

Wilderness, education combined in summer realization program

In the wilderness — one imaginary day — someone said softly, "And this life exempt from public haunt Finds tongues in trees, books in running brooks, sermons in stones and good in every thing."

If you go along with what Shakespeare's duke in "As You Like It" said, then the Outdoor Program's summer term Wilderness Realization program is ready to help you listen to the words of the pines, read the murmuring of the mountain streams, or learn whatever you want to learn from the outdoors — with college credit.

"The wilderness and a university education are not two separate worlds," said Outdoor Program assistant director Bruce Mason, "so through our summer Wilderness Realization program students will be given the opportunity to get credit hours for combining their outdoor and academic interests."

Mason said, "We have collected a file of teachers who are interested in negotiating Reading and Conference (405) or Special Projects (406) credit with students who want to use the potential of the outdoor environment to further their own educational interest. It will be up to the student, however, to design his own course format and then work with the instructor for its fulfillment," Mason said.

Through this program a student could get landscape architecture credit for working to understand the landscape of a particular wilderness site; receive speech credit for making a wilderness film; receive Sociology credit for studying small group theory in a backpacking expedition party; or health education credit for learning safety, first aid or emergency care techniques for wilderness accidents, Mason said.

Teachers from numerous departments have shown interest in this program. Among departments available so far are history, recreation, Russian, CSPA, fine and applied arts, educational counseling and even accounting. Interest teachers are still being sought out for this program.

If you're going to be around this summer, have an interest — or want to get one — in the outdoors, and want to do something beyond the usual classroom-term paper syndrome, check out the Wilderness Realization program. Interested faculty or students can find further information in the Outdoor Program (x4365) in Room 23 in the basement of the EMU.

A SEARCH class Biology 199 will be offered in "Special Studies — Oregon Wilderness Survey." "This class would send out small groups of students to roadless National Forest areas to gather information about landforms, lifeforms, and wilderness character of unprotected areas," said Fred Swanson, class coordinator. "The information will be of direct use in helping the Forest Service sound land management policies," he said.

"Other teachers have shown interest in originating their own wilderness related course if students show interest," Mason said.

"The potential of what a student can do with the outdoors in relation to her or his interests is limited only by the imagination," Mason said. "Outdoor Program trips and resources will be open for participant's use," he said.

If you're going to be around this summer, have an interest....

Chairman sees hope for Daycare Center funds

Incidental Fees Committee Chairman Randy Shilts said yesterday that he is confident that the ASUO Child Care and Development Center funding request would "get by at \$15,000."

Mary Keenan, head of the center, seemed unimpressed, stating, "Almost everyday that information changes."

The center's budget request of \$20,000 from the ASUO constitutes one-fifth of their total operational budget, Keenan said. This money would be used as match money in order to get federal funds.

Keenan said that even if the center doesn't receive adequate federal funding to provide free child care, it could at least offer low-cost care. She said that either way, incidental fee money is needed.

Shilts said he is "100 per cent for day care," but that if it is funded by the ASUO, it should be for next year only.

Shilts said he would like to see negotiations between the Administration, the ASUO and the Child Care staff arranged to shift funding of the center from the ASUO to the University after next year.

Plans for the EMU addition include facilities for a drop-in

center that would accommodate 30 children for limited amounts of time while their parents attend classes.

Keenan said this should not affect the Day Care funding issue because the clients for the two centers would be different. The majority of the Day Care clients need the facilities every day for longer periods of time, she said.

Dick Reynolds, EMU director, said the drop-in center was "not intended or designed to take the place of the ASUO Day Care Center." He described it as a babysitting service that will take children for only a few hours at a time.

Minority . . .

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her that federal application deadlines combined with the spring term break prevented the administration from meeting with representatives of the minority programs.

Asked by a commission member if the pre-existing structure would have qualified them under the federal guidelines, Johnstone said that the guidelines had not been available to them at the time of their meeting.

The University has reached a separate negotiated agreement with the representatives of the Native American program for the structure of that group's cultural center. Dean Donald Rhoades said that the settlement would not conflict with the proposed structure.

The Human Rights Commission had decided to investigate the reorganization of the Minority program on May 1 and wrote to University President Robert Clark of their intention. Clark had responded that although he would cooperate with any "informal inquiries" that the investigation suggested by the commission was unnecessary.

Johnstone commented that if the administration incorporated the recommendations of the faculty committee and negotiated with each minority group then the needs of the students would be met.

Sherwood's committee proposed that top priority be given the centers in state funding (which accounts for most of the money's allocated) and that each center have a director and assistant director who have active roles in program recruitment.

Johnstone said that the biggest problem, as seen by the administration, was the transition between the existing programs and those proposed. She said that, "the new concepts are vague enough that groups could effectuate the kind of advocacy they need" if the administration negotiates and responds to the faculty committee.

"Without the faculty committee the needs of the students would not be met," said Johnstone, "the faculty committee's report seems to reflect sound consideration of the values of each group."

Jose Romero, of the Chicano-Native American center, said that some groups are not prepared to negotiate with the administration and that some are even considering moving off campus. "I won't have a damn thing to do with the University at this point," Romero commented.

Members of the commission recommended that the University administration attempt to recruit staff for the new programs within the community. They agreed that recruitment from within existing programs would ease the transition, set for July 1.

Wednesday, May 23, 1973



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