

CO-CURRICULAR PROGRAM

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Why We're Co-curricular

At Evergreen it is usually the case that some of the students in a non-credit generating class in judo or some other activity, which may be referred to by other schools as an "extra-curricular" activity, are earning academic credit. It is thus incorrect to categorize those activities which fall as responsibilities of the Office of Recreation and Campus Activities as "extra-curricular" activities; but in-as-much as the same activities are not primarily curricular, the co-curricular heading is appropriate.

Evergreen's Co-Curricular Activities Program is designed not only to facilitate the development of a varied program of co-curricular activities which provides ample opportunity for personal growth and development for the students, members of the faculty and staff and the Evergreen community at large, but also to provide less tangible services in the form of consultation, advice and assistance in the use of leisure time and the provision of formal learning resources.

This is accomplished by capturing the enthusiasm of students, members of the faculty and staff, and non-Evergreeners who have ideas which can be reasonably transformed into action. To do this the college has a staff which devotes itself to the cause, facilities and equipment with which to nurture and develop ideas, and money proportional to the level of operation. Further, it is critical that student involvement in decision-making and in program development be of the highest priority. The primary means by which this has been accomplished thus far is through the use of student volunteers and through student employees.

Where We Come From and Why We're Here

Originally the funding base for all aspects of the co-curricular activities program was through the services and activities fee which is a portion of the tuition and fees students pay at the time of registration. The services and activities fees also have supported such programs as Emergency Student Loans, portfolios and transcripts, identification cards and currently the operation of the Campus Activities Building and Campus Recreation Center, student personnel services and other student related activities. The student related activities portion of the services and activities fees was designated by the Board of Trustees as a discretionary fund to be allocated by the Services and Activities Fees Review Board (S & A Board). This board was originally composed of eight randomly selected students whose responsibility it was to review proposals from and allocate funds to student related activity groups. After the first year a DTF was formed to evaluate

the S & A Board. The most significant change recommended involved the make-up of the board, which was changed to include six randomly selected students, one randomly selected staff person, and one randomly selected faculty person. During its three years of existence the board has funded a wide variety of student related activities. Fiscal and programatic support for the S & A funded activities has been and still is provided by the Office of Recreation and Campus Activities. Following are examples of the type of activities the board has funded, an illustration of the breadth of the co-curricular activities program:

I. Recreational Groups and Activities

A. Outdoor Equipment Center

During the autumn quarter 1971, a proposal was developed by a group of students which requested funds for the purchase of mountaineering equipment. Since then, that inventory has expanded to include equipment to meet almost any recreational need, including such items as car camping, back packing, river running and winter touring equipment; individual and team sports equipment; and other miscellaneous recreation use equipment. The high level of utilization of this service has created interests in further expansion into a more complete inventory of recreational equipment which would include such things as canoes, kayaks, bicycles and fishing gear.

B. Individual and Team Sports

Although the primary funding support for sports activities came from the Office of Recreation and Campus Activities during the first two years, the S & A Board did allocate a pool of funds for such sports as fencing, rugby, crew, sailing and SCUBA.

Sandlots and The Steam Plant Gym

Until the opening of the Campus Recreation Center, the primary on-campus sports facilities were what is affectionately referred to as "the Steam Plant Gym" located within the central utility building on campus, and two sand playfields. "The Steam Plant Gym" continues to house space for one volleyball court, or a badminton court, two basketball shooting stations, a tennis bang wall and a wide variety of gymnastics apparatus. Three thousand yards of sand was used to develop two "sand lot" playfields. One was designed as a football-type field, the other as a softball field.

The nearest grass playfield available during the first

two years was Woodruff Park Playfield located about five miles east of campus. The college's grass playfields became available during the fall quarter 1973 and have been used for such activities as rugby, soccer, football, softball, and frisbee throwing. The nearest full size indoor heated all-weather gym available for recreational play at the time of this writing is located in Washington Junior High School which is about eight miles east of campus. Although facilities were practically non-existent during the first two years there seemed to be a great deal of individual effort toward utilizing alternate facilities. The outlook continues to improve; however, the chance for satisfying one major facility need, that of an enclosed heated all-weather gymnasium, is still remote.

Grass Playfields, The Recreation Center and The Recreation Pavilion

The college has the capabilities of conducting programs in handball, racketball, weight lifting, wrestling, judo, karate, boxing, dance, fencing and a variety of aquatic sports. These types of activities can be provided for in the Campus Recreation Center.

The Recreation Pavilion is a covered, unheated structure without walls featuring six basketball shooting stations situated on two basketball courts. Superimposed over these are two volleyball courts and two tennis courts. Intended as a covered unheated recreation facility, the "bugs" are not completely out of this one to a point which allows one hundred per cent usefulness.

Rock Climbing Practice Facility

Plans are underway which would utilize the southeast wall of the Campus Recreation Center to meet this need.

