sp/Su
SALARY: \$6 +/hr. DOE 10-20 hrs./wk
DEADLINE: Open until filled

WHO: Dept of Ecology
WHAT: Ass't to Education Coordinator
CONTACT: Glen Alexander, Padilla Bay Estuarine Reserve
1043 Bay View-Edison Rd, Mt Vernon 98273
SALARY: Volunteer
DEADLINE: Ongoing

WHO: Nisqually Reach Nature Center
WHAT: Field trips, Education projects
CONTACT: Lea Mitchell @459-0387
DURATION: Ongoing
SALARY: Volunteer
DEADLINE: None

WHO: WashPIRG
WHAT: Varied Internships
CONTACT: Laura Reed @ 866-6000 x6058
DURATION: Winter Quarter or check on Spring/Summer
SALARY: CALL; 10-40 hrs/wk
DEADLINE: CALL

WHO: Governor's Internship Program
WHAT: Environmental Engineer
CONTACT: James M. Simms, Dir. @206-586-5997
DURATION: 7/8/91 to 8/30/92
SALARY: \$1789-2261
DEADLINE: June 5, 1991

WHO: Governor's Internship Program
WHAT: Management Analyst & Technical Writer
CONTACT: Larry Corbin @ 206-753-2811
DURATION: 6/1/91 to 5/31/92
SALARY: \$1789-2261
DEADLINE: May 24 & 29 (respectively) 1991

WHO: MES Program
WHAT: Rachel Carson Environmental Forum
CONTACT: Anna @ 866-6000 x6479
DURATION: 1991-92 School Year
SALARY: 'Cause you love to do it!
DEADLINE: ASAP

WHO: Friends of the Earth - NW
WHAT: Various projects
CONTACT: David Ortman @ 633-1661
DURATION: neg.
SALARY: Volunteer; after 10 wks - neg.
DEADLINE: Ongoing

WHO: Black Hills Audubon Society
WHAT: Wastebusters Program Mgr & Assistant
CONTACT: Rhys Roth/Wastebusters, Box 2524, Oly 98507
DURATION: 1 yr. Grant
SALARY: D.O.E. 20 hrs/wk contract
DEADLINE: June 5, 1991

WHO: Nat'l Network for Envir. Studies (NNEMS) Div. EPA
WHAT: Funding specific topics w/internships/fellowships
CONTACT: Ginger Wandless @ 202-475-9477

WHO: Thurston Conservation District
Dobbs Crk Model Farm
WHAT: Various internships OR PROJECT PROPOSAL
CONTACT: Chris Walline @ 754-3588
DURATION: Neg. over Spr. Sum, & next Fall + quarters
SALARY: N/A Call
DEADLINE: Until filled

WHO: Governor's Internship Program
WHAT: Rehabilitation Teacher
CONTACT: Bonnie Jindra @ 206-586-0275
DURATION: 6/3/91 to 9/30/91
SALARY: \$1789-2261
DEADLINE: May 23, 1991

WHO: Snohomish Health District
WHAT: Environmental Health Specialist
CONTACT: 3020 Rucker Ave #102, Everett, WA 98201
DURATION: Permanent
SALARY: \$2224-3624/mo
DEADLINE: May 31, 1991

WHO: MES Program
WHAT: (1) MES Graduate Student Assn. Co-coordinators
CONTACT: Anna @ 866-600 x6479
DURATION: 1991-92 School Year
SALARY: 5hr/wk (250 Hrs. total) 4 credit waiver
DEADLINE: ASAP

"The function of the MES GSA Coordinator is to facilitate those energies that are born of new knowledge and seek expression beyond the parameters of the academic curriculum."

Eli Sterling
1989-90 MES/GSA Coordinator