C. Recreational Arts Activities

Although interest in the arts is extremely high among students at Evergreen, facilities for recreational arts continues to be at a premium. During the first year of operation, the S & A Board funded salaries for what was referred to then as the "Building 211 Dark-room Conspiracy"--simply a provision for use of photographic darkroom facilities for non-credit generating photography. That facility, with the addition of the "Messy Arts" and the Set and Model Shop facilities in the library basement, have helped satisfy the need for recreational arts facilities.

Prior to this school year the recreational arts program consisted of informal learning workshops in ceramics, photography, silk screening, jewelry making, etc. The recreational arts program is now formalized as a program of course offerings in each of the activities listed above in addition to dance, lithography, leather working, the art of writing and film making.

To accomplish the work surrounding the existing program the college employs several students in supervisory or coordinating positions. Students may enroll in arts workshop for credit or non-credit in practically any art related subject.

D. Outdoor Programs

Like all other Evergreen recreational programs during the first year, the outdoor activities program was informal in practically every sense except as it related to the equipment pool described earlier. The second year brought more structure and the creation of the Evergreen Outdoor program designed to meet student recreational interest relating to the mountains, waters and sky. Included in the list of activities organized during the second operating year were kayaking, sailing, hang gliding, sky diving, mountain climbing, rock climbing, skiing and SCUBA. The central information and control point for these activities was and still is the Outdoor Kiosk, an office/bulletin board located in the College Activities Building. A student coordinator has had the responsibility since the opening of the college for assisting in developing student interest in the outdoors.

II. Non-Recreational Activities

It is difficult to categorize activities under appropriate headings because so much is dependent upon the reasons individuals participate; however, the basic premise on which the activities described in this section was built, dictates that the activities are interest-, avocational- or service-oriented. To explain this in a more exemplary way: a student may participate in the Political Action Society for kicks, or because he or she is determined to cause political change, or because it may have career values.

The S & A Board has funded many activities which fall generally under the category of non-recreational activities during each or one of the first three years of operation. Some of the

principle activities which have received support are described below:

- A. Two forms of mass communications have been supported; namely, The Cooper Point Journal, the school newspaper and KAOS FM Radio, both of which are operated by students. Many of these students receive academic credit for projects relating to the field of communications.
- B. The Asian Coalition, MECHA, NASA and UJAMAA bring together Asian, Chicano, Native American and Black students respectively. These ethnic minority groups are supported by the Non-White Coalition which was established during Winter Quarter 1974.
- C. The Women's Commission and the Women's Center have been active in raising consciousness relative to the roles of women.
- D. The Gay Resource Center provides social and educational resources to those people who are interested in expanding their awareness of themselves and of others around them.
- E. Mass transportation in the form of the Bus Subsidy, child care in the form of our Day Care Center, a farming and gardening learning center in the form of The Organic Farm are other principle activities supported by the S & A Board.

III. Lectures, Concerts, Films and Dances

During the 1971-72 school year, the S & A Board funded what was then and still is called the Gig Commission, the primary purpose of which is to arrange for "Gigs" such as dances and concerts. In the final analysis of that year's program, dances were the key product of the Gig Commission with concerts, poetry recitals and other cultural events having been programmed by "EYE 5" to which the S & A Board also contributed. During the current academic year, however, the EYE 5 program has been looked upon as a booking agency, allowing the Gig Commission and the Evergreen community to have more discretion in the selection and presentation of artists on campus. The 1972-73 school year saw the inclusion of a "Friday Night Film Series" into activities programmed by the Gig Commission to meet the needs for entertaining and educational films on campus. As a result of steady increases in participation, the program was also expanded by S & A funding of the "Speaker's Bureau" designed specifically to supplement the existing program with a cross section of speakers addressing themselves to many diverse issues.

In an effort to respond to the needs and/or desires of

the Evergreen community, programs planned thus far have been based on an fall quarter poll taken through the Cooper Point Journal, periodic open meetings and an open door policy wherein the coordinators attempt facilitation of individual wants.

Non-Credit Generating Instructional Programs

Again this is a misnomer in title due to the fact that selected students do receive credit through their regular academic programs for participating in selected workshops. Non-credit generating workshops and courses were scheduled during the first two years of the college's operation in such things as skiing, SCUBA, human sexuality, drugs and first aid. Many of these were held off campus, due to the lack of facilities. The first large scale effort at satisfying recreational arts needs on campus occurred during the summer of 1973 with the advent of the Recreational Arts Workshops. With the opening of the 1973-74 school year came more demands for non-credit generating workshops and more interest in teaching same. At this time there is need for development of guidelines for the selection of instructors. Following is a list of workshops which have been scheduled, or are being scheduled at some future time:

In recreational arts - jewelry making, ceramics, lithography, movie making, photography, silk screening, modern dance, jazz dance, ballet, tap dance and yoga.

In recreational sports - mountaineering, winter mountaineering, rock climbing, cross country skiing, downhill skiing, SCUBA, beginning swimming, senior lifesaving, Water Safety Instruction, springboard diving, sky diving, gymnastics, karate, judo, aikido, T'ai Chi and Kung Fu.

Nondiscernables

To this point most of this narrative has attempted to describe fairly discernable things which fall under the realm of co-curricular programs. There are other activities which happen, some with a purpose, some without, but all of which fall under the realm of the co-curricular. Among these are such things as the provision of advice by the co-curricular activities staff relative to use of leisure time, the provision of a formal place (the Office of Recreation and Campus Activities) which students can utilize as a learning resource for such fields as recreation administration and student personnel services, and the provision of space, facilities and equipment for relaxation, lounging, reading, quiet table games and similar activities.

Lotsa Sources, But Not Enough Money!

Although the primary funding source for the co-curricular activities program is the Services and Activities Fee, other sources have been approached for funds and some of those sources contribute sometimes with "in kind" cur-

rency, but nonetheless a contribution is made.

The primary institutional budget which was begun during the current school year, and which is designed to support the co-curricular activities program is the one which provides for the Office of Recreation and Campus Activities. A list of supportive funding sources for co-curricular activities which have been tapped for actual dollars of "in kind" service in terms of their degree of importance is as follows: 1) Service and Activities Fees; 2) Recreation and Campus Activities; 3) Plant Operations; 4) The Library; 5) Academic Programs; 6) Gifts; 7) Revenue generated from tuition for non-credit generating courses and workshops; 8) Revenue from the sale of Campus Recreation Center Use Tickets.

Some of the student activity groups have actively sought fund support from agencies offering grants and a few have met with success.

Future Conflict About Purpose and Space

It can certainly be expected that the degree of success which any specific co-curricular activity will enjoy in the future will depend to a large degree on the enthusiasm of the students who represent the activity.

Unless significant changes occur, it will continue to be possible for students to achieve academic credit for participating in some aspect of a co-curricular activity. A worrisome point in this regard is the potential conflict for space use between the "pure" academic program and the co-curricular program. If the physical plant is not allowed to expand to meet the increase in enrollment, such conflicts could result when space that, up to that point was utilized for co-curricular activities, is usurped.

In most cases, there has been an excellent melding of curricular and not-so-curricular activities. For example, while the development of the college's 3,000 feet of shoreline has been a cooperative responsibility of several areas of the college, the two primary users are marine academic programs and marine recreation programs. There has been conflict between representatives holding extreme opinions on each side. Some would favor leaving the entire shoreline unaltered, others would "develop" the shoreline to include concrete bulkheads, trails, picnic and restroom facilities, and still others would compromise either of the positions. At any rate the shoreline will be developed sensibly after a long range study has been completed. Included in such a development plan would be a system of trails through the forest lands which would be used for co-curricular purposes as well as for purely academic ones.

Because of the informal structuring at Evergreen, the basis for developing guidelines for co-curricular activities and for academic activities is a difficult task. Co-curricular activities often rely upon the enthusiasm of students for success. This has the potential for being a serious problem when it involves quality of instruction and of activity content. It is conceivable at present that a workshop in the arts could be taught by

a highly qualified (in the practical sense) student, who is formally unqualified to teach at most other institutions, and that other students could receive credit for that workshop. This has proved to be an excellent means of obtaining qualified instructors in the arts and in so doing, satisfying what appears to be an appreciable interest among Evergreen students in the arts. It must be pointed out here that, although credit may be earned for participating in a "non-credit generating workshop or course", credit is granted only by a member of the faculty or by staff member who is acting as an individual contract sponsor.

Mountain climbing, parachuting, river running, or spelunking?

There is widespread interest at Evergreen in outdoor activities, and most of those listed in this paragraph heading are available now in some formal controlled way. The "formal, controlled way" is important in terms of safety to the students who participate and in terms of liability to the college. During the first two years, Evergreen's outdoor activities program was developed around the "Common Adventurer" principle utilized by the University of Oregon Outdoor Program. This is a legal principle which in effect separates the institution, in legal opinion, from whatever activity is happening. Nothing is sponsored by the institution; however, individuals with common skills and common interests can partake in a "common adventure" down a river, up a mountain, into a cave, or out of a plane simply by "getting together". The institution's role is simply to provide "getting together" space.

Although this is an outstanding way of getting people "out", it is, in our opinion, suitable only for institutions wherein there is a preponderance of outdoor enthusiasts who have "common skills." Interest is not enough, and it is this aspect of the common adventurer philosophy that seems to represent danger; that is, the potential for an unwary student, who may be interested in a particular activity, to partake regardless of his or her lack of skill.

For this reason the Evergreen Outdoor Program modified its style during this year in favor of a more traditional one which serves to bring the technical competence of its students to a point, where through formal course offerings there is reason to believe that there can safely be a "common interest and common skill" level.

Philosophy Relating To Intercollegiate Athletics

It has been the unwritten, but for the most part well-understood and well-supported philosophy that Evergreen shall emphasize the development of participatory athletics rather than spectator sports; however, if the future held an additional change on the part of the Evergreen community, and if this change reflected growing support for the development of an intercollegiate sports program, which it definitely does not do at present, then the door remains open for that to happen. Support does exist at the current time, however, for an intramural and extramural club sports program.